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PSY 151 – Adult Development & Aging
Spring 2024
Tuesday & Thursday 9:30-10:45am
Location: HFH 1104



Dr. Albada and great-grandmother, Nanny.

Welcome! I am Dr. Albada, your instructor for PSY151. My PhD is in developmental psychology from the University of Florida, with an emphasis on adult development and aging, methods and statistics. My research focuses on how and why people remember the experiences of their life (i.e., autobiographical memory) at different points in adulthood and late life, and across cultures (see the TALE Lab). This course uses a variety of teaching and learning strategies. There are some course components that are offered online (i.e., Zoom office hours) but the ***majority of the lectures and activities for this course will be held in person*** on both Tuesdays and Thursdays. The course will provide you with a theoretical and empirical foundation for understanding the psychosocial issues associated with growing older and to apply your understanding to real-world problems. ***Lectures will start Week 1***. I look forward to seeing you there!

Course Community

My goal for you is to feel comfortable and welcomed in our course community so that you have a successful learning experience. We will work together to accomplish this goal in a number of ways. First, the course will be a mix of lectures and small group discussions. The small group discussions are intended to create a sense of community in a large course. Learning with the same group of people throughout the quarter will give you a greater appreciation for diverse perspectives and ideas about adult development and aging. We will need to be respectful in our interactions and appreciative of our diverse learning community. Second, some of the topics we discuss in this course can be emotionally-charged (dementia among family members), and thus creating a safe community space to share thoughts and feelings is particularly important. Third, creating a safe space and sense of community in our course will also require flexibility so that students know that the same course policies apply to everyone, and not just some (who ask). Flexibility is built into course components. There will be an open line of communication about any modifications, if needed, to the course as the quarter progresses. If you feel uncomfortable in our course community at any time please reach out to me or your TA to discuss your concerns.

Contact and Office Hours Information

Both Dr. Albada and your TA, **Elle Murata**, will hold two hours of office hours per week. There is a mix of in-person and Zoom sessions, spread out through the week for your convenience. The days and times of their office hours and email contact information is on *Canvas*. You can visit our office hours for any course-related or non-course related questions (e.g., graduate school, etc.). We are here to help you succeed in this course (and beyond!). If you are going to email us directly, **please email through the *Canvas* email system.** It helps us to better keep track of the emails related to this course.



Elle with grandparents

Course Overview

This course will provide an overview of the theories and research regarding development during the longest phase of the life cycle – adulthood, covering the years from young adulthood to late life. The course emphasizes that development across adulthood and in late life is ***multidirectional*** and ***multidimensional***. Thus, students will learn about the ***gains and losses*** across adulthood in various domains, such as: age-related changes in the brain, in cognitive functioning and memory ability, in social relationships, changes and stability in personality and emotions, and the mental health concerns of late life. Understanding the nuanced ***methodologies*** associated with studying age differences and age change will be a key component of the course. The course will help you to disentangle myths and stereotypes of aging from what we know based on empirical work. You will leave the course with more knowledge about the aging process, and how to conduct ***research*** with an older adult population, as well as an understanding of the considerations for how this knowledge can be ***applied*** to enhance the lives of your grandparents, parents, and you - someday.

Learning Objectives and Outcomes

Course Learning Objectives

There are five major learning objectives in this course, bulleted below. The student who successfully completes this course will be able to:

- Identify the major propositions of lifespan developmental psychology and the core issues in lifespan developmental psychology that apply across a variety of research topics.
- Know the major research designs and methods used in the study of adult development and aging.
- Apply knowledge about designs to more deeply understanding empirical articles, and interpretations about change and stability in functioning across adulthood.
- Consider how research on adult development and aging can be applied to older adult populations to ameliorate age-related societal and global concerns.

Program Learning Outcomes

The Department of Psychological & Brain Sciences' (PBS) Program Learning Outcomes (PLOs) reflect the knowledge, skills, and values that students are expected to acquire upon completion of their BS degrees. In particular, this course promotes acquisition of:

- PLO #1 which includes mastery of the "appropriate breadth across and depth within selected content areas of the discipline."
- PLO #3 which includes the "development and demonstration of critical thinking skills."
  PLO #4 which includes the demonstration of "effective oral communication skills."

These PLOs will be met by having students: (i) answer take-home exam questions, (ii) reading and critically evaluating popular press and scholarly articles via group discussion; and (iii) completing a final project that encourages critical thinking about research and application of knowledge. The PLOs can be found here on the PBS website.

Teaching and Learning Strategies

Lectures on both Tuesdays and Thursdays will be held in person. Google slides will be posted, at a minimum, the night before lecture. Students are expected to attend and be prepared for the lecture, by reading ahead relevant course material, watching any videos, listening to any podcasts, and being open to in-class and small group discussion. ***In general***, the Tuesday lecture will mostly be a more typical formal lecture, though class discussion and engagement is expected. The Thursday lecture time will focus mostly on group work and digesting and understanding the required reading for the week. Attendance is not taken during the typical lecture day (**unless attendance becomes problematic and then a new policy will be implemented**). Attendance is monitored via the submission of a weekly Group Reading Worksheet (see details below) on the days that those are completed in class.

There will ***generally*** be one assigned scholarly article reading, corresponding to the weekly topics, per week. Each week will also have a popular press discussion of a weekly topic, either a newspaper article, a video to watch, or a podcast. There is no textbook for the course; only scholarly articles and popular press media. ***Typically***, the popular press media corresponds to the Tuesday lecture. The scholarly readings ***MUST be done prior to coming to class on the day in which the Group Worksheet is completed (usually Thursday)***. The Thursday lecture time will be spent working in small groups to discuss the articles and to answer questions about the articles. A **Group Reading Worksheet** will be submitted. Readings will be made available, at minimum, one week ahead of the class in which they will be discussed. Thus, students will have plenty of time to read the scholarly article.

Course Resources

Scholarly Readings

The required reading in this course will be scholarly journal articles or chapters from edited volumes. They will be a mix of theoretical papers, reviews, and empirical work. The purpose of these scholarly readings is for students to take a deep dive into one specific topic, and to learn about the methodologies for collecting data from individuals across adulthood. The readings are listed on the course schedule, and will be posted on *Canvas*. There is one scholarly reading per week.

There is not a required textbook. If you would like one to look through, I recommend: Cavanaugh, J. C., & Blanchard-Fields, F. (2018). *Adult Development and Aging* (8th Edition). Cengage Learning.

Popular Press Outlets

Articles, podcasts, and videos from popular press outlets will also be required. The type of outlet will vary by week, and will vary in number (e.g., you might have one newspaper article to read, and one podcast to listen to). The purpose of these popular press outlets is to provide you with a more layman's description of the topic being covered (e.g., easier to read than the scholarly articles), and to provide you with a sense of how the science of adult development and aging is portrayed in legitimate media outlets. It will also get you thinking about the application of the science described in scholarly articles to the life of older adults.

Course Website

All information pertaining to and required for this course will be made available on *Canvas*. If external links are needed (e.g., links to websites, videos, etc.), they will be posted on *Canvas*. It is also the portal

for submitting the Group Reading Worksheets, submitting exams via *gradescope*, etc.. I will be making announcements via *Canvas* so it is essential for your success in this course that you access the website regularly. ***You are responsible for knowing the information posted on the website and for all announcements and changes made there.***

gradescope
Take-home Exams will be posted on *Canvas*, and submitted and graded via gradescope. The link to gradescope will be available on *Canvas* for the exams, but you can also go directly to the gradescope website to submit your work, view your grade, and the feedback. ***You will be sent an email with a link to the course's gradescope account. If you do not receive the link use this code: 7DYE4J***. ***You must use the email address associated with your Canvas account otherwise your grades posted for the Take-home Exams in gradescope will not link correctly with Canvas***.

