

SYLLABUS
PSYCH 322: Adulthood and Aging

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**THE UNIVERSITY
OF BRITISH COLUMBIA**

A summer course on the
PSYCH 322: Adulthood and Aging
Department of Psychology
University of British Columbia,
Vancouver, Canada

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ABOUT THE PROFESSOR:

Mario Garrett, Ph.D., is professor of gerontology at San Diego State University. Professor Garrett obtained his BSc (First Class Honours/ summa cum laude) from the University of East London and his PhD from the University of Bath. He has over 30 years experience in large data management, manipulation, and analyses. He has coordinated the digitizing of one of the largest longitudinal databases in England (Child Health Education Survey, 1962), and has worked with all three longitudinal from-birth databases sponsored by the British government. As the team leader of a United Nations Population Fund, and as the Program Manager/ Director of Programs with the United Nations International Institute on Aging, he coordinated a five-year project looking at support for the elderly in the People's Republic of China. While with the United Nations, professor Garrett founded the international aging magazine 'BOLD' which in 2017 has been renamed as the International Journal on Ageing in Developing Countries. In 1995 with the Minority Aging Research Institute at University of North Texas, Garrett was responsible for coordinating a statewide study in all the nineteen pueblos in New Mexico. He has also designed and implemented training/educational courses in Pueblos and Reservations in the State of New Mexico as the Director of an educational program at the Center on Aging, University of New Mexico. Garrett has specialized on aging issues among American Indian and Alaska Native (AI/AN) populations. He has compiled the most comprehensive databases on health of

AI/AN populations in the nation. Garrett established and maintained a Monograph series on Indian health for the National Indian Council on Aging with eight series published. After joining the faculty at San Diego State University in 2004, he was the chairman of the department of gerontology. His talk at University of California San Diego TV was viewed over 1.7 million times making it the most popular video for 2013. He has just published a book on Immortality with a Lifetime Guarantee, about the science of living longer.

COURSE DESCRIPTION:

This six-week intensive course, based on ten lectures, examines theory and research in the psychology of aging. It provides a critical overview of the multitude of theoretical concepts in aging. The course will address demographic, historical, genetic/biological, psychological, political and social dimensions. Psychological theories of aging look at normal aging processes and attempt to explain the differences in sensory perception, physical capacity, mental acuity, and social behavior. Research findings, empirical evidence, and theoretical advancements will be provided to illustrate our current knowledge of aging. Specific conditions, such as dementia, and other chronic diseases will be explored. Students will be able to describe, understand and evaluate empirical evidence that substantiate or refute theoretical assumptions about aging. Students will understand changes in cognition, personality, behavior and health. Students will also be able to appreciate the historical development of gerontology and how historical concepts are still in use today. Some useful policy directives will be introduced as a way of addressing emerging issues brought about by aging populations.

COURSE GOALS:

This course is designed to increase students' ability to:

1. Understand the different levels of aging from population to community to the individual to cell aging,
2. Appraise, and interpret evidence for healthy aging,
3. Comprehend the demographic dynamics that create an aging population,
4. Appreciate the social issues that arise from an aging population,
5. Distinguish between different discussions of aging, from cell to body, from individual to societal,
6. Participate in a discussion of the issues surrounding aging from a political, economic and psychological perspectives
7. Understand the difference between assumptions and facts of aging

COURSE OBJECTIVES:

By the end of the course, students will be able to gain:

1. Knowledge of normal aging phenomena and experiences, including common diseases and functional problems, effects of aging on body systems, and mental health.
2. Appreciation for racial, cultural, socioeconomic, and other differences among older adults.
3. Understanding of components of the health care system relevant to older persons, including medication use, long-term care, and health care policies.
4. Ability to apply knowledge and skills in the basic concepts that are relevant to living and working with older persons.
5. Appreciation for the multidisciplinary and interdisciplinary nature of aging and related ethical issues.
6. Understand, compare, and contrast the main model of aging (from a biological, social, and cognitive perspective)
7. Differentiate normal vs pathological aging. Identify and explain disorders, syndromes associated with aging
8. Apply theoretical knowledge to the understanding and evaluation of empirical research examples (we will be looking at various interesting recent media reports and journal articles throughout the course)

TEACHING METHODS:

Primary teaching methods will include lectures, class participation, videos and discussions.

CLASS REQUIREMENTS:

Students are expected to complete all quizzes/tests as identified in the syllabus. If students miss a class when a quiz was scheduled, they are responsible for rescheduling and taking the assigned task before the end of the course. The instructor is not obligated to reschedule missed assignments/quizzes /tests. For any quiz missed and not rescheduled you will receive a 0 (zero) for that assignment and your final grade will be determined from the other quizzes and other assigned tasks. There will be no retro-grading at the end of the course. There will not be any make-up final assignment/quiz/test. Students are responsible for arranging their schedules around classes.

Attendance - Students are expected to participate in question and discussion, perform all assignments after the session in which the material will be discussed.

Tests – Students are expected to complete all quizzes and assignments. There will not be a final exam.

UBC PSYCHOLOGY DEPARTMENT'S POSITION ON ACADEMIC MISCONDUCT:

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the UBC, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading are liable to be scanned. In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar:

(<http://students.ubc.ca/calendar>)

and read the University's Policy 69:

(<http://www.universitycounsel.ubc.ca/policies/policy69.html>).

GRADE DISTRIBUTION AND GRADING

To reduce grade inflation and maintain equity across multiple course sections, psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 69-70% for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of ~13%. The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. Scaling is likely to be required in order to

comply with these norms; grades may be scaled up or down as necessary. Official scaling is applied at the end of the course. I have no control over this. Please see UBC Department of Psychology for scaling protocol/s.

