Faculty of Health  
Department of Psychology  
PSYC 3490 3.0 N: ADULT DEVELOPMENT AND AGING  
Monday/8:30-11:30/ Online via Zoom  
Winter/2022

Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus. The course will be delivered using BOTH synchronous and asynchronous methods. Lectures will be pre-recorded videos. Asynchronous activities will be through the online support of the textbook using Top Hat. Synchronous activities (orientation, tests, discussions, activities, and Q&A sessions) will be delivered by Zoom during class time on Monday morning and there is an expectation of participation.

Instructor and T.A. Information

Dr. Heather Jenkin  
Office Hours: Class time and by appointment through email/Zoom. Please provide three possible day/time options when asking for a Zoom office hour.  
Email: hjenkin@yorku.ca

T.A. Cassandra Wyers  
Email cwyers@yorku.ca  
Office Hours In Class

Cassandra Wyers is the person you should visit in their virtual office hours to consult about course material and to inquire about your grades. Cassandra’s office hours will take place primarily during the course hours on Monday morning.  
If you are having trouble with the lectures or the text visit with the Cassandra. Cassandra will be happy to talk with you about improving your study habits and about graduate school in psychology and careers in psychology.

Email (n)etiquette When you email Dr. Jenkin or Cassandra include your Student ID and full name in the body of your email with the Course number on the subject line (if not, a reply is not guaranteed). Dr. Jenkin will not answer emails regarding issues/questions covered in the course syllabus – read the syllabus before emailing.

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to York Courses Website for a listing of any course credit exclusions.
Course website: eClass

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials such as Lecture Videos, TopHat (textbook support and some online activities for grade) and additional web resources.

Technical requirements for taking the course:
Several platforms will be used in this course (e.g., EClass, Top Hat, Zoom etc.) through which students will interact with the course materials, the course director / TA, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted.

Students shall note the following:
- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

I expect students to participate in this course, 1) through Zoom video conferencing and therefore 2) student may also appear on video (e.g., for tutorial/seminar discussion, etc.). In addition to stable, higher-speed Internet connection, students will need a computer with webcam and microphone, and/or a smart device with these features. Instructions on how to register to borrow a laptop can be found here: https://computing.yorku.ca/offcampus under the heading “If you don’t have a computer at home.”

A way to determine Internet connection and speed: there are online tests, such as Speedtest, that can be run.

Useful links describing computing information, resources and help for students:
Student Guide to EClass
Zoom@YorkU Best Practices
Zoom@YorkU User Reference Guide
Computing for Students Website
Student Guide to eLearning at York University

Course Description
An examination of data and theories relating to the psychology of adult development and aging. Major topics include biological and psychological theories of aging; age changes in physical development, cognition, personality and social relations; pathologies of old age and methods of intervention.

Organization of the course: This online course will be taught remotely in both a synchronous and asynchronous manner. On Mondays at 8:30 we will open a zoom meeting and run mini lectures/discussions/workshops and/or question and answer sessions with myself and/or the Teaching Assistant Cassandra. The length of these zoom interactions is still to be determined but probably not more than 45 minutes – or 1 hour with breaks. Office hours with myself will run by arrangement
through email/Zoom appointments. Please provide three possible day/time options when asking for a Zoom office hour. Cassandra will be available during Monday class time.

There will also be course lecture material pre-recorded and uploaded to eClass (see Description of Assignments). There will also be offline opportunities to interact with course content through TopHat – a software package that is accessed with the textbook (see Required Textbook). There is a lot of work, and most will be on a quick turnaround so be aware of due dates. There are weekly Chapter specific quizzes, all due by Sunday at 12 noon the week following assignment. No late quiz will be accepted.

Program Learning Outcomes
Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in adult development and aging.
2. Articulate trends in the psychology of adult development and aging.
3. Express knowledge of adult development and aging in written form.
4. Describe and explain limits to generalizability of research findings in adult development and aging.
5. Demonstrate ability to relate information on adult development and aging to own and others’ life experiences.

Specific Learning Objectives

1: Depth and Breadth of Knowledge
Students will acquire in-depth knowledge of the diversities of the aging experience related to the cultural, biological, cognitive, emotional and social aspects of aging. Students will learn how these multiple facets interact to influence our functioning and well-being.

2: Knowledge of Theories and Methodologies
Students will gain an understanding of the theoretical and empirical frameworks used in the study of adult development and aging. Both the course material and work on the term paper will provide opportunities to develop skills to critically analyze primary research.

3: Application of Knowledge
Students will apply their knowledge of adult development and aging by demonstrating the ability to apply concepts from the course material to real-life situations.

4: Awareness of Limits of Knowledge
Students will recognize the limits of what is known about adult development and aging and have opportunities to suggest directions for future research and interventions.

