



ADULTHOOD AND AGING

PSYC 322

Section 001: Tuesdays/Thursdays, 2:00-3:30PM, LSK 201

Section 003: Tuesdays/Thursdays, 3:30-5:00PM, LSK 201

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

ABOUT ADULTHOOD AND AGING

Across the globe, a revolution is underway: Populations are aging at unprecedented rates due to medical and social advancements that have extended life span. The implications of aging populations are enormous, with demographic shifts impacting public policy, health care, employment, consumerism, education, innovation, families, and individuals. In Adulthood and Aging, we will consider the implications for individuals through the study of the psychology of older adulthood. In addition to biological aging and age stereotypes, we will explore cognition, personality, emotion, stress and coping, and social functioning among individuals aged 65 years and older. Through our review of psychological theory and research on older adulthood, we will challenge notions of decline and dependency, debunking common misconceptions and myths about aging. Instead, we will adopt a "positive" approach, emphasizing "optimal aging." Accordingly, our examination of older adulthood will allow us to reimagine our older years as a period of dynamic development, characterized by multiple roles, responsibilities, losses, progressions, and opportunities. Given the inevitability of aging, irrespective of your current age, this course is about you and discoveries in psychological science that will facilitate your well-being as you age.

GOALS

This course will enable you to:

- discuss global and national trends related to aging.
- review research methods that are used in the psychological study of aging.

- appreciate 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 protections to preserve the rights and well-being of 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 actionable strategies to support optimal aging.
- apply psychological theory and research on aging to yourself, your loved ones (e.g., spouse, parents, grandparents), and others.

As the course description and goals above indicate, in Adulthood and Aging, we will focus on optimal aging. If your primary interest in the psychology of aging is degenerative disorders, please consider courses in behavioural neuroscience offered by the Psychology Department. Of particular interest is PSYC 301, Brain Dysfunction and Recovery, which investigates a number of degenerative disorders that are associated with pathological aging in older adulthood.

PREREQUISITES

To enable a strong foundation for Adulthood and Aging, prior to registration, please ensure that you have completed PSYC 100 or two of PSYC 101, 102, 205, 207, 208, 216, 217, and 277. In considering these options, PSYC 102 and PSYC 216, 217, and 277 are most helpful. Given that Adulthood and Aging is a 300-level course, first-year students are not eligible for registration.

TEACHING TEAM

Instructor: Dr. Sunaina Assanand (she/her/hers)

E-mail address: assanand@psych.ubc.ca

Student hours:

Drop-in learning lounges: Fridays, 1:00-3:00PM via Zoom link on our Canvas homepage

By appointment: Schedule via Calendly link on our Canvas homepage

Please feel free to call me Dr. A or Sunaina (Sue-nay-nah)! I have a long history at UBC, having completed four degrees here. I completed two undergraduate degrees—in Chemistry and Psychology. Subsequently, I pursued an interdisciplinary master's degree, bridging behavioural neuroscience and social psychology. Finally, I completed a doctoral degree



in social psychology, studying culture, gender, and development. I joined the Psychology Department as a faculty member in 2009 and, after a five-year term as an Associate Dean for the Faculty of Arts, am now a Professor of Teaching. As your instructor, I hope to create a learning environment in which you feel valued, are able to succeed, and are personally and socially empowered by our course content. Outside of my academic interests, I am a cooking enthusiast with a passion for classic rock. I am also the proud mother of a recent graduate of UBC's Psychology program!

Teaching assistant, section 001: Radha Bazaz (she/her/hers)

E-mail address: radha.bazaz@ubc.ca

Student hours:

By appointment: Contact via e-mail



I am a first-year master's student in the Social and Personality area. My research revolves around understanding the causes and consequences of cultural variation across time and space. Like Sunaina, I have a (somewhat shorter) history at UBC, having completed my undergraduate degree in Psychology here! In my free time, I enjoy playing cozy video games and eating my way through all of the Greater Vancouver area.

Teaching assistant, section 003: Claudia Fu (she/her/hers)

E-mail address: claudfu@mail.ubc.ca

Student hours:

By appointment: Contact via e-mail



I am a first-year master's student in the cognitive area. My research focuses on the risks associated with emerging forms of gambling and advertisement exposure, particularly how young people's experiences of non-monetary wins shape their subsequent beliefs about gambling. Outside of research, I enjoy experimenting with different coffee beans and brewing methods!

STRUCTURE AND MATERIALS

Delivery: Adulthood and Aging is designated an "in-person" course. Accordingly, class meetings will be held in person and on campus. Class meetings will involve lectures, activities, and discussions, making in-person participation essential to the dynamics of our class and your success in the course. As your instructor, my aim is to create an interactive environment in which we learn together. To this end, you are welcome and encouraged to make comments and ask questions that stimulate thought, discussion, and debate among your classmates.

