

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

PSYCHOLOGY

Academic Unit
PSYCHOLOGY

Book 3 Listing (e.g., Portuguese)

597.03 Aging in the Modern World: A Health Psychology Perspective

| Number | Title | U | 5 |
|---------------------------------|--------------------|--------|--------------|
| 18-Character Title Abbreviation | | Level | Credit Hours |
| | Aging Modern World | | |
| Summer | Autumn | Winter | Spring X |
| Year 2007 | | | |

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): Addresses primary psychological and physiological changes associated with aging, implications for aging in the modern world, and world perspectives on aging.

Quarter offered: _____ Distribution of class time/contact hours: Two 2-hour classes/week
 Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): NO

Prerequisite(s): Junior OR senior standing AND Psych 100 OR instructor permission

Exclusion or limiting clause: _____

Repeatable to a maximum of N/A credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter S/U Progress What is course is last in the series? _____

Honors Statement: Yes No GEC: Yes No Admission Condition
 Off-Campus: Yes No EM: Yes No Course: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 42.0201 Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

This course is designed to meet the goals of Category 8 of the GEC – "Issues in the Contemporary World". The rapidly increasing proportion of older adults in our world will have significant repercussions for social relations, health care costs, social services, and quality of life for people of all ages. The study of aging is inherently interdisciplinary in nature. Thus, the course provides an opportunity to foster skills in synthesizing knowledge from diverse disciplines and applying the knowledge to contemporary issues.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.
 This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

No adjustment necessary.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: Contingent on approval of a generic Psychology 597 course and GEC Category 8 status

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

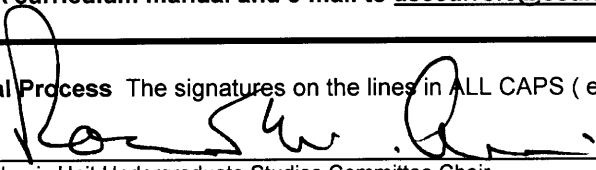
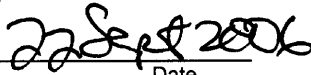

6. Expected section size: 40 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
 Not Applicable
 A concurrences has been requested from Sociology

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

| | | |
|--|--|--|
| 1. Academic Unit Undergraduate Studies Committee Chair |  Robert Arkin Printed Name |  Date |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR |  Gifford Weary Printed Name | 9.22.06 Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | Printed Name | Date |
| 5. COLLEGE CURRICULUM COMMITTEE | Printed Name | Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Printed Name | Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Education (if appropriate) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

Psychology

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

Psychology 597.03

3. GEC area(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

Category 8: Issues of the Contemporary World

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date Spring 2007

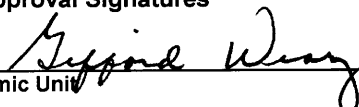
6. If your unit has faculty members on any of the regional campuses, have they been consulted? No

7. Select the appropriate descriptor for this GEC request:

- Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.
- Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.
- New course.** Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofc@osu.edu.

9. Approval Signatures

 9.22.06
Date

College Office/College Curriculum Committee Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction Date

Office of Academic Affairs Date

**The Ohio State University
Colleges of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Psychology September 28th, 2006
Initiating Academic Unit Date

PSYCH
Book 3 Listing (e.g., Portuguese)

| | | | |
|---------------|--|-------|--------------|
| 597.03 | Aging in the Modern World: A Health Psychology Perspective | U | 5 |
| Course Number | Title | Level | Credit Hours |

Type of Request (Circle): New Course Course Change Course Withdrawal Other

Sociology
Academic unit asked to review the request

October 6th, 2006
Date response is needed (within two weeks of above date)

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Sociology concurs.

