ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. For millennia, this land has been a place of learning for the Musqueam people, who have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Title	Code	Credit Value
Adulthood and Aging	PSYC 322	3 Credits

CONTACTS

Instructor	Contact Details	Virtual Office Hours	Virtual Learning Lounges
Dr. Sunaina Assanand	Course content and delivery: psyc322.001@psych.ubc.ca Personal: assanand@psych.ubc.ca	By appointment	Thursdays, 8:30-9:30AM Pacific Time, via Zoom

Teaching Assistant	Contact Details	Virtual Office Hours
Jessica Stewart	psyc322.001@psych.ubc.ca	By appointment

COURSE DESCRIPTION

PSYC 322, Adulthood and Aging, will introduce students to the study of aging in psychology. The course will consider psychological development at the later stages of life—that is, among older adults aged approximately 65 years and older. Given the rapid growth of this demographic group and psychology's previous focus on development at earlier life stages (e.g., childhood, adolescence), the topic of late-life development is both timely and important. Students will consider diverse topics related to late-life development including: biological changes that accompany aging, age stereotypes, optimal aging, cognition, personality, emotion, coping, social functioning, and dying "well". The course will adopt a "positive" approach to aging—emphasizing resilience and growth among older adults. Accordingly, it will challenge common misconceptions and debunk pervasive myths about aging, providing an alternative perspective on growing older in our society. Through the course, students will develop an appreciation of older adulthood as a period of dynamic development, characterized by multiple roles, responsibilities, losses, progressions, and opportunities.

COURSE PREREQUISITES

The prerequisites for PSYC 322 are either (a) PSYC 100 or (b) two of PSYC 101, 102, 205, 207, 208, 216, 217, and 277. Students are strongly encouraged to complete PSYC 102 and either

PSYC 216 or one of PSYC 217 or 277 in advance of PSYC 322. Note that first-year students are not eligible for PSYC 322.

COURSE-LEVEL LEARNING OBJECTIVES

Students who successfully complete PSYC 322 will be able to:

- discuss national and global trends related to aging.
- recognize diversity in the aging process.
- discuss structural and functional changes that occur to the aging brain.
- review biological theories of aging.
- identify common age stereotypes and their consequences.
- discuss the protection of rights and well-being among older adults.
- distinguish between pathological, normal, and optimal aging.
- discuss the associations between aging and psychological and social functioning.
- engage in critical reflection on psychological theory and research related to aging.
- appreciate the role of psychological inquiry in optimal aging.
- propose interventions to support optimal aging.
- apply psychological theory and research on aging to themselves and other people.

COURSE STRUCTURE AND LEARNING ACTIVITIES

In response to concerns related to the COVID-19 pandemic, UBC made the decision to implement online instruction for large-enrolment, undergraduate courses for the fall and winter terms of 2020W. Accordingly, PSYC 322 will be delivered online, as a "web-oriented course." Given that students in the course will be located across the globe, living in distinct time zones, the bulk of course activities will be conducted asynchronously. Students will be provided with pre-recorded lectures to view weekly at times that are convenient given their geographical location. In keeping with the course schedule, two pre-recorded lectures will be posted each week, on Tuesday and Thursday. Pre-recorded lectures will include "intermissions" to allow students to break as they feel appropriate. In addition to viewing pre-recorded lectures, students will be expected to complete readings, participation activities, comprehension quizzes, and several written assignments, as described below (see Learning Assessments, p. 3).

Course materials will be posted in Canvas, organized in modules by topic. Students should progress through the modules in the order in which they are presented, completing tasks (e.g., readings, participation activities, comprehension quizzes) as they are listed in each module.

On Monday of each week, an announcement will be posted in Canvas to review the week that has passed, outline the week ahead, and note important updates. Other announcements will be posted in Canvas as needed. Students should review the announcements regularly to ensure that they are informed and up-to-date on the course.

Although the bulk of course activities will be conducted asynchronously, opportunities for synchronous engagement will be offered through Virtual Learning Lounges, which are optional. I will be available weekly for a Virtual Learning Lounge to address students' questions and moderate discussion among students about course material, including the readings. Virtual

Learning Lounges will be held during scheduled class time at 8:30-9:30AM Pacific Time, every Thursday, via Zoom (see Contacts, p. 1).

Two discussion boards will be enabled in Canvas. The first discussion board, entitled "Administrative Questions," may be used by students to ask questions related to technical concerns, expectations, learning assessments, and other administrative aspects of the course. The Teaching Assistant and I will monitor this discussion board relatively frequently. The second discuss board, entitled "Message Wall," may be used by students to direct questions to other students and share ideas with classmates. Students are welcome to pose questions to stimulate discussion among classmates or to post links to resources (e.g., news items, websites) that are relevant to the course and of potential interest to classmates. The Teaching Assistant and I will monitor this discussion board relatively infrequently.

