# HP3303: Geropsychology

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| **Academic Year** | 2022-23 | **Semester** | 1 |
| **Lecture Day/Time** | Mondays/4.30pm – 6.20pm | **Lecture Venue** | To-be-arranged |
| **Tutorial Day/Time** | Mondays/6.30pm – 7.20pm; 7.30pm – 8.20pm | **Tutorial Venue** | To-be-arranged |
| **Coordinator and Instructor** | Wayne Freeman CHONG | **Email** | [Wayne.chong@ntu.edu.sg](mailto:Wayne.chong@ntu.edu.sg) |
| **Pre-requisites** | HP1000 Introduction to Psychology, and HP1100 Fundamentals of Social Science Research / CS2008 for PSMA, and HP2300 Developmental Psychology | | |

## Course Aims
This course aims to:
1. Equip students with foundational theories in and applications of geropsychology.
2. Enable students to address public geropsychological issues via digital media advocacy.
3. Enhance students' awareness of personal beliefs and attitudes towards geropsychological issues.

## Intended Learning Outcomes (ILO)
By the end of this course, you should be able to:
1. Describe, with evidence, the biopsychosocial factors for human ageing.
2. Describe, with evidence, the behavioural processes involved in human ageing.
3. Describe, with evidence, the complex psychological processes involved in human ageing.
4. Describe, with evidence, the effectiveness of informal caregiving, and other psychosocial interventions with older adults.
5. Demonstrate advocacy know-how that addresses ageing issues via digital media platforms.
6. Demonstrate continual awareness on your personal beliefs, attitudes and experiences regarding ageing, ageism and the aged in human society.

## Course Content
This course introduces students to the biopsychosocial processes of and broad socioeconomic trends surrounding ageing. Adopting a multidisciplinary approach in understanding the ageing phenomenon, students are exposed to universal geropsychological processes, and locale-specific socioeconomic trends in Singapore. This course also imparts know-how in informal caregiving, psychosocial interventions, and policy/programme advocacy regarding ageing issues. Finally, this course stimulates students' awareness of their own attitudes and beliefs on ageing.

**Assessment**

| Component | ILO Tested | Related Programme Learning Outcomes or Graduate Attributes | Weighting | Team/ Individual |
|---|---|---|---|---|
| 1. CA1: Leadership in Flipped Classroom (Part 1 and Part 2) | 1 - 6 | Cognitive agility, character, competence, oral communication, and critical thinking | 40% | Team |
| 2. CA2: Mid-term Quiz | 1 - 4 | Competence | 20% | Individual |
| 3. SA1: Final Examination | 1 - 4 | Competence | 40% | Individual |
| | | Total | 100% | |

*CA1: Leadership in Flipped Classroom (40%)*
Part 1 (20%): In teams, students are required to lead other students in reflections, discussions, questions-and-answers, and/or theoretical debates, arising from assigned content of an article or Chapter.

Part 2 (20%): In teams, students are also required to advocate a policy or programme to address any of the issues covered in the course, by creating and using one or more digital media pieces. The digital media piece(s) may take the form of fine art, photography, documentary, short films etc. Each team shall present their work at the end of the course.

The number of students required in a team will be announced in Week 3 when the course enrolment is stable. Students will remain in the same team for the entire duration of the course.

To score in CA1, it is necessary for students to demonstrate positive interdependence and teamwork. In principle, students in the same team will receive the same marks in each part of CA1. However, individual scores may vary based on feedback about individual student's contributions to the team.

*CA2: Mid-term Quiz (20%)*
Each student shall take a closed-book quiz that assesses the knowledge of the material covered in the first half of the course.

*SA1: Final Examination (40%)*
Each student shall take an open-book examination that assesses the ability to apply the material covered in the course.

