

PSYC21- Adulthood & Aging
Department of Psychology, University of Toronto
Winter 2024

I CONTACTS

Instructor

Name: Dr. Anna Michelle McPhee (she/her)

Email: michelle.mcphee@mail.utoronto.ca

Office Hours: Thursdays from 12 pm to 1 pm

Office Location: Zoom

<https://utoronto.zoom.us/j/88570748937>

Passcode: Psychology

Instructor Bio: Hello everyone, welcome to PSYC21! My name is Dr. McPhee. I'm really looking forward to working with you this semester.

Here is a little bit about me: I completed my PhD in developmental psychology at the University of Toronto. My research focuses on how young children start to understand different types of social affiliations. Specifically, I am interested in investigating the different types of social cues that are used by children to detect and infer kinship relationships between a mother and child, as well as the developmental trajectory of this ability.



Teaching Assistants

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II COURSE OVERVIEW

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, personality, 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.

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

Exclusion: PSY313, PSY311

Enrolment 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.

Class Time: Thursdays from 1 pm – 3 pm

Location of Classes: In-Person in MW170

Duration of Classes: January 8th to April 8th

Reading Week: February 17th to February 23rd

Final Exam Period: April 12th to April 26th

Learning Outcomes

At the end of this course, students should:

1. Have a deep understanding of the various psychological processes and phenomena that occur after the end of adolescence through the end of life.
2. Be able to articulate the major questions in the field of adult development and be familiar with the methods used to test those questions.
3. 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.
4. Be able to apply findings from within the field of psychological science to everyday life, including to phenomena described in the popular media.

Course Websites

All registered students for the course have access to Quercus (<https://q.utoronto.ca>). This will serve as the class website, where all lecture recordings, lecture slides and course materials will be posted. This will also be the site where the assignments will be submitted, and marks will be made available. Students are expected to check this website **regularly** (i.e., 2-3 times per week). Important announcements will be made here. Use of the website's Discussion Board is strongly encouraged for non-private inquiries (e.g., questions about course content and the running of this course, but **not** emails reporting illness or other private matters).

Required Textbook:

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

Lectures

Course videos and materials belong to the course instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. In this course, students are permitted to download session videos and materials for their own academic use, but they should **not** copy, share, or use them for any other purpose without the explicit permission of the instructor.

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.

Privacy Statement: Given the delivery of the course material, there may be recording of class materials and discussions.

Question & Answer Sessions

We will schedule drop-in question and answer sessions with the instructor and the TAs on Zoom throughout the term (especially right before the Midterm Exam and Final Exam). Please check Quercus regularly for scheduling updates and Zoom meeting information.

III COURSE SCHEDULE

Date & Week #	Topic & Assigned Reading	Evaluation
Jan. 11 th Week 1	<i>Themes & Models in Adult Development</i> Chapters 1 & 2	
Jan. 18 th Week 2	<i>Physical Changes & Maintenance</i> Chapter 4	
Jan. 25 th Week 3	<i>Health & Health Disorders</i> Chapter 5	
Feb. 1 st Week 4	<i>Basic Cognitive Functions</i> Chapter 6	Interview Assignment- Interview Questions Due on Thursday, February 1 st by 11:59 pm
Feb. 8 th Week 5	<i>Higher-Order Cognitive Functions</i> Chapter 7	Interview Assignment- Peer Reviews Due on Thursday, February 8 th by 11:59 pm
Feb. 15 th Week 6	<i>Writing and Interviewing Skills</i> No Readings	
Feb. 22 nd	Reading Week	
Feb. 29 th Week 7	Midterm Test	Covering Content from Weeks 1-6
Mar. 7 th Week 8	<i>Personality</i> Chapter 8	
Mar. 14 th Week 9	<i>Social Relationships</i> Chapter 9	Interview Assignment- Final Report Due Thursday, March 14 th by 11:59 pm
Mar. 21 st Week 10	<i>Work, Retirement, and Leisure</i> Chapter 10	
Mar. 28 th Week 11	<i>Mental Health Issues and Treatment</i> Chapter 11	
April 4 th Week 12	<i>Death & Dying</i> Chapter 13	Film Critique Due Thursday, April 4 th by 11:59 pm
TBD	Final Exam	Cumulative- with Emphasis on Content from Weeks 7-12

IV EVALUATION/GRADING SCHEME

Student Evaluation at a Glance

Student Evaluation	Weight	Due Date
Interview Assignment: Interview Questions	8%	February 1 st by 11:59 pm
Interview Assignment: Peer Reviews	2%	February 8 th by 11:59 pm
Interview Assignment: Final Report	15%	March 14 th by 11:59 pm
Film Critique	20%	April 4 th by 11:59 pm
Midterm Exam	25%	February 29 th During Class
Final Exam	30%	To be Scheduled by Registrar
Total	100%	

Interview Assignment: Interview Questions, Peer Reviews, and Final Report (25%)

There are three parts to the Interview Assignment:

- Interview Questions (worth 8% of final grade)
- Peer Reviews (worth 2% of final grade)
- Final Report (worth 15% of final grade)

For this assignment, you will be interviewing one adult of your choice who is 65 years of age 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 two or more external journal articles.

Details about the interview and the report will be made available on Quercus. 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 (worth 8% of your final grade) is due on Quercus by **11:59 pm on Thursday, February 1st**.

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 **11:59 pm on Thursday, February 8th**. These peer reviews are for completion marks (1% for each set of questions, for a total of 2% of your final grade).

During or after Reading Week, you will conduct your interview and prepare your report. The final draft of your report (worth 15% of your final grade) is due by **Thursday, March 14th at 11:59pm**.

Film Critique (20%)

You will be asked to write a 1000- to 1200-word film critique on one of two films chosen by the instructor, due by **11:59 pm on Thursday, April 4th**. More details about this assignment will be provided, along with a detailed rubric, on Quercus. This critique will involve watching the film and incorporating class material and additional scholarly sources.

Midterm Exam (25%)

The Midterm Exam will be comprised of all material immediately preceding the test Date (Weeks 1-6). The test will be written **in-class during class time on Thursday, February 29th**. Students will have 90 minutes to write the exam. Details about the format of the Midterm Exam will be made available closer to the test date.

Final Exam (30%)

The Final Exam will be similar in format to the Midterm Exam. The Final Exam will be cumulative, with a greater emphasis on untested material (i.e., content from Weeks 7-12). 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. Students should be prepared to write the test whenever it is scheduled, including in the evenings and/or on a Saturday.

V COURSE POLICIES

Email Policy

Students are encouraged to email the course instructor and/or TAs regarding questions or concerns about course content. Emails should originate from students' designated **UToronto email account**. Emails will be responded to within 48 hours, excluding weekends/holidays. **Emails should include "PSYC21" in the subject line.**

Late Policy

There will be a **10% late penalty for every day an assignment is late.**

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.

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>).

VI SERVICES & SUPPORTS FOR STUDENTS

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 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 416-287-7560 or email ability.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Religious Accommodations

As a student at the University of Toronto, students are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. The course instructor 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 students anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let the course instructor know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that alternate arrangements can be made with the student.

Equity, Diversity and 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.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) is available to support students in their writing, English language, math and stats, and professional development needs. It offers online tutoring and consultations and has a variety of helpful online resources. For more information, please visit CTL's Academic Learning Support site.

Mental Wellness

Students may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect academic performance and/or reduce students' ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out.

There are resources for every situation and every level of stress. There are many helpful resources available at UTSC's Health and Wellness Centre:

<https://www.utsc.utoronto.ca/hwc/>. An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Community Crisis Response Coordinator: Khadija Uddin: k.uddin@utoronto.ca

Campus Police: (416) 978-2222

Off-Campus: Good2Talk - a post-secondary (24/7) helpline (1-866-925-5454).

Masks in the Classroom

While the mask mandate has been paused as of 1 July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms.

VII Department of Psychology Missed Term Work Policy

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

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to michelle.mcphee@mail.utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a first absence in the term	Documentation required for subsequent absences in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed TERM TESTS , <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. For missed ASSIGNMENTS , <ul style="list-style-type: none"> - 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), send your Accommodation Letter to the course email and specify how many days extension you are requesting. - If your desired accommodation is outside the scope of your Accommodation Letter 		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>

	(e.g. your letter includes “extensions of up to 7 days” but you need more time than that), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed.	
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed work
Religious Conflict	None required	

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic 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.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations 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.

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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.