

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3490 Section A**  
**ADULT DEVELOPMENT AND AGING**  
**Fall 2016**

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**CONTACT INFORMATION**

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**COURSE PREREQUISITE (S)**

**Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

**COURSE WEBSITE**

**Moodle** (Lecture notes, test/exam marks and course announcements will be posted on Moodle)

**Course Materials Copyright Information:**

These course materials are designed for use as part of the HH/PSYC 3490 3.0A 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.

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](#)

## **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 intelligence, personality and social relations; pathologies of old age and methods of intervention.

### **Learning Outcomes:**

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

- Demonstrate in-depth knowledge in adult development and aging
- Articulate trends in the psychology of adult development and aging
- Locate research articles and show critical thinking about research findings
- Express knowledge of adult development and aging in written form
- Describe and explain limits to generalizability of research findings in adult development and aging
- 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, physiological, emotional, cognitive, economic 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 think critically about the application of their knowledge.

#### **4: Awareness of Limits of Knowledge**

Students will recognize the limits of what is known about adult development and aging and suggest directions for future research and interventions.

#### **5: Communication Skills**

Students will learn to engage in evidence-based dialogues with class colleagues and the course director (oral and written format).

## **REQUIRED TEXTBOOK**

Whitbourne, S. K., Whitbourne, S. B., & Konnert, C. (2015). *Adult Development and Aging: Biopsychosocial Perspectives* (Canadian Edition). Toronto: John Wiley and Sons Canada Ltd.

## COURSE REQUIREMENTS AND ASSESSMENTS

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Midterm Test	October 26	35%
Term Paper	November 30	30%
Final Exam	Exam Period	35%
Total		100%

Note: Students must be available during the official exam period of December 7 - 22 to write the final exam

### DESCRIPTION OF ASSIGNMENT

All students are required to complete a term paper. The purpose of this paper is to give you an opportunity to explore and learn more about an aspect of adult development and aging. The paper will be a critical review of a popular press article about some aspect of adult development and aging, e.g. physical exercise helps prevent Alzheimer's disease. The article must have been published **within the last year (September 2015 – December 2016)**. You may use newspaper articles, magazine articles or online articles (no blogs). It is recommended that you clear your article with the course director or T.A.s via email or in person before you begin your literature search.

Your critical review of the article must be based on current research from peer-reviewed literature. The paper should integrate and evaluate scholarly sources that may be obtained through library research. You must use at least 5 peer-reviewed journal articles for the paper (you may use more if you wish). In addition, you may use scholarly books. The majority of sources should be as current as possible, i.e. published within the last 5 years.

The paper should include:

- (a) a title page
- (b) an abstract
- (c) the body of paper
  - a basic introduction and description of the topic and press article
  - a brief description of your scholarly sources (purpose, methodology, findings) and how the findings relate to your topic
  - a reflection of unanswered questions and directions for future research
  - a conclusion to your exploration of the topic
- (d) the reference section
- (e) a copy of the press article

The paper must be in APA (American Psychological Association) format. This format is found in the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> Edition (2009). The manual is available at Scott Library, Scott Reference, Steacie Science and Engineering Library, Leslie Frost Library and the Osgoode Hall Law School Library. It is best to use the sample paper at the end of the manual as a guide, especially for the title page, abstract and how references appear both in the body of the paper and in the reference section. Further information on presenting references appears in specific chapters of the APA manual. As you are not conducting an empirical study, your paper will not include the "Method", "Results" or "Discussion" sections. The paper should be **6-8 pages** (excluding title page, abstract and reference section). It should be double-spaced and typed. Secondary references should not be

used – you should read the original articles and cite the original articles. Do not use direct quotes from sources unless absolutely necessary. Instead, paraphrase information taken from sources. All material from sources must be properly referenced according to APA guidelines.

Your paper will be marked on the following components: introduction of topic and article, use of at least 5 scholarly articles, description of scholarly articles, arguments supporting or refuting the press article based on research evidence, reflection of unanswered questions and possible directions for future research, conclusion, APA format, grammar, spelling and general form of writing.

There are links from the main “Libraries” webpage to resources, guides and tutorials to help you with your research and how to formulate a thesis. The main search engine that we use in Psychology is “Psycinfo”, but you are free to use articles from any of the search engines.

The term paper (hard copy) is due at the last lecture on **November 30, 2016**. In addition, you must submit your paper to Turnitin on Moodle (instructions will be posted on Moodle). **Papers will not be marked unless we receive both the hard copy and electronic copy.** The paper is worth 30 marks. There will be a late penalty of 3 marks (out of 30) per day for papers handed in after the due date (including weekends). Hard copies of late papers should be handed in to the course secretary (8:30 a.m. - 4:30 p.m.), where they will be stamped with the date of receipt. It is **your** responsibility to ensure that your paper receives the date of receipt. Otherwise, the late penalty will continue to accumulate until the paper is received by the course director or T.A.s.

