

Aug 29/14

**YORK UNIVERSITY
FACULTY OF HEALTH
DEPARTMENT OF PSYCHOLOGY**

Course: HH/SC PSYC 3490 3.0 A – Adult Development and Aging**Term:** Fall 2014**Course Webpage:** moodle.yorku.ca**Time and Location:** Lectures Wednesday 14:30 – 17:30**Location:** CLH A**Course Instructor:** Heather Jenkin**Office:** 254 BS**Tel:** (416) 736 2100 x 22542**Email:** hjenkin@yorku.ca**Office hours:** Thursday 12:30 - 1:30 or by appointment

Email etiquette: Always put **PSYC3490A** in Subject header, include your full name and student number in the body of the message. If emails are sent during my office hours I will endeavour to reply within the office hour, otherwise Monday through Friday I will endeavour to reply with in 24 hours. Please note any email sent on the weekend may be answered on Monday.

Teaching Assistant: Information will be posted on moodle**Secretary:** Ms. Barbara Thurston bthurst@yorku.ca**283 BS**

Prerequisite: PSYC 1010 6.00 or AK/PSYC 2410 6.0 with a minimum grade of C when used as a prerequisite.

Course Credit Exclusion: GL/PSYC 3310 3.00.

Text: Cavanaugh, J. C., Blanchard-Fields, F. and Norris, J. E. (2008) Adult Development and Aging (1st Canadian Edition) Nelson Education: Toronto ON Canada

Organization of the Course - The course involves formal lectures by the instructor on topics outlined below in the reading schedule. The required readings are central to the course.

Course Learning Objectives

(1) *Brief statement of the purpose:* This course will survey developmental psychology from emerging adulthood, through midlife and old age. Content will include theoretical and methodological issues, research findings and practical implications taken from a life-span perspective. The purpose of the course is to survey the major theoretical approaches of the area, and to explore the aging process throughout the later lifespan.

(2) *Brief list of specific learning objectives of the course:* The course deals with biological, cognitive, social and personality changes during adulthood.

(3) *Course logistics*

Lectures will begin at 14:30.

Lecture information will be on Moodle. Make sure that you sign up for a Moodle account as soon as possible. <http://moodle.yorku.ca>

Term test information: the 120-minute in-class term test will begin at 14:30.

Evaluation: The final grade for the course will be based on the following items weighted as indicated:

Media and annotated bibliography	due before 15:00 am on Oct 8th	worth 7%
Midterm	14:30 Oct 22nd	worth 40% (Chapter 1-7)
Reflection paper	due before 15:00 am on Nov 12th*	worth 18%
Final	In the exam period (Dec 9-22)	worth 35% (Chapters 8-13)

To pass the course, you must receive a total course grade of 50% or better.

Academic Honesty: Information on cheating and Plagiarism is available

• At the Senate Policy on Academic Honesty website

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

- In the Psychology Supplemental Calendar
- There is an academic integrity tutorial and quiz on the York University website – it reviews the Senate Policy on Academic Honesty and provides examples of problems with academic honesty. You can get to this site by clicking on the following link:
http://www.yorku.ca/tutorial/academic_integrity/

I strongly advocate that you take this tutorial. I take all breaches of academic honesty very seriously and strongly support the Senate policy on such matters. Don't jeopardize your academic career by engaging in academic dishonesty.

EVALUATION COMPONENTS:

Exams

There is a Midterm exam and a Final exam in this course. The dates on which exams occur in this course are clearly posted both here and on Moodle. The exams are multiple choice in nature and are 2 hours in duration. Midterm is weighted 40%, the final is weighted 35% of your course grade.

When you come to the exam, you must present **acceptable photo identification** – acceptable identification includes a York University identification card, a government issued card, such as a Health Card or Driver's Licence or a passport. **Please note** that there **are** assigned readings covered on each examination which will not be the topic of a lecture – students are responsible for this textbook material on their own, though I will gladly answer questions on the material in class.

Missing an Exam

First and foremost, **read the Psychology Department webpage on missed tests and exams**, available at http://www.yorku.ca/health/psyc/advising_missedtests.html

If you have a **very serious and fully documented** reason for being excused from an exam (e.g., death in the immediate family, formally documented visit to an emergency room or a condition that SERIOUSLY affects your ability to take the exam), you may take a make-up exam in lieu of the exam missed. You must contact me **at least one day in advance** of the exam and provide documentation in order to be permitted to take a make-up exam. In the case of an emergency, contact me as soon as possible. If you cannot reach me, a message can be left on my voice-mail, which records the date and time of your call. In order to write a deferred examination, you **MUST** follow the steps outlined below.

