



PSY313H1F - Aging, Summer 2024
Mondays and Wednesdays 10 am – 1 pm
WW121

Course Delivery

This is an in-person course. Students are expected to attend lectures in-person whenever possible. Lectures will be recorded for later viewing, but you must attend in person to get the participation credit.

If external circumstances change (e.g. public health guidelines, instructor illness/quarantine, etc.), the course may need to move online for one or more lectures.

Contact Information

Course Instructor

Dr. Christine Burton
christine.burton@utoronto.ca

Office hours via Zoom

Sign-up for office hours required at
<https://calendly.com/christine-burton/office-hour-1>

All office hours will be individual 15-minute appointments during the following times :

Mondays 2 - 3 pm online or in person (SS4001)
Tuesdays 10 - 11 am online only

Teaching Assistant

Hannah Gans
hannah.gans@mail.utoronto.ca

Hannah will be available to meet with students after the distribution of graded tests and assignments.

Course Description

In this course age changes in sensory, perceptual, and social processes, motor skills, learning, memory, and personality are examined. Theories, methodological problems, social, cultural, and environmental/contextual influences that shape behaviour and attitudes to and by the elderly are discussed.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, and PSY210H1/ PSY210H5/ PSYB20H3 Exclusion PSY313H5/ PSYC21H3

It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. No waivers will be granted.

Course Objective

My goal for this course is to familiarize you with the leading theories in aging research, help you engage in critical thinking to evaluate research findings and make connections between research and real world experience. To achieve this, you will need to come to class prepared (e.g. do the assigned readings before class) and ready to apply the information in your readings to class material.

By the end of this course, you should be able to:

- Describe the major terms, concepts and theories in aging research
- Use psychological concepts from this course to explain human aging and behaviour

- Critically evaluate published research findings
- Apply what you have learned from assigned readings to critique and analyse problems faced by individuals as they age
- Describe your critiques and evaluations of research orally
- Communicate your understanding of the connection between research findings and individuals' true experience of aging

Reading Material

Textbook: Harper, L. & Dobbs, B. (2022). Adult Development and Aging: The Canadian Experience, 2nd ed., Tophatmonocle Corp.

The textbook is no longer being published as a hard copy textbook. It is now only being published as a Top Hat online interactive textbook. You will need our Join Code (607236) to access the textbook on Top Hat after you purchase the access code from the bookstore. You are welcome to use a print version if you have a used copy.

Additional reading material will be posted on Quercus.

Course Evaluation

Unit 1 test	May 22 10:10 am-12:10 pm	22%	First interview paper submission	May 29	10%
Unit 2 test	June 5 10:10 am-12:10 pm	22%	Final interview paper submission	June 17	20%
Unit 3 Final Exam	TBA June 19-24 120 minutes	20%	In class participation	Ongoing	6%

Class participation

Research demonstrates that we learn and remember best when we are actively engaged with the material we are learning. Memory is best when we generate and work with the material ourselves. Therefore, you will be divided into small groups to discuss questions, problems, case studies, and scenarios which are relevant to each lecture topic. You will be assigned a group for the duration of the term and should plan to discuss the posted topics relevant for each lecture. The grade will be based on your frequency of contribution as well as your preparedness for the discussions. Details about these discussion groups will be posted on Quercus.

During the discussions, you will have many opportunities to explore challenging issues and increase your understandings of different perspectives. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behaviour is not acceptable. In the time we share together over this term, please honour the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, most especially when we disagree with them. In this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars, rather than in defending points of view we have formed outside the classroom.

Tests and Exam

All assessments will test material covered in a single unit. That is, none of them will be cumulative. They will be designed to measure your knowledge and understanding of textbook material, lecture material, and class discussion content. Because the focus of this course is on understanding, critical analysis and evaluation, there will not be any multiple choice questions on the assessments. All assessments will consist of a short answer section designed to measure your knowledge of major theories and ideas in aging research. The majority of this content will come from the assigned readings and lectures. A long answer section is intended to measure your ability to critically evaluate those theories and ideas. You will have ample time to develop and practice this skill during your group discussions.

Assignments

The goal of the assignment is to allow you to explore the relationship between empirical findings and the real experience of aging. You will be expected to find and interview two individuals at different life stages (one individual should be between 25 and 40 years old; and one individual should be 65+). You should select a topic that is related to one of the topics we cover in class (listed on the course outline) and discuss this topic with both of your interviewees (the interviews should be conducted separately).