Course Requirements

Exams = 40% of Grade
There will be ***two required take-home exams*** on the lectures, required scholarly readings, and popular press outlet materials. The exams will be open 'book', open note, and be made available for one week. Thus, you will have one week to work on the take-home exam. ***This means that there is no reason to miss an exam; thus, no make-up exams will be given.*** The exams will consist of essay questions: two questions will be required and then you will be able to answer a third question of your choosing out of a few possible options. The exams will be submitted via *gradescope* on *Canvas*. Although the take-home exams are open-note and book, they ***must be taken individually***. Unusual congruences in answers on the exams will follow the plagiarism policy in this course (***resulting in a zero on the exam***). Use of the internet to search for answers for an exam question is not advisable (there is a lot of incorrect information about aging on the internet), and the 'correct' answer is the one that will come from the course material – not from a Google search or from generative artificial intelligence.

Flexibility policy. You will have the option to choose (some) of the exam questions to answer. Thus, your knowledge and confidence can guide your decision.

Group Reading Worksheets = 20% of Grade
Reading scholarly articles on a new topic can be challenging. Thus, students will work with one another on Group Reading Worksheets to help ensure that you have digested and understand the material in the weekly articles. The worksheets will also help you to think critically about adult development and aging research and the application of research to middle-aged and older adults' everyday lives. ***Groups will be determined in Week 1***. These Group Reading Worksheets are designed to be completed in class, usually on Thursdays, but you will have extra time to work on them before they are due.

The Group Reading Worksheets will not be ***due until Friday evening by 11:59pm*** in case your group needs additional time to complete the Worksheet. Directions about how to complete the Group Reading Worksheet will be on each worksheet. ***Worksheets not submitted by the deadline will receive a zero.*** In order to receive full credit as a group member, ***you MUST be present in class***. Group members not present in class are not allowed to include their name on the worksheet when it is submitted (however,

also see flexibility policy below). Each Group Reading Worksheet will be graded on a 3-point scale as follows:

1 = The worksheet answers are incomplete and/or the information on the worksheet seems to simply be regurgitated from the reading. There is little evaluation and/or no new insights provided. No evidence of critical thinking.

2 = The worksheet answers go beyond being superficial and provide new insights into the findings and ideas presented in the research article. But, the answers do not link with other learned information, a methodological question, personal experiences, future research ideas, societal implications, etc. Some demonstration of critical thinking is evident.

3 = The worksheet answers go beyond being superficial and provide new insights into the findings and ideas presented in the research article. The answers link well with other learned information, a methodological question, personal experiences, future research ideas, societal implications, etc.. There is a clear demonstration of critical thinking.

Flexibility policy: It is recognized that students might not be able to make it to every Thursday session or the session in which we complete the Group Reading Worksheet. Reasons will vary widely across students (i.e., illness, personal circumstances, like loss of a family member, overslept, etc.). Thus, each student is *allowed to miss one Group Reading Worksheet without penalty.* In addition, if you are absent from class, you can submit the Group Reading Worksheet individually. The grade that you receive on the individually-submitted Worksheet will be cut in half (i.e., if you would have earned a 3, your grade will instead be a 1.5). This is because you will be missing the most important part of the worksheet, which is evaluating the reading and critically-thinking about the issues with peers.

Participation Self-evaluation = 10%
Participation in the class, such as attending lectures, engaging in activities and discussion, completing required readings, collaborating with group members, etc. in the course throughout the quarter is expected. People participate in class in different ways (e.g., some speak up in class, some provide insightful discussion for small groups, interesting answers on worksheets, etc.) and thus to understand the way that you are participating in this class throughout the quarter, ***a self-assessment of your class participation will be submitted during the final week of class***.

