

DEPARTMENT OF PSYCHOLOGY
www.psych.ualberta.ca
September- December 2014 (Fall Term)
PSYCO 329 Adult Development and Aging

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Course Website: eclass.srv.ualberta.ca

Course Prerequisite: PSYCO 104 or SCI 100, and PSYCO 105 and PSYCO 223 or consent of department (You may not take this course if you received credit for PSYCO 305 Special Topics in Psychology I: Adult Development and Aging)

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc?

- Yes No, not needed. No such projects approved.

Community Service Learning component

- Required Optional N/A

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
 See explanations below
 Document distributed in class
 Other (*please specify*)
 NA

Example of Evaluative Material:

What are the four characteristics of Baltes' life-span perspective?

Development is said to be _____ when there is more than one path to successful aging.

Multidirectionality refers to

- a. development and aging involving both decline and growth.
- b. the ability to change and improve abilities over time and with development.
- c. the fact that each of us is affected by a variety of factors both positive and negative.
- d. our differing cultural backgrounds.

Define and provide an example of a normative age-graded event and a non-normative event.

Events are said to be _____ if they are important to the individual but do not happen to most people.

The death of a spouse at age 25 is an example of a

- a. normative age-graded event.
- b. normative history-graded event.
- c. normative individual-graded event.
- d. non-normative event.

Identify the major theories about the cause(s) of Alzheimer's disease.

_____ is the most common form of progressive dementia.

Behavioral symptoms of Alzheimer's disease tend to be worse

- a. in the morning.
- b. in the early afternoon.
- c. around lunchtime.
- d. in the evening.

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

Overview of physical, psychological, and sociocultural realities of aging. Topics may include sensory and perceptual changes in aging, pathology, cognition, personality, late life relationships, and work. Although some major health problems and challenges of aging will be covered, individual differences and usual trajectories of aging will be emphasized.

On the completion of this course you should:

- Know some of the key theories in the adult development and aging area
- Know some of the key "changes" in the physical, psychological and social domains of aging
- Understand the multiple influences on aging trajectories
- Be able to distinguish myths versus realities of aging
- Be able to demonstrate evidence-based reasoning and argumentation
- Have practiced interviewing a person (data gathering)
- Have practiced public speaking skills

Texts:

Cavanaugh, J. C., & Blanchard-Fields, F. (2014). *Adult development and aging* (7th Edition). Stamford: Cengage Learning.

Grade Distribution (see "Explanatory Notes"):

This course has an *optional* Community Service-Learning (CSL) component.

For students not opting to complete a CSL placement:

Grades will be based on three noncumulative term exams (worth 20% each), an essay on a selected topic (15%), your participation in a group presentation of the essay topic (10%), and a life history project (15%). Descriptions of these forms of evaluation are below. Note, to qualify for the 10% presentation component, attendance during the presentations portion of the class must be demonstrated.

For students opting to complete a CSL placement:

Grades will be based on three noncumulative term exams (worth 20% each), completion of a CSL placement and reflections on this experience (30%) and group or individual presentation about the placement (10%). Description of the CSL component is below. Note, to qualify for the 10% presentation component, attendance during the presentations portion of the class must be demonstrated.

Explanatory Notes on Assignments:

Exams: Exams (dates indicated below) will test knowledge of material from the textbook and lectures. The format of the exams will be a combination of multiple choice, fill in the blank and short answer. If an exam is missed due to a serious medical condition or other serious impediment, the weight of the missed exam will be made up by the average of the other two exams. If you miss two exams, you must write a cumulative make-up exam. For a missed exam I will ask to see appropriate documentation such as a medical note from a qualified health professional or a sworn declaration attesting to the impediment (see Calendar section 23.3(1) <http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.3.html#23.3>). The instructor must be contacted within 48 hours of the missed exam.

Essay: What advice, based on research evidence, could you provide to seniors to maximize aging well? Choose a topic from the physical/sensory, psychological or sociocultural domains of aging covered in the course. Indicate the topic of your essay on eClass by the beginning of class **Tuesday, September 23, 2014**. Research the topic and write a paper in which you provide evidence in support of a recommendation you would make or suggest (e.g., impact of exercise like Tai Chi on some aspect of physical aging). The maximum essay length is six (6) double-spaced pages (not including title page, abstract, and references) and must contain at least three (3) empirical studies related to the topic. To stay within the page limit you will need to narrow the focus of your topic, choose your references wisely, and review the evidence for your arguments concisely. Use the standard referencing system employed in psychology (consult the most recent APA style manual <http://www.apastyle.org/>). You should provide an abstract of the whole paper at the beginning, separate from the main text and consisting of no more than 120 words. The entire paper should contain a title page, an abstract, the text, and a reference list. You will be graded on writing style (organization and clarity), the thoroughness with which the literature is reviewed, accuracy of referencing, and the cohesiveness of your argument in support of the recommendation. Rough work should be available if

requested by the instructor. **The essay is due at the beginning of the last day of class (December 2) and must also be uploaded on eClass.** Fifteen percent (15%) will be deducted for each day the essay is late.

Life History Project: The purpose of this assignment is to put a human face to the issues discussed in your textbook. You will be required to interview an older adult (over 65 years of age) using a series of questions that you generate as a starting point. You will then compile the answers into a paper (10 double-spaced pages maximum) that integrates the information provided by the interviewee with concepts from the course in what is called a "life history". **The life history project is due at the beginning of the last day of class (December 2) and must also be uploaded on eClass.** You must also hand in an original signed Consent Form. Fifteen percent (15%) will be deducted for each day the assignment is late.