If you miss an exam for other reasons or cannot provide documentation, you will receive a grade of zero. If you miss the examination on the deferred midterm examination date for **whatever** reason, then you will write an exam on the date of the final that covers the whole course (i.e., worth 75% of your course grade). If you miss the deferred final examination for whatever reason, a grade of zero will be recorded for you and you must then petition your home faculty to be permitted to write the final examination. Deferred midterm examinations take place on a single scheduled date that will be determined during the semester. Deferred final examinations take place on a date set in conjunction with the Department of Psychology. More information about deferred examinations will be made available on the course Moodle site.

If you are requesting a deferred examination under the **Religious Accommodation Guidelines**, please read the following. The italicized material below is taken verbatim from

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Religious Accommodation Guidelines: Final Examinations

*Students who, because of religious commitment cannot write a formally scheduled examination (December and April examination periods) on the date scheduled, should contact the course instructor **no later than three weeks prior to the start of the examination period** to arrange an alternative examination date. An [Examination Accommodation form](#) is available for this purpose in Student Client Services, Bennett Centre for Student Services.*

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When arrangements between the student and instructor cannot be made, or if the student does not feel comfortable about approaching the instructor to request a religious accommodation, then the student should contact the associate dean of the Faculty in which the course is offered. Students are required to contact the associate dean not less than 14 days prior to the start of the examination and, if requested to do so, present evidence concerning the religious obligations involved.

The associate dean may consider a number of options to provide an accommodation. The choice will depend on the student's particular circumstance.

For example the accommodations may include:

- (a) Treating the request as a conflict, and accommodating it within the examination period, or*
- (b) Providing a deferred examination as soon as possible.*

Religious Accommodation Guidelines: Other than Final Examinations

Students, who because of religious commitment cannot meet academic obligations, other than formally scheduled examinations (December and April examination period), on certain holy days are responsible for giving their instructor reasonable notice (not less than 14 days), of each conflict.

Solutions may include:

- (a) Rescheduling the evaluation, or*
- (b) Preparing an alternative evaluation for that particular student, or*
- (c) Recalculating the total evaluation in the course to eliminate the component that has been missed.*

When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the associate dean who may request that the student present evidence concerning the religious obligations involved. The associate dean will convey the decision to the instructor and student.

You may contact the Dean's Office at the Faculty of Health at 416-736-5124.

If you are requesting a deferred examination for medical reasons, please read the following.

► For a missed mid-term examination, you **MUST** include:

1. a statement by an attending physician which includes the following information:
(taken verbatim from http://www.yorku.ca/health/psyc/advising_missedtests.html).
 - i. full name, mailing address, telephone number of the physician.
 - ii. state the nature of the illness and its duration (i.e., specific dates covered), and
 - iii. an indication of whether the illness and/or medication prescribed would have **SERIOUSLY** affected the student's ability to study and perform over the period in question.

Please always use the **Attending Physician's Statement form** available on Moodle - **NOTE:** the physician's office may be contacted to verify that the forms were completed by the physician.

and

2. a completed Deferred Midterm Request Checklist Form (available on the course Moodle site).

I must sign the Request Form - **you must obtain my signature in person during my office hours or at class.** DO NOT LEAVE FORMS FOR ME TO SIGN. Once I have signed your form, you will be informed of the date and time of this examination.

► For a missed final examination, you **MUST** include:

1. a statement by an attending physician which includes the following information: (taken verbatim from http://www.yorku.ca/health/psyc/advising_missedtests.html).
 - i. full name, mailing address, telephone number of the physician.
 - ii. state the nature of the illness and its duration (i.e., specific dates covered), and
 - iii. an indication of whether the illness and/or medication prescribed would have **SERIOUSLY** affected the student's ability to study and perform over the period in question.

Please always use the **Attending Physician's Statement form** available on Moodle - **NOTE:** the physician's office may be contacted to verify that the forms were completed by the physician.

and

2. a completed Deferred Standing Agreement Form (available from the Registrar's Office at http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf).

I must sign the Registrar's Office Deferred Standing Agreement Form - **you must obtain my signature in person during my office hours**. The Deferred Standing Agreement Form is sent to the Registrar's Office but no grade is submitted for you. Once your deferred examination is graded, I submit a grade to the Registrar's Office for you.

There may be non-medical circumstances in which you will be permitted to write a deferred exam. 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. This documentation must accompany the completed Deferred Exam Request Checklist Form (available on the course Moodle site) and, if the exam is a final exam, the Deferred Standing Agreement form.

Examination dates are in this course syllabus. You *know* that you will have your mid-term exam starts at 14:30 am on October 22nd, 2014 and the final exam will take place during the Fall exam period (December 9 – 22, 2014), so if you have conflicting personal events scheduled, drop the course now.

