PSYC339: Adult Development and Aging

Spring 2023

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day

Course Information

Section: A01
CRN: 23771
Instructor: Dr. Tarek Amer (he/him)
TA: Taylor Agate
Course Meeting: Tuesdays, Wednesdays, & Fridays 9:30-10:20AM, Elliot Building Room 168
Prerequisite: PSYC201, PSYC243
Office Hours: Wednesday 11:00-12:00, COR A211
Email: For questions about course content or the assignment, please contact tarekamer@uvic.ca, for questions about grades, please contact ftagate@uvic.ca; please include "PSYC 339" in the subject line

Course Overview

Overview of research examining psychological processes during adulthood and aging. Topics include biological processes, perceptual and cognitive processes, personality and social processes, sources of stress, psychopathology and death.

Required Readings or Texts:
Erber, J. T. (2019). Aging and Older Adulthood (4th edition). Wiley-Blackwell.

Learning Objectives/Outcomes:
By the end of the course, students will be able to:

1. Demonstrate understanding of major theories and methods of aging research.
2. Identify the main biological, cognitive, and social changes that occur in older adulthood.
3. Develop a series of interview questions (to be posed to an older individual) based on your understanding of major theories and themes in aging research.
4. Write a comprehensive case study based on your interview that integrates the individual's responses with findings from the literature.
5. Appreciate that personal history, experiences, lifestyle, and beliefs interact with and influence an individual's aging experience.

Grading

Exam 1: 27.5%
Exam 2: 27.5%
Exam 3: 15%
Written assignment: 30% (2% for submitting interview questions, 28% for assignment)
Extra credit: 2%

- **Exams (70%)**
  - **Feb 7, Mar 14, Apr 5**
  - There will be 3 exams over the course of the semester worth 27.5%, 27.5%, and 15% of your final grade, respectively. Exams will be a combination of multiple choice and short answer (but only multiple choice for the last exam) and will be based on both the textbook and lectures. Exams are not cumulative and only cover the material after the last exam.
- **Written assignment (30%)**
  - **Interview questions due on Mar 10**
  - **Assignment due on Mar 24**
  - The primary purpose of this assignment is to investigate how personal history, experiences, lifestyle, and beliefs interact with and influence an individual's aging experience.

    For this assignment, you will interview an individual who is aged 55 years or older. This person may be a family member or someone else with whom you are acquainted.

    Based on one or two major topics covered in class, you will prepare five questions that you think are appropriate, relevant, and that may help you to understand and appreciate the experience of an older person (examples will be provided). These questions are to be approved prior to conducting the interview and submitted no later than March 10th. We will discuss suitable questions in some depth beforehand.

    After conducting the interview, you will write up your observations and interpretations in a 5-8 page paper. You should include a brief introduction (~1 page) to your interviewee, describing their demographics (age, gender, cultural background, etc.), family and personal history (including medical if appropriate), personality characteristics, etc. **However, it is essential that the person's identity remain confidential at all times!** For at least **two** questions, you are also expected to do a literature search and discuss at least one recent journal article (published in the 2000s) and how it pertains to your interviewee's experience. Make sure to use correct APA style citations within your text, and to include an APA-formatted Reference page. In addition, you should correctly cite relevant material from the textbook.

    The summary of **each question** of your interview should be approximately **0.5-1 page long**.

    Following the summaries of your 5 questions, write a **1 to 2 page discussion.** This section should pull together the information obtained from your interview questions, discussing how one area has influenced another. You should address in what ways the experience of your interviewee exemplifies typical and atypical aging and speculate about why your interviewee's responses differ from what is discussed in the textbook/ article/class. Other points to address here include: how choices made by the individual aided and/or hindered the optimal aging process, how your interviewee's culture or earlier life experiences may have affected their aging, and any cohort effects that you feel are relevant.

- **Extra credit (2%)**
  - You can earn up to 2% extra credit toward your final grade by participating in research studies conducted in the Department of Psychology. One hour of participation earns you 1 SONA credit. Credits are given in 0.5 increments, with 2 credits required for a 1% increase in your final grade. For details on participating in research studies, go to the Department of Psychology web site:

https://www.uvic.ca/socialsciences/psychology/research/participants/. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.

- If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact me to arrange for an alternative option involving an assignment. If you wish to select this option, you must notify me by no later than March 15.

