

**UNIVERSITY OF VICTORIA  
DEPARTMENT OF PSYCHOLOGY**

**PSYC 435e/563 (A01)  
Adult Development and Aging  
Fall 2022**

**Time:** Thursdays 11:30-14:20  
**Room:** Human and Social Development Building, Room A270  
**Instructor:** Stuart MacDonald, PhD

**Office:**

**E-mail:** smacd@uvic.ca

<b>COURSE DESCRIPTION</b>	
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This combined undergraduate/graduate seminar is designed to review theory and research on psychological processes during adulthood and

1. to better understand the major characteristics and changes relevant to psychological functioning during adulthood and aging and to be able to communicate this knowledge to professionals and members of the community
2. to be able to apply “critical thought” (i.e., evaluate an issue from different perspectives, identify limitations or confounding factors) to topics related to development during adulthood and aging, and to work as a group to evaluate ideas.
3. to enhance your communication skills (e.g., sharing ideas with others, explaining psychological concepts, critical thinking, presentation skills) and confidence when speaking among your peers
4. to further develop your scientific writing (e.g., synthesizing ideas from numerous articles), and in

facilitator (435e) or leader (563), (d) review paper outline, and (e) written review paper. The expectations and rationale for each are briefly outlined below.

#### Class Participation and Weekly Email Questions

Reading and reflecting upon assigned articles prior to class is essential; I ask that each of you come to class prepared for a critical discussion of each week's topic. Observations from the readings, questions about the readings, and related personal observations are all relevant. To facilitate weekly group discussions, I also ask that each of you circulate several (2-3) interesting questions by email to each class member 48 hours prior to class (*I will compile a list of email addresses and circulate them shortly after the first class*). Rather than rote repetition of the content that you read, the questions should instead address theoretical, methodological, or applied issues. I am excited about learning each of your personal observations, comments, and questions on the

This assignment is intended to promote your spoken communication skills. Seminar facilitator/leader  
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5. Review paper = 40%

Graded course requirements will be weighted and aggregated to yield a percentage score. The final letter grade in the course will be based on total percent score rounded up at values of .5 or greater (e.g., 89.5 will be rounded up to 90, but 89



**SEPTEMBER 22**  
**Aging in Context**

MacDonald 7

- Finch, C. E., & Zelinski, E. (2005). Normal aging of brain structure and cognition: Evolutionary perspectives. *Research in Human Development, 2*, 69-82.
- Albert, M. S. (2008). The neuropsychology of the development of Alzheimer's disease. In F.I.M. Craik & T.A. Salthouse (Eds.), *The handbook of aging and cognition* (3<sup>rd</sup> ed., pp. 97-132). New York: Psychology Press.
- Grady, C. L. (2006). Cognitive reserve in healthy aging and Alzheimer disease: Evidence for compensatory reorganization of brain networks. In Y. Stern (Ed.), *Cognitive reserve: Theory and applications* (pp.264-283). New York: Taylor & Francis.
- Park, D. C. (2000). The basic mechanisms accounting for age-related decline in cognitive function. In Park, D. C. & N. Schwarz (Eds.), *Cognitive aging* (pp. 3-22). Philadelphia: Psychology Press.
- Verhaeghen, P., & Cerella, J. (2008). Everything we know about aging and response times. A meta-analytic







\*Roberts, B.W., Kuncel, N.R., Shiner, R., Caspi, A., & Goldberg, L.R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, 2, 313-345. doi:10.1111/j.1745-6916.2007.00047.x

Donnellan, M. B., & Lucas, R. E. (2008). Age differences in the big five across the life span: Evidence from two national samples. *Psychology and Aging*, 23, 558-566.

McCrae, R. R., & Costa, P. T., Jr. (2006). Cross-cultural perspectives on adult personality trait development. In D. K. Mroczek & T. D. Little (Eds.), *Handbook of personality development* (pp. 129-145). Mahwah, NJ: Erlbaum.

Roberts, B. W., & DelVecchio, W. F. (2000). The rank-order consistency of personality traits from childhood to old age: A quantitative review of longitudinal studies. *Psychological Bulletin*, 126, 3-25.

Friedman, H. S. (2000). Long-term relations of personality and health: Dynamisms, mechanisms, and tropisms. *Journal of Personality*, 68, 1089-1108.

Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, 2, 313-345.

### **NOVEMBER 3**

#### **Emotional Regulation and Perceived Control**

\*Carstensen, L. L., Fung, H. H., & Charles, S. T. (2003). Socioemotional selectivity theory and the regulation of emotion in the second half of life. *Motivation and Emotion*, 27, 103-123.

