



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*2060 Adult Development & Aging

COURSE OUTLINE – FALL 2020

1. CALENDAR DESCRIPTION

This course provides an overview of major theoretical approaches, research issues and methodologies, and significant research findings which relate to adult development and aging.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): 1 of [ANTH*1150](#), [FRHD*1010](#), [FRHD*1100](#), [PSYC*1000](#), [PSYC*1100](#), [PSYC*1200](#), [SOC*1100](#)

Co-Requisites(s): none

Restriction(s): none

2. COURSE DESCRIPTION

The population is growing older and this change will have a profound impact on every one of us. This course provides an overview of the *longest phase of the life cycle* – adulthood, covering the years from young to late adulthood, and end of life. Life span developmental psychology assumes that development continues well into old age. Biological, psychological, and social factors all contribute to changes observed as we age and these changes are found across many domains (e.g., social relations, personality, cognitive functioning, and emotions, among others). We will examine the aging process to better understand the issues facing your grandparents, parents, and yes, even you. We will strive to dispel the myths and stereotypes of aging using empirical evidence. Throughout the course, we will emphasize problems and potentials that accompany the aging process.

3. TIMETABLE

Lecture: Tuesday & Thursday 8:30 - 9:50 am

Location: On-Line – Virtual Room

Final Exam: Final non-cumulative test during finals week –
Friday, December 18th, 2:30-4:30 p.m., location TBA

4. INSTRUCTIONAL SUPPORT

Course Instructor: Scott B. Maitland, Ph.D.

Email: smaitlan@uoguelph.ca

Telephone: 519-824-4120 ext. 56156
Office: MINS 225
Office Hours: By appt.

Teaching Assistant: Kareena Karani Danah Elsayed
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Office: N/A N/A
Office Hours:

5. LEARNING RESOURCES

Required Resource(s):

Required Textbook: Cavanaugh, J.C., & Blanchard-Fields, F. (2019). *Adult development and aging* (8th edition). Boston, MA: Cengage Learning.

Note. If you want a hard copy of the text, the book rep stated a price of \$100.45, and ISBN 9781337559089. I was told that the UoG bookstore will include free shipping to your address provided, if you purchase a hard copy text from them.

If you purchase through Amazon.ca you will be quoted a higher price of about \$150 CAD.

If you would like an e-copy of the Cavanaugh textbook, the book rep stated you can get it for approximately \$75 CAD, by going to NelsonBrain website:

<https://www.cengage.ca/shop/ProductDisplay?storeId=10651&productId=1047554&urlRequestType=Base&langId=-1&catalogId=10052>

Additional Readings (pick **one** for your reaction paper, although nothing is stopping you from reading as many as you like):

Backman, F. (2014). *A man called Ove: A novel*. New York: Simon & Schuster, Inc.

Genova, L. (2019). *Every note played*. New York, NY: Simon & Schuster.

Mitchell, W. (2018). *Somebody I used to know: A memoir*. New York, NY: Ballentine.

Payan, G. (2018). *Please stay: A brain bleed, A life in the balance, A love story*. Createspace Independent Publishing

Meshake, R, & Anderson, K. (2019). *Injichaag: My soul in story!* University of Manitoba Press. This is available through UoG/Omni:

https://oculgue.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_cel_books_457011&context=PC&vid=01OCUL_GUE:GUELPH&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&query=any,contains,Injichaag:%20My%20soul%20&mode=basic

Recommended Resource(s):

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Demonstrate a greater understanding of how biological, psychological and social contexts influence the aging process
2. Critically evaluate research in the field of adult development and aging
3. Develop a deeper understanding of the theoretical approaches to adult development and aging
4. Understand the diversity among individuals and groups as they age
5. Understand the effects age-related changes in sensory-motor function have on daily activities, increase knowledge of the physical requirements for independent living tasks, and experience impaired functional skills that may compromise independence

7. TEACHING AND LEARNING ACTIVITIES

Week	Dates	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Thurs, 9/10	Introductions & Overview of Course	Start reading Chapters 1, 2	
2	Tues, 9/15 Thurs 9/17	Theories and methods/ Neuroscience as a tool	Chapters 1, 2	
3	Tues 9/22 Thurs 9/24	Physical Changes	Chapter 3	
4	Tues, 9/29 Thurs, 10/1	Longevity, Health & Functioning	Chapter 4	
5	Tues, 10/6 Thurs, 10/8	Mental Health & Disorders Mental Health con't & Exam Issues/Review	Chapter 10	Aging Simulation Groups Close Oct 9th @ 11:59 p.m
6	Tues, 10/13 Thurs, 10/15	No class, Holiday Midterm 1	 Exam on Ch 1-4, 10 & lecture material	Resched. Thur, 12/3
7	Tues, 10/20 Thurs, 10/22	Intelligence, Reasoning, Creativity, Wisdom Intelligence, con't	Chapters 6 & 7	

Week	Dates	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
8	Tues, 10/27 Thurs, 10/29	Attention/Memory Social Cognition/ Personality	Chapters 6 & 7 Chapters 8 & 9	
9	Tues, 11/3 Thurs, 11/5	Social Cognition/Personality Midterm 2	Chapters 8 & 9 Exam on Ch 6-9 & lecture material	
10	Tues, 11/10 Thurs. 11/12	Person-Environment Interactions	Chapter 5	Reaction paper due via Dropbox before class, Thurs. 11/12
11	Tues, 11/17 Thurs. 11/19	Work, Leisure and Retirement	Chapter 12	
12	Tues, 11/24 Thurs, 11/26	Relationships and Interpersonal Behaviour	Chapter 11	
13	Tues., 12/1 Thurs. 12/3	Dying, Bereavement & Health Aging Course wrap-up, questions about final, etc.	Chapter 13 & 14	Make-up for Thanksgiving. Tues. schedule
Final Exam	N/A	Final Non-cumulative Test during Finals Week	Chapters 5, 11-14 & lecture materials	Friday Dec 18th 2:30-4:30; Location TBA

