

HDE 100C: Adulthood and Aging Fall 23

Mon & Weds, 12:10-2:00 p.m., Kleiber Hall 3

TEACHING TEAM

We will use **Piazza** (in Canvas) for questions (e.g., assignments, clarification of concepts, grading); please sign-up at: <https://piazza.com/ucdavis/fall2023/hde100c001fq2023> If you have a personal question, please sign up for office hours or use email to contact us.

Prof Lisa Miller, Hart 1319, LMSmiller@ucdavis.edu, 530-752-3955.

Office hours: Mon 9-10am, Weds 3-4pm (https://calendly.com/lmsmiller/officehours_one_on_one_mtgs). Email me if these times don't work for you or you prefer an in-person meeting.

TAs (Office hours will be posted soon in Canvas on the Home page)

Farva Batool, fbatool@ucdavis.edu.

Alexa Fontanilla, amfontanilla@ucdavis.edu.

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COURSE GOALS

This quarter we will explore psychological development in adulthood – one of the longest periods of our lives! We will address why we age (in terms of the biological bases) and explore the varied nature of adult development in a wide range of areas including health, cognition, and psycho-social development. By the end of the quarter, you will have an understanding of how aging affects individuals in these domains as well as the major theories of aging that have been used to account for age differences.

LEARNING OBJECTIVES

- Demonstrate knowledge of biological, psychological, and sociological theories used to understand the aging process;
- Demonstrate understanding of key concepts and research findings related to development in later life including those within specialty areas (e.g., cognitive, neuro; clinical, health, social, environmental) and across transitions (e.g., retirement, widowhood, and caregiving);
- Apply a lifespan perspective to the aging process and demonstrate knowledge of how race, sex, gender identity, poverty, and residence affect aging;
- Demonstrate an understanding of adaption and resilience, the processes by which older individuals cope with challenges associated with disability and declining health;
- Demonstrate an understanding of frameworks that view older people as valued and important members of society.

TEXT

Bjorklund and Earles (2021). *The Journey of Adulthood (9th Ed)*. Upper Saddle River, NJ: Pearson Prentice Hall. (*Earlier editions may overlap to some extent with this one. However, I do not know what information may have changed. Please consider the risk of relying on older version.*)

COURSE REQUIREMENTS

Reading Assignments and Weekly Notes on Readings. Reading assignments and **DUE** dates are listed on the next page. You will be asked to submit your **notes on the readings** each week. On most weeks, notes will be due on Weds. However, on EXAM weeks, notes will be due on Mon (exams are on Wed). Please keep in mind that lectures are not intended to cover all the material in the assigned textbook readings. My goal is to amplify, elaborate, and, where needed, update *selected* topics from the textbook and present important information from the field that is not in the textbook. You are responsible for information in the readings that is **not covered in class**. Optional (*noncredit*) chapter practice quizzes, which are created by the textbook authors, are available on Canvas.

In-Class Activities and Class Discussions. Class time will be spent in lecture, activities, and discussion. Attendance will not be formally tracked, but it is *strongly* recommended that you attend each class and come prepared (completed reading assignment). Class participation can occur in two ways. **First**, you'll be asked to participate in activities **during class** (i.e., in-class activities). There are 17 assignments (**3** points each) and there are **No Make Ups**. The lowest three scores will be dropped (so only 14 activities will be included in final grade). Submissions to Canvas are due during class with a grace period till midnight that day (1.5 point deduction per day late, no submissions after two days). **Second**, you're expected to **ask questions** as needed and to take risks by **responding to questions** that I pose during class.

Exams. There are two midterms (300 each) and a cumulative final exam (300 points); the lowest score of the 3 exams will be dropped so there are **No Make Ups**. Exams (multiple-choice, true/false) will be based on the textbook, lectures, and in-class activities and discussions. Final: Dec 13, 3:30 p.m.

Writing Assignment. There is a two-part writing assignment (115 points each), which will require additional reading. The assignment is described in detail on Canvas. Please plan ahead and turn in your papers on time to avoid late-point penalties of 4 points/day (24hrs).

