



DEPAUL

School of Continuing and Professional Studies

## The Psychology of the Aging and Aged Undergraduate Course Information Guide

**Course Number: DCM 323, 4 credits, 10 Weeks**  
**Delivery Formats: Online Async**

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### Course Description

This course provides an overview of the current theories, themes and issues of adult development and aging. In addition to understanding these theories and issues, students will explore questions such as: Does wisdom come with increasing age? Do people really change over time? What are the keys to positive aging?

### Learning Outcomes

After completing this course, you will be able to:

- Identify the main theories of adult development from a biopsychosocial perspective.
- Analyze changes in physical, psychological, and cognitive functioning related to the aging process.
- Identify current research trends and theories regarding several aspects of the aging process (e.g., death and dying, creativity, mental health issues, “positive” or successful aging).

### Learning Strategies and Resources

These textbooks and resources are compiled to assist in explaining in detail the biopsychosocial perspective of aging and the aging process.

### Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Whitbourne, S.K. & Whitbourne, S.B. (2020). Adult Development and Aging:

Biopsychosocial Perspectives (6th ed). New York: John Wiley and Sons. ISBN #: 9781118425190.

National Institute on Aging: <https://www.nia.nih.gov/>

Morbidity and Mortality Weekly Reports - Weekly updates on health trends in the U.S.: from this site, there will be links to numerous publications available as PDF downloads. <http://www.cdc.gov/mmwr/>

New England Centenarian Study - This is the site being conducted by Perl's and Silver. It contains a life expectancy calculator (Living to 100 Life Expectancy Calculator) and updates on the study's findings. <http://www.bumc.bu.edu/centenarian/>

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

## Learning Deliverables

Discussions: Each discussion is designed to give students an opportunity to think and reflect on course content, consider different perspectives, and talk through them as a course. Each week has a different prompt and focus which aligns with the course content for the week.

Reaction Papers: Reading Reaction Papers offer students the opportunity to explore their own cultural perspectives on aging. A list of module-specific questions is designed to help students think about the topic through critical lenses and perspectives.

Interview & Presentation: Conduct an interview and document the process including your questions, how and why you picked/identified your interviewee and annotated bibliography. Create a PowerPoint presentation with either a script of text or recording of your presentation.

## Assessment of Student Learning

### Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Online Discussions	30%
Reaction Papers	40%
Interview & Presentation	30%

## Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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## Course Schedule

<b>Week or Module Title or Theme</b>	<b>Readings / Learning Activities</b>	<b>Graded Assignments</b>
Week 1, Module 1: Themes and Issues in Aging	Whitbourne, Chapter 1	1.1 Introduction Discussion  1.2 Why are people living longer?  1.3 Reading Compliment
Week 2, Module 2: Nature and Nurture in Aging	Whitbourne, Chapter 2 and 3	2.1 Nature & Nurture in Aging Discussion  2.2 Reaction Paper 1  2.3 Reading Compliment
Week 3, Module 3: Changes in Adulthood and Aging	Whitbourne, Chapter 4 and 5	3.1 Physical Changes/Health & Prevention Discussion  3.2 Reaction Paper 2  3.3 Reading Compliment

Week 4, Module 4: Cognitive Functioning and Aging	Whitbourne, Chapter 6 and 7	4.1 Cognitive Functioning in Aging Discussion  4.2 Reaction Paper 3  4.3 Reading Compliment
Week 5, Module 5: Personality and Coping	Whitbourne, Chapter 8	5.1 Midlife Crisis Discussion  5.2 Reading Compliment
Week 6, Module 6: Aging and Relationships	Whitbourne, Chapter 9	6.1 Aging and Relationships Discussion  6.2 Reading Reaction Paper 4  6.3 Reading Compliment
Week 7, Module 7: Work & Leisure	Whitbourne, Chapter 10	7.1 Work & Leisure Discussion  7.2 Interview Assignment Part 1: Questions  7.2 Reading Compliment
Week 8, Module 8: Mental health Issues, Treatment & Long-Term Care	Whitbourne, Chapter 11 and 12	8.1 Nursing Home Discussion  8.2 Interview Assignment  Part 2: Identify a Subject to Interviewee  8.3 Reading Compliment
Week 9, Module 9: Death & Dying	Whitbourne, Chapter 13	9.1 Death & Dying Discussion  9.2 Interview Assignment Part 3: Write-Up &

		Annotated Bibliography 9.3 Reading Compliment
Week 10, Module 10: Successful Aging	Whitbourne, Chapter 14	10.1 Successful Aging  Discussion  10.2 Interview Assignment Part 4: Presentation Draft  10.3 Reading Compliment

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## Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

## Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at [scpspla@depaul.edu](mailto:scpspla@depaul.edu) or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

## Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

## Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

### **School of Continuing and Professional Studies**

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