



PSY313 Winter 2025 L0101 - Aging
Wednesdays 1 – 4 pm
SS 1086

Course Delivery

This is an in-person course. Students are expected to attend lectures in-person whenever possible. Every attempt will be made to provide complete recordings of all lectures, however, recordings may not be available if there are technical difficulties with the recordings. 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
Email: christine.burton@utoronto.ca

Teaching Assistant

Kaitlin Derbyshire: k.derbyshire@mail.utoronto.ca

Office hours

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

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

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

Tuesdays 11 am – 12 pm online only
Thursdays 2 – 3 pm online or in person (SS4001)
Friday 9:30-10:30 am online only

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 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	February 5 1:10 – 3:10 pm	22%	First interview paper submission	February 26	10%
Unit 2 test	March 12 1:10 – 3:10 pm	22%	Final interview paper submission	April 2	20%
Unit 3 Final Exam	TBA: April 9 - 30 120 minutes	20%	In class participation	Ongoing	6%

Assessment Details

Tests

All tests will assess 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 tests and the exam 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.

Written 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.

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

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.

Class Schedule

	Date	Topic	Textbook readings; additional readings will be posted on Quercus
Unit 1: Physical and Cognitive aging	January 8	Introduction to aging and research methods	Chapters 1-4
	January 15	Physical Changes	
	January 22	Cognitive Changes	
	January 29	Cognitive Changes	
	February 5	Unit 1 test	
Unit 2: Health and well-being	February 12	Physical Health	Chapters 5-8, 13
	February 19	Reading Week	
	February 26	Mental Health and Neurocognitive Disorders First interview assignment due	
	March 5	Death, bereavement and healthy aging	
	March 12	Unit 2 test	
Unit 3: Personality and social influences	March 19	Relationships	Chapters 9-12
	March 26	Work, retirement and leisure	
	April 2	Personality Final interview assignment due	

IMPORTANT COURSE POLICIES **PLEASE READ**

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.

Email

The main source of communication for the course will be email. Please include the course code (PSY313) in the subject line in all your emails about the course. **Please avoid sending me messages directly from Quercus/Canvas because I do not monitor it regularly.** These messages always end up in my “other” folder so I may not get to them quickly. I will respond to emails as soon as I can in the order I receive them. Please note that I don’t regularly respond to emails during evenings and on weekends.

Requests for Re-grading

All requests to re-grade tests or assignments must be made within 2 weeks of receiving your grade. **Please direct all requests for re-grading directly to the person 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 you miss a 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://www.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/absence>. 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 ONE opportunity to write a make-up test. If you miss the make-up test and can provide supporting documentation for your absence, the weight of the missed test will be added to your final exam.

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 (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-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. All requests for extensions must include supporting documentation, which can include an ACORN absence declaration, a VOI form, or an email from a U of T student support office (e.g. College registrar, Accessibility Services, etc).

*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.*

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://uoft.me/pdt-faq>).

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 September 20. 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.

Academic Integrity and Plagiarism

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.

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 <http://www.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).

Use of Generative AI

In this course, you may use generative artificial intelligence (AI) tools, including ChatGPT, Microsoft Copilot, and GitHub Copilot, as learning aids and to help complete assignments. You will not be permitted to use generative AI on the midterm test or final exam. While some generative AI tools are currently available for free in Canada, please be warned that these tools have not been vetted by the University of Toronto and might not meet University guidelines or requirements for privacy, intellectual property, security, accessibility, and records retention. Generative AI may produce content which is incorrect or misleading, or inconsistent with the expectations of this course. These tools may even

provide citations to sources that don't exist—and submitting work with false citations is an academic offense. These tools may be subject to service interruptions, software modifications, and pricing changes during the semester.

Generative AI is not required to complete any aspect of this course, and we caution you to not rely entirely on these tools to complete your coursework. Instead, we recommend treating generative AI as a supplementary tool only for exploration or drafting content. Ultimately, you (and not any AI tool) are responsible for your own learning in this course, and for all the work you submit for credit. It is your responsibility to critically evaluate the content generated, and to regularly assess your own learning independent of generative AI tools. Overreliance on generative AI may give you a false sense of how much you've actually learned, which can lead to poor performance on the midterm test or final exam, in later courses, or in future work or studies after graduation.

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.

Course videos and materials belong to your instructor, the University, and/or other sources 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.

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

Academic Resources

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](https://www.psych.utoronto.ca/current-program-students/guidance-undergraduate-students-psychology) at <https://www.psych.utoronto.ca/current-program-students/guidance-undergraduate-students-psychology> to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/department/accessibility-services/>. 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 assess your 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 needs or 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 <http://www.writing.utoronto.ca/>.

English Language Learning

English Language Learning (ELL) supports all U of T undergraduates enrolled in the Faculty of Arts & Science whose first language is not English (multilingual students), as well as native speakers seeking to improve their English language skills. Our mini-courses and other activities are designed and taught by U of T professors, and they are free. For more information, please visit <https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning>

Academic Success

The Centre for Learning Strategy support helps you identify and achieve your learning goals. You have a lot more going on in your life than just academic responsibilities, and they can help tailor your learning supports to fit you. You will find a number of courses, workshops, and one-on-one appointments to help improve many different skills related to academic achievement. <https://studentlife.utoronto.ca/department/academic-success/>