READINGS

Each module will include 1-3 readings that relate to the content of the module's pre-recorded lecture(s). The readings will include academic papers (e.g., book chapters, journal articles) that have been published in the psychological literature on adulthood and aging. The academic papers will be available through the UBC Library, at no cost to students. The readings are listed below (see Schedule of Topics, p. 15) and will be posted in the modules as the course progresses.

For students who are relatively new to reading academic papers, the Introductory Module will provide a template to use to interpret and summarize the readings. The template involves the use of a technique referred to as Reverse Engineering (Faff, 2015, 2017, 2019; see http://pitching research.com/guide.html#template); this technique facilitates a thorough, efficient, and succinct approach to reading academic papers. Many of the readings will be referenced in the pre-recorded lectures. Nevertheless, students may discuss the readings with me, the Teaching Assistant, or their classmates during Virtual Learning Lounges, Virtual Office Hours, or the Message Wall.

LEARNING ASSESSMENTS

Students' course grade will be based on five learning assessments:

Learning Assessment	Due Date	Percent of Course Grade
Participation Activities	Ongoing, see modules in Canvas	10%
Comprehension Quizzes	Ongoing, see modules in Canvas	30%
Research Paper: Pitch	October 12, 9:00AM Pacific Time	12%
Research Paper: Outline	November 9, 9:00AM Pacific Time	18%
Research Paper: Full Submission	December 7, 9:00AM Pacific Time	30%

Participation Activities

The goals of the participation activities are two-fold: to generate interest and insight among

students and to ensure that students remain up-to-date with the course content. Over the term, students will be asked to complete several participation activities related to the topics that will be considered in the course—for example, a life-expectancy calculation, reflection activities, and psychological surveys. In most cases, the participation activities will be available for one week following the final pre-recorded lecture on the topic, on the dates and at the times indicated in the modules. The participation activities will be graded for completion. Students who do not complete a participation activity within the specified period will be assigned a grade of "0" on the activity.

<u>Comprehension Quizzes</u>

The goals of the comprehension quizzes are two-fold: to ensure that students understand the material that they have reviewed and remain up-to-date with the course content. Over the term, students will be asked to complete a comprehension quiz for each major topic that will be considered in the course—beginning with the Biology of Aging through to Aging and Dying Well (see Schedule of Topics, p. 15). In total, students will complete nine comprehension quizzes. Students' lowest-scoring comprehension quiz will be dropped, resulting in each quiz contributing 3.75% to students' course grade. Each comprehension quiz will include 10-15 questions that reflect the content of the pre-recorded lectures, readings, and participation activities for the topic. For each student, the questions will be drawn randomly from a pool of possible questions and presented in a mixture of formats (e.g., multiple choice questions, true/false questions). The comprehension quizzes will be timed to reflect the allowances recommended in the literature (e.g., 60 seconds per multiple choice question, 30 seconds per true/false question). Each comprehension quiz will be available for one week following the final pre-recorded lecture on the topic, on the dates and at the times indicated in the modules. The comprehension quizzes will be graded for the number of correct responses. Students who do not complete a comprehension quiz within the specified period will be assigned a grade of "0" on the quiz.

<u>Research Paper</u>

The purpose of the research paper is to provide students with the opportunity to explore and investigate a topic of interest related to the psychology of adulthood and aging. Students may choose any topic related to aging, provided that there is an ample psychological literature on that topic. The topic may delve more deeply into a concept or research finding that was discussed in class; alternatively, the topic may be one that was not discussed in class. Examples of topics that students may consider are:

- psychological characteristics of centenarians/supercentenarians (i.e., the oldest-old).
- cross-cultural and global perspectives on aging.
- sex differences in aging.
- gender expression and aging.
- sensation and perception in late life.
- neuroplasticity and the aging brain.
- environmental interventions to support the aging brain.
- social interventions to reduce negative stereotypes about older adults.
- the psychological correlates and/or prevention of elder neglect and abuse.
- achievement and expertise in older adulthood.
- psychological effects of life-long learning.
- neurocognitive disorders (e.g., Alzheimer's disease, vascular dementia, Parkinson's disease) and their treatment among older adults.

- social support, morbidity, and mortality.
- sexuality in older adulthood.
- psychological disorders (e.g., major depressive disorder, anxiety disorders, schizophrenia) and their treatment among older adults.
- psychological well-being in residential care facilities.
- technological aids to support psychological well-being among older adults (i.e., assistive technology; gerotechnology).
- religiosity/spirituality in older adulthood.
- moral development in late life.
- wisdom as a late-life phenomenon.
- bereavement, grief, and mourning in late life.
- suicidality and euthanasia in older adulthood.

