

# Georgia Tech Sponsored Research

Project	G-42-605	
Project director	Smith	Anderson
Research unit	Psychology	
Title	Distance Learning Partnership (Strategic Allocation-Collaboration Project)	
Project date	6/30/1998	

G-42-605  
#1  
(NEW)

## Distance Learning Partnership in Gerontology 1997-1998

✓ Quarterly Report      Institution: Georgia Tech  
Annual Report      Period: 7/1/97 - 9/30/97  
\$25,200 Annual Budget      Date Prepared: 9/20/97

Budget Categories	Obligations	Expenditures	YTD Expenditures	Balance
<b>Personnel</b>				
Coordinator	\$ 2,000	\$0	\$0	\$ 2,000
Faculty	\$20,000	\$0	\$0	\$20,000
<b>Operating Expenses</b>	\$ 3,200	\$0	\$0	\$ 3,200
<b>Total</b>	\$25,200	\$0	\$0	\$25,200

### Accomplishments:

Dr. Mindy Millard-Stafford, Associate Professor in the Department of Health and Performance Sciences at Georgia Tech has been recruited to be professor-in-charge for the Biology of Aging course at Georgia Tech. Dr. Millard-Stafford teaches the Anatomy and Physiology course at Georgia Tech that is taken by all pre-medical students. In addition, Dr. Renee Baldi, an NIA Postdoctoral Fellow in the School of Psychology, will serve as Professor-in-charge for the Survey of Gerontology course. She will be assisted by Drs. Anderson Smith and Fredda Blanchard-Fields as faculty in the course.

As reflected in the above table, the budget has been revised and approved by U. Ga. for the current year. The changes reflect the fact that five different faculty are involved with the three courses taught at Georgia Tech as a part of the Partnership. They are

- Survey of Gerontology - Dr. Baldi, Dr. Smith, Dr. Blanchard-Fields
- Biology of Aging - Dr. Millard-Stafford
- Psychology of Aging - Dr. Timothy Salthouse, Dr. Smith, Dr. Blanchard-Fields

The salary funds will be transferred prior to the next quarterly report.

As Site Coordinator and Course Coordinator for the Spring quarter Psychology of Aging course, I look forward to working with the partner institutions to improve the psychology course. Changes were suggested at the Unicoi retreat in the spring, and they will be implemented for the upcoming offering of the course.

Anderson D. Smith

## Distance Learning Partnership in Gerontology 1997-1998

    X     Quarterly Report

Institution: Georgia Tech .

           Annual Report

Period: 10/1/97 - 12/31/97 .

\$25,200 Annual Budget

Date Prepared: 3/19/98 .

Budget Categories	Obligations	Expenditures	YTD Expenditures	Balance
<b>Personnel</b>				
Coordinator	\$ 2,000	\$ 2,000	\$ 2,000	\$ 0
Faculty	\$20,000	\$20,000	\$20,000	\$ 0
<b>Operating Expenses</b>	\$ 3,200	\$ 1,000	\$ 1,000	\$ 2,200
<b>Total</b>	\$25,200	\$23,000	\$ 23,000	\$ 2,200

### Accomplishments:

In January, Georgia Tech will participate in two courses during the Winter quarter (the Biology of Aging with Dr. Mindy Millard-Stafford, Associate Professor in the Department of Health and Performance Sciences as Professor in Charge) and the Survey of Gerontology course with Dr. Reneé Baldi, an NIA Postdoctoral Fellow in the School of Psychology, as Professor-in-Charge. She will be assisted by Drs. Anderson Smith and Fredda Blanchard-Fields as faculty in the Survey course.

As reflected in the above table, salary funds have been now all been transferred. The operating expenses will be used for materials, supplies, postage, and telephone expenses in preparation for the Psychology of Aging course in the Spring and will be expended prior to the end of March.

Faculty involved with the program include:

Georgia Tech Site Coordinator: Dr. Anderson Smith

- Survey of Gerontology - Dr. Baldi, Dr. Smith, Dr. Fredda Blanchard-Fields
- Biology of Aging - Dr. Millard-Stafford
- Psychology of Aging - Dr. Timothy Salthouse, Dr. Smith, Dr. Blanchard-Fields

As Site Coordinator and Course Coordinator for the Spring quarter Psychology of Aging course, I look forward to working with the partner institutions to improve the psychology course. Changes were suggested at the Unicoi retreat in the spring, and during the fall they were approved by the course faculty, and they will be implemented for the upcoming offering of the course.

Anderson D. Smith



# Distance Learning Partnership in Gerontology 1997-1998

    X     Quarterly Report

Institution: Georgia Tech .

           Annual Report

Period: 10/1/97 - 12/31/97 .

\$25,200 Annual Budget

Date Prepared: 3/19/98 .

Budget Categories	Obligations	Expenditures	YTD Expenditures	Balance
<b>Personnel</b>				
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<b>Operating Expenses</b>	\$ 3,200	\$ 1,000	\$ 1,000	\$ 2,200
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As Site Coordinator and Course Coordinator for the Spring quarter Psychology of Aging course, I look forward to working with the partner institutions to improve the psychology course. Changes were suggested at the Unicoi retreat in the spring, and during the fall they were approved by the course faculty, and they will be implemented for the upcoming offering of the course.

Anderson D. Smith

# Distance Learning Partnership in Gerontology 1997-1998

  X   Quarterly Report

Institution: Georgia Tech

           Annual Report

Period: 1/1/98 - 2/28/98

\$25,200 Annual Budget

Date Prepared: 3/19/98

Budget Categories	Obligations	Expenditures	YTD Expenditures	Balance
<b>Personnel</b>				
Coordinator	\$ 2,000	\$ 2,000	\$ 2,000	\$ 0
Faculty	\$20,000	\$20,000	\$20,000	\$ 0
<b>Operating Expenses</b>	\$ 3,200	\$ 3,200	\$ 3,200	\$ 0
<b>Total</b>	\$25,200	\$23,000	\$ 23,000	\$ 0

## Accomplishments:

We are finishing up with the Biology of Aging course and the Survey of Gerontology course. The courses have done much better than last year with essentially no technical problems at the Georgia Tech site. The notebooks have also been prepared for the Psychology of Aging course and will be distributed during break week between quarters. The faculty at Georgia Tech is also beginning to think about how we can participate in the courses next year when we will still be on the quarter system while the remainder of the University System moves to a semester curriculum. This is a serious challenge to the program.

As reflected in the above table, all funds have been expended. The operating expenses will be used for materials, supplies, postage, and telephone expenses in preparation for the Psychology of Aging course in the Spring and will be expended prior to the end of March.

Faculty involved with the program include:

Georgia Tech Site Coordinator: Dr. Anderson Smith

- Survey of Gerontology - Dr. Baldi, Dr. Smith, Dr. Fredda Blanchard-Fields
- Biology of Aging - Dr. Millard-Stafford
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As Site Coordinator and Course Coordinator for the Spring quarter Psychology of Aging course, I look forward to working with the partner institutions to improve the psychology course. Changes were suggested at the Unicoi retreat in the spring, and during the fall they were approved by the course faculty, and they will be implemented for the upcoming offering of the course.

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Anderson D. Smith



***Georgia Distance-Learning Partnership in Gerontology***

**1999 Report  
Psychology of Aging Course**

**Anderson D. Smith, Ph.D.  
Course Coordinator  
School of Psychology  
Georgia Institute of Technology**

The 1999 Psychology of Aging course was unusual because Georgia Tech remained on the quarter system (winter quarter) while the other five campuses were on the semester system (spring semester). In addition, the five colleges on the semester system took spring breaks over a three-week period making GSAMS broadcasting a challenge. The challenges were met, however, and overall the course was a success. The six participating campuses and the professors in charge at those campuses were:

Armstrong Atlantic State University – Dr. Elliott Palefsky  
Columbus State University – Dr. Mary Schild  
Georgia Institute of Technology – Dr. Anderson Smith  
Georgia Southern University – Dr. Elisabeth Sherwin  
State University of West Georgia – Mr. Pick Connor  
University of Georgia – Dr. Roger Morrell

The faculty involved made changes in this year's offering with the overall goals of (1) improving the quality of the GSAMS lectures; (2) improving the quality and dissemination of the handout materials; and (3) improving the interactions between students and lecturers. A new format for the class sessions was adopted that allowed each site to tailor the topic to the students at the individual sites. A fifteen-minute site-specific period followed each GSAMS lecture to allow each professor-in-charge to present material that was appropriate to the needs of his or her students.

Each class session consisted of the following components in order:

5 min.	Introduction to topic by professor-in charge (Site-specific)
40 min.	Lecture (GSAMS)
5 min.	Break (Site-specific) to form questions
10 min.	Question and answer period (GSAMS)
15 min.	Site-specific discussion led by professor-in-charge.

The ordering of lecture topics was rearranged for this year's offering because of the fact that Georgia Tech would only be involved with the course for the first ten weeks of a 15-week semester for the other five colleges. Arrangement of lecture topics had to provide an integrated course for both the quarter and semester students. This seemed to have worked well. The problem of different spring breaks was handled by videotaping the lectures during the three-week period and using videotapes for the final week of the three-week period to present the lectures missed if spring breaks fell earlier. This solution also seemed to work well. A copy of this year's syllabus is attached as an appendix.

The Psychology course faculty met at Sapelo Island for the Distance Learning Retreat and discussed ways to improve the course even further when it is offered in the spring of the year 2000. The faculty committed itself to use WEB-CT next year. These web-based course tools will allow us to meet objectives that have been relatively elusive to us earlier.

- (1) Insure that students are prepared to hear lecture – Each student will be required to enter the web before each lecture and outline their answer to a problem or scenario that is placed on the web. WEB-CT will record the student's sign-on and provide a record of who participated in the assignment.
- (2) Increase interaction among student groups at the different sites – For each lecture, one campus will be designated to present formally the response to the web-based problem for that topic. They will be given five minutes during the question and answer period to do this.
- (3) Improve student testing and student communication – WEB-CT will allow chat groups and bulletin boards to be set up so students can discuss topics designed by the faculty. Graduate students will be asked to facilitate discussion sessions on these topics and specific times will be assigned for students to "sign-on" for the discussion. Quizzes (mid-term examinations) can also be given through WEB-CT and course management issues can be improved through the use of this system.

It is still uncertain whether the State University of West Georgia will participate in the next offering of the course. It is unclear whether a psychologist with sufficient expertise to serve as professor-in-charge on that campus will replace Pick Connor, who retired this year. North Georgia College and State University, however, will join us next year with Dr. Harietta Richard as professor-in-charge at that campus. Dr. Richard also will give a lecture on Minority and Gender issues in the Psychology of Aging, a needed topic that will enhance the course considerably. Also next year, each professor-in-charge will give at least one lecture in the course, improving the integration of the campus sites.



**DISTANCE LEARNING PARTNERSHIP  
IN GERONTOLOGY:  
A COURSE IN THE PSYCHOLOGY OF AGING**

Spring Semester (Winter Quarter at Tech), 1999  
Monday, Wednesday, 2:00 p.m. - 3:15 p.m.

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**Course Coordinator:**

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Georgia Institute of Technology  
Atlanta, GA 30332-0365  
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**Participating Universities and Professors in Charge**

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Dr. Roger Morrell  
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## **Goals and Purpose:**

"Psychology of Aging" is a distance-learning course taught collaboratively via the Georgia Statewide Academic and Medical System (GSAMS). The course is designed as part of a distance-learning curriculum for upper-level undergraduates and graduate students. The purpose of the course is to provide an introduction and overview of research findings in the psychology of aging.

## **Textbook:**

Rybash, Roodin, & Hoyer (1995)  
 "Adult Development and Aging" 3rd Edition  
 Publishers: Brown & Benchmark  
 ISBN 0-697-10503-2

## **Information on the World Wide Web:**

Students will be able to obtain information distributed in the class as well as other information pertinent to the course on the World Wide Web. (<http://omega.geron.uga/distance/>). Directions on how to get to the Web page from a computer at your university or from your own computer with internet access will be distributed as part of the packet in your class.

## **Videotapes of classes:**

Each university is encouraged to videotape all classes for the purpose of helping students if they want to review a particular class lecture. Georgia Tech will be taping all classes and these tapes are available to any student on request on a check-out basis. Because of videotaping, all students will be asked to sign a consent form.

## **Distribution of class time (Mondays and Wednesdays):**

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2:00 - 2:05 p.m. (5 min)	Introduction by Professor in Charge at each university (site-specific discussion).
2:05 - 2:45 p.m. (40 min)	Lecture by scheduled lecturer (transmitted to all GSAMS sites)
2:45 - 2:50 p.m. (5 min)	Break (sites generate questions for lecturer)
2:50 - 3:00 p.m. (10 min)	Questions to scheduled lecturer and discussion (interactive involving all GSAMS sites)
3:00 - 3:15 p.m. (15 min)	Site-specific discussion by Professor in Charge (this time can be programmed to tailor topic-relevant information for individual campuses)

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Note: The first class period (January 11) will have a unique format in that each site will introduce itself and there will be a discussion of format and content of course by Course Coordinator.