\*Lachman, M. E., & Prenda Firth, K. M. (2004). The adaptive value of feeling in control during midlife. In O. G. Brim, C. D. Ryff, & R. C. Kessler (Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 320-349) Chicago: University of Chicago Press.

\*Lachman, M.E., Neupert, S.D., & Agrigoroaei, S. (2011). The relevance of control beliefs for health and aging. In K.W. Schaie & S.L. Willis (Eds.), *The handbooks of aging consisting of*

(Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 205-226) Chicago: University of Chicago Press.

*and applications* (pp. 1-15). New York: Nova Science.

Ryff, C. D. (1991). Possible selves in adulthood and old age: A tale of shifting horizons. *Psychology and Aging*, 6, 286-295.

Fitzgerald, J. M. (1999). Autobiographical memory and social cognition: Development of the remembered self in adulthood. In T. M. Hess & F. Blanchard-Fields (Eds.), *Social cognition and aging* (pp. 143-171). San Diego: Academic Press.

Kennedy, Q., Mather, M., & Carstensen, L. L. (2004). The role of motivation in the age-related positivity effect in autobiographical memory. *Psychological Science*, 15, 208-214.

## **NOVEMBER 24**

### **Stress and Coping**

\*Almeida, D. M. & Horn, M. C. (2004). Is daily life more stressful during middle adulthood? In O. G. Brim, C. D. Ryff, & R. C. Kessler (Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 425-451) Chicago: University of Chicago Press.

\*Lazarus, R. S. (1996). The role of coping in the emotions and how coping changes over the life course. In C. Magai & S. H. McFadden (Eds.), *Handbook of emotion, adult development and aging* (pp. 289-326). San Diego: Academic Press.

\*McEwen, B.S. (2012). Brain on stress: How the social environment gets under the skin. *Proceedings of the National Academy of Sciences*, 109 (Supplement 2) 17180-17185; DOI: 10.1073/pnas.1121254109

Aldwin, C. M., & Levenson, M. R. (2001). Stress, coping, and health at mid-life: A developmental perspective. In M. E. Lachman (Ed.), *Handbook of midlife development* (pp. 188-216). New York: Wiley.

Neupert, S. D., Almeida, D. M., & Charles, S. T. (2007). Age differences in reactivity to daily stressors: The role of personal control. *Journal of Gerontology: Psychological Sciences*, 62B, P216-P225.

Aldwin, C. M. (1994). *Stress, coping, and development* (Chapters 6 and 12). New York. Guilford Press.

Heckhausen, J. (2001). Adaptation and resilience in midlife. In M. E. Lachman (Ed.), *Handbook of midlife development* (pp. 345-394). New York: Wiley.

Charles, S. T., & Carstensen, L. L. (2008). Unpleasant situations elicit different emotional responses in younger and older adults. *Psychology and Aging*, 23, 495-504.

Blanchard-Fields, F. (2007). Everyday problem solving and emotion: An adult developmental perspective. *Current Directions in Psychological Science*, 16, 26-31.

Almeida, D. M., Mroczek, D. K., & Neiss, M. (2006). Can self-regulation ex-2 (e) 46Klyo(i)-2 (( ) -10 (di-10 (di) 2 (op

**DECEMBER 1**

**Moral Reasoning and Wisdom**

\*Staudinger, U. M., & Kunzmann, U. (2005). Positive adult personality development: *Adjustment and/or growth? European Psychologist, 10*, 320-329.

\*Pratt, M. W., & Norris, J. E. (1999). Moral development in maturity: Life-span perspectives on the processes of successful aging. In T. M. Hess & F. Blanchard-Fields (Eds.), *Social cognition and aging* (pp. 291-318). San Diego: Academic Press.

\*Baltes, P. B., & Staudinger, U. M. (2000). Wisdom: A metaheuristic (pragmatic) to orchestrate mind and virtue toward excellence. *American Psychologist, 55*, 122-136.

Perry, W. G. (1968). *Forms of intellectual and ethical development in the college years*. New York: Holt, F. Ble592.8 c

**UNIVERSITY OF VICTORIA**  
Department of Psychology  
Important Course Policy Information  
Winter Session 2022

**Accessible Learning**

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If requirement set by the instructor for lectures, lab3.4 (u)1e.1 (e)TJ0 Tc 0 T7 (u)1e.1 TJ0 Tc 0 Tw 23.566 0 Td( )Tj-0.004 Tc 0.004 Tw 0.2

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to

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## 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](#). 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

**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](#).

**Registration Status**

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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.

Grad school can involve a lot of time studying and researching on your own – but it does not have to be an isolating experience. There are a lot of other grad students out there like you who are looking to connect outside of academics.

<https://www.uvic.ca/graduate/campus/student-services/index.php>

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/index.php>

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>