

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)

- Schaie, K.W & Willis, S. (Eds.) (2016). *Handbook on the psychology of aging* (8th edition). San Diego: Academic Press.
Qualls, S. H., & Abeles, N. (2000). *Psychology and the aging revolution: How we adapt to longer life*. Washington, DC: American Psychological Association.
Lachman, M. E. (Ed.) (2001). *The handbook of midlife development*. NY: Wiley.

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

READING LIST BY CLASS AND DUE DATE [subject to change, v. 03/28/18]

Readings are available in Canvas

Class 1, due Apr 2 CHANGING TIMES

Antonucci, T.C., Berkman, L., Börsch-Supan, A., et al., (2016). Society and the Individual at the Dawn of the Twenty-First Century. In K.W. Schaie and S. Willis (Eds.), *Handbook of the Psychology of Aging*, 8th Edition (pp. 41-62). San Diego: Academic Press.

Riley, M. & Riley, J. W., Jr. (1994). Age integration and the lives of older people. *The Gerontologist*, 34, 110-115.

OPTIONAL Shrestha, L. & Heisler, E. (2011). The Changing Demographic Profile of the United States. Congressional Research Service. 7-5700, www.crs.gov, RL32701. No AB needed

Class 2, due Apr 4 GENERAL THEORIES

Achenbaum, W.A. (2009). A metahistorical perspective on theories of aging. In V.L. Bengtson, D., Gans, N.M. Putney, and M. Silverstein (Eds.), *Handbook of Theories of Aging* (pp. 25-38). New York: Springer Publishing Co.

Baltes, P.B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist*, 52, 366-380.

Schaie, K.W. (2016). Theoretical Perspectives for the Psychology of Aging in a Lifespan Context. In K.W. Schaie and S. Willis (Eds.), *Handbook of the Psychology of Aging*, 8th Edition (pp. 3-13). San Diego: Academic Press.

Class 3, due Apr 9 PHYSICAL CHANGES / HEALTH (TOPIC DUE BY FRIDAY)

Anton, S. D., Woods, A. J., Ashizawa, T., Barb, D., Buford, T. W., Carter, C. S., . . . Pahor, M. (2015). Successful aging: Advancing the science of physical independence in older adults. *Ageing research reviews*, 24(0 0), 304-327. doi: 10.1016/j.arr.2015.09.005

Garret, N., & Martini, E. M. (2007). The boomers are coming: A total cost of care model of the impact of population aging on the cost of chronic conditions in the united states. *Disease Management*, 10(2), 51-60. doi: doi:10.1089/dis.2006.630

LIVING OLD PBS Living Old - **Watch online:** <http://www.pbs.org/wgbh/pages/frontline/livingold/>

OPTIONAL Erber, J. T. (2005). *Aging and older adulthood*. Belmont, CA: Thomson Wadsworth. (pp. 145-154). No AB needed.

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

Holler-Wallscheid, M. S., Thier, P., Pomper, J. K., & Lindner, A. (2017). Bilateral recruitment of prefrontal cortex in working memory is associated with task demand but not with age. *Proc Natl Acad Sci U S A*, 114(5), E830-e839. doi: 10.1073/pnas.1601983114

Lövdén, M., Wenger, E., Mårtensson, J., Lindenberger, U., & Bäckman, L. (2013). Structural brain plasticity in adult learning and development. *Neuroscience & Biobehavioral Reviews*, 37(9, Part B), 2296-2310.

Reuter-Lorenz, P. A., & Park, D. C. (2014). How does it stac up? Revisiting the scaffolding theory of aging and cognition. *Neuropsychology Review*, 24(3), 355-370. doi: 10.1007/s11065-014-9270-9

OPTIONAL Helfrich, R. F., Mander, B. A., Jagust, W. J., Knight, R. T., & Walker, M. P. (2018). Old brains come uncoupled in sleep: Slow wave-spindle synchrony, brain atrophy, and forgetting. *Neuron*, 97(1), 221-230.e224. doi: 10.1016/j.neuron.2017.11.020 No AB needed.

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>

Version 2 - I-2-112 (not human subjects section)

http://grants.nih.gov/grants/writing_application.htm

Gerin, W. (2006). *Writing the NIH Grant Proposal: A Step-by-Step Guide*. Thousand Oaks, CA: Sage Publications. Three selections from this book will be provided as a PDF document.

