

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	PSY-3309	SEMESTER	5 th
COURSE TITLE	Psychology in Middle and Late Adulthood		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and DVD presentations, invited talks and oral presentations by students in class	3	6	
COURSE TYPE	Skills Development (seminar)		
PREREQUISITE COURSES:	Methodology of Scientific Research in Social Sciences, Developmental Psychology II		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1278		

(2) LEARNING OUTCOMES

Learning outcomes
<p><i>The basic aim of this seminar is to deepen issues related to aspects of physiological, cognitive and socio-emotional development that have been initially discussed in the course of Developmental Psychology II. More specific, the main purpose of this seminar is the acquisition of specific knowledge in order student to be able to define variability of experiences related to the interaction of genetic and ecosystem variables in the course of psychological development in middle and late adulthood.</i></p> <p>On completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Have understood traditional and contemporary theories of adulthood development with emphasis on cognitive and socio-emotional development during middle and late adulthood, • Have understood the “crisis of middle adulthood”, • Have understood formation of personality psychological maturity, • Have recognized individual and ages differences across the adulthood development,

- Have been familiarized with special issues in middle and late adulthood such as cognitive impairment, depression on late life, existential anxiety and fear of death,
- Have recognized the importance of social, demographical and economic factors in psychosocial wellbeing and happiness on late life.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology,
- Production of new research ideas,
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues,
- Working independently,
- Criticism and self-criticism

(3) SYLLABUS

1. Course learning objectives and Introduction
2. Traditional and contemporary theories of lifelong development I: Middle Adulthood
3. Traditional and contemporary theories of lifelong development II: Late Adulthood
4. Stress and Chronic diseases
5. Psychological and Mental Resilience in middle and late adulthood
6. Cognitive development in middle adulthood
7. Development of the Self in middle adulthood: Self-esteem, Self-concept and related issues
8. Personality development and personality evaluation in middle adulthood
9. Parenthood and family dynamics in middle adulthood
10. Impairment versus Development in late life
11. Physiological cognitive deficits and neurocognitive disorders
12. Special issues in late life: depression, death and dying, grief
13. Evidence-based psychosocial intervention to improve wellbeing among elderly

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face in classroom		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, Use of electronic platform e-learn in support of the educational process		
TEACHING METHODS	Activity	Semester Work load	ECTS credits
	Lectures	24 hours	0,96
	Independent study and writing of assignment	60 hours	2,40

	Oral presentation	46 hours	1,84		
	Participation in oral presentation and in class activities	18 hours	0,72		
	Participation in oral examination	1 hour	0,04		
	Course Total	145	5,96		
STUDENT PERFORMANCE EVALUATION	<p>Student evaluation is in Greek language.</p> <p>I. One oral public presentation (30% of the total grade).</p> <p>II. Written work (50% of the total grade).</p> <p>III. Oral examination (10% of the total grade).</p> <p>IV. Participation in class activities (10% of the total grade).</p> <p>Evaluation criteria are accessible to students via the web-site of course on the UoC e-learn platform.</p>				

(5) ATTACHED BIBLIOGRAPHY

- Suggested Bibliography:

- Baltes, P., (1987) Theoretical propositions of life span developmental psychology: on the dynamics between growth & decline. *Journal of Developmental Psychology*, 23, 611-626
- Carstensen, L.L. et al. (1999). Taking time seriously. A theory of socioemotional selectivity. *American Psychologists*, 54(3):165-81.
- Cobb-Clark, D.A. & Schurer, S. (2012). The Stability of big-five personality factors. *Economic Letters*, 115(1), 11-15.
- De Paula Couto M.C., Koller, S.H., Novo, R. (2011). Stressful Life Events and Psychological Well-being in a Brazilian Sample of Older Persons: The Role of Resilience. *Ageing international*, 36(4), 492-505.
- Germine, T.L., Duchaine, B., Nakayama, K. (2011). Where cognitive development and aging meet: Face learning ability peaks after age 30. *Cognition*, 118(2), 201-210.
- Hall, S., Petkova, H., Tsouros, A.D., Costantini, M, Higginson, I.J. (2011). Palliative Care for Old People: best practices. Retrieved from World Health Organization website: <http://apps.who.int/iris/bitstream/10665/107290/1/e95052.pdf>.
- Hancock, G.A., Woods, B., Challis, D., Orell, M. (2006). The needs of older people with dementia in residential care. *International Journal of Geriatric Psychiatry*, 21(1), 43-49.
- Karel, M. J., Gatz, M., & Smyer, M. A. (2012). Aging and mental health in the decade ahead: What psychologists need to know. *American Psychologist*, 67(3), 184-198.
- Kokkinaki, T., & Vitalaki, E. (2013b). Comparing spontaneous imitation in grandmother-infant interaction: A three generation family study. *International Journal of Aging & Human Development*, 77(2), 77-105.
- Levinson, J.D. (1986). A Conception of Adult Development, *American Psychologists*, 41(1), 3-13.
- Neugarten, B.L. (1968). *Middle age and aging*. Chicago: University of Chicago Press.
- Onwuteaka-Phiupsen, B.D., Muller, M., Van Der Wall, G. (1997). Euthanasia and Old Age. *Age and Ageing*, 26(6), 487-492.
- Smith, R. (2000). A good death. *BMJ*, 15(320), 129-130.
- Triliva, S., & Brusten, K. (2011). Cretan Mother: From icon to person: Findings from a qualitative study of motherhood in Crete. *Europe's Journal of Psychology*, 7(4), 640-663

- Related Academic Journals:

- International Journal of Aging and Human Development
- Journal of Aging and Mental Health
- European Journal of Developmental Psychology Journal
- The Gerontologists
- Journal of Applied Developmental Psychology