

Mondays & Thursdays, 8:30 – 9:50 AM

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<b>Contact:</b> tiko@uvic.ca	<b>Contact:</b> yaewonk@uvic.ca
<b>Office Hours:</b> 3-4 pm Wednesdays, <a href="#">via zoom</a> , or by appointment	<b>Office Hours:</b> By appointment

### Course Platforms

Brightspace, [Zoom](#), [Perusall](#) (a free resource)

### Textbook

No required text. We will cover nine readings available through the University libraries. *Supplementary text: Adult Development and Aging*, by Cavanaugh & Blanchard-Fields.

### Course Description

In our society, aging is often thought of in a negative light. In this course, we will discuss the positive aspects of aging, such as generativity, resilience, wisdom and successful aging. We will also learn about the impact of aging stereotypes, as well as the importance of advocating for a new narrative regarding middle and older adulthood. We will also learn about the challenges associated with getting older, including neuropathology, cognitive decline, functional impairment/morbidity, and mortality. Throughout the course, we will discuss the diversity and disparities apparent in older adulthood health care, and develop skills in critical thinking and research.

### Summary of Evaluations:

- Presence (Class Engagement) – **8% Total** (5% attendance; 3% above & beyond, including two short reflections)
- **Seven** Interactive Reading of Papers on Perusall (9 options)– **35% Total** (5% each)
- **Three** Thought Papers (5 options)– **24% Total** (8% each)
- Life Review with an Older Adult – **33% Total** (3% for questions; 3% for completed interview transcript; 27% for written-up paper)

### Learning Outcomes

- ✓ Thorough understanding of adult aging and development, why it is important, and how it is studied.
- ✓ Ability to describe how physical, emotional and mental health changes in older adulthood
- ✓ Understanding of the importance of culture and diversity in older adult development
- ✓ Ability to discuss and collaborate online
- ✓ Development of critical thinking skills
- ✓ Practice drawing links between various papers and concepts

### Course Strategies & Process:

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to regularly check Brightspace for any updates.

- Psyc 339 will be held online via Zoom during the allotted class time (Mon/Thurs, 8:30-9:50)
- Sign in directly (using your Netlink ID and password) to UVic's Zoom account
- We will be incorporating Indigenous teaching and learning principles. For example, think of our class as a community. The community will be divided up into neighbourhoods (approx. 25 students each), and then smaller groups (approx. 5 students each). Each student is an important member of their community and small group, and an important value in this course is to show up for each other.
- During class time on Mondays, I will lead a lecture on the topic listed in the schedule
- During class time on Thursdays, we will finish lecture material from Monday, and then discuss the paper that you annotated in Perusall with the members of your neighbourhood. Then you will

have the opportunity to consider discussion questions with your small groups via *breakout rooms* on Zoom.

- I will post discussion questions prior to class discussions. I hope that you will consider these questions individually in advance, so that you can meaningfully contribute during your small groups' discussion.
- The Thought Papers (**only need to complete three out of five options!**) will be connected to the small group discussion questions, so actively participating in these small group discussions should be helpful for writing the thought papers
- A critical aspect of the Thought Papers is integrating concepts discussed during the Monday lectures, as well as concepts and content from previous lectures and other papers (covered within this course / other courses / researched on your own). I hope that this approach, by continuing to consider and integrate concepts learned over the course of the semester, will facilitate retention.
- You do not need to purchase the “supplementary/recommended” textbook—you should be able to effectively complete the course by using the class slides, the course reading list, and researching on your own. You may cite additional research (using APA style) in your thought papers and in your annotations through Perusall.
- Attending and actively engaging in class is strongly encouraged. I will refer to this as “**Presence.**” You do not need to participate in class discussion at the Community level if you're uncomfortable doing so, but please be present by actively engaging in other forms. You can actively engage by showing up, by being respectful and courteous during lectures, by having your video on, by participating in the polls, by “raising your hand” in Zoom to ask questions or comment, and by practicing good “netiquette.”
- It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, skin color, sexuality, disability, age, ethnicity, language, SES, culture, and spirituality. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. Know that I value your presence as a learner and student in Psych 339.
- If you are unable to regularly attend class due to valid reasons, please contact me so that we can arrange something (ASAP, ideally prior to the class starting). If you are uncomfortable using Zoom, please contact me. I understand that this is a very challenging time for most of us. I am concerned about your well-being and I will aim to be flexible.

