

**The Hong Kong Polytechnic University**

**Subject Description Form**

<b>Subject Code</b>	APSS3880														
<b>Subject Title</b>	Psychology and Ageing														
<b>Credit Value</b>	3														
<b>Level</b>	3														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1"> <thead> <tr> <th>100% Continuous Assessment</th> <th>Individual Assessment</th> <th>Group Assessment</th> </tr> </thead> <tbody> <tr> <td>                     1. Seminar presentation (based on group project but graded individually) &amp; discussion participation                      1.1 Group project (10%)                      1.2 Individual performance (10%)                      1.3 Individual reflection paper (10%)                      1.4 Participation in class (10%)                 </td> <td align="center">40%</td> <td align="center">--</td> </tr> <tr> <td>2. Individual term paper</td> <td align="center">30%</td> <td align="center">--</td> </tr> <tr> <td>3. Mid-term quiz</td> <td align="center">30%</td> <td align="center">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar presentation (based on group project but graded individually) & discussion participation 1.1 Group project (10%) 1.2 Individual performance (10%) 1.3 Individual reflection paper (10%) 1.4 Participation in class (10%)	40%	--	2. Individual term paper	30%	--	3. Mid-term quiz	30%	--
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<b>Objectives</b>	<p>This subject provides students with an overview of major psychological approaches to understand the psychology of aging. It is aimed at developing students' insight about the uniqueness of individual elderly through understanding the physical, cognitive, emotional and social dimensions.</p> <p>Students are enabled to apply the acquired psychological concepts in their indigenous cultural context and/ or professional practice. They are also enabled to master related knowledge and develop competencies in the promotion of mental health for older people.</p>														

<p><b>Intended Learning Outcomes</b></p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>1. describe an overview of major psychological approaches to understand the aging process;</li> <li>2. identify the principles of normal aging and the issues relating to the physical, cognitive, psychological and social dimension of aging</li> <li>3. articulate the concepts of the psychological strengths and hazards of aging.</li> <li>4. discuss the relationship between mental health and ageing;</li> <li>5. identify the mental health concerns and problems of older people and develop care plans and/or programmes to address their concerns;</li> <li>6. identify the various roles and responsibilities of different stakeholders – older people themselves, health care professionals, policy makers – in the promotion of mental health of the older population; and analyse contemporary mental health issues related to age and ageing, be able to locate sources of help and be older people’s advocate.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. The course will cover the fundamentals of various psychological aspects on late adulthood and ageing with reference to the current literature. It is an introduction to the psychological processes of ageing and adaptation. Topics include: theories of aging, physical dimension, cognitive development and information processing, communication, attitudes and emotions, and social dimension: relationships, retirement and widowhood. In addition, the psychological strengths and hazards of ageing will be discussed.</li> <li>2. Common mental health problems in late life: assessment and evidence-based care management, e.g., depression, dementia, delirium.</li> <li>3. Prevention, treatment and rehabilitation of common mental health problems in late life;</li> <li>4. Roles of various stakeholders in the promotion of mental well being in the older population</li> </ol>
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>The learning approach is based on experiential learning in order to help students acquire a more personal understanding of the subject area. Experiential learning demands more of students’ reflective thinking, such as on their own grandparents’ developmental patterns and issues, which are indeed a resource base for analysis of theoretical constructs. Participatory learning is also emphasized. Students are encouraged to develop an open-minded attitude and build up confidence in intellectual discussion.</p> <p>Seminars are designed to maximize experiential learning. Ideas and concepts relevant to a life-span perspective to understand the systemic interaction of aging behavior and environment are examined through assigning readings and journal articles for discussion; using different perspectives to study aging process and behaviors; with a focus on current psycho-social issues.</p>

Assessment Methods in Alignment with Intended Learning Outcomes  (Note 4)	Specific assessment methods/tasks	%	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			1	2	3	4	5	6	7
	1. Seminar presentation (based on group project but graded individually) & discussion participation	40%	√	√	√	√	√	√	√
	2. Individual term paper	30%	√	√	√	√	√	√	√
	3. Mid-term quiz	30%	√	√	√	√	√	√	
	Total	100%							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Seminar presentations will show both the creative perspective in contents and effectiveness in communication of the students, and therefore is an appropriate method of assessment.</li> <li>2. 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.</li> <li>3. 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.</li> </ol>									
Student Study Effort Expected	<b>Class contact:</b>								
	▪ Lecture		27 Hrs.						
	▪ Seminar		12 Hrs.						
	<b>Other student study effort:</b>								
	▪ Reading and preparation for quiz		34 Hrs.						
	▪ Literature search and writing		32 Hrs.						
	<b>Total student study effort</b>			<b>105 Hrs.</b>					
Medium of Instruction	English								

<b>Medium of Assessment</b>	English
<b>Reading List and References</b>	<p><b><u>Recommended Textbooks</u></b></p> <p>Schaie, W. &amp; 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>. 5<sup>th</sup> edition. Jessica Kingsley Publishers. (BF 724.8. S78 2012)</p> <p><b>References</b></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 (<b>with CD-ROM</b>). [ HKPolyU Call No. BF76.6.I5 K37 ]</p> <p>Newman, B.M., &amp; 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., &amp; 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><b><u>Recommended Academic Journals</u></b></p> <p>Selected articles and special series in the following journals:</p> <ol style="list-style-type: none"> <li>1. <i>Psychology and Aging</i></li> <li>2. <i>Journal of Psychology in Chinese Societies</i>, jointly published by The Hong Kong Psychological Society and The Chinese University Press;</li> <li>3. <i>Journal of Human Development</i>;</li> <li>4. <i>Journal of Applied Psychology</i>.</li> </ol>