Be aware that the following are examples of reasons given by students in the past for requesting a deferred examination that are NOT considered to be legitimate (this is NOT an exhaustive list!).

weddings	mild colds
feeling stressed	holidays/vacations
family reunions	shift work
coaching sports teams	not feeling prepared
having one other examination within 24 hours of this one (see Registrar's Office regulations on examinations)	not having the course syllabus and not knowing when the exam was scheduled
studying so hard I made myself dizzy	not being able to find the examination room
having to work	losing my notes/textbook

For more information on deferred standing, see <http://www.registrar.yorku.ca/exams/deferred/>

Written Assignments

The Annotated bibliography and Reflection paper make up 25% of your course grade. This written component is designed in two parts to make sure that you time manage effectively and produce the best possible final submission in nine weeks.

Both the Bibliography and Paper must be submitted in **two** ways to receive a grade.

- (1) You must upload your file to turnitin - there will be a portal through our Moodle website so no password will be required.
- (2) You must submit a hardcopy to me personally, either during my office hours or in class before 15:00 on the due date. The following penalties apply for late assignment submission - 25% of the grade for the first 24 hours or any part thereof. For each 24 hours (or part thereof) after this, a further 10% of the grade will be deducted.

NOTE: Either of these assignments may be submitted **BEFORE the due date**.

A. The Media and annotated bibliography is due in class by 15 :00 on October 8th.
(7% of final grade)

Identify something in the real world (e.g., newspaper, television news) that exemplifies some aspect of adult development or aging that has been or will be covered in the course. Reference the media source using APA format.


When identifying your real world example, only use reputable sources (national newspapers like the Globe & Mail and Toronto Star; CBC website). Do NOT use online sources without credible citation sources (e.g., facebook, youtube, etc.).

Also, describe how the real world example is linked to the course (where in the textbook would it fit?).

Write this up as **one page** personal reflection on why this particular topic caught your attention and why it deserved further investigation.

From that one media source, do an **additional** literature search (use PsychINFO or Google SCHOLAR) to find 4 **peer-reviewed** articles from scholarly journals that speak to this issue you find interesting. Include an annotated bibliography of the 4 peer-reviewed articles that you found in relation to this topic (half-page each). This should be **two pages** in length.

Helpful hints:

-  Make sure the media source you chose has enough depth/breadth to provide a reasonable start for discussion, you may actually work through two or three initial ideas until you get to a final choice. It is a first step in the process of developing a final Reflection Paper product, so be focused in the aspect of development or aging you choose.






The entire submission will be a maximum of 3 pages, typed, double spaced in a .doc, or .docx format.

B. Reflection paper is due in class by 15:00 on November 12th. (18% of final grade)

The Reflection paper must be completed in 4 typed, double-spaced pages in a .doc, or .docx format. The intention here is to allow you to **build on your initial personal reflection** to tie together in a coherent manner the references you found and write a concise referenced reflection on your topic of interest that *goes beyond your previous*

submission.

Helpful hints:

-  Think critically.
-  Make sure your work is readable and your ideas follow a logical path, re-write your work and edit carefully. Have someone else read your work.
-  Make sure you are using appropriate APA referencing. Look up the style guide in the manual online. Submit at least 24 hours early to avoid any technological difficulties. Late penalties are 25% of the grade for the first 24 hours or any part thereof.
-  Enjoy this assignment - this is a chance for you to pick a topic of interest to YOU and to explore it.
-  Grading will be based on your organization, clarity, APA format, review of previous work, critical evaluation and overall conclusions and insights that you provide.

Grading: 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 will bear a numeric grade. (For a full description of York grading system see the York University Undergraduate Calendar <http://www.registrar.yorku.ca/calendars/2011-2012/academic/grades/index.htm>)

Important dates

September 22nd	Last date to add a course without permission of instructor
October 6th	Last date to add a course with permission of instructor
October 30th	Fall Co-curricular Days - no class
November 7th	Last date to drop courses without receiving a grade

Date	Topic	Chapters
Sep 10th	Studying Adult Development & Aging; Physical changes	1, 2
Sep 17th	Physical changes; Longevity, Health and Functioning	2, 3
Sep 24th	Clinical Assessment, Mental Health, and Mental Disorders	4
Oct 1st	Person - Environment Interactions and Optimal Aging	5
Oct 8th	Attention and Perceptual Processing	6
Oct 15th	Memory	7
Oct 22nd	Midterm Chapters 1 - 7	
Oct 29th	Co-curricular Days - no class	
Nov 5th	Intelligence	8
Nov 12th	Social Cognition	9
Nov 19th	Personality; Relationships	10, 11
Nov 26th	Work, Leisure, and Retirement	12
Dec 3rd	Dying and Bereavement	13
Dec 9-22	Final scheduled in the Fall exam period Chapters 8 -13	