**Course Syllabus**

1. **General Information**

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| Course name | *Psychology of aging and old age* |
| Programme | Psychology |
| Level of studies (BA, BSc, MA, MSc, long-cycle MA) | MA |
| Form of studies (full-time, part-time) | Full-time |
| Discipline | Psychology |
| Language of instruction | English |

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| Course coordinator/person responsible | Ks. dr Paweł Brudek |

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| Type of class *(use only the types mentioned below)* | Number of teaching hours | Semester | ECTS Points |
| lecture | 30 | III |  |
| tutorial |  |  |
| classes |  |  |
| laboratory classes |  |  |
| workshops |  |  |
| seminar |  |  |
| introductory seminar |  |  |
| foreign language classes |  |  |
| practical placement |  |  |
| field work |  |  |
| diploma laboratory |  |  |
| translation classes |  |  |
| study visit |  |  |

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| Course pre-requisites |  |

1. **Course Objectives**

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| 1. Theoretical introduction to the psychology of aging and old age |
| 2. Exploration of the theoretical base and research methodology in the field of psychology of aging and old age |
| 3. Characteristics of normative and pathological aging |
| 4. Identification and definition of the characteristic determinants (correlates / predictors) of positive and pathological aging |
| 5. Indication of the clinical application of theoretical models and the results of research in the field of psychology of aging and old age |

1. **Course learning outcomes with reference to programme learning outcomes**

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| --- | --- | --- |
| Symbol | Description of course learning outcome | Reference to programme learning outcome |
| KNOWLEDGE | | |
| W\_W06 | The student has knowledge on socio-cultural bases of human aging and functioning of older people  The student knows basic definitions and classical and contemporary theories of adaptation to old age (e.g. Baltes, Carstensen, Tornstam) concerning cultural aspects of positive aging; |  |
| W\_02 |  |  |
| W\_… |  |  |
| SKILLS | | |
| U\_01 | The student is able to use theoretical knowledge from the field of psychology of aging and old age and related disciplines to analyse and interpret behaviours of the elderly;  is able to indicate and describe cultural conditions of positive aging;  is able to describe and interpret normative and pathological aging process;  Applies theoretical knowledge from the field of psychology of aging and old age to explain specific behaviours of the elderly;  suggests solutions to problems concerning improvement of quality of life of older people;  Is able to advise medical staff or caretakers and families of seniors on problems related to the functioning of people in old age |  |
| U\_02 |  |  |
| U\_…. |  |  |
| SOCIAL COMPETENCIES | | |
| K\_06 | The student recognizes problems, is able to go beyond schematic, standard ways of interpreting phenomena and solving problems in relation to new trends in the field of aging |  |
| K\_02 |  |  |
| K\_... |  |  |

1. **Course Content**

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| Class 1. Introduction - objectives and topics of the lecture, requirements, recommended literature, form and conditions of the exam.  Class 2. Introduction to the issues of aging and old age - topicality of the issues of aging and old age; old age as the last development chance; understanding old age and its periodization; aging of the population of Poland, Europe and the world in the light of demographic data, main areas of research in the field of the psychology of aging and old age.  Class 3. Normative aging - functioning of the elderly in the physiological (biological), psychological and social aspect.  Class 4. Pathological aging - pathological changes in physical and mental functions in old age.  Class 5. The process of adaptation to old age - review of the basic current theories (theory of selective optimization with compensation; theory of oscillation between assimilation and accommodation; theory of socio-emotional selectivity; theory of gerotranscendence) and research results.  Class 6. Threats to the sense of dignity of the elderly - sense of dignity as a psychological category; areas of the functioning of older people, where the risk of losing their sense of dignity is revealed; the importance of a sense of dignity for the quality of life of people in late adulthood;  Class 7. Old man or wise? Wisdom as a psychological variable - an overview of the main concepts; the results of research on the wisdom of the elderly so far and the conclusions drawn from them; what helps and what hinders in gaining wisdom in old age.  Class 8. Difficulties of married life after 60 years of age. Satisfaction with the marriage of seniors - dynamics, predictors, key problems of life "together" after the age of 60.  Class 9. Life balance of the elderly - a boon / opportunity or a curse / necessity? Psychological definitions of the life review; reasons and specificity of life balancing at the stage of late adulthood; the phenomenon of a distorted balance and its consequences; the importance of forgiveness in old age.  Class 10. The inevitable perspective of death in the life of the elderly - the main problems of psychotanatology in old age.  Class 11. Dementia as one of the basic problems of aging and old age - epidemiology of dementia in old age; clinical picture and diagnosis of dementia syndromes; characteristics of selected dementia syndromes.  Class 12. Main mental disorders identified in the elderly.  Class 13. Psycho-oncology of the old age.  Class 14. Quality of life in old age - research review, identification of basic correlates and predictors; practical actions, basic threats.  Class 15. Selected problems of psychotherapy and psychological counseling of the elderly. |

1. **Didactic methods used and forms of assessment of learning outcomes**

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| Symbol | Didactic methods  *(choose from the list)* | Forms of assessment  *(choose from the list)* | Documentation type  *(choose from the list)* |
| KNOWLEDGE | | | |
| W\_01 |  |  |  |
| W\_02 |  |  |  |
| W\_… |  |  |  |
| SKILLS | | | |
| U\_01 |  |  |  |
| U\_02 |  |  |  |
| U\_…. |  |  |  |
| SOCIAL COMPETENCIES | | | |
| K\_01 |  |  |  |
| K\_02 |  |  |  |
| K\_... |  |  |  |

1. **Grading criteria, weighting factors.....**

Evaluation criteria:

Very good grade 91% - 100%

Good 71% - 90%

Satisfactory 51% - 70%

Unsatisfactory 50% or less

1. **Student workload**

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| --- | --- |
| Form of activity | Number of hours |
| Number of contact hours (with the teacher) | **30** |
| Number of hours of individual student work | **30** |

1. **Literature**

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| Basic literature |
| Ferraro, K., & Carr, D. (Eds.). (2021). *Handbook of aging and the social sciences*. Academic Press.  Lazarus, R. S., Lazarus, R. S., & Lazarus, B. N. (2006). *Coping with aging*. OUP USA.  Schaie, K. W., & Willis, S. L. (Eds.). (2021). *Handbook of the psychology of aging*. Academic Press.  Tornstam, L. (2005). Gerotranscendence: A developmental theory of positive. *aging*, *11*, 213.  Baltes, P. B., & Mayer, K. U. (Eds.). (2001). *The Berlin aging study: Aging from 70 to 100*. Cambridge University Press.  Sternberg, R. J., & Glück, J. (Eds.). (2019). *The Cambridge handbook of wisdom* (p. 162). Cambridge: Cambridge University Press.  Giordano, J. A. (2000). *Death attitudes and the older adult: Theories, concepts, and applications*. Psychology Press. |
| Additional literature |
| Prasad, V., & Akbar, S. E. (2018). *Handbook of research on geriatric health, treatment, and care*. IGI Publishing/IGI Global.  Tornstam, L. (2011). Maturing into gerotranscendence. *Journal of Transpersonal Psychology*, *43*(2). |