Signatures

| | | | | |
|----|---------------------|----------------------------|-----------|---------|
| 1. | <u>Paul E. Bell</u> | Dir. of Undergrad. studies | Sociology | 10-2-06 |
| | Name | Position | Unit | Date |
| 2. | <u>[Signature]</u> | Chair | Sociology | 10-3-06 |
| | Name | Position | Unit | Date |
| 3. | | | | |
| | Name | Position | Unit | Date |

PSYCHOLOGY 597.03

Aging in the Modern World: A Health Psychology Perspective

JUSTIFICATION AS A CAPSTONE COURSE “ISSUES IN THE CONTEMPORARY WORLD”

This course is intended to introduce students from a diverse range of majors to the realities of our aging society. In particular, the course will address age-related changes in physiological functioning, psychological functioning, and social relations, as well as the implications of those changes for health and quality of life among older adults. The course will specifically address cultural factors and national differences around the world that influence perspectives on aging as well as the health and well-being of the aged.

A. Response to specific questions

1. *What contemporary issue(s) will the course address? Does the issue have worldwide significance.....?*

The contemporary issue addressed in this course is “aging”. The world population is aging rapidly, with 13% of the current United States population over age 65, an increase from 4% in 1900. Despite this increase, the United States is a relatively young country compared to other developed nations where the population over 65 accounts for 15% or more of the total population. By 2030, it is expected that 1 of every 5 people in the United States will be over age 65. Although developing countries such as Brazil and Mexico have a smaller proportion of older adults, the older population in those countries is likely to double within the next two decades. These demographic changes will have implications for all aspects of life, especially economic factors linked to health care costs, and to social demands of the aging society. Also, the shift in population age is accompanied by important changes in other demographic characteristics of society. For example, in most countries of the world, there are more older women than older men, and the proportion of the population that is female increases with age. This course is designed to enlighten students regarding the impending changes in population age and the repercussions of those changes for societies around the world.

2. *Is the course based within a single discipline or is it interdisciplinary in design?*

This course is inherently interdisciplinary, with readings from textbooks in psychology and sociology, as well as medical journals and contemporary literature. The course instructor received his doctorate in clinical psychology with specialization in aging and adult development, and he completed further post-doctoral specialization in health psychology.

3. *What features of the course will promote the interactions among students from different academic backgrounds?*

The format of the course is designed to facilitate interactions among students from different academic backgrounds in several ways. During the second class session each student will be paired with another student from a different major or academic background. Students will interview each other briefly about themselves, their knowledge of aging, and about why they are taking the class. The paper assignment for that week will require that interviewers 'introduce' the reader to their interviewees. This type of approach has been used previously by the instructor in prior classes to establish an environment in which students engage with each other and are less reluctant to interact with unknown students. In addition, each class session during weeks 2-10 of the quarter will include 20-30 minutes for discussion. Students will be encouraged to raise questions and address concerns in class. (Students will also be aware that a proportion of their grade is based on class participation.) Students will be assigned in groups of 2-3 to guide discussion of the topic for each class. Each discussion facilitation group will be composed of students from different academic backgrounds to facilitate interactions among those students and to reflect the diversity of viewpoints on specific classroom topics.

4. *What prerequisites will be specified for this course?*

Junior or senior standing and Psychology 100 are the only prerequisites for this course. Ideally the course would be limited to students with senior standing. However, as is commonly the case for 597 courses, students with junior standing will be permitted to enroll as well. However, the performance of juniors in the course will be tracked and compared to that of seniors after two offerings of the course. Should juniors perform poorly relative to seniors, the prerequisite for the course will be changed to limit enrollment to seniors.

Psychology 100 (Introductory Psychology) is taken by a very large number of undergraduates as a means of satisfying the Social Sciences (Individuals and Groups) component of their GEC requirements. It provides students with basic fundamentals regarding psychological and biological determinants of behavior.

5. *What writing or research component will be required as part of the course?*

Writing assignments will be an integral part of the course to require that students integrate information that they are reading and discussing into responses to brief essay questions. Each week in weeks 2-5 and 7-10, students will submit an essay as part of the weekly homework. These writing assignments will account for 40% of a student's grade. In addition, both the mid-term exam and the final exam will be take-home tests to increase student opportunities for data-based writing. These essay exams will account for an additional 40% of a student's grade.

6. *Will class size be limited to a maximum of 40 students?*

Due to the emphasis on class participation, class size must be limited to 40 students.

