

Psychology 103 Adult Development and Aging Summer 2022

Remote (zoom) learning

T/Th 9-12:30

Join Zoom Meeting for lecture

<https://ucsc.zoom.us/j/99265145021?pwd=ajI0S3Z4S000aWFYZUFpRmE5Umt0UT09> Meeting ID: 992 6514 5021 Passcode: 247000 One tap mobile +16699006833,,99265145021#,,, *247000# US (San Jose) +13462487799,,99265145021#,,, *247000# US (Houston)

Instructor: Professor Margarita Azmitia; pronouns she, hers

Email (best way to reach me) azmitia@ucsc.edu

Phone 459-3146

Office hours: Tuesdays 12:30 to 1pm

Thursdays 5-6pm

Join Zoom Meeting for office hours

<https://ucsc.zoom.us/j/5464480262?pwd=OXZpeXVnbmM2YThNU2VpVTVLVDBNdz09> Meeting ID: 546 448 0262 Passcode: 881867

This upper division course provides an overview of the historical, cultural, societal, biological, interpersonal, and cognitive age-related patterns and mechanisms of adult development and aging. We will learn how each of these contexts and processes promotes stability and change as people experience adulthood, reflect on their lives, and prepare for death. We will cover development from the early 20s, emerging adulthood, and into late old age and learn about individual differences in successful aging. **Prerequisites: Psychology 3 (or 100), Research Methods in Psychology, and Psychology 10, Introduction to Developmental Psychology.**

Required Books and Readings

Required textbook (Available as an e-book through bookstore):

Whitbourne, S. K., & Whitbourne, S. B. (2020). *Adult Development and Aging* (Seventh Edition).

NY: Wiley (*The sixth edition is fine, but there are differences between the sixth and seventh editions.*)

Additional readings for lecture and discussion section will be available on **Canvas**. Log into Canvas with your UCSC email address; you can only log into Canvas if you are registered for the class.

If you are a DRC student who will need accommodations for exams: Any student who thinks they may need an accommodation based on the impact of a disability should contact the DRC. The DRC automatically sends me your paperwork. However, please meet with me privately so we can discuss your accommodations and support your learning. Please contact the Disability Resource Center at 831-459-2089 in room 146 Hahn Student Services or by e-mail at drc@ucsc.edu for an accommodations assessment.

This has been a challenging time. Please let me know if you are experiencing difficulties; if I don't know, I can't help you. Here are additional resources.

Counseling Services (from the website <https://caps.ucsc.edu/about/index.html>): CAPS provides UCSC students with a wide range of mental health services, including group counseling,

workshops, crisis assessment and intervention, referral services, and brief individual and couples counseling. Hours: 8:00 AM - 5:00 PM, MON.-FRI., Phone: (831) 459-2628, Fax: (831) 459-5116 Address: [Cowell Student Health Center](#), East Wing, 2nd floor After-Hours/Weekends/Holidays: For crisis services call (831) 459-2628 Emergencies: For life threatening emergencies, call 911.

Slug Support: Slug Support works to help students with financial challenges or other difficulties that are affecting their ability to do well in college. They can help students obtain financial help for food or emergency housing. They can also help students find other campus resources, such as counseling, financial aid, advising, etc. <https://deanofstudents.ucsc.edu/slug-support/program/index.html>

Distribution of Lecture Notes: Please note that students will be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student personally took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies and state law and may also constitute copyright infringement subject to legal action.

Reading responses for readings assigned for lecture and discussion (20% of final grade, **no makeups for missed posts).** You will post a 4-5 sentence reflection on the assigned reading AND respond **respectfully** to a peer's post. **Due in Canvas by 11:59 pm the night before** they are assigned for lecture. Late posts will not be accepted. On-time posts will be graded as 3 = excellent, 2 = good, 1 = fair, and 0 missing/late/did not follow instructions. I will provide examples of commentaries on a handout posted on canvas.

In class activities, including weekly quizzes (20% of grade). Every day, there will be individual and group activities. The weekly quizzes will also be taken in class. Quizzes and activities cannot be made up, so please attend class regularly.

