

Subject Description Form

Subject Code	APSS3302
Subject Title	Psychology and Ageing
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject provides students with an overview of major psychological approaches to understand the psychology as people grow older. It is aimed at developing students' insight about the commonality and uniqueness in psychology of individual older people through physical, cognitive, emotional, social, cultural, environmental and chronological/ historical perspectives.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. describe an overview of major psychological approaches to understand psychological conditions and phenomena in the ageing process; b. demonstrate knowledge of the commonality and uniqueness in psychology of older people and its relation to physical, cognitive, emotional and social status and life history; c. articulate the concepts of the psychological strengths and hazards of ageing and recognize important distinctions between normal and pathological age-related psychological changes; d. discuss the relationships among interpersonal relationships, mental health and ageing; e. identify the mental health concerns and problems of older people and develop care plans and/or programmes to address their concerns; f. identify the various roles and responsibilities of different stakeholders – older people, their family, health care professionals, social workers and policy makers – in the promotion of mental health of the older population in Hong Kong.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> a. Fundamentals of various psychological aspects on late adulthood, ageing, death and dying with reference to the current literature. Topics include: <ul style="list-style-type: none"> - theories of ageing; - psychological strengths and hazards of ageing; - changes in individual dimensions: physiology, cognition (attention, memory, learning and intelligence), personality, attitudes and emotions; - changes in interpersonal dimensions: relationships, retirement, widowhood, bereavement and long term care; - adaptation: communication, self-regulation and coping. b. Common mental health problems/ psychological and cognitive disorders in late life: assessment and evidence-based care management, e.g., depression, dementia, delirium, anxiety. c. Prevention, treatment and rehabilitation of common mental health problems in late life. d. Roles of various stakeholders in the promotion of mental well-being in the older population.

Teaching/Learning Methodology	<p>The learning approach is based on blended learning strategies, including group projects, e-presentation, participation, quiz and term paper.</p> <p>More active, participatory and flexible experiential learning will be emphasized to help students acquire a deeper, systematic and life-span perspective to understand psychology of ageing and its genesis and impacts.</p> <p>Students' reflective thinking, open-minded attitude, self-monitoring, peer communication and multi-disciplinary knowledge will be the resource base to achieve the learning outcomes.</p> <p>Readings, journal articles, video illustration, news reports on social issues will be recommended for self-learning and group discussion.</p>																																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="419 548 1428 1115"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Group project presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Mid-term quiz</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Individual term paper</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Participation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> Group project presentation will show students' competence in knowledge intake and output, problem solving, critical thinking and team communication, and therefore is an appropriate method of assessment. A quiz will test the students' accuracy of understanding and their application of knowledge. It is therefore an integral part of assessment for this subject. A focused review of appropriate literature, clarity of discussion and effective writing skills will be shown through students' individual term paper, and will help the teacher to gauge the performance of the students. A record of students' participation in class, group project and online discussion indicates their self-learning motivation, communication skills and comprehension of the knowledge. 								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Group project presentation	30%	✓	✓	✓	✓	✓	✓	2. Mid-term quiz	25%	✓	✓	✓	✓	✓	✓	3. Individual term paper	30%	✓	✓	✓	✓	✓	✓	4. Participation	15%	✓	✓	✓	✓	✓	✓	Total	100%						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																												
		a	b	c	d	e	f																																																							
1. Group project presentation	30%	✓	✓	✓	✓	✓	✓																																																							
2. Mid-term quiz	25%	✓	✓	✓	✓	✓	✓																																																							
3. Individual term paper	30%	✓	✓	✓	✓	✓	✓																																																							
4. Participation	15%	✓	✓	✓	✓	✓	✓																																																							
Total	100%																																																													
Student Study Effort Expected	<table border="1" data-bbox="419 1686 1428 2016"> <tr> <td>Class contact:</td> <td colspan="7"></td> </tr> <tr> <td>▪ Lectures</td> <td colspan="7">27 Hrs.</td> </tr> <tr> <td>▪ Presentation and discussion</td> <td colspan="7">12 Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td colspan="7"></td> </tr> <tr> <td>▪ Group project presentation preparation</td> <td colspan="7">18 Hrs.</td> </tr> </table>								Class contact:								▪ Lectures	27 Hrs.							▪ Presentation and discussion	12 Hrs.							Other student study effort:								▪ Group project presentation preparation	18 Hrs.																				
Class contact:																																																														
▪ Lectures	27 Hrs.																																																													
▪ Presentation and discussion	12 Hrs.																																																													
Other student study effort:																																																														
▪ Group project presentation preparation	18 Hrs.																																																													

	<ul style="list-style-type: none"> ▪ Reading and preparation for quiz 	28 Hrs.
	<ul style="list-style-type: none"> ▪ Literature search and writing 	28 Hrs.
	Total student study effort	113 Hrs.
Reading List and References	<p><u>Recommended Textbooks</u></p> <p>Schaie, W. & Willis, S. (2010) <i>Handbook of the psychology of aging</i> [electronic resource]. London : Academic, 2010. 7th ed. / edited by K. Warner Schaie, Sherry L. Willis.</p> <p>Stuart-Hamilton, Ian (2012) <i>The Psychology of ageing: an introduction</i>. 5th edition. Jessica Kingsley Publishers. (BF 724.8. S78 2012)</p> <p><u>References</u></p> <p>Lichtenberg, P. A., Mast, B. T., Carpenter, B. D., & Loebach Wetherell, J. E. (2015). <i>APA handbook of clinical geropsychology, Vol. 1: History and status of the field and perspectives on aging</i>. Washington, DC, US: American Psychological Association. http://dx.doi.org/10.1037/14458-000</p> <p>Haber, D. (2010). <i>Health promotion and aging: practical applications for health professionals</i>. New York: Springer.</p> <p>Kail, Robert V. (2010). <i>Human development: a life-span view</i>. Belmont, CA: Wadsworth Cengage Learning. [HKPolyU Call No. BF713.K336 2010]</p> <p>Kardas, (2000). <i>Psychology resources on the world wide web</i>. Pacific Grove: Brooks / Cole Publishing Company (with CD-ROM). [HKPolyU Call No. BF76.6.I5 K37]</p> <p>Newman, B.M., & Newman, P.R. (2012). <i>Development through Life: A psychosocial approach</i>. Belmont: Brooks / Cole • Wadsworth. [HKPolyU Call No. BF713.N42 2012]</p> <p>Papilia, D.E., & Olds, S.W. (2009). <i>Human development</i>. Boston: McGraw Hill (with CD-ROM). [HKPolyU Call No. BF713.P35]</p> <p>Rice, F.P. (2007). <i>Human development: A life-span approach</i>. New York: Prentice-Hall.</p> <p>Sigelman, C.K. (2012). <i>Life-span human development</i>. Pacific Grove: Brooks / Cole Publishing Company. [HKPolyU Call No. BF713.S53 2012] (Reserve Coll)</p> <p><u>Recommended Academic Journals</u></p> <p>Selected articles and special series in the following journals:</p> <ol style="list-style-type: none"> 1. <i>Psychology and Aging</i> 2. <i>Journal of Psychology in Chinese Societies</i>, jointly published by The Hong Kong Psychological Society and The Chinese University Press; 3. <i>Journal of Human Development</i>; 4. <i>Journal of Applied Psychology</i>. 	