A: Division: INSTRUCTIONAL
B: Department/ Program Area: PSYCHOLOGY
               HUMANITIES & SOCIAL SCIENCES
Date: OCTOBER 2001

If Revision, Section(s) Revised: F,M,N,O,P
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:

Non-Credit
College Credit Non-Transfer
College Credit Transfer: Requested  Granted  X
**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
Stres 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
P: Textbooks and Materials to be Purchased by Students

A textbook such as one of the following:

New Jersey, Prentice-Hall.

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 20%
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.