

PSYS 423G - Psychology of Adult Life and Aging – Winter 2023/2024

This course is entirely online to make it convenient to complete over the Summer term. All assignments are submitted via Blackboard, and Respondus is NOT needed.

Course Details:

Instructor: Dr. Andy Mienaltowski (Dr. M'ski)

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Required Materials: TBA. Likely to be Cavanaugh, J. C., & Blanchard-Fields, F. (2019). *Adult development and aging* (8th ed). Belmont, CA: Cengage. Or the ninth edition. Most likely via eBook. The latter is a new edition. **This course requires access to a strong internet connection to watch class videos via YouTube.**

Course Description: Psychological processes in adulthood & aging. Emphasis on contemporary theories, methodological issues, & interactions of psychological, biological, social, & environmental factors in adulthood & aging.

General Info about the Course: For this course, you will be assessed through (a) unit quizzes that cover the course's topic areas and will be based on video lectures and your readings, (b) short written essays that ask you to apply theory and research findings from your readings to important topics in aging and psychology, and (c) two brief papers on empirical studies of the psychology of aging. The deadlines for the assignments in this course are spaced throughout the term to facilitate steady progress rather than attempting to quickly complete assignments by some date at the end of the term. All activities are submitted through Blackboard and lectures are delivered via video links, so a consistent internet connection is needed. **Successful students are motivated to learn about the aging process.** I will be communicating with you throughout the term, and I look forward to the interaction and providing you with feedback on your assignments.

Given the timing of the term, leniency is built in for due dates to accommodate the holidays and obligations that students might have to family and employment at that time.

Course Overview and Learning Outcomes	
<p>PSYS 423G, Psychology of Adult Life and Aging, is a developmental psychology course that covers human aging. Aging is a process that involves growth in some psychological abilities, maintenance of others, and still decline in others. This course will cover adult development, primarily focusing on how psychological systems evolve throughout the latter half of life. Although society perpetuates stereotypes about how our psychological systems change as we grow older, this course will explore the science that underlies these changes to our psychological systems. Moreover, we will consider how one's individual talents, abilities, and struggles contribute to the processes by which aging impacts our psychological systems. Finally, we will explore the social dynamics of growing older in today's world to better understand the impact that aging psychological systems can have on public policy and the programming of psychological research.</p> <p>The main goals for this course are: (1) to help you become familiar with current psychological theories of aging and how they account for changes in psychological systems, (2) to facilitate your critical analysis of the inter-relationships amongst cognitive, emotional, social, and biopsychological systems and their constituent components as they evolve throughout adulthood, and (3) to encourage you to consider how your own psychological systems as well as those of your loved ones, patients, and clients might dynamically evolve as the years pass. The learning outcomes for the course include:</p>	
(a) Discuss the research methods used by developmental psychologists to measure and characterize the impact that human aging has on the evolution of psychological systems, including their constituent components.	
(b) Identify the individual components of cognitive, emotional, social, and biopsychological systems, and describe how each is assessed by psychological scientists.	
(c) Identify the major changes in the above psychological systems that take place throughout adulthood and into old age and that have been substantiated with empirical evidence by psychological scientists.	
(d) Describe the conditions under which improvements and/or impairments in cognitive, social, emotional, and biopsychological systems noted in the laboratory by psychological scientists might translate into substantial changes in in everyday functioning outside of the laboratory.	