

**Faculty of Health
Department of Psychology
PSYC 3490 3.0 M ADULT DEVELOPMENT AND AGING
Monday/17:30-20:30/VH C
Winter/2019-2020**

INSTRUCTOR AND TA INFORMATION

Instructor: H. Jenkin

Office: BS 254

Office Phone: x22542

Office Hours: to be announced

Email: hjenkin@yorku.ca

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Office	BS 041	BS 057
Office Hours	In class and by appointment	

COURSE PRE-REQUISITE(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: [Moodle](#)

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.

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 class colleagues and the course instructor.

REQUIRED TEXT

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

EMAIL COMMUNICATION

Please use your York email address when communicating with the course instructor and T.A. 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. or course instructor 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.** 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 and student number**).

COURSE REQUIREMENTS AND ASSESSMENTS:

Assessment	Date of Evaluation (if known)	Weighting
Popular Press submission and bibliography	February 10 th 2020	5%
Midterm	February 24th 2020	35%
Short Paper	March 23rd 2020	25%
Final	Fall exam period (April 7-25, 2020)	35%
Total		100%

DESCRIPTION OF ASSESSMENTS:

Midterm and Final Both the midterm test and final exam will consist of multiple choice questions and short answer questions. The final exam is noncumulative.

Note: Students must be available during the official exam period of **April 7-25** to write the final exam.

Short Paper 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 a particular 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 **popular press** article must have been published **within the last year (January 2019 – February 2020)**. You may use newspaper articles, magazine articles or online articles (**no blogs**).

You must submit your **popular press** article on **February 10th** along with an annotated bibliography. Here an annotated bibliography refers to a list of citations to empirical journal articles. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. This list should include at **least** 3 peer-reviewed articles.

Your critical review of the article must be based on current research from peer-reviewed literature. The paper should integrate and evaluate scholarly sources (peer-reviewed journal articles) that may be obtained through library research. You must provide support for your position from **at least 3 peer-reviewed** journal articles (you may use more). You may also provide additional information from scholarly books if you so wish. 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 popular press article
- descriptions (purpose, methodology, findings) and critical analyses of your scholarly sources (and how the findings relate to the assertions of the popular press article)
- 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 popular 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*, 6th 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. APA formatting information can also be found online at https://owl.purdue.edu/owl/purdue_owl.html. As you are not conducting an empirical study, your paper will not include the “Method”, “Results” or “Discussion” sections. The paper should be **4-5 pages** (excluding title page, abstract and reference section). It should be double-spaced and typed using Helvetica12pt font. 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. Remember to check with the Academic Integrity information if in doubt. <https://spark.library.yorku.ca/academic-integrity-using-and-citing-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 popular press article, use of at least 3 peer-reviewed journal articles, description of these journal articles, arguments supporting or refuting the popular 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 university library 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 beginning of lecture on March 23rd, 2020**. In addition, you must submit your paper to Turnitin on Moodle (instructions will be posted on Moodle a week before the due date). **Papers will not be marked unless we receive both the hard copy and electronic copy.** The paper is worth 20 marks.

GRADING AS 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 2019-20](#)

MISSED MIDTERM/FINAL/LATE PAPER:

For any missed tests, midterm exam or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[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 tests, midterm exam or late assignments.

In addition, to the online form, student's documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., **MUST** submit official documentation (e.g. [Attending Physician Statement](#))

Missed Midterm/Final Students with a documented reason for missing a test/exam, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation may request accommodation from the course instructor. Students who miss the test or final exam must contact the **T.A.** by email **within 48 hours** of the original test or exam. If you cannot contact the T.A. 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 instructor** within 48 hours of missing the test/exam.

Tests/exams missed due to **medical circumstances** must be supported by an **attending physician's statement** (see above for link) 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 test is not an acceptable reason for missing the make-up test (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 test as scheduled, you 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.

IMPORTANT NOTE: Only extremely unusual circumstances would warrant a second chance at a make-up test. Permission from the **course instructor** is required before a second make-up test can be scheduled. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

LATE PAPERS

Papers received later than the due date will be penalized 10% (3 marks out of 30) 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 instructor, but will require supporting documentation.

Hard copies of late papers should be handed in to H Jenkin by arrangement. **Make sure to date/time stamp your paper.** Otherwise, the late penalty will continue to accumulate. It is **your** responsibility to ensure that your paper receives the date of receipt.

ADD/DROP DEADLINES

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

***Note:** *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.*

INFORMATION ON PLAGIARISM DETECTION

Turnitin will look for plagiarism in your papers. Proctors will observe your behaviour during midterm and final.

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.

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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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.

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.

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 Materials Copyright Information

These course materials are designed for use as part of the HH/PSYC3490 3.0I 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 SCHEDULE

DATE	REQUIRED READINGS
January 6	Chapter 1 – Themes and Issues in Adult Development and Aging Chapter 2 – Models of development: Nature and Nurture in Adulthood
January 13	Chapter 2 - Models of Development: Nature and Nurture in Adulthood Chapter 3 – The Study of Adult Development and Aging: Research Methods
January 20	Chapter 4 – Physical Changes
January 27	Chapter 5 – Health and Prevention
February 3	Chapter 6 – Basic Cognitive Functions: Information Processing, Attention and Memory
February 10	Chapter 7 – Higher-Order Cognitive Functions Popular Press and annotated bibliography due 5%
February 17	No class (Reading Week)
February 24	Midterm Test (35%)
March 2	Chapter 8 – Personality Chapter 9 – Relationships
March 9	Chapter 10 – Work, Retirement and Leisure Patterns
Friday, March 13	Last day to drop the course without receiving a grade Midterm test marks will be posted by Thursday, March 12th
March 16	Chapter 11 – Mental Health Issues and Treatment
March 23	Chapter 12 – Long-term Care Chapter 13 – Death and Dying Term Paper Due (25%)
March 30	Chapter 14 – Successful Aging
TBD April 7-25	Final Exam (35%)