

| Psychology 353       | Psychology of Aging  | Winter 2022                                     |
|----------------------|--|---|
| <b>Instructor:</b>   | Dr. Sally (Sara) During  | <b>Lecture Location:</b> ES162                  |
| <b>Phone:</b>        | 403-640-6270   | <b>Lecture Days/Time:</b> T/Thur 2:00 – 3:15 pm |
| <b>Email:</b>        | <a href="mailto:during@ucalgary.ca">during@ucalgary.ca</a><br><b>*Please include the course # when emailing me</b> | <b>T.A.:</b> Sakib Khan                         |
| <b>Office:</b>       | Admin 155B   |   |
| <b>Office Hours:</b> | By Appointment   |   |

### Course Description

This course adopts a biopsychosocial approach to the examination of adult development and aging. The goal of the course is to encourage students to reflect on the many aspects of aging, and to consider physical, cognitive, and emotional changes, as well as societal impacts. We discuss theory and research related to aging topics such as life-span developmental perspectives; biological and cognitive processes; personality and social processes; life transitions; mental health issues; environment changes; and death and dying. We will also discuss intervention/policy relevant to the aging process. The topics emphasized include: aging as part of developmental progression; physical changes; health; memory; personality; mental health; living arrangements; impact on family; changes to identity; and ways to age “successfully”. Students are encouraged to actively engage in class discussions, to reflect on and discuss class content outside of class time to expand knowledge, and to consider expectations, hopes, biases, and worries as they relate to the aging process.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes> ), and the expected level of achievement.

| Course Learning Outcomes  | Assessment Methods                            | PLO(s)  | Level(s) |
|---|---|---------|----------|
| Examine the accuracy of various stereotypes about older adults  | Short/long answer exams<br>Thought piece      | 1, 2, 8 | C        |
| Identify historical trends, recent advances, and the limits of psychological knowledge in the area of aging           | Short/long answer exams                       | 1, 7, 8 | C        |
| Assess and critically evaluate information, ideas, and assumptions comprehensively and from a variety of perspectives | Short/long answer exams<br>In-class exercises | 2, 4    | C        |

|  |                                     |         |   |
|--|-------------------------------------|---------|---|
| Gain an appreciation of the complexity of the conceptual and methodological issues related to studying aging     | Short/long answer exams             | 2, 5    | C |
| Demonstrate an ability to communicate effectively through written communication and peer interaction             | In-class exercises<br>Thought piece | 4       | C |
| Assess the relevance, reliability, validity, and utility of different sources of information to understand aging | Short/long answer exams             | 1, 2, 5 | C |
| Transfer learning and psychological knowledge about aging to social contexts and situations                      | In-class exercises<br>Thought piece | 4, 7, 8 | C |

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,\* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Course Format**

This is an in-person class held on campus; **however, the course has been moved online for January and February 2022.**

### **Prerequisites**

Psyc 200 & 201 – Principles of Psychology I & II

### **Required Text**

Adult Development and Aging: Biopsychosocial Perspectives, Second Canadian Edition

Susan Krauss Whitbourne, Stacey B. Whitbourne, Candace Konnert. Copyright 2021

Text can be purchased at the bookstore, and you can inquire about shipping options. A copy will also be available in the Reserved Reading Room. The bookstore has added digital options and a 150-day eBook.

### **Assessment Methods**

Students are expected to attend classes regularly and to participate in class activities. There will be three noncumulative examinations in the course, one of which is during the Final Exam period. **\*\*Note that the first midterm (February 3<sup>rd</sup>, 2022) has been moved online.**

All exams will most likely consist of some combination of multiple choice, fill in the blank, and/or short answer and essay questions from the text, class discussions and lectures. All three exams will cover material in PowerPoint slides, class discussion, videos, and handouts.