5: Communication Skills
Students will learn to engage in evidence-based dialogues with teaching assistant and the course instructor.

Required Text


Note: If you want more than an eBook... You will be able to purchase a hard copy of the textbook through TopHat’s new print on demand feature. Essentially, any student who opts to purchase the Top Hat Interactive version will have the ability to purchase a printed copy for $25 from a special link within the Top Hat course to have a hard copy shipped to their address.

Course Requirements and Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>TopHat Online activities</td>
<td>Weekly by Sunday 12 noon (best 11/13)</td>
<td>10</td>
</tr>
<tr>
<td>Field Interview topic/Questions</td>
<td>Sunday Feb 6 2022</td>
<td>5</td>
</tr>
<tr>
<td>Midterm</td>
<td>Monday Feb 28 2022 8:30 start</td>
<td>35</td>
</tr>
<tr>
<td>Field Interview Report</td>
<td>Sunday March 20 2022</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>TBD in Winter Exam Period</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Description of Assignments

1. Information on the TopHat activities (online quizzes) will be posted on eClass. All online assignments MUST be completed by 12 noon on the due date (listed on last page of this syllabus). These online activities are worth 10% of your grade.
2. There will be two parts to the Field Interview Assignment worth a total 25% of your grade. Further information will be posted on eClass. Submission will be via Turnitin on the course eClass website.
3. There will be two non-cumulative test evaluations, which combined are worth 68% of your grade.
   - **Midterm** is scheduled Feb 28th 2022 (start 8:30).
   - **Final** is scheduled by the RO for the Winter Exam period (date and timing TBD).

The online test evaluations will have both multiple choice and essay questions from the lectures, discussions and readings preceding the test date.

**Remote Exams:** Students are required to have access to minimum technology requirements to complete examinations. For technology requirements, Frequently Asked Questions (FAQs) and details about the online examinations. Students are required to share any IT accommodation needs with the instructor as soon as they are able.

Class Format and Attendance Policy

I expect students to participate synchronously in this course, through Zoom video conferencing when such sessions are scheduled (check eClass for omitted dates). Occasionally attendance will be taken by polling participants. Otherwise, course content will be posted asynchronously.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a
For a full description of York grading system see the York University Undergraduate Calendar – Grading Scheme for 2021-22

**Missed Tests/Midterm Exams/Late Assignment**

For any missed midterm/final, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

**HH PSYC: Missed Tests/Exams Form.** Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

The Instructor MUST receive notification of inability to write a test **within 48 hours of the test date and submit the Missed Test/Exam form** (see above) for review by the Undergraduate Psychology Office within 48 hours. As this course is running during the COVID-19 Pandemic students will not be asked to provide an Attending Physician’s Statement.

Whatever the reason is for missing the midterm, including sickness, it doesn’t matter -- if students

1. contact the instructor within 48 hours and
2. fill out the Missed Test/Exam Form within 48 hours,

they can take a deferred evaluation.

**There is no male-up midterm, rather there will be a deferred evaluation set after the Winter Exam Period**

In addition, to the online form, a student’s documented reason for a missed test must be submitted. Tests/exams missed due to **non-medical circumstances** must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. **Having to work at the time of a test is not considered a valid excuse for missing the test.**

You should be aware that if you miss a term test as scheduled, you may not receive the requisite 15% feedback on your course work before the course drop deadline to determine whether you need to drop the course. Therefore, it is in your best interests to write tests as scheduled by the course instructor. **Students who miss the Midterm must acknowledge that they may not receive sufficient feedback before the drop date.** Students should be aware of Drop and Withdraw options (see below).
Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates]

<table>
<thead>
<tr>
<th>Add and Drop Deadline Information</th>
<th>Fall (Term F)</th>
<th>Year (Term Y)</th>
<th>Winter (Term W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last date to add a course without permission of instructor (also see Financial Deadlines)</td>
<td>Sept. 21</td>
<td>Sept. 21</td>
<td>Jan. 23</td>
</tr>
<tr>
<td>Last date to add a course with permission of instructor (also see Financial Deadlines)</td>
<td>Oct. 5</td>
<td>Oct. 26</td>
<td>Feb. 7</td>
</tr>
<tr>
<td>Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)</td>
<td>Nov. 12</td>
<td>Feb. 11</td>
<td>18-Mar</td>
</tr>
<tr>
<td>Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)</td>
<td>Nov. 13 - Dec. 7</td>
<td>Feb. 12 - April 10</td>
<td>March 19 - April 10</td>
</tr>
</tbody>
</table>

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission. You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

[https://accessibility.students.yorku.ca/](https://accessibility.students.yorku.ca/)
Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

Academic Accommodation for Religious Observance
York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance. If any test date poses a problem for you regarding your Religious Observance, please inform Dr. Jenkin at least two weeks before the test. Alternative tests dates will be arranged. You should complete a Religious Accommodation Form available at: https://secure.students.yorku.ca/pdf/religious-accommodation-agreement-final-examinations.pdf
Further information is available at the Senate Guidelines for Religious Observance

Academic Integrity for Students
York University takes academic integrity very seriously; please familiarize yourself with Information about the Senate Policy on Academic Honesty.

