

PSYCO 329 B1
Adult Development and Aging
January – April 2021

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Meetings by appointment.

Office Hours: TWR 12:30-1:00 PM (via Zoom)
Other times available by appointment

Meeting Times: TR 11:00 AM-12:20 PM

Because of public health guidelines due to the COVID-19 pandemic, this class is being delivered remotely. Recorded lectures and chapter tests will be delivered through eClass. Class meetings will be delivered via Zoom. Any evolution in the delivery platform will be announced in advance on eClass. Students meeting to complete group work or assignments requiring interactions with others (see below) must meet through means other than in-person.

Chapter tests and class meetings will normally occur during the scheduled meeting time on Thursdays. Group presentations (described below) will occur on Tuesdays and Thursdays. Students should consult the course schedule below for exceptions and details.

Moodle eClass: <https://eclass.srv.ualberta.ca/portal>

Course Description: Overview of physical, psychological, and sociocultural realities of aging. This course may be offered as a Community Service-Learning course. [Faculty of Arts]

Prerequisites: PSYCO 223. It is the responsibility of students to ensure they have the appropriate prerequisite.

Instructional Goal: Students will view their aging and the aging of others differently from before taking this course and ultimately, will age differently (hopefully better) as a result.

Learning Outcomes: If I have met my objectives, on the completion of this course students will:

Be able to differentiate myths versus the realities of aging in the physical, psychological and sociocultural domains by being able to indicate the reality as revealed by research on aging (demonstrated in chapter tests, in-class activities)

Be able to identify theories and concepts in the adult development and aging field and apply these to real world observations (chapter tests, CSL Dossier, Life History Project)

Be able to research a topic in the adult development and aging field, develop a position and produce a written argument defensible by research (Essay)

Be able as a team to synthesize individual knowledge about a topic/topics in aging gleaned from research (Essay) or observations/experiences (CSL placement, Life History) to produce a presentation that effectively communicates the synthesized new knowledge to others outside of the group (Group Presentations).

Required eText/Text:	Whitbourne, S. K., & Whitbourne, S. B. (2020). <i>Adult development: Biopsychosocial perspectives (7th Edition)</i> . Wiley.
Additional Course Fees:	Students doing a Community Service-Learning placement (CSL, see below) may be required to pay for a police check. With a letter from CSL, students will be charged the volunteer rate of \$15 (otherwise \$50). Students can submit a receipt to CSL for a \$15 reimbursement in the form of a tuition credit. Students completing a life history interview who need to obtain/send consent forms by means other than electronic, may incur costs (e.g., cost of stamps).
Learning Resources:	Learning objects provided in the course are normally accessible from publically available sites. Some learning objects (found on Films on Demand, Kanopy, and SAGE Video, for example) require University of Alberta access through the University of Alberta Libraries website. To view these learning objects, you may need to sign on with a University of Alberta CCID.
Technology for Remote Learning:	To successfully participate in remote learning in this course, it is recommended that students have access to a computer with an internet connection that can support the tools and technologies the University uses to deliver content, engage with instructors, TAs, and fellow students, and facilitate assessment and examinations. Please refer to Technology for Remote Learning for details. If a student has questions or concerns about these requirements/recommendations, the student must contact the instructor at the beginning of term.
Evaluation:	This course has an <i>optional</i> Community Service-Learning (CSL) component.

For students not opting to complete a CSL placement:

Grades will be based on ten (10) chapter tests (5% each, 50% total), an essay on a selected topic (20%), a group presentation based on the essay topic (5%), a life history project (20%) and active participation during in-class activities (5%). Descriptions of these forms of evaluation are below. Consult eClass for more in-depth information.

For students opting to complete a CSL placement:

Grades will be based on ten (10) chapter tests (5% each, 50% total), successful completion of a CSL placement (20%), CSL dossier (20%), group presentation based on the placement experience (5%) and active participation during in-class activities (5%). Brief descriptions of these forms of evaluation are below. Consult eClass for more in-depth information.

Grades in this course will be assigned as follows:

Descriptor	Approximate Percentage	Letter Grade	Point Value
<i>Excellent</i>	95-100	A+	4.0
	90-94	A	4.0
	85-89	A-	3.7
<i>Good</i>	80-84	B+	3.3
	75-79	B	3.0
	71-74	B-	2.7
<i>Satisfactory</i>	67-70	C+	2.3
	63-66	C	2.0
	60-62	C-	1.7
<i>Poor Minimal Pass</i>	55-59	D+	1.3
	50-54	D	1.0
Failure	0-49	F	0.0

The instructor reserves the right to adjust final grades up or down on an individual basis in light of special circumstances and/or the person's total performance in the course.

