



# Psychology of Adulthood & Aging

Summer 2022 Term 1

## 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 with each other, and the world around us, to shape the process and 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

**Lectures:** Mondays & Wednesdays 10:00-13:00  
Swing 221 in-person & live-streamed

**Instructor:** **Mark Lam** (he/him)  
[mlam@psych.ubc.ca](mailto:mlam@psych.ubc.ca)  
Online Office Hours:  
Tuesdays & Thursdays 11-12pm  
or by appointment

**Teaching Assistant:** **Brittney Russell**  
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Online Office Hours: email me!

**Teaching Assistant:** **Will Jettinghoff**  
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Online Office Hours: Email me!

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, social, & cultural factors influence the experience and process of aging in adulthood.
2. Explain how the interactions between various factors (e.g. gender, personality, 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.

## COURSE MATERIALS

**Required:** Whitbourne, S.K., Whitbourne, S.B., & Konnert, C. (2021). *Adult Development & Aging: Biopsychosocial Perspectives*. 2<sup>nd</sup> Canadian Edition. Please note: Lectures and exams are based upon the 2<sup>nd</sup> Canadian Edition. Information presented in American and 1<sup>st</sup> Canadian 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.

**Financial Hardship:** If you are experiencing serious financial hardship and are unable to purchase/rent the textbook, please email me to discuss the situation.

## LEARNING ASSESSMENTS

As everyone's circumstances and preferences are different, we've provided four different assessment options to choose from. The default option (Option 1) includes a number of smaller components to keep students engaged throughout the term, and also reduces the weighting of the exams. The remaining options (2, 3 & 4) reduce the number of overall assignments, and increases the weight of the three exams. Students are not required to indicate which option they have chosen. **If you complete an optional component, it will be used in the calculation of your final grade only if it improves your grade.**

Assessments	Option 1 (default)	Option 2	Option 3	Option 4	Deadline(s)
1. Exams					
a. Exam 1 (class time)	18	21	21	24	June 1 <sup>st</sup> (10am start)
b. Exam 2 (class time)	22	25	25	28	June 15 <sup>th</sup> (10am start)
c. Exam 3	22	25	25	28	June Final exam period (26-30)
2. Experiences of Aging	20	20	20	20	June 22 <sup>nd</sup>
3. PISA	9	9	0	0	May 30 <sup>th</sup> & June 6 <sup>th</sup>
4. Graded Discussions	9	0	9	0	Throughout the term
5. REC (Bonus)	(3)	(3)	(3)	(3)	June 22 <sup>nd</sup>
<b>Total</b>	<b>100 (103)</b>	<b>100 (103)</b>	<b>100 (103)</b>	<b>100 (103)</b>	

### 1. Exams (62-80%):

There will be **three non-cumulative** exams written on Canvas. Exams #1 & 2 will be written during class time, while Exam #3 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). The value of each exam will depend on which optional components of the course you choose to complete (see above). **Due to concerns about COVID transmission, all exams will be administered online.**

#### **Notes on the Exams:**

- Exams will be administered on Canvas, are open-book, time limited, and are to be **completed independently**.
  - To prevent/reduce cheating, exam questions are presented in random order and are randomly drawn from a large pool of questions.
  - While the exam is open-book, questions will be application based, making it difficult to quickly "find" answers.
  - No invigilation (e.g. Zoom) or proctoring applications will be used for exams (e.g. Proctorio)
- 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."
- If you miss Exams 1 or 2 due to varsity sports, a religious observance, or unforeseen events (e.g. illness or otherwise), **you must contact Dr. Lam before the exam or as soon as possible within 1-week of the exam. If you do not contact him within this time, please contact your faculty advising office or you will be assigned a grade of "0" on the exam.** If your absence is approved, you will be provided with a make-up exam immediately following Exam #3 during the final exam period. If Exam #3 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 that are not in the readings and topics in the readings that are not covered in lecture. You will be responsible for both. **That is, all readings and all lecture materials are examinable.**

**\*\* No Questions Asked\*\* assignment extensions:** Life happens! In the spirit of flexibility, we offer two 4-day extensions on the assessments (2-4) below. If for whatever reason you are unable to meet the deadline for an assignment, please complete a "[No Questions Asked 4-day Extension Request](#)" form. Please note that your request must be made before the deadline or within four days following the deadline. If you require an additional extension (ie need more than 4 days extra) or have used both extension requests, please contact Dr. Lam. Depending on the situation, you will be asked to contact your faculty advising office (e.g. Arts Advising) to request a concession. Note: Using an extension for a discussion component of the course may make it difficult to have a back-and-forth "conversation" with classmates.

