

6/13/2023

DATE



REQUIRED COURSE



ELECTIVE COURSE

SSE

DIVISION



NEW COURSE



REVISION

# Lake Land College

## Course Information Form

<b>COURSE NUMBER:</b>	PSY-275	<b>TITLE: (30 Characters Max)</b>	Psych of Maturity and Old Age						
<b>SEM CR HRS:</b>	3.0	<b>Lecture:</b>	3.0	<b>Lab:</b>	0.0	<b>ICCB Lab:</b>	0.0	<b>ECH:</b>	3.0
<b>Course Level:</b>	<input checked="" type="checkbox"/> Gen Ed / IAI <input type="checkbox"/> Career/Technical <input type="checkbox"/> Baccalaureate /Non-IAI <input type="checkbox"/> Dev Ed/ Not in Degree Audit			<b>Clinical Practicum:</b>	0.0	<b>Work-based Learning:</b>	0.0	<b>WBL ECH:</b>	0.0
<b>Course PCS &amp; CIP:</b>	11 42.2703		<b>IAI Code:</b>	S6 905		<b>Contact Hours (Minutes/Week)</b>			
<b>Repeatable (Y/N):</b>	N	<b>Pass/Fail (Y/N):</b>	N	<b>Variable Credit (Y/N):</b>	N	<b>Min:</b>		<b>Max:</b>	
						16 Wks	150	8 Wks	300
<b>Prerequisites:</b>	PSY-271								
<b>Corequisites:</b>	None								
<b>Catalog Description: (40 Word Limit)</b>	Study of theories, research methods and findings in the physical, cognitive and social-emotional development of individuals past middle age.								

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Work-based Learning
Introduction and issues	3			
Neuroscience, physical changes, longevity, health and functioning	6			
Psychological health and person-environment interactions	7			
Cognitive processes	9			
Social cognition	4			
Personality	4			
Relationships, work, leisure and retirement	7			
Dying and bereavement	4			
Future trends	1			
<b>TOTAL</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>

### EVALUATION

<b>QUIZZES</b>	<input type="checkbox"/>	<b>EXAMS</b>	<input checked="" type="checkbox"/>	<b>ORAL PRES</b>	<input type="checkbox"/>	<b>PAPERS</b>	<input checked="" type="checkbox"/>
<b>LAB WORK</b>	<input type="checkbox"/>	<b>PROJECTS</b>	<input checked="" type="checkbox"/>	<b>COMP FINAL</b>	<input type="checkbox"/>	<b>OTHER</b>	<input type="checkbox"/>

### COURSE MATERIALS

<b>TITLE:</b>	Adult Development and Aging
<b>AUTHOR:</b>	John C. Cavanaugh and Fredda Blanchard-Fields
<b>PUBLISHER:</b>	Cengage Learning
<b>VOLUME/EDITION/URL:</b>	9th
<b>COPYRIGHT DATE:</b>	2014

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
		<i>The student will be able to:</i>
Introduction and issues	3	1. Discuss the life-span perspective and the demographics of aging. 2. Explain the basic forces in human development and the interrelations among them. 3. Describe culture, ethnicity and the meaning of age. 4. Discuss controversies in development. 5. Describe basic research methods and designs for studying development. 6. Discuss what ageism is and how it relates to stereotypes of aging.

