This combined undergraduate/graduate seminar is designed to review theory and research on psychological processes during adulthood and aging. Specific topics include memory, intelligence, personality, coping and adjustment, and wisdom. Attention is also given to the biological, socio-cultural, and historical contexts of these developments.

Prerequisites for PSYC 435e include PSYC 300A/B, PSYC 339, and PSYC 335 (or PSYC 336).

There are no official prerequisites for PSYC 563. However, class participation and successful completion of the course assignments presupposes some knowledge of lifespan developmental psychology. If you have no previous experience in this field, please contact me to discuss your background. I would be happy to provide suggestions for supplementary reading material that will prepare you for concepts and topics that we will discuss in class.

The class is structured as an advanced honours/graduate seminar; the format presupposes that you have read the relevant material prior to attending class. This seminar on adult development and aging is specifically designed to promote learning through dialogue and sharing of ideas. During each meeting, we will hold in-depth discussions of issues (e.g., definitions of constructs, methodological approaches and problems, theoretical strengths and weaknesses) with the goal of forming conclusions about a given week’s topic, rather than on the presentation of information to be recalled at a later date. Given the emphasis on interactive learning, the success of the course is predicated upon our lively exchanges. I invite each of you to participate in group discussions to your fullest extent -- your perspective is important to the collective learning experience! As detailed in the evaluation section of the syllabus, opportunities will be provided to further enhance both your written and spoken skills.

Upon completion of the course, my goal is for you to achieve the following learning outcomes:
1. to better understand the major characteristics and changes relevant to psychological functioning during adulthood and aging and to be able to communicate this knowledge to professionals and members of the community.

2. to be able to apply “critical thought” (i.e., evaluate an issue from different perspectives, identify limitations or confounding factors) to topics related to development during adulthood and aging, and to work as a group to evaluate ideas.

3. to enhance your communication skills (e.g., sharing ideas with others, explaining psychological concepts, critical thinking, presentation skills) and confidence when speaking among your peers.

4. to further develop your scientific writing (e.g., synthesizing ideas from numerous articles), and in particular your ability to (a) write a critical review of a key topic on development during adulthood and aging and (b) form your own conclusions about select topics in the literature (as opposed to summarizing views of others).

**Academic Expectations**

As noted, your contributions to class discussions are required to achieve the learning outcomes. Thus, I expect you to attend class. Should circumstances prevent your attendance, please inform me. If you are unable to submit a written assignment on the specified date due to illness, accident, or family affliction, you should inform me as soon as possible, preferably in advance. Under normal circumstances, I will arrange for a brief extension of the deadline. If you are unable to complete the required course work within the term, you should apply to the Associate Dean, Undergraduate Studies (PSYC 435e) or the Dean of Graduate Studies (PSYC 563) for permission to receive a grade of INC (Incomplete). I would also appreciate it if you would inform me in advance (if possible) of your situation. If an INC is granted, I will arrange an extension of the assignment deadline consistent with the deferral agreement.

You are expected to abide by the University’s policy on plagiarism and cheating (see pp. 14-16).

**Course Registration**

You are personally responsible for checking your registration status before the end of the course-add period (Friday, September 21, 2018). Please verify and confirm your registration status with me as, according to University policy, I am unable to facilitate a course addition after this date even if you have been attending class. Also note that Wednesday, October 31, 2018 is the last day for officially withdrawing from PSYC 435e/563 without academic penalty. University policy states that failing to attend lectures does not constitute official withdrawal.

**Evaluation**

Evaluation of your progress toward the course objectives will be based upon several graded requirements including your: (a) class participation, (b) weekly email questions, (c) performance as seminar facilitator (435e) or leader (563), (d) review paper outline, and (e) written review paper. The expectations and rationale for each are briefly outlined below.
Class Participation and Weekly Email Questions

Reading and reflecting upon assigned articles prior to class is essential; I ask that each of you come to class prepared for a critical discussion of each week’s topic. Observations from the readings, questions about the readings, and related personal observations are all relevant. To facilitate weekly group discussions, I also ask that each of you circulate several (2-3) interesting questions by email to each class member 48 hours prior to class (I will compile a list of email addresses and circulate them shortly after the first class). Rather than rote repetition of the content that you read, the questions should instead address theoretical, methodological, or applied issues. I am excited about learning each of your personal observations, comments, and questions on the weekly readings. In evaluating your class participation, I will consider attendance, the level of participation (e.g., poses and answers questions, builds on others’ views, shows creativity), and regular circulation of email questions prior to class. Please note that submitting your questions 2 days in advance is not intended as a burden, but rather a courtesy to facilitate seminar leader planning (see below) for that week.