Class 6, due Apr 18 COGNITION OVERVIEW

- Anderson, N. D., & Craik, F. I. M. (2017). 50 years of cognitive aging theory. *The Journals of Gerontology: Series B*, 72(1), 1-6. doi: 10.1093/geronb/gbw108.
- Hartshorne, J. K., & Germine, L. T. (2015). When does cognitive functioning peak? The asynchronous rise and fall of different cognitive abilities across the life span. *Psychological Science*, 26, 433–443.
- Weuve, J., Barnes, L. L., Mendes de Leon, C. F., Rajan, K. B., Beck, T., Aggarwal, N. T., . . . Evans, D. A. (2018). Cognitive aging in black and white Americans: Cognition, cognitive decline, and incidence of Alzheimer disease dementia. *Epidemiology*, 29(1), 151-159. doi: 10.1097/ede.0000000000000747

OPTIONAL Salthouse, T. A. (2010). Major issues in cognitive aging, Ch 1. NY: Oxford University Press. No AB needed.

Class 7, due Apr 23 MEMORY AND LANGUAGE

- Hoyer, W. J., & Verhaeghen, P. (2006). Memory aging. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (6th ed., pp. 209-232). San Francisco: Elsevier.
- Salthouse, T. (2012). Consequences of age-related cognitive declines. *Annual review of psychology*, 63, 201-226. doi: 10.1146/annurev-psych-120710-100328
- Stine-Morrow, E. A., Hussey, E. K., & Ng, S. (2015). The potential for literacy to shape lifelong cognitive health. *Policy Insights from the Behavioral and Brain Sciences*, 2(1), 92-100.

Class 8, due Apr 25 TECHNOLOGY

- Anderson-Hanley, C., Maloney, M., Barcelos, N., Striegnitz, K., & Kramer, A. (2017). Neuropsychological benefits of neuro-exergaming for older adults: A pilot study of an interactive physical and cognitive exercise system (ipaces). *J Aging Phys Act*, 25(1), 73-83. doi: 10.1123/japa.2015-0261
- Charness, N., & Boot, W. R. (2016). Chapter 20 - technology, gaming, and social networking *Handbook of the psychology of aging* (eighth edition) (pp. 389-407). San Diego: Academic Press.
- Freedman, V. A., Kasper, J. D., & Spillman, B. C. (2017). Successful aging through successful accommodation with assistive devices. *The Journals of Gerontology: Series B*, 72(2), 300-309. doi: 10.1093/geronb/gbw102
- OPTIONAL** Czaja, S. J., Boot, W. R., Charness, N., Rogers, W. A., & Sharit, J. (2017). Improving social support for older adults through technology: Findings from the prism randomized controlled trial. *Gerontologist*. doi: 10.1093/geront/gnw249 No AB needed

Class 9, due Apr 30 BELIEFS AND PERCEPTIONS

- Calasanti, T. (2016). Combating ageism: How successful is successful aging? *Gerontologist*, 56(6), 1093-1101. doi: 10.1093/geront/gnv076
- Gendron, T. L., Welleford, E. A., Inker, J., & White, J. T. (2016). The language of ageism: Why we need to use words carefully. *Gerontologist*, 56(6), 997-1006. doi: 10.1093/geront/gnv066
- Levy, B. R., & Bavishi, A. (2018). Survival advantage mechanism: Inflammation as a mediator of positive self-perceptions of aging on longevity. *J Gerontol B Psychol Sci Soc Sci*, 73(3), 409-412. doi: 10.1093/geronb/gbw035.

Class 10, due May 2 MOTIVATION / SELF REGULATION

- Brashier, N. M., & Multhaup, K. S. (2017). Magical thinking decreases across adulthood. *Psychol Aging*, 32(8), 681-688. doi: 10.1037/pag0000208.
- Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of life-span development. *Psychological Review*, 117(1), 32-60.
- Hill, P. L., & Turiano, N. A. (2014). Purpose in life as a predictor of mortality across adulthood. *Psychological Science*, 25(7), 1482-1486.

