

PSYC21: *Adulthood and Aging*
University of Toronto, Scarborough (Winter 2023)
SW128, Thursdays 1:00-3:00pm

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.


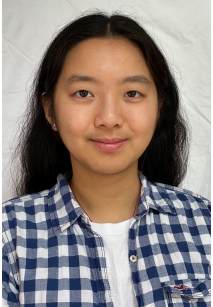

Learning Outcomes:

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, PSYB70, and [PSYB07, STAB22, or STAB23]

Instructional Team:

<p>Instructor: Kyle Danielson, PhD k.danielson@utoronto.ca</p>  <p>Office: HW505A</p> <p>Office Hours: By appointment, on Zoom, at: https://calendly.com/kdanielson</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-Kh: Angela Dou angela.dou@mail.utoronto.ca</p>	<p>Angela is currently pursuing her PhD in Experimental Psychology at UTSC. She previously received an HBSc in Psychology and Minor in Statistics at the University of Ottawa. Her research focuses on the intersection between developmental psychology and music engagement among infants and young children.</p>
 <p>TA for Surnames Ki-Z: Nayani Ramakrishnan nayani.ramakrishnan@mail.utoronto.ca</p>	<p>Nayani 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>

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: Readings for this course will come from assigned articles (all accessible through the UofT Library system) and from the textbook:

Whitbourne, S.K., Whitbourne, S.B., & Konnert, C. (2021). *Adult Development and Aging: Biopsychosocial Perspectives* (2nd Canadian Edition). Wiley.

The textbook can be purchased or rented through the [UofT Bookstore](#).

Lectures: Lectures and lecture slides form an important part of the course material. This term, we will be using the new UofT automatic video recording systems to capture lectures, and we hope to make all lectures available online. However, this is not a WebOption course, and you cannot count on the videos always being available. You should make every effort to attend class whenever possible.

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.

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

- Interview, peer reviews, and report (25%)
- Film critique (20%)
- Midterm Test (25%)
- Final Exam (30%)

Interview Questions, Peer Reviews, and Report (25%)

-Questions (8%)

-Peer Reviews (2%)

-Report (15%)

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 Friday, February 10.**

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 Sunday, February 19.** 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, March 17 at 11:59pm.**

Film Critique (20%)

You will be asked to write an approximately 1200-word film critique on one of two films chosen by the instructor, due by **11:59pm on Friday, April 7.** 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 and incorporating class material and additional scholarly sources. **If you have an idea for a film that features the psychological processes of aging, please let Kyle know ASAP at the start of the term!**

Midterm Test (25%)

The midterm test will be comprised of all material immediately preceding the test date. The test will be written during class time on **Thursday, March 9,** but will take place online (via Quercus). You are not required to come to campus for class on that day.

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 **and will take place in person.** 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
January 12	Themes & Models in Adult Development	Chs. 1-2 <i>Note: These readings have been assigned after lecture, rather than before. Please familiarize yourself with them, but they will comprise only a minority of midterm test items.</i>
January 19	Physical Changes and Maintenance	Ch. 4 Zhu et al. (2016)
January 26	Health & Health Disorders	Ch. 5
February 2	Basic Cognitive Functions	Ch. 6 Schryer & Ross (2012)
February 9	Higher-Order Cognitive Functions	Ch. 7 First draft of interview questions due Friday, February 10, 11:59pm
February 16	Writing and Interviewing Skills	No readings Peer reviews of interview questions due Sunday, February 19, 11:59pm
February 23	<i>Reading Week</i>	-
March 2	Personality	Ch. 8
March 9	<i>Midterm Test</i>	The midterm test is comprised of material from January and February
March 16	Social Relationships	Ch. 9 McConnell et al. (2011) Interview report due Friday, March 17, 11:59pm
March 23	Work, Retirement, and Leisure	Ch. 10 Huynh et al. (2013)
March 30	Mental Health Issues and Treatment	Ch. 11 Wetherell et al. (2003)
April 6	Death & Dying	Ch. 13 Film critique due Friday, April 7, 11:59pm
To be announced in late February	<i>Final Exam</i>	The final exam is comprised of material from March and April

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.*

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.

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.

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.

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.

COURSE POLICIES

Please read this section in its entirety and very carefully. There are no exceptions to these policies.

Your Own Email

It is essential that you check your University of Toronto email and course announcements on a **daily basis** while enrolled in this course. All correspondence will be sent to that email address, including announcements posted on Quercus (provided you have this feature turned on in Quercus.) Failure to check your email **will not** be considered a valid excuse for missing deadlines or time-sensitive information in this course. Again, make sure that it is your *official* U of T email address that you are checking!

Missed Term Work

Everything described above is considered a required part of the class, unless it is explicitly noted to be optional. We believe the evaluation is most fair when all students complete all components with no special consideration being applied.

For missed term work, including any assignments or tests, please **carefully follow the procedures below**.

Psychology Department Missed Term Work Policy WINTER 2023

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

Note:

- 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.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in **PSYC21** is:
k.danielson@utoronto.ca

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
 - a. the [Request for Missed Term Work Accommodations Form](#)
 - *AND***
 - b. a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*

- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **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. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email 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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

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

- **Contact your AccessAbility consultant** and have them email the course email detailing accommodations required.

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

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form ***AND*** your **Accommodation Letter** to the course email specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. 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 the course email detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor’s response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you’re able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for Missed Term Work Accommodations Form](#) and declare your extended absence on ACORN. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

Other Important Notes

University's Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSYA02. You may need to scroll through other cards to find this. Click on the PSYA02 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

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 fall between 70 and 74%. That ensures that the courses are not graded harshly in one term and leniently in another term. The course instructor reserves the right to modify marks across the board (for all students) to conform to these averages.

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** (e.g., a health issue, death in the family, impending graduation prevented by failing this course) that will result in a grade change. 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.** You may, as always, petition the Registrar's Office if you believe that your mark has been calculated incorrectly.

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.

Disability-Related Accommodations

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 Office (<http://www.uts.utoronto.ca/ability/>) as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.uts.utoronto.ca for more information.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Religious Accommodations

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.

Equity, Diversity, Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all

members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.