B. Assessment Plan

Consistent with the Model Curriculum and the GEC Guidelines and Supplementary Guidelines, this course has two learning objectives: 1) students will be required to synthesize and apply knowledge from diverse disciplines to contemporary issues and 2) students will be expected to write about topics in the contemporary world. The course has been designed to meet these learning objectives. The use of weekly writing assignments will facilitate the instructor's assessment of the degree to which the course objectives are met.

The learning objectives will be achieved with the use of reading assignments drawing from an interdisciplinary range of sources, including textbooks in psychology and sociology, as well as medical journals and contemporary literature on aging. Weekly writing assignments will require that students synthesize the material that is being covered and consider application of the new knowledge to aging in contemporary society. Essays will also require students to consider issues of aging from varied cultural/societal perspectives. The two exams will require more in-depth synthesis and analysis of the biological, psychological, social, and cultural factors influencing the aging process. In addition, student facilitators of class discussion will be encouraged to use questions and discussion to help synthesize the material.

The instructor will evaluate on a weekly basis the ability of students to synthesize material and present it in a cogent manner in their weekly essays. In addition, the instructor will evaluate the student discussions with the same GEC guidelines in mind and will encourage students to work on synthesis of the materials. The mid-term exam will provide another opportunity to determine the degree to which students are successfully synthesizing the material and addressing issues from a multidisciplinary perspective. The grading system applied to weekly essays and exams will take into account the extent of synthesis and application of knowledge shown. Through evaluation and analysis of these data from students, the instructor will determine the degree to which the GEC learning objectives are being met. The course will be revised as necessary after two offerings if student performance on these writing assignments and exams indicates that a significant minority are not achieving the learning objectives.

**Aging in the Modern World:
A Health Psychology Perspective**
Psychology 597.03
Spring 2007

Meeting: Tuesdays and Thursdays, 9:30-11:18
Professor: Charles Emery, Ph.D.
Office: 145 Psychology Building
Phone: 688-3061
email: emery.33@osu.edu

Overview of the GEC Capstone: Issues in the Contemporary World

The GEC requires that near the end of their studies, each student will select one course that considers one or more contemporary issues of broad and worldwide significance. This course is meant to provide a capstone to a student's undergraduate studies. Such capstone courses are designed to: 1) promote interaction among students and 2) have a significant writing or research component.

Course Overview:

The contemporary issue addressed in this course is aging. We are in an age of aging. 13% of the United States population is over age 65, an increase from 4% in 1900. Despite this increase, the United States is a relatively young country compared to other developed nations where the population over 65 accounts for 15% or more of the total population. By 2030, it is expected that 1 of every 5 people in the United States will be over age 65. As in most countries of the world, there are more older women than older men in the United States, and the proportion of the population that is female increases with age. Health care expenditures associated with chronic diseases are also rising globally.

What are the repercussions of these demographic shifts? They will likely affect all aspects of our lives including social relationships, family structure, work opportunities, and economic conditions. These changes require that we understand the processes of aging from a variety of perspectives. Health psychology provides a useful framework through which we can examine aging trends and outcomes. The purpose of this course is to: (1) provide an overview of some of the primary physiological and psychological changes associated with aging; (2) discuss implications of those changes for aging in the modern world; and (3) examine perspectives on aging from countries around the world.

The first few weeks of the course will cover age-related changes in primary organ systems of the body. For each system reviewed, we will address psychological, social, and economic ramifications of the changes. The latter weeks of the course will be devoted to further examination of global repercussions and perspectives on age-related population changes. We will view 3 films in this class, all pertaining to aspects of aging, each from a different country.

These films provide unique perspectives on aspects of aging and will facilitate our class discussions of aging.

Required textbook: DiGiovanna, A.G. (2000). Human Aging: Biological Perspectives (2nd ed.). New York: McGraw-Hill.

All assigned weekly readings (other than in the DiGiovanna book) are available at the following website: <http://faculty.psy.ohio-state.edu/emerylab/articles.htm>. (Or go to: <http://faculty.psy.ohio-state.edu/emerylab> and click on Courses, then on this course.) Either way, the user name is 'student' and the password is '3zebra59'. Complete references for the supplemental readings are attached at the end of this syllabus.

