

North Hennepin Community College

PSYC 1220: Psychology of Aging

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 0

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 10 - People/Environment

As a psychological journey through the stages of adulthood, this course covers the biological, psychological, and socio-emotional changes from early adulthood to the time of dying and death. Topics include, but are not limited to: theories of adult development, research methods, identity, relationships, cognitive and biological changes associated with aging, grief and loss, and death and dying. Student participation in research, service learning, and/or campus activities is expected in this class.

B. COURSE EFFECTIVE DATES: 06/10/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Define the theories, key concepts, principles, and overarching themes of adult development and psychology of aging (MnTc 5c; ELO 1)
2. Discuss and critique research: including theoretical framework, methodology, validity, bias, limitations, and applications (MnTc 5a)
3. Read and discuss current American Psychological Association peer-reviewed journal articles in the domain (MnTc 5c; ELO 2)
4. Demonstrate participation in the research process (MnTC 5a; ELO 2)
5. Create work as a research group demonstrating communication skills necessary for living and working effectively in a society with great population diversity (MnTC 5a; ELO 2 & 3)
6. Examine the socio-cultural context of their own development through research participation, service learning, and/or campus engagement (MnTc 5b; ELO 3 & 4)
7. Describe the interactions of racism, sexism, poverty, and aging on human well-being and imagine solutions to those problems. (MnTc 5b; ELO 3)
8. Explain the value of cross-culture research in understanding human phenomenon (MnTc 5b)
9. Describe one's own development and the aging process (MnTc 5c; ELO 2)
10. Apply the lifespan perspective to human ontogeny (MnTc 10a)
11. Recognize the human use of technology to optimize and compensate development as we age (MnTc 10a)
12. Explain the interaction of nature and nurture (MnTc 10b)
13. Explain the proximal and distal influence of environment on human development (MnTc 10b)
14. Describe how environmental racism affects adult well-being and aging (MnTc 10c; ELO 3)
15. Explain how environmental problems, such as climate change, affect our biological, psychological, and socio-emotional changes as we age. (MnTc 10d; ELO 4).

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 10 - People/Environment

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted