UNIVERSITY OF VICTORIA

PSYC 339 (A01)

Adult Development and Aging Fall 2020

Class Time: MWR, 3:30pm-4:20pm
Class Room: Zoom

Instructor: Jamie Knight
(pronouns: she/her)
Phone: 250-472-4863
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(Include PSYC 339 in the subject line)
Office: Cornett B335c
Office Hours: TBD

Teaching Assistant: TBD
(pronouns:)
Email: TBD
(Include PSYC 339 in the subject line)


Prerequisites: PSYC 201 and PSYC 243.
Please check your registration status before the course-add deadline (September 22) to ensure you are registered and have the required prerequisites. 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 the drop deadline is September 25. University policy states that failing to attend lectures does not constitute official withdrawal.

TERRITORY ACKNOWLEDGEMENT
We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the university stands and Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

COURSE DESCRIPTION
This course presents a broad overview of adult human development. Major topics include biological processes of aging, research methods, and the various factors that influence an individual’s developmental trajectory through adulthood.
LEARNING OUTCOMES
By the end of the course, you should be able to: (1) Discuss major factors influencing adult development; (2) compare and contrast successful aging with age-associated pathologies; (3) apply theoretical concepts derived from the study of adult development to everyday life experiences; and (4) synthesize the knowledge gained to address emerging issues in adulthood and aging.

COURSE FORMAT
This is an online course that meets for 50 minutes 3 times per week. Class sessions will include a combination of synchronous and asynchronous learning with lecture material, videos, demonstrations, and small group discussions/activities designed to enhance and expand on material presented in the textbook. Each Monday/Wednesday will be a lecture based on the course material which will be recorded and provided in Brightspace. Thursday will be for discussions in groups and/or supplementary content and overflow material. In addition to increasing your understanding of developmental psychology, I hope to foster a dynamic learning environment where we have the opportunity to exchange opinions and ideas with each other. In order to do that, I ask that each of you come to the zoom classroom prepared to participate with video and audio enabled and adhere to classroom netiquette for all interactions (e.g., class, emails, chat etc. - more details in the netiquette section below). Part of being prepared includes reading the assigned chapter(s) before class so that you can discuss it with us.

The zoom link for the course will be provided in Brightspace.

This course outline provides you with general information on the objectives, evaluation, and schedule. It is your responsibility to check Brightspace for any updates.

EVALUATION AND GRADING
Students will be evaluated on class participation, quizzes, a group presentation, and one literature review paper.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>8%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Paper: Literature Review</td>
<td>32%</td>
</tr>
</tbody>
</table>
Participation (8%):
Engagement and participation in class includes: contributing to group and class discussions surrounding the breakout group discussion questions, contributing thoughts to the everyone chat during class, posting answers to fellow students’ questions in the Forum on Brightspace, and viewing and responding constructively to student video presentations. Grades will be determined based on quality and amount of participation in: class discussions and polls, on Brightspace Forums, work during work week, and consistency.

Attendance. This course is conducted on the assumption that each of you will attend every class. If you miss an announcement (information concerning corrections, assignment, etc.) because you did not attend class, you must accept the consequences of not having learned of the change.

Quizzes (40%):
There will be 9 multiple-choice online quizzes (one on each chapter) and one optional cumulative quiz. Students may use the optional cumulative quiz to replace one of their other quiz marks. The questions from the quizzes will be based on lecture and textbook material. Quizzes will be available online one day prior to the due date listed. You can begin the quiz at any time before the due date listed in Brightspace, but will only have an allotted amount of time to complete the quiz once you have started it.

Presentation – Overview and description of a longitudinal dataset (20%):
You will complete a group presentation in which your group will provide an overview of a longitudinal data set. Each group will submit a video recording (e.g., zoom recording) of the group presentation on a longitudinal study selected from a list of options provided on Brightspace. These videos will be approximately 15-minutes long and include slides and voice-over describing the purpose of the study, a description of the study population, methods used for data collection and some important/interesting findings from the data. Consideration will be given to critical thought, presentation quality, and ingenuity.

Presentation videos will be made available on Brightspace and other students can watch and comment constructively on videos as part of participation marks. Constructive comments include specific details on what you liked about the presentation and what could be improved in the future.

Literature Review – APA Format (32%):
Selecting from the topics posted on course spaces, you will write an analytic literature review. 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 review will require a 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 10 double-spaced pages. 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 at least 2-3 citations and reference using APA format), and (c) identification of strengths/weaknesses of the literature in this area.

**Literature Review Topics:**

Literature review themes can be chosen from the following listed options. If you would like to choose a topic not listed here please discuss with the instructor beforehand.

*Aging as a Developmental Process, Longitudinal Research Methods, Neuroplasticity, Health and Longevity, Physical and Cognitive Aging, Cognitive Functioning and Pathology, Death and Dying, Indigenous Elders and Cultural Considerations in Aging, LGBQT+ Developmental Considerations in Aging.*

NOTE: A peer reviewing opportunity will be set up using google docs. This opportunity will consist of pairs of students reviewing each other’s papers using track changes in the assigned class google drive folder. Those who choose to engage in this option will also have the opportunity of receiving edits and review comments from either the TA or Instructor (to receive TA/Instructor feedback peer reviews must be completed and on google drive by the deadline discussed in class).

**CLASS EXPECTATIONS – Online**

*Netiquette* (adapted from Dr. Michael Stevenson, University of Southern Maine).

