MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title:	**Psychology of Aging**	**Submitted By:**	**Tym Petron**
Semester Course Prefix and Number:	**PSYC 2555**	**Approval Date:**	**December 2008**
Old Quarter Course Prefix and Number:	**PSYC 227**	**Revision Date:**	

Number of Credits: 3
Number of Lecture Credits:
Semester(s) Offered: Fall
Number of Lab Credits:
Number of Lab Hours:
Class Size: 60
Number of Studio/Demonstration/Internship Credits:
Negotiated by AASC on (Date)__

Course Purpose Code:

_____ **0 –** Developmental Courses
_____ **1 –** Non-transferable, General Education
_____ **2 –** Technical course related to career programs
_____ **3 –** College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
_____ **4 –** Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
__x__ **5 –** Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
_____ **9 –** Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:
This course provides an overview of the developmental period from early adulthood through death, with an in-depth emphasis of the theories of adult change or development. The following areas are included: personal maturity, psychological concerns of the aged, counseling the elderly, and how to deal with grieving and death.

Prerequisites and/or recommended entry skills/knowledge:
Course Prerequisite(s): PSYC 2551
Reading Prerequisite:
Composition Prerequisite:
Mathematics Prerequisite:

Career Programs and Transfer Majors Accessing this Course:
Human Services, Nursing and Psychology

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0. ____ None
1. ____ Communications
2. ____ Critical Thinking
3. ____ Natural Sciences
4. ____ Mathematical/Logical Reasoning
6. ____ The Humanities and Fine Arts
7. __x__ Human Diversity
8. ____ Global Perspectives
9. ____ Ethical and Civic Responsibility
10. ____ People and the Environment

5. x History and the Social and Behavioral Sciences

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:
Students are expected to have a clear understanding of:

1. The psychological development and problems associated with this development in the aging American
2. The physiological processes involved with aging and how they affect ability to function physically and intellectually.
3. The specific theories on working with the aging in a diagnostic and treatment setting.
4. Knowledge required concerning death and dying, including the grieving process.
5. Knowledge required concerning medical treatment and drugs commonly prescribed for the aging and the consequences involved.

Student assessment methods:
Tests
Final Exam
Major Project
Theory Paper

Use of instructional technology (includes software, interactive video and other instructional technologies):
Power Point and possibly on-line or blended instruction

Outline of the major course content:

1. Assumptions, definitions and methods
2. Starting points continuities though adulthood
3. Theories of adult change and development
4. Physical and health changes in adulthood
5. Intellectual changes in adulthood
6. Sex roles and family roes over the adult years
7. Development of relationships in adulthood
8. Work and work roles in adulthood
9. Changes in personality, motivation and values over the adult years
10. Spiritual development and the search for meaning
11. Death and dying
12. Testing

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)
The College of St. Scholastica
University of Wisconsin-Superior
University of Minnesota-Duluth

Approvals:

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

Distribution: Original – Administrative Office
Copies: Curriculum Committee Chair, Learning Center, Library, Originating Faculty Member, Records, Student Services, Scheduler, Transfer Specialist
Revised February 10, 2004