In identifying a topic, students may find it helpful to review relevant encyclopedias and handbooks. These resources contain short articles that provide a conceptual framework, terminology, and citations to scholarly texts that may inform students' interests. Examples of relevant encyclopedias and handbooks are the Cambridge Handbook of Cognitive Aging: A Life Course Perspective; the Cambridge Handbook of Successful Aging; the Encyclopedia of Geropsychology; the Oxford Encyclopedia of Psychology and Aging; and the Wiley Handbook on the Aging Mind and Brain. These resources are available through the UBC Library.

In order to maximize learning outcomes among students, a scaffolded approach will be taken for the development and submission of the research paper. Specifically, students will develop and submit the research paper in three stages:

Stage One: Pitch

The first stage will involve the development and submission of a pitch. A pitch presents ideas in a succinct and efficient format for others' consideration and feedback. After choosing a topic for their paper and engaging in a preliminary review of the literature related to the topic, students should complete the following tasks. Specifically, students should write a pitch in which they identify:

- the working title of their paper.
- their research question.
- the importance of their research question.
- three academic papers (e.g., book chapters, journal articles) that will critically inform their paper.

The pitch should be no more than two pages in length, double-spaced, in a twelve-point Times New Roman font, with one-inch margins. Any pages beyond two will not be read. The first three points should be listed at the start of the pitch. The three academic papers should be listed below these points. The reference to each academic paper should (a) be formatted according to the guidelines provided by the American Psychological Association (APA) and (b) be followed by a brief summary (i.e., two to three sentences) of the paper.

Students who are not familiar with APA guidelines may refer to a resource developed by the UBC Library, available at https://guides.library.ubc.ca/apacitationstyle. The APA has developed an excellent resource on reference lists, available at https://apastyle.apa.org/style-grammar-guidelines/references. Purdue University has also developed a helpful resource on APA style,

available at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

The pitch will be graded for content—that is, the thoroughness and thoughtfulness with which students have completed the tasks above and the reasonableness of their proposal. For example, in your pitch, have you provided a concise and informative working title? Have you proposed a thoughtful and realistic research question, ideally in a single sentence that identifies the key features of the research question? Have you adequately articulated the importance of the research question by considering its academic, practical, and/or public policy implications? Is it evident that the three academic papers that you have identified are meaningfully related to your research question?

In addition, the pitch will be graded for style, mechanics, and formatting—that is, how well the pitch is written. For example, is your pitch concise and easily understood, with appropriate word choice and university-level academic tone? Is your pitch well organized, allowing the reader to readily identify your responses to the tasks above? Are there errors in punctuation, grammar, or spelling? Does your pitch conform to the formatting requirements? Are references formatted according to the guidelines of the APA?

Stage Two: Outline

The second stage will involve the development and submission of an outline. An outline organizes information to be included in a paper in a hierarchical and logical order. After reflecting on their research question, engaging in a more extensive review of the literature related to their research question, and identifying a minimum of ten academic papers (e.g., book chapters, journal articles) that they will cite in their paper, students should complete the following tasks. Specifically, students should write an outline in which they identify:

- the title of their paper.
- their research question.
- a thesis statement that reflects their position in response to their research question.
- the major points that they intend to discuss, including critical theories, research findings, facts, and/or arguments that support their thesis.
- the goals of their conclusion.

The outline should be no more than one page in length, single and double-spaced (as appropriate, see example below), in a twelve-point Times New Roman font, with one-inch margins. Any pages beyond one will not be read. Students need not include a reference section in the outline.

The following provides an example of an outline for a paper on the mid-life crisis:

Title: The Mid-Life Crisis: Fact or Fiction?

Research question: Does research support the occurrence of a universal mid-life crisis among individuals aged 40 to 50?

Thesis statement: Despite popular belief in the notion of the mid-life crisis, psychological research on the issue fails to document the occurrence of a universal mid-life crisis at middle age.

Major points:
I.   Definition of the mid-life crisis.
      A. Jacques (1965) original definition.
      B. Hermans & Oles (1999) multi-faceted definition.
      C. Freund & Ritter's (2009) lenient, moderate, and strict definitions.
II.   Early theory and research on the mid-life crisis.
      A. Levinson's (1978) early research.
          i.   Methods.
          ii.   Key findings.
          iii. The theory of mid-life transition.
          iv.   Critiques.
III. Contemporary research on the mid-life crisis.
      A. Academic research that fails to support the mid-life crisis: Farrel & Rosenberg (1981), Whitbourne (1986).
          i.   Methods.
          ii.   Key findings.
          iii. Conclusions: Note sex effects.
      B. National survey that fails to support the mid-life crisis: Wethington et al. (2004).
          i.   Methods.
          ii.   Key findings.
          iii. Conclusions: Note non-universality.
      C. Literature review that fails to support the mid-life crisis: McFadden & Rawson San (2012).
          i.   Methods.
          ii.   Key findings.
          iii. Conclusions: Note non-significant findings across diverse measures of well-being (e.g., self-esteem, depression, life satisfaction).
IV.   Alternative conceptualizations.
      A. Stewart's (Newton & Stewart, 2012) proposal of the mid-life correction.
      B. Possibility of losses and gains?

Conclusion:
I.   Restate research question and thesis.
II.   Review major points.
III. Discuss implications.
      A. Popular beliefs/portrayals versus research findings.
      B. Psychological/medical recognition of atypical psychopathology in middle age versus a universal mid-life crisis.
IV.   Future research opportunities.
      A. Role transitions versus age: Tanner & Arnett (2009).
      B. Cross-cultural research: Menon & Shweder (1998), Sterns & Huyck (2001).

The outline will be graded for content—that is, the thoroughness and thoughtfulness with which students have completed the tasks above and the critical thinking that is evident in their outline. For example, in your outline, have you provided a thorough overview of your paper? Is it apparent that you have conducted an effective review of the literature and carefully connected your findings? Is critical thinking evident in the organization of your major points and their relation to your title, research question, thesis statement, and conclusion? Is there evidence of independent and/or creative thought in your outline?

In addition, the outline will be graded for style, mechanics, and formatting—that is, how well the outline is written. For example, is your outline concise and easily understood, with appropriate

word choice and university-level academic tone? Is your outline well organized, allowing the reader to readily identify your responses to the tasks above? Is your outline characterized by an appropriate hierarchical structure and logical flow? Are there errors in punctuation, grammar, or spelling? Does your outline conform to the formatting requirements?

Stage Three: Full Submission

The third stage will involve the development and submission of a complete paper. A well-developed paper builds on the core elements of its pitch and outline. After reflecting on these elements and making additions and deletions as needed, students will write a paper related to their research question. In writing the paper, students should complete the following tasks. For each task, students need not address all of the "Questions to consider" and may consider questions beyond those listed. Specifically, students should:

1. Introduce their research question.

Questions to consider: What is the research question that you will consider? Why is the research question important? What body of literature will you review in relation to the research question? On the basis of your review of the literature, what is your position in response to the research question—that is, what is your thesis statement? How will you organize or structure your paper to address the research question and support your thesis statement?

2. Describe, evaluate, and synthesize the findings of their review of the literature, as reflected in their outline. As noted above (see Stage Two: Outline, p. 6), a minimum of ten academic papers (e.g., book chapters, journal articles) should be cited in the paper.

Questions to consider: What theories have been proposed in relation to the research question? What studies have been most critical in assessing these theories or the research question, more specifically? What methodologies have these studies employed? What findings have emerged from these studies? What theoretical or methodological strengths and weaknesses are evident in these studies? Are there notable inconsistencies or gaps in these studies?

3. Discuss their conclusion and the implications of the findings of their review of the literature.

Questions to consider: What conclusion can be drawn from your review of the literature (note that your conclusion should align with your thesis statement)? Is public opinion consistent with the conclusion that you have drawn? What implications could your conclusion have for older adults? What implications could your conclusion have for psychotherapeutic practice, medical practice, and/or public policy? If research findings are conflicted or unresolved, how should researchers, practitioners, and/or policy makers proceed? Given the current state of the literature, what future research is needed?

The paper should be eight to ten pages in length (excluding a title page and the reference section), double-spaced, in a twelve-point Times New Roman font, with one-inch margins. Any pages beyond ten will not be read. A title page should be added that contains the student's name, the student's ID number, and the title of the paper.

The paper should include citations and a reference section that lists all academic papers and other sources of information that are cited in the body of the paper. Citations and references should be formatted according to the guidelines provided by the APA. As noted above (see Stage One: Pitch, p. 5), students who are not familiar with APA guidelines may refer to a resource

developed by the UBC Library, available at https://guides.library.ubc.ca/apacitationstyle. The APA has developed an excellent resource on reference lists, available at https://apastyle. apa.org/style-grammar-guidelines/references. Purdue University has also developed a helpful resource on APA style, available at https://owl.purdue.edu/owl/research_and_citation/apa_style/ apa_formatting_and_ style_guide/general_format.html.

Slides from the pre-recorded lectures should be cited as follows:

Citation: (Assanand, Year).
Example: As was noted in class (Assanand, 2020), Hummert et al. found that ….

Reference section: Assanand, S. (Year). Lecture number: Lecture title [PowerPoint slides]. Publisher. URL
Example: Assanand, S. (2020). Lecture 5: Age stereotypes [PowerPoint slides]. Canvas@UBC. https://authentication.ubc.ca/idp/profile/SAML2/Redirect/SSO?execution=e3s1

The URL provided in the example above is for the login page for Canvas.

Slides from different pre-recorded lectures should be distinguished with lower case letters in both the citations and reference section:

Example: As was noted in class (Assanand, 2020a), Hummert et al. found that …. These findings are consistent with Wister's assertion that … (Assanand, 2020b).

The paper will be graded for content—that is, (a) the thoroughness and thoughtfulness with which students have completed the tasks and addressed the questions above, and (b) the critical thinking that is evident in their paper, as reflected in their evaluation and synthesis of the literature, the clarity with which their literature review supports their thesis statement and conclusion, the implications that they have discussed, and the independent and/or creative thought that is evident in their paper.

In addition, the paper will be graded for style, mechanics, and formatting—that is, how well the paper is written. For example, does your paper clearly identify your research question and thesis statement? Is your paper concise and easily understood, with appropriate word choice and university-level academic tone? Is your paper well organized, allowing the reader to readily identify your responses to the tasks and questions above? Is your paper characterized by effective transitions between ideas and a logical flow? Are academic papers paraphrased appropriately and integrated effectively into your writing (e.g., listing of abstracts is avoided)? Are there errors in punctuation, grammar, or spelling? Does your paper conform to the formatting requirements? Are citations and references formatted according to the guidelines of the APA?

In an effort to minimize academic misconduct (see Academic Misconduct, p. 12), the Psychology Department requires that papers be submitted to TurnItIn. TurnItIn is a service that is designed to detect and deter plagiarism. Plagiarism occurs when individuals submit or present the work of others as their own. TurnItIn will compare students' papers to over 5 billion pages of content on the Internet and in TurnItIn's databases and generate customized "originality reports" to identify plagiarized content. These reports will be reviewed for evidence of plagiarism. Papers that have not been scanned by TurnItIn prior to submission will be assigned a grade of "0" on the full submission. The electronic copy that is submitted to TurnItIn will be compared to the electronic copy that is submitted to Canvas; accordingly, students should not change the content or format

of the electronic copy that they submit to TurnItIn. Note that students may not submit the same work, or largely the same work, in two or more courses; according to University policy, this constitutes academic misconduct. The class ID and password that students will require to submit their paper to TurnItIn will be posted in Canvas.

Other Points

Although Wikipedia may be a helpful resource for background information, the content of Wikipedia articles should be confirmed through traditional academic sources. Accordingly, Wikipedia is not an appropriate source of information for students to cite in their paper.

For students who are relatively new to identifying a topic, developing a research question, or writing an outline for a paper, the Georgia Tech Library has developed helpful resources that are available at https://libguides.gatech.edu/researchprocess. The resources are embedded in a broader step-by-step guide that students may find useful in writing their paper.

To facilitate their literature review, students may utilize databases that are available through the UBC Library. Two databases that are particularly relevant to PSYC 322 are PsycInfo and Medline. Students may access short tutorials on the use of these databases in Canvas, in the Introductory Module. Students may obtain assistance in utilizing these and other library resources by contacting UBC's Psychology Librarian, Sheryl Adam, at sheryl.adam@ubc.ca.

When conducting a literature review, students should cite recently published works whenever possible to ensure that their review of the literature is current. If there are a substantial number of published academic papers related to the research question of interest, students may choose to restrict their review to works published in the last 5 to 10 years.

Literature reviews are commonly published in psychological journals. Students may consult the journals Psychological Bulletin and Psychological Review for examples of literature reviews. The Psychology Writing Center at the University of Washington has developed a helpful resource on literature reviews, available at https://psych.uw.edu/undergraduate/writing-center/writing-guides.

Students who submit their pitch, outline, or full submission late will be penalized 10% per 24-hour period after the time for submission has ended on the due date. For example, students who submit their pitch between 9:01AM on October 12 and 9:00AM on October 13 will receive a 10% deduction to their grade on the pitch. Students who do not complete the pitch, outline, or full submission will be assigned a grade of "0" on the learning assessment.

Students who would like to discuss their pitch, outline, or full submission are welcome to meet with me during Virtual Learning Lounges or by appointment. Alternatively, students may meet with the Teaching Assistant by appointment.

UNIVERSITY AND COURSE POLICIES

As noted in Policy V-130: "UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC

values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions." Policy V-130 and related resources are available at https://senate.ubc.ca/policies-resources-support-student-success.

In keeping with Policy V-130, policies specific to PSYC 322 are provided below.

Participation

I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed on the discussion boards and through dialogue during Virtual Learning Lounges. I will make every effort to create a learning environment in which students feel comfortable to discuss their ideas. Students who wish to share their ideas with me individually may contact me to schedule an appointment.

In order to encourage and facilitate participation, students are asked to adhere to UBC's Respectful Environment Statement: "The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. The University of British Columbia strives to realize this vision by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work, and study in a positive and supportive environment, free from harmful behaviours such as bullying and harassment." UBC's Respectful Environment Statement is available at https://hr.ubc.ca/working-ubc/respectful-environment.