You must keep track of your participation throughout the quarter on a weekly basis. This weekly log is to be the "evidence" of your class participation. Details about how to keep track of your class participation will be discussed in class, and the form that you will submit at the end of the quarter is available on *Canvas*. Inconsistencies between the evaluation that you have of yourself regarding class participation, and the evaluation that your TA or Dr. Albada has of you, will be discussed prior to calculating your participation grade. In cases where inconsistencies are found to exist (i.e., your participation in the class was demonstrated to be less than your self-evaluation), a 10 point deduction, at minimum, will be applied. The Participation Self-evaluation is **due the last day of class, Thursday, June 6th by 11:59pm.**

Final Project = 30% of grade
There will be a final project in the class. The project will be a "choose your own adventure." This choice is being allowed because everyone will get something different out of this class. For some, it will spark your interest in perhaps conducting research with older adults one day in the future. For others, it will help prepare you better for a career in health-care, in which you will work with older adults. And, still for others, it will get you thinking about the experiences of your aging family members and the older adult community, more generally, and how research might lead to innovations that make their lives better. Thus, the final project will let you focus on what you have gotten out of the course by either proposing a future research project based on what you have learned, or by proposing the development of an innovation that might help make older adults' lives easier in the future based on what you have learned. Each "adventure" will allow you to be creative. The Final Project will be submitted as a 5-minute pre-recorded presentation with PPT/Google Slides. Details about how to develop the Final Project, what will be required on the slides, and the two "adventures" will be posted mid-quarter.

Flexibility policy: The Final Project is due the **Tuesday of finals week, June 11th by 11:59pm**. There will be a 24-hour grace period for submission, but a 2-point late penalty will be applied. **No Final Projects will be accepted after June 12th at 11:59pm**; these will be graded as zero. Projects must be submitted via *Canvas*.

Plagiarism Declaration
Because there is a substantial amount of writing in this course – Reading Worksheets every week, Take-home Exams, and a Final Project – all students must submit a Plagiarism Declaration. This declaration can be found on *Canvas*. The declaration must be signed electronically, and ***submitted to*** *Canvas*. **Your final grade in the class will not be submitted until a Plagiarism Declaration has been submitted.** Thus, please submit it as soon as possible, and at the latest by the end of Week 3.

Details about what constitutes plagiarism are briefly discussed below in the Academic Misconduct Policy. If you are unsure of what constitutes plagiarism, please read the section below, visit the Academic Integrity website, and/or talk to your Instructor or TA. Students will not be able to say that 'they did not know' they were plagiarizing. The penalties for plagiarizing in this course are as follows:

- If plagiarism is ***suspected***, the student will be required to meet with Dr. Albada and their TA. During this conversation both the student suspected of plagiarizing and Dr. Albada or the TA will present evidence for their case.
- If, based on this conversation, plagiarism is determined to have occurred the student will ***receive a 0*** on the activity for which plagiarism occurred; ***no exceptions***.
- If the student is suspected of plagiarizing again, they will ***receive a 0 in the course*** and be ***reported to the Office of Student Conduct***. No exceptions.
- **The use of generative AI assistive technologies, like ChatGTP, without the consent of the Instructor or TA, and without proper citations, constitutes plagiarism.**

Course Grading

Your grade for the course will be based on your performance on the two Take-home Exams, weekly Group Reading Worksheets, Self-evaluation of Participation, and the Final Project. The table below provides a summary. This course ***does not*** use the Psychological & Brain Sciences Equalization of Grading Policy. ***This means that your final grade will be based solely on your performance in the***

course requirements, and is not affected by how other students do in the course. There is ***no*** cap on how many students can receive each letter grade!

Course Requirement	% of Course Grade
Take home exams (2)	40%
Group Reading Worksheets (8 out of 9)	20%
Participation Self-evaluation	10%
Final Project Presentation	30%

Grading Scale
Below is the grading scale used in this course, although Dr. Albada reserves the right to change the final grading scale based on the distribution of class scores (though this is unlikely and has never been done before). ***Grades are rounded up based at the .50 criteria for two decimal places.*** For example, if you earned an 89.50, you will have earned an A- in the course. If you earned an 89.45, you will earn a B+ in the course. These are the rounding procedures; ***no exceptions***.

