Course Description: Examines theory and research of aging within the framework of the life span perspective. Topics to be covered include theories of aging, lifestyle factors, personality, stress and coping, social resources, mental attitudes (optimism and personal meaning), death attitudes, and Alzheimer’s disease. Topics will cover the dynamic process of development from early adulthood to the end of life, but with emphasis on the senior years. Perspectives will include our rapidly aging population in Canada and around the world, and how communities can support seniors who are increasingly aging in place, in their own homes or communities, rather than in institutions (e.g., age-friendly communities).

Course Prerequisites: 8.0 university credits including PSYC 2500H.

Course Information:
- One 2-hour lecture weekly and one 1-hour seminar fortnightly.
- **Lecture:** Wednesdays, 2:00 - 3:50 pm, OCA, Room 205
- **Seminar:** Wednesdays, as assigned, 4:00 – 4:50, & 5:00 – 5:50, OCA, Room 204
- Weblink to Academic Timetable: [http://www.trentu.ca/timetable/](http://www.trentu.ca/timetable/)
- Course materials will be posted on Blackboard: [http://www.trentu.ca/mytrent/](http://www.trentu.ca/mytrent/)

Required Readings:
1. Bjorklund, B. R. (2016). *The journey of adulthood* (Updated 8th ed.). Pearson. **Note:** *This is the loose leaf (Books a la carte) edition plus REVEL: You will need a binder to hold the loose leaf pages.*
2. Seminar articles as posted in reference section of this syllabus
4. [http://www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity)
Learning Outcomes: Students successfully completing this course will:
1. Understand the biological, psychological, and social changes associated with aging.
2. Understand the psychosocial processes associated with death and dying.
3. Describe the experiences of aging in Canada, specifically, in relation to our healthcare system and our population demographics.
4. Critically articulate and evaluate aging research, verbally and in writing.

Students will have at least 25% of their grades by the final date for withdrawal without penalty: March 10, 2017.

Evaluation:

*Note: the course is divided into four even chunks: Seminar, essay, midterm, and final exam.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar</td>
<td>5% TBD</td>
</tr>
<tr>
<td>2. Seminar</td>
<td>20% TBD</td>
</tr>
<tr>
<td>3. Essay outline</td>
<td>5% February 8, 2017</td>
</tr>
<tr>
<td>4. Midterm exam</td>
<td>25% March 1, 2017</td>
</tr>
<tr>
<td>5. Essay</td>
<td>20% April 5, 2017</td>
</tr>
<tr>
<td>6. Final exam</td>
<td>25% TBD</td>
</tr>
</tbody>
</table>

It is the responsibility of each student to read and accept the due dates outlined on the syllabus.

Explanation of Assignments:

1. **Seminars** (25%, including 5% participation and 20% presentation)

   a) **Seminar participation (5%)**: Getting full attendance marks requires that students attend all scheduled seminars. It is understood that students will also prepare themselves for seminars by reading assigned material prior to their seminar. Each of the four seminars (following the introductory seminar) will include small in-class assignments based on the readings, each worth 1.25%, for attendance and participation.

   b) **Seminar presentation (20%)**: Small groups will be assigned seminar presentation topics during the introductory seminar. As such, it is critical that students attend the first seminar. Presenters will be expected to review their topic thoroughly and create a dynamic presentation that covers the required material – these materials are included in the references in this syllabus, and, links will be posted on Blackboard.

2. **Essay** (25%, including a 5% outline): Students will write a short essay on a topic of their choosing, that relates to the psychology of aging.

   a) **Essay outline (5%)**: Topics and essay organization will be approved through an essay outline due early on in the semester, worth 5%. More information on the outline will be given in class, but generally it should be a detailed outline of your paper (1-2 pages). The outline should include a thesis statement, headers and subheaders, and preliminary research (~3 recent articles) (hard copy only). You will be marked on topic development, clarity and writing, and APA. More to come, in class.
b) **Essay (20%)**: An essay is a great way to apply course content to a topic of your own interest and choosing. This may open the door to a research topic you may wish to pursue further, or that you are simply interested in academically or personally. Be sure to start early, e.g., have a topic within the first week or two of the course, and begin your literature review at that time. Please chat with me at any time about your topic, or about finding peer reviewed articles or putting them together. Ultimately, your essay will be an overview of the current research in a topic of your choosing in the psychology of aging, and you should use your graded essay outline to structure your paper. *(7-10 pages excluding title page and references; Minimum 15 references, mostly current. Use APA style, and please note the university policy on academic integrity.)* More to come, in class.

