



ABOUT PSYC 322

Everyone ages! Yet for many people it is difficult to imagine the future 60, 40, or even 10 years from now. The adult years comprise as much as 75% of the human life span, yet much of what many individuals know about this period is often based on stereotypes and myths. Consequently, this course will focus on development during the adult years, taking a biopsychosocial approach in examining age related changes across various domains (e.g., cognitive functioning, mental and physical health, social relations, and personality, among others) and the ways in which these domains interact to shape the experience of aging. Through this course you will gain a better understanding of the issues facing your parents and grandparents, and be better prepared for the future that awaits you.

WHO, WHEN, WHERE

Schedule: Tues & Thurs

001 11-1230 AERL 120

002 3:30-5 BUCH A101

Instructor: Mark Lam

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Office Hours: Mondays 11:30-12:30

Tuesdays 12:30-2:00

Or by appointment

Teaching Sophie Smit

Assistant: Douglas Kenny 1604

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Office Hours: Mondays 2:30-3:30

Or by appointment

Teaching Olivia Fischer

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Office Hours: Mondays 2:30-3:30

Or by appointment

Notes: (1) Office hours might change; please check the Canvas course website for updates; (2) Emails will be answered on weekdays during normal working hours. Please limit emailed questions to ones that can be answered briefly. For more complex questions, please come to one of our office hours or contact one of us to schedule an appointment.

LEARNING GOALS

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

1. Understand and explain how biological, psychological and social contexts influence the aging process in adulthood.
2. Explain how the interactions between various factors (e.g. gender, ethnicity, history, cohort, socioeconomic status) contribute to the diversity in the experience of aging.
3. Recognize, recall, connect, and evaluate different theoretical approaches to adult development.
4. Understand and explain basic research designs and methods used to study adult development and aging.
5. Critically evaluate new and existing information related to adult development and aging.
6. Reflect on course content and consider how it relates to your own (future) development and the experiences of close “elders” in your life.

COURSE MATERIALS

Required: Whitbourne, S.K., Whitbourne, S.B., & Konnert, C. (2015). *Adult Development & Aging: Biopsychosocial Perspectives*. Canadian Edition. This text was selected for this course because for it is of high quality, price, and Canadian perspective. Please note: Lectures and exams are based upon the Canadian Edition. Information presented in American editions may differ significantly.

From time to time, this text may be supplemented by other readings or videos to facilitate your understanding of the course materials. Please attend class and check Canvas to obtain more information about these additional readings and videos.

EVALUATION

1. Exams (75%):

There will be three exams: one (the April Final exam) will be written during the exam period at a time designated by the Registrar's Office (you must be available to write at any time during the April exam period), and two (the midterm exams) will be written during class time.

First Midterm (20%)	Feb 7th (class time)
Second Midterm (20%)	March 12th (class time)
Final Exam (35%)	Apr 8 - 26 (exam period)

Notes on the Exams:

- Midterms are not cumulative; the Final exam is cumulative.
- If you miss a midterm exam due to illness, loss of a loved one, or varsity sports please inform the instructor immediately. If your absence is supported by verifiable documentation, the final exam will be re-weighted to account for the missed midterm. **No makeup midterms will be given in this course.**
- If the April final exam is missed, you must apply through the Registrars office to write a make-up exam--they will probably require medical or other documentation. Please refer to the UBC Calendar for details of 'academic concession.'
- There will be topics covered in class that are not in the readings and topics in the readings that are not covered in class. You will be responsible for both. **That is, all readings and all class materials are examinable.**
- Exams will be composed of multiple-choice and short-answer questions.
- Note that the instruction on all multiple-choice questions will be to "select the single best response."
- Scantron sheets are to be completed during the exam. No additional time will be given once the exam has ended. **Unanswered questions on the scantron sheet will be not be graded.**
- Once exams have been marked, grades will be available on Canvas.
- You are strongly encouraged to review your exams with your teaching assistant. Most requests for grade adjustments can be settled directly with your teaching assistant. In cases of a dispute that cannot be

satisfactorily resolved, I will render a decision after reading your exam and talking to both parties.

2. Assignment 1: Aging Simulation Exercise (10%):

The aging simulation exercise was developed to allow you to "experience" first-hand some of the aches and pains, mobility impairments, and sensory losses commonly associated with the aging process. You and at least one other student will take turns simulating at least two physical impairments (e.g. vision loss, hearing loss, loss of mobility, etc).

Following the simulation, you will independently write and submit a 2-3 page reflection on your experience. Based on your reflection, you will then create a set of original discussions posts on Canvas from which you and your classmates will discuss your collective experiences of these simulated impairments.