Neuroscience, physical changes, longevity, health and functioning	6	<ol style="list-style-type: none"> <li>1. Discuss the biological theories of aging.</li> <li>2. Describe the changes in physical appearance, mobility, sensory systems, vital functions, the reproductive system and the nervous system that occur with aging.</li> <li>3. Discuss the psychological implications of these changes.</li> <li>4. Discuss how genetic, environmental, ethnic and gender factors affect longevity.</li> <li>5. Explain health, quality of life, changes in the immune system, chronic and acute diseases and the role of stress.</li> <li>6. Explain common chronic conditions and their management.</li> <li>7. Discuss pharmacology and medication adherence.</li> <li>8. Discuss functional health and disability.</li> <li>9. Describe the neuroscience approach and how it is studied.</li> <li>10. Discuss age related changes in the brain: structurally, cognitively and socio-emotionally.</li> <li>11. Discuss neural plasticity and the brain as it ages.</li> </ol>
Psychological health and person-environment interactions	7	<ol style="list-style-type: none"> <li>1. Discuss mental health and the adult life course.</li> <li>2. Explain developmental issues in assessment and therapy.</li> <li>3. Describe depression, delirium and dementia.</li> <li>4. Summarize the information on other mental disorders and concerns.</li> <li>5. Describe the different explanations of person-environment interactions.</li> <li>6. Summarize the information on living in long-term care facilities.</li> <li>7. Discuss optimal aging.</li> </ol>
Cognitive processes	9	<ol style="list-style-type: none"> <li>1. Explain the basics of the information processing model.</li> <li>2. Discuss aging and attention. Summarize the information about speed of processing, driving and accident prevention and language processing.</li> <li>3. Discuss information processing in terms of memory.</li> <li>4. Explain sources of age differences in memory.</li> <li>5. Describe age differences in memory for discourse and memory in everyday life.</li> <li>6. Summarize the information on self-evaluations of memory abilities and clinical issues and memory testing.</li> <li>7. Describe the interventions for remediating memory problems.</li> <li>8. Discuss the life-span view of intelligence and the three main approaches used to study intelligence.</li> <li>9. Describe the developmental trends in psychometric intelligence.</li> <li>10. Summarize the qualitative differences in adults' thinking.</li> <li>11. Explain how adults differ from younger people in everyday reasoning and problem solving.</li> </ol>

Social cognition	4	<ol style="list-style-type: none"> <li>1. Summarize the information on social judgment processes.</li> <li>2. Describe the three important factors to be considered to understand implicit social beliefs.</li> <li>3. Explain social judgments and casual attributions.</li> <li>4. Discuss motivation and social processing goals.</li> <li>5. Summarize the information on stereotypes and aging.</li> <li>6. Discuss aging and personal control.</li> <li>7. Discuss aging, social situations and social competence.</li> </ol>
Personality	4	<ol style="list-style-type: none"> <li>1. Discuss dispositional traits across adulthood, including the five-factor model.</li> <li>2. Explain the personal concerns and qualitative stages in adulthood.</li> <li>3. Describe the life narrative theories, self-concept and the possible selves.</li> <li>4. Summarize the information on religiosity, spiritual support and gender-role identify.</li> </ol>
Relationships, work, leisure and retirement	7	<ol style="list-style-type: none"> <li>1. Discuss relationship types and issues.</li> <li>2. Discuss lifestyles and love relationships.</li> <li>3. Describe family dynamics and the life course.</li> <li>4. Discuss occupational choice and development.</li> <li>5. Summarize the information on gender, ethnicity, bias and discrimination.</li> <li>6. List the reasons for occupational change.</li> <li>7. Summarize the information on dual-earner couples.</li> <li>8. Discuss leisure activities and retirement.</li> </ol>
Dying and bereavement	4	<ol style="list-style-type: none"> <li>1. Explain the different definitions of death and its ethical issues.</li> <li>2. Discuss the personal aspects of death and end-of-life issues.</li> <li>3. Describe the grieving process of survivors.</li> </ol>
Future trends	1	<ol style="list-style-type: none"> <li>1. Describe demographic trends and their influences on social policy.</li> <li>2. Discuss health issues, quality of life and successful aging.</li> </ol>
45		

Outcomes*	Outcome Title	At the successful completion of this course, students will be able to:
Course Outcome 1	4 Forces Development	Identify the four interactive forces that shape development—biological, psychological, sociocultural and life-cycle forces.
Course Outcome 2	Bio Physiol Aging	Explain the basic developmental forces interact in biological and physiological aging.
Course Outcome 3	Ment Abil Changes	Identify how the primary mental abilities change across adulthood.
Course Outcome 4	Ment Health Issues	Recognize mental health issues across adulthood.
Course Outcome 5	Relationships Issues	Identify key issues in relationships across adulthood.
Course Outcome 6	Demographics 2030	Identify the demographic changes will occur by 2030.
Course Outcome 7	Successful Aging	Explain what is successful aging.
Primary Laker Learning Competency Critical Thinking: Students connect knowledge from various disciplines to formulate logical conclusions.		
Secondary Laker Learning Competency	Global & Cultural Literacy: Students distinguish that society is a culturally diverse and global environment with differing opinions, practices and ideas.	

*\*Course and program outcomes will be used in the software for outcomes assessment and should include at least 1 primary and 1 secondary Laker Learning Competency. Limit to 3-5.*