

## Lifespan Development: Adolescence, Adulthood and Ageing

<b>Module title</b>							
Lifespan Development: Adolescence, Adulthood and Ageing							
<b>Module NFQ level</b> (only if an NFQ level can be demonstrated)		<b>Module number / reference</b>		<b>ECTS Value</b>		<b>Duration</b>	
8				5		12 weeks	
<b>Parent programme(s)</b> . Principal programme title, and embedded(s) if relevant				<b>Stage of parent programme</b>		<b>Semester No.</b>	
BA (Honours) in Psychology				1		2	
<b>Teaching and Learning modes</b>		<b>Proportion</b> (% of Total Directed Learning)					
Classroom / Face to Face		22.4%					
Workplace							
Online							
Other (Identify)		77.6% (directed and self-directed learning)					
<b>Entry requirements (statement of knowledge, skill and competence)</b>							
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.							
<b>Maximum number of learners per instance of the module</b>				40			
<b>Average (over the duration of the module) of the contact hours per week</b>				2.3			
<b>Pre-requisite module title(s) (if any)</b>				n/a			
<b>Co-requisite module title(s) (if any)</b>				n/a			
<b>Is this a capstone module? (Yes or No)</b>				no			
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>							
Lecture hall, tutorial Hall, Library, IT Resources							
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b> (Staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)							
<b>Role e.g. Tutor, Mentor etc.</b>		<b>Qualifications &amp; experience required:</b>				<b># of Staff with this profile (WTEs)</b>	
Lecturer		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%	
<b>Analysis of required learning effort</b>							
			<b>Hours of Learner effort</b>				
<b>Classroom and demonstrations</b>	<b>Mentoring and small-group tutoring</b>	<b>Other (specify)</b>	<b>Directed e-learning</b>	<b>Independent learning</b>	<b>Other (specify)</b>	<b>Work-based learning</b>	<b>Total effort</b>

Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10	4	1:10				97			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	40%			60%	100%

<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	The rationale for the inclusion of this module is twofold. In the first instance, this module builds on learning generated in Semester 1 from the module <i>Child Development Psychology</i> . This module is a focus on developmental processes across adolescence and adulthood. Its contribution to the overall MIPLOs can be found in topics positioned towards ethics, research methods, theoretical underpinnings and implications for practice. Secondly, for the learner seeking a clear career pathway in Psychology, this module serves as a necessary building block for entry to graduate membership of the Psychological Society of Ireland or the British Psychological Society.
<b>Module Aims and Objectives</b>	The overall aim of this core module rests in its exploration of the ways human beings continue to develop from adolescence to death. As with Child Development Psychology, each stage under exploration will be discussed in relation to biological, cognitive and socioemotional processes across this period of the lifespan. The main objectives are to assist the learner to define and distinguish between biological, cognitive and psychosocial domains of development from adolescence to death. A further objective rests in supporting the learner to understand major concepts in development such as continuity and discontinuity, one common course of development or many unique courses of development, and nature versus nurture.
<b>Minimum Intended Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Define adolescence and demonstrate a written and oral understanding of major theorists and theories associated with this developmental stage of life (MIPLO 1, 2, 4, 7)</li> <li>2. Discuss the effects of strong social networks on mental health during the stages of adult life (MIPLO 1, 4).</li> <li>3. Explain the perception of strong social bonds and emotional and cognitive functioning in middle to late adulthood (MIPLO 1, 4)</li> <li>4. Outline and expand on Selective Optimization with Compensation (SOC) by Baltes and Baltes (1990) and how this can impact on the behaviours of adults in later life (MIPLO 1, 4).</li> <li>5. Evaluate the research methods most commonly employed to best collect ethical and useful data in lifespan development (MIPLO 2, 3, 4, 5).</li> </ol>

<p><b>Information Provided to Learners about the Module</b></p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>
<p><b>Module Content, Organisation and Structure</b></p>	<p>Over the course of 12 weeks, the learner will cover topics such as:</p> <p><b>Understanding Adolescence</b>  Defining adolescence  Matters related to biological, cognitive and socioemotional development in adolescence  Matters related to Child First Legislation and CORU principles</p> <p><b>Understanding Early Adulthood (EA)</b>  Cultural understandings of early adulthood (The New Identity vs Role Stage originally outlined by Erik Erikson).  Biological issues in EA with a focus on primary and secondary aging, muscle tone, reproduction and strength.  Cognitive issues in EA with a focus on post-formal thought and the ability to understand the complexities of various perspectives (moving beyond Piaget)  Socioemotional issues in EA with a focus on Advances in Identity, Cultural Change, Cultural Variation, and Risk and Resilience. Moving past Intimacy versus Isolation.</p> <p><b>Understanding Middle Adulthood (MA)</b>  Changes to the developing brain and body  Biological issues with MA with a focus on reproduction, menopause health and illness.  Cognitive issues in MA with a focus on the influence of hereditary and the environment.  Socioemotional issues in MA with a focus on changes to family structures, sexual relationships, social bonds and social networks and compensatory measures.</p> <p><b>Understanding Late Adulthood (LA)</b>  Changes to the developing brain and body  Biological issues with LA with a focus on sexuality, memory, hereditary and environmental matters.  Cognitive issues with LA with a focus on sensory register, memory, and the shift from fluid to crystallized intelligence.  Socioemotional issues in LA with a focus on career changes, family structures, grand-parenting, social bonds and social networks.</p> <p><b>Discussing Death and Dying:</b>  General causes of death in adolescence and adulthood  Attitudinal shifts towards death and dying across adolescence and late adulthood</p>

