



### COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> Assoc. Prof. Rūta Sargautytė <b>Other(s):</b> PhD student Gabrielė Gudynaitė	Faculty of Philosophy, Institute of Psychology

Study cycle	Type of the course unit (module)
First (Bachelor)	Optional

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face	Autumn semester	English

Requirements for students	
<b>Prerequisites:</b> Introduction to Psychology	<b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	135	48	87

Purpose of the course unit (module): programme competencies to be developed
Students will learn and understand the many areas of current and future demand created by an increasing number of aging individuals. The interplay of personality and normal psychological changes due to aging will be investigated. Psychological problems that may occur in old age, as well as appropriate psychological interventions, will be analyzed.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students should be able to distinguish between stereotypes, prejudices, and biases and the reality concerning aging.	Lectures, student presentations, video demonstration, a visit to a senior care center	Reflections, an exam test
Students will learn to apply a biopsychosocial approach to aging.	Lectures, student presentations, video demonstration, a visit to a senior care center	Reflections, an exam test
Students will become aware of the psychosocial needs and quality of care in old age.	Lectures, student presentations, video demonstration, a visit to a senior care center	Reflections, an exam test
This course will also develop sensitivity to the issues relating to death and dying,	Lectures, student presentations, video demonstration, a visit to a senior care center	Reflections, an exam test

Content: breakdown of the topics	Contact hours	Self-study work: time and assignments

	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Demography & research methodology in aging; biopsychosocial approach.	4								Reflection; Student presentation
2. Stereotypes and beliefs about aging.	4		2						Reflection; Student presentation
2. Quality of life in the elderly; principles of successful aging;	4		2						Reflection; Student presentation
2. Cognitive changes in aging.	6		2						Reflection; Student presentation
3. Emotional changes and coping in aging.	2		2						Reflection; Student presentation
4. Health and retirement issues.	4		4						Reflection; Student presentation
5. Attitudes towards death; psychosocial needs.	4		2						Reflection; Student presentation
6. Psychological interventions; the role of psychologist.	4		2						Reflection; Student presentation
<b>Total</b>	<b>32</b>		<b>16</b>						

Assessment strategy	Weight ,%	Deadline	Assessment criteria
Student presentation	30	During the semester	<p>Power point presentation in pairs. Both the speech and the Power point contents, and slide quality are assessed in a 1-10 grading system. The following aspects of presentation are assessed:</p> <ul style="list-style-type: none"> <li>• Source credibility: presentation content should be derived from academic books, scientific research in required and optional readings, and additional relevant literature chosen by students (e.g., research studies, scientific papers, articles, and academic books). Proper in-text citations and a reference list at the presentation's end must be included;</li> <li>• Delivery: the presenter must effectively communicate the presentation's message in a confident, well-prepared, engaging, and clear manner;</li> <li>• Structure: presentation's structure should be consistent and logical, featuring a clear introduction, main points, and a conclusion;</li> <li>• Clarity: presentation's message should be clear and easily understandable, with the entire presentation centered around this core message;</li> <li>• Accuracy: all facts, data, and information must be accurate and thoroughly researched. Concepts and terms must be used correctly;</li> <li>• Engagement: presenter should actively engage the audience and capture their attention through questions, discussions, or interactive elements, fostering two-way communication;</li> <li>• Time management: presentation should adhere to the time frame of 15 – 20 min. At the end of the presentation, 5 - 10 min. should be allocated to</li> </ul>

			stimulate audience discussion and engage them with questions.
Written work (reflection)	40 (4x10)	During the semester	The following aspects of a reflection are assessed: <ul style="list-style-type: none"> <li>• PASS (10 in a 1-10 grading system): articulation of a personal relationship with the learning materials, reflection, relation to past experiences, future perspective, and moral attitudes; citing the references recommended;</li> <li>• FAIL (0): reproduction, description of the learning material. Or no reflection submitted in a due time.</li> </ul>
Exam (written test)	30	During the session	A test is comprised of 10 questions from the course syllabus and literature studied. Each question may have one or more correct answers. Each answer is graded on a 0-1 point scale. An overall test score will be the sum of the scores obtained on all questions.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or weblink
<b>Compulsory reading</b>				
Editor(s): James A. Blackburn, Catherine N. Dulmus	2007	Handbook of Gerontology: Evidence-Based Approaches to Theory, Practice, and Policy		<a href="http://onlinelibrary.wiley.com/book/10.1002/9781118269640">http://onlinelibrary.wiley.com/book/10.1002/9781118269640</a>
Editor: Stuart-Hamilton, I.	2012	The Psychology of Ageing: An Introduction (5 ed.)		London: Jessica Kingsley Publishers (through VU VPN in eBook Academic Collection)
<b>Optional reading</b>				
Birren, J.E., Schaie, K.W. (Eds.)	2006	Handbook of the psychology of aging. 6th ed.		Amsterdam: Elsevier Academic Press.
Edited by Rocio Fernandez-Ballesteros, Athanase Benetos, Jean-Marie Robine.	2019	The Cambridge handbook of successful aging /		New York [N.Y.]: Oxford University Press
Coping with aging / Richard S. Lazarus and Bernice N. Lazarus.	2006	Coping with aging.		Oxford: Oxford University Press.
Li, W. W., Cummings, S. Ponnuswami, I., Park, H-J., & Jackson, K.	2016	Ageing and Mental Health: Global Perspectives		Nova Science Publishers (through VU VPN in eBook Academic Collection)
Bengston, V. L. & Settersten, R. A.	2016	Handbook of Theories of Aging		New York: Springer (through VU VPN in eBook Academic Collection)
Thomas, A. K. & Gutches, A.	2020	The Cambridge Handbook of Cognitive Aging: A Life Course Perspective		Cambridge University Press (through VU VPN: <a href="https://www.cambridge.org/co">https://www.cambridge.org/co</a>