### **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 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes> )

### **MISSED TESTS/EXAMS**

Make-up tests and exams will be allowed with appropriate documentation. Students who miss the test or final exam must contact **both T.A.s** by email within 48 hours of the original test or exam. If you cannot contact the T.A.s during this 48-hour period, subsequent documentation accounting for the delay **must** be provided. Students who write tests and exams with Alternate Exams should contact **the course director** within 48 hours of missing the test/exam. Tests/exams missed due to medical circumstances must be supported by an **attending physician’s statement** (<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) or a statement by a psychologist or counselor.

**NOTE:** the physician's office may be contacted to verify that the forms were completed by the physician.

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.**

A conflict with another course during the time of the make-up is not an acceptable reason for missing the make-up (unless there is an examination in the other course at that time, for which you will be required to provide proof). You should be aware that if you miss the make-up tests as scheduled, you may not have the requisite 15% feedback on your course work to determine whether or not you need to drop the course. Therefore, it is in your best interest to write the tests as scheduled by the course director.

**IMPORTANT NOTE:** Only extremely unusual circumstances would warrant a second chance at a make-up. Permission from the **course director** is required before a second make-up can be scheduled. If you are granted a second chance at a make-up test and do not write the test, **there will be absolutely no further opportunity to write the test.** The same rules apply for the final exam.

Further extensions or accommodation will require students to submit a formal petition to the Faculty.

### **LATE ASSIGNMENTS**

Assignments received later than the due date will be penalized 10% per day that assignment is late (including weekends). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered by the course director, but will require supporting documentation.

Late assignments should be handed in to the course secretary between 8:30 a.m. – 4:30 p.m. (see information on page 1). If the secretary is not in her office, you may hand in the paper to any other secretary in BSB. Make sure to have them date/time stamp your paper.

### **ADD/DROP DEADLINES**

For a list of all important dates, please refer to: [Important Dates](#)

<b><u>Important dates</u></b>	<b><u>Fall (F)</u></b>	<b><u>Year (Y)</u></b>	<b><u>Winter (W)</u></b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

## **ELECTRONIC DEVICE POLICY**

Cell phones should be turned off or set to silent during the lecture. Please leave the lecture hall to make calls. The use of electronic devices should be limited to note-taking and accessing course material so as not to distract other students.

## **ATTENDANCE POLICY**

Students are expected to attend all lectures. The midterm test and final exam will be based on lecture notes, textbook and lecture discussions.

## **EMAIL COMMUNICATION**

Please use your York email address when communicating with the course director and T.A.s as messages from other addresses may not always be received and it is **your** responsibility to ensure that we receive your messages. For example, if you email the T.A.s or course director that you missed a test/exam and we do not receive your message, you will not receive information about the make-up test/exam. If you miss the make-up test/exam for this reason, you will not receive another chance to write the make-up test/exam. **You should also save a copy of any message sent to the course instructor and/or T.A.s.** Please follow appropriate email etiquette (indicate the course number and section in the subject field, include a formal greeting and sign with your full name).

## **ACADEMIC INTEGRITY FOR STUDENTS**

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic. The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

### **Test Banks:**

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too; buying or selling test banks.

### **Electronic Devices During a Test/Examination:**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### **Information on Plagiarism Detection:**

The term paper will be submitted through Turnitin, which checks for plagiarism. Papers with 30% or more unoriginal content will receive a penalty and may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

## **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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy statement:

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

## **COURSE SCHEDULE**

<b>DATE</b>	<b>REQUIRED READINGS</b>
Wednesday, September 14	Chapter 1 – Themes and Issues in Adult Development and Aging
Wednesday, September 21	Chapter 2 - Models of Development: Nature and Nurture in Adulthood Chapter 3 – The Study of Adult Development and Aging: Research Methods
Wednesday, September 28	Chapter 4 – Physical Changes
Wednesday, October 5	Chapter 5 – Health and Prevention
Wednesday, October 12	Chapter 6 – Basic Cognitive Functions: Information Processing, Attention and Memory
Wednesday, October 19	Chapter 7 – Higher-Order Cognitive Functions
Wednesday, October 26	<b>Midterm Test (35%)</b>
Wednesday, November 2	Chapter 8 – Personality Chapter 9 – Relationships
Wednesday, November 9	Chapter 10 – Work, Retirement and Leisure Patterns
<b>Friday, November 11</b>	<b>Last day to drop the course without receiving a grade</b>

Wednesday, November 16	Chapter 11 – Mental Health Issues and Treatment
Wednesday, November 23	Chapter 12 – Long-term Care Chapter 13 – Death and Dying
Wednesday, November 30	Chapter 14 – Successful Aging <b>Term Paper Due (30%)</b>
<b>TBD (Date set by RO) December 7- 22</b>	<b>Final Exam (35%)</b>