EXAMS: (40% of grade). There will be 2 non-cumulative exams. The exams will be a combination of multiple choice and short answer questions. You need to achieve a 70% average in the two exams to get a passing grade for the course. **Makeups will only be given with a documented, approved excuse. IF YOU NEED A MAKE-UP EXAM, YOU MUST LET ME KNOW PRIOR TO THE EXAM AND GET MY APPROVAL FOR THE MAKEUP.** Otherwise, you will not be able to take a make-up exam. The exams will be on the days scheduled. No early or late final exams will be given, so please plan accordingly.

Class Project: 20% of grade You and a partner will create an interview for an older adult to gather their life stories. You will each interview one older adult and transcribe the interview and write their stories. You can interview a family member, contact a local senior center or assisted living facility, church, etc. You will each produce a short—5 to 7 pages of text, without the cover page, abstract, attached transcribed interviews, or references—paper about what your interviewees stories tell you about their life pathways, which will include both of your interviews.. We will watch a documentary called Aging in America and work on this project in class. More instructions will follow and they will also be posted in a folder called “Class Project” on canvas

Cheating and Plagiarism: Academic dishonesty will not be tolerated. Cheating includes (1) copying from another person's exam or paper; (2) letting another person copy from your exam or paper, (3) fabricating information for your class project, and (4) plagiarism. Plagiarism is defined as any use of another author's words of ideas without providing credit or an appropriate citation. Cheating and

plagiarism will result in a zero grade for the exam or paper AND a letter to the chair of your department and the provost of your college. A second time of such behavior will result in a no pass (F) for the course AND a second letter to the chair and provost. If you are unsure as to what constitutes academic dishonesty, please meet with me or your TA. Information is also available here: <http://library.ucsc.edu/help/howto/citations-and-style-guides>. Principles and procedures concerning academic integrity are available at this link: http://www.ue.ucsc.edu/academic_integrity.

GRADING: If you are taking the course for a letter grade, roughly:

90-100% = A

80-89% = B

68-79% = C (but you must have a C average on exams to pass the course)

58-67% = D

57 and below = F

If you are taking the course P/NP, a C = Passing

NOTES ON ATTENDANCE AND COMMUNITY

(1) Before class, please turn off your cell phone or put it on vibrate.

(2) I will always start on time. Please be on time—if you arrive late or leave early from the zoom room, please be discrete so you do not disrupt the lecture or activities. Ideally, you would have your camera on, but if you don't, I will occasionally call on you to offer an opinion or answer a question and if you do not respond (you can do so verbally or in the chat) you will not get credit for that in-class activity.

(3) Please be respectful of each other. And please watch your tone when you ask a question or make a comment.

(4) Mute yourself at the beginning of class and unmute yourself when you have a question or comment.

(5) You are responsible for the material and announcements you miss.

(6) I welcome your questions and comments, within reason—monitor your floor time so that you don't dominate the conversation and I can get through the material.

(5) Please remember that your private conversations/chats are very disruptive to your fellow students and me.

(6) When I am lecturing, it is difficult for me to monitor the chat, so use the raise hand function on zoom to alert me to the information in the chat.

(7) You can always email me with questions or suggestions—I expect politeness and professional behavior in lecture and emails. I check my email in the mornings and early evenings (6-7pm)—but only do so consistently Monday-Friday. If you email me during the weekend, I will respond the following Monday.

(8) If you are having trouble with the class, a concept, etc., do not wait until the last minute. I am happy to help you.

Course Plan

READINGS: TXT =Whitbourne & Whitbourne; canvas means the reading is available in the ‘files’ tab on canvas.

DATE TOPIC

TUESDAY 6/21

Aging in the 21st Century: Themes and Issues.

Please read your syllabus carefully and take the syllabus quiz by 11:59pm Wednesday June 22.

Reading:

TXT Ch 1, Themes and Issues in Adult development and Aging

Video: Aging in America: The life stories project <https://youtu.be/6Ykd1t2D6yk>

THURSDAY 6/23

Theories and Research in Adult Development

Reading:

TXT Ch 2, Models of Development: Nature and Nurture in Adulthood
Ch 3 ONLY 48-59

Canvas: Breen, A. V., Scott, C., & McLean, K. C. (2021). The “stuff” of narrative identity: Touring big and small stories in emerging adults’ dorm rooms. *Qualitative Psychology*, 3, 297-310. **Please post your reflection and respond to a peer by 11:59 Wednesday 5/22**

Quiz 1 during class, on canvas.