Based on the performance of previous classes, it is anticipated that the median in this course will be in the B range.

Grades are unofficial until approved by the Department and/or Faculty offering the course.

Chapter Tests:

Chapter tests will assess knowledge of material from textbook chapters and associated lectures (see the schedule below). Format of the tests will be multiple choice. There are no make-up tests for missed chapter tests. In the rare instance that a chapter test is missed due to a serious medical condition or other serious impediment, at the discretion of the instructor, the 50% weighting of chapter tests will be based on nine (9) chapter tests. To apply for an excused absence from a test where the cause is incapacitating illness or other serious impediment, you must submit to the instructor a Department of Psychology Statutory Declaration (available on eClass) within two (2) working days following the scheduled date of the missed test, or as soon as the student is able, having regard for the circumstances underlying the reason for missing the test. The weight can be redistributed for only one missed and excused chapter test. Any subsequent missed chapter test, the score will be zero.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

To apply for an excused absence where the cause is religious belief, a student must contact the instructor within two (2) weeks of the start of Fall or Winter classes to request accommodation for the term.

Note: There is no final exam in this course but rather, cumulative knowledge will be demonstrated and evaluated in other capping assignments (Essay, Life History, CSL placement and Dossier).

Essay:

What advice, based on research evidence, could you provide to seniors to maximize aging well? The essay topics are available on the eClass. Choose one (1) of the topics. You will be asked to submit by **12:20 PM January 26, 2021** (on eClass) which topic you will write your essay on. Research the topic and write a paper in which you provide evidence in support of a recommendation you would make or suggest (e.g., positive impact of exercise like Tai Chi on some aspect of physical aging). The maximum essay length is six (6) double-spaced pages (not including the title page and references) and must contain at least three (3) empirical studies related to the topic. To stay within the page limit, you will need to narrow the focus of your topic, choose your references wisely, and review the evidence for your arguments concisely. Use the standard referencing system employed in psychology. Students should consult the most recent APA style manual. The entire paper should contain a title page with your name, the text and a reference list. You will be graded on writing style (organization and clarity), the thoroughness with which the literature is reviewed, accuracy of referencing, and the cohesiveness of your argument in support of the recommendation. Rough work should be available if requested by the instructor. **The essay is due by 12:20 PM, April 15, 2021.** Two per cent (2%) of the twenty per cent (20%) that the assignment is worth will be deducted for each day the assignment is late. A day starts after 12:20 PM April 15, 2021 so receiving the assignment any time after 12:20 PM April 15, 2021 to 12:20 PM April 16, 2021 is a day late, and so on. The essay will not be accepted after 12:20 PM April 22, 2021.

Life History Project:

The purpose of this assignment is to put a human face to the issues discussed in your textbook. You will be required to interview an older adult (over 65 years of age) using a series of questions that you generate as a starting point. You will then compile the answers into a paper (10 double-spaced pages maximum) that integrates the information provided by the interviewee with concepts from the course in what is called a "life history". Guidelines for the life history project and a downloadable consent form are available on eClass. **The life history project is due by 12:20 PM, April 15, 2021.**

Two per cent (2%) of the twenty per cent (20%) that the assignment is worth will be deducted for each day the assignment is late. A day starts after 12:20 PM April 15, 2021 so receiving the assignment any time after 12:20 PM April 15, 2021 to 12:20 PM April 16, 2021 is a day late, and so on. The life history project will not be accepted after 12:20 PM April 22, 2021. To qualify for the marks the assignment is worth, you must also hand in a copy of a **completed Consent Form** (on eClass) by **12:20 PM, April 15, 2021**.

Community Service-Learning Placement and Dossier:

Community Service-Learning gives students the opportunity to participate in the activities of a community agency or social action group as part of a university course. For this course there are several placement options. To be considered for a placement, you need to indicate your preferences for placements by **11:59 PM January 15, 2021**. You will be expected to provide a minimum of 20 volunteer hours in the placement. Information about how to access the placement list is available on the eClass as well as important deadlines. In consultation with your community supervisor, you will be graded on successful completion of your placement, including completing all required elements and duties. **Students must hand in the CSL Student Completion Form by 12:20 PM April 15, 2021** to qualify for the 20% for successful completion of the CSL placement.

