

## HDE 100C: Adulthood and Aging Fall 2024

Mon & Weds, 12:10-2:00 pm, Scrub Oak 160

### 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/fall2024/hde100c001fq2024>. 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](mailto:LMSmiller@ucdavis.edu)

**Office hours (Zoom):** Mon 9-10am and Weds 3-4pm ([https://calendly.com/lmsmiller/office\\_hours](https://calendly.com/lmsmiller/office_hours)). We'll meet using the Zoom link in Canvas. Please email me if these times don't work for you or you prefer an in-person meeting.

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

Yanshan Jin: [ysjin@ucdavis.edu](mailto:ysjin@ucdavis.edu)

Nancy Chen: [ncychen@ucdavis.edu](mailto:ncychen@ucdavis.edu)

### 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 range of areas including health, cognition, and psycho-social development. By the end, you will understand 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 (9<sup>th</sup> Ed)*.** Upper Saddle River, NJ: Pearson Prentice Hall. (*I do not know what information changes across editions Please avoid using an older version*).

### COURSE REQUIREMENTS

Syllabus Quiz. It is important that you read and understand the syllabus; please complete the syllabus quiz by Wednesday, **the first day of class, at 11:59pm** (38 points; late-point deductions of 2 points/day).

Reading Assignments and Chapter Notes. Reading assignments and **DUE** dates are listed on the next page. Readings should be completed *prior* to class. You will be asked to submit your notes for each assigned chapter (or portion of a chapter) as noted on the schedule (late-point deductions of 2 points/day (24hrs)). **See Canvas for details on the notes assignment.** 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 on lectures, activities, and discussions. 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 16 assignments (1 point each) and there are **No Make Ups**. The lowest two 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, no credit after that). **Second**, you're expected to **ask questions** during class and to take risks by **responding to questions** that are posed 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.

Writing Assignment. There is a 4-page writing assignment (200 points), which will require additional reading (see details on Canvas). Please plan ahead and turn in your paper on time to avoid late-point penalties (10 points/day (24hrs)).

## GRADING

Syllabus Quiz	38 points
Notes from Readings - 10 weeks of notetaking, 15 points each week; the lowest 2 scores will not be counted; 8 x 15 =	120 points
In-Class Activities - 16 activities, 1 point each; the lowest 2 scores will not be counted; 14 x 1 =	14 points
Writing Assignment	228 points
Exams: Two Midterms and a Final Exam (300 points each; the lowest score (out of 3 exams) will not be counted); 2 x 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 total points in this course. 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](https://participate.ucdavis.edu).

## Schedule (updated 09/19/24; subject to revision)

Class*	Due Date	Topic/Exam	Assignment**
1	Wed Sep 25	<b>Introduction to Adult Development</b> ~ Introductory Concepts	Ch 1 Syllabus Quiz
2	Mon Sep 30	~ Introductory Concepts cont'd ~ Research Methods	Ch 1 cont'd <i>Chapter 1 notes</i>
3 ica 1	Wed Oct 2	<b>Physical Changes</b> ~ Primary Aging ~ Biological Theories of Aging	Ch 2
4 ica 2	Mon Oct 7	~ Structures and Systems (e.g., bones, perception)	Ch 2 cont'd <i>Chapter 2 notes</i>
5 ica 3	Wed Oct 9	<b>Health and Health Disorders</b> ~ Chronic Conditions, Limitations ~ Alzheimer's Disease	Ch 3
6 ica 4	Mon Oct 14	~ Mental Health ~ Health Disparities	Ch 3 cont'd <i>Chapter 3 notes</i>
7 ica 5	Wed Oct 16	<b>Cognitive Abilities</b> ~ Memory ~ Intelligence	Ch 4
8 ica 6	Mon Oct 21	~ Decision Making, Problem Solving ~ Individual Differences	Ch 4 cont'd <i>Chapter 4 notes</i>
9 ica 7	Wed Oct 23	<b>Social Relationships</b> ~ Social Networks, Intimate Partnerships	Ch 6 Sections 6.1, 6.3 <i>Chapter 6 notes (two sections above)</i>
10	Mon Oct 28	<b>MIDTERM 1</b> (covering first half of the course)	
11 ica 8	Wed Oct 30	<b>Work and Retirement</b> ~ Careers, Work	Ch 7 Sections
12 ica 9	Mon Nov 4	~ Retirement	Ch 7 cont'd <i>Chapter 7 notes</i>
13 ica 10	Wed Nov 6	<b>Personality</b> ~ Theories of Development (No class next Mon, Nov 11, Veteran's Day)	Ch 8
14 ica 11	Wed Nov 13	~ Structures; Change/Stability	Ch 8 cont'd <i>Chapter 8 notes</i>
15 ica 12	Mon Nov 18	<b>Stress, Coping, and Resilience</b> ~ Caregiver Stress	Ch 10 Sections 10.1– 10.2 <b>Ch 5</b> Section 5.3.4
16 ica 13	Wed Nov 20	~ Coping Strategies, Growth Opportunities	Ch 10 Sections 10.3– 10.4 <i>Chapter 10 and 5 (5.3.4) notes</i>
17 ica 14	Mon Nov 25	<b>Death and Bereavement</b> ~ Historical perspective, social systems	Ch 11 <b>WRITING ASSIGNMENT</b>
18 ica 15	**Wed Nov 27**	~ Bereavement (Thanksgiving is on Thurs, 11/28)	Ch 11 cont'd <i>Chapter 11 notes</i> <b>**Class will be on Zoom**</b>
19 ica 16	Mon Dec 2	<b>The Successful Journey &amp; Recap</b> ~ Themes of Development, Case Studies...	Ch 12 Sections 12.3 – 12.4 <i>Chapter 12 notes (two sections above)</i>
20	Wed Dec 4	<b>MIDTERM 2</b> (covering second half of the course)	
	<b>Final Exam</b>	Dec 9, 1-3 pm (cumulative)	

\* ica = in-class activity

\*\* Chapters are from Bjorklund and Earles 9<sup>th</sup> 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	<a href="https://youtu.be/ba7O29iki4">https://youtu.be/ba7O29iki4</a>	(530) 752-2013
Academic Success Center	<a href="http://success.ucdavis.edu/index.html">http://success.ucdavis.edu/index.html</a>	(530) 752-9366
Technical Assistance	<a href="https://iet.ucdavis.edu/support">https://iet.ucdavis.edu/support</a>	(530) 754-4357
Canvas Help		use "Help" button on Canvas
Counseling Services	<a href="http://shcs.ucdavis.edu">http://shcs.ucdavis.edu</a>	(530) 752-2300
Crisis resources	<a href="https://www.crisistextline.org/">https://www.crisistextline.org/</a>	Text RELATE to 741741
Student Health Advice Nurse		(530) 752-2349
Career Resources	<a href="https://icc.ucdavis.edu/">https://icc.ucdavis.edu/</a>	

## **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]