3. **Midterm exam (25%)**: This test will include material from the beginning of the course. The test will consist primarily, if not exclusively, of multiple choice questions.

4. **Final exam (25%)**: The final exam will include greater emphasis on material from the second half of the course. It will be scheduled during the University’s exam period. The exam will consist primarily, if not exclusively, of multiple choice questions.

**Course Policy on Late Submissions:** Assignments in this course are due at the beginning of class on or before the set due dates. Late assignments will be penalized **1 mark for each business day** past the due date. Only cases of medical need accompanied by appropriate documentation from a professional will be exempted. No assignment will be accepted more than one week after the due date, without the prearranged permission of the instructor.

**Course Policy on Attendance in Class/seminars:** Seminar attendance will be recorded and will account for 1.25% of the course grade, reflected by small seminar assignments conducted in seminar. Attendance in lectures will not be recorded, but it is expected.

**Seminar Groups:** To make things easier, seminars have been renamed by colour. Please take note of which colour group you are registered in. We will refer, in name, to seminars only by colour, for clarity. Once the semester begins, you will receive a detailed seminar schedule with assigned groups listed.

- **Red Seminar** = 4:00-4:50 pm, W01 (530542), Jan 18, Feb 1, Feb 15, March 15, March 29
- **Blue Seminar** = 5:00-5:50 pm, W03 (530544), Jan 18, Feb 1, Feb 15, March 15, March 29
- **Pink Seminar** = 4:00-4:50 pm, W02 (530543), Jan 25, Feb 8, March 8, March 22, April 5
- **Purple Seminar** = 5:00-5:50 pm, W04 (530545), Jan 25, Feb 8, March 8, March 22, April 5
### Adult Development and Aging (PSYC 3550H-A, WI 2017) Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (Bjorklund, 2016)</th>
<th>Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Introduction to aging</td>
<td>Chapter 1</td>
<td>*No seminars</td>
</tr>
<tr>
<td>January 18</td>
<td>Physical changes</td>
<td>Chapter 2</td>
<td>Seminar #1: Intro &amp; Presentation group assignment, Red &amp; Blue</td>
</tr>
<tr>
<td>January 25</td>
<td>Health and health disorders</td>
<td>Chapter 3</td>
<td>Seminar #1: Intro &amp; Presentation group assignment, Pink &amp; Purple</td>
</tr>
<tr>
<td>February 1</td>
<td>Cognitive abilities</td>
<td>Chapter 4</td>
<td>Seminar #2: The geographies of aging, Red &amp; Blue</td>
</tr>
<tr>
<td>February 8</td>
<td>Social roles, <strong>Essay Outline Due</strong> (5%)</td>
<td>Chapter 5</td>
<td>Seminar #2: The geographies of aging, Pink &amp; Purple</td>
</tr>
<tr>
<td>February 15</td>
<td>Social relationships</td>
<td>Chapter 6</td>
<td>Seminar #3: Diversity in aging, Red &amp; Blue</td>
</tr>
<tr>
<td></td>
<td>~ Midterm Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td><strong>Midterm (25%)</strong></td>
<td>Ch. 1-6</td>
<td>*No seminars</td>
</tr>
<tr>
<td>March 8</td>
<td>Work and retirement</td>
<td>Chapter 7</td>
<td>Seminar #3: Diversity in aging, Pink &amp; Purple</td>
</tr>
<tr>
<td>March 15</td>
<td>Personality</td>
<td>Chapter 8</td>
<td>Seminar #4: Health and aging, Red &amp; Blue</td>
</tr>
<tr>
<td>March 22</td>
<td>Quest for meaning</td>
<td>Chapter 9</td>
<td>Seminar #4: Health and aging, Pink &amp; Purple</td>
</tr>
<tr>
<td>March 29</td>
<td>Stress, coping, &amp; resilience</td>
<td>Chapter 10</td>
<td>Seminar #5: The end of the line, Red &amp; Blue</td>
</tr>
<tr>
<td>April 5</td>
<td>Death, The successful journey, <strong>Essay Due (20%)</strong></td>
<td>Chapter 11, 12</td>
<td>Seminar #5: The end of the line, Pink &amp; Purple</td>
</tr>
<tr>
<td>Friday, April 7</td>
<td>Last day of classes at Trent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 10-26</td>
<td>Final exam period</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Seminar Readings:

Seminar 2: The geographies of aging

Age-friendly cities


Aging in rural Canada


Seminar 3: Diversity in aging

Aging in the LGBTQ community

Additional article to be added

Older workers


Seminar 4: Health and aging

Aging and mental health


Aging and physical health

Seminar 5: The end of the line
Dying and bereavement

Successful aging

University Policies

**Academic Integrity:**
Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s Academic Integrity Policy. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent’s Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

**Access to Instruction:**
It is Trent University's intent to create an inclusive learning environment. If a student has a disability and documentation from a regulated health care practitioner and feels that he/she may need accommodations to succeed in a course, the student should contact the Student Accessibility Services Office (SAS) at the respective campus as soon as possible.

**Clickers (Personal Response Systems):** (to be included where applicable)
Clickers (Personal Response Systems): As clicker records are used in this course to compute a portion of course grades, the use of a clicker or iclicker REEF account other than your own is an academic offence. In lecture or tutorial, possession of a clicker other than your own or accessing a REEF account other than your own may be interpreted as intent to commit an academic offense.

**Safe Assignment (to be included where applicable):**
Assignments/Essays/Papers [insert term of your choice] must be submitted electronically to the SafeAssign drop box in Blackboard. SafeAssign utilizes plagiarism-checking software. Further information about SafeAssign will be provided on the class LearningSystem/Blackboard site.

**Departmental Policy on Tests, Exams, and Assignments**

**MIDTERMS & FINAL EXAMINATIONS**
Midterm examinations for half courses within the Psychology Department are scheduled by the instructor of the course. Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar’s Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabi).

**DEFERRAL OF MIDTERM / FINAL EXAMINATIONS and/or TERM WORK**
Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be
granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

**SUPPORTING DOCUMENTATION**

Students should expect that supporting documentation will be required and must be submitted before a deferral is approved. For illness or accident, supporting documentation will take the form of: (1) the Trent University Medical Certificate from Health Services: [http://www.trentu.ca/healthservices/medical.html](http://www.trentu.ca/healthservices/medical.html), or (2) a certificate or letter from the attending physician clearly indicating the start and end dates of the illness and the student’s inability to write an examination, complete assignments, and/or attend classes, as relevant to the particular request. For other circumstances, students should consult the individual Psychology faculty member about acceptable forms of documentation.

**Notes**

1. **Academic Integrity:**
   For the purpose of interpreting and applying the University policy on academic dishonesty, the Department of Psychology has adopted the following:
   
   When a student submits a piece of written work in fulfillment of an assignment, he/she implicitly acknowledges the following: a) that she/he is the sole author of the work; b) that the wording and organization of the work, apart from acknowledged quotations, is her/his own; and c) that she/he has not and will not submit this work, either as a whole or in part, to satisfy another course requirement. These basic assumptions will be reasonably interpreted. They do not preclude collaboration between students upon a single project, by prior arrangement with the instructor, for shared academic credit (either for written or oral presentation).

   For an elaboration of the Department’s policy on, and for specific examples of, plagiarism, students should consult p. 178 in the APA (2010) and the sections on academic honesty (pp. 6-8), and appropriate citing and referencing (pp. 135-137, 169) in Mitchell et al. (2010) on reserve in the library. Students who have doubts about what might be considered academic dishonesty are urged to consult the instructor of the course. Ignorance of the University or Department policy does not excuse academic dishonesty. Submissions that fail to meet one or more of these considerations will be subject to procedures laid down in the policy on academic dishonesty as stated in the University calendar.

2. It is the policy of the Department NOT to accept faxed assignments.

3. The same assignment cannot be submitted in more than one course without the prior written permission of all instructors concerned. The written approval must be attached to the work when it is submitted.


5. Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.

6. Last date to withdraw without academic penalty March 10, 2017 for WI half year courses.