

PSYC21: *Adulthood and Aging*
University of Toronto, Scarborough (Winter 2021)

Course Description: This course is an examination of human development from the end of adolescence (ages 18-25) through the end of life. The course will explore cognitive, emotional, social, linguistic, perceptual, and motor development throughout adulthood, and will also investigate age-related psychological disorders. Topics that will be explored include: marriage and divorce, child-rearing, careers, memory development, changes in friend groups, and many more.




Learning Outcomes:

By the conclusion of this course, you should...

- ...have a **deep understanding** of the various psychological processes and phenomena that occur after the end of adolescence through the end of life.
- ...be able to **articulate** the major questions in the field of adult development and **be familiar with** the methods used to test those questions.
- ...have **experience** conducting a structured interview with an older adult and writing up the results of that interview, drawing upon empirical research findings in the field
- ...be able to **apply** findings from within the field of psychological science to everyday life, including to phenomena described in the popular media

Prerequisites: PSYB20, [PSYB01, PSYB04, or PSYB70], and [PSYB07, STAB22, or STAB23]

Instructional Team:

	<p>Instructor: Kyle Danielson, PhD k.danielson@utoronto.ca Office: HW505A Office Hours: Most Wednesdays and Fridays by appointment at https://calendly.com/kdanielson/10min</p> <p>If no listed times work for you, feel free to email for a separate appointment.</p>	<p>Dr. Kyle Danielson is an Assistant Professor, Teaching Stream in the Department of Psychology, where he teaches undergraduate courses in developmental psychology across the lifespan, as well as PSYA02 and PSYD98. His primary research interests are in language acquisition and maintenance across the lifespan.</p>
	<p>TA for Surnames A-L: Nayani Ramakrishnan nayani.ramakrishnan@mail.utoronto.ca</p>	<p>Navani is a PhD student in Experimental Psychology. She completed a Bachelor of Science in Neuroscience and English at UTSC. Her research interests include elucidating the relationship between early life adversity, reward processing, and substance-use.</p>
	<p>TA for Surnames M-Z: Michelle Huo michelle.huo@mail.utoronto.ca</p>	<p>Michelle is a third-year PhD student in the Developmental Psychology and Education program at OISE. Michelle obtained her Honours Bachelor of Science in Psychology at the University of Toronto, St. George Campus. Her current research focuses on developing dynamic assessment tools for early identification of at-risk reading status in emerging bilingual children.</p>

Contacting the instructor and TAs: We are each very happy to hear from you by email whenever you have a question or concern, or to set up an in-person appointment. **When writing to us, please put “PSYC21” in the subject line of the email to help us get to it faster.** We will respond to all emails within two business days (not counting weekends and statutory holidays). Please address emails to **your TA** (by surname) when enquiring about reading material, exam preparation, paper questions, or grades. Please address emails to Kyle for clarification on anything that he presents during lecture, for academic or professional questions, or if you are unable to address your concern with your TA.

Prerequisites and/or Course Restrictions: Enrollment in this course is typically restricted to students in the Specialist and Major programs in Psychology, Mental Health Studies, Paramedicine, and Psycholinguistics. Students in the Minor program in Psychology will be admitted if space permits. The course builds on material learned in

PSYB20, a prerequisite for the course. Students are also required to have taken a B-level Psychological Research Methods course and a B-level statistics course.

Course Materials:

Course Readings:

Required journal article readings will all be available via the University of Toronto Library. The fastest way to find a reading is to copy and paste its **title** into the main search bar on the Library's website (<http://library.utoronto.ca>). The appropriate article should be the top hit, and clicking on it will provide you with a list of access options. To access some readings, you may need to sign in using your UTORid if you are not on campus.

Required class participation software:

All students are required to have a **Top Hat subscription** for this course. You may choose to purchase Top Hat for just this term, or for the entire year if you will be enrolled in another course that uses Top Hat. You may sign up for Top Hat by navigating to <https://app.tophat.com/register/student/> and using our course ID: **267447**.

Quercus:

You can access the course website through **Quercus** at <http://q.utoronto.ca> using your UTORid. Please check the course website frequently (e.g., at least once a week, before class) so that you don't miss important updates about the course. Quercus is where you will find the course syllabus (this document), view your grades, see important announcements, and turn in assignments. Lecture slides will also be posted on this website **after** each lecture.

A note about posting lecture slides online:

We are aware that some students prefer to take notes on printed lecture slides as the lecture progresses, but we have made the determination that posting slides *after* lecture creates a more collaborative learning environment during class. Page numbers will be prominent on lecture slides both during class and when posted on Quercus, to provide you with the opportunity to take notes on individual slides by number.

Class attendance: Classes will be presented live on Bb Collaborate, accessible through Quercus. The class schedule is listed in the course calendar later in this document. I highly encourage you to attend if you are able, as it creates a more collaborative learning environment and, at least in my opinion, makes the class seem to go by faster than watching the recording. The schedule is varied to allow as many students as possible to attend live lectures if you wish. If you do not wish to attend or cannot attend, you may watch the lecture recordings that will also be posted on Bb Collaborate. You may choose to complete your Top Hat activities while participating in the lecture (live) or while watching it (asynchronously).

Course Requirements and Grading: Your mark for PSYC21 will consist of the following:

- Top Hat exercises (8%)
- Interview, peer reviews, and report (20%)
- Film critique (17%)
- Midterm Test (25%)
- Final Exam (30%)

Top Hat Exercises (8%)

We will be using Top Hat in this course throughout each lecture, in order to facilitate participation, conversation, and collect data on your opinions and impressions of the course material.

You should sign up for Top Hat **prior to attending the second class of the term** (see course schedule below). That way you will be ready to participate. If you do not attend class live, you must still finish Top Hat questions for each week by the **following Sunday night at 11:59pm.** The first Top Hat deadline, therefore, will be **Sunday, January 24, at 11:59pm.**

Interview Questions, Peer Reviews, and Report (20%)

- Questions (6%)
- Peer Reviews (2%)
- Report (12%)

For this assignment, you will be interviewing one adult of your choice who is 65 or older. Your interview will revolve around questions that you prepare in advance and that pertain to **one topic** that we have discussed or will discuss in PSYC21. You will then prepare a report of this interview, drawing upon material from the course as well as one or more external journal articles.

Details about the interview and the report will be made available on Quercus in late January. In the meantime, you can begin to think about whom you will interview, but please do not contact them about the interview until you have received further instructions.

The first draft of your interview questions is due on Quercus by **11:59pm on Monday, February 8.**

These questions will then be randomly distributed (via Quercus) to two of your peers for their comments. You too will receive two sets of questions to review. You must provide *constructive, detailed* feedback on your peers' questions by **11:59pm on Friday, February 12.** These peer reviews are for completion marks (1% each).

During or after Reading Week, you will conduct your interview and prepare your report. The final draft of your report is due by **Friday, February 26 at 11:59pm**.

Film Critique (17%)

You will be asked to write an approximately 1200-word film critique on the film *Still Alice*, due by **11:59pm on Friday, March 26**. More details about this assignment will be provided, along with a detailed rubric, on Quercus in mid- to late-February. This critique will involve watching the film (freely accessible online through the U of T Library) and incorporating class material and additional scholarly sources.

You are advised to wait to watch the film until instructions for the assignment are released. However, if you wish to watch it twice, you may begin watching it at your leisure. To access the film, navigate to the University of Toronto's subscription of *Criterion on Demand* (<http://go.utlib.ca/cat/13412219>) and search for the film's title. You may then choose to stream it in either English or French.

Note that *Criterion on Demand* is available to you as students at U of T with thousands of freely available films to stream!

Midterm Test (25%)

The midterm test will be comprised of all material immediately preceding the test date (see course calendar below for more details). The test will be written on the date determined by the Registrar's Office, which should be announced by late January. It will occur sometime after Reading Week, but the exact date is TBA. Please be prepared to write the test whenever it is scheduled, including in the evenings and/or on a Saturday.

The test will consist of approximately 45 multiple choice questions with five answer choices each. You will have 90 minutes to write the exam within a 120-minute window. Due to academic integrity concerns and to maintain equity amongst students, each question must be completed before moving on to the next question, and you will be unable to return to questions once you have submitted them.

Final Exam (30%)

The final exam will be similar in format to the midterm test, but will include slightly more material. It is not cumulative. The exact date of the final exam will be announced by the Registrar's Office in late February or early March, and can be held anytime during the April examination period. Please be prepared to write the test whenever it is scheduled, including in the evenings and/or on a Saturday.

Course Calendar

- *Required journal article readings can be found through the University Library.*
- *Please read these assignments BEFORE class on the day on which they are listed.*
- *All dates and times are Toronto time. Please adjust accordingly for your time zone.*
- *Remember to check Quercus each week for any changes!*

Class Date	Topic	Required Readings and Assignments Due (note: <i>these do not include Top Hat, which is due every Sunday night starting January 24</i>)
Thursday, January 14 3:00-4:00pm	Introduction to the course	None
Monday, January 18 3:30-5:30pm	Physical Changes Health & Health Disorders	None
Friday, January 29 1:00-3:00pm	Cognitive Abilities and Changes	Zhu et al., 2016 Schryer & Ross, 2012
Tuesday, February 2 1:00-3:00pm	Social Roles	Goldberg, Smith, & Perry-Jenkins, 2013 Luhmann & Hawkley, 2016 First draft of interview questions due Monday, February 8, 11:59pm
Wednesday, February 10 1:00-3:00pm	Social Relationships	McConnell et al., 2011 Cornwell & Schafer, 2016 Peer reviews of interview questions due Friday, February 12, 11:59pm
February 15-19 No class	<i>Reading Week</i>	Midterm Test will occur sometime after this point, determined by the Registrar
Wednesday, February 24 3:30-5:30pm	Work & Retirement	Hunyh, Xanthopoulou, & Winefield, 2013 Wang & Wanberg, 2017 Interview report due Friday, February 26, 11:59pm

Friday, March 5 1:00-3:00pm	Personality Changes	Bjorklund & Earles, 2020 [Ch. 8] (only one, longer reading this week)
March 8-12 <i>No class</i>		
Friday, March 19 1:00-3:00pm	Stress, Coping, & Resilience	Väänänen et al., 2005 Brown & Frahm, 2016
Monday, March 22 4:00-6:00pm	Psychopathology and Treatment in Adulthood	Wetherell, Gatz, & Craske, 2003 Teri, McKenzie, & Coulter, 2016 (This is a heavier amount of reading than usual. I would encourage you to read these papers earlier if possible, as they will also help you write your film critique.) Film critique due Friday, March 26 by 11:59pm
Friday, April 2 2:00-4:00pm	Death & Bereavement	Balk, 2016 (only one, longer reading this week)
April 5-9 Date/Time TBD	Catch-up (if necessary)	None
April 13-23	Final Exam Period	Final Exam will occur sometime during this period, determined by the Registrar

Reading List (in order of assignment)

*All readings are available through the University of Toronto Library (<http://library.utoronto.ca>). The easiest way to find **journal articles** is to search by **article title** in the library search engine. Book chapters can be harder to find, so links are included in the list below.*

Zhu, W., Wadley, V. G., Howard, V. J., Hutto, B., Blair, S. N., & Hooker, S. P. (2016). Objectively measured physical activity and cognitive function in older adults. *Medicine & Science in Sports & Exercise*, 49(1), 47-53.

Schryer, E. & Ross, M. (2012). Evaluating the valence of remembered events: The importance of age and self-relevance. *Psychology and Aging*, 27(1), 237-242.

Goldberg, A. E., Smith, J. Z. & Perry-Jenkins, M. (2012). The division of labor in lesbian, gay, and heterosexual new adoptive parents. *Journal of Marriage and Family*, 74, 812-828.

Luhmann, M. & Hawkley, L. C. (2016). Age differences in loneliness from late adolescence to oldest old age. *Developmental Psychology*, 52(6), 943-959.

McConnell, A. R., Brown, C. M., Shoda, T. M., Stayton, L. E., Martin, C. E. (2011). Friends with benefits: On the positive consequences of pet ownership. *Journal of Personality and Social Psychology*, 101(6), 1239-1252.

Cornwell, B. & Schafer, M. H. (2016). Social networks in later life. In L. K. George & K. F. Ferraro (Eds.), *Handbook of Aging and the Social Sciences* (8th ed.). San Diego, CA: Academic Press, 181-201. <http://go.utlib.ca/cat/10288846>

Huynh, J. Y., Xanthopoulou, D., & Winefield, A. H. (2013). Social support moderates the impact of demands on burnout and organizational connectedness: A two-wave study of volunteer firefighters. *Journal of Occupational Health Psychology*, 18(1), 9-15.

Wang, M. & Wanberg, C. R. (2017). 100 years of applied psychology research on individual careers: From career management to retirement. *Journal of Applied Psychology*, 102(3), 546-563.

Bjorklund, B. R. & Earles, J. L. (2020). *The Journey of Adulthood* (9th Ed.). Hoboken, NJ: Pearson. [Chapter 8, pp. 181-204]. **This chapter will be posted in .pdf on Quercus.**

Väänänen, A., Buunk, B. P., Kivimäki, M., Pentti, J., & Vahtera, J. (2005). When it is better to give than to receive: Long-term health effects of perceived reciprocity in support exchange. *Journal of Personality and Social Psychology*, 89(2), 176-193.

Brown, L. M. & Frahm, K. A. (2016). The impact of disasters: Implications for the well-being of older adults. In L. K. George & K. F. Ferraro (Eds.), *Handbook of Aging and the Social Sciences* (8th ed.). San Diego, CA: Academic Press, 357-374. <http://go.utlib.ca/cat/10288846>

Wetherell, J.L., Gatz, M., & Craske, M.G. (2003). Treatment of generalized anxiety disorder in older adults. *Journal of Consulting and Clinical Psychology*, 71(1), 31-40.

Teri, L., McKenzie, G., & Coulter, C. A. (2016). Psychosocial interventions for older adults with dementia and their caregivers. In K. W. Schaie & S. L. Willis (Eds.), *Handbook of the Psychology of Aging* (8th Ed.). San Diego, CA: Academic Press, 447-474. <http://go.utlib.ca/cat/10236143>

Balk, D. E. (2016). The psychology of death and dying in later life. In K. W. Schaie & S. L. Willis (Eds.), *Handbook of the Psychology of Aging* (8th Ed.). San Diego, CA: Academic Press, 475-489. <http://go.utlib.ca/cat/10236143>

Course Policies

Please read the course policies below carefully. No exceptions can be made to the following.

1. **Ethical and Responsible Conduct:** Always treat yourself, your classmates, and your instructional team with respect both in and outside of class. This includes being aware of your words and actions. As we all navigate the constant changes and adaptations of the current situation, please extend the benefit of the doubt and your patience to your peers and your instructional team.
2. **Academic Integrity:** The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes. During online learning, a great deal of cheating is occurring via online repositories of questions and answers. These are usually disclosed to the instructor by other students. Any contributors to or members of such groups will be subject to sanctions under the University's Code of Behaviour on Academic Matters.

3. **Turnitin.com:** Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. This will be done automatically through Quercus. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.
4. **Late Work Policy:** Late work is not accepted in PSYC21. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances, please see the following section: "Missed Term Work".
5. **Missed Term Work:** Everything described above is considered a required part of the class. Evaluation is most fair when all students complete all components with no special consideration being applied. However, in the case of **some** extenuating

circumstances, you may apply to the Department or to the University for an exception to this missed work policy, using the procedures below.

Psychology Department Missed Term Work Policy (Winter 2021)

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- **Missed Final Exams** are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: <https://www.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at keely.hicks@utoronto.ca ,
and
2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business days** of the missed work.

Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Note: PSYC21 is technically an asynchronous course (with optional synchronous lectures). If you have a scheduled, synchronous course meeting that conflicts with a PSYC21 meeting, the scheduled course takes precedence and you should watch the PSYC21 recording later.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and noting “Religious conflict” in the space provided.
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
 2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does not guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

For example, if you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

6. Department of Psychology position on Grade Norms:

The Department of Psychology at UTSC is committed to providing fair, consistent, and uniform delivery of its courses from year to year. As part of this commitment, the Department mandates that all C-level courses' final course averages are around 72%. That ensures that C-levels are marked consistently across instructors and terms.

7. Grade Changes: Under **no circumstances** will the instructor of this course change a grade for an assignment, an exam, or for the course mark. There is **no circumstance**

that is compelling enough for the instructor to do so. The **only changes** made to the course marks will be the ones provided to everyone, as detailed above in the section on Grade Norms. That is the only method that ensures fairness for everyone. **Again, there are no exceptions here.**

8. **AccessAbility:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.
9. **Religious Accommodation:** The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.