Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2021

Course Code: SDS 367R
Course Title: Aging and Social Development

Class Times/Location: Remote

Instructor: Jessica L. Miller, M.A.
Office: N/A
Office Hours: By appointment
Email: jpates@uwaterloo.ca

Course Description, Course Objectives, and Learning Outcomes:

This course focuses on aging and social development with an emphasis on older adults living in Canada. This course will cover a variety of topics including but not limited to: physical and cognitive changes with aging, mental health, work and retirement, and death and dying. One over-arching goal of this course is to create a better understanding of the older adult experience and perhaps even create a passion for advocating and helping the elderly.

Course objectives/learning outcomes:

1. Students will demonstrate an understanding of the physical and cognitive changes that occur during the aging process.
2. Students will demonstrate an understanding the relationship between aging and mental health.
3. Students will demonstrate an understanding of ageism and ways to combat older adult stereotypes.
4. Students will demonstrate an understanding of how to perform a literature review and write a research paper.
Online Learning Information:

1. Most weeks I will post on LEARN every Monday, Wednesday, and Friday. There will be a combination of videos, mini assignments, and open-format Q&A.
2. Please email me at your leisure with any comments or questions; I want this to be fun and engaging.
3. This will be my first semester teaching online so please give me feedback throughout the semester about things that are working or not working for you.

**Required Text:**


**Course Requirements and Assessment:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1 (October 1)</td>
<td>15%</td>
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<tr>
<td>Exam 2 (November 5)</td>
<td>15%</td>
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<tr>
<td>Exam 3 (December 3)</td>
<td>15%</td>
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<tr>
<td>Reflections</td>
<td>15%</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
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<tr>
<td>Mini Assignments</td>
<td>15%</td>
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</table>

Total: 100%

**Assessments 1, 2, & 3:**

Throughout the semester there will be a total of three examinations which are non-cumulative (see class schedule for dates). Each exam is worth 15 points (15% of your final average). Each exam will be a combination of multiple choice and short answer.

**Assessment 4:**

You will complete a total of three reflection pieces which will correspond with lecture/textbook material. For example, while discussing and reading about ageism, you will be asked to write a reflection piece and upload to LEARN. Each reflection should be at least one page in length and follow APA guidelines (i.e. in-text citations). Your reflection should be thought provoking and provide information gathered from lecture/textbook material and any other outside sources.
Assessment 5:

Each student will write a 6-8 page literature review paper based on a key concept of aging (i.e. retirement, grandparenting, health and functioning). A minimum of 4 journal articles are required to examine this topic from a scientific perspective. APA format is required for citations and references. I will upload a paper of mine from graduate school to provide some context for formatting. I take plagiarism very seriously so please let me know if you have any questions regarding proper in-text citations (i.e. paraphrasing). I am happy to help guide any student that is new to APA format so please email me with any questions. I know some students are not familiar with APA format; please contact me to review the specifics or see the *Publication Manual of the American Psychological Association*

Assessment 6:

Throughout the semester there will be a series of mini assignments that will be posted in LEARN at the beginning of the week they are due. For instance, I will post a mini assignment on Monday that will be due Friday by midnight. Each mini assignment will correspond with material covered that week in our lecture (power point slides). There will be a total of three mini assignments, each worth 5 points.

Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 8-10</td>
<td>Introductions, syllabus review, Chapter 1: Issues to consider in the</td>
<td>Chapter 1</td>
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<td></td>
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<td>study of adult development</td>
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<td>2</td>
<td>Sept 13-17</td>
<td>Research designs and ethical issues, Physical changes associated with</td>
<td>Chapter 2, Chapter 3</td>
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<td>aging</td>
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<td>3</td>
<td>Sept 20-24</td>
<td>Cognitive changes, post-formal thought, and wisdom</td>
<td>Chapter 4</td>
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<td><strong>Mini Assignment #1 Due: Sept. 24</strong></td>
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<td>4</td>
<td>Sept 27-Oct 1</td>
<td>Longevity, health, and functioning</td>
<td>Chapter 5</td>
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<td><strong>Exam #1: Oct. 1, Chapters 1, 2, 3, 4, &amp; 5</strong></td>
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<td>5</td>
<td>Oct 4-8</td>
<td>Mental health and mental health disorders</td>
<td>Chapter 6</td>
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<td><strong>First Reflection Due Oct. 8</strong></td>
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<td>Week</td>
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<td>Topic</td>
<td>Readings Due</td>
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<td>Oct 11</td>
<td>Thanksgiving (Holiday)</td>
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<td>Oct 12-15</td>
<td>Reading Week</td>
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<td>6</td>
<td>Oct 18-22</td>
<td>Neurocognitive disorders</td>
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<td>Video-Alzheimer’s Disease</td>
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<td><strong>Mini Assignment #2 Due: Oct. 22</strong></td>
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<td>7</td>
<td>Oct 25-29</td>
<td>Canada’s ethnic diversity, Aging and personality development,</td>
<td>Chapter 8, Chapter 9</td>
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<td>8</td>
<td>Nov 1-5</td>
<td>Relationships</td>
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<td><strong>Exam #2: Nov. 5, Chapters 6, 7, 8, &amp; 9</strong></td>
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<td>9</td>
<td>Nov 8-12</td>
<td>Video</td>
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<td><strong>Second Reflection Due: Nov. 12</strong></td>
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<td>10</td>
<td>Nov 15-20</td>
<td>Work, retirement, and leisure</td>
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<td><strong>Mini Assignment #3 Due: Nov. 20</strong></td>
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<td>11</td>
<td>Nov 22-26</td>
<td>Dying: another stage of life</td>
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<td><strong>Third Reflection Due: Nov. 26</strong></td>
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<td>12</td>
<td>Nov 29-Dec 3</td>
<td>Living arrangements of older adults</td>
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<td><strong>Exam #3: Dec. 3, Chapters 10, 11, 12, &amp; 13</strong></td>
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<td>13</td>
<td>Dec 6-7</td>
<td><strong>Research Paper Due: Dec. 7</strong></td>
<td>No Readings</td>
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**Late Work:**

Make-up examinations will only be permitted with valid documentation. Late assignments will be penalized 20% each day late.
**Information on Plagiarism Detection:**

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

TurnItIn will be used to access your research paper for potential plagiarism. Plagiarism is the use of someone else's words, ideas, or concepts as your own. In order to avoid plagiarism please cite any source when necessary. This matter is particularly important when writing the research paper. Please see the instructor for proper instruction on how to cite sources. A TurnItIn score of 15% or more will be scrutinized more carefully and may result in a deduction of your overall score or may receive a score of zero.

**Final Examination Policy:**

For **Winter 2021**, the established examination period is **April 17-26**. However, the last exam for this class will be during the last week of classes (April 12-14). The schedule will be available early in the winter. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final Examination Schedule [https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations))

**Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity) for
A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.
Intellectual Property:

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support:

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information
A respectful living and learning environment for all:

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison’s external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.
Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" grade of up to 3% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades; participation in research through online and remotely operated (replacing in-lab) studies, and article review; are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated (replaces in-lab) and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- FOR THE FALL 2021 TERM ALL OF YOUR CREDITS can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies. 25% or credits will need to be completed using REMOTELY / ONLINE OPERATED studies

Educational focus of participation in research
To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated (replaces in-lab) studies has increment values of 0.75 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student’s participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:

Participating/SONA information: How to log in to Sona and sign up for studies

*** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.***

More information about the REG program in general is available at: Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.

Option 2: Article Review as an alternative to participation in research
Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). You must contact your TA to get approval for the article you have chosen before writing the review. Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- Be submitted before the last day of lectures. Late submissions will NOT be accepted under ANY circumstances.
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.