1. **25% of your mark** will be based on a Midterm Exam No. 1 on **Thursday, February 3, 2022** scheduled during class time. Midterm Exam No. 1 will consist of material from **Chapters 1,2 & 4**. This timed assessment will be available on D2L at the beginning of class on February 3<sup>rd</sup> 2022, and will be available for 24 hours. When you access the assessment, you will have the length of the class [i.e., 75 minutes] to complete and submit it. This assessment will consist of multiple choice and short answer questions. If you experience an issue that affects your ability to complete the assessment, which can include (but is not limited to) issues with technology, caregiving responsibilities, or distractions within your test-taking environment, you will need to contact your instructor as soon as possible to arrange an alternate or (in the case of technical issues) extended time to write the assessment. **\*\*Remember that this is a closed book exam.**
2. **25% of your mark** is based on Midterm Exam No. 2 on **Tuesday, March 8, 2022**. Midterm Exam No. 2 will consist of material from **Chapters 5,9 & 10**.
3. **5% of your mark** will be based on completion of **three brief thought papers** (one page in length, *single spaced*) that occur throughout the semester (**Due January 20, February 17, March 29, 2022**). More detailed information about the thought papers will be provided in class and on D2L. ***Send your thought papers to the course Dropbox on D2L by the end of class on the day that each thought paper is due.*** In general, students will need to write a short document (can be in point form) in response to **questions that will be posted on D2L under “Communications” prior to the due date** (i.e., what part of aging do you fear the most and why; what are you doing now that might help/hinder healthy aging and why; what is your view of death and dying, including medical assistance in dying). Grade will reflect handing in of all three documents on time, appropriate length, and thoughtful discussion of the posted questions: if you meet these requirements, you will earn a grade of 100% on each assignment. ***Late thought papers will be accepted with a 5% penalty per day, including weekends. Without instructor approval, thought papers more than 3 days late will not be accepted.***
4. **15% of your mark** will be based on **5-6 page double-spaced reflection paper** on what you have found to be the most interesting aspects of aging, how your views of aging may have changed as you (and those close to you) have aged, and empathic understanding of what individuals may face as they age. You will also need to interview an individual about their experience of aging, addressing: what they have valued most in their life to date; what they have tried to do to promote healthy aging; things that have impeded them from carrying out plans for healthy aging; and any regrets/advice they might have. Although the paper is reflective in nature, you need to use the following guidelines: typed, double-spaced, 12-point font, 1” margins. Your paper should include an introduction, headings and paragraphs that address the above questions, and a ½ page conclusion.
5. APA formatting will be included as part of the evaluation of your paper. You do not need an abstract or references. Details and a sample APA-style paper are provided here: <https://owl.english.purdue.edu/owl/resource/560/18/>
6. More specific details regarding grading and expectations will be discussed in class on **January 11, 2022** and posted on D2L under “Communications”. The paper should be submitted to the relevant dropbox on D2L by the end of the day on **April 5, 2022** at the latest. Without instructor

approval, late assignments will be accepted with a 5% deduction penalty per day, including weekends, and assignments more than 7 days late (35% deduction) will no longer be accepted.

7. Papers will be graded according to: adequate length; comprehensive consideration of your topic; grammar; spelling and punctuation; sentence construction; ability to effectively condense information; summary. More detailed information about the paper will be provided in class and on D2L.
- 8) **The paper is due by 9 pm on Tuesday, April 5, 2022 and should be placed in the course Dropbox under the appropriate heading.** More detailed information about the exercises will be provided in class and on D2L. **Without instructor approval, late assignments will be penalized 5% per day, including weekends.**
9. **30% of your mark** will be based on a **Final Exam will be scheduled by the Registrar.** The exam will cover **Chapters 11, 12, 13 & 14.**
10. **Exams in this course are closed book. The use of resources, including class notes, the textbook, online resources (including Smart watches), and calculators is prohibited during the exams in this course. Students may not communicate with others about course material or the exam either in person or electronically during exams.**

#### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

#### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

**Grading Scale**

|    |         |    |        |    |        |    |        |
|----|---------|----|--------|----|--------|----|--------|
| A+ | 96-100% | B+ | 80-84% | C+ | 67-71% | D+ | 54-58% |
| A  | 90-95%  | B  | 76-79% | C  | 63-66% | D  | 50-53% |
| A- | 85-89%  | B- | 72-75% | C- | 59-62% | F  | 0-49%  |

It is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Students cannot ask to do extra work to improve their grade (e.g., so that their grade will round up). Additionally, work that was previously given a grade cannot be regraded at the end of the term to impact rounding.**

**Tentative Lecture Schedule**

| Date     | Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary) |          |
|----------|---|----------|
| T Jan 11 | First day of lectures<br>Course Overview and Introduction                     | No Chpt. |
| R Jan 13 | Themes and Issues in Aging  | Chpt. 1  |

|           |   |          |
|-----------|---|----------|
| T Jan 18  | Themes and Issues in Aging  | Chpt. 1  |
| R Jan 20  | Models of Development<br><b>Thought Paper #1: What part of aging do you fear most and why (send your paper to Dropbox by the end of class time today)</b><br><br>Last day to drop a class without financial penalty | Chpt. 2  |
| F Jan 21  | Last day to add or swap a course  |          |
| T Jan 25  | Models of Development   | Chpt. 2  |
| R Jan 27  | Physical Changes  | Chpt. 4  |
| F Jan 28  | Fee payment deadline for Fall Term full and half courses.   |          |
| T Feb 1   | Physical Changes  | Chpt. 4  |
| R Feb 3   | <b>TEST ONE (WORTH 25%)</b> The exam will be available on D2L for 24 hrs. When you access the assessment, you will have the length of the class [i.e., 75 minutes] to complete and submit it.                       |          |
| T Feb 8   | Health and Prevention   | Chpt. 5  |
| R Feb 10  | Health and Prevention   | Chpt. 5  |
| T Feb 15  | Relationships   | Chpt. 9  |
| R Feb 17  | Relationships<br><b>Thought Paper #2: What are you doing now that might help/hinder healthy aging and why (send your paper to Dropbox by the end of class time today)</b>   | Chpt. 9  |
| M Feb 21  | Family Day no Classes   |          |
| Feb 22-26 | Term Break No Classes   |          |
| T Mar 1   | Work, Retirement, and Leisure   | Chpt. 10 |
| R Mar 3   | Work, Retirement, and Leisure   | Chpt. 10 |
| T Mar 8   | <b>TEST TWO (WORTH 25%)</b>   |          |
| R Mar 10  | Mental Health Issues and Treatment  | Chpt. 11 |
| T Mar 15  | Mental Health Issues and Treatment  | Chpt. 11 |
| R Mar 17  | <b>Guest Lecture or Documentary</b>   |          |

|          |  |          |
|----------|--|----------|
| T Mar 22 | Long-term Care   | Chpt. 12 |
| R Mar 24 | Long-term Care   | Chpt. 12 |
| T Mar 29 | Death and Dying<br><b>Thought Paper #3: What is your view of death and dying, including MAID (send your paper to Dropbox by the end of class time today)</b> | Chpt. 13 |
| R Mar 31 | Death and Dying  | Chpt. 13 |
| T Apr 5  | Successful Aging<br><b>Main Paper due (send your paper to Dropbox by the end of the day) -- Due April 5<sup>th</sup> by midnight</b>                         | Chpt. 14 |
| R Apr 7  | Successful Aging   | Chpt. 14 |
| T Apr 12 | Last day of Lectures and last day to withdraw from a winter term half course   |          |
| Ap 19-29 | <b>Fall Final Exam Period</b>  |          |

### Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Tuesday, April 12, 2022**.

### Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](http://ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam **have up to 48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam** on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology ([psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)).**

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their



Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom OF Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, Thursday, January 20, 2022**. Last day add/swap a course is **Friday, January 21, 2022**. The last day to withdraw from this course is **Tuesday, April 12, 2022**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>