UniSC

COURSE OUTLINE

PSY307 Adult Development and Ageing

School: School of Health - Psychology

2025 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING Most of your course is on campus but you may be able to do some components of this course online.

*Please go to usc.edu.au for up to date information on the
teaching sessions and campuses where this course is usually offered.*

1. What is this course about?

1.1. Description

Adult Development and Ageing is a required advanced core topic in all accredited undergraduate psychology programs. The proposed course is designed to meet that accreditation requirement and builds on the introduction to human development course that students receive in the second year of the accredited psychology sequence.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On-campus workshop	2hrs	Week 1	12 times
Tutorial/Workshop 2 – On campus tutorial/workshop - 1 hours	1hr	Week 1	12 times

1.3. Course Topics

Theories and methods in adult development and ageing

The active participant in life and managing challenges

Roles in the lifespan: relationships, work, and in retirement and leisure

Changes in brain and body across the lifespan

Interruptions and problems in life

A life well-lived

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. **What is the unit value of this course?**

12 units

4. **How does this course contribute to my learning?**

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Psychology Accreditation Council
1 Critically research and evaluate major theoretical and empirical perspectives on human ageing and wellbeing and apply to ageing in diverse populations and situations.	Knowledgeable Creative and critical thinker	1.1.12, 1.1.2, 1.1.3, 1.1.6, 1.1.9
2 Apply the lifespan developmental approach to ageing in a critical research project and to develop an intervention using contemporary research to promote successful aging.	Empowered Engaged	1.1.10, 1.1.12, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9
3 Demonstrate understanding and responsiveness to culturally and linguistically diverse populations and critical analysis of relevant literature	Knowledgeable Creative and critical thinker Empowered Ethical Communication Problem solving	

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL	
1.1.12	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including research methods and statistics
1.1.2	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including individual differences in capacity, behaviour and personality
1.1.3	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including psychological health and well-being
1.1.6	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including cognition, language and perception
1.1.9	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including lifespan developmental psychology
1.1.10	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including social psychology
1.1.4	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including psychological disorders and evidence-based interventions
1.1.5	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including learning and memory

CODE	COMPETENCY
1.1.7	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including motivation and emotion
1.1.8	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including neuroscience and the biological bases of behaviour

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

PSY200 and PSY201 or PSY207

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In the first few weeks, your draft plan for the research proposal will be peer reviewed in your tutorial/workshop. This formative assessment will help you to prepare for the research proposal, by considering the type and scope of activity for the program, the age of participants, and how you will assess the program's effectiveness. Around weeks 8, your draft presentation slide and accompanying handout will be peer-reviewed in the tutorial workshop. This formative feedback will assist you with the content and delivery of your presentation

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	40%	2000 words	Refer to Format	Online Submission
All	2	Oral	Individual	20%	1 minute + 1-PPT slide handout	Refer to Format	Online Submission
All	3	Examination - Centrally Scheduled	Individual	40%	2 hours	Exam Period	Exam Venue

All - Assessment Task 1: Research Proposal

GOAL:	The goal of this assessment is to reflect on your understanding about the adult years and to demonstrate your ability to apply recent research to developing a program to enhance the functioning of older people.
PRODUCT:	Written Piece
FORMAT:	This assessment task will be due between weeks 6 and 8 of the teaching semester. The final date of submission for this task will be determined once public holidays and the course timetable have been published prior to the commencement of semester. Please refer to your course Canvas site at the commencement of the teaching semester to confirm the due date for this assessment task.

Literature review and research proposal is to be 2000 words maximum, including all headings and citations (inside and outside of the brackets) but excluding the title page, abstract and reference list. Any words over 2000 words will not be read as part of the assignment.

Consider that you are now a psychologist working with older adults and have been asked to develop an activity program that will facilitate psychosocial and physical benefits for the participants. You have been inspired by Vaillant's (2012) book, Triumphs of Experience, and wish to establish a program that will provide adults over 60 years with the opportunities to flourish in their later years, across different cultural contexts.

It is expected that your program will be framed by the factors that are either antecedents or consequences of the Decathlon of Flourishing (e.g., Table 2.2, p37 and Table 2.3, p41), although you can choose which predictor/s or outcome/s will be part of your program and the type of activities involved. Fortunately, you have been given a very large budget to ensure the success of the project.

During the first few weeks of semester (e.g., during week 3 or 4), your draft plan for the research proposal will be peer reviewed in your tutorial/workshop. This formative assessment will help you to prepare for the research proposal, by considering the type and scope of activity for the program, the age of participants, the cultural and linguistic backgrounds of participants, and how you will assess the program's effectiveness.

The Introduction to the Research Proposal should situate your project both within Vaillant's work and in the broader context of aging, identify an appropriate developmental theory, and provide the rationale for the program and its components, with reference to recently published research that is applied to your target population. You should also consider that your intervention is culturally responsive to your target population. You should also include the hypothesis/es that your research proposal will be testing by its design.

