

PSYCO 329 B1  
Adult Development and Aging  
January – April 2015

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<b>Course Outlines:</b>	“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” [Calendar 23.4(2)b]. The University Calendar is available online at <a href="http://www.registrar.ualberta.ca/calendar">http://www.registrar.ualberta.ca/calendar</a>	
<b>Instructor:</b>	Sheree Kwong See, PhD BS P 571 780.492.5197 Email: <a href="mailto:kwongsee@ualberta.ca">kwongsee@ualberta.ca</a>	<b>TA:</b> Linzy Bohn BS P533 780.492.5843 <a href="mailto:linzy@ualberta.ca">linzy@ualberta.ca</a>
<b>Office Hours:</b>	Tuesdays 9:30-10:50 am (when not a face-to-face class time) and by appointment	By appointment
<b>Meeting times:</b>	This course uses a blended delivery format. In this format most lectures are delivered online and the class will meet face-to-face (in BS M 229) on Thursdays 9:30-10:50. There are exceptions when the class will also meet Tuesdays 9:30-10:50. Consult the course schedule below.	
<b>Moodle eClass:</b>	<a href="https://eclass.srv.ualberta.ca/portal">https://eclass.srv.ualberta.ca/portal</a>	
<b>Course Description:</b>	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.	
<b>Prerequisite:</b>	PSYCO 223.	
<b>Instructional Goal:</b>	Students will view their aging and the aging of others differently from before taking this course and ultimately, will age differently (hopefully better) as a result.	
<b>Learning Outcomes:</b>	If I have met my objectives, on the completion of this course students will:  Be able to differentiate myths versus the realities of aging in the physical, psychological and sociocultural domains by being able to indicate the reality as revealed by research on aging (demonstrated in Quizzes, In-class activities)  Be able to identify theories and concepts in the adult development and aging field and apply these to real world observations (Quizzes, CSL Dossier, Life History Project)  Be able to research a topic in the adult development and aging field, develop a position and produce a written argument defensible by research (Essay)  Be able as a team to synthesize individual knowledge about a topic/topics in aging gleaned from research (Essay) or observations/experiences (CSL placement) to produce a presentation that effectively communicates the synthesized new knowledge to others outside of the group. (Group Presentations)	
<b>Required eText/Text:</b>	Whitbourne, S. K., & Whitbourne, S. B. (2014). <i>Adult development: Biopsychosocial perspectives (5<sup>th</sup> Edition)</i> . Hoboken NJ: Wiley.	

**Evaluation:**

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

For students not opting to complete a CSL placement:

Grades will be based on 10 quizzes (best performance on 9 out of the 10 weighted 50% total), an essay on a selected topic (20%), your participation in a group presentation based on the essay topic (5%), a life history project (20%) and active participation during in-class activities (5%). Descriptions of these forms of evaluation are below. Consult eClass for more in depth information.

For students opting to complete a CSL placement:

Grades will be based on 10 quizzes (best performance on 9 out of the 10 weighted 50% total), successful completion of a CSL placement (20%), CSL dossier (20%), group presentation based on the placement experience (5%) and active participation during in-class activities (5%). Brief descriptions of these forms of evaluation are below. Consult eClass for more in depth documentation.

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 Minimal Pass</i>	55-59	D+	1.3
	50-54	D	1.0
Failure	0-49	F	0.0

Grades in this course will be assigned as follows:

The instructor reserves the right to adjust final grades up or down 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.

Exams:

Quizzes will test knowledge of material from the textbook and lectures (online and face-to-face). The format of the exams will be either multiple choice, fill in the blank, short answer or some combination and will be 25 marks each. There are no make-up quizzes. If you miss a quiz the score on the quiz is zero.

**Example of Evaluative Material:**

Multiple Choice:

An older adult's ability to drive may be affected by which normal-age related change in vision?

- a. a reduction in colour vision
- b. greater sensitivity to glare
- c. increased ability to see near objects
- d. tendency to make right-left reversal

Short answer or fill in the blank:

Name two normal-age related changes in vision and indicate how the change may impact older adults' ability to drive.

Age related change in vision

Impact on older adult's ability to drive

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Multiple choice:

The lifespan perspective in development emphasizes:

- a. decline in later adulthood due to biological changes.
- b. psychological rather than biological influences on the individual.
- c. Understanding development as continuous from childhood to old age.
- d. Childhood as the most important period of an individual's life.

Short answer or fill in the blank:

What are the four characteristics of Baltes' lifespan perspective?

The view that development is best viewed as continuous throughout life is referred to as the \_\_\_\_\_ perspective.

Essay:

What advice, based on research evidence, could you provide to seniors to maximize aging well? Choose one of the essay topics. The essay topics are listed on the eClass website. You will be asked in class on **January 22, 2015** which topic you will write your essay on. Research the topic and write a paper in which you provide evidence in support of a recommendation you would make or suggest (e.g., positive 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 (April 9, 2015).** Three percent (3%) 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". Guidelines for the life history project and a downloadable consent form are available on the eClass website. **The life history project is due at the beginning of the last day of class (April 9, 2015).** You must also hand in an original signed Consent Form. Three percent (3%) will be deducted for each day the assignment is late.

Community Service-Learning Placement and Dossier :

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. Information about how to access the placement list are available on the eClass website. See also the CSL Student Site ( <https://sites.google.com/a/ualberta.ca/csl-student-site/>). In consultation with your

community supervisor, you will be graded on successful completion of your placement, including completing all required elements and duties. As a demonstration of the learning in your placement, you are required to produce a CSL dossier (20 double-spaced pages maximum). Guidelines for the dossier are available on the eClass website. **The CSL dossier is due at the beginning of the last day of class (April 9, 2015).** Three percent (3%) will be deducted for each day the assignment is late. **Students must also hand in the CSL Student Completion Form at the beginning of the last day of class (April 9, 2015).**

Presentation:

For students not opting for the CSL component: Based on your choice of essay topic you will be placed within a group to present one of the class days between **March 26-April 9**. 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. Guidelines for the workshop are available on the eClass website. 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 on the topic 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. Guidelines for the presentation are available on the eClass website. You will present on one of the class days between **March 26-April 9**. 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.