Course requirements:

Each class session will include a 20-30 minute class discussion. Each student will be asked to lead or co-lead class discussion during 1 or 2 class sessions. (Selection of classes will be made in week 2.) Students are expected to contribute to reading-based discussions in class and will be evaluated on the basis of class attendance and contribution to class discussions. Students will also be evaluated via weekly writing assignments, a mid-term exam, and a final exam. Both exams will be take-home.

You will be required to submit a short essay (1-2 pages, double-spaced) at the beginning of each Tuesday class during weeks 2-5 and 7-10. Essay assignments are designed to help you think more deeply about the material being covered and to present your thoughts in a cogent manner. Writing assignments will be given at the end of the Thursday class during the prior week (i.e., you will have the weekend to complete each of the weekly essays). Each essay will be worth 5 points (40 total for quarter).

The mid-term and final exams will be short-essay in format. Each exam will be worth 20 points (40 total for quarter).

Class attendance (10 points) and participation (10 points) will account for the remaining 20 points (out of 100 total) in calculating your final grade.

Academic misconduct:

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

Students with disabilities:

This syllabus is available in alternative formats upon request. In addition, if you may need an accommodation based on the impact of a disability, you should contact the instructor immediately. Students with special needs should contact the Office of Disability Services (ODS) at 292-3307 for certification if they have not already done so. Upon such certification, the ODS and the instructor will make every effort to accommodate special needs. However, to ensure that evaluation of student performance in the course is conducted in a manner that is fair to all students, special accommodations will not be granted in the absence of ODS certification.

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Readings</u> |
|-------------|-------------|---|---|
| 1 | 3/27 | Introduction to the psychology of aging and adult development | Birren & Schroots chapter DiGiovanna, Chap. 1 |
| | 3/29 | Global perspectives on aging | Sokolovsky chapter |
| 2 | 4/3 | Aging and health: theory and research | Leventhal et al. chapter Wahl chapter |
| | 4/5 | Integumentary system, vision, hearing, skeletal system | DiGiovanna, Chaps. 3, 7, 9 |
| 3 | 4/10 | Endocrine system Immune system | DiGiovanna, Chaps. 2, 14,15 Kiecolt-Glaser et al. (2002) |
| | 4/12 | Film: Driving Miss Daisy (USA) | |
| 4 | 4/17 | Respiratory system | DiGiovanna, Chap. 5 Mahler et al. (1986) |
| | 4/19 | Nutritional status Taste/olfaction | DiGiovanna, Chaps. 10,11 Whitbourne, pp. 212-224 Schiffman (1993) |

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Readings</u> |
|-------------|-------------|--|--|
| 5 | 4/24 | Cardiovascular system | DiGiovanna, Chap. 4 Frasure-Smith et al. (1995) |
| | 4/26 | Exercise | DiGiovanna, Chap. 8 Emery & Blumenthal (1991) * |
| | | MID-TERM EXAMS DISTRIBUTED AT THE END OF CLASS | |
| 6 | 5/1 | MID-TERM EXAMS DUE AT THE BEGINNING OF CLASS Film: 42 Up (England) | |
| | 5/3 | Developmental perspectives/models of aging | Sneed & Whitbourne (2005) |
| 7 | 5/8 | Mental disorders in old age | Gatz & Smyer chapter Zarit & Zarit (1998) |
| | 5/10 | Cognitive/neuropsychological functioning | Albert & Killiany chapter DiGiovanna, Chap. 6 |
| 8 | 5/15 | Personality and aging | Ryff, Kwan, & Singer chapter |
| | 5/17 | Terminal decline End of life | Berg chapter Lawton chapter |
| 9 | 5/22 | Gender, sexual functioning, and aging | Sinnott & Shifren chapter Sontag reading |
| | 5/24 | Film: Innocence (Australia) | |
| 10 | 5/29 | Religion, health, and aging | McFadden chapter Bearon & Koenig (1990) * |
| | 5/31 | Wisdom and creativity in old age | Sternberg & Lubart chapter |
| | | FINAL EXAMS DISTRIBUTED AT THE END OF CLASS | |
| | 6/7 | FINAL EXAMS DUE IN ROOM 145 Psychology Building BY 5PM | |

REFERENCES FOR ADDITIONAL READINGS

WEEK 1

Birren, J.E., & Schroots, J.J.F. (1996). History, concepts, and theory in the psychology of aging. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (4th ed.). New York: Academic Press.