## 2. Experiences of Aging (20%)

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:

- A. **Interview, Reflect, & Connect:** Interview one older adult (age 65 or older) about their subjective experience of having grown older.
- B. **Read, Reflect, & Connect:** Select and read a novel (titles will be posted on Canvas), then reflect on the aging related themes of the book.

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

## 3. (Optional) Physical Impairment Simulation Activity (9%)

The Physical Impairment Simulation Activity (PISA) was developed to allow you to "experience" first-hand some of the aches and pains, mobility impairments, and/or sensory losses commonly *associated* with the aging process. You (with the supervision of a classmate, friend, or family member) will simulate a chosen physical impairment (e.g. vision loss, hearing loss, loss of mobility, etc).

Following the simulation, you will independently write and post a reflection of your experience to an online discussion group in Canvas. You will then read and comment on others' reflections and comments, discussing your collective experiences of these simulated impairments.

## 4. (Optional) Graded Discussion (3% each, 9% total)

Each week I will pose a discussion question related to the current lecture topic. 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 from the lectures, text, videos, or other assigned readings and importantly, to learn collaboratively. Your original post will be due Mondays at 9pm and responses to others' posts are due at 9pm the following Friday. Only the highest three of the five discussion grades will be counted. Specific details and dates will be provided on Canvas.

## 5. Research Experience Component (up to 3% bonus):

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

**i. 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 “HSP Participant Information 2021.”

**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*. Summaries must be submitted by the last day of class and should include your name, student number, course, section, instructor and email address. Please note that you are not permitted to summarize any articles related to the assignments in this course.

Further instructions on the Library Option can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled “HSP Participant Information - 2021.”

## COURSE POLICIES

**Grading.** Your grade for each exam and assignment will be posted on Canvas, typically within 7-10 days.

The Department of Psychology reserves the right to **scale** grades in order to maintain equity among sections and conformity to departmental norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the department. Grades are not official until they appear on a student’s academic record. With regards to this policy, 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	75%	13%
Average Class	73%	13%
Weak Class	71%	13%

**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 in-person 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.

## ADDITIONAL NOTES

### 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 20<sup>th</sup>**. After this date, students may withdraw from a course before or by **June 10<sup>th</sup>**. Any such withdrawals will result in a “W” on your transcript.

## SUPPORTING EACH OTHER: TEACHING & LEARNING DURING COVID-19

We (instructors and teaching assistants) are very aware that this class is occurring during a global pandemic, which can impact each of us in so many different ways. Given this time of increased uncertainty and stress, our hope is that we will support one another with compassion as we navigate the semester together. We've spent much time over the past months reading & learning about course design, in hopes of providing a course that will be manageable, flexible and fair. Hiccups may arise during the term, but we'll be checking in throughout (e.g. informally & via surveys) and may adapt the course based on your feedback.

### Support for students

Student well-being (both mental and physical) is critical to, and should take priority over work in this course. Learning during COVID may be particularly more challenging given a student's learning environment and responsibilities (e.g. self-care, family responsibilities, work, etc.). If you find yourself struggling to balance these priorities with the demands of this class, please discuss the situation with myself or your TA.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action—which may include discussions with your faculty's advising office.

To support your learning, this course has been re-designed to provide students with both structure and flexibility by:

- Allowing different weighting options for various learning assessments
- Providing flexibility in the way course content is delivered. You are welcome to attend in-person lectures, watch the live-stream, or watch their recordings on your schedule (or both!).
- Creating opportunities for students to engage with classmates and the teaching team synchronously or asynchronously (e.g. live-lectures, office hours, discussions, emails, etc.)
- Providing "No Questions Asked" assignment extensions when life gets hectic/complicated/overwhelming.
- If you need further flexibility or support, please reach out!!! We really don't want anyone to suffer this term because of this course.
- UBC also has a variety of resources to help support students. These include:
  - On learning through online classes: <https://keeplearning.ubc.ca/>
  - UBC's COVID-19 health guidance: <https://covid19.ubc.ca/health-guidance/>
  - On managing mental health during the pandemic: ([link](#))

