

**Faculty of Health
Department of Psychology
PSYC 3490 3.0 A: ADULT DEVELOPMENT AND AGING
Thursday /8:30/ Online via Zoom
Fall/2020**

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 LaunchPad. Synchronous activities (orientation, tests, discussions, activities and Q&A sessions) will be delivered by Zoom during class time and there is an expectation of participation.

Instructor and T.A. Information

Dr. Heather Jenkin

Office Hours: Class time and by appointment through <https://calendly.com/hjenkin-office-hours-psyc>

Email: hjenkin@yorku.ca

T.A.	Tida Kian
Email	narges24@my.yorku.ca
Office Hours	In Class

Tida Kian is the person you should visit in their virtual office hours to consult about course material and to inquire about your grades. Your TA's office hours will take place primarily during the course hours.

If you are having trouble with the lectures or the text visit with the Tida. Tida 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 Tida 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 additional web resources.

Technical requirements for taking the course:

Several platforms will be used in this course (e.g., EClass, Top Hat, Zoom, iClicker 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 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 the Teaching Assistant. 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 and the Teaching Assistants will run by using Calendly (see link above by our names). 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 Thursday at 8:30 the week following assignment. **No late quiz or activity 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

- Harper, L. and Dobbs, B. (2018) Adult Development and Aging: The Canadian Experience. Nelson/TopHat Contact York Bookstore for this eBook with TOPHAT ISBN: **978-1-77412-363-8**

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
TopHat Online activities	weekly	10
Four Reflection Papers	Sept. 24, Oct 8, Nov 12 and 26	30
Midterm	October 22	30
Final	TBD in Fall Exam Period	30
Total		100%

Description of Assignments (All are due before 11:30 on due date)

1. Information on the **TopHat activities (online quizzes)** will be posted on eClass. All online assignments MUST be completed by 11:30 on the due date. These online activities are worth 10% of your grade.
2. There will be four **Reflection Papers (RP)** worth 30% of your grade. 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 60% of your grade.
 - **Midterm** is scheduled for October 22nd (start 8:30).
 - **Final** is scheduled by the RO for the S1 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 Exam Proctoring:** The use of a remote exam proctoring program, Proctortrack, has been approved for exams being held in the exam period by the Senate at York University. This system may be utilized in this course to promote academic integrity. The instructor may use an online proctoring service to deliver the exam(s), which would be administered through the Learning Management System (e.g. EClass, Canvas, etc.). Students are required to have access to minimum technology requirements to complete examinations. If an online proctoring service is used, students will need to become familiar with it at least five days before exam(s). For technology requirements, Frequently Asked Questions (FAQs) and details about the online proctoring service visit at <https://registrar.yorku.ca/proctortrack-faq> . 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). 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 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 2020-21](#)

Missed Tests/Midterm Exams/Late Assignment:

[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 24 hours of the test date and submit the Missed Test/Exam form** (see above) for review by the Undergraduate Psychology Office within 48 hours. There is no "make-up" Midterm, rather students will write an **expanded** final worth 60%. 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 -- as long as they contact the instructor within 24 hours and fill out this Missed Test/Exam Form within 48 hours, they can take the final exam worth 60%. 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.**

There are no make ups in this course, a zero grade for a missed term test will be replaced by your mark on the expanded cumulative final offered in the Fall exam period (December 9 - 23). This is scheduled by the RO and students are expected to be available to write it. You should be aware that if you miss a term test as scheduled, may not receive the requisite 15% feedback on your course work before the course drop deadline to determine whether or not 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 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.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7-Dec. 8	Feb. 6 – April 12	March 13-April 12

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 Sessions \(P.A.S.S.\)](#) 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 [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).

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 with regard to 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](#)

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.

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.

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 PSYC3490A 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

Dates	Topics	Readings
September 10	TopHat Presentation; Issues to consider	Ch. 1
September 17	Research Designs and Ethical Issues; Physical Changes	Chs. 2 & 3
September 24	Physical Changes; Cognitive Changes: Post Formal Thought and Wisdom	Chs. 3 & 4
October 1	Longevity, Health and Functioning	Ch. 5
October 8	Mental Health and Disorders	Ch. 6
	<i>Fall Reading Week No class October 15</i>	
	<i>Midterm 8:30 start Oct. 22</i>	
October 29	Neurocognitive Disorders	Ch. 7
November 5	Canada's Ethnic Diversity; Living Arrangements of Older Adults	Chs. 8 & 13
November 12	Living Arrangements of Older Adults; Aging & Personality Development	Chs. 13 & 9
November 19	Relationships	Ch. 10
November 26	Work, Retirement and Leisure	Ch. 11
December 3	Dying: another Stage of Life; Aging Well	Ch. 12
<i>Dec 9-23 Final TBD Scheduled by RO</i>	<i>Students are expected to be available for this final in the Fall Exam Period.</i>	