Sokolovsky, J. (1997). Culture, aging, and context. In Sokolovsky, J. (Ed.) The cultural context of aging: Worldwide perspectives (2nd ed.). Westport, CT: Bergin & Garvey.

WEEK 2

Leventhal, H., Rabin, C., Leventhal, E.A., & Burns, E. (2001). Health risk behaviors and aging. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (5th ed.). New York: Academic Press.

Wahl, H.-W. (2001). Environmental influences on aging and behavior. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (5th ed.). New York: Academic Press.

WEEK 3

Kiecolt-Glaser, J. K., McGuire, L., Robles, T., & Glaser, R. (2002). Emotions, morbidity, and mortality: New perspectives from psychoneuroimmunology. Annual Review of Psychology, 53, 83-107.

WEEK 4

Mahler, D.A., Rosiello, R.A., Loke, J. (1986) The aging lung. Geriatric Clinics of North America 2:215-225.

Schiffman, S.S. (1993) Perception of taste and smell in elderly persons. Critical Reviews in Food Science and Nutrition, 33:17-26.

Whitbourne, S.K. (1996). ATaste and smell@ (pp. 212-224) from The Aging Individual: Physical and Psychological Perspectives. New York: Springer.

WEEK 5

- Emery, C.F., & Blumenthal, J.A. (1991) Effects of physical exercise on psychological and cognitive functioning of older adults. Annals of Behavioral Medicine, 13:99-107.
- Frasure-Smith, N., Lesperance, F., Gravel, G., Masson, A., Juneau, M., Talajic, M., & Bourassa, M.G. (2000). Social support, depression, and mortality during the first year after myocardial infarction. Circulation, 101:1919-1924.

WEEK 6

- Sneed, J.R. & Whitbourne, S.K. (2005). Models of the aging self. Journal of Social Issues, 61: 375-388.

WEEK 7

- Albert, M.S., & Killiany, R.J. (2001). Age-related cognitive change and brain-behavior relationships. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (5th ed.). New York: Academic Press.
- Gatz, M., & Smyer, M.A. (2001). Mental health and aging at the outset of the twenty-first century. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (5th ed.). New York: Academic Press.
- Zarit, S.H., & Zarit, J.M. (1996). Mental Disorders in Older Adults: Fundamentals of Assessment and Treatment. New York: Guilford. (Chaps. 3 and 4, pp. 31-91).

WEEK 8

- Berg, S. (1996). Aging, behavior, and terminal decline. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (4th ed.). New York: Academic Press.
- Lawton, M.P. (2001). Quality of life and the end of life. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (5th ed.). New York: Academic Press.

Ryff, C.D., Kwan, C.M.L., & Singer, B.H. (2001). Personality and aging: Flourishing agendas and future challenges. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (5th ed.). New York: Academic Press.

WEEK 9

Sinnott, J.D., & Shifren, K. Gender and aging: Gender differences and gender roles. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (5th ed.). New York: Academic Press.

Sontag, S. (1979). The Double Standard of Aging. New York: Farrar, Straus, & Giroux.

WEEK 10

Bearon, L.B., Koenig, H.G. (1990) Religious cognitions and use of prayer in health and illness. Gerontologist, 30:249-253.

McFadden, S. (1996). Religion, spirituality, and aging. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (4th ed.). New York: Academic Press.

Sternberg, R.J., & Lubart, T.I. (2001). Wisdom and creativity. In Birren, J.E., & Schaie, K.W. (Eds.) Handbook of the psychology of aging (5th ed.). New York: Academic Press.