Reflection (5%)	January 24th
Discussion Posts (5%)	February 3rd

3. Assignment 2: Experiences of Aging (15%)

The objective of this assignment is for you to gain a better understanding and appreciation for the often complex experience of aging, and to relate what you learn to concepts discussed in our course. You may choose between the two following options:

- Interview, Reflect, & Connect:** Interview one older adult (age 65 or older) about his or her subjective experience of having grown older.
- Read, Reflect, & Connect:** Read "Surrounded by Madness...", "Conversations on Dying", or "Brought to Our Senses" and reflect on the aging related themes in themes in the book.

You will then write a 5-6 page paper reflecting on these experiences of aging (either from your interviews or book(s)) and how they connect to themes and theories in Adult Development and Aging.

Experiences of Aging (15%)	March 28th
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Assignments must be submitted to Canvas & Turnitin by 11:59pm on the due date. There will be a 10% deduction for each 24 hour period after the submission deadline. More detailed assignment instructions will be provided in lecture and posted on Canvas.

Optional Research Experience (3% bonus):

Psychology is an active and exciting scientific discipline. Many of the studies that you will learn about in this course were carried out at universities just like ours! You may earn up to 3% extra credit that will be added to your final grade. These extra credit points can be earned by doing up to three hours of study participation in the HSP (or summarizing another three additional 0journal articles for the library option) as described below).

i. Participate in the Psychology Department Human Subjects Pool. Most students will choose to earn their REC by spending two hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can create an account, locate and sign up for studies by going to <https://ubc-psych.sona-systems.com>. Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available time slot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long before the last week of class. Further instructions on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/human->

[subject-pool/](#) in the document entitled "Subject Pool Information for Participants."

ii. The Library Option. As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive 1% for each article summary that meets the following requirements:

Requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to present.
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example.
- The summary should be approximately 500 words in length.
- You must include your name, student number, course, section, instructor and email address on each summary.
- You must log on to the HSP system (<https://ubc-psych.sona-systems.com>) and create an account before submitting your article summaries. Your course credit is assigned using the online system.

Summaries must be submitted by the last day of class.

Further instructions on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/human-subject-pool/> in the document entitled "Subject Pool Information for Participants."

Assessment	Proportion of Course Grade	Date
Aging Simulation Reflection	5%	January 24 th
Aging Simulation Discussion	5%	February 3 rd
Midterm 1	20%	February 7 th
Midterm 2	20%	March 12 th
Experiences of Aging Assignment	15%	March 28 th
Cumulative Final Exam	35%	April 8-26 th
Research Experience Component	Optional: Up to 3% bonus	Apr 4 th
TOTAL	100%	

GRADING AND ATTENDANCE

Grading. Your grade for each exam and assignment will be posted on Canvas.

The Department of Psychology has adopted the following target grade distributions in 300- and 400-level courses, and reserves the right to adjust final grades in this course if the distribution deviates substantially from the target.

Class Performance	Mean	Standard Deviation
Strong Class	70%	13%
Average Class	68%	13%
Weak Class	66%	13%

Grade Bumps. When computing final grades, the instructor carefully analyzes every single student to determine whether a grade bump is deserved. Bumps may be awarded for consistent performance at a major grade boundary or for marked improvement from the midterm to the final (10%+ at minimum). Bumps are not guaranteed and are **not** awarded for non-academic reasons (i.e., student is graduating and/or involved in sports or other extracurricular activities). **DO NOT send the instructor an email asking for a grade bump.**

Attendance. In this course, material that is taught in class may be different from or supplement the course readings. It is, therefore, essential you attend class and read ahead in the text. If you do have to miss a class, you are responsible for getting notes from another student.

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us, as well as your Academic Advisor. Please refer to the UBC Calendar for a discussion of academic concession.

The University accommodates students with disabilities who have registered with the Centre for Accessibility office. The University also accommodates students

whose religious obligations conflict with attendance or scheduled exams. Please let us know in advance, preferably in the first few weeks of class, if you will require any accommodation on these grounds. Other absences (e.g., varsity athletics, family obligations or similar) are not part of University policy and you should not assume they will be accommodated.

Early Alert Program. We participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit blog.students.ubc.ca/earlyalert/information-for-students/students-frequently-asked-questions/.

WITHDRAWAL DATES

If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before **Jan 14th**. If you wish to withdraw with a "W" on your transcript, you must do so on or before **Feb 8th**.

POINTS TO REMEMBER

There are 26 classes and 14 chapters will be covered during the course. This means there will usually only be 1-2 lectures per text chapter--plan your reading and studying accordingly.