TUESDAY 6/28. Physical Changes

Reading:

TXT: Chapter 4

Canvas: (2021) Free radicals and aging. **Post your reflection and respond to peer by 11:59pm, Wednesday, 6/27.**

Film—Telomeres and aging: Professor Carol Greider UCSC, Nobel Prize winner

<https://specialevents.ucsc.edu/events/kraw-lecture/2020/>

By 11:59, Friday 7/1 : Go to the discussion tab in Canvas and (a)briefly respond to the following questions and (b) briefly respond to a peer’s post. This post is worth 7 points

1. What role did Professor Greider’s curiosity play in her discovery of the function of telomerase in telomeres, DNA, and cell health?
2. What was the point you found most interesting in her lecture? Why?
3. Why does Professor Greider propose that telomerase supplements don’t work? What is ONE alternative she proposes for healthy aging?

THURSDAY 6/30 Health, Prevention, and Successful Aging

Reading

TXT: Ch 5 Health and Prevention

Canvas: Stix, G. (2014, November). Learning about your family's elevated Alzheimer's risk as early as age 8. *Scientific American*. **Post your reflection and peer response by 11:59pm, Wednesday 6/29**

Video: Alzheimer's and the brain <https://youtu.be/0GXv3mHs9AU>

Video: Genetic correlates of early Alzheimer's in Colombia <https://youtu.be/ukk33QSjC54>

Quiz 2 during class, on canvas.

TUESDAY 7/5: Information Processing, Attention, and Memory

Reading

TXT: Chapter 6: Basic Cognitive functions: Information Processing, Attention, and Memory

Canvas: Merrill, N. & Fivush, R. (2016). Intergenerational and identity across development.

Developmental Review, 40, 72-92. **Post your reflection and respond to a peer by 11:59 Monday, 7/4**

Videos: Speed of Processing and Aging.

<https://www.youtube.com/watch?v=VSTPKRp8e2w>

MIDQUARTER EXAM ON CANVAS

THURSDAY 7/7: Cognitive 2: Metacognition, Problem Solving, Intelligence, Creativity, and Wisdom

Reading:

TXT: Ch. 7 Higher-order Cognitive Functions

Canvas: Pandemic Stress and Decision Making. **Please post your reflection and peer response by 11:59pm, Wednesday 7/6**

During class, you will work with your partner to draft your interview questions for your project, upload your interview questions to canvas by 11:59pm

TUESDAY 7/12: Personality and Relationships in Adulthood

Reading:

TXT. Chapters 8 and 9

Canvas: Carstensen, L. L. (2021). Socioemotional Selectivity Theory: The role of perceived endings in human motivation. *The Gerontologist*, 61(8), 1188–1196 **Post reflection and peer response by 11:59pm, Monday, 7/11**

Video: Carstensen's, L. Older people are happier <https://youtu.be/7gkdzkVbuVA>

THURSDAY 7/14: Education, Work, and Play in Adulthood

Reading

TXT: Chapter 10

Video: Autistic adults at work. <https://youtu.be/YnAUy4BM0w8>

Video: Retirement co-housing in Mexico. <https://youtu.be/QKukJWaU--g>

Quiz 3 during class on canvas

Upload a draft of your paper onto canvas by 11:59pm, Friday 7/15

TUESDAY 7/19: Mental Health and Long term Care in Adulthood

Reading

TXT Ch 11: Mental Health Issues and Treatment

Ch 12: Long term care

Video: My twin brother has schizophrenia <https://youtu.be/iIm9qv2mRwE>

Video: Living with bipolar disorder <https://youtu.be/Rp5SeMrivRA>

THURSDAY 7/21 Death and Dying and Revisiting Successful Aging

Reading:

TXT: Chapter 13

Video: Elizabeth Kubler Ross on the Oprah Winfrey show <https://youtu.be/0kR8VianhSk>

Upload the final drafts of your papers to canvas by 11:59pm, Friday 7/22

Final exam during class on canvas