### What is Expected of Students

- ✓ Attend the online lectures—your presence and active listening are important!
  - Although **I will post recordings of the lectures after class**, I do hope that you can attend, as I will poll the class, ask questions, and just generally aim to engage students and facilitate discussion
- ✓ Respectful responding during class and in the Everyone chat is crucial
- ✓ Before posting in the Everyone chat, ask yourself, “***Will this help my peers learn?***”
- ✓ I want this to be a safe space! Please use inclusive language. Racist, sexist, homophobic, ableist, or other discriminatory language is **not** permitted in this class. If you feel that someone else is not being inclusive, you can address them (if you are comfortable doing so), but please try not to make any assumptions and keep your observation specific. For example: “*When you use the word ‘crazy,’ I feel that you are looking down on people with mental disabilities. Is there a way to say this that*

*doesn't make a value judgement?"* Please let me know if non-inclusive language is used in class, small group discussions, and/or the Everyone chat.

- ✓ Critical thinking. Think about the material and where it originates. Question what you are learning. Aim to consider how the material applies to your own life, experiences and knowledge.
- ✓ Complete assignments on time (if you cannot, please contact me).
- ✓ If you register late, you are responsible for speaking to me to make up missed evaluations.
- ✓ Although you are welcomed to email me, I encourage you to ask questions on the [course discussion board](#). If you are questioning something, another student is likely questioning the same process/material/concepts/tasks.

### **What You Can Expect of Me**

- ✓ I care about your learning. If you don't succeed, that could mean I have not been teaching you effectively. Contact me. I am happy to discuss.
- ✓ I understand that you are all spending copious amounts of time in front of your screens, and are perhaps limited in terms of social interaction. I am aiming for our time together to be productive, engaging, and thought provoking. I also understand that keeping track of due dates and assignments for several courses can be challenging. For this reason, I aimed to spread out the workload across the entire semester as much as possible. Additionally, we will follow a similar schedule each week to provide consistency for this course. *For the most part (if all goes according to tentative plan)*, Mondays=lecture, and submit Thought paper by 11:59 pm (if you chose to complete a Thought Paper based on the material from the week before); Thursdays=Small group Discussion on the selected article, which means completing the Perusall assignment prior to class.

### **Course Feedback**

I really value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (not recommended).

## Evaluations – *See schedule for dates*

- **Presence (Class Engagement) (8%)**

Your Presence is important! Showing up for your small group and the Community is important. Please have your video on during class time to demonstrate your presence. 5% will be allotted to attendance, active listening, openness, and **being respectful**. 3% will be allotted for going above and beyond. This includes: sharing ideas and stories during class time at the community level, asking thoughtful questions, making comments, or encouraging your peers in the course Discussion Board and/or within the Everyone chat, by being actively involved in creating a “take-home message” with your small group, and by meaningfully completing two small assignments (e.g., brief reflections on what you want to give back to the class and what you got from the class, to be submitted on Brightspace).

- **Interactive Reading on Perusall (35% Total – 7 @ 5% each) → Complete each prior to class**

Perusall is a new collaborative e-book reader developed by researchers at Harvard that is non-proprietary (free!) to students when the readings are available through the university libraries (which they will be for this course). The software allows groups of approx. 25 students (your neighbourhood) to asynchronously, but collectively, annotate papers. Create a Perusall account and use course code: YONEDA-BH8QA upon registration. This process allows students to ask questions, answer questions, and make comments, providing the opportunity to scaffold off each other’s knowledge. To get full marks, you will need to start this process early. You may cite additional research in your annotations (include full citation and use APA style). You may complete all 9 annotations on Perusall and we will drop your lowest mark(s).