* Students who have completed the following elements will be considered to have completed the course: at least 2 exams and written assignment

- Failure to complete these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0.
- If you miss an exam, you can write a make-up exam (usually on the Friday of that week). You are required to write at least 2 exams, otherwise you will receive a grade of "N".
- In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

* Please review the syllabus before emailing me with course-related questions.

Schedule

Week	Date	Topic	Reading	Assignment/Exam
1	10-Jan	Course Overview & Introduction to Aging	Chapter 1	
	11-Jan			
	13-Jan			
2	17-Jan	Theory and Methods in Studying Aging	Chapter 2	
	18-Jan			
	20-Jan			
3	24-Jan	Biological Aging and Health	Chapter 3	
	25-Jan			
	27-Jan			
4	31-Jan	Intellectual Functioning	Chapter 6	
	01-Feb			
	03-Feb			
5	07-Feb	**Exam 1 (27.5%)**		**Exam 1: Feb 7**
	08-Feb	Sensation, Perception, and Attention	Chapter 4	
	10-Feb			
6	14-Feb	Memory	Chapter 5	
	15-Feb			
	17-Feb	**No Class**		
7	21-Feb	**No Class (Reading Week)**		
	22-Feb			
	24-Feb			
8	28-Feb	Cognition and Problem Solving in the Everyday World	Chapter 7	
	01-Mar			
	03-Mar			
9	07-Mar	Social Interaction and Social Ties	Chapter 9	
	08-Mar			
	10-Mar			**DUE Interview Questions (2%): Mar 10**
10	14-Mar	**Exam 2 (27.5%)**		**Exam 2: Mar 14**
	15-Mar	Personality & Coping	Chapter 8	
	17-Mar			
11	21-Mar	Mental Health, Psychopathology, and Therapy	Chapter 11	
	22-Mar			
	24-Mar			**DUE Interview Assignment (28%): Mar 24**
12	28-Mar	Employment, Retirement, and Living Arrangements	Chapter 10	
	29-Mar			
	31-Mar	Coping with Death, Dying, and Bereavement	Chapter 12	
13	04-Apr	**No Class**		
	05-Apr	**Exam 3 (15%)**		**Exam 3: Apr 5**

UNIVERSITY OF VICTORIA

Department of Psychology

Important Course Policy Information

Winter Session 2022/23

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the **Centre for Accessible Learning** (CAL).

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact **privacyinfo@uvic.ca**

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact **CAL**.

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: **onlineconduct@uvic.ca**

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class[1]. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the **Resolution of Non-Academic Misconduct Allegations policy (AC1300)** or the **Academic Integrity Policy**, whichever is more appropriate for the situation.

Course Experience Survey (CES)

The instructor values your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to **http://ces.uvic.ca**. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following **Undergraduate Grading Scale** is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar…
Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Department Associate Chair; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (**https://uvicombudsperson.ca**). Current contact information for the office can be found here **https://uvicombudsperson.ca/contact/**.

[1] Syllabi belong to the department through which the course is administered.

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. **Aiding Others to Cheat**. It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 January 2023.

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

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: **https://uvicombudsperson.ca/academic-integrity/**
   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**.
2. UVic Library Resources: **http://www.uvic.ca/library/research/citation/plagiarism/**
3. UVic Library Document on **Avoiding Plagiarism**

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**.

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.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: **http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf**

- **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.

- **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, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam and include the **in-course extension form** if required. Medical documentation is not required.

- **What to do if you require additional time to complete core 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. 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 if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at **https://www.uvic.ca/socialsciences/psychology/research/participants/**.

Student Support Services

Learn Anywhere is the student support portal for a full range of student academic and support services. Services include: **Centre for Academic Communication**, **Math & Stats Assistance Centre**, **Counselling Services**, **Health Services**, **Library**, **Ombudsperson**, and **Computer Help Desk**

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The **UVSS** is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Winter session - second term (January – April)

Monday, Jan 9th	Second term classes begin for all faculties
Sunday, Jan 22nd	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25th	Last day for adding courses that begin in the second term
Tuesday, January 31st	Last day for paying second term fees without penalty
Sunday, Feb 12th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20th - Feb 24th	Reading Break for all faculties
Tuesday, Feb 28th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6th	Last day of classes in second term for all faculties
Apr 11th - Apr 26th	Second-term formal examination period

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. 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

Web: www.uvic.ca/svp

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/undergraduate/housing-student-life/student-life/index.php

Counselling Services:
The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors

Health Services:
The Student Wellness Centre also provides a full service primary health clinic for students. https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians

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: https://www.uvic.ca/student-wellness/wellness-resources/mental-health/