

# SS3722: PSYCHOLOGY OF AGEING

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Psychology of Ageing

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

3722

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

SS1101 Basic Psychology or SS2023 Basic Psychology I

### Precursors

Nil

### Equivalent Courses

SS4717 Psychology of Ageing

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Identify major issues in an ageing population and understand theories and concepts of ageing;	40	x		
2	Make valid comparisons between interdisciplinary perspectives on ageing;	15	x		
3	Evaluate societal, interpersonal and intra-individual implications of ageing in Hong Kong; and	30	x	x	
4	Apply ageing theories to the Hong Kong context for generation of knowledge through empirical studies.	15	x	x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3, 4

2	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.	2, 3, 4	
3	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.	3, 4	
4	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.	1, 2, 3, 4	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Research Project	1, 2, 3, 4	30	
2	Review paper	1, 2, 3, 4	30	
3	Quiz	1, 3, 4	40	

**Continuous Assessment (%)**

100

**Examination (%)**

0

## Assessment Rubrics (AR)

### Assessment Task

#### 1. Research Project

#### Criterion

This assessment aims to provide students training on synthesizing past literature on aging and to conduct a research study for understanding aging issues in the local context.

#### Excellent (A+, A, A-)

Demonstration of an excellent ability to synthesize the past literature on the topic selected and to identify a potential knowledge gap in the literature on aging. An innovative research study is carefully designed and executed, with strong theoretical or practical implications.

#### Good (B+, B, B-)

Showing a good ability to design a study based on an integration of past research on aging. The research study is conducted with an appreciation of the current challenges in the society.

#### Fair (C+, C, C-)

Showing a limited ability to integrate past research. The research study largely replicates the prior studies, without much critical analysis.

#### Marginal (D)

Limited knowledge in designing a scientific study on aging. Poor application of the theoretical models.

#### Failure (F)

Inability to integrate past research on aging. The research study is poorly designed and conducted.

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### Assessment Task

#### 2. Review Paper

#### Criterion

This assessment aims to provide students training on reviewing past literature on aging and to critically evaluate theoretical models of lifespan development to understand aging issues.

#### Excellent (A+, A, A-)

Demonstration of an excellent ability to synthesize and critically evaluate theoretical models and research findings of aging and lifespan development for understanding the aging issue concerned.

#### Good (B+, B, B-)

Showing a good ability to integrate theories and research findings for understanding the aging issue concerned.

#### Fair (C+, C, C-)

Showing a limited ability to apply theories for understanding the aging issue concerned. The review is largely descriptive without much critical analysis.

#### Marginal (D)

Limited knowledge in theoretical concepts of aging and lifespan development and poor analysis of the theoretical models.

#### Failure (F)

Inability to apply aging theories to understand the aging issue concerned.

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**Assessment Task**

## 3. Quiz

**Criterion**

The examination is designed to assess knowledge of theories and concepts of aging and lifespan development.

**Excellent (A+, A, A-)**

Excellent grasp of teaching materials and extensive knowledge of aging theories.

**Good (B+, B, B-)**

Reasonable understanding of theoretical concepts of aging and lifespan development.

**Fair (C+, C, C-)**

A basic understanding of concepts of aging and lifespan development.

**Marginal (D)**

Limited familiarity with concepts of aging and lifespan development.

**Failure (F)**

Little evidence of familiarity with concepts of aging and lifespan development.

**Part III Other Information****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.

**Reading List****Compulsory Readings**

Title	
1	Cavanaugh, J. C., & Blanchard-Fields, F. (2015). <i>Adult development and aging</i> (7th ed.). Belmont, CA: Wadsworth.

**Additional Readings**

Title	
1	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.), <i>Successful aging: Perspectives from the behavioral sciences</i> . Cambridge: Cambridge University Press.
2	Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. <i>American Psychologist</i> , 54, 165-181.
3	Charles, S. T., & Carstensen, L. L. (2010). Social and emotional aging. <i>Annual Review of Psychology</i> , 61, 383-409.
4	Gerstorf, D., Ram, N., Hoppmann, C., Willis, S. L., & Schaie, K. W. (2011). Cohort differences in cognitive aging and terminal decline in the Seattle Longitudinal Study. <i>Developmental Psychology</i> , 47, 1026-1041.
5	Heckhausen, J., & Schulz, R. (1995). A life-span theory of control. <i>Psychological Review</i> , 102, 284-304.
6	Kanfer, R., & Ackerman, P. L. (2004). Aging, adult development, and work motivation. <i>Academy of Management Review</i> , 29, 440-458.

7	Wang, M., Henkens, K., & van Solinge, H. (2011). Retirement adjustment: A review of theoretical and empirical advancements. <i>American Psychologist</i> , 66, 204-213.
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