Seminar Facilitator/Leader

You will be asked to serve in the role of seminar facilitator (435e) or leader (563) for one of the weekly sessions. During the first class, a sign-up list will be circulated for you to choose your topic and presentation date.

As seminar leader (563), you will be expected to:

1. lead the entire 3-hour seminar for the weekly topic/theme that you have selected. Your oral presentation may focus on: (a) identifying key issues related to the topic of the class, (b) summarizing some of the major conclusions that have been drawn to date in this area of investigation, and (c) proposing questions/controversies that remain to be addressed both in research and as a focus for our discussion. It is expected that you will consult literature beyond the assigned readings in developing this presentation. Please note that the oral presentation need not be continuous (e.g., feel free to integrate summary and discussion, as well as the assistance of your PSYC 435e seminar facilitator (see section below)).
2. to use questions as well as your own critical insights to facilitate group discussion of the issues identified in your oral presentation.
3. to employ strategies that ensure lively group discussion and debate. This may involve application of a number of strategies such as asking the group to respond to one or more of the submitted questions, asking the group to generate a list of items, splitting the group into sub-groups to argue opposing theoretical positions, or dividing the group into several small groups with instructions to generate positions or questions and report back.
4. to guide and moderate the discussion as required. The goal is to provide guidance to the group so that major points are covered and the discussion does not become too tangential.

As seminar facilitator (435e), you will be expected to:

1. make a brief (e.g., 15-20 minute) oral presentation that overviews some aspect (e.g., summarizing key findings or theories, identifying controversies) of the weekly topic/theme that you have selected. You should plan to coordinate closely with the assigned seminar leader (563) for your week. Please note that your presentation may take many forms (e.g., a conference-style presentation, a facilitated debate or small group discussion, etc.) – feel free to present the information in any way that will effectively support learning.
2. together with the seminar leader, contribute to facilitating many of the same learning outcomes listed above (for the seminar leader).
This assignment is intended to promote your spoken communication skills. Seminar facilitator/leader evaluation will be based on the ability to synthesize and present key information as well as your ability to effectively guide group discussion.

Outline for Review Paper
The first written assignment is a brief (2-3 page) outline of the assigned review paper (see below). The purpose of this assignment is twofold: (a) to have you choose one of the topics from the course on which to base your final review paper, and (b) to facilitate early progress on writing the review paper to reduce demands on your time during the busy end-of-term period. This assignment is intended to emulate the planning and reflection required to produce effective scientific writing. Performance will be evaluated on (a) your ability to identify key issues and controversies for the topic, (b) the relevance of scientific and review articles that you intend to cite (choose 5-6 citations and reference using APA format), and (c) your own novel identification of strengths/weaknesses of the literature in this area.

The outline for the review paper is due on FRIDAY, OCTOBER 26.

Review Paper
For the primary writing assignment, I am asking you to write an analytic review of a theory or body of research from the list of course syllabus topics. The review of your chosen topic should include an organized overview of theoretical issues and controversies, a synthesis of empirical findings, and a synopsis for future research in the area. Your focus will be to synthesize and critique a body of research, as opposed to merely summarizing what has been said by others. By way of example, the format of the review can be structured according to the style adopted in various publications (e.g., Psychological Bulletin, Developmental Review) and edited volumes (e.g., The Handbook of Cognitive Aging). Your review will require a detailed search of the literature on your chosen topic. The review must be typed with citations referenced using APA style. The length of the review should be around 20 double-spaced pages, excluding references, figures, and tables.

I am aware that some individuals would prefer to write a final exam because the amount of time spent is in some sense finite relative to the time that a review paper requires. Please do not attempt to provide the most comprehensive review imaginable! Instead, evaluation will be based on your: (a) ability to review and synthesize the most pertinent information, (b) capacity for critical thinking and making novel arguments, and (c) writing style.

Your review paper is due on FRIDAY, DECEMBER 7. You will be awarded additional credit if you hand in your review by this date.

Grading
I have purposely employed several forms of evaluation in recognition that each of you have individual learning styles. Your grade for the course will be based on both written and spoken contributions, providing you the best opportunity to demonstrate your many abilities. Further, to minimize anxiety associated with individual projects that count toward a large percentage of your grade, I have specifically chosen to parse evaluation into smaller components. Your workload should not increase, but rather be more evenly dispersed across the term.

1. Class discussion = 15%
2. Weekly email questions = 5%
3. Seminar facilitator/leader = 30%
4. Outline for review paper = 10%
5. Review paper = 40%
Graded course requirements will be weighted and aggregated to yield a percentage score. The final letter grade in the course will be based on total percent score rounded up at values of .5 or greater (e.g., 89.5 will be rounded up to 90, but 89.4 will not). Final grades will be assigned according to the following scale: 90-100% = A+; 85-89 = A; 80-84 = A-; 77-79 = B+; 73-76 = B; 70-72 = B-; 65-69 = C+; 60-64 = C; 50-59 = D; 0-49 = F.

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<thead>
<tr>
<th>WEEKLY TOPICS AND ASSIGNED READINGS</th>
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<tr>
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<tr>
<td>There is no required textbook for this class. In lieu, I carefully selected seminal review and original research articles that outline a given week’s theme (e.g., background concepts, existing controversies) and that set the stage for group discussions and seminar presentations. Where possible, I have selected articles with opposing viewpoints.</td>
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<tr>
<td><strong>Overview of Dates and Topics</strong></td>
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<tr>
<td>10 September Introduction to the Course: A Life Span Perspective (class leader assignments)</td>
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<tr>
<td>17 September Positive Aging and Adaptation</td>
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<tr>
<td>24 September Aging in Context</td>
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<td>01 October Brain and Processing Resources</td>
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<tr>
<td>08 October No Class (Thanksgiving Day)</td>
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<tr>
<td>15 October Attention, Memory, and Language</td>
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<tr>
<td>22 October Intelligence and Knowledge (outline due Oct 26)</td>
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<tr>
<td>29 October Personality</td>
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<td>05 November Emotional Regulation and Perceived Control</td>
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<tr>
<td>12 November No Class (Reading Break)</td>
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<td>19 November Identity and Self Concept</td>
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<td>26 November Stress and Coping</td>
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<td>03 December Moral Reasoning and Wisdom</td>
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<td>07 December Final Paper Due</td>
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<tr>
<td><strong>Readings</strong></td>
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<td>The required readings will consist of selected chapters and articles. Many of these articles are available online through the UVic library website or PsycINFO.</td>
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<tr>
<td><strong>Reading Assignments</strong></td>
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<tr>
<td>The required readings for each class are identified by an asterisk (*). Additional readings relevant to the topic are also listed. These are included as potential entry point references to assist you in preparing for your role as seminar facilitator/leader, or as resources for the written assignments.</td>
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<tr>
<td><strong>Weekly Themes and Reading List</strong></td>
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<td><strong>SEPTEMBER 10</strong></td>
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<tr>
<td>Introduction to the Course; A Lifespan Perspective</td>
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<tr>
<td>Course focus, syllabus and requirements</td>
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</tbody>
</table>


**SEPTEMBER 17**

**Positive Aging**


**SEPTEMBER 24**

**Aging in Context**


OCTOBER

Brain and Processing Resources


**OCTOBER 8**

No Class – Thanksgiving Day

**OCTOBER 15**

Attention, Memory, and Language


**OCTOBER 22**

Intelligence and Knowledge


**Please note that your review paper outline is due on Friday October 26.**

OCTOBER 29

Personality


**NOVEMBER 5**

**Emotional Regulation and Perceived Control**


**NOVEMBER 12**

No Scheduled Classes – Reading Break
NOVEMBER 19
Identity and Self Concept


NOVEMBER 26
Stress and Coping


**DECEMBER 3**

**Moral Reasoning and Wisdom**


**Please note that this is our final class (Wednesday, December 5th is the last day of classes for Fall term).**

DECEMBER 7
Final review paper is due (40%).

**The above schedule, course policies, and assignments are subject to change**
UNIVERSITY OF VICTORIA  
Department of Psychology

Important Course Policy Information  
Winter 2018/19

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 313-317 of the UVic Calendar September 2018.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction  (See UVic Calendar, September 2018, p. 48-50)

What to do if you miss the final exam scheduled during the formal exam period

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record. OR, you can download the Request for Academic Concession form here:  
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

What to do if you miss an exam other than one scheduled during the formal exam period

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).
What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity https://web.uvic.ca/calendar2018-09/grad/academic-regulations/academic-integrity.html# , p.39-41 UVic Calendar September 2018). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or
actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 40 in September 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 39-41 in September 2018) (https://web.uvic.ca/calendar2018-09/grad/academic-regulations/academic-integrity.html#)

Other useful resources on Plagiarism and Cheating include:
1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**Social Life, Friends, & Community at UVic:**
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus. [https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php](https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php)

**Counselling Services:**
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

**Health Services:**
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. [www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

**Centre for Accessible Learning:**
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**Elders' Voices:**
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. [www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

**Mental Health Supports and Services:**
Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)
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Discovering Victoria, UVic and your Community:
Grad school can involve a lot of time studying and researching on your own—but it does not have to be an isolating experience. There are a lot of other grad students out there like you who are looking to connect outside of academics.

www.uvic.ca/mentalhealth/graduate/connect/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

www.uvic.ca/services/counselling/

Health Services:
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www.uvic.ca/services/health/

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