				<a href="https://doi.org/10.1002/wps.20996">re/books/cambridge-handbook-of-cognitive-aging/A105C176F68CF56261A249562AB532C5)</a>
Reynolds, C. F., Jeste, D. V., Sachdev, P. S., & Blazer, D. G.	2022	Mental health care for older adults: recent advances and new directions in clinical practice and research	<i>World Psychiatry</i> , 21(3), 336–363.	<a href="https://doi.org/10.1002/wps.20996">https://doi.org/10.1002/wps.20996</a>
Morrow-Howell, N., Galucia, N., & Swinford, E.	2020	Recovering from the COVID-19 Pandemic: A Focus on Older Adults.	<i>Journal of Aging and Social Policy</i> , 32(4–5), 526–535.	<a href="https://doi.org/10.1080/08959420.2020.1759758">https://doi.org/10.1080/08959420.2020.1759758</a>
Liu, L., Daum, C., Miguel Cruz, A., Neubauer, N., Perez, H., & Ríos Rincón, A.	2022	Ageing, technology, and health: Advancing the concepts of autonomy and independence.	<i>Healthcare Management Forum</i> , 35(5), 296–300.	<a href="https://doi.org/10.1177/08404704221110734">https://doi.org/10.1177/08404704221110734</a>
Mubarak, F., & Suomi, R.	2022	Elderly Forgotten? Digital Exclusion in the Information Age and the Rising Grey Digital Divide.	<i>Inquiry (United States)</i> , 59, 1–7.	<a href="https://doi.org/10.1177/00469580221096272">https://doi.org/10.1177/00469580221096272</a>
Chang, E. S., Kanno, S., Levy, S., Wang, S. Y., Lee, J. E., & Levy, B. R.	2020	Global Reach of Ageism on Older Persons' Health: A Systematic Review.	<i>PLoS ONE</i> , 15(1), e0220857.	<a href="https://doi.org/10.1371/journal.pone.0220857">https://doi.org/10.1371/journal.pone.0220857</a>
Chu, C. H., Nyrup, R., Leslie, K., Shi, J., Bianchi, A., Lyn, A., McNicholl, M., Khan, S., Rahimi, S., & Grenier, A.	2022	Digital Ageism: Challenges and Opportunities in Artificial Intelligence for Older Adults.	<i>The Gerontologist</i> , 10(10), 1–9.	<a href="https://doi.org/10.1093/geront/gnab167">https://doi.org/10.1093/geront/gnab167</a>
Sinoff, G.	2017	Thanatophobia (death anxiety) in the Elderly: The Problem of the Child's Inability to Assess Their Own Parent's Death Anxiety State.	<i>Frontiers in Medicine</i> , 4(2), 6–10.	<a href="https://doi.org/10.3389/fmed.2017.00011">https://doi.org/10.3389/fmed.2017.00011</a>
Kolthoff, K. L., & Hickman, S. E. (2017).	2017	Compassion fatigue among nurses working with older adults.	<i>Geriatric Nursing</i> , 38(2), 106–109.	<a href="https://www.sciencedirect.com/science/article/pii/S0197457216301549?casa_token=2LB2BKk4FL8AAAAA:bZH8_Rsz40XeV5jN3PVvxDsvP0dnaocUsbGaEMLXDUJV4uj0CQNNjgJbHNVjwHSFqIdm3ekL">https://www.sciencedirect.com/science/article/pii/S0197457216301549?casa_token=2LB2BKk4FL8AAAAA:bZH8_Rsz40XeV5jN3PVvxDsvP0dnaocUsbGaEMLXDUJV4uj0CQNNjgJbHNVjwHSFqIdm3ekL</a>