Following from UBC's Respectful Environment Statement, students are expected to share their ideas and respond to others' ideas in a respectful and nonjudgmental manner. All members of the class should feel that they have the opportunity to participate. Courteous and considerate participation will cultivate a positive and informative learning environment.

E-Mail Correspondence

E-mails related to course content and delivery may be sent to psyc322.001@psych.ubc.ca; the Teaching Assistant and I will monitor this e-mail account. E-mails related to personal matters (e.g., medical issues) may be sent to assanand@psych.ubc.ca; I will monitor this e-mail account. Given that Canvas' Inbox does not track e-mail threads, please avoid using the Inbox to correspond with us. E-mails will be answered within 48 hours of receipt, Monday to Friday, during regular working hours. Ideally, e-mail inquiries should be limited to one question. Students who have multiple questions should visit during Virtual Learning Lounges or schedule an appointment to meet with me or the Teaching Assistant. For questions related to course content, students should attempt to explain their understanding of the material in the e-mail—which will be affirmed or corrected, as needed. Note that e-mails may not be answered the day before a quiz or due date; please plan accordingly.

Academic Concession

Students who experience unanticipated circumstances (e.g., medical issues) that interfere with their ability to complete coursework may receive academic concession. Please refer to the UBC Calendar for a discussion of academic concession at http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0. The Faculty of Arts has posted related information at https://www.arts.ubc.ca/degree-planning/academic-performance/academic-concession/.

Students who wish to obtain academic concession must contact me within 48 hours of the date of the learning assessment in question. If academic concession is granted, students will be accommodated as follows. For students who miss up to two comprehension quizzes, the remaining quizzes will be re-weighted equally to account for the missed quiz. For students who miss more than two comprehension quizzes, a written assignment will be provided as an alternative learning assessment. For students who miss the due date for the pitch, outline, or full submission of the research paper, an alternative due date will be determined, as appropriate. When necessary, the Faculty Academic Advising Office will be consulted to ensure that students are well supported through their circumstances.

Requests for Grade Adjustments

Requests for grade adjustments must be made within 2 weeks of the grades being released using a Regrade Request Form provided by the Teaching Assistant. Most requests for grade adjustments can be settled directly with the Teaching Assistant. In the case of a dispute that cannot be satisfactorily resolved with the Teaching Assistant, please contact me at assanand@psych.ubc.ca.

Academic Accommodation

UBC is committed to equal opportunity in education for all students, including those with documented physical or learning disabilities. Students who require accommodation on these grounds should contact the Centre for Accessibility; contact information is available at https://students.ubc.ca/about-student-services/centre-for-accessibility. Students should notify me in advance, preferably within the first 2 weeks of the term, if they require accommodation on these grounds.

Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Psychology Department has taken steps to alleviate them. As noted above (see Stage Three: Full Submission, p. 8), the Psychology Department employs TurnItIn to detect and deter plagiarism. Tips to avoid plagiarism are available at: https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Evidence of academic misconduct may result in a "0" credit for the work in question. According to Section 61 of the University Act, 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, and a notation added to the student's transcript. For further information on student conduct and discipline, students may consult Campus-Wide Policies and Regulations in the UBC Calendar at http://www.calendar.ubc.ca/vancouver/index.cfm. The Office of the University Counsel has developed a helpful resource on student discipline, available at https://universitycounsel.ubc.ca/homepage/guides-and-resources/discipline/.

Psychology Department's Policy on Distribution of Grades

Courses offered by the Psychology Department are required to comply with departmental norms related to grade distributions. This is done to reduce grade inflation and ensure that all students are assessed fairly in relation to students in other sections of the same course and students in

other courses. In the spirit of flexibility and compassion in response to the COVID-19 pandemic and pivot to online teaching, departmental norms have been adjusted upward by 5% for 2020W only. According to these adjusted norms, the average grade for 300-level psychology courses must fall between 71% and 75%, with a standard deviation of approximately 13%. Accordingly, the Psychology Department may scale the grades in PSYC 322 up or down if the distribution of grades deviates substantially from these norms. Grades are not official until they appear on a student's transcript.

Students will receive both a letter grade and percent for PSYC 322. At UBC, these convert as follows: A+ = 90-100%; A = 85-89%; A- = 80-84%; B+ = 76-79%; B = 72-75%; B- = 68-71%; C+ = 64-67%; C = 60-63%; C- = 55-59%; D = 50-54%; F = 0-49%.

Extra Credit

Students may earn up to three extra percent toward their grade through participation in studies conducted by the Psychology Department and coordinated through the Human Subject Pool (HSP). Through participation in these studies, students may observe the research process directly and contribute to ongoing research at UBC.

As an alternative to participation in studies conducted by the Psychology Department, students may complete library writing assignments. Each assignment consists of reading a research article from the journal Psychological Science and summarizing its research question, methods, and results.

