



EFFECTIVE: JANUARY 2002
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **OCTOBER 2001**
B: Department/ **PSYCHOLOGY** New Revision
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course
 If Revision, Section(s) **F,M,N,O,P**
 Revised:
 Date Last Revised: **JUNE 1988**

C: PSYC 322 D: DEVELOPMENTAL PSYCHOLOGY: EARLY, MIDDLE AND LATE ADULTHOOD E: 3

Subject & Course No.	Descriptive Title	Semester Credits												
F: Calendar Description: In this course students will examine theory and research on age-related changes in adults' physiology, sensory and perceptual abilities, cognition, memory, social relationships, social cognition, personality, and mental and physical health. Physical and social implications of aging and attitudes toward the elderly also will be explored.														
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) Lecture: 4 hrs. per week / semester Number of Weeks per Semester: 14	H: Course Prerequisites: PSYC 200													
	I: Course Corequisites: NONE													
	J: Course for which this Course is a Prerequisite: NONE													
	K: Maximum Class Size: 35													
L: PLEASE INDICATE:														
<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;"> </td> <td style="padding-left: 10px;">Non-Credit</td> <td></td> <td></td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;"> </td> <td style="padding-left: 10px;">College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;">X</td> <td style="padding-left: 10px;">College Credit Transfer:</td> <td style="padding-left: 100px;">Requested <input type="checkbox"/></td> <td style="padding-left: 100px;">Granted <input checked="" type="checkbox"/></td> </tr> </table>				Non-Credit				College Credit Non-Transfer			X	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>
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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

At the conclusion of the course, the student will be able to:

1. Describe the research methods used by developmental psychologists.
2. Describe and explain age-related changes in adults' physiology.
3. Describe and explain age-related changes in adults' sensory and perceptual abilities.
4. Describe and explain age-related changes in adults' memory functioning and other cognitive abilities.
5. Describe and explain age-related changes in adults' social relationships.
6. Describe and explain age-related changes in adults' social cognition.
7. Describe and explain age-related changes and consistencies in adults' personalities.
8. Describe and explain age-related changes in adults' mental and physical health.
9. Analyse the implications of aging and attitudes toward the elderly.

N: Course Content

Research Methods

Descriptive Research
Correlational Research
Experimental Research
Cross-sectional, Longitudinal, and Sequential Research

Changes in Physiology

Physical Appearance
Circulation
Endocrine System
Brain
Immune System

Sensory and Perceptual Abilities

Vision
Hearing
Taste, Smell, and Touch

Cognition

Information Processing

Problem-solving
Intelligence
Expertise
Wisdom

Memory

Attention
Short-term Memory
Long-term Memory
Problems with Retrieval

Social Relationships

Intimacy
Friendships
Marital Relationships
Parenting and Grandparenting
Caring for Elderly Parents

Social Cognition

Self-Concept
Self-Esteem
Perceptions of Others
Moral Development

Personality

Personality Development
Trait Approach
Personality Change and Stability

Mental and Physical Health

Stress and Coping
Social Support
Problems with Mental Health
Problems with Physical Health

O: Methods of Instruction

The course will involve a number of instructional methods, such as the following:

- lectures
- small group discussions
- demonstrations
- presentations

Subject and Course Number

P: Textbooks and Materials to be Purchased by Students

A textbook such as one of the following:

Bee, H. & Bjorklund, B. (2000). The Journey of Adulthood.
New Jersey, Prentice-Hall.

Schaie, K. & Willis, S. (2002). Adult Development and Aging, 5th ed.
New Jersey, Prentice-Hall.

Textbook will be updated periodically.

Q: Means of Assessment

The course evaluation will be in accordance with Douglas College policy. Evaluations will be based on the course objectives. The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

One example of an evaluation scheme:

2 Midterm Exams	50%
Final Exam	30%
Term Paper	<u>20%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this course involves theoretical and empirical analyses of developmental psychology, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar