

Course Outline

Code: PSY307

Title: Adult Development and Ageing

School: Social Sciences
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Prudence Millear - pmillear@usc.edu.au
Course Moderator: Dr Kate Mulgrew – kmulgrew@usc.edu.au
 Dr Tamara de Regt - tderegt@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

Adult Development and Ageing is a required advanced core topic in all accredited undergraduate psychology programs. The proposed course is designed to meet that accreditation requirement and builds on the introduction to human development course that students receive in the second year of the accredited psychology sequence.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Critically research and evaluate major theoretical and empirical perspectives on human ageing and wellbeing and apply to ageing in diverse populations and situations.	1, 2 and 3	Creative and critical thinkers. Knowledgeable.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Apply the lifespan developmental approach to ageing in a critical research project and to develop an intervention using contemporary research to promote successful aging.	1	Empowered. Engaged.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

PSY200 and PSY201

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

In Week 3, your draft plan for the research proposal will be peer reviewed in your tutorial/workshop. This formative assessment will help you to prepare for the research proposal, by considering the type and scope of activity for the program, the age of participants, and how you will assess the program’s effectiveness. In Week 9, your draft presentation slide and accompanying handout will be peer-reviewed in the tutorial workshop. This formative feedback will assist you with the content and delivery of your presentation

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Written Piece	Individual	40%	2000 words	Week 7	Online Assignment Submission
2	Oral	Individual	20%	1 minute + 1- PPT slide handout	Week 10	In Class

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3	Examination	Individual	40%	2 hours	Central examination period	Exam Venue
			100%			

Assessment 1: Research Proposal

Goal:	The goal of this assessment is to reflect on your understanding about the adult years and to demonstrate your ability to apply recent research to developing a program to enhance the functioning of older people.
Product:	Written Piece
Format:	<p>Literature review and research proposal is to be 2000 words maximum, including all headings and citations (inside and outside of the brackets) but excluding the title page, abstract and reference list. Any words over 2000 words will not be read as part of the assignment.</p> <p>Consider that you are now a psychologist working with older adults and have been asked to develop an activity program that will facilitate psychosocial and physical benefits for the participants. You have been inspired by Vaillant's (2012) book, <i>Triumphs of Experience</i>, and wish to establish a program that will provide adults over 60 years with the opportunities to flourish in their later years.</p> <p>It is expected that your program would target the one or more of the factors that are antecedents or consequences of the Decathlon of Flourishing (e.g., Table 2.2, p37 and Table 2.3, p41), although you can choose which predictor/s or outcome/s will be part of your program and the type of activities involved. Fortunately, you have been given a very large budget to ensure the success of the project.</p> <p>In Week 3, your draft plan for the research proposal will be peer reviewed in your tutorial/workshop. This formative assessment will help you to prepare for the research proposal, by considering the type and scope of activity for the program, the age of participants, and how you will assess the program's effectiveness</p> <p>The Introduction to the Research Proposal should situate your project both within Vaillant's work and in the broader context of aging, identify an appropriate developmental theory, and provide the rationale for the program and its components, with reference to recently published research. You should also include the hypothesis/es that your research proposal will be testing by its design.</p> <p>The Methods for the research proposal should include a description of the participants, the types of activities they will undertake, and how you will assess the effectiveness of your program</p>
Criteria:	<p>Abstract</p> <ul style="list-style-type: none"> • Informative and concise summary of the purpose and content of the research proposal <p>Introduction to research proposal</p> <ul style="list-style-type: none"> • Situation of research proposal, definition of key terms, and the specific hypothesis/es for the research proposal • Identification and use of appropriate developmental theory • Extent and relevance of current experimental research to provide the rationale and components to be included in the proposed intervention program <p>Methods for research proposal</p> <ul style="list-style-type: none"> • Description of participants, measures and methods • Design of proposal tests the components discussed in the literature review <p>Critical analysis, writing style, and use of APA style</p> <ul style="list-style-type: none"> • Evidence of critical analysis of the research literature and demonstration of original thinking • Structure and cohesion of argument established throughout • Careful and accurate use of APA referencing and style • Use of formal, academic language

Assessment Task 2: Presentation of Journal Article

Goal:	The goal of this assessment is to communicate your understanding of an article about current research in adult development and ageing through a brief oral presentation and accompanying handout reference.
Product:	Oral
Format:	<p>You will present the content of the journal article as an oral presentation of 1 (one) minute's duration and produce an accompanying handout. The oral presentation will be along the lines of an 'elevator pitch', e.g., to generate interest in a project, idea, or product, or to secure a promotion.</p> <p>Consider that your workplace has weekly professional development meetings and you have been asked to talk to your colleagues about the current research in adult development and ageing. You will select ONE article published within the last 5 years that emphasises the positive aspects of ageing and the strengths and resilience shown in adulthood (where adulthood is taken from approximately 20 years through the oldest-old).</p> <p>In Week 9, your draft presentation slide and accompanying handout will be peer-reviewed in the tutorial workshop and assistance given in preparing the slide. This formative feedback will assist you with the content and delivery of your presentation.</p> <p>You may use 1 (one) PowerPoint slide for your oral presentation. Please submit this slide to the Course Coordinator by email by 4pm on the day prior to the class, so that all student PowerPoint slides can be collated to ensure the class runs quickly and smoothly. You will also use this PowerPoint slide as the basis for a resource for the class, in which you will include the key details of the article in the notes part of that slide. These slides will be combined for the future use by all students.</p>
Criteria:	<p>Oral presentation</p> <ul style="list-style-type: none"> • Articulation and critical analysis of key information in the article (and the currency of the chosen article) • Structure and flow of presentation • Time management • Quality of delivery of presentation and speaker's use of notes • Design of PowerPoint slide and usefulness of the notes that accompany the slide

Assessment Task 3: Exam

Goal:	To assess your knowledge of the course content. The end of semester examination will be based on the material covered in the lectures, the weekly readings, and the tutorial activities
Product:	Examination
Format:	Exam in Exam Block
Criteria:	<ul style="list-style-type: none"> • Critically evaluating major theoretical and empirical perspectives on human ageing and wellbeing • Accuracy of responses in relation to all questions • Evidence of critical and original thinking

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Online Lecture: 1 hour per week. Workshop: 2 hours per week

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study.

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

If standard graded course, add:

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day

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- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au