

Psychology of Aging

PSYC 114

Summer 2026 Section 80 Fully Online 3 Unit(s) 06/01/2026 to 07/02/2026 Modified 05/21/2026

Contact Information

Instructor: Erin Woodhead, PhD

Office Location: DMH 316

Telephone: 408-924-5654

Email: Erin.Woodhead@sjsu.edu

Office Hours: Mondays 9:30-10:30 on zoom and by
[google calendar](#)
(<https://calendar.app.google/dT1RtkFH4o5y3xoM9>).
appointment

Join from PC, Mac, Linux, iOS or Android:
[https://sjsu.zoom.us/j/4992677192?](https://sjsu.zoom.us/j/4992677192?pwd=eUdSL0lIMTdCUgh5SmJ2V0xURHZuZz09)
[pwd=eUdSL0lIMTdCUgh5SmJ2V0xURHZuZz09](https://sjsu.zoom.us/j/4992677192?pwd=eUdSL0lIMTdCUgh5SmJ2V0xURHZuZz09)
Password: Office22

Class Days/Time: N/A (Asynchronous online class)

Classroom: N/A

Prerequisites: Psyc 001

Course Description and Requisites

Psychological development of middle-aged and older adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes. Course content also includes age-related health problems and their prevention.

Prerequisite: PSYC 001.

Letter Graded

* Classroom Protocols

All course activities will occur online. There are no required in-person meetings for this class. Each week will correspond to a few modules in Canvas. The modules will include everything that you need to complete each week in the class. Each module will include the weekly assignments, links to outside materials (videos, articles) that are relevant to the class, as well as a short lecture that I've pre-recorded for you to view that week. **Note that this is not a lecture-based course.** "Class time" will be used for completing the relevant assignments each week. Therefore, students are responsible for reading the textbook as the primary way of obtaining the content for the course.

This course is self-paced and will require you to time manage and self-motivate appropriately. I strongly recommend that you schedule time each week to complete the above activities. The worst thing you could do is to wait to complete the entire set of activities right before something is due.

AI Policy

The AI policy in this class is that you can use AI to understand concepts. You can't use it to generate text or use it as part of Grammarly/CoPilot to edit sentences or suggest words. A high flag for AI use (20% or greater) in an assignment will result in zero points for that assignment.

Honor Code

In order to ensure fairness and have a single standard of representing knowledge acquired, all students in this course must agree to abide by the following code of conduct.

1. My work will be my own in this online course, except where the assignment is to work in groups or teams.
2. I will not give any answers for individually graded assignments to anyone else, or share assignments on the internet via course tutoring websites.
3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others' work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
 3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
 4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Learning Outcomes (CLOs)

CLO1: Explain and identify changes in the structure of our population with regards to the changing demographic of older adults in the U.S. and internationally.

CLO2: Explain and identify the biological/physical processes that occur during the aging process.

CLO3: Identify and discuss typical research designs used in the study of aging.

CLO4: Identify lifespan changes in cognitive functioning, physical and mental health, personality, and social relationships, including which components of these domains do not change substantially with age.

CLO5: Identify components of and explain theoretical models (psychological and biological) relevant to aging.

CLO6: Report on the aging process through the perspective of an older adult through completion of interviews and experiential exercises; integrate these experiences with theoretical models presented in class.

CLO7: Evaluate how the social context impacts one's aging process

CLO8: Identify relevant legislation that pertains to older adults, including issues of nursing home care, Medicare, employment of older adults, and end-of-life care.

Course Materials

Psychology of Aging: A Biopsychosocial Perspective

- **Author:** Woodhead, E. L., & Yochim, B. P. (Editors)
- **Publisher:** Springer
- **Edition:** 2nd edition

- ISBN: 9780826166166
- Availability: SJSU Library
- Price: Free through the library (search for "woodhead yochim") **The library has a limited user license (6 users at once). Please download the chapter and then close the page so another student can use it. If you try to read it right before the Sunday deadline, there may be no access due to the limited user licenses.**

Course Requirements and Assignments

Class Activities

Each week there will be class activities that go along with the material we've been learning (10 points each). The class activities may take some time to prepare (e.g., watching a video and writing a response), so please allow enough time. Any specific instructions about the activity will be included on the activity. You will complete the activity independently, and upload it by Sunday at 11:59pm. You must follow all the instructions to receive a complete grade.