- **Thought Papers (24% Total – 3 @ 8% each) → Submit on following Monday by 11:59 pm**

Every other week (roughly), a Thought Paper essay question will be posted highlighting the main theme(s) from the week’s discussion. The purpose of the Thought Papers is to help students synthesize material into a coherent thesis or argument. This is not a writing class, but the Thought Papers are a means to communicate your ideas, so clarity is critical. Evaluation will be based on the quality of the writing (e.g., conciseness, grammar, structure), and, importantly, integration of concepts discussed in class and from other class papers (word limit = 400 words, text beyond this length will not be evaluated).

Thought Papers due dates are listed on the schedule and in Brightspace. You must complete ***three***\* Thought Papers. You may complete one additional thought paper, and I will drop your lowest mark. Also, please feel free to come to my office hours for feedback on your thought papers prior to the due date!

- **Life Review with an Older Adult (33% Total – 3% for questions; 3% for transcript; 27% for paper)**

Life review can improve quality of life for older adults by facilitating reconstruction of their life stories, resolving their past conflicts, and accepting their present conditions. For this assignment, you will first collaborate with your group members, and then with the community at large, to discuss potential interview questions. Then, you will individually interview an older adult on the experiences that they have had over their lifespan. This process can take several hours (you may want to schedule more than one meeting with your chosen older adult). Please aim to interview an older adult (65+ years) in your life (e.g., grandparent, family member or friend), or I can pair you with an older adult volunteer. Finally, you will integrate the material. First, you will provide a summary of the information (you will need to be selective in what you choose to include in your paper). Second, you will include an interpretation/analysis of the content of the interview. Importantly, how can you relate that person’s life to the material discussed in class lectures, your readings, and the gerontological perspective, in general? This paper can also serve as a “legacy”, which may be given to family members or others for posterity.

***I will distribute more information and grading details for all assignments.***

**Tentative Schedule**\*Only need to complete **three** Thought Papers and **seven** Perusall Annotations.

Wk	Date	Topic	Reading	Perusall	Evaluations
W1	M Jan 11	Welcome! Introduction to course layout & processes, Indigenous principles			
	Th Jan 14	Everyone Chat, Evaluation details, Research & Writing tips		<b>Reflection: What do you want to give back to the class? (due Jan 14)</b>	
W2	M Jan 18	Longitudinal Datasets, SOC	(Ch 1)		
	Th Jan 21	A Call for a New Narrative	<i>Diehl, Mehrotra &amp; Smyer, 2020 OR Freund 2020</i>	Perusall 1	Thought Paper 1: Mon Jan 25
W3	M Jan 25	Neuroscience of Aging	(Ch 2)		
	Th Jan 28	Neuroscience frontiers	<i>Cabeza, 2004</i>	Perusall 2	
W4	M Feb 1	Qualitative Stages in Adulthood	(Ch 9)		
	Th Feb 4	Reminiscence, Life Review & <a href="#">Isolation</a>	<i>Haber, 2006</i>	Perusall 3	Thought Paper 2: Mon Feb 8
W5	M Feb 8	<i>Life Review Questions Discussion</i>		<b>LR Q's &amp; statement of who you will interview Due Th Feb 11</b>	
	Th Feb 11	Biological Changes	(Ch 3)		
W6	M Feb 15	<b>Reading Break</b>			
	Th Feb 18				
W7	M Feb 22	Longevity & Health	(Ch 4)		
	Th Feb 25	LGBTQ Health	<i>Javier &amp; Oswald, 2019 OR Lof &amp; Olaisona 2020 OR Fredriksen-Goldsen</i>	Perusall 4	Thought Paper 3: Mon Mar 1
W8	M Mar 1	Attention & Memory	(Ch 6)		
	Th Mar 4	Indigenous Healthy Brain Aging	<i>Cornect-Benoit et al, 2020</i>	Perusall 5	
W9	M Mar 8	Clinical Assessment	(Ch 10)		
	Th Mar 11	Dementia & Delirium	<i>Herholz re: non-pharm intervention &amp; neuroplasticity</i>	Perusall 6	Thought Paper 4: Mon Mar 22
W10	M Mar 15	Discuss Life Review Experience	<b>LR Transcripts Due M Mar 8</b>		
	Th Mar 18	Importance of Physical Activity	<i>Yoneda et al, 2020</i>	Perusall 7	
W11	M Mar 22	Mental Health	(Ch 10)		
	Th Mar 25	Depression	<i>Fiske, Wetherell &amp; Gatz, 2009</i>	Perusall 8	
W12	M Mar 29	Dying & Bereavement	(Ch 13)		
	Th Apr 1	Generativity	<i>Gruenewald et al., 2016</i>	Perusall 9	Thought Paper 5: Mon Apr 5
W13	M Apr 5	<b>Easter Monday (No class)</b>			
	Th Apr 8	<i>Feedback session on final paper</i>	<b>Reflection: What did you get from the class? (due April 8)</b>		
W14	M Apr 12	Wrap up & Conclusions	<b>Life Review Paper Due M April 12</b>		