Class 11, due May 7 PERSONALITY / EMOTIONS

- Leszko, M., Elleman, L.G., Bastarache, E. D., Graham, E.K., & Mroczek, D.K. (2016). Future directions in the study of personality in adulthood and older age. *Gerontology*, 62(2), 210-215.
- Roberts, B.W. and Mroczek, D.K. (2008). Personality Trait Change in Adulthood. *Current Directions in Psychological Science*, 17, 31-35.
- Scheibe, S., & Carstensen, L.L. (2010). Emotional aging: Recent findings and future trends. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 65B(2), 135-144.

Class 12, due May 9

MENTAL HEALTH / LONELINESS

(R03 DRAFT DUE)

- Barry, L.C. & Byers, A.L. (2016). Risk Factors and Prevention Strategies for Late-Life Mood and Anxiety Disorders. In K.W. Schaie and S. Willis (Eds.), *Handbook of the Psychology of Aging*, 8th Edition (pp. 409-427). San Diego: Academic Press.
- Luhmann, M., & Hawkley, L. C. (2016). Age differences in loneliness from late adolescence to oldest old age. *Dev Psychol*, 52(6), 943-959. doi: 10.1037/dev0000117
- Shankar, A., McMunn, A., Demakakos, P., Hamer, M., & Steptoe, A. (2017). Social isolation and loneliness: Prospective associations with functional status in older adults. *Health Psychol*, 36(2), 179-187. doi: 10.1037/hea0000437

Class 13, due May 14

SOCIAL SUPPORT

- Ashida, S., Wilkinson, A. V., & Koehly, L. M. (2012). Social influence and motivation to change health behaviors among mexican-origin adults: Implications for diet and physical activity. *American Journal of Health Promotion*, 26(3), 176-179. doi: 10.4278/ajhp.100107-QUAN-2
- Fingerman, K. L., Kim, K., Tennant, P. S., Birditt, K. S., & Zarit, S. H. (2016). Intergenerational support in a daily context. *Gerontologist*, 56(5), 896-908.
- Rook, K. S. (2015). Social networks in later life: Weighing positive and negative effects on health and well-being. *Current Directions in Psychological Science*, 24(1), 45-51. doi: 10.1177/0963721414551364

Class 14, due May 16

SOCIAL ENGAGEMENT / AGING IN PLACE

- Smith, R. J., Lehning, A. J., & Kim, K. (2018). Aging in place in gentrifying neighborhoods: Implications for physical and mental health. *Gerontologist*, 58(1), 26-35. doi: 10.1093/geront/gnx105
- 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/fox111
- Varma, V. R., Tan, E. J., Gross, A. L., Harris, G., Romani, W., Fried, L. P., . . . Carlson, M. C. (2016). Effect of community volunteering on physical activity: A randomized controlled trial. *Am J Prev Med*, 50(1), 106-110. doi: 10.1016/j.amepre.2015.06.015

Class 15, due May 21

END OF LIFE

- Balk, D. E. (2016). Chapter 24 - the psychology of death and dying in later life *Handbook of the psychology of aging* (eighth edition) (pp. 475-489). San Diego: Academic Press.
- Periyakoil, V. J. (2017). Square pegs; round holes: Our healthcare system is failing seriously ill older americans in their last years. *Journal of the American Geriatrics Society*, 66(1), 15-17. doi: 10.1111/jgs.15161
- Pollock, K., & Seymour, J. (2018). Reappraising 'the good death' for populations in the age of ageing. *Age and Ageing*. doi: 10.1093/ageing/afy008
- Turner, M., King, C., Milligan, C., Thomas, C., Brearley, S. G., Seamark, D., . . . Payne, S. (2016). Caring for a dying spouse at the end of life: 'It's one of the things you volunteer for when you get married': A qualitative study of the oldest carers' experiences. *Age and Ageing*, 45(3), 421-426. doi: 10.1093/ageing/afw047

Class 16 due May 23

GENERATIVITY

- Gruenewald, T. L., Tanner, E. K., Fried, L. P., Carlson, M. C., Xue, Q.-L., Parisi, J. M., . . . Seeman, T. E. (2016). The Baltimore experience corps trial: Enhancing generativity via intergenerational activity engagement in later life. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*. doi: 10.1093/geronb/gbv005
- McAdams, D. P. (2001). Generativity in midlife. In M. E. Lachman (Ed.), *Handbook of midlife development* (pp. 395-446). New York: Wiley.

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.