As this is an online course our interactions will primarily be through zoom or in writing. Please arrive to class and use your microphone and video so that we can engage with each other. To speak during class, use the “raise your hand” button or un-mute and say something. Discussions can lead to debate and disagreement, which is a great way to foster critical thinking, but it is vital that you respect the ideas of others. Please be careful and considerate in all of your communications. Consider tone and wording and remember that listeners and readers (fellow students and instructor) might not infer your intent. These are a few suggestions:

- Ensure all communications have appropriate opening and closing (e.g., Hello and Sincerely)
- Take a moment to re-read everything you write. Assume that it will be taken in the worst possible context (re-reading will provide an opportunity to correct typos and other errors).
- Extend courtesy to others: assume positive intentions.
- Keep in mind that online mediums are poor at conveying tone. What was intended as a joke may not always be read as such (irony is especially difficult to convey via email).
• Avoid using abbreviations (e.g., lol, imo, tl;dr, etc.) and typing in all caps.
• If you aren't sure how something will come across, ask someone else to read it over and give you feedback.

Zoom. For this course, we will be using Zoom. It is a US-based company and the following information may be stored on servers outside of Canada:
  • Name, user name, email address
  • UVic departmental affiliation, course affiliation, course enrolment
  • General information about your Zoom preferences
  • Information about your device, network, and internet connection, such as your IP address(es), MAC address, other device ID (UDID), device type, operating system type and version, and client version
  • Information about your usage of or other interaction with the service
  • Other information you upload, provide, or create while using the service

ACADEMIC EXPECTATIONS
Your contributions in class discussions are required to achieve the learning outcomes. Thus, I expect you to attend class. 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. If you are unable to complete the required course work within the term, you can apply to the Associate Dean of Undergraduate Studies for permission to receive a grade of INC (Incomplete). If an INC is granted, I will arrange an extension of the assignment deadline consistent with the deferral agreement.

Students who do not have deferred status and do not complete each of the required assessment criteria will receive a grade of N.

You are expected to abide by the University’s policy on plagiarism and cheating.

Late assignments. For each half-day (12 hours) that the assignment is late, 10% of your grade on the assignment will be deducted. Assignments will not be accepted after 3 full days past the deadline and a grade of zero will be assigned. Exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 3 days of the due date.

Missed Tests. There are no make-up quizzes in this class. It is your responsibility to take quizzes as scheduled. If you miss a quiz, you will receive a mark of zero unless you provide documentation of illness or family emergency within 2 days of the quiz. There will be no exceptions to this policy. Each case will be considered on a case-by-case basis.
Please familiarize yourself with the Important Course Policy Information (attached at the end).

**Grades**

The final letter grade obtained in the course will be based on your total scores for all the assignments and exams. Rounding will occur only once: when calculating your final grade.

Grades are assigned using the following criteria from the 2020 University Calendar.

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage For Instructor Use Only *</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
<tr>
<td>COM</td>
<td>Excluded Grade</td>
<td>Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</td>
<td></td>
</tr>
</tbody>
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## Tentative Schedule

Schedule is subject to change, please check BrightSpaces for the most up to date information

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Exams/Assignments</th>
</tr>
</thead>
</table>
| Week 1: Sep 9, 10, | First class: outline  
Introduction to aging as a developmental process | Chapter 1        | Breakout group formation.                              |
| Week 2: Sep 14, 16, 17 | Research Methods in Aging                                        | Chapter 1        | Sept 17: Quiz 1 (Ch1)                                  |
| Week 3: Sep 21, 23, 24 | Neuroplasticity & Cognitive Rehabilitation | Chapter 2        | Sept 24: Quiz 2 (Ch 2)                                 |
| Week 4: Sep 28, 30, Oct 1 | Senescence and physical aging (Physical Activity) | Chapter 3        | Oct 1: Quiz 3 (Ch 3)                                  |
| Week 5: Oct 5, 7, 8 | Health and Longevity                                               | Chapter 4        | Oct 8: Quiz 4 (Ch 4)                                  |
| Week 6: Oct 12, 14, 15 | Cognitive Functioning                                             | Chapter 6        | Oct 15: Quiz 5 (Ch 6)                                 |
| Week 7: Nov 9-11 | Reading Break                                                     |                  |                                                       |
| Week 8: Oct 19, 21, 22 | Aging Stereotypes                                                | Chapter 8        | Work Week, in-class application with your group.      |
| Week 8: Oct 26, 28, 29 | Psychopathology                                                  | Chapter 10       | Video on Alzheimer’s  
*Presentations due  
Oct 29: Quiz 6 (Ch 10)                                 |
| Week 8: Nov 2, 4, 5 | Death & Dying                                                     | Chapter 13       | Nov 5: Quiz 7 (Ch 13)                                 |
| Week 8: Nov 16, 18, 19 | Olfaction and Neurodegenerative disease                          |                  | *read assigned paper  
Nov 19:Quiz 8 (olfaction)                             |
| Week 9: Nov 23, 25, 26 | Personality                                                      | Chapter 9        | *Papers due  
Nov 26: Quiz 9 (Ch 9)                                 |
| Week 10: Nov 30, Dec. 2, Dec. 3 | Special Topics                                                 |                  | Last week.  
Dec 2: Quiz 10 (optional)                             |
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 the UVic Calendar September 2020.

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

• What to do if you miss the final exam scheduled during the last day of classes

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 last day of classes

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.

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 September 2020.

The definitive source for information on Academic Integrity is the University Calendar.

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)
   
   The **Office of the Ombudsperson** is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
Wellness Statement

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

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:
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/

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/. 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/

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/
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

- **Where:** Sexualized violence resource office in EQHR, Sedgewick C119
- **Phone:** 250.721.8021
- **Email:** [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)
- **Web:** [www.uvic.ca/svp](http://www.uvic.ca/svp)