

M: Course Objectives / Learning Outcomes:

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

1. Describe the research methods used by developmental psychologists, particularly in psychology of aging
2. Describe and explain physiological and health changes in adulthood and aging
3. Describe and explain how sensory and perceptual abilities change over adulthood
4. Describe and explain age-related changes in adult memory and cognition
5. Describe and explain how social relationships change and endure in adulthood and aging
6. Describe and explain age-related changes in adult social cognition
7. Describe and explain age-related changes and consistencies in adult personalities
8. Describe and explain mental health issues pertinent to aging
9. Analyze the implications of aging and attitudes toward aging and older individuals

N: Course Content:Demographics

Changing age trends in Canada and globally
 Implications of demographic changes
 Theoretical shifts from decline models to optimal aging

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

O: Methods of Instruction:

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

- lectures
- small group discussions
- demonstrations
- presentations
- video content

P: Textbooks and Materials to be Purchased by Students:

A textbook such as:

Cavanaugh, J. C., Blanchard-Fields, F., & Norris, J. E. (2008). *Adult development and aging* (Canadian Ed.). Nelson Education Ltd.

Q: Means of Assessment:

The course evaluation will be in accordance