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

Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking; however, it is vital that you respect the ideas of others. Please be careful and considerate in all of your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructor) might not infer your intent. These are a few suggestions:

Take a moment to **re-read** everything you write--assume that it will be taken in the worst possible light (doing so will also provide you the opportunity to correct typos and other errors).

Extend courtesy to others--assume the most charitable light possible.

Keep in mind that online mediums are poor at conveying tone. What was intended as a joke or irony may not always be read as such. If you aren't sure how something will come across, ask someone else to read it over and give you feedback.

Please avoid typing in all caps when posting messages to either myself or your peers.

**Cutoff Points for Final Grades**

Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is 89.5 – 89.9, the grade will be rounded to 90.

A+	90-100	B+	77-79	C+	65-69	F	0-49
A	85-89	B	73-76	C	60-64	N	0-49
A-	80-84	B-	70-72	D	50-59		

**Additional Information Regarding Online Platforms**

•**Zoom** is headquartered in San Jose, California and uses cloud-based data centres around the world. The following information may be stored on servers outside Canada:

Name, user name, email address, UVic departmental affiliation, course affiliation

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, client version, and information about your usage of or other interaction with the service

Other information you upload, provide, or create while using the service

If you are concerned about privacy issues, you have the option to choose an email address/user name that does not include your personal information. Contact the computer help desk to set up a pseudonym.

•**Google Suite**: For online group projects, you may want to use Google docs, given the ability to work on documents simultaneously with your group members. Please note Google's privacy policy:

<https://policies.google.com/privacy?hl=en>. Providing your personal information via the Google suite is not mandatory for this course. You can choose to use an email that does not include personal information (e.g., your name), and modify your privacy settings on your devices.

**Administrative Notes**

It is your responsibility to check your registration status by the drop deadline to ensure that you are registered in the course.

Familiarize yourself with the Department of Psyc Important Course Policy Information, UVic's *Sexualized Violence Prevention and Response* Guide, and UVic's *Wellness Statement* (attached)

**University's Policy on Academic Integrity:**

[www.web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html](http://www.web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html)

To better understand what constitutes a violation of academic integrity, please consult the Libraries' plagiarism guide ([library.uvic.ca/instruction/cite/plagiarism.html](http://library.uvic.ca/instruction/cite/plagiarism.html)) and/or the LTC's academic integrity information for students ([ltc.uvic.ca/initiatives/integrity/student.php](http://ltc.uvic.ca/initiatives/integrity/student.php))

Access to the Course Spaces website, and/or completion of any work on the site does not imply students on the waitlist will be registered in the course

Prerequisites: <https://www.uvic.ca/calendar2020-05/undergrad/index.php#/courses/Sylr7JF67N> I assume that all students registered in the course have the prerequisites. Anyone who remains in the course without the prerequisites does so at their own risk.

### **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)

### **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.

#### **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](http://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/](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/graduate/](http://www.uvic.ca/mentalhealth/graduate/)

### **Important Course Policy Information—Spring 2021**

#### ***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.

***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.

***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://www.uvic.ca/calendar/future/undergrad/#/policy/Sk\\_0xsM\\_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcltemType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcltemType=policies). 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.