GRADING

Syllabus Quiz	8 points
Notes from Readings - 10 weeks of notetaking, 15 points each week; the lowest 2 scores will not be counted; $8 \times 15 =$	120 points
In-Class Activities - 17 activities, 3 points each; the lowest 3 scores will not be counted; $14 \times 3 =$	42 points
Writing Assignment (two parts, each worth 115 points); $2 \times 115 =$	230 points
Exams: Two Midterms and a Final Exam (300 points each; the lowest score (out of 3 exams) will not be counted); $2 \times 300 =$	<u>600 points</u>
Total	1000 points

Extra Credit - You can earn up to 30 points of extra credit by participating in research studies offered through SONA (<https://pscresearch.faculty.ucdavis.edu/logging-into-sona/>). Each "SONA credit" is equivalent to roughly 1 hour of time. In this class, you can earn **up to two** SONA credits, each of which will contribute **15 points** towards your course total. You must select HDE100C **when signing up for a study**. SONA will send me a report at the end of the quarter, at which time I'll add points to your total. For details, go to: <https://pscresearch.faculty.ucdavis.edu/extra-credit/>.

DIVERSITY AND INCLUSION

We embrace the diversity of students, faculty, and staff, and we honor the dignity of each individual. We welcome everyone's unique cultural, migratory, and religious experiences, beliefs, and perspectives. As learners, we benefit from a diverse living and learning environment. Sharing differences in ideas, experiences, preferences, and beliefs helps us grow. For more information about our goals, visit the [UC Davis Principles of Community](#).

HEALTHY LEARNING ENVIRONMENT

Courtesy and respect among students, TAs, and instructors are essential for a healthy and productive learning environment. Healthy learning environments thrive when students go out of their way to be helpful to others and are open to - and respectful of - ideas and people. Please let us know if anyone is making you uncomfortable and we'll help.

TECHNOLOGY

We will be using Canvas this quarter. Please refer to these websites and experts if you are having difficulty with technology: [Canvas community](#) or visit [IT Express](#). Additional resources can be found here: [IT Service Catalog](#)

ACCOMMODATIONS

Students registered with the Student Disability Center (SDC) should reach out to me by email at the beginning of the quarter to confirm 1) your need for SDC-specified accommodations and 2) I have received your Letter of Accommodation from the SDC. Please contact the SDC at (530) 752-3184 if you have questions about the process.

ACADEMIC INTEGRITY

As students enrolled in higher education at UC Davis, you are expected to act in a courteous and professional manner while interacting with one another and with the instructional team and to follow the Code of Academic Conduct administered by [Student Judicial Affairs](#). Thus, the work you do in this course and others should reflect your work and your work alone.

In this course, we will use TurnItIn, an electronic resource that compares your work to online sources and a comprehensive database of other papers, for some or all assignments. TurnItIn creates an originality report identifying whether parts of your work match or are similar to any of their sources. The work submitted to TurnItIn will be retained as source documents in the TurnItIn reference database to be used solely for the purpose of checking future submitted work for originality.

Cheating includes using Chegg, Course Hero, and other tutoring/homework help sites, giving or receiving answers on an exam, using someone's words as your own (plagiarism) and can result in receiving an F for the exam or paper and possibly for the course. You are responsible for knowing and abiding by these standards: [Code of Academic Conduct: Honesty, Fairness, Integrity](#). Academic Participation verification portal: participate.ucdavis.edu.

Schedule (09/21/23; subject to revision)