### ***Students questions and comments are encouraged:***

During the break, each site should develop questions or discussion points to be discussed with the lecturer. The professor in charge at each site will coordinate the collection of questions. Questions can also be e-mailed to any of the lecturers. These questions and answers will be posted on the web site. Just send all questions to the course coordinator, Dr. Anderson Smith.

### ***E-Mail Discussion groups:***

If possible, during the quarter, small groups will be formed across the sites to use e-mail forums or "chat" groups to discuss a particular discussion topic assigned by the course coordinator. This will be done twice during the quarter with the topics being assigned after the date in the outline designated for student quizzes. Instructions on how to use the e-mail discussion forum format will be made available before the first assignment. A graduate student or senior student will be assigned to lead the group discussion, and all students will be required to participate.

### ***Student evaluation:***

Evaluation of student performance will be the responsibility of the professor in charge at each site. Times for two mid-term tests have been scheduled in addition to a final examination that will be scheduled by the professor-in-charge at each site. The nature of the evaluation procedure, however, will be fully explained by the professor in charge during the first class period. Although two class periods have been set aside for mid-term exams, these periods will be used as determined by each professor in charge of each site.

### ***Course syllabus, Schedule of classes, and Reading Assignments:***

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<u>Class</u>	<u>Date</u>	<u>Topic (Faculty) (Reading Assignment)</u>
1	(Mon., 1/11)	Introductions (all faculty and students present)
2	(Wed., 1/13)	The Concept of age (Smith) (Text: Ch. 1)
3	(Mon., 1/18)	HOLIDAY
4	(Wed., 1/20)	Research methodology in the Psychology of Aging (Smith) (Text: Appendix A)
5	(Mon., 1/25)	Macro influences: Demographics of aging (Smith) (Text: Ch. 2)
6	(Wed., 1/27)	Micro influences: Biology of Aging (Smith)



- (Text: Ch. 3, pp. 52-58)
7. (Mon., 2/1) Sensation (Smith) (Ch. 3, pp. 58-89)
  8. (Wed., 2/3) Attention and Perception (Smith)  
(Text: Ch. 4, pp. 92-101)
  9. (Mon., 2/8) MIDTERM TEST 1
  10. (Wed., 2/10) Memory 1 (Smith) (Text: Ch. 4, pp. 101-125)
  11. (Mon., 2/15) Memory 2 (Smith) (Chapter 7 of Blanchard-Fields  
and Hess, 1996)
  12. (Wed., 2/17) Intelligence and Cognitive Abilities (Smith)  
(Text: Ch. 5)
  13. (Mon., 2/22) Skills and expertise (Rogers) (Text: Ch. 6)
  14. (Wed., 2/24) Creativity and wisdom (Smith) (Text: Review Chs. 5  
& 6 on these topics)
  15. (Mon., 3/1) Everyday problem solving (Blanchard-Fields)
  16. (Wed., 3/3) Social Cognition (Blanchard-Fields)  
(Chapter 8 of Birren and Schaie, 1996)
  17. (Mon., 3/8)\* Personality 1 (Sherwin) (Text: Ch. 9)
  18. (Wed., 3/10)\* Personality 2 (Sherwin)
  19. (Mon., 3/15)\* Psychopathologies of aging (Poon) (Text: Ch. 10)
  20. (Wed., 3/17)\* Alzheimer's Disease (Poon) (Rdg. to be assigned)
  21. (Mon., 3/22)\* GSAMS replay - videotape [spring break]
  22. (Wed., 3/24)\* GSAMS replay - videotape [spring break]
  23. (Mon., 3/29) Health and aging (Schild)
  24. (Wed., 3/31) MIDTERM TEST 2
  25. (Mon., 4/5) Sexuality (Sherwin)
  26. (Wed., 4/7) Adult Relationships (Sherwin) (Text: Ch. 7)
  27. (Mon., 4/12) Caregiving (Schild)

28. (Wed., 4/14) Death & Dying (Schild) (Text: Ch. 12)
  29. (Mon., 4/19) Work and Retirement (Schild) (Text: Ch. 8)
  30. (Wed., 4/21) Applied Psychology of Aging I (Morrell) (Text: Ch. 11)
  31. (Mon., 4/26) Applied Psychology of Aging II (Morrell)
  32. (Wed., 4/28) Careers in the Psychology of Aging (All faculty)  
(Text: Appendix B)
  33. (Mon., 5/3) No GSAMS - On-site for Columbus and Armstrong
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