**Feedback**
Students will receive verbal feedback for CA1 on a continual fashion, and written feedback for CA2.

**Learning and Teaching Approach**
The course will be conducted in a lecture/tutorial format with ample opportunities for discussion, questions-and-answers, and debates. Lectures are instructor-led lecture-and-discussion sessions that may include a human library, guest presentations, demonstrations and hands-on of geropsychological interventions. A Human Library comprise of one or more older persons who share his or her story on a certain topic first-hand. Tutorials beyond the initial weeks will be student-led using a flipped classroom approach. Lectures will clarify content covered in the textbook and required readings. Tutorials will allow students to demonstrate knowledge and skills in advocating and reflecting on the issues covered in this course.

**Textbook and References**
1. Schaie, K., & Willis, S. (2021). Handbook of the psychology of aging (Ninth Edition). The full electronic text is available in NTU Library via https://www.sciencedirect.com/science/book/9780128160947.

2. Schaie, K., & Willis, S. (2016). Handbook of the psychology of aging (Eighth edition). The full electronic text is available in NTU Library via https://www.sciencedirect.com/science/book/9780124114692.

3. Journal articles will be assigned weekly.

**Course Policies and Student Responsibilities**
You are expected to complete all required and assigned readings and/or activities before attending class each week, except in Week 1. You should attend all classes punctually and submit all scheduled assignments by the stipulated due dates. Lectures are based on required readings and other materials not covered in these readings. Lecture slides will be provided before class each week. You are responsible for keeping up with course notes, assignments, and course related announcements for seminar sessions you have missed. You are expected to participate in all discussions and activities.

Absence from class without a valid reason will affect your overall course grade. Late submissions and requests for makeup sessions will not be accepted unless a valid reason is provided. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

**Academic Integrity**
Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**Safe Management Measures**
You are required to adhere to all prevailing safe management measures the University has in place when you meet in groups to fulfil course requirements, such as CA1 activities.

**Planned Weekly Schedule**

| Week | Date | Topic | Required Reading(s) | Lecture Activity | Tutorial Activity |
|---|---|---|---|---|---|
| 1 | 8 Aug 2022 | Overview: Concepts and Theories | 9th Ed. Ch. 1 | | Course Requirements |
| 2 | 15 Aug 2022 | Critical Gerontology and Geropsychological Issues | Article(s) | Human Library – Autumn Singapore | Human Library Debrief |
| 3 | 22 Aug 2022 | Sleep, Sleep Disorders, and Interventions | 9th Ed. Ch. 7, 8th Ed. Ch. 22, article(s) | Demonstration(s)/ Hands-on | CA1 Part 1: Practice |
| 4 | 29 Aug 2022 | Alzheimer's Disease and Dementia | 8th Ed. Ch. 5, article(s) | | CA2: Practice |
| 5 | 5 Sep 2022 | Gerontechnology, Gaming and Social Networking | 9th Ed. Ch. 9, 8th Ed. Ch. 20, article(s) | Guest Lecture – to be confirmed | CA1 Part 1: Debate |
| 6 | 12 Sep 2022 | Work, Retirement, and Discrimination | 9th Ed. Ch. 13, 8th Ed. Ch. 18, article(s) | Guest Lecture – to be confirmed | CA1 Part 1: Debate |
| 7 | 19 Sep 2022 | Informal Caregiving 1: Roles and Long-term Care Utilization | Article(s) | Human Library – to be confirmed | CA1 Part 1: Debate |
| | | *Recess* | | | |
| 8 | 3 Oct 2022 | Informal Caregiving 2: Burden and Costs | Article(s) | CA2: Quiz | Quiz Debrief |
| 9 | 10 Oct 2022 | Stress, Coping and Resilience | 9th Ed. Chs. 17 & 18, article(s) | | CA1 Part 1: Debate |
| 10 | 17 Oct 2022 | Mood, Anxiety Disorders, and Interventions | 8th Ed. Ch. 21, article(s) | Demonstration(s)/ Hands-on | CA1 Part 1: Debate |
| 11 | | *Deepavali* | | | |
| 12 | 31 Oct 2022 | Successful Ageing | 9th Ed. Ch. 19, article(s) | | CA1 Part 1: Debate |
| 13 | 7 Nov 2022 | Addressing Geropsychological Issues | Nil | CA1 Part 2: Presentations | To Be Announced |