The final class activity (Ch 13) is a open-notes multiple choice quiz with 2-3 questions for each chapter we've covered (25 total questions). The quiz is timed with 75 minutes to complete. It is available from Sunday June 28 until 11:59pm on Thursday July 2.

Reading Questions

To facilitate critical thinking about the content of our textbook, each week you will complete and upload a set of reading questions. For the reading questions, **I will give you five questions and you are to respond to four of the questions of your choice (12 points each)**. Reading questions will be graded based on accurately expressing your understanding of a theory or concept in your own words, and attempt to connect it to other concepts learned in class. Reading questions are to be completed independently.

Final Project

You can choose from 1 of 3 options for the final paper (40 points). Additional details available on Canvas.

Older Adult Interview Paper: Interview an older adult age 65 or older about a topic covered in our course. Check with Dr. Woodhead about appropriate topics. You should ask 7-8 questions, and you should write the paper in narrative form (don't type out or list the questions and answers as a Q&A. Instead, organize them and write in complete sentences). Incorporate one relevant peer-reviewed article and reference to our textbook about why this topic is important to aging. Summarize concepts from the articles in your own words without copying sentences from the original articles or our book.

Healthy Aging Paper: Choose two health-related behaviors that you can engage in now to improve your aging experience. Describe the behaviors and describe why they are relevant to healthy aging. **Incorporate two relevant peer-reviewed articles and our textbook** to describe why they are relevant or

important to aging. Summarize concepts from the articles in your own words without copying sentences from the original articles or our book.

Current Aging Research Assignment: Find three current peer-reviewed articles about aging, published in 2022 or later and write a summary of each article, similar to an annotated bibliography.

✓ Grading Information

Final grades in the course will be based on a total of 245 points, broken down in the following way:

- Reading questions (10 at 12 points each) = 120 points
- Class activities (6 at 10 points each) = 60 points
- Final paper (1 at 40 points) = 40 points
- Final quiz (1 at 25 points) = 25 points

Letter grades will be assigned as follows:

Letter Grade	Percentage Range	Point Range
A	93% – 100%	228 – 245
A-	90% – 92.99%	221 – 227
B+	87% – 89.99%	213 – 220
B	83% – 86.99%	203 – 212
B-	80% – 82.99%	196 – 202
C+	77% – 79.99%	189 – 195
C	73% – 76.99%	179 – 188
C-	70% – 72.99%	172 – 178
D+	67% – 69.99%	164 – 171
D	63% – 66.99%	154 – 163
D-	60% – 62.99%	147 – 153
F	Below 60%	0 – 146

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Weekly Due Dates: All assignments are due by Sundays at 11:59pm, except as noted on the syllabus

When	Topic	Notes
Week 1, June 1-7	Course Introduction, Chapters 1 (Intro) and 2 (Cultural Variations)	Readings: Chapters 1 and 2 Assignments: Reading Questions Ch 1, Class Activity Ch 2, Reading Questions Ch 2
Week 2, June 8-14	Chapter 3 (Models of Aging), Chapter 4 (Aging Body), and Chapter 5 (Illnesses)	Readings: Chapters 3, 4, 5 Assignments: Reading Questions Ch 3, Class Activity Ch 3, Reading Questions Ch 4, Reading Questions Ch 5
Week 3, June 15-21	Chapter 7 (Emotional Development), Chapter 8 (Mental Health), Chapter 12 (Relationships)	Readings: Chapters 7, 8, 12 Assignments: Class Activity Ch 7, Reading Questions Ch 8, Class Activity Ch 12, Reading Questions Ch 12
Week 4, June 22-28	Ch 9 (Cognition), Ch 10 (Neurocognitive Disorders), Ch 15 (Social Context)	Readings: Chapters 9, 10, 15 Assignments: Class Activity Ch 9, Reading Questions Ch 10, Reading Questions Ch 15, Class Activity Ch 15
Week 5, Jun 29-Jul 2	Chapter 13 (Work & Retirement)	Readings: Chapter 13 Assignments: Class Activity Ch 13 (Final Knowledge Quiz, required of all students), Reading Questions Ch 13 All Booster Assignments Due by Thursday July 2 at 11:59pm