ASSIGNMENTS

There will be five quizzes, and a pre-, and post-questionnaire that will determine your grade for the class. The quizzes will be based on the Powerpoint slides, required reading, videos and other presentations in class. Each quiz includes questions from nine sessions each contribute 10% of the total mark (nine sessions=90%). Each session will have 25 multi-choice questions, a, b, c, and d choices. I am anticipating that the quiz with 50 questions will take less than 30 minutes.

The remaining 10 points will be gained by participating in a pre-, and post-survey of the course.

COURSE OUTLINE:

Demographic imperative; individual aging vs. population aging, age, cohort and period effect, life expectancy vs lifespan; lessons from centenarians; definition of aging; theories of genetics and biology of aging; theories of psychology of aging, activity vs. disengagement theories, continuity theory, Stage Theories - Adult Development, Life Review; sociological theories of aging; physical, sensory, and health changes; cognitive functioning, functional MRIs and research on dementia; Dementia and the Nuns study; mental health among older adults; death and dying; caregiver stress. Direction in research.

Schedule of classes:

Pre-Course questionnaire. Please download and send to drmarisgarrett@gmail.com (10 points). Due date July 10.

Wednesday July 5 Session 1:

Introduction to the Course

What is Gerontology, What is Aging?

Video: Dumb ways to die

Required Reading: Olshansky, S. J., & Carnes, B. A. (2012). Zeno's paradox of immortality. *Gerontology*, 59(1), 85-92.

Monday July 10

Session 2:

History of Gerontology

Folklore and Science

Increasing Longevity and Immortality

Demography

Individual aging vs. Population aging, age, cohort and period effect, life expectancy vs lifespan; cohort study. Demographic and Epidemiological transitions

Required Reading: Gruman, G. J. (1966). A history of ideas about the prolongation of life: the evolution of prolongevity hypotheses to 1800. Transactions of the American Philosophical Society, 1-102. Up to MISCELLANEOUS THEMES on page 27.

Required Reading: Caldwell, J. C. (1976). Toward a restatement of demographic transition theory. Population and development review, 321-366. Up to page 329 Recent Ideas.

Wednesday July 12

QUIZ SESSION 1 AND 2

Session 3:

Psychology of Aging

Theories and Practice

Video of Jepson " Never Leave the Playground"

BBC Magazine: "Counterclockwise" Ellen Langer's Study

Required Reading: Alexandra M. Freund and Paul B. Baltes (2002). Life-Management Strategies of Selection, Optimization, and Compensation: Measurement by Self-Report and Construct Validity.

Required Reading : Simonton, D. K. (1988). Age and outstanding achievement: What do we know after a century of research?. Psychological bulletin, 104(2), 251.

Monday July 17

Session 4:

Genetics, twin studies, gene manipulation, caloric restriction, epigenetics

Chronic diseases

Check out your Life Expectancy Clock

Video: The Science of Stress (At 34:00 The Dutch Hunger Winter)

Required Reading : Rattan, S. (2006). Theories of biological aging: genes, proteins, and free radicals. *Free Radical Research*, 40(12), 1230-1238.

Required Reading : Newman, A. B., & Murabito, J. M. (2013). The epidemiology of longevity and exceptional survival. *Epidemiologic reviews*, 35(1), 181-197.

Wednesday July 19

QUIZ SESSION 3 AND 4

Session 5:

Health and Mental Illness

Depression, Cognitive Impairment, Dementia, Alzheimer's

Short (3min) film on Dementia

Required Reading : Seitz, D., Purandare, N., & Conn, D. (2010). Prevalence of psychiatric disorders among older adults in long-term care homes: a systematic review. *International Psychogeriatrics*, 22(07), 1025-1039.

Monday July 24

Session 6:

Dementia/Alzheimer's Disease and Research

Video: Our Amazingly Complex Brain

Required Reading: Garrett, M. D., & Valle, R. (2014). A methodological critique of the National Institute of Aging and Alzheimer's Association Guidelines for Alzheimer's disease, dementia, and mild cognitive impairments. *Dementia*, 1471301214525166.

Wednesday July 26

QUIZ SESSION 5 AND 6

Session 7:

Health Care Systems, Informal and Formal Care, Continuum of Care

Centenarians

Dan Buettner TED Talk Video

The Secrets of Living Longer

Required Reading: Appel, L. J. (2008). Dietary Patterns and Longevity Expanding the Blue Zones. *Circulation*, 118(3), 214-215.

Monday July 31

Session 8:

Sex, Drugs and Rock and Roll

Happiness

Required Reading: The American Geriatrics Society (2012) American Geriatrics Society Updated Beers Criteria for Potentially Inappropriate Medication Use in Older Adults. Beers Criteria Update Expert Panel

Required Reading: Diener, E., & Chan, M. Y. (2011). Happy people live longer: Subjective well-being contributes to health and longevity. *Applied Psychology: Health and Well-Being*, 3(1), 1-43.

Wednesday August 2

QUIZ SESSION 7 AND 8

Session 9:

Elder Abuse, Elder Fraud, and legal issues.

Panorama Documentary (British)

Required Reading : World health Organization (2008). A global response to elder abuse and neglect : building primary health care capacity to deal with the problem worldwide : main report.

MONDAY AUGUST 7 NATIONAL HOLIDAY

Wednesday August 9

QUIZ SESSION 9

Session 10:

Death and Dying, Euthanasia and End-Of-Life Issues

Post-Course questionnaire. Please download and send to drmarciusgarrett@gmail.com. Due date August 9.)

END OF SUMMER SESSION

No Exam