



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.

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. Describe and distinguish between 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.

WHO, WHEN, WHERE

Lectures: Mondays & Wednesdays 1:00-2:30
Live-streamed via Collaborate Ultra

Instructor: **Mark Lam**
mlam@psych.ubc.ca
Office Hours: Mon & Wed 2:30-3:30
Or by appointment

Teaching Assistant: **Alannah Wallace**
alannahw@psych.ubc.ca
Office Hours: email to arrange a time

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.

This is a “Web-Oriented” Class!

This course has been adapted from a face-to-face to an online format due to the Covid-19 situation. **Live-streamed lectures will be held each class for 60-80 minutes starting at 1pm.** Lectures will be recorded for those who have poor internet connectivity or are living in a different time zone. Live lectures will allow us to interact (e.g. respond to live polls, ask questions, engage in discussion, etc.) and importantly, to feel a sense of connection and community. **The remaining content, comprised of pre-recorded lectures, readings, videos, & activities will be provided via Canvas for you to complete on your own time, between classes.** We have a lot of content to cover, but this course structure (hopefully) offers enough flexibility to maintain your interest & engagement.

COURSE MATERIALS

Required: Whitbourne, S.K., Whitbourne, S.B., & Konnert, C. (2015). *Adult Development & Aging: Biopsychosocial Perspectives*. Canadian Edition. Please note: Lectures and exams are based upon the Canadian Edition. Information presented in American editions may differ significantly.

EVALUATION

1. Exams (75%):

There will be three exams: one (Unit 3 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 June exam period), and two (Units 1 & 2 exams) will be written during class time.

Unit 1 Exam (25%)	May 27th (class time)
Unit 2 Exam (25%)	June 10th (class time)
Unit 3 Exam (25%)	June 22-26th (exam period)

Notes on the Exams:

- Exams are non-cumulative.
- Exams will be administered on Canvas, are open-book, time limited, and are to be completed independently.
- One alternate exam time will be provided for students living time-zones which make it challenging to write the exam at the regularly scheduled time (eg. at 4am)
- If you miss either the Unit 1 or Unit 2 exams due to varsity sports, a religious observance, or unforeseen events (illness or otherwise), **you must contact Dr. Lam before the exam or within 24 hours following the exam. If you do not contact me within 24 hours of the exam you will be assigned a grade of "0" on the exam.** If your absence is approved, the Unit 3 exam will be supplemented with additional questions from the missed exam and re-weighted to account for the missed unit exam. If the Unit 3 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 "lecture"/online that are not in the readings and topics in the readings that are not covered in "lecture"/online. You will be responsible for both. **That is, all readings and all "lecture"/online materials are examinable.**
- Exams will be composed of multiple-choice (and possibly short-answer) questions.
- Note that the instruction on all multiple-choice questions will be to "select the single best response."

2. Online Engagement (10%:)

a) Weekly Graded Discussion (3% each, 9% total)

Each week I will pose a discussion question related to the week's content. You are required to post a response to the question, then reply to and comment on others' discussion posts. The goal of these discussions is to have great conversations while learning about and applying the information you read in the text, videos, or other assigned readings and importantly, to learn collaboratively. Your original post and responses to others' posts are due at 6pm each Monday. Only the highest three discussion grades will be counted. Specific details to be provided on Canvas.

Weekly Graded Discussion

Each Monday, 6pm

b) Asynchronous Online Participation (1%)

About half of this course will be delivered asynchronously on Canvas. In the delivery of this online content you will be asked to participate in a number of polls, short quizzes, brief discussions, etc. While these are ungraded, I believe your participation will enhance your learning. At the end of the term students will be awarded 1% for completing most activities, ½% for about ½ of the activities in a thoughtful manner, or 0% for minimal participation.

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 "Conversations on Dying" or "Brought to Our Senses" and reflect on the aging related themes of the book.