### Support for the teaching team

Teaching during a pandemic is challenging for us too! As mentioned above, this course has been carefully re-designed in hopes of providing students with the best possible experience, given the current situation. Despite our best intentions, please be patient with us if there are a few bumps along the way (e.g. a cancelled class, delays in grading assignments, technical challenges, etc). If such bumps occur we will communicate with you immediately and as often as possible, using the Announcements feature in Canvas, to inform you of any unexpected but necessary changes (e.g., to availability, timeliness of feedback). We too have lives beyond this course, with other responsibilities for our work, our families, and our own self-care. We thank you in advance for *your* understanding and compassion :)

### Support for each other

**Covid-19 Safety:** You are required to wear a non-medical mask during our in-person classes, for your own protection and for the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of Covid-19 and mandated by the province. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

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

	Dates	Topics	Assigned Readings	Due Dates & Reminders
Unit 1	May 16 (M)	Overview of Course	Syllabus &	
		Themes & Issues in Aging	Chapter 1	
		Models of Development	Chapters 2	
	May 18 (W)	Models of Development (cont)		
		Research Methods in Aging	Chapter 3	
	May 23 (M)	<b>Victoria Day – No Lecture!</b>		Discussion 1 - May 23 <sup>rd</sup>
	<b>Asynchronous</b>	<b>Physical Changes</b>	<b>Chapter 4</b>	
	May 25 (W)	Longevity & Health	Chapter 5	Discussion 1 Responses Friday May 27 <sup>th</sup>
May 30 (M)	Longevity & Health (cont)		Discussion 2 - May 30 <sup>th</sup>	
Unit 2		Basic Cognitive Function	Chapter 6	PISA Original – May 30 <sup>th</sup>
	June 1 (W)	<b>Unit 1 Exam: Chapters 1-5</b>		
	<b>Asynchronous</b>	<b>Higher Order Cognitive Function</b>	<b>Chapter 7</b>	Discussion 2 Responses Friday June 3 <sup>rd</sup>
	June 6 (M)	Alzheimer's	Chapters 5	PISA Discussions – June 6 <sup>th</sup>
		Personality	Chapter 8	Discussion 3 – June 6 <sup>th</sup>
		Relationships	Chapter 9	
	June 8 (W)	Relationships (cont)	Chapter 9	Discussion 3 Responses Friday June 10 <sup>th</sup>
		Retirement	Chapter 10	
Unit 3	June 13 (M)	Retirement (cont)	Chapter 10	Discussion 4 - June 13 <sup>th</sup>
		Long Term Care	Chapter 12	
	June 15 (W)	<b>Unit 2 Exam: Chapters 5 (Alzheimer's), 6,7,8, &amp; 9</b>		
	<b>Asynchronous</b>	<b>Long Term Care (cont)</b>	<b>Chapter 12</b>	Discussion 4 Responses Friday June 17 <sup>th</sup>
	June 20 (M)	Death & Dying	Chapter 13	Discussion 5 - June 20 <sup>th</sup>
	June 22 (W)	Successful Aging	Chapter 14	Experiences of Aging June 22 <sup>nd</sup> Discussion 5 Responses Friday June 24 <sup>th</sup>
	June 26-30	<b>Unit 3 Exam: Chapters 10, 12-14</b>		

## ETHICAL & RESPONSIBLE CONDUCT

### Statement on 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. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in receiving a 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.

### Avoiding Plagiarism

Plagiarism is defined as "where an individual submits or presents the oral or written work of another person as his or her own." In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

### Sharing Course Materials

Please DO NOT share materials provided to you in this course. This includes exam questions and answers, assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you. Please do not post any materials on file-sharing websites (e.g., CourseHero, GoogleDrive), or copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow copyright law.

### Diversity & Inclusion

Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!)

Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in office hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.

## ACKNOWLEDGEMENTS

*We acknowledge that the UBC Point Grey campus is situated on the traditional, ancestral, and unceded territory of the xwm̓ə0-kwəy'am (Musqueam).*

The design and content of this syllabus was informed by and adapted from syllabi from similar courses designed by Drs. Catherine Rawn, Lilian May, Benjamin Cheung, and Steven Barnes.

## ADDITIONAL 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.

### **Peer Support**

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

Peer Support provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.

### **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.

### **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: 604-261-6366

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 16 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.