

Date Submitted: 12/18/18 12:00 pm

Viewing: **PSY 236 : Psychology of Adult Development and Aging**

Last approved: 11/08/17 1:22 am

Last edit: 02/05/19 10:15 pm

Changes proposed by: jabushak

Catalog Pages referencing this course	Food & Nutrition General Education/Discipline Studies Psychology
Programs referencing this course	ELECTV-GRN01: Gerontology Program Electives AAS-GREN: Gerontology AAS Degree ACERTP-GRAB: Advanced Behavioral and Cognitive Care Less Than One-Year: Career Pathway Certificate ACERTP-THAS: Therapeutic Horticulture Activity Specialist Less Than One-Year: Career Pathway Certificate ELECTV-EET03: Electronic Engineering Related Instruction Human Relations Electives ELECTV-CMET03: CMET Human Relations Electives ELECTV-MA02: Medical Assisting Related Instruction Human Relations Electives ELECTV-CIS11: Computer Information Systems Related Instruction Human Relations Electives ACERTP-GRAV: Gerontology Advocacy Less Than One-Year Career Pathway Certificate ELECTV-DS02: Diesel Service Technology Related Instruction Human Relations Electives
Other Courses referencing this course	This course is listed in the Catalog Description for: FN 211 : Personal & Social Frameworks for Nutrition & Healthy Aging

General Information

Submitter:	<u>User ID:</u> jabushak jkillgore	<u>Phone:</u> 4077 7811
Course Prefix	Psychology (PSY)	
Course Number	236	
Course Type	Lower Division Collegiate	
Implementation Term	Fall 2019 201704	
Course Title	Psychology of Adult Development and Aging	
Transcript Title	Psych of Adult Dev and Aging	

In Workflow

1. PSY SAC Chair
2. PSY SAC Administrative Liaison
3. Curriculum Office- Curriculum
4. Curriculum Committee Chair
5. Dean of Instruction - Southeast
6. Dean of Academic Affairs
7. VP Academic Affairs
8. Ready for Banner
9. Banner

Approval Path

1. 01/22/19 3:53 pm
cynthia.golledge:
Recommended for PSY SAC Chair
2. 01/23/19 9:18 am
dana.fuller:
Recommended for PSY SAC Administrative Liaison
3. 01/29/19 9:00 am
sally.earll:
Recommended for Curriculum Office- Curriculum
4. 02/20/19 1:20 pm
ann.cary: Recommended for Curriculum Committee Chair

History

1. Aug 12, 2014 by sally.earll
2. Nov 8, 2017 by jkillgore

	Lecture: Meets 4 hours per week for 10 weeks. Total student academic engagement hours per quarter: 120
Contact Hours per Quarter	Lec/Lab: Meets 0 hours per week for 10 weeks. Total student academic engagement hours per quarter: 0
	Lab: Meets 0 hours per week for 10 weeks. Total student academic engagement hours per quarter: 0
	Total student academic engagement hours for course: 120
Credits	4
Please indicate the basis for creating this experimental course:	
Justification for change:	Revision to add a focus on addictions and aging.
Does this course require a special additional fee set up through the bursar's office?	No
Special Fee	
Course Is Repeatable	No
If this course is equivalent to other currently active course(s), please indicate	
If this course is mutually exclusive with other currently active course(s), please indicate	
If the SAC intends to allow this course to be co-scheduled with other currently active course(s), please indicate	
Grading Option(s)	Audit Letter Grade Pass/No Pass
Default Grading Option	Letter Grade
Course Description	Provides an overview of the biological, cognitive, and psychosocial aspects of adulthood and aging including theories of aging and specific research in the field of gerontology. Focuses on genetic and environmental factors that influence health as we age. Includes the challenges specific to gender, ability level, and culture. Recommended: PSY 201 or PSY 201A or PSY 215. Audit available.
Prerequisites	(WR 115 and RD 115) or IRW 115 and MTH 20 or equivalent placement.
Pre/Concurrent Courses	
Corequisites	
General Education/Discipline Studies Designation	

General Education
Areas Satisfied

Social Sciences

Standard Prerequisites

Does this course need
to opt-out of the
standard
prerequisites?

No

Cultural Literacy Designation

Does this course satisfy
the Cultural Literacy
Designation Criteria

No

Course Content and Outcome Guide (CCOG)

Addendum
to Course
Description

Topics ~~will~~ include age-related changes in memory and other cognitive abilities, self-perceptions, mental health (including **addictions**, Alzheimer's Disease and other dementias), personality changes, coping with stress as well as changes that arise as people adapt to various life transitions (widowhood, retirement, loss, etc.). Myths and stereotypes associated with aging **are** ~~will be~~ examined as they relate to specific effects on individuals.

Outcomes

Upon ~~successful~~ completion **of the course** students should be able to:

1. ~~1.~~ Use knowledge of biological, cognitive, and psychosocial processes in order to assist self and others to understand various aging trajectories.
2. ~~2.~~ Assess the psychosocial needs of specific adult **populations with varying physical and cognitive functioning levels** ~~populations and plan how those needs could be met within specific living~~ **situations.** ~~situations and for aging adults with varying physical and cognitive functioning levels.~~
3. ~~3.~~ Critically evaluate research on biological, cognitive, and psychosocial issues as they arise in a rapidly changing **and aging** ~~(and aging)~~ world.
4. ~~4.~~ Apply concepts from developmental psychology to optimize ~~successful~~ aging in self and others.

Aspirational
Goals

Course
Activities
and Design

Course activities ~~will~~ include but not ~~be~~ limited to class discussions, group projects, research, media presentations (audio & video), class activities (role playing, simulations, etc.) journaling, reading, internet activities, investigating and critiquing programs for adult living.

Outcomes
Assessment
Strategies

Students will demonstrate achievement of course outcomes by any of the following:

1. Written assignments designed to promote integration of class material with personal reflection and experience.
2. Written or oral assignments designed to stimulate critical thinking.
3. Multiple choice, short answer, and essay questions that require integration, application, and critical examination of material covered in class.
4. Active participation in class discussion.
5. **Participation** ~~In-class participation~~ in individual and group exercises, activities, or class presentations.
6. Design and completion of research projects.
7. Service learning activities.
8. Participation in online discussions and/or completion of assignments through electronic media.

Course
Content:
Themes,
Concepts,
Issues and
Skills

1. Overview of theories and models of aging
 2. Methodology used in aging research.
 3. Ageism and its effects.
 4. Biological theories of aging.
 5. Health and lifestyle factors in aging.
 6. Cognitive functions: attention, information processing, memory, problem solving, creativity, wisdom, and intelligence.
 7. Psychosocial issues of work, retirement, leisure, friendships, and intimacy as relevant to individuals.
 8. Social contexts of aging and their effects on individuals and communities.
 9. Personality traits, patterns of coping, stress, mental **health and addictions**. ~~health~~.
 10. Planning for one's own aging future: long-term care, end of life issues.
 11. Cultural, contextual, and personal aspects of death and dying.
- Competencies and Skills: Specifically students will demonstrate the following in construction of a personal plan for aging--
1. Awareness of normal aging processes.
 2. Understanding atypical age-related issues.

Course reviewer
comments

Key: 5050