



PSY313H1F 2021 L5101 - Aging
In-person Wednesdays 2-5 pm
SS1084

Course Delivery

Winter 2022 Return to Campus Update: In order to curb the spread of COVID-19 amid the emergence of the Omicron variant, most in-person learning has been **delayed until Jan 31, 2022**. Keep in mind this date is subject to change as per the Universities need to monitor any new developments and will be keeping with the latest evidence and public health guidelines.

Delivery Method until January 31, 2022

Until January 31, this course will be delivered as an asynchronous online course. Lectures will be given as a series of short videos totaling 2-3 hours/ week posted on Quercus. Students will have the opportunity for synchronous online office hours to ask questions and clarifications about lecture content. Students are expected to complete online activities via Top Hat each week.

University of Toronto tech [requirements for online learning](#)

Delivery Method after January 31, 2022

If we return to in-person classes after January 31, the course will be held on Wednesdays from 2-5pm in SS1084. If you are not able to attend a particular lecture in-person because you or a household member is required to self-isolate, you can participate synchronously during the designated class time. All lectures will be recorded.

Tests and the final assessment will be time-limited and administered as Quercus quizzes regardless of delivery method.

Contact Information

Course Instructor

Dr. Christine Burton

Email: christine.burton@utoronto.ca

Teaching Assistant

Katherine Bak: Katherine.bak@mail.utoronto.ca

Office hours via Zoom

Sign-up for office hours required at

<https://calendly.com/christine-burton/office-hour>

Katherine will be available for consultations by appointment

All office hours will be individual 15-minute appointments during the following times :

Monday 1-2pm

Tuesday, Thursday 3-4pm

Wednesdays, Fridays 9 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 (or exclusion), PSY210H1

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. (2017). Adult Development and Aging: The Canadian Experience, 1st Edition.

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.

There are different ways that you can purchase the textbook.

1. **If you already have an active Top Hat subscription**, you will only need to purchase the textbook. You can do this at the U of T online bookstore or through Top Hat after you have added our class to your account. You will need to use our class Join Code (available on Quercus) to add the course before you can add the textbook
2. **If you do not have an active Top Hat subscription**, you will need to purchase both a subscription and the textbook. You can buy both of them through the U of T bookstore, or you can follow the instructions you get in an email invitation you will receive from Top Hat. Both options will allow you to purchase the Top Hat subscription and textbook separately. You do NOT need to buy them at the bookstore AND from Top Hat

Use this link to purchase the Top Hat subscription and/or the textbook from the U of T bookstore:

https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller_id=96&Course=STG+PSY313+P+SYCHOLOGY+OF+AGING&frame=YES&t=permalink

Additional reading material will be posted on Quercus.

Course Evaluation

Unit 1 test	9 am EST February 9 – 9 am EST February 10 120 minutes	22%	First interview paper submission	March 2	10%
Unit 2 test	9 am EST March 16 – 9 am EST March 17 120 minutes	22%	Final interview paper submission	April 6	20%
Unit 3 Final Exam	TBD April 11 – 29 120 minutes	20%	In class participation	Ongoing; see Quercus for dates	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. **For online delivery**, you will be assigned a group for the duration of the online period. You should plan to discuss the posted topics relevant for each lecture. Details about how to contact and arrange the discussions will be posted on Quercus. **For in-person delivery**, the small group discussions will happen during class with a different group each week. You will be able to participate synchronously via Zoom if you can't come to campus.

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. **If you will be participating in a discussion synchronously online, please make sure that you join each class using a U of T Zoom account, otherwise your attendance won't be recorded. You can sign up for an account at <https://utoronto.zoom.us>**

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.

There will be 2 tests and a final exam in this course. The tests and exam will be administered as Quercus quizzes. You will have 2 hours to complete the term test and final assessment but they will be open for 24-hour windows so you can select when you would like to write them.

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 to use to improve your final submission. This feedback will be provided during a scheduled live conference with each student. Although the conferences 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 conference, I will still provide some written feedback on your first submission.

A complete set of detailed instructions, marking scheme, and conference 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.

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 TA who marked your work.** If you are dissatisfied after meeting with the 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 scheduled by the 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.*

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) 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)

In class lectures will be recorded for future viewing. Any class and/or small group discussions will NOT be recorded. 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) 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).

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 continued on next page...

Course Outline

	Date	Topic	Textbook readings; additional readings will be posted on Quercus
Unit 1: Physical and Cognitive aging	January 12	Introduction to aging and research methods	Chapters 1-4
	January 19	Physical Changes	
	January 26	Cognitive Changes	
	February 2	Cognitive Changes	
	February 9	Unit 1 test	
Unit 2: Health and well-being	February 16	Mental Health and Neurocognitive Disorders	Chapters 5-8, 12
	February 23	Reading Week – No Class	
	March 2	Death, bereavement and healthy aging First interview paper submission due	
	March 9	Physical Health	
	March 16	Unit 2 test	
Unit 3: Personality and social influences	March 23	Relationships	Chapters 9-11, 13
	March 30	Work, retirement and leisure	
	April 6	Personality Final interview paper submission due	