**Decorum:**

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/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour which 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." [Calendar 23.4(2)c]

Cell phones and smart devices are not to be used during exams/quizzes. Cell phones/smart devices may be used during lectures as tools but should not be used for talk/social networking on personal matters.

Audio or video recording, digital or otherwise, 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. Student or instructor content, digital or otherwise, created and/or used within the context of the course. 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 content author(s).

Student photo I.D. is required at exams/quizzes to verify your identity. Students will not be allowed to begin an examination after it has been in progress for 30 minutes. Students must remain in the exam room until at least 30 minutes has elapsed.

**Resources:**

Students who require accommodation in this course due to a disability are advised to discuss their needs with Specialized Support & Disability Services (2-800 Students'

Union Building see <http://www.ssds.ualberta.ca/> for more information)

For assistance with writing, some resources are the Centre for Writers (1-42 Assiniboia Hall see <http://c4w.ualberta.ca/> ) and Writing Resources (2-300 SUB see <http://www.studentsuccess.ualberta.ca/en/WritingResources.aspx> )

For more information about academic integrity consult the Office of Student Judicial Affairs website (<http://www.osja.ualberta.ca/en/Students.aspx> )

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

**Course Schedule :**

This course schedule is the plan we will follow. Because this course has an element of unpredictability and will evolve based on our interactions, there may be some variation from this plan. Changes will be announced in class and/or and as an announcement via eClass.

**F2F means the class meets face-to-face in BS M 229**

**Online means there is no Tuesday lecture class. You are to review the lecture posted online on your own during the week. Online lectures will normally be available a full week before the Thursday quiz**

**CSL students= students who have opted for and been placed into a CSL placement**

**LHE students=students who are completing the life history project and essay**

Week	Tuesday	Thursday	Important Dates
<b>Week 1</b> Jan 6, 8	F2F Welcome and Course Business  Online Lecture Chapter 1	F2F In-Class-Activities  Presentation by CSL Office and Community Partners	Deadline to indicate intention to do a CSL placement and rank ordering (of all placements) and brief explanation for the ordering: <b>Friday January 9, 11:59 pm by email to the instructor</b>
<b>Week 2</b> Jan 13,15	Online Lecture Chapter 3	F2F <b>9:30-10:00 Quiz</b> (chapters 1, 3 and lecture material)  In-class activities	If required for the placement, CSL students are to complete security checks between <b>January 14-21</b> at the CSL office
<b>Week 3</b> Jan 20,22	Online Lecture Chapter 2	F2F <b>9:30-10:00 Quiz</b> (chapter 2 and lecture material)  In-class activities	CSL students must sign up for the CSL placement on the CSL student site by the <b>January 26 deadline</b>

			LHE Students deadline to indicate intended essay topic: <b>in class January 22</b>
<b>Week 4</b> Jan 27,29	Online Lecture Chapters 4 & 5 (excluding chapter 5 neurocognitive disorders pages 105-114 )	F2F <b>9:30-10:00 Quiz</b> (chapter 4 & 5 and lecture material) Note: Quiz will not cover material on neurocognitive disorders from chapter 5  In-class activities	
<b>Week 5</b> Feb 3,5	Online Lecture Chapter 6	F2F <b>9:30-10:00 Quiz</b> (chapter 6 and lecture material)  In-class activities	
<b>Week 6</b> Feb 10,12	Online Lecture Chapter 7	F2F <b>9:30-10:00 Quiz</b> (chapter 7 and lecture material)  In-class activities	
<b>Week 7</b> Feb 17,19	<b>READING BREAK</b>	<b>READING BREAK</b>	A good time to conduct your life history interview if you haven't already done so
<b>Week 8</b> Feb 24, 26	Online Lecture Chapter 5 (pages 105-115) Chapter 11 (pages 235-237)	F2F <b>9:30-10:00 Quiz</b> (parts of chapter 5, 11 and lecture material)  In-class activities	
<b>Week 9</b> March 3,5	Online Lecture Remaining Chapter 11	F2F <b>9:30-10:00 Quiz</b> (chapter 11 and lecture material)  In-class activities	
<b>Week 10</b> March 10,12	Online Lecture Chapter 8 Chapter 9	F2F <b>9:30-10:00 Quiz</b> (chapters 8 & 9 and lecture material)  In-class activities	

<b>Week 11</b> March 17,19	Online Lecture Chapter 10 Chapter 12	F2F <b>9:30-10:00 Quiz</b> (chapters 10, 12 and lecture material)  In-class activities	
<b>Week 12</b> March 24,26	Online Lecture Chapter 13 Chapter 14	F2F <b>9:30-10:00 Quiz</b> (chapters 13, 14 and lecture material)  In-class activities  CSL class survey  Course evaluation  Group Presentations	Reminder:  CSL students should be meeting with their community partner supervisor to complete the CSL Student Completion Form
<b>Week 13</b> March 31, April 2	F2F Group Presentations	F2F Group Presentations	
<b>Week 14</b> April 7,9	F2F Group Presentations	F2F Group Presentations	<b>Due in class April 9:</b>  LHE students: <b>Essay</b> <b>Life History Project</b>  CSL students: <b>CSL Dossier</b> <b>Student Completion</b> <b>Form</b>