



**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) 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																		
<p><b>F:</b> 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.</p>																				
<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>Lecture: 4 hrs. per week / semester</b></p> <p>Number of Weeks per Semester: <b>14</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p style="text-align: center;"><b>PSYC 200</b></p>																			
	<p><b>I:</b> Course Corequisites:</p> <p style="text-align: center;"><b>NONE</b></p>																			
	<p><b>J:</b> Course for which this Course is a Prerequisite:</p> <p style="text-align: center;"><b>NONE</b></p>																			
	<p><b>K:</b> Maximum Class Size:</p> <p style="text-align: center;"><b>35</b></p>																			
<p><b>L: PLEASE INDICATE:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td style="width: 30%;">Non-Credit</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested</td> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Granted</td> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>			<input type="checkbox"/>	Non-Credit					<input type="checkbox"/>	College Credit Non-Transfer					<input checked="" type="checkbox"/>	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](http://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, 5<sup>th</sup> 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.

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar