

**UNIVERSITY OF VICTORIA  
DEPARTMENT OF PSYCHOLOGY**

**PSYCHOLOGY 339 – Adult Development and Aging  
September to December 2021 (A01)**

**Instructor:** Dr. Jody L. Bain  
**Office:** Cornett A 213  
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**Office Hours:** M/T/W 10:00 to 11:00 am or by appointment

**Class time:** September 8 to December 6, 2021  
No classes September 30, 2021 – Truth & Reconciliation  
No classes October 11, 2021 – Thanksgiving  
No classes November 10, 11, 12, 2021 – Reading Break  
  
Tuesday, Wednesday, Friday 13:30 to 14:20  
DTB A 104

**SUGGESTED TEXT:** Adult Development and Aging (8<sup>th</sup> Ed.)  
by Cavanaugh, J.C., & Blanchard-Fields, F.

**PURPOSE:** Adult Development and Aging examines a number of issues in the development of the adult including the influences of biological (e.g., physical changes and loss of abilities), psychological (e.g., memory and cognition), and social (e.g. peer and family relationships) factors. Development may be viewed as change; in adulthood there are variations in biological, cognitive, and social expression over time. Beginning with an examination of traditional ideas regarding adulthood and aging, a wide selection of topics will be presented that assist in the understanding of the interplay of developmental tasks beyond the age of nineteen, with a particular focus on changes later in life.

Prerequisites for this course are PSYCH 201 AND PSYCH 243. Students who remain in this course who do not have these prerequisites do so at their own peril and are not exempt from having to complete the prerequisite courses if required for the degree program. Students are responsible for checking their registration status before the end of the add period. Students will not be added after this deadline.

*The University of Victoria is committed to promoting, providing, and protecting a positive and supportive and safe learning and working environment for all its members.*

**COURSE OUTLINE:** (subject to change as announced in class)

**September 8 - 10** Introduction to course Chapter 1  
Adulthood and Gerontology

**September 14 -Oct. 6** Psychology of Aging Chapter 2,6,7  
Sociology of Aging Chapter 8,11

**NO CLASSESS SEPTEMBER 30, 2021**

**October 8 Examination #1 (15%) Chapters 1-2, 6-8,11**

**NO CLASSES OCTOBER 11, 2021**

**October 12 – 22** Physical Health Chapter 3,4  
Housing and Residential Chapter 5  
Care  
Dying and Death Chapter 13

**October 26 – Nov. 5** Finances and Work Chapter 12  
Leisure Chapter 12

**November 9 Examination #2 (15%) Chapters 3-5,12-13**

**NO CLASSES NOVEMBER 10,11,12 2021**

**November 16 – Dec. 1** Personality Chapter 9  
Mental Health & Coping Chapter 10  
The Future of Aging Chapter 14

**December 3 Examination #3 (15%) Cumulative**

## EVALUATION:

**1. In-class Projects:** There will be five in-class assignments/projects (2% each). They will held on September 15, September 29, October 13, October 27, November 17, 2021. **These cannot be made up. The final version of these will be due 2 days after the in-class work. They are completed alone or in small groups.**

**TOTAL VALUE: 10%**

**2. Assignments:** There will be **three** written assignments (10% each), out of six topics given, due in class on the dates indicated below. Each assignment will involve preparing a short discussion paper (**maximum = three** double-spaced pages, approximately 900-1000 words) in response to an assigned topic.

Assignments are due: **September 15, September 29, October 6, October 20, November 3, November 24, 2021 (Choose 3 of the 6 dates.)**

**TOTAL VALUE: 30%**

**3. Essay:** There will be one major essay due in class on the date indicated below. It will involve preparing a discussion paper (**maximum = fifteen** double-spaced pages) in response to an assigned topic **or a topic approved by the instructor**. The topic must be approved by October 1, 2021, **with 3 key references included**. Without approval no final paper will be accepted. No late papers will be accepted.

Essay is due: **November 19, 2021.**

**TOTAL VALUE: 15%**

**3. Examinations:** There will be **three** short answer examinations covering information presented in class as well as topics covered in the in-class discussions.

Examinations: **October 8 15%**  
**November 9 15%**  
**December 3 15%**

**TOTAL VALUE: 45%**

**Note:** You are responsible for materials in lectures you do not attend. Tests and examinations will contain short-answer questions. Missed examinations with a valid reason will be made up at the earliest convenient time. If you miss an examination due to illness, accident, or family affliction, you must apply at Record Services for a "Request for Academic Concession" within 10 working days of the exam date. Missed examinations without a valid reason will receive a score of zero. Letter grades will be assigned as follows with scores.

A+ 90 – 100%	B+ 75 – 79.5%	C+ 60 – 64.5%	F < 49.5%
A 85 – 89.5%	B 70 – 74.5%	C 55 – 59.5%	
A- 80 – 84.5%	B- 65 – 69.5%	D 50 – 54.5%	

**Mini Assignments Topics - 10% each - TOTAL: 30%**

Please choose **three** of the following six **topics**. Essays are to be three pages in length, double-spaced, and typewritten. Elaborate on the presented concept/theme.

**Evaluation: each assignment will be graded on the following criteria:**

<b>technical (spelling, typography, semantics):</b>	<b>2 marks</b>
<b>scholarship (convincing presentation):</b>	<b>4 marks</b>
<b>psychological construct:</b>	<b>2 marks</b>
<b>organization:</b>	<b>2 marks</b>

1. **Wisdom:** What are the positive aspects of getting old? Some argue that old age is one of the best times of life, for creativity, and just general life satisfaction. One of the special benefits of old age, some believe, is that with old age comes wisdom. What do you think about these ideas? Are old people wise? Are all wise people old? What are the characteristics of wisdom? What is a wise person like?

2. **The Older Worker:** Canada's population is aging so quickly that in a decade, there could be more people leaving the work force than entering it, a factor which will pose major challenges for employers. The central statistics agency, in 2020, indicated about one in six Canadians was 65 or older (~18%), and the number of people reaching retirement was at a record high. Low fertility rates and increased life expectancy has pushed up the median age to 41.4 years from 37.6 in 2001, for example.

3. **Healthy Aging:** Canadians generally live their later years in good health. This is true for all senior age groups; good health was reported by eight of ten seniors aged 65 to 74, and seven of ten seniors aged 85 or more. Nonetheless, more than one in four seniors face restrictions in their activities due to long-term health problems. Such limitations tend to increase with age. Heart disease and cancer account for the majority of deaths among both senior men and senior women, albeit with much higher rates among senior men.

4. **Financial Stability:** Recent statistics indicate that Canadian seniors have an average income of more than \$41,500 per year, but have a lower income than adults in other age groups. However, this must be balanced against the often lower expenses of seniors, many of whom have paid their mortgages and finished raising their children. Moreover, seniors' incomes have grown faster than that of other adults in the last two decades. Accounting for the effects of inflation, the average incomes for various age groups are: age 16 to 24: 16,888\$; 25-34: 47,000\$; 35-44: 60,999\$; 45-54: 68,400\$; 55-64: 55,300\$; 65+: 41,500\$. This increase in income is largely the result of the maturation of the public pension system and the increasing importance of the private retirement income system.

5. **Housing for Adults:** The majority of seniors in Canada enjoy good housing. In 1996, nearly three quarters of the households headed by a senior reported living in housing that met or exceeded Canada's housing standards. This means that their housing was in adequate condition, requiring no major repairs; suitable in size to meet their needs; and affordable, consuming less than 30% of their total before-tax household income. Generally, for senior households who rent, the proportion of total income devoted to rent is higher than it is in the rest of the population.

6. **Canada continues to treat Aboriginal people as second-class citizens, unwilling to consider cultural differences and expectations with regard to daily living and personal goals:** Hardships experienced by Aboriginal people in Canada are well documented. In the case of Aboriginal seniors, inadequate income, substandard housing conditions, and an elevated rate of disabilities are just some of the common factors that threaten health and well-being

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Fall 2021**

***Prerequisites***

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

***Program Requirements***

For more information see the UVic Calendar September 2021.

***Registration Status***

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

***Commitment to Inclusivity and Diversity***

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

***In the Event of Illness, Accident or Family Affliction***

- ***What to do if you miss the final exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you miss an exam other than one scheduled during the formal exam period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

## ***Policy on Academic Integrity including Plagiarism and Cheating***

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

[https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk\\_0xsM\\_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2021.

**The definitive source** for information on Academic Integrity is the University Calendar

### **Other useful resources on Plagiarism and Cheating include:**

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. [https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate\\_Sept\\_2013.pdf](https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf)

# BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

## ***Counselling Services:***

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

## ***Health Services:***

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

[www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)

## Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)