

# City University of Hong Kong

## Information on a Course offered by Department of Applied Social Sciences with effect from Semester A in 2014/2015

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### Part I

Course Title: Psychology of Ageing

Course Code: SS3722

Course Duration: One semester

No. of Credit Units: 3

Level: B3

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: (Course Code and Title): SS2023 Basic Psychology I or its equivalent

Precursors: (Course Code and Title): Nil

Equivalent Courses: (Course Code and Title): SS4717 Psychology of Ageing

Exclusive Courses: (Course Code and Title): Nil

### Part II

#### 1. Course Aims:

The aim of this course is to develop students' ability to understand the psychological conditions and phenomena as people grow older, and to raise their awareness and understanding of issues of ageing in Hong Kong. Upon completion of the course, students will be able to describe major theories and concepts of ageing; to examine the impacts of ageing issues on individuals, interpersonal relationships and the society; to make valid comparisons between different interdisciplinary perspectives on ageing; and to evaluate the application of aging theories to the local context.

## 2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Identify major issues in an ageing population and understand theories and concepts of ageing;	40%
2.	Make valid comparisons between interdisciplinary perspectives on ageing;	15%
3.	Evaluate societal, interpersonal and intra-individual implications of ageing in Hong Kong; and	30%
4.	Apply ageing theories to the Hong Kong context for generation of knowledge through empirical studies.	15%

## 3. Teaching and learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLA1	TLA2	TLA3	TLA4	Hours / course (if applicable)
CILO 1	√			√	
CILO 2	√	√		√	
CILO 3	√	√	√	√	
CILO 4	√	√	√	√	

Describe the TLAs:

### TLA1: Lecture

Lectures are primarily used to introduce major concepts, theories, and models of ageing. Real-life examples will be discussed and analysed to foster the linkage between theoretical concepts and everyday experiences.

### TLA2: Experiential Learning Activities

A variety of activities are employed to enhance students' understanding of the themes on various ageing issues, and the interdisciplinary perspectives of concerns on ageing. These activities include group project, mutual feedback, group, and class discussions.

### TLA3: Video Illustration

Videos of real-life themes are used for illustrations and discussion. Emphasis will be given to individual sharing or reflection on ageing issues in Hong Kong.

### TLA4: Student Presentation

Students will work in a group to design and conduct an empirical study on ageing. They will do a presentation to deliver their research findings and to share their opinions and thoughts about current issues in ageing with the class for deliberation. The aims of this peer-directed activity enhance the students to develop competence in team work and presentation skills, and provide constructive feedback to other groups through cooperative learning.

#### 4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable) State CILOS in percentages	Remarks
CILO 1-4	AT1: Research Project	30%	
CILO 1-4	AT2: Review paper	30%	
CILO 1, 3 & 4	AT3: Quiz	40%	

Further description of ATs:

##### AT1: Research Project (30%)

Students are required to work in small groups to conduct a research project on a chosen topic of interest in social gerontology. The goal of this group project is to examine the current ageing issues in Hong Kong, and to apply theoretical concepts to explain everyday experiences. Students are expected to make use of qualitative or quantitative research methods to collect data in the community. Each group will make a 45-minute presentation to share their research findings with other classmates at the end of the semester. Students will also lead the discussion and stimulate other students' reflections on various issues of ageing.

##### AT2: Review Paper (30%)

Each student is required to write a 2000-word review paper. Topics of ageing issues are listed in the course outline. The aim of this assignment is to systematically integrate the relevant literature and to evaluate critically the implications of ageing on individuals, interpersonal relationships and the society.

##### AT3: Quiz (40%)

A quiz is designed to assess students' knowledge in human ageing. It is composed of multiple choice questions and short questions, and is conducted at the end of the semester. Materials covered in lecture notes, textbook and assigned readings are tested.

#### 5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Demonstration of an excellent ability to integrate ageing theories with contemporary issues. Critically compare and contrast interdisciplinary perspectives on ageing. An outstanding capability to create and conduct scientific research and evaluate systematically the social, interpersonal and intra-individual implications of the study issue. Excellent grasp of the teaching materials and evidence of extensive knowledge of the subject knowledge.
B+ B B-	Reasonable understanding of theories of ageing. Showing a good capability to analyze the issue and apply theoretical concepts to everyday experiences. The research project is properly conducted to examine a local ageing phenomenon.
C+ C C-	Ability to understand the subject knowledge in a general way. Limited capability to analyze the issue and synthesize theoretical concepts. Findings of the research project are largely descriptive without any critical evaluation.
D	Limited familiarity with the subject issue. The research project is not focusing on an ageing issue properly and theoretical concepts and research findings are poorly integrated.
F	Little evidence of familiarity with the subject issue. The research project is poorly conducted, and limited knowledge of psychological ageing is shown.

## Part III

### 1. Keyword Syllabus:

The field of ageing and social gerontology; demographic trend; conceptual and methodological issues in research on ageing; theories of aging; interdisciplinary perspectives on aging; biopsychosocial changes in old age; needs and problems of the older adults; aging and work; retirement; social relationships and social support systems; health and long-term care of older people; dying, death and bereavement; ageism and stereotypes; successful and productive ageing.

### 2. Recommended Readings:

#### Textbooks:

Cavanaugh, J. C., & Blanchard-Fields, F. (2010). *Adult development and aging* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Foos, P. W., & Clark, M. C. (2008). *Human aging* (2<sup>nd</sup> ed.). Boston: Pearson Education Inc.

#### Supplementary Readings:

Baltes, P. B., & Baltes, M. M. (1990). Psychological perspectives on successful aging: The model of selective optimization with compensation. In P. B. Baltes, & M. M. Baltes (Eds.), *Successful aging: Perspectives from the behavioral sciences*. Cambridge: Cambridge University Press.

Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (1998). Life-span theory in developmental psychology. In R. M. Lerner (Ed.), *Handbook of child psychology. Vol. 1: Theoretical models of human development* (5<sup>th</sup> ed., pp.1029-1143). New York: Wiley.

Birren, J. E., & Schaie, K. W. (2006). *Handbook of the psychology of aging*. Boston: Elsevier Academic Press.

Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, *54*, 165-181.

Charles, S. T., & Carstensen, L. L. (2010). Social and emotional aging. *Annual Review of Psychology*, *61*, 383-409.

Kanfer, R., & Ackerman, P. L. (2004). Aging, adult development, and work motivation. *Academy of Management Review*, *29*, 440-458.

Reitzes, D. C., & Mutran, E. J. (2004). The transition to retirement: Stages and factors that influence retirement adjustment. *Aging and Human Development*, *59*, 63-84.