Extra credit may be obtained by registering at https://ubc-psych.sona-systems.com/. Students who intend to earn extra credit should register using the online system by the end of the first month of the term. More information about extra credit is available at https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/.

Note that inquiries related to extra credit should be directed to the HSP and/or the researchers with whom students have completed studies.

Credit/D/Fail Grading and Withdrawal Dates

PSYC 322 is eligible for Credit/D/Fail grading. Students who wish to switch to Credit/D/Fail grading must do so by September 21, 2020.

Students who wish to withdraw from PSYC 322 without any record of the course on their transcript must do so by September 21, 2020. Students who wish to withdraw from the course with a withdrawal standing of "W" on their transcript must do so by October 30, 2020.

LEARNING ANALYTICS

Learning analytics involve the collection and analysis of data to improve teaching and learning. Canvas includes tools that capture data about students' activities and provide information that can be used to improve the quality of their learning experiences. I will use the data captured through Canvas to view the progress of the class as a whole; assess students' participation and provide personalized feedback, as needed; monitor the comprehension quizzes and discussion forums; and review statistics on course content to improve course delivery.

LEARNING AND WELLNESS RESOURCES

As noted by UBC's Student Services at https://students.ubc.ca/health: "A healthy mind, body, and spirit are foundations for students to achieve their personal and academic goals."

In keeping with this statement, UBC has created a host of resources to support students' learning and wellness. Students are encouraged to consult the websites below to familiarize themselves with these resources:

Academic and learning resources (e.g., library services, peer coaches and tutors, writing supports): https://students.ubc.ca/enrolment/academic-learning-resources.

Health and wellbeing resources (e.g., food and nutrition, physical activity, sleep): https://students.ubc.ca/health.

Crisis support resources (e.g., 24/7 supports, emergency contacts, on-campus supports): https://students.ubc.ca/health/crisis-support.

UNIVERSITY STATEMENT REGARDING ONLINE LEARNING FOR INTERNATIONAL STUDENTS

During the COVID-19 pandemic, the shift to online learning has greatly altered teaching and learning at UBC, including changes to health and safety considerations. Some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. Students who live abroad will be subject to the laws of their local jurisdiction, and their local authorities might limit their access to course materials or take punitive action against them. As noted in the Senate Statement on Academic Freedom available at http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0, the University is strongly committed to academic freedom. However, UBC has no control over foreign authorities. Accordingly, UBC recognizes that students will have legitimate reason to exercise caution in studying certain subjects. Students who have concerns regarding their personal situation should consider postponing a course with manifest risks until they are back on campus, or reach out to their Academic Advisor to find a substitute course. Further information and supports are available at http://academic.ubc.ca/support-resources/freedom-expression.

COPYRIGHT

All materials (e.g., pre-recorded lectures, lecture slides, learning assessments) associated with PSYC 322, Section 001, are the intellectual property of the Instructor or licensed to be used in the course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may result in academic discipline.

SCHEDULE OF TOPICS

The schedule below provides a list of topics for the course, with relevant dates and readings, and the due dates for the three stages of the research paper. Any changes to the schedule will be announced in Canvas.

Class Dates	Topic, Readings, and Due Dates (See Note Below)
September 10	Topic: Welcome Handout: • Syllabus
September 15, 17	Topic: Introductory Concepts Academic Papers: • Ferraro, K. F. (2013). The gerontological imagination. In K. F. Ferraro & J. M. Wilmoth (Eds.), *Gerontology: Perspectives and issues* (4th ed., pp. 1-18). Springer Publishing Company. • Pages 233-252 only: Settersten, R. A., & Mayer, K. U. (1997). The measurement of age, age structuring, and the life course. *Annual Review of Sociology,* 23, 233-261. https://www.jstor.org/stable/2952551
September 22, 24	Topic: The Biology of Aging Academic Paper: • Waters, D. J., & Kariuki, N. N. (2013). The biology of successful aging: Watchful progress at biogerontology's known-unknown interface. In K. F. Ferraro & J. M. Wilmoth (Eds.), *Gerontology: Perspectives and issues* (4th ed., pp. 19-47). Springer Publishing Company.
September 29, October 1	Topic: Age Stereotypes Academic Papers: • Hummert, M. L. (2011). Age stereotypes and aging. In K. W. Schaie & S. L. Willis (Eds.), *Handbook of the psychology of aging* (7th ed., pp. 249–262). Elsevier Academic Press. • Levy, B. (2009). Stereotype embodiment: A psychosocial approach to aging. *Current Directions in Psychological Science, 18*(6) 332-336. https://www.jstor.org/stable/20696062 • Dong, X., Chen, R., Chang, E., & Simon, M. (2013). Elder abuse and psychological well-being: A systematic review and implications for research and policy—A mini review. *Gerontology, 59*(2), 132-142. https://doi.org/10.1159/000341652
October 6, 8	Topic: Optimal Aging Academic Papers: • Rowe, J. W., & Kahn, R. L. (1997). Successful aging. *Gerontologist, 37*(4), 433-440. https://doi.org/10.1093/geront/37.4.433 • Scheidt, R. J., Humpherys, D. R., & Yorgason, J. B. (1999). Successful aging: What's not to like? *Journal of Applied Gerontology, 18*(3), 277-282. https://doi.org/10.1177/0733464899 01800301 • Martin, P. M., Kelly, N., Kahana, B., Kahana, E., Willcox, B. J., Willcox, D. C., & Poon, L. W. (2015). Defining successful aging: A tangible or

