Faculty of Health
Department of Psychology
PSYC 3490 3.0 Section A: Adult Development & Aging
Thursday/8:30-11:30/ Online with on campus evaluations (ONCA)
Fall/2023

Please note that this is a course that depends on remote teaching and learning. There will be no in-class instruction, however the evaluations (Midterm and Final) will be held during class time, in-person and on campus. The course will be delivered using BOTH synchronous and asynchronous methods. Asynchronous lectures will be pre-recorded videos. Synchronous activities (orientation, discussions, TA hours and Q&A sessions) will be delivered by Zoom during class time on Thursday.

Instructor and T.A. Information

Instructor: Dr. Heather Jenkin
Office Hours: By Appointment (usually in Zoom on Thursday)
Email: hjenkin@yorku.ca

T.A.	Mike Ruderman
Email	
Office Hours	In Zoom and by appointment

Mike Ruderman is the person you should visit in their virtual office hours to consult about course material and to inquire about your grades. Mike's office hours will take place primarily during the course hours on Thursday morning. If you are having trouble with the lectures or the text visit with the Mike.

Email (n)etiquette When you email Dr. Jenkin or Mike 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): PSYC1010 6.0 and 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, Top Hat (textbook support) and additional web resources.

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 Thursdays 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 Mike. The length of these zoom interactions is still to be determined but probably not more than 45 minutes.

Office hours with myself will run by using 15-minute private Zoom meetings on Thursday mornings – arranged by email. Mike will be available in Zoom class time on Mondays.

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 Top Hat – 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. No late activity or evaluation 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 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

- Harper, L. and Dobbs, B. (2022) Adult Development and Aging: The Canadian Experience (2nd Edition). Nelson/Top Hat

Contact York Bookstore for the Day-1-Digital information on this textbook. This book is only available as an eBook.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Reflection Paper 1	September 28	10%
Test 1	October 5	35%
Reflection Paper 2	October 26	10%
Test 2	November 2	25%
Test 3	November 30	20%
Total		**100%**

Description of Assignments

1. There are two reflection papers where you will be given an issue in Adult Development & Aging to think about, and after researching within the text, produce a reflection about your own thought processes and understanding of that issue. Details will be posted in eClass. The reflection papers are worth 20% of your grade.

2. Three non-cumulative tests covering course material up to the test date will be held in-person on Keele Campus. Tests will start at 8:30 on the specified date, location TBD). Test will be both multiple choice and short answer. The tests are worth 80% of your grade.

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. All students are expected to be at the three scheduled tests (see dates in Table above).

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 letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – Grading Scheme for 2023-24

Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment, 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.

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 test must acknowledge that they may not receive sufficient feedback before the drop date. Students should be aware of Drop and Withdraw options (see below).

There will be ONE make up session will be held toward the end of term (TBA).

If you miss a second test you will be given a zero for that test. If you have missed both Test 1 and Test 2 you should consider the drop/withdraw options (see below).

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course **without permission** of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course **with permission** of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables.](#)

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.

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free** programs throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session (P.A.S.S.)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadmn@yorku.ca, and request to be added to the listerv.

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/

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](#)

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 Reflection Papers 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 un-cited 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 **PSYC3490A** 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. 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

Dates	Topics	Readings	Assignment Due on date by 12 noon
Sept 7	Issues to consider; Research Designs & Ethics	Chs. 1 & 2	
Set 14	Research Designs and Ethical Issues; Physical Changes	Chs. 2 & 3	
Sept 21	Physical Changes; Cognitive Changes: Post Formal Thought and Wisdom	Ch. 4	
Sept 28	Longevity, Health, and Functioning	Ch. 5	Reflection Paper 1
TEST 1 Thursday 8:30 Oct 5 (on campus location TBD)			
Fall Reading Week (No class Oct 12)			
Oct 19	Mental Health Issues; Neurocognitive Disorders	Chs. 6 & 7	
Oct 26	Aging & Personality Development; Relationships	Chs. 9 & 10	Reflection Paper 2
TEST 2 Thursday 8:30 Nov 2 (on campus location TBD)			
Nov 9	Canada's Ethnic Diversity; Work, Retirement and Leisure	Chs. 8 & 11	
Nov 16	Work, Retirement and Leisure; Living Arrangements of Older Adults;	Chs. 11 & 12	
Nov 23	Dying: another Stage of Life; Aging Well	Ch. 13	
TEST 3 Thursday 8:30 Nov 30 (on campus location TBD)			