The Methods for the research proposal should include a description of the participants, the types of activities they will undertake, and how you will assess the effectiveness of your program |

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Abstract: Informative and concise summary of the purpose and content of the research proposal	① ② ③
	2	Introduction: Situating research proposal in topic area, definition of key terms and target population for intervention, and direction of research proposal	① ② ③
	3	Introduction: Identification & use of appropriate developmental theory	① ② ③
	4	Introduction: Extent and relevance of current experimental research to provide the rationale and components to be included in the proposed intervention program.	① ② ③
	5	Methods: Description of participants, measures, and methods	① ② ③
	6	Methods: Design of proposal tests the components discussed in the literature review	① ② ③
	7	Overall: Evidence of critical analysis of the research literature and original thinking, Careful use of APA referencing and style, Use of formal academic language.	① ② ③

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 2: Presentation of Journal Article

GOAL:	The goal of this assessment is to communicate your understanding of an article about current research in adult development and ageing through a brief oral presentation and accompanying handout reference.
PRODUCT:	Oral
FORMAT:	This assessment task will be due between weeks 8 and 10 of the teaching semester. The final date of submission for this task will be determined once public holidays and the course timetable have been published prior to the commencement of semester. Please refer to your course Canvas site at the commencement of the teaching semester to confirm the due date for this assessment task. You will present the content of the journal article as an oral presentation of 1 (one) minute's duration and produce an accompanying handout. The oral presentation will be along the lines of an 'elevator pitch', e.g., to generate interest in a project, idea, or product, or to secure a promotion. Consider that your workplace has weekly professional development meetings and you have been asked to talk to your colleagues about the current research in adult development and ageing. You will select ONE article published within the last 5 years that emphasises the positive aspects of ageing, adults' strength and resilience, and the experiences of culturally and linguistically diverse populations. The article can be about adults of any age (where adulthood is taken from approximately 20 years through the oldest-old). In the weeks prior to the scheduled presentations, your draft presentation slide and accompanying handout will be peer-reviewed in the tutorial workshop and assistance given in preparing the slide. This formative feedback will assist you with the content and delivery of your presentation. You will use 1 (one) PowerPoint slide for your oral presentation. You must ensure that the Notes section of your slide fits on ONE page when set to print, using 10 point font size for the text, and including the key details of the article in the Notes section of that slide. Please submit this slide to Canvas by 4pm at least 2 days prior to your class, so that all student PowerPoint slides can be collated to ensure the class runs quickly and smoothly. The final slide deck will be released to all students, as a resource for the class and for the future use by all students.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Articulation and critical analysis of key information in the article (and the currency of the chosen article)	① ③
	2	Quality of delivery and use of notes	①
	3	Time management for the presentation	①
	4	Quality of the design of the PowerPoint slide and the usefulness of the Notes section of the slide.	① ③

GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 3: Exam

GOAL:	To assess your knowledge of the course content. The end of semester examination will be based on the material covered in the lectures, the weekly readings, and the tutorial activities
PRODUCT:	Examination - Centrally Scheduled
FORMAT:	The exam will consist of Short Answer Questions that will assess the depth and breadth of knowledge about the weekly topics, the diverse experiences of ageing, and your ability to apply appropriate theoretical frameworks to applied questions about adult development and ageing.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Explanation and appropriateness of the theoretical framework applied to answer the question	1 3
	2	The extent and appropriateness of the information used to answer the question	1 3
	3	Accuracy of information and understanding shown in the answers	1 3
	4	Evidence of critical and original thinking and synthesis used to answer the questions	1 3

GENERIC SKILLS:	Communication, Problem solving, Organisation

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
APAC AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL ACCREDITATION STANDARDS: GRADUATE COMPETENCIES				
All delivery modes	Examination - Centrally Scheduled	Exam	1.1.1	Assessed
			1.1.9	Assessed
			1.1.12	Assessed
			1.2	Assessed
			1.3	Assessed
			1.6	Assessed
	Oral	Presentation of Journal Article	1.1.1	Assessed
			1.1.9	Assessed
			1.1.11	Assessed
			1.1.12	Assessed
			1.2	Assessed
			1.3	Assessed
			1.6	Assessed
	Written Piece	Research Proposal	1.1.2	Assessed
			1.1.4	Assessed
			1.1.9	Assessed
			1.1.11	Assessed
			1.1.12	Assessed
			1.2	Assessed
			1.3	Assessed
			1.6	Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	Theories, studies, and cultural influences in adult development and ageing
Week 2	The active participant in life and self-regulation of life goals
Week 3	Stereotypes of ageing and resilience in facing challenges
Week 4	Roles in the lifespan - relationships
Week 5	Roles in the lifespan - work
Week 6	Roles in the lifespan - outside work and family, in leisure activities and in retirement
Week 7	Our brains – age-related changes in structure and cognition and problem-solving across the adult years
Week 8	Our bodies across the lifespan
Week 9	Student presentations for Task 2
Week 10	Reading Week
Week 11	The interruptions and problems in life – illness, frailty, and disability
Week 12	The last stop – death, dying, and bereavement
Week 13	'A life well-lived' – the synthesis of roles, personal action, and a happy old age

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

No text book has been set for this course.
The reading lists for each week will be provided to you prior to the start of the semester and will form the basis of the course content and the examination at the end of the semester.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au