

# PS349-15 Psychology of Ageing

**21/22**

**Department**

Psychology

**Level**

Undergraduate Level 3

**Module leader**

Elizabeth Maylor

**Credit value**

15

**Module duration**

12 weeks

**Assessment**

33% coursework, 67% exam

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

The module studies the capabilities and psychological functioning of older people.

[Module web page](#)

### Module aims

It aims to provide a critical analysis of the methods and theories that have been applied to the study of human ageing; to discuss several aspects of performance, from decline in sensory processes to changes in intellectual functions, including attention, memory and language; and it provides the opportunity to study cognition in an important (but often neglected) section of the population

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

1 Introduction: Definitions, descriptions and demographics

2 Methodological issues

- 3 Sensory, physiological and motor changes
- 4 Attention
- 5 Memory
- 6 Intelligence
- 7 Language
- 8 Theories of ageing
- 9 Audio/video presentations + feedback on group assignment
- 10 Abnormal ageing
- 11 Revision
- 12 Revision

## Learning outcomes

By the end of the module, students should be able to:

- demonstrate a critical appreciation of methodological issues associated with the study of ageing
- describe sensory and intellectual changes that accompany both normal and abnormal ageing
- discuss these changes in relation to current theories and debate in cognitive ageing

## Indicative reading list

Birren, J. E., & Schaie, K. W. (Eds.). (1996, 2001, 2006, 2010, 2015). Handbook of the psychology of aging (4th, 5th, 6th, 7th and 8th eds.). San Diego, CA: Academic Press.

Cavanagh, J. C., & Blanchard-Fields, F. (2011). Adult development and aging (6th ed.). Belmont, CA: Wadsworth.

Craik, F. I. M., & Salthouse, T. A. (Eds.). (2000, 2008). The handbook of aging and cognition (2nd and 3rd eds.). Mahwah, NJ: Erlbaum/Psychology Press.

Erber, J. T. (2013). Aging and older adulthood (3rd ed.). Chichester: Wiley-Blackwell.

Park, D. C., & Schwarz, N. (Eds.). (2007). Cognitive aging: A primer (2nd ed.). Hove, East Sussex: Psychology Press.

Perfect, T. J., & Maylor, E. A. (Eds.). (2000). Models of cognitive aging. Oxford, England: Oxford University Press.

Rabbitt, P. (2015). The aging mind: An owner's manual. Hove, East Sussex: Routledge.

Salthouse, T. A. (1991). Theoretical perspectives on cognitive aging. Hillsdale, NJ: Erlbaum.

Salthouse, T. A. (2010). Major issues in cognitive aging. New York: Oxford University Press.

Stuart-Hamilton, I. (2012). The psychology of ageing: An introduction (5th ed.). London: Jessica Kingsley.

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[View reading list on Talis Aspire](#)

## Subject specific skills

- critical appreciation of methodological issues associated with the study of ageing

- understanding of the sensory and intellectual changes that accompany both normal and abnormal ageing
- understanding of current theories and debate in cognitive ageing
- evaluation of psychological theory and research

## Transferable skills

- effective communication skills to develop a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience;
  - familiarity with collecting and organising stored information found in library book and journal collections, and online, critically evaluating primary and secondary sources;
  - effective personal planning, and team working skills
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## Study

### Study time

Type	Required
Lectures	12 sessions of 2 hours (16%)
Seminars	10 sessions of 1 hour (7%)
Private study	116 hours (77%)
Total	150 hours

### Private study description

116 hours guided student study

### Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

### Assessment group D2

	Weighting	Study time	Eligible for self-certification
<b>Assessment component</b>			
Assessed work	33%		Yes (extension)
The title and abstract for Paper A will be produced in groups for formative assessment. The titles and abstracts for Papers B and C will be produced individually for summative assessment (33%). Everyone taking the module must participate in the group assessment otherwise a mark of zero will be awarded for the individual assessment.			

Reassessment component is the same

<b>Assessment component</b>			
Online Examination	67%		No
<ul style="list-style-type: none"> <li>Online examination: No Answerbook required</li> </ul>			

Reassessment component is the same

## Feedback on assessment

Assessed via annotated copy and academic guidance form; exam performance via personal \r\ntutor or online.

[Past exam papers for PS349](#)

## Availability

## Courses

This module is Optional for:

- Year 1 of TPSS-C8P9 Postgraduate Taught Psychological Research
- Year 3 of UPSA-C800 Undergraduate Psychology
- Year 4 of UPSA-C801 Undergraduate Psychology (with Intercalated year)
- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies
- Year 4 of UPSA-C806 Undergraduate Psychology with Education Studies (with Intercalated Year)

This module is Option list A for:

- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies

This module is Option list B for:

- Year 3 of UPHA-VL78 BA in Philosophy with Psychology
- Year 4 of UPHA-VL79 BA in Philosophy with Psychology (with Intercalated year)
- Year 1 of TPSS-C8P9 Postgraduate Taught Psychological Research

This module is Option list C for:

- Year 3 of UPSA-C802 Undergraduate Psychology with Linguistics