	elusive concept? *Gerontologist, 55*(1), 14-25. https://doi.org/10.1093/geront/ gnu044 Website: • Helpage International. (n.d.). *Toward a UN convention on the rights of older people.* https://www.helpage.org/what-we-do/rights/towards-a-convention-on-the-rights-of-older-people/
October 13, 15, 20	Topic: Cognition Academic Papers: • Salthouse, T. A. (2009). When does age-related cognitive decline begin? *Neurobiology of Aging, 30*(4), 507-514. https://doi.org/10.1016/j.neurobiolaging.2008.09.023 • Nilsson, L. G. , Sternäng, O., Rönnlund, M., & Nyberg, L. (2009). Challenging the notion of an early-onset of cognitive decline. *Neurobiology of Aging, 30*(4), 521-524. https://doi.org/10.1016/j.neurobiolaging.2008.11.013 • Park, D. C, & Reuter-Lorenz, P. (2009). The adaptive brain: Aging and neurocognitive scaffolding. *Annual Review of Psychology, 60*, 173-96. https://doi.org/10.1146/annurev.psych.59.103006.093656 **Due date: Research Paper: Pitch, October 12, 9:00AM Pacific Time**
October 22, 27, 29	Topic: Personality Academic Papers: • Roberts, B. W., Walton, K. E., & Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: A meta-analysis of longitudinal studies. *Psychological Bulletin, 132*(1), 1-25. https://doi.org/10.1037/0033-2909.132.1.1 • Hearn, S., Saulnier, G., Strayer, J., Glenham, M., Koopman, R., & Marcia, J. E. (2012). Between integrity and despair: Toward construct validation of Erikson's eighth stage. *Journal of Adult Development, 19*, 1–20. https://doi.org/10.1007/s10804-011-9126-y
November 3, 5	Topic: Emotion Academic Papers: • Blanchflower, D. G., & Oswald, A. J. (2008). Is well-being U-shaped over the life cycle? *Social Science & Medicine, 66*(8), 1733-1749. https://doi.org/10.1016/j.socscimed.2008.01.030 • Reed, A. E., Chan, L., & Mikels, J. A. (2014). Meta-analysis of the age-related positive effect: Age differences in preferences for positive over negative information. *Psychology and Aging, 29*(1), 1-15. https://doi.org/10.1037/a0035194
November 10, 12	Topic: Coping Academic Papers: • Amirkhan, J., & Auyeng, B. (2007). Coping with stress across the lifespan: Absolute vs. relative changes in strategy. *Journal of Applied Developmental Psychology, 28*(4), 298-317. https://doi.org/10.1016/j.appdev.2007.04.002 • Boeninger, D. K., Shiraishi, R. W., Aldwin, C. M., & Spiro, A. (2009). Why do older men report low stress ratings? Findings from the Veterans

	Affairs Normative Aging Study. *International Journal of Aging & Human Development, 68*(2), 149-170. https://doi.org/10.2190/AG.68.2.c • Optional: Klaiber, P., Wen, J. H., DeLongis, A., & Sin, N. L. (2020). The ups and downs of daily life during COVID-19: Age differences in affect, stress, and positive events. *The Journals of Gerontology: Series B,* gbaa096, https://doi.org/10.1093/geronb/gbaa096 **Due date: Research Paper: Outline, November 9, 9:00AM Pacific Time**
November 17, 19, 24	Topic: Social Functioning Academic Papers: • To be announced.
November 26, December 1	Topic: Aging and Dying Well Academic Papers: • To be announced.
December 3	Topic: Applications Report (Public Guidance): • American Psychological Association. (2018). *Life plan for the life span.* https://www.apa.org/pi/aging Websites: • American Psychological Association. (2017). *Exploring careers in aging.* https://www.apa.org/pi/aging/resources/careers/index • American Psychological Association. (2014). *Guidelines for psychological practice with older adults.* https://www.apa.org/practice/guidelines/older-adults
	Due date: Research Paper: Full Submission, December 7, 9:00AM Pacific Time

Note: Please see the modules in Canvas for the dates associated with the completion of the participation activities and comprehension quizzes.