

Mondays & Thursdays, 8:30 – 9:50 AM

Instructor : Tomiko Yoneda

Contact: tiko@uvic.ca

Office Hours: 3-4 pm Wednesdays
[via zoom](#) or by appointment

TA: YaewonKim

Contact: yaewonk@uvic.ca

Office Hours: By appointment

Course Platforms

Brightspace, [Zoom](#), [Perusal](#) (a free resource)

Textbook

No required text. We will cover nine readings available through the University libraries. Supplementary text Adult Development and Aging, Davanaugh & Blanchard Fields

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- x Three Thought Papers (5 options)– 24% Total (8% each)
- x Life Review with an Older Adult –33% Total (3% for questions; 3% for completed interview transcript; 27% for written-up paper)

Learning Outcomes

- 9 Thorough understanding of adult aging and development, why it is important, and how it is studied.
- 9 Ability to describe how physical, emotional and mental health changes in older adulthood
- 9 Understanding of the importance of culture and diversity in adult development
- 9 Ability to discuss and collaborate online
- 9 Development of critical thinking skills
- 9 Practice drawing links between various papers and concepts

Course Strategies & Process

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to regularly check Brightspace for any updates.

- x Psyc 33 will be held online via Zoom during the allotted class time (Mon/Thurs, 8:30-9:50)
- x Sign in directly (using your Netlink ID and password) to UVic's Zoom account
- x We will be incorporating Indigenous teaching and learning principles. For example, think of our class as a community. The community will be divided up into neighbourhoods (approx. 25 students each)

have the opportunity to consider discussion questions with small groups via breakout rooms on Zoom.

- x I will post discussion questions prior to class discussions. I hope that you will consider these questions individually in advance, so that you can meaningfully contribute during small groups' discussion.
- x The Thought Papers (only need to complete three out of five options) will be connected to the small group discussion questions. Actively participating in these small group discussions should be helpful for writing the thought papers.
- x A critical aspect of the Thought Papers is integrating concepts discussed during the Monday lectures, as well as concepts and content from previous lectures and other papers (covered within this course or other courses researched on your own). I hope that this approach, by continuing to consider and integrate concepts learned over the course of the semester, will facilitate retention.
- x You do not need to purchase the "supplementary/recommended" text; you should be able to effectively complete the course by using the class slides, the course reading list, and researching on your own. You may cite additional research (using APA style) in your thought papers and in your annotations through PerUSA.
- x Attending and actively engaging in class is strongly encouraged. I will refer to this as "Presence." You do not need to participate in class discussion at the Community level if you're uncomfortable doing so, but please be present by actively engaging in other forms. You can actively engage by showing up, by being respectful and courteous during class, by having your video on, by participating in the polls, by "raising your hand" in Zoom to ask questions or comment, and by practicing good "netiquette."
- x It is my intent that students from all diverse backgrounds and perspectives served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource and strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, skin color, sexuality, disability, age, ethnicity, language, SES, culture, and spirituality. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course. 17.1 (e) 5E with your religious events, please let me know so that we can make arrangements.

- doesn't make a value judgement. Please let me know if non-inclusive language is used in class, small group discussion and/or the Everyone chat
- 9 Critical thinking. Think about the material and where it originates. Question what you are learning. Aim to consider how the material applies to your own life, experiences and knowledge.
 - 9 Complete assignments on time (you cannot, please contact me)
 - 9 If you register late, you are responsible for speaking to make up missed evaluations
 - 9 Although you are welcomed to email me, I encourage you to ask questions [on the discussion board](#). If you are questioning something, another student is likely questioning the same process/

Evaluations – See schedule for dates

x Presence (Class Engagement) 18

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.

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 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.

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