



**PSY313H1F Fall 2022 L0101 - Aging**  
**Wednesdays 2 – 5 pm**  
**SS1086**

### Course Delivery

This is an in-person course. Students are expected to attend lectures in-person whenever possible. Lectures will be recorded for later viewing, but you must attend in person to get the participation credit.

If external circumstances change (e.g. public health guidelines, instructor illness/quarantine, etc.), the course may need to move online for one or more lectures.

### Contact Information

**Course Instructor**

Dr. Christine Burton  
Email: [christine.burton@utoronto.ca](mailto:christine.burton@utoronto.ca)

**Teaching Assistant**

**Katherine Bak:** [katherine.bak@mail.utoronto.ca](mailto:katherine.bak@mail.utoronto.ca)

**Office hours via Zoom**

Sign-up for office hours required at  
<https://calendly.com/christine-burton/office-hour-1>

Katherine will be available for consultations by appointment

All office hours will be individual 15-minute appointments during the following times :  
Mondays 11 am-12 pm  
Tuesdays 1:30 pm – 2:30 pm  
Fridays 10:30 am – 11:30 am

### Course Description

In this course age changes in sensory, perceptual, and social processes, motor skills, learning, memory, and personality are examined. Theories, methodological problems, social, cultural, and environmental/contextual influences that shape behaviour and attitudes to and by the elderly are discussed.

**Prerequisites:** PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, and PSY210H1/ PSY210H5/ PSYB20H3 Exclusion PSY313H5/ PSYC21H3

It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. No waivers will be granted.

### Course Objective

My goal for this course is to familiarize you with the leading theories in aging research, help you engage in critical thinking to evaluate research findings and make connections between research and real world experience. To achieve this, you will need to come to class prepared (e.g. do the assigned readings before class) and ready to apply the information in your readings to class material. Myself and your classmates are useful resources to help guide and challenge your thinking.

By the end of this course, you should be able to:

- Describe the major terms, concepts and theories in aging research
- Use psychological concepts from this course to explain human aging and behaviour

- Critically evaluate published research findings
- Apply what you have learned from assigned readings to critique and analyse problems faced by individuals as they age
- Describe your critiques and evaluations of research orally
- Communicate your understanding of the connection between research findings and individuals' true experience of aging

### Reading Material

**Textbook:** Harper, L. & Dobbs, B. (2022). Adult Development and Aging: The Canadian Experience, 2nd ed., Tophatmonocle Corp.

**The textbook is no longer being published as a hard copy textbook. It is now only being published as a Top Hat online interactive textbook. You are welcome to use a print version if you have a used copy.**

Additional reading material will be posted on Quercus.

### Course Evaluation

<b>Unit 1 test</b>	October 12 2:10 – 4:10 pm	22%	<b>First interview paper submission</b>	November 2	10%
<b>Unit 2 test</b>	November 16 2:10 – 4:10 pm	22%	<b>Final interview paper submission</b>	December 7	20%
<b>Unit 3 Final Exam</b>	TBA December 10 - 20 <b>120 minutes</b>	20%	<b>In class participation</b>	Ongoing	6%

### Class participation

Research demonstrates that we learn and remember best when we are actively engaged with the material we are learning. Memory is best when we generate and work with the material ourselves. Therefore, you will be divided into small groups to discuss questions, problems, case studies, and scenarios which are relevant to each lecture topic. You will be assigned a group for the duration of the term and should plan to discuss the posted topics relevant for each lecture. The grade will be based on your frequency of contribution as well as your preparedness for the discussions. Details about these discussion groups will be posted on Quercus.

During the discussions, you will have many opportunities to explore challenging issues and increase your understandings of different perspectives. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behaviour is not acceptable. In the time we share together over this term, please honour the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, most especially when we disagree with them. In this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars, rather than in defending points of view we have formed outside the classroom.

## Assessments

All assessments will test material covered in a single unit. That is, none of them will be cumulative. They will be designed to measure your knowledge and understanding of textbook material, lecture material, and class discussion content. Because the focus of this course is on understanding, critical analysis and evaluation, there will not be any multiple choice questions on the assessments. All assessments will consist of a short answer section designed to measure your knowledge of major theories and ideas in aging research. The majority of this content will come from the assigned readings and lectures. A long answer section is intended to measure your ability to critically evaluate those theories and ideas. You will have ample time to develop and practice this skill during your group discussions.

## Assignments

The goal of the assignment is to allow you to explore the relationship between empirical findings and the real experience of aging. You will be expected to find and interview two individuals at different life stages (one individual should be between 25 and 40 years old; and one individual should be 65+). You should select a topic that is related to one of the topics we cover in class (listed on the course outline) and discuss this topic with both of your interviewees (the interviews should be conducted separately).

Based on these interviews, you will derive themes regarding the practical lived experience of the topic you have chosen to discuss. You will be expected to develop a thesis based on these themes and the content of your interviews. Your paper should focus on how aging is experienced compared to what you have been learning from the course and your textbook. You may find there is a lot of overlap between 'lab findings' and real life, or you may find a lot of discrepancies. You should make sure you include a comparison between the experiences of your 2 interviewees. You may also want to include some analysis of your own experience. You will be expected to include evidence from empirical sources beyond what we discuss in class – what does current research say about the topic you chose? Does research support or refute your thesis? Ultimately, your paper should include your own insight into your chosen topic. What messages can you give regarding real aging based on your interviews, empirical findings and your own insight?

**You will have the opportunity to submit your paper twice.** We will grade and provide feedback on your first submission, which you will be able use to improve your final submission. This feedback will be provided during a scheduled live feedback meeting with each student. Although the feedback meetings are not required, I highly recommend you attend because it is the most effective way to get detailed feedback. I intend these feedback opportunities to provide you with tangible, practical tips to improve your writing on this assignment and your future written work. If you don't attend a feedback meeting, I will still provide some written feedback on your first submission.

A complete set of detailed instructions, marking scheme, and feedback meeting sign-up slots will be available on Quercus.

## Course Webpage

**The website associated with this course is accessible via <http://q.utoronto.ca>**

**Note:** You don't need to create a new login for Canvas; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

## IMPORTANT COURSE POLICIES **\*\*PLEASE READ\*\***

### Email

The main source of communication in the course will be email. Please include the course number (PSY313) in the subject line in all your emails about the course. **Please avoid sending me messages directly from Quercus/Canvas.** These messages always end up in my "other" folder so I may not get to them quickly.

**Make sure you check your notification settings in Quercus to ensure you will receive email and announcement notifications**

### **Requests for Re-grading**

Any requests to re-grade tests or experiment reports should be made in a timely fashion. Requests to re-grade term tests must be made before the next scheduled test or final assessment. Requests to re-grade written assignments must be made within 2 weeks of the return of the graded paper. **Please direct all requests for re-grading directly to the person who marked your work.** If you are dissatisfied after meeting with your TA, you may submit your work to the instructor. Keep in mind that if you submit your work to be re-graded, your grade could go up or down. This policy applies to work submitted to the instructor or the TA.

### **Missed Test Special Consideration Request Process**

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request special consideration from the instructor. Students should use the illness self-declaration tool on ACORN as official documentation within 1 week of missing the test.

If you missed your test/assignment deadline for a reason connected to your registered disability, please be advised that the department will accept documentation supplied by Accessibility Services.

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me. It is also a very good idea to speak with an advisor in your College Registrars office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation.

If your request is approved, you will have the opportunity to write a make-up test within 2 weeks of the missed test, as scheduled by your instructor. If you miss the make-up test and can provide documentation to support your request, the weight of the missed test will be redistributed to the final assessment.

### **Penalties for Lateness**

The penalty for lateness is 5% per calendar day.

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request directly to the Instructor for the period up to and including the last day of the final assessment period.

*Any term work that will be handed in **after** the final assessment period is subject to a petition for extension of term work. This petition should be filed with the student's College Registrar's Office.*

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## **Academic Resources**

### **Accessibility Needs**

Students with diverse learning styles and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) ([accessibility.utoronto.ca](http://accessibility.utoronto.ca)) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

### **Writing**

As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

## **Privacy and Copyright Disclaimer**

### ***Notice of video recording and sharing (Download permissible; re-use prohibited)***

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

For questions about recording and use of videos in which you appear please contact your instructor.

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

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

## **Academic Integrity and Plagiarism**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see [www.utoronto.ca/academicintegrity/resourcesforstudents.html](http://www.utoronto.ca/academicintegrity/resourcesforstudents.html)).

**Students are expected to adhere to the Code of Behaviour on Academic Matters regardless of the course delivery method. By offering students the opportunity to learn remotely, it is expected that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:**

### **Remote assessments:**

- 1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.**
- 2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.**
- 3. Posting test, essay, or exam questions to message boards or social media.**
- 4. Creating, accessing, and sharing assessment questions and answers in virtual "course groups."**
- 5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.**

## Course Outline

	Date	Topic	Textbook readings; additional readings will be posted on Quercus
Unit 1: Physical and Cognitive aging	September 14	Introduction to aging and research methods	Chapters 1-4
	September 21	Physical Changes	
	September 28	Cognitive Changes	
	October 5	Cognitive Changes	
	October 12	<b>Unit 1 test</b>	
Unit 2: Health and well-being	October 19	Mental Health and Neurocognitive Disorders	Chapters 5-8, 12
	October 26	Physical Health	
	November 2	Death, bereavement and healthy aging <b>First interview assignment due</b>	
	November 9	<b>Reading week</b>	
	November 16	<b>Unit 2 test</b>	
Unit 3: Personality and social influences	November 23	Relationships	Chapters 9-11, 13
	November 30	Work, retirement and leisure	
	December 7	Personality <b>Final interview assignment due</b>	