Based on these interviews, you will derive themes regarding the practical lived experience of the topic you have chosen to discuss. You will be expected to develop a thesis based on these themes and the content of your interviews. Your paper should focus on how aging is experienced compared to what you have been learning from the course and your textbook. You may find there is a lot of overlap between 'lab findings' and real life, or you may find a lot of discrepancies. You should make sure you include a comparison between the experiences of your 2 interviewees. You may also want to include some analysis of your own experience. You will be expected to include evidence from empirical sources beyond what we discuss in class – what does current research say about the topic you chose? Does research support or refute your thesis? Ultimately, your paper should include your own insight into your chosen topic. What messages can you give regarding real aging based on your interviews, empirical findings and your own insight?

You will have the opportunity to submit your paper twice. We will grade and provide feedback on your first submission, which you will be able use to improve your final submission. I intend this feedback to provide you with tangible, practical tips to improve your writing on this assignment and your future written work.

All written assignments will be submitted via Quercus. **It is your responsibility to ensure that you have submitted the correct file and that it can be opened.** After submitting your paper, please double check that it has not been corrupted, that it is written in English characters, and that you didn't submit a paper from a different course. You will be responsible for any late penalties that accrue if you need to submit the correct paper after the due date.

A complete set of detailed instructions, marking scheme, and feedback meeting sign-up slots will be available on Quercus.

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://teaching.utoronto.ca/resources/plagiarism-detection>).

Students who wish to opt-out of using the University's plagiarism detection tool for the case study assignment must notify the instructor (via Quercus inbox message/email) no later than 5PM on May 17. Upon receipt of notification, the instructor will request that the student provide all rough work (including, but not limited to, call numbers and/or URLs for all cited sources) when submitting their case study assignment.

Course Webpage

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

IMPORTANT COURSE POLICIES **PLEASE READ**

Email

The main source of communication in the course will be email. Please include the course number (PSY313) in the subject line in all your emails about the course. **Please avoid sending me messages directly from Quercus/Canvas.** These messages always end up in my "other" folder so I may not get to them quickly.

Make sure you check your notification settings in Quercus to ensure you will receive email and announcement notifications

Requests for Re-grading

Any requests to re-grade tests or experiment reports should be made in a timely fashion. All requests to re-grade term tests or lab reports must be made within 2 weeks of the return of the graded report. **Please direct all requests for re-grading directly to the TA who marked your work.** If you are dissatisfied after meeting with the TA you may submit your work to the instructor. Keep in mind that if you submit your work to be re-graded, your grade could go up or down. This policy applies to work submitted to the instructor or the TAs.

Missed Test Special Consideration Request Process

If the midterm test for reasons beyond your control (illness or accident), please contact me with documentation in support of your specific circumstances within one week of the missed test. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <https://registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury/>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/current/academics/student-absences>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

If your request is approved, you will have the opportunity to write a make-up test. If you miss the make-up test and can provide documentation to support your request, the weight of the missed test will be redistributed to the final exam.

Students who miss final examinations should file a petition for a deferred exam with their College Registrar's Office.

Accommodations for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me. Extensions for term work can be arranged on a case-by-case basis. It is also a very good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation.

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<https://studentlife.utoronto.ca> and <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Penalties for Lateness

The penalty for lateness is 5% of the total per calendar day.

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request directly to the Instructor for the period up to and including the last day of the final assessment period.

*Any term work that will be handed in **after** the final assessment period is subject to a petition for extension of term work. This petition should be filed with the student's College Registrar's Office.*

Academic Resources

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (<https://studentlife.utoronto.ca/departments/accessibility-services/>) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Writing

As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <https://writing.utoronto.ca/>.

Privacy and Copyright Disclaimer

Notice of video recording and sharing (Download permissible; re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

For questions about recording and use of videos in which you appear please contact your instructor.

Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture

recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or “published” in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

Academic Integrity and Plagiarism

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <https://writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.

...course outline continued on next page....

Course Outline

	Date	Topic	Textbook readings; additional readings will be posted on Quercus
Unit 1: Physical and Cognitive aging	May 6	Introduction to aging and research methods	Chapters 1-4
	May 8	Physical Changes	
	May 13	Cognitive Changes	
	May 15	Cognitive Changes	
	May 20	Victoria Day – no class	
	May 22	Unit 1 test	
Unit 2: Health and well-being	May 27	Mental Health and Neurocognitive Disorders	Chapters 5-8, 13
	May 29	Physical Health First interview assignment due	
	June 3	Death, bereavement and healthy aging	
	June 5	Unit 2 test	
Unit 3: Personality and social influences	June 10	Relationships	Chapters 9-12
	June 12	Work, retirement and leisure	
	June 17	Personality Final interview assignment due	