As a demonstration of the learning in your placement, you are required to produce a CSL dossier (20 double-spaced pages maximum). Guidelines for the dossier are available on eClass. **The CSL dossier is due by 12:20 PM, April 15, 2021**. Two per cent (2%) of the twenty per cent (20%) that the assignment is worth will be deducted for each day the assignment is late. A day starts after 12:20 PM April 15, 2021 so receiving the assignment any time after 12:20 PM April 15, 2021 to 12:20 PM April 16, 2021 is a day late, and so on. The CSL dossier will not be accepted after 12:20 PM April 22, 2021.

Presentation:

For students not opting for the CSL component: Based on your choice of essay topic you will be placed within a group to present one of the class days between **April 1 to April 15, 2021**. Your goal is to provide your expertise about the topic and as a group to prepare a workshop presentation directed at seniors providing advice to maximize aging well. Guidelines and options for the presentation format are available on eClass. The size of your group and length of presentation will depend on how many students will be writing essays on the topic and will be finalized once this is known. All members of the group receive the same group presentation mark worth 5%.

For students opting for the CSL component: You will be placed in a group with other CSL students to present one of the class days between **April 1 to April 15, 2021**. You will present on your placement experiences and provide reflections on the overlap with concepts learned throughout the course. Your goal is to create a presentation directed at other students to convince them that CSL helped you learn about aging. Guidelines and options for the presentation format are available on eClass. The size of your group and length of presentation will depend on how many students did the same/similar placements and will be finalized once this is known. All members of the group receive the same group presentation mark worth 5%.

Participation:

During the scheduled class time, there are fifteen (15) times that the class will meet face-to-face via Zoom to do in-class activities/hear presentations. These activities are intended to highlight concepts covered in lectures and the text for the week/course. Time will be given during each class period to complete a reflection that you will need to submit on eClass (worth approximately .33% each, 5% total). You must be present in

the Zoom meeting to qualify to complete the reflection. There are no make-up options for absence and a missed reflection(s).

Representative

Evaluative Material:

Examples of evaluative materials for chapter tests is available on eClass.

Student

Responsibilities:

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of [Code of Student Behavior](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the [Academic Integrity](#) website for clarification on the various offences. If you have any questions, ask your instructor.

All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

Exams: Completion of chapter tests is to be without the use of external aids (e.g., text book, lecture notes, study notes). Having regard for applicability in the remote delivery context and the specific instructions for each test/exam, Calendar information with respect to the Conduct of Exams are applicable. Students should refer to the Calendar information on [Conduct of Exams](#) for more information.

Recording and/or Distribution of Course Materials: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Guidelines for Respectful Online Engagement: Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behaviour](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of the class have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner.

If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.

Student Resources:

(Note: Availability for some resources may be modified or limited. Consult the relevant websites below for information)

COVID-19 Updates: Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

Student Resources for Remote Learning: Online learning may be new to you. Check out tips for success and find out more about online learning on the [Campus Life](#) page, and specifically on the [Student Resources for Remote Learning](#) page.

Student Services and Resources: General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

Accessibility Resources (AR) (1 – 80 SUB): The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential, and adherence to procedures and deadlines is required for U of A to provide accommodations.

Academic Success Centre (1-80 SUB): [The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year-round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

The Centre for Writers (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development.

First Peoples' House: [The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Learning and Work Environment:

The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination, harassment, and violence of any kind. It does not tolerate behaviour that undermines that environment. This includes virtual environments and platforms.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

Important Dates: See the relevant academic Calendar for the [Academic Schedule, Dates and Deadlines](#) which include the Registration Add/Drop deadlines and Withdrawal date.

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on eClass.

Course Schedule : Below is the schedule we are planning to follow. Because this course has an element of unpredictability, there may be some variation from this plan. Changes will be announced via eClass.