You will then write a 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%)

June 17th

4. Optional Bonus Marks (up to 3%):

There are three ways to earn bonus marks in this course! You can mix-and-match the three options below:

i. Course Design Feedback Surveys. Each week, complete a brief survey (~5 minutes) focused on your experience of the blended learning environment through which the course is delivered. In other words, I'm looking for feedback on how to improve students' experience of the structure of this course. Students earn 1% for completing all 6 surveys, or ½% for completing 3-5 surveys.

ii. Participate in the Psychology Department Human Subjects Pool. Many students choose to earn their bonus credits by 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>.

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."

iii. 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 to Turnitin.com. Your course credit is assigned using the online system.

Summaries must be submitted by the last day of class.

Further instructions and specific details about the library option can be found at <https://psych.ubc.ca/undergraduate/human-subject-pool/> in the document entitled "HSP Participant Information - 2019."

Assessment	Date	Proportion of Course Grade
Discussion Posts	Every Monday 6pm	top 3 counted; 3% each; total 9%
Unit 1 Exam	May 27 th	25%
Unit 2 Exam	June 10 th	25%
Experiences of Aging Assignment	June 17 th	15%
Asynchronous Online Participation	Throughout the term	1%
Course Design Surveys/HSP/Library Options	June 18th	Optional: Up to 3% bonus
Unit 3 Exam	June 22 nd – 26 th	25%
TOTAL		100% (103% with REC)

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%

* Note: The averages above do not include bonus marks.

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 midterms 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 lecture or online may be different from or supplement the course readings. It is, therefore, essential that you attend the live-streamed lectures or watch their recordings afterwards and read ahead in the text.

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 **May 22nd**. If you wish to withdraw with a "W" on your transcript, you must do so on or before **May 29th**.

POINTS TO REMEMBER

The summer term is compressed into six weeks, but course content remains the same! Plan your reading & studying accordingly as the term will be over in a blink!

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

Lecture slides will be made available on Canvas following each lecture.

Online learning is different from face-to-face learning! Schedule your time & pace yourself! [Here are some tips](#) on how to adapt!

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

	Dates	Topics	Assigned Readings	Due Dates & Reminders
Unit 1	May 11	Overview of Course	Syllabus & Chapter 1	
	Asynchronous	Research Methods in Aging	Chapter 3	
	May 13	Themes & Theories of Aging	Chapters 2	
	Asynchronous	Physical Changes	Chapter 4	
	May 18	Victoria Day – No Lecture!		Discussion May 18 th
	Asynchronous	Physical Changes	Chapter 4	
	May 20	Longevity & Health	Chapter 5	
Asynchronous	Longevity & Health	Chapter 5		
Unit 2	May 25	Personality	Chapter 8	Discussion May 25 th
	Asynchronous	Basic Cognitive Function	Chapter 11	
	May 27	Unit 1 Exam: Chapters 1-5		
	Asynchronous	Higher Order Cognitive Function	Chapter 7	
	June 1	Memory & Alzheimer's	Chapters 5 & 7	Discussion May 31 st
	Asynchronous	Mental Health & Disorders	Chapter 11	
	June 3	Relationships	Chapter 9	
Asynchronous	Relationships			
Unit 3	June 8	Retirement	Chapter 10	Discussion June 8 th
	Asynchronous	Long Term Care	Chapter 12	
	June 10	Unit 2 Exam: Chapters 6-9,11, Alzheimer's		
	Asynchronous	Long Term Care	Chapter 12	
	June 15	Death & Dying	Chapter 13	Discussion June 15 th
	Asynchronous	Death & Dying	Chapter 13	
	June 17	Successful Aging	Chapter 14	Experiences of Aging
	Asynchronous	Successful Aging	Chapter 14	Discussion June 22 nd
	June 22-26	Unit 3 Exam: Chapters 10, 12-14		

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, discussion posts, 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:

<https://students.ubc.ca/health/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:

<https://students.ubc.ca/health/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.

Centre for Accessibility (Access & Diversity):

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

604-822-5844

CFA 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:

<https://www.ams.ubc.ca/student-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:

<https://students.ubc.ca/health/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.

Health & Wellbeing:

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

This website 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 Community Health Centre:

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:

<https://www.ams.ubc.ca/student-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:

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

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

The Kaleidoscope: <http://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.