Website: As we progress through Adulthood and Aging, I will post course materials in Canvas, organized in modules by topic. Please work through the modules in the order in which they are presented. Prior to each class meeting, I will post "tentative" learning objectives to help you navigate the content and anticipated learning outcomes of the class meeting. After each class meeting, I will post the slides that we discussed. The slides will contain the finalized learning objectives. I will number the slides to facilitate note taking; you can record notes by slide number during class. Although the slides will review material from class, please note that you may be assessed on points that we consider in class that are not presented in the slides. These include points that I write on the document camera and points that are associated with activities and discussions.

I will share course-related reminders and updates at the start of class meetings and through announcements in Canvas. Please review the introductory slides for each class meeting and announcements in Canvas regularly to ensure that you are informed and up-to-date on the course. To facilitate timely review of announcements in Canvas, please set your notifications to be advised of announcements as they are posted: In Canvas, select "Account," "Notifications," "Announcement," and "Notify immediately." For detailed instructions, see Canvas' step-by-step guide (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434>).

I will enable the discussion board for Adulthood and Aging as a "message wall" for students to communicate with each other. You may use the message wall to pose questions to classmates, share ideas with classmates, and post links to resources (e.g., government reports, news stories, websites) that are relevant to the course and of potential interest to classmates. Please note that the teaching assistant and I will not monitor the message wall with regularity. Accordingly, if you prefer to communicate with us, please e-mail or speak with us directly.

Readings:

Each module will include readings to accompany the topics that we will discuss in our class meetings. The readings will be drawn from academic literature on or related to the psychology of aging and include journal articles and book chapters. The readings will be available to you at no cost through UBC's Library.

You will be assessed on the content of the required readings through our learning assessments (i.e., exams). I will limit each module to 1-2 required readings to ensure that you have adequate time to review the required readings thoroughly, with intent and interest. Although I will post recommended readings, you will not be assessed on their content. Rather, you will be encouraged to complete the recommended readings to gain additional and valuable insights into our course content.

Given that the readings will include original scholarship, in some instances, they may be dense and contain significant scholarly jargon. The Introductory Module for our course will provide “tips” to guide and support you as you engage with the readings. Please ensure that you review the tips before you begin the readings.

Many of the readings will be discussed in our class meetings. Nevertheless, you are welcome and encouraged to discuss the readings with me, the teaching assistant, and your classmates.

Activities: In addition to readings, I will post activities in the modules. Some of the activities will be required. However, the bulk of the activities will be recommended. Like the readings, you will be assessed on the content of the required activities through our learning assessments (i.e., exams). Although I will post recommended activities, you will not be assessed on their content. Rather, you will be encouraged to complete the recommended activities to personalize our course content and gain further insights into Adulthood and Aging. The recommended activities will include, for example, a life-expectancy calculator, a film, psychological surveys, talks, and reflection exercises.

Student hours: Given research findings that indicate that contact with faculty is one of the most important predictors of academic success among students, each week, I will offer student hours in two formats—drop-in student hours in the form of “learning lounges” and student hours by appointment. The learning lounges will provide a forum for you to ask questions and engage in dialogue with me and other students about our course content, including the readings. You may drop in at any point during a learning lounge to contribute to the conversation. Learning lounges will be held virtually on Fridays, at 1:00-3:00PM, via the Zoom link on our Canvas homepage. If you are unfamiliar with Zoom, see UBC's Student Guide to Zoom (<https://keeplearning.ubc.ca/technologies/#zoom>). Alternatively, if you prefer to meet with me one-on-one, you may schedule an appointment via the Calendly link on our Canvas homepage. The Calendly link will direct you to a calendar through which you may book an appointment with me directly.

LEARNING ASSESSMENTS

In an effort to accommodate your interests and strengths, there are three “assessment pathways” from which you may choose to demonstrate your learning in this course. Option 1 is a relatively traditional pathway; you will demonstrate your learning through exams. Options 2 and 3 are relatively creative pathways; you will demonstrate your learning through exams and a “knowledge translation” project. If you complete the knowledge translation project, you may choose between options 2 and 3 to determine its weight in the calculation of your grade in the course. That is, you may choose to weigh the knowledge translation project as 25% of your grade in the course or 40% of your grade in the course. The weight of your exams will be reduced accordingly, allowing you to “tailor” your grade to reflect your

interests and strengths. For example, if you feel that you can demonstrate your learning most effectively through exams, you may prefer option 1 over options 2 and 3. Alternatively, if you feel that exams reflect your learning well but you would like to “experiment” or challenge yourself with a more creative learning assessment, you may prefer option 2 over options 1 and 3. In contrast, if you feel that you can demonstrate your learning most effectively through a creative learning assessment, you may prefer option 3 over options 1 and 2. Please note that it is not necessary that you choose an assessment pathway at the start of our course. Rather, should you choose option 2 or 3, you may submit the knowledge translation project on its due date and indicate which option you prefer—that is, option 2 or 3—in the reflection that will accompany your project. If you do not submit the knowledge translation project on its due date, your grade in the course will be determined via option 1. The options are detailed below, with the respective weights of their learning assessments.

Learning Assessment	Option 1	Option 2	Option 3
Exam 1	33.33%	25%	20%
Exam 2	33.33%	25%	20%
Exam 3	33.33%	25%	20%
Knowledge Translation Project	0%	25%	40%
Total	100%	100%	100%

Exams: The exams will be non-cumulative. Each exam will consist of multiple choice and short answer questions related to our lectures, the required readings and activities indicated in our course schedule, and activities and discussions that occur during our class meetings. In an effort to assess your learning, the exams will include questions that will require you to apply facts and terms from our course content to novel examples and situations.

To ensure equity among students and effective exam administration and invigilation, please note that:

- if you arrive late to an exam, particularly after a classmate has completed the exam and left the exam room, you will not be permitted to complete the exam.
- if an invigilator asks you to move seats during an exam, they may do so without explanation. The invigilator may request that you move seats due to the suspected academic misconduct of a classmate in an adjacent seat.

Knowledge translation project:

Project description. As indicated by its name, the knowledge translation project will provide you with the opportunity to “translate” scholarly knowledge that you acquire in this course into an accessible resource on aging for one of three target audiences. Consistent with our positive approach to aging, the resource should emphasize optimal aging. That is, it should answer the question, “What can you do to age optimally?” Moreover, given our focus on

psychological theory and research, the resource should consider optimal aging as it relates to biopsychosocial well-being rather than physical functioning per se. In answering the question “What can you do to age optimally?” the resource should incorporate our course content, presenting evidence-based information and actionable strategies related to theory and research discussed in our course.

Project goals. The knowledge translation project will enable you to:

- deepen your understanding of psychological theory and research on aging.
- consider the practical implications of psychological theory and research on aging.
- critically assess the utility of psychological theory and research on aging in a “real-world” context.
- develop your ability to communicate complex information to a non-academic audience.
- consider evidence-based information and actionable strategies that will enable you, your loved ones (e.g., spouse, parents, grandparents), and others to age optimally.

Target audience. As indicated above, the resource should be designed for one of three target audiences. Options from which you may choose include:

- the lay public (e.g., younger, middle-aged, and/or older adults in your community).
- caregivers (e.g., individuals who provide daily care for their older family members).
- health professionals (e.g., community health workers, doctors, nurses, clinical and counselling psychologists, registered clinical counsellors, and/or social workers).

The target audience that you choose should influence the language and format of the resource that you develop. For example, a resource for the lay public should avoid scholarly jargon and adopt a relatively concise format (e.g., brochure, pamphlet, infographic, video). In contrast, a resource for health professionals may include scholarly terms and adopt a more comprehensive format (e.g., slides and activities for a talk or educational workshop, report).

Format. The resource that you develop may adopt one of a number of formats. Options from which you may choose include a(n):

- brochure or pamphlet.
- infographic.
- podcast (up to 15 minutes).
- slides (up to 15 slides, excluding the reference section) and activities for a talk or educational workshop.
- report (up to 12 double-spaced pages, excluding the reference section).
- video (up to 15 minutes).
- website or blog.

In choosing a format, you are not limited to the options listed above. If more appropriate, you may use another creative format, provided that you obtain approval. If an alternative format is of interest to you, please contact me to obtain approval before you begin developing the resource.

Content. With respect to content, the resource should:

- introduce the concept of optimal aging, discuss its importance in contemporary society, and explain its significance to your target audience.
- identify at least three common misconceptions and myths about aging from our course content and present evidence-based counterarguments to debunk them.
- identify at least five lines of research on aging from our course content and, on the basis of those lines of research, present evidence-based information and actionable strategies that support optimal aging. The strategies may be taken directly from our course content or devised by you in response to our course content. As actionable strategies, they should provide readers with practical recommendations that they can implement in their personal activities, caregiving activities, or professional activities, as determined by your target audience.
- incorporate compelling examples, stories, and/or visuals (e.g., images, charts, diagrams) to enhance understanding, engagement, and impact.

Given the goals of the resource that you develop, you may also include content related to age stereotypes, legal protections for the rights of older adults, and/or a call to action. In addition, you may direct your target audience to relevant books, websites, support groups, and community programs that support optimal aging. As you develop the resource, please be mindful of diversity, ensuring that it is inclusive and respectful of varied perspectives and backgrounds.

Although you are not prohibited from using generative artificial intelligence (GenAI; e.g., ChatGPT) to inform the resource, the use of GenAI will be of limited benefit—and potential detriment—to you as you develop the resource. As discussed above, the resource must incorporate our course content. Moreover, GenAI may produce incorrect information (i.e., “hallucinations”), provide biased (e.g., ableist, sexist, heteronormative, racist) information, violate copyright, and breach confidentiality (e.g., user data may be stored, used, and copied outside of Canada). Finally, and perhaps most importantly, the use of GenAI will hinder your learning—limiting the inspiration, self-discovery, and transformative possibilities of the project for you.

Despite these cautionary notes, if you choose to use GenAI, please use it ethically and responsibly. Specifically, use GenAI as a supplementary tool, not as your primary source of information. Although GenAI can aid in brainstorming, it should not replace independent idea generation, assessment, analysis, research, and creativity. In addition, critically evaluate and corroborate all AI-generated content. That is, verify that the content is accurate,

unbiased, and consistent with our course content and relevant academic literature and government reports. Keep in mind that the resource that you develop must reflect your understanding and synthesis of our course content. Accordingly, please ensure that it demonstrates your learning and the scholarly knowledge that you acquire in Adulthood and Aging, as opposed to data “scraped” from the web by GenAI.

Reflection. In addition to the resource, please submit a brief reflection (up to 4 double-spaced pages). The reflection should:

- indicate the assessment pathway that you have chosen (i.e., option 2 or 3 above).
- indicate your target audience.
- explain your choice of format.
- provide recommendations for the dissemination of the resource and evaluation of its efficacy (e.g., where would you disseminate the resource and how would you assess its impact?).
- discuss successes, challenges, and lessons learned as you developed the resource.

Citations. Although it is not necessary to cite academic literature or government reports beyond our course content, the use of other sources of information generally strengthens submissions. Accordingly, you are encouraged to cite other sources of information to support the content of the resource.

Course content and academic literature or government reports beyond our course content should be cited according to the guidelines provided by the American Psychological Association—that is, in APA format. The format that you should use to cite our course content is illustrated below:

Example of in-text citation: Contemporary research suggests that, in older adulthood, emotional experience is ... (Assanand, 2024a).

Example of corresponding reference section entry: Assanand, S. (2024a). *Lecture 14* [PowerPoint slides]. Canvas. <http://canvas.ubc.ca>

As the examples above illustrate, please use lower case letters to distinguish among different lectures in both in-text citations and the reference section.

If you choose to use GenAI despite the cautionary notes above, you must provide citations for the AI-generated content included in the resource. Further information and instructions for citations of AI-generated content in APA format are available through UBC’s Library (<https://guides.library.ubc.ca/GenAI/cite>). If it appears that you used GenAI without citation, we will invite you to a meeting to discuss further. Failure to cite AI-generated content may constitute a violation of UBC’s policy on academic integrity.

If the resource that you develop is not in a written format (e.g., podcast, video), please submit a transcript of the content of the resource with citations highlighted, and an accompanying reference list. The transcript may be the notes or script that you generated for the resource; alternatively, you may use a transcription service of your choice to produce the transcript.

Collaboration. In completing the knowledge translation project, you may work alone or collaborate with one classmate. If you collaborate with a classmate, you will develop and submit the resource and reflection together. Although you and your partner will, in most cases, receive the same grade on the submission, you may choose the weight of the project independently in the calculation of your grade in the course. For example, in the reflection that you and your partner submit, you may indicate that you have chosen option 2 (i.e., a weight of 25%), whereas your partner may indicate that they have chosen option 3 (i.e., a weight of 40%).

Grading criteria. The grading criteria for the project will include: the quality of its content, including the evidence-based information and actionable strategies that you present in the resource; the suitability of the resource for the target audience that you select; the use of compelling examples, stories, and/or visuals in the resource; the creativity, appeal, and professionalism of the resource; your inclusion of appropriate and complete citations; the clarity and organization of the resource and reflection; and the insightfulness and depth of the reflection. A rubric that contains the grading criteria will be posted in Canvas.

Submission guidelines. Please submit the resource and reflection through Canvas. If the resource is not in a written format (e.g., podcast, video), please provide a link to the resource and submit its transcript and accompanying reference list through Canvas. Please upload all documents to Canvas as PDF files. As indicated in our course schedule, the due date for the knowledge translation project is Friday, December 6.

Late submission. Given that the due date is Friday, December 6, if you find that you need additional time, you may submit your work over the weekend through to Sunday, December 8, at 11:59PM, with no questions asked and no late penalty. You need not request my permission to submit your work over the weekend—simply follow the submission guidelines above. Although Canvas will mark a submission on Saturday or Sunday as “late,” a late penalty will not be applied. A submission after Sunday, December 8, at 11:59PM will receive a late penalty of 10% per 24-hour period.

TurnItIn. In an effort to deter plagiarism, the Psychology Department requires that your submission be scanned by TurnItIn. Plagiarism occurs when an individual presents the work of others as their own. As noted by UBC policy, self-plagiarism occurs when an individual presents the same work, or largely the same work, in two or more courses without permission from their instructor(s). To identify plagiarized content, TurnItIn will compare the content of your submission to over 5 billion pages of content on the Internet and in TurnItIn’s databases and generate a customized “Similarity Report” for the submission. As required by the

Psychology Department, a Similarity Report will be generated automatically for your submission in Canvas. The teaching assistant and I will review the Similarity Report for evidence of plagiarism. If plagiarised content is suspected or identified, we will be required to forward the Similarity Report to the Psychology Department for further investigation under UBC's policy on academic integrity.

Additional support. If you would like to discuss the knowledge translation project further, you are welcome to meet with me during a learning lounge or by appointment. Alternatively, you may meet with the teaching assistant by appointment. You may also seek support from graduate writing consultants at UBC's Centre for Writing and Scholarly Communication (<https://writing.library.ubc.ca/undergraduates/writing-consultations/>). Graduate writing consultants can provide feedback to you at any stage of your work (e.g., first draft, final draft). Moreover, you can book multiple appointments with one or more graduate writing consultants. This service is available for diverse writing styles (e.g., academic, creative, professional) at no cost to you and at all levels of English language proficiency.

EXTRA CREDIT

You may earn up to three extra percent toward your grade in Adulthood and Aging through participation in studies conducted by the Psychology Department and coordinated through the Human Subject Pool (HSP). For each hour of participation, you can earn one extra percent. If interested, please register through the UBC Psychology Research Participation System (<https://ubc-psych.sona-systems.com/Default.aspx?ReturnUrl=%2f>). As an alternative, you may earn extra credit by completing a library-writing project in which you read and summarize a journal article. For more information, see the HSP website (<https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>). There, you will find a detailed guide on the HSP, "how-to" videos, and a list of frequently asked questions. Please note that inquiries related to extra credit should be directed to the HSP's e-mail address: hspresearch@psych.ubc.ca.

POLICIES

Policies relevant to Adulthood and Aging are provided below. These policies are derived from policies established by the Psychology Department and UBC, including Senate Policy V-130 (<https://scs-senate-2021.sites.olt.ubc.ca/files/2021/08/Policy-20190207-V-130-Syllabus.pdf>), which contains the following statement regarding UBC's values:

"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.”

Participation: As noted above, you are welcome and encouraged to make comments and ask questions that stimulate thought, discussion, and debate among your classmates, both in class and during our learning lounges. You are also welcome and encouraged to share your ideas with me, after class or by appointment.

I will make every effort to create a learning environment in which diversity is respected and embraced—including, but not limited to, diversity in age, ability/disability, body size, ethnicity, gender expression, gender identity, health, mental health, political identity, race, religious identity, sex, sexual orientation, and socioeconomic background.



To this end, in the context of our course, you will be expected to adhere to the UBC Statement on Respectful Environment for Students, Faculty, and Staff (<https://hr.ubc.ca/sites/default/files/documents/UBC-Statement-on-Respectful-Environment.pdf>):

“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.”

Accordingly, in class and during our learning lounges, you should not make comments, ask questions, or engage in behaviour that may exclude or offend others. If you wish to discuss a matter that may exclude or offend others, you may speak with me after class or by appointment.

E-mail correspondence: If you would like to discuss any aspect of our course, you are welcome to speak with me after class, during a learning lounge, or by appointment. Alternatively, if these options are not feasible for you, you may e-mail me or the teaching assistant. Given that Canvas does not track e-mail threads, please avoid using the Inbox in Canvas to communicate with us. Instead, please use our e-mail addresses. In general, we will respond to e-mails within 48 hours, Monday to Friday, during regular work hours. If you do not receive a response within 48 hours, you are welcome to send a follow-up e-mail. Please limit your e-mail to one question. If you have multiple questions, you may visit during a learning lounge or schedule an appointment to meet with me or the teaching assistant. For a

question related to our course content, please provide your understanding of the material in the e-mail. In response, we will affirm, expand, or clarify. Given unexpected circumstances, we may not be able to answer e-mails the day before an exam or the due date for the knowledge translation project. Please plan accordingly.

Academic concession: During the term, you may experience circumstances (e.g., illness, death of a family member) that interfere with your ability to complete a learning assessment on or by the date indicated in our course schedule. Should this occur, you may apply for academic concession. To receive academic concession, please e-mail me within 48 hours of the relevant exam date or due date. If you require short-term concession, I will ask you to review UBC's Grounds for Academic Concession (<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-concession#26573>) and complete a Self-Declaration Form (<https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf>). If you require long-term concession (e.g., you cannot complete two or more learning assessments on or by the dates indicated in our course schedule) or your circumstances are relatively complex, I will ask you to apply for academic concession through your Advising Office to ensure that you are well supported by your Faculty.

If you are granted academic concession for an exam, we will offer you two dates for a "makeup" exam. The first date will be scheduled within 10 days of the original exam date, as determined by the teaching assistant. The second date will be scheduled in the last week of classes (i.e., between December 2-6), as determined by the teaching assistant. If you are not able to complete the exam on one of these dates, I will ask you to contact your Advising Office to discuss options. The content and format of the makeup exam may differ from the exam that was administered in class.

If you are granted academic concession for the knowledge translation project, we will consult with you to identify an alternative due date that accommodates your circumstances but allows for the timely submission of your grade in the course to the Psychology Department.

Please note that, if you choose to write an exam or submit the knowledge translation project on the dates indicated in our course schedule despite circumstances that warrant academic concession, we will not be able to modify your grade on the exam or project at a later time. Similarly, we will not be able to change the relative weight of the exam or project at a later time. Accordingly, please consider your well-being with care and request academic concession if you believe that your circumstances meet UBC's Grounds for Academic Concession.

Requests for grade adjustments: If you believe that an exam question or aspect of the knowledge translation project has been graded inaccurately, you may request that it be regraded within 2 weeks of the grade being released to you. To request a regrade, please complete a Regrade Request Form, available from the teaching assistant. The teaching

assistant will review your request and adjust your grade, if appropriate. If you believe that the teaching assistant has not responded to your request appropriately, you may contact me. Please note that your grade may increase, decrease, or remain the same as a consequence of the review.

Academic accommodation: I am committed to equal opportunity in education for all students, including students with documented disabilities and ongoing medical conditions. For academic accommodation on these grounds, please contact the Centre for Accessibility (<https://students.ubc.ca/about-student-services/centre-for-accessibility>). If your request for academic accommodation is accepted by the Centre for Accessibility, please notify me of the accommodation, preferably during the first 2 weeks of the term.

Academic integrity and misconduct: As a member of an academic community, in the context of our course, you will be expected to uphold UBC's Academic Integrity Statement (<https://academicintegrity.ubc.ca/about-academic-integrity/>). As noted in the preamble to the statement:

"Academic integrity is a commitment to upholding the values of respect, integrity, and accountability in academic work. For students, this means completing academic work honestly and for instructors this means supporting students to learn with integrity in their courses. It is an essential part of being a member of the university community since learning with integrity ensures that graduates are properly credentialed."

Accordingly, you should complete your own work, acknowledge the contributions of others to your work (e.g., through citation), and avoid tools and services (e.g., CourseHero, writing services) that undermine academic integrity. Please seek support from me or the teaching assistant if you are uncertain of actions that may compromise academic integrity and constitute academic misconduct.

Given the importance of academic integrity, the Psychology Department has taken steps to alleviate cheating, plagiarism, and other forms of academic misconduct. For example, the Psychology Department employs software that can reliably detect cheating on multiple choice questions by analyzing the patterns of students' responses. In addition, as discussed above, the Psychology Department employs TurnItIn to detect and deter plagiarism. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by university guidelines. 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 in the course, suspension from the University, cancellation of scholarships, and a notation added to the student's transcript.

UBC has created a number of resources on academic integrity and misconduct (<https://academicintegrity.ubc.ca/student-start/>). These include a series of modules on the

foundations of academic integrity, cheating and collaboration, and writing and plagiarism. Please familiarize yourself with these resources to ensure that you do not inadvertently breach academic integrity within the context of our course.

Psychology Department's policy on grading: The Psychology Department employs department-wide grading standards to promote equitable alignment, supporting students and instructors as they learn and teach across many diverse courses and sections. For each course section, departmental policy requires that the instructor aim for a grade average in the following target ranges (before HSP credits are added, but including mandatory HSP credits if applicable): B- (68-71%) in introductory 100-level and 200-level courses; B (72-75%) in intermediate 300-level courses; and B+ (76-79%) in advanced 400-level courses and selective-entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). The target ranges are intended to provide some flexibility to the instructor and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During a course, the instructor may choose to adjust the difficulty of learning assessments and/or grades on learning assessments to align with the target range. At the end of the course, if the grade average falls outside of the target range (in either direction), the instructor will be expected to use a linear transformation to adjust grades in the course (i.e., add or subtract the same number of points to all grades, while ensuring that no student fails the course due to the transformation). If the grade average falls within one letter grade band above the target range (e.g., in the B+ range for an intermediate 300-level course), and the instructor believes that the higher grade average is justified, the instructor may submit a justification request using the Departmental Approval Final Grades Submission Form, and the grades may stand. This upper range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. A course with a grade average that exceed the upper range will be expected to provide justification as well as use a linear transformation to ensure that the grade average falls within the upper range.

A grade is not official until it appears on a student's academic record. Students will receive both a letter grade and percent grade in the course. At UBC, they 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%.

Credit/D/Fail grading and withdrawal dates: Adulthood and Aging is eligible for Credit/D/Fail grading. If you wish to elect Credit/D/Fail grading for the course, you must do so by September 16.

If you wish to withdraw from Adulthood and Aging without a record of the course on your transcript, you must do so by September 16. If you wish to withdraw from the course with a withdrawal standing of "W" on your transcript, you must do so by October 25.

LEARNING, HEALTH, AND WELL-BEING RESOURCES

As noted by the UBC Wellness Centre (<https://students.ubc.ca/health/wellness-centre>):

"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 number of resources to support your learning, health, and well-being (<https://students.ubc.ca/support>). These include academic and learning resources (<https://students.ubc.ca/enrolment/academic-learning-resources>), health and well-being resources (<https://students.ubc.ca/health>), and crisis support resources (<https://students.ubc.ca/health/crisis-support>). If you experience challenges over the term that compromise your learning, health, or well-being, please access these resources to ensure that you are well supported by UBC, your Faculty, the Psychology Department, and your community.

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All materials (e.g., syllabus, slides, learning assessments) associated with Adulthood and Aging are the intellectual property of the instructor or licensed to be used in the course by the copyright owner. Please do not distribute these materials without permission, a contravention of copyright law.

SCHEDULE

The schedule below provides a list of topics for our course, with relevant dates, readings, and activities. Any changes to the schedule will be announced in class and through Canvas.

Class dates	Topics, readings, activities, exam/due dates
September 5	<p><u>Topic:</u> Welcome and Syllabus Review</p> <p><u>Required activity/reading:</u></p> <ul style="list-style-type: none"> Facts on Aging Quiz (psychological survey)/Answers to Facts of Aging Quiz
September 10, 12	<p><u>Topic:</u> Introductory Concepts and Research Methods</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> Ferraro, K. F. (2013). The gerontological imagination. In K. F. Ferraro & J. M. Wilmoth (Eds.), <i>Gerontology: Perspectives and issues</i> (4th ed., pp. 1-18). Springer Publishing Company. <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D. & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. <i>Perspectives on Psychological Science</i>, 15(6), 1295-1309. https://doi.org/10.1177/1745691620927709 Braun, K. L., Browne, C. V., Ka'opua, L. S., Kim, B. J., & Mokuau N. (2014). Research on Indigenous elders: From positivistic to decolonizing methodologies. <i>Gerontologist</i>, 54(1), 117-126. https://doi.org/10.1093/geront/gnt067 <p><u>Recommended activity:</u></p> <ul style="list-style-type: none"> Expectations About Aging, Part 1 (reflection exercise)
September 17, 19	<p><u>Topic:</u> The Biology of Aging</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> 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.), <i>Gerontology: Perspectives and issues</i> (4th ed., pp. 19-47). Springer Publishing Company. <p><u>Recommended activities:</u></p> <ul style="list-style-type: none"> Life Expectancy Calculator Telomeres: From Curiosity Driven Research to Human Disease, Dr. Carol W. Greider (scholarly talk)

September 24, 26	<p><u>Topic:</u> Age Stereotypes</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Hummert, M. L. (2011). Age stereotypes and aging. In K. W. Schaie & S. L. Willis (Eds.), <i>Handbook of the psychology of aging</i> (7th ed., pp. 249-262). Elsevier Academic Press. • Levy, B. (2009). Stereotype embodiment: A psychosocial approach to aging. <i>Current Directions in Psychological Science</i>, 18(6) 332-336. https://www.jstor.org/stable/20696062 <p><u>Recommended activity:</u></p> <ul style="list-style-type: none"> • Age Implicit Association Test (psychological survey)
October 1	Q&A Review Session (optional attendance)
October 3	Exam 1
October 8, 10	<p><u>Topic:</u> Optimal Aging</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Rowe, J. W., & Kahn, R. L. (1997). Successful aging. <i>Gerontologist</i>, 37(4), 433-440. https://doi.org/10.1093/geront/37.4.433 • 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? <i>Gerontologist</i>, 55(1), 14-25. https://doi.org/10.1093/geront/gnu044 <p><u>Recommended activity:</u></p> <ul style="list-style-type: none"> • HelpAge International, UN Convention on the Rights of Older People (website)
October 15, 17, 22	<p><u>Topic:</u> Cognition</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> • Park, D. C., & Reuter-Lorenz, P. (2009). The adaptive brain: Aging and neurocognitive scaffolding. <i>Annual Review of Psychology</i>, 60, 173-96. https://doi.org/10.1146/annurev.psych.59.103006.093656
October 24, 29	<p><u>Topic:</u> Personality</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> • 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. <i>Psychological Bulletin</i>, 132(1), 1-25. https://doi.org/10.1037/0033-2909.132.1.1 <p><u>Recommended activities:</u></p> <ul style="list-style-type: none"> • Big Five Test (psychological survey) • Modified Erikson Psychosocial Stage Inventory (psychological survey) <p><u>Recommended activity/reading:</u></p> <ul style="list-style-type: none"> • Wild Strawberries (film)/Erikson, E. H. (1976). Reflections on Dr. Borg's life cycle. <i>Daedalus</i>, 105(2), 1-28. https://www.jstor.org/stable/20024398

October 31	Q&A Review Session (optional attendance)
November 5	Exam 2
November 7, 14	<p><u>Topic:</u> Emotion</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Blanchflower, D. G., & Oswald, A. J. (2008). Is well-being U-shaped over the life cycle? <i>Social Science & Medicine</i>, 66(8), 1733-1749. https://doi.org/10.1016/j.socscimed.2008.01.030 • Carstensen, L. L. (2021). Socioemotional selectivity theory: The role of perceived endings in human motivation. <i>Gerontologist</i>, 61(8), 1188-1196. https://doi.org/10.1093/geront/gnab116 <p><u>Recommended activity:</u></p> <ul style="list-style-type: none"> • Older People are Happier, Dr. Laura L. Carstensen (Ted Talk)
November 14, 19	<p><u>Topic:</u> Stress and Coping</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> • Márquez-González, M., Cheng, S. T., & Losada, A. (2019). Coping mechanisms through successful aging. In R. Fernández-Ballesteros, A. Benetos, & J. M. Robine (Eds.), <i>The Cambridge handbook of successful aging</i> (pp. 401-425). Cambridge University Press. https://doi.org/10.1017/9781316677018.024 <p><u>Recommended reading:</u></p> <ul style="list-style-type: none"> • 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. <i>The Journals of Gerontology: Series B</i>, https://doi.org/10.1093/geronb/gbaa096 <p><u>Recommended activity:</u></p> <ul style="list-style-type: none"> • Student Stress Scale (psychological survey)
November 21, 26	<p><u>Topic:</u> Social Functioning</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Chopik, W. J., Edelstein, R. S., & Grimm, K. J. (2019). Longitudinal changes in attachment orientation over a 59-year period. <i>Journal of Personality and Social Psychology</i>, 116(4), 598-611. https://doi.org/10.1037/pspp0000167 • Ng, T. W. H., & Feldman, D. C. (2008). The relationship of age to ten dimensions of job performance. <i>Journal of Applied Psychology</i>, 93(2), 392-423. https://doi.org/10.1037/0021-9010.93.2.392
November 28, December 3	<p><u>Topic:</u> Aging and Dying Well</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Russac, R. J., Gatliff, C., Reece, M., & Spottswood, D. (2007). Death anxiety across the adult years: An examination of age and gender effects. <i>Death Studies</i>, 31(6), 549-561. https://doi.org/10.1080/07481180701356936

	<ul style="list-style-type: none"> • Tornstam, L. (2011). Maturing into gerotranscendence. <i>Journal of Transpersonal Psychology</i>, 43(2), 166-180. <u>Recommended activities:</u> <ul style="list-style-type: none"> • Death Anxiety Scale (psychological survey) • Three-Dimensional Wisdom Scale (psychological survey)
December 5	<u>Topic:</u> Applications and Conclusion <u>Recommended activities:</u> <ul style="list-style-type: none"> • American Psychological Association, Life Plan for the Life Span (website) • American Psychological Association, Exploring Careers in Aging (website) • American Psychological Association, Guidelines for Psychological Practice with Older Adults (website) • Expectations About Aging, Part 2 (reflection exercise)
December 6	Knowledge translation project due (late submissions accepted without penalty through to December 8 at 11:59PM)
TBA	Q&A Review Session (optional attendance)
December 10-21	Exam 3 (date to be scheduled by the Registrar's Office)