	<p>Losing my religion: A discussion on Beliefs, Morals and God in relation to death and dying Debate and discussion on issues such as the stages of grief/ mourning; communicating with a dying person; cultural contexts of people die; losing a life partner</p> <p><b>Successful Aging:</b> Exploring several models of successful ageing from a social, psychological, and biological perspectives.</p>
<b>Module Teaching and Learning (including formative assessment) Strategy</b>	<p>This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe. Contact hours will consist of lectures with opportunities for small group discussions and Q&amp;A. It is envisaged that online learning activities and resources will be provided to support face to face contact time.</p> <p>Moodle will be used each week to upload relevant articles, any potential required reading and in some instances, links to essential viewing.</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	N/A
<b>Specifications for Module Staffing Requirements</b>	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
<b>Module Summative Assessment Strategy</b>	This module will be assessed by Continuous Assessment, worth 40% and a final proctored examination, worth 60%.
<b>Sample Assessment Materials</b>	<p>Assessments for this module includes:</p> <p><b>(a) Essay (40%)</b> The essay will require learners to define emerging adolescence and using cognitive and psycho-social theorists from this period of lifespan development, consider the challenges facing teens when:</p> <ul style="list-style-type: none"> <li>A. Feeling Bullied</li> <li>B. Experiencing bereavement</li> <li>C. Questioning sexual orientation</li> <li>D. Peer pressure</li> </ul> <p>(Learners can choose from options A- D) All essay choices cover MIMLOS 1-3</p> <p>The essay requirements: Times New Roman Font 12 Line-spacing 1.5 Word Count: 1,250</p>

	<p>Soft-copy submission through Turnitin</p> <p>(a) <b>End of Semester Exam</b> (60%) (Learners will answer two out of four questions).</p> <p><b>Sample Exam Questions</b> Learners will have 4 questions of which they must answer two. Each question carries equal weight.</p> <ol style="list-style-type: none"> <li>1. Describe and discuss one biological and one environmental influence on decision-making processes during the early stages of adult life (MIMLOS 2 and 3).</li> <li>2. Describe and elaborate on one emotional and one biological change associated with menopause. Your answer should make note of one potential socio-emotional impact on wellbeing in the later stages of life (MIPLOS 1, 2 and 4)</li> <li>3. Identify two significant changes to social bonds and networks that may emerge over the stages of middle and late adulthood. Make note of how one of these changes can be affected by neurological, cognitive, emotional, and social factors (MIPLOS 1, 2 and 4).</li> </ol>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b> Gillibrand, R. (2016). <i>Developmental Psychology</i>. Harlow, UK: Pearson.</p> <p>Leman, P., Bremner, A., Parke, R. and Gauvain, M. (2019). <i>Developmental Psychology</i> (2<sup>nd</sup> ed.). London: McGraw-Hill.</p> <p>Santrock, J. (2014). <i>Lifespan Development</i> (15<sup>th</sup> ed.). London: McGraw-Hill Education.</p> <p>Slater, A. and Bremner, J. G. (2017). <i>An introduction to developmental psychology</i> (3<sup>rd</sup> ed.). West Sussex: John Wiley &amp; Sons.</p> <p><b>Other Reading:</b></p> <p>Ford, A. E., and Ford, L. A., (2016). Middle adulthood: Physical and cognitive development. In D. Capuzzi and M. D. Stauffer (Eds.), <i>Human growth and development across the lifespan: Applications for counselors</i> (p. 445–474). New York: John Wiley and Sons Inc.</p> <p>Whitbourne, S.K., and Whitbourne, S.B., (2014). <i>Adult Development and Aging: Biopsychosocial Perspectives</i>. (5<sup>th</sup> ed). New York: Wiley.</p> <p>Articles and Assessment strategies as posted on Moodle by the Lecturer. These include articles from journals such as:</p> <p><i>Developmental Review</i> <i>Developmental Science</i> <i>Journal of Neurodevelopmental Disorders</i> <i>Developmental Psychology</i> <i>Mechanisms of Ageing and Development</i></p>

	<p><i>Age and Ageing</i> <i>Ageing Research Reviews</i> <i>Aging and Mental Health</i> <i>Psychology and Aging</i> <i>Journal of Women and Aging</i> <i>The Aging Male</i> <i>Neurobiology of Aging</i> <i>Research on Aging</i> <i>The International Journal of Aging and Human Development</i></p>
<b>Module Physical Resource Requirements</b>	Lecture Hall with PowerPoint, DVD and internet access.