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

Lecture notes (slides) will be available on-line through Courselink. Remember that the slides do not contain a detailed account of the material covered in class, they only provide an outline. My final version of lecture slides will be based on the outline but may vary in content and presentation. It is strongly recommended that you take notes in class to supplement the slides. Exam questions will be connected to material presented in text and in class.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Midterm Exam 1 Ch 1-4, 10, Lecture (50 questions)	1-5	Thurs, 10/15	25
Aging Simulation Exercise	1,4,5	Fri., 10/9 11:59 p.m.	10
Midterm Exam 2 Ch 6,7,8,9, Lecture (50 questions)	1-5	Thurs. 11/5	25
Reaction Paper	1-5	Thurs 11/12 8:30 a.m.	10
Midterm Exam 3 CH 5, 11, 12, 13, 14 (60 questions)	1-5	Friday, Dec 18 th , 2:30-4:30 pm, Location TBA	30
Total:			100%

9. COURSE STATEMENTS

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

Illness:

The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semester.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

1. Reaction papers, submitted in Dropbox, are due by 8:30 a.m, Thursday, November 12th. Group discussions for the Aging Simulation close at 11:59 p.m. Friday, October 9th.
2. Late assignments will be devalued by **5% per day, including weekends**.
3. In special unforeseeable circumstances where due dates cannot be met, it is the student's responsibility to provide acceptable written documentation substantiating the reasons for not meeting the deadline (e.g., doctor's certificate, copy of death certificate/obituary, police report). Students with acceptable documentation must contact their teaching assistant, **no later than 48 hours after the due date** to make alternative arrangements. Latecomers without acceptable documentation or those who contact the TA **after the 48-hour period** will be penalized **5% per day, including weekends**, for the assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Guidelines for the Reaction Paper

Read **one** of the following books: "*A man called Ove*", "*Every note played*", "*Somebody I used to know*", "*Please stay: A brain bleed, A life in the balance, A love story*", or "*Injichaag: My soul in story!*" and submit a **3-4-page** (excluding title page and references), double-spaced, typed reaction paper about your book to Dropbox. Do not provide a summary or review of the book; rather, focus on how you think the selected book ties in with Adult Development & Aging, what the book meant to you, and what the central take-home messages were for you.

Each paper should have the following sections:

- **Title Page:** For this assignment, you must provide the following information:
 - The topic of your paper (e.g., be creative...*Death at the Dinner Table..who brought the fish?*)
 - Your name and student number
 - The author and title of the book you have chosen
 - The date you are submitting the assignment
- **Introduction:** In about a page, identify the theme(s) you consider important in the book and discuss how they relate to the study of adult development and aging. State the central theme telling the reader what you are going to accomplish in your paper. **(2/10)**
- **Critical Issues:** In about 1 page, **refer to your textbook as a primary source** to support the points you make in discussing the issues from your book that you have identified. You should integrate material from class/text and discuss the main themes related to your topic in a critical

manner. **(3/10)**

- **Conclusions:** In about a page, summarize and state succinctly your evaluation of your chosen book. You should refer to the themes outlined in your introduction and remind the reader of the objective of your paper. Discuss how your chosen book impacted or changed your views of adulthood and aging. **(3/10)**
- **Citations, references, grammar, and spelling:** References outside of your textbook are not needed but the textbook and the book you read should be cited and in a reference list using **APA** style. Spell-check, proof-read, and have someone else read your paper before you hand it in. Include page numbers according to APA style. **(2/10)**

Best Possible Grade: 10/10

Aging Simulation Exercise

The aging simulation exercise was developed to allow you to "experience" first-hand some of the aches and pains, mobility impairments, as well as sensory losses commonly associated with the aging process.

The aging simulation exercise demonstrates the effects of physiological aging by *experiencing functional losses associated with aging*.

In a Covid-free world, you would team up with at least one other classmate and larger groups would be allowed. Given social distancing, it appears you will have to conduct your aging simulation alone or in a small group based on social distancing and other health guidelines, or you may include family members if interested, and you will interact with others from class by posting your experiences in a discussion group.

You are to participate in two roles:

1) Simulating at least one impairment using the recommended approaches described in documents provided;

and

2) Upon completion of the Aging Simulation Exercise, you will participate in a discussion group about your experience. Multiple groups have been created on Courselink (the group titles represent the impairment simulated or a broader topic), **you must enroll in a group**, and then take part in a discussion about your particular impairment/limitation and what you learned by participating in this activity.

You are expected to make a minimum of 5 original posts/ideas and at least 5 responses/comments to posts by others. The discussion groups will be open through Week 5 (11:59 p.m., Friday, October 9th) of the course.

Given social distancing due to Covid-19, you likely completed your simulation alone. If health guidelines permit, you may include a few friends, students, or family members if they are interested. The discussion group allows you the chance to discuss what it was like to experience the limitation/impairment first-hand. You may also discuss any interesting observations from your life experiences, either coping with the limitation/impairment of family members or friends, and how you felt dealing with them in various interactions.

Given the current situation dealing with Covid-19, you should think about how this impacts older adults and especially those with limitations. Feel free to include your observations regarding the aging simulation and impact of Covid as part of your discussions.

Normally those simulating lower-body limitations could borrow a wheelchair from Student Accessibility Services. Given circumstances we will not have this resource but you may use a wheelchair, crutches, a walker, or other devices you have available.

10. UNIVERSITY STATEMENTS

E-mail Communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.