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 a 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 12. 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 11am (via Canvas) on May 13. 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 2 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, Apr 1  
**CHANGING TIMES**

For 1st class only ABs due by Fri Apr 5


OPTIONAL  

Class 2, Apr 3  
**GENERAL FRAMEWORKS**


Class 3, Apr 8  
**HEALTH**

(TOPIC DUE BY FRIDAY)


Class 4, Apr 10  
**FUNCTIONAL ABILITY**


Class 5, Apr 15  
**Dr. Beth Ober, guest lecturer**, BRAIN STRUCTURE AND PROCESS


OPTIONAL  
**Class 6, Apr 17**

**GERIATRICS/HEALTHCARE AND NIH GRANT OVERVIEW**

*No ABs needed for this class*

NIH documents on grant process and writing [http://grants.nih.gov/grants/funding/r03.htm](http://grants.nih.gov/grants/funding/r03.htm)

Version 2 - I-3-112 (skip human subjects section) [http://grants.nih.gov/grants/writing_application.htm](http://grants.nih.gov/grants/writing_application.htm)


**Class 7, Apr 22**

**COGNITIVE AGING**


**Class 8, Apr 24**

**COGNITION AND WELL-BEING**


**Class 9, Apr 29**

**PLASTICITY / COGNITIVE RESERVE**


**Class 10, May 1**

**STRESS / RESILIENCE**


**Class 11, May 6**

**AGING SELF- PERCEPTIONS / AGEISM**


Class 12, May 8

MENTAL HEALTH / EMOTIONS / LONELINESS


Class 13, May 13

PERSONALITY (R03 DRAFT DUE)

Harris, M. A., Brett, C. E., Johnson, W., & Deary, I. J. (2016). Personality stability from age 14 to age 77 years. Psychology and Aging, 31(8), 862-874. doi:10.1037/pag0000133

Class 14, May 15

AGING IN PLACE


Class 15, May 20

END OF LIFE
PBS Living Old - Watch online: http://www.pbs.org/wgbh/pages/frontline/livingold/

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. #


Class 16, May 22

GENERATIVITY / INTERGENERATIONAL RELATIONS


May 27 Memorial Day – No class
STUDENT PRESENTATIONS

Class 17 May 29
Class 18 June 3
Class 19 June 5

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.

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INFORMATION AND 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 immediate food and access to additional resources. https://aggiecompass.ucdavis.edu/ This link has 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) https://cru.ucdavis.edu/arc/

ACADEMIC PARTICIPATION VERIFICATION
Each term, all students are required to acknowledge the Code of Academic Conduct for each registered course. Beginning on the first day of instruction my.ucdavis.edu will notify students online and through email to participate in keeping UC Davis a fair and honest community. Please remember to complete your Academic Participation verification no later than the quarter add deadline at participate.ucdavis.edu

CODE OF ACADEMIC CONDUCT: Honesty, Fairness, Integrity