Letter	Grade	Letter	Grade
A+	97+	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	0-59

All grades are final. Every effort will be made to ensure that your grade has been calculated correctly. ***A grade will only be changed if the work was mis-graded or your points were miscalculated***.
Psychological & Brain Sciences instructors do not lower grades to allow re-takes of courses. Grades are not given, they are earned.

Pass/No Pass Grades
Instructors are required to submit letter grades for all students. If you registered P/NP for the course, the College will change your letter grade to the appropriate Pass (C or above) or No Pass (C- or below). Instructors have no control over this process so if you have a problem, please visit the College Advisors.

Departmental and University Policies

Academic Misconduct Policy

Psychological & Brain Sciences Instructors who have reasonable evidence of academic misconduct both report misconduct to the UCSB Office of Student Conduct. This allows the OJA to conduct an evidentiary hearing that may clear the student or may compellingly establish misconduct. If academic misconduct is established, the OJA, not the Instructor, decides the consequences other than the course grade, which is conferred by the Instructor. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic dishonesty, such as ***cheating or plagiarism***, will subject a person to Department and University disciplinary action. Cheating includes, but is not limited to, looking at another student's examination, referring to unauthorized notes or other sources of information during an exam, providing or receiving test or exam or paper answers, and having another person take an exam or write a paper for you. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is used, whether it is a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged. Thus, submitting work that is similar to another students' work in the class is considered plagiarizing. Submitting your own work for multiple assignments is also a form of plagiarism.

Reproduction of Course Materials

All course materials (class lectures and discussions, handouts, examinations, Web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, and the California Civil Code. UC Policy 102.23 expressly prohibits students (and all other persons) from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the Instructor. Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in this class students are forbidden from completing study guides and selling them to any person or organization. This text has been approved by UC General Counsel.

This means that we are the exclusive owners of the copyright in all materials created for this course. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course. However, you may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way — whether or not a fee is charged — without our express prior written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC Santa Barbara Student Code of Conduct. Similarly, you own the copyright in your original papers and exam essays. If we are interested in posting your answers or papers on the course web site, we will ask for your written permission.

Student Resources		
Are you experiencing…	**You should reach out to…**	**You can find them…**
Challenges as a first-year, first generation, or minority student?	ONDAS Student Center (Opening New Doors to Accelerating Success)	1150 Kerr Hall | (805) 893-5009
Mental health or relationship issues?	Counseling and Psychological Services (CAPS)	CAPS Office (Building 599) | (805) 893-4411
Difficulty with financial aid, loans, or work study?	Office of Financial Aid and Scholarships	SAASB, Room 2103 | (805) 893-2432
Physical health issues?	Student Health Services	Student Health Building | (805) 893-3371
Facing drug or alcohol abuse issues?	Alcohol and Drug Program (ADP)	Student Health Building | (805) 893-5013
Food insecurity? Hunger?	Associated Students Food Bank	University Center (UCen), Room 3167 A | (805) 893-2276
Sexual assault, interpersonal violence, or stalking?	Campus Advocacy Resource & Education (CARE)	Student Resource Building (SRB), Room 1220 | (805) 893-4613
Need for accommodations for learning or mobility disabilities?	Disabled Students Program (DSP)	Student Resource Building (SRB), Room 2120 | (805) 893-2688
Need for tutoring, study skills?	Campus Learning Assistance Services (CLAS)	Student Resource Building (SRB), Room 3210 | (805) 893-3269
Challenges as a first generation student?	Educational Opportunity Program (EOP)	Student Resource Building (SRB), Room 2210 | (805) 893-4785
Challenges as an international student?	Office of International Students and Scholars (OISS)	Student Resource Building (SRB), Room 3130 | (805) 893-4785
Challenges as a transfer student?	Transfer Student Center (TSC)	Davidson Library, First Floor | (805) 893-2038

*****See *Canvas* for the Course Schedule*****