Class	Date	Topic	DUE date of Assignment**
.5	Wed Sep 27	Overview of HDE 100C	
1	Mon Oct 2	Introduction to Adult Development ~ Introductory Concepts	Ch 1 Syllabus Quiz
2	Wed Oct 4	~ Introductory Concepts cont'd ~ Research Methods	Ch 1 cont'd <i>Notes on this week's readings</i>
3	Mon Oct 9	Physical Changes ~ Primary Aging ~ Biological Theories of Aging	Ch 2
4	Wed Oct 11	~ Structures and Systems (e.g., bones, perception)	Ch 2 cont'd <i>Notes on this week's readings</i>
5	Mon Oct 16	Health and Health Disorders ~ Chronic Conditions, Limitations ~ Alzheimer's Disease	Ch 3
6	Wed Oct 18	~ Mental Health ~ Health Disparities	Ch 3 cont'd <i>Notes on this week's readings</i> WRITING ASSIGNMENT – PART 1
7	Mon Oct 23	Cognitive Abilities ~ Memory ~ Intelligence	Ch 4
8	Wed Oct 25	~ Decision Making, Problem Solving ~ Individual Differences	Ch 4 cont'd <i>Notes on this week's readings</i>
9	Mon Oct 30	Social Relationships ~ Social Networks, Intimate Partnerships	Ch 6 Sections 6.1, 6.3 <i>Notes on today's reading</i>
10	Wed Nov 1	MIDTERM 1 (covering first half of class)	
11	Mon Nov 6	Work and Retirement ~ Careers, Work	Ch 7 Sections
12	Wed Nov 8	~ Retirement	Ch 7 cont'd <i>Notes on this week's readings</i>
13	Mon Nov 13	Personality ~ Theories of Development	Ch 8
14	Wed Nov 15	~ Structures; Change/Stability	Ch 8 cont'd <i>Notes on this week's readings</i>
15	Mon Nov 20	Stress, Coping, and Resilience ~ Caregiver Stress,	Ch 10 Sections 10.1– 10.2 Ch 5 Section 5.3.4 WRITING ASSIGNMENT – PART 2
16	Wed Nov 22	~ Coping Strategies, Growth Opportunities	Ch 10 Sections 10.3– 10.4 <i>Notes on this week's readings</i>
17	Mon Nov 27	Death and Bereavement ~ Historical perspective, social systems	Ch 11
18	Wed Nov 29	~ Bereavement	Ch 11 cont'd <i>Notes on this week's readings</i>
19	Mon Dec 4	The Successful Journey & Recap ~ Themes of Development, Case Studies...	Ch 12 Sections 12.3 – 12.4 <i>Notes on today's reading</i>
20	Wed Dec 6	MIDTERM 2 (covering second half of class)	
	Final Exam	Weds Dec 13 at 3:30pm (cumulative)	

** Chapters are from Bjorklund and Earles 9th Edition

RESOURCES

Basic Needs:

Eating enough nutritious food energizes your brain and body. Without it, your academics, physical health and mental well-being may suffer. If you are skipping or stretching meals, concerned about spending money on food and/or having difficulties accessing food, visit the Aggie Compass Basic Needs Center located on the first floor of the MU, next to the UC Davis Market, for food and access to additional resources. <https://aggiecompass.ucdavis.edu/>

For additional information and resources: <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>

Health and Wellness:

Student Health and Counseling Services <https://shcs.ucdavis.edu/>

Activities and Recreation Center (ARC) (no extra cost for students) <https://cru.ucdavis.edu/arc/>

Academic Support:

Success Coaching and Learning Strategies: <https://opportunity.ucdavis.edu/services/scls/>; Academic Assistance and Tutoring Centers, and Writing Support, Dutton Hall: <https://tutoring.ucdavis.edu/writing>

Student Life: <https://studentlife.ucdavis.edu/getting-help/academics/where-to-get-assistance>

SUMMARY LIST

Writing Support Center	https://youtu.be/ ba7O29iki4	(530) 752-2013
Academic Success Center	http://success.ucdavis.edu/index.html	(530) 752-9366
Technical Assistance	https://iet.ucdavis.edu/support	(530) 754-4357
Canvas Help		use "Help" button on Canvas
Counseling Services	http://shcs.ucdavis.edu	(530) 752-2300
Crisis resources	https://www.crisistextline.org/	Text RELATE to 741741
Student Health Advice Nurse		(530) 752-2349
Career Resources	https://icc.ucdavis.edu/	

Land Acknowledgement

Land acknowledgement statements are written to formally recognize and pay respect to the indigenous people who once lived where institutions stand today. They are often intended to raise awareness regarding the enduring relationship between indigenous people and the land and to acknowledge that an institution's land was founded upon exclusions and erasures of many Indigenous peoples. Below is the statement acknowledging the land on which the Davis campus of UCD resides.

We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation.

The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

<https://diversity.ucdavis.edu/land-acknowledgement-statement>

Pronunciation of indigenous names:

Patwin [PUTT-win]

Cachil Dehe [CATCH-ill DEE-HEE]

Kletsel Dehe [KLET-SELL DEE-HEE]

Yocha Dehe [YO-chuh DEE-HEE]

Wintun [WIN- tune]