DEVELOPMENT IN ADULTHOOD

COURSE GOALS: In this course, we will explore psychological development in adulthood (the period in which we spend most of our lives). We will explore the nature of age-related changes in a wide array of domains such as perception, cognition, personality, health, and relationships. We will review the empirical evidence for development within these areas and evaluate the major theories of aging that have been used to account for these findings.

REFERENCE TEXTS (for additional background as needed)

COURSE REQUIREMENTS
Class written preparation. Assigned readings for each class are available on Canvas (in Files) for downloading. You are encouraged to supplement assigned readings with chapters from the reference books to provide background information as needed. For each assigned reading, there is writing assignment, called an annotated bibliography (AB), consisting of a brief summary of the key information in the paper (main question addressed, significance of the question, theory and methods, results, implications). Following the AB, pose 1 discussion question that you want to raise in class. Discussion questions should reflect a balance between specificity (to this reading) and other important research ideas. Each AB (including discussion question) is limited to one page, single-spaced so you will need to be succinct. All ABs for each assignment should be placed within a single Word document and uploaded to Canvas prior to 7am on the due date; 1/3 grade deduction (e.g., B+ to B) per day late. To facilitate deeper/more integrated learning, I strongly recommend that you create a notebook of ABs and bring it to each class so that you can more readily make connections between current readings and past readings. If you also make notes regarding such connections, you will be better prepared for more long-range learning goals (e.g., preliminary exams).

Class attendance/participation/in-class activities. Class time will be spent in lecture, discussion, and in-class activities. A significant portion of your grade is based on class participation so it is important that you come to class prepared to discuss the readings in depth. On most days, you'll also lead the discussion of the readings (i.e., present brief overview and ask thought-provoking questions to stimulate discussion). If you need to miss a class because of extraordinary circumstances, please email me as soon as possible.

Grant Proposal. The research paper will be in the form of a grant proposal (similar in format to, but shorter than, an NIH R03; no longer than 9 pages, single-spaced; details are posted on Canvas). During office hours (or another mutually convenient time), you and I will work together to identify a research topic from the areas listed on the Reading List along with additional readings for your project (typically one review chapter/paper and 3-4 empirical papers). Please meet with me within the first few week of class to begin to formulate a topic; finalized topics due by Apr 13. We'll devote a class to applying for and preparing proposals with a guest speaker from the Med School who is an expert in this area. Proposal drafts will be due by 7am (via Canvas) on May 9. At the end of the quarter, you will present your proposal to the class in a formal presentation (with slide handouts) and turn in the final proposal within 2 days following your presentation. Presenters will assign 1 or 2 key outside readings to the class and provide slide handouts so we can following along as you present. The revised proposal will be turned in via Canvas by 7am two days following your presentation. (1/3 grade deduction per day late for all assignments).

GRADING: Final grades will be assigned based on 1000 possible points:
- Participation in discussions, leading discussions, attendance 350 points
- Annotated bibliographies 150 points
- Grant Proposal, draft 100 points
- Grant Proposal, presentation (with slide handouts) 100 points
- Grant Proposal, final paper 300 points
Class 1, due Apr 2  
**CHANGING TIMES**

Class 2, due Apr 4  
**GENERAL THEORIES**

Class 3, due Apr 9  
**PHYSICAL CHANGES / HEALTH**
**OPTIONAL** National Research Council (NRC) and Institute of Medicine (IOM). (2004). Health and safety needs of older workers. Washington, DC: National Academies Press. CHAPTER 5 No AB needed

Class 4, due Apr 11 Dr. Beth Ober, guest lecturer  
**BRAIN STRUCTURE AND PROCESS**

Class 5, due Apr 16  
**GRANT SEEKING AND WRITING**
NIH documents on grant process and writing  No ABs needed for this class
[http://grants.nih.gov/grants/funding/r03.htm](http://grants.nih.gov/grants/funding/r03.htm)
Version 2 - I-2-112 (not human subjects section)
[http://grants.nih.gov/grants/writing_application.htm](http://grants.nih.gov/grants/writing_application.htm)
Class 6, due Apr 18  
COGNITION OVERVIEW  

Class 7, due Apr 23  
MEMORY AND LANGUAGE  

Class 8, due Apr 25  
TECHNOLOGY  

Class 9, due Apr 30  
BELIEFS AND PERCEPTIONS  

Class 10, due May 2  
MOTIVATION / SELF REGULATION  

Class 11, due May 7  
PERSONALITY / EMOTIONS  
Class 12, due May 9  
MENTAL HEALTH / LONELINESS  


Class 13, due May 14  
SOCIAL SUPPORT  


Class 14, due May 16  
SOCIAL ENGAGEMENT / AGING IN PLACE  

Toohey, A. M., & Krahn, T. M. (2017). 'Simply to be let in': Opening the doors to lower-income older adults and their companion animals. J Public Health (Oxf), 1-5. doi: 10.1093/pubmed/fdx111


Class 15, due May 21  
END OF LIFE  


Class 16 due May 23  
GENERATIVITY  


May 28 Memorial Day – No class

May 30 - June 6  
STUDENT PRESENTATIONS  
Students give 45 min presentation of grant proposal; Readings (2) for presentations to be provided to class by the presenter at least 48 hours prior to presentation. Grant Proposal due 2 days after presentation.