Lectures will typically focus on particularly important and/or interesting ideas. You are responsible for all readings and lecture materials.

Lecture slides will be made available on Canvas following each lecture. However, if you miss a lecture, don't expect to find all of what you missed in the slides. (Ask a friend!)

Laptops and similar devices can be effective learning tools and are welcome in class. However, if you are using them for non-class-related activities it can be distracting for others. Please be considerate.

Course Schedule (Subject to change. Please refer to Canvas for updates)

Week (dates)	Topics	Assigned Readings	Due Dates & Reminders
1 Jan 3	Introductions & Overview of Course	This syllabus Chapter 1	
2 Jan 8, 10	Theories and research methods	Chapters 2 & 3	
3 Jan 15, 17	Physical Changes	Chapter 4	
4 Jan 22, 24	Longevity, Health & Functioning	Chapter 5	Simulation Reflection Jan 24 th
5 Jan 29, 31	Mental Health & Disorders Mental Health	Chapter 11	Simulation Exercise Discussion Closes Feb 3 rd
6 Feb 5, 7			Midterm 1 Feb 7 th
7 Feb 12, 14	Basic Cognitive Function	Chapter 6	
8 Feb 18-22	Reading Week!!		
9 Feb 26, 28	Basic & Higher Order Cognitive Function	Chapter 6 & 7	
10 Mar 5, 7	Relationships and Interpersonal Behaviour	Chapter 9	
11 Mar 12 , 14	Work, Leisure and Retirement	Chapter 10	Midterm 2 Mar 12 th
12 Mar 19, 21	Aging in Place & Long Term Care	Chapter 12	
13 Mar 26, 28	Dying & Bereavement	Chapter 13	Experiences of Aging Mar 28 th
14 Apr 2, 4	Healthy Aging	Chapter 14	

STATEMENT OF ACADEMIC INTEGRITY

In the Department of Psychology, and with the UBC and the scholarly community at large, we share an understanding of the ethical ways in which knowledge is produced. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. It also means that we produce our own contributions that add to the scholarly conversation. We don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course. Because it is so important that research be done ethically, we expect students to meet these expectations.

The Psychology Department subscribes to TurnItIn—a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in receiving at minimum grade of zero for the assignment, and these cases will be reported to the Department Head, and the Faculty of Arts Associate Dean, Academic. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to the student's transcript. See the UBC Calendar entries on "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#)," and check out the [Student Declaration and Responsibility](#). See "[Tips for Avoiding Plagiarism](#)" from the Chapman Learning Commons, and bookmark the OWL website for how to use APA citation style.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. **If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor or TA before you submit your assignment – WE ARE HERE TO HELP!!**

WELLNESS RESOURCES

Below you will find a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

Student Health Services:

students.ubc.ca/livewell/services/student-health-service

604-822-7011

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Counselling Services:

students.ubc.ca/livewell/services/counselling-services

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling or to document an illness if you should require academic concession.

Access and Diversity:

students.ubc.ca/about/access

604-822-5844

Access and Diversity provides accommodations for students living with physical or mental disabilities.

BC Crisis Center:

<https://crisiscentre.bc.ca/>

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

Distress Line:

Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

UBC Sexual Violence Prevention & Reporting Office

<https://svpro.ubc.ca/>

604-822-1588

A safe place for students, faculty, staff who have experienced sexual violence, regardless of where or when it took place. This includes any attempt or act of a sexual nature without consent. All gender identities, expressions and sexualities are welcome.

SASC

<https://www.ams.ubc.ca/student-services/sasc/>

604-822-2101

The AMS Sexual Assault Support Centre is here to educate, support, and empower people of all genders who have experienced sexual violence as well as their friends and family.

SpeakEasy:

<http://www.ams.ubc.ca/services/speakeasy/>

Phone number: 604-822-9246

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

UBC Wellness Centre:

students.ubc.ca/livewell/services/wellness-centre

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

Mood Disorders Clinic UBC:

<http://ubc-mooddisorders.vch.ca/>

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

Live Well, Learn Well:

<https://students.ubc.ca/health-wellness>

The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.

Mental Health Awareness Club:

<http://blogs.ubc.ca/ubcmhac/>

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Pacific Spirit Addiction Services:

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential services for youth and young adults up to the age of 24. Services include Adult Counselling, access to an Addiction Physician - including usage of a methadone maintenance program - and a Drug Education Series.

AMS Food Bank:

www.ams.ubc.ca/services/food-bank/

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

UBC Psychology Clinic:

<http://clinic.psych.ubc.ca/>

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

The Kaleidoscope: the-kaleidoscope.com

A confidential peer-run mental health support group that takes place on campus 2-3 times a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general.