Community Service- Learning Reflections: Community Service-Learning gives students the opportunity to participate in the activities of a community agency or social action group as part of a university course. For this course there are several placement options. You will be expected to provide a minimum of 20 volunteer hours in the placement. The placement list and CSL guidebook are available on the CSL portal (www.csl.ualberta.ca). You must consult the guidebook as there are several important deadlines that you must meet. You must indicate your intention to do a CSL placement on email to the instructor by the end of the day on **September 9, 2014**. Please include in the email your rank ordered placement choices and a description of why you are interested in those placements, as well as any special considerations (background, time constraints). In terms of evaluation for the course, you will be required to turn in to the instructor ten (10) reflections. Each reflection should be **double-spaced** and a maximum of half page to one page (½-1 page). Reflections should be handed in **weekly (approximately) to rust@ualberta.ca**, when the placement starts. The subject line should read: Last Name, CSL Reflection #. The reflections should link course material with your experiences in the placement. You will be graded on the extent to which you as the student make those links. **All 10 reflections must be submitted on eClass under assignments AND printed out and handed in by the beginning of the last day of class (December 2).**

Presentation: For students not opting for the CSL component: Based on your choice of essay topic you will be placed with a group to present one of the class days between **November 13 and December 2, 2014**. Your goal is to provide your expertise about the topic and as a group to prepare an **information workshop** directed at seniors on how to maximize aging well. You will present your workshop to the rest of the class and possibly senior guests to the class. The length of the group presentation will depend on how many students will be writing essays and will be finalized once this is known.

For students opting for the CSL component: You will be placed in a group with other "CSL students". Based on your placement experiences and

reflections throughout the course on your experiences, your group will coordinate and will present to the rest of the class an overview of what your placements were, the outcomes and what you have learned about a particular concept or series of concepts in the course that was uniquely impacted by the CSL experience. You will present on one of the class days between **November 13 and December 2, 2014**. The length of the presentation will depend on the uptake of the CSL component by others in the class and will be finalized once that is known.

Required Notes:

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”

Academic Integrity

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and working environment

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110> .

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and **translation** courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.”

Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments

is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#) .

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [23.3\(1\)](#) and [23.5.6](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, 10 % of the grade is based on the presentation. To qualify for the 10% presentation component, attendance during the presentations portion of the class must be demonstrated.

Policy for Late Assignments:

Fifteen percent (15%) will be deducted for each day the assignment is late.

Specialized Support & Disability Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email ssdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

Date of deferred Final Examination (if applicable):

N/A, No final examination for this course.

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, roughly according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

Descriptor	Percentage	Letter Grade	Point Value
<i>Excellent</i>	90-100	A+	4.0
	85-89	A	4.0
	80-84	A-	3.7
<i>Good</i>	77-79	B+	3.3
	73-76	B	3.0
	70-72	B-	2.7
<i>Satisfactory</i>	67-69	C+	2.3
	63-66	C	2.0
	60-62	C-	1.7
<i>Poor</i>	55-59	D+	1.3
<i>Minimal Pass</i>	50-54	D	1.0
Failure	0-49	F	0.0

The instructor reserves the right to adjust final grades up or down in (1) light of the total distribution of scores in the course and/or (2) on an individual basis in light of special circumstances and/or the person's total performance in the course.

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

Disclaimer:

Any typographical errors in this Course Outline are subject to change and will be announced in class.

Course Schedule:

We will, for the most part, be covering the course content in the order presented in the text. Depending on the pace of the course, the content to be covered on each exam may vary from what is stated below. Content to be tested in each exam will be finalized in class before the exam.

Topic(s)	Important Dates	Text Chapter
Introduction		
Studying Adult Development		Chapter 1
Neuroscience as a Basis for Adult Development and Aging		Chapter 2
Physical Changes		Chapter 3

Longevity, Health, and Functioning		Chapter 4
If opting to do CSL placement* Day to indicate choices for CSL placement Visit CSL office for security check CSL Student Agreement to instructor	Tuesday, September 9, 2014 (by the end of the day) September 15-19, 2014 Wednesday, September 24, 2014 (put in my mailbox in Psychology General office BS P 217 before 4 pm or in class before this date)	
Day to indicate essay topic choice	Tuesday, September 23, 2014	
Person-Environment Interactions, Optimal Aging		Chapter 5
Term Exam 1	Thursday, September 25, 2014	
Clinical Assessment, Mental Health, and Mental disorders		Chapter 10
Attention and Memory		Chapter 6
Intelligence, Reasoning, Creativity & Wisdom		Chapter 7
Social Cognition		Chapter 8
Term Exam 2	Thursday, October 16, 2014	
Personality		Chapter 9
Relationships		Chapter 11
Work, Leisure, Retirement		Chapter 12
Dying and Bereavement		Chapter 13
Successful Aging		Chapter 14
Term Exam 3	Thursday, November 6, 2014	
Presentations	November 13 – December 2	Group membership and length of presentation TBA.
Due date for: Essay Life History Project Last CSL Reflection and printout of all reflections (if opted for CSL)	Tuesday, December 2, 2014	
*NOTE Students opting to do a CSL placement, there are other important dates you must be aware of and deadlines you must meet. See the CSL Guidebook Fall 2014.		