- **F2F means the class meets face-to-face via Zoom (link to join on eClass)**
- **Recorded means there is no F2F Tuesday class. You are to view the recorded lecture posted online on your own during the week. Recorded lectures will normally be available a full week before the Thursday test.**
- **Chapter tests are conducted remotely on eClass.**
- **CSL students are students who have opted for and been placed into a CSL placement**
- **LHE students are students who are completing the life history project and essay**

Week	Tuesday	Thursday	Important Assignment Dates
	Lecture (Text Reading)		
Week 1 Jan 12,14	11:00 AM - 11:30 AM F2F (Zoom) Welcome and Course Business Recorded Lecture 1 (Chapter 1)	11:00 AM-12:20 PM F2F (Zoom) In-class activities Presentation by CSL Office	Deadline to indicate intention to do a CSL placement, rank ordering (of all placements) and brief explanation for the ordering: Friday January 15, 11:59 PM. Submit via eClass.
Week 2 Jan 19,21	Recorded Lecture 2 (Chapter 3)	11:00-11:25 AM eClass Chapter Test 1 (chapters 1, 3 and lecture material) 11:30 AM-12:20 PM F2F (Zoom) In-class activities	CSL students: Police security checks begin online January 20.
Week 3 Jan 26,28	Recorded Lecture 3 (Chapter 2)	11:00-11:25 AM eClass Chapter Test 2 (chapter 2 and lecture material) 11:30 AM- 12:20 PM F2F (Zoom) In-class activities	LHE students: deadline to indicate intended essay topic by 12:20 PM January 26. Submit via eClass.

Week 4 Feb 2,4	Recorded Lecture 4 (Chapters 4 & 5) but <u>excluding</u> chapter 5 neurocognitive disorders pages 110-117)	11:00-11:25 AM eClass Chapter Test 3 (Chapters 4 & 5 and lecture material) Note: test will not cover material on neurocognitive disorders from chapter 5) 11:30 AM- 12:20 PM F2F (Zoom) In-class activities	CSL students: registration deadline with the CSL Office Feb 1 . CSL students requiring a police check: deadline for completion of the online Police Check Feb 1 .
Week 5 Feb 9,11	Recorded Lecture 5 (Chapter 6)	11:00-11:25 AM eClass Chapter Test 4 (chapter 6 and lecture material) 11:30 AM- 12:20 PM F2F (Zoom) In-class activities	
Week 6 Feb 16,18	READING BREAK	READING BREAK	
Week 7 Feb 23,25	Recorded Lecture 6 (Chapter 7)	11:00-11:25 AM eClass Chapter Test 5 (chapter 7 and lecture material) 11:30 AM- 12:20 PM F2F (Zoom) In-class activities	
Week 8 March 2,4	Recorded Lecture 7 (Chapter 5 pages 110-117 & Chapter 11 pages 237-238 "Assessment")	11:00-11:25 AM eClass Chapter Test 6 (parts of chapters 5, 11 and lecture material) 11:30 AM-12:20 PM F2F (Zoom) In-class activities	

Week 9 March 9,11	Recorded Lecture 8 (Chapter 11 remaining pages)	11:00-11:25 AM eClass Chapter Test 7 (chapter 11 and lecture material) 11:30 AM- 12:20 PM F2F (Zoom) In-class activities	
Week 10 March 16,18	Recorded Lecture 9 (Chapters 8 & 9)	11:00-11:25 AM eClass Chapter Test 8 (chapters 8 & 9 and lecture material) 11:30 AM- 12:20 PM F2F (Zoom) In-class activities	
Week 11 March 23,25	Recorded Lecture 10 (Chapters 10 &12)	11:00-11:25 AM eClass Chapter Test 9 (chapters 10, 12 and lecture material) 11:30 AM- 12:20 PM F2F (Zoom) In-class activities	
Week 12 March 30, April 1	Recorded Lecture 11 (Chapters 13 & 14)	11:00-11:25 AM eClass Chapter Test 10 (chapters 13, 14 and lecture material) 11:30 AM- 12:20 PM F2F (Zoom) In-class activities Group Presentations	CSL students should be meeting with their community partner supervisor to complete the CSL Student Completion Form.
Week 13 April 6,8	11:00 AM-12:20 PM F2F (Zoom) Group Presentations	11:00 AM-12:20 F2F (Zoom) Group Presentations	

Week 14 April 13,15	11:00 AM-12:20 PM F2F (Zoom) Group Presentations	11:00 AM-12:20 PM F2F (Zoom) Group Presentations	Due April 15, 2021 by 12:20 PM Submit via eClass LHE students: Essay Life History Project CSL students: CSL Dossier Student Completion Form
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