It is recommended that you review Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty Quiz

In this course, we strive to maintain academic integrity to the highest extent possible. Breaches of academic integrity range from cheating (i.e., the improper crediting of another’s work, the representation of another’s ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

Information on Plagiarism Detection
Always write your own work on any work submitted for grade. Academic Integrity is treated very seriously in the Department.
To promote academic integrity in this course, students will be normally required to submit their written Short Answers on a test to Turnitin (via the course EClass website) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin service are described on the Turnitin.com website. Also, our Teaching Assistants are excellent observers as they mark answers in detecting lifts from the text eBook and other sources.
Electronic Device Policy
This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

Audio-visual recordings
Photographs, video and audio recordings are “records” as defined in the Freedom of Information and Protection of Privacy Act (FIPPA). The information contained in them is considered “personal information” when they contain “recorded information about an identifiable individual.” Our course Zoom interactions that are recorded:
1) my pre-recorded lectures and recorded Zoom interactions should be used for educational purposes only and as a means for enhancing accessibility;
2) students do not have permission to duplicate, copy and/or distribute any of the recordings outside of the class (these acts can violate not only copyright laws but also FIPPA and intellectual property rights); and
3) all recordings will be destroyed after the end of classes.

Course Materials Copyright Information
These course materials are designed for use as part of the wyers@yorku.ca course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.
In the past, such course materials have been posted to external, public websites. Do not do this with materials I provide for this course PSYC3490N without my explicit permission.

Generally, in the absence of another agreement, instructors at York University own the intellectual property to the teaching materials they create. Students wishing to reuse instructor-created content must either request permission from the instructor or limit their use to one of the “user rights” set out in the Copyright Act. In most cases, copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement.

Test Banks
The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.
# Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Online Pre and Post Tests / Assignments / on date by 12 noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 10</td>
<td>Top Hat Presentation: Issues to consider</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td>Jan 17</td>
<td>Research Designs and Ethical Issues; Physical Changes</td>
<td>Chs. 2 &amp; 3</td>
<td>Ch 1. (Due Sunday Jan 16)</td>
</tr>
<tr>
<td>Jan 24</td>
<td>Physical Changes; Cognitive Changes: Post Formal Thought and Wisdom</td>
<td>Chs. 3 &amp; 4</td>
<td>Ch 2. (Due Sunday Jan 23)</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Longevity, Health and Functioning</td>
<td>Ch. 5</td>
<td>Ch 3 &amp; 4 (due Sunday Jan 30)</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Mental Health and Disorders</td>
<td>Ch. 6</td>
<td>Ch 5 (due Sunday Feb 6)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><em>Interview Topic and Questions (due Feb 6)</em></td>
</tr>
<tr>
<td>Feb 14</td>
<td>Neurocognitive Disorders</td>
<td>Ch. 7</td>
<td>Ch 6 (due Sunday Feb 13)</td>
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<tr>
<td></td>
<td><em>Winter Reading Week (No class Feb 28)</em></td>
<td></td>
<td>Ch 7 (due Sunday Feb 27)</td>
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<tr>
<td></td>
<td><em>Midterm 8:30 start Feb 28</em></td>
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<tr>
<td>Mar 7</td>
<td>Canada’s Ethnic Diversity; Living Arrangements of Older Adults</td>
<td>Chs. 8 &amp; 13</td>
<td></td>
</tr>
<tr>
<td>Mar 14</td>
<td>Living Arrangements of Older Adults; Aging &amp; Personality Development</td>
<td>Chs. 13 &amp; 9</td>
<td>Ch 8 (due Sunday Mar 5)</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Relationships</td>
<td>Ch. 10</td>
<td>Ch 13 &amp; 9 (due Sunday Mar 20)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><em>Interview Report (due Mar 20)</em></td>
</tr>
<tr>
<td>Mar 28</td>
<td>Work, Retirement and Leisure</td>
<td>Ch. 11</td>
<td>Ch 10 (due Sunday Mar 27)</td>
</tr>
<tr>
<td>April 4</td>
<td>Dying: another Stage of Life; Aging Well</td>
<td>Ch. 12</td>
<td>Ch 11 (due Sunday April 4)</td>
</tr>
<tr>
<td>April 11</td>
<td>Study Day</td>
<td>Ch 12 (due Sunday April 10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Final TBD Scheduled by RO (April 12-29)</em></td>
<td></td>
<td>Students are expected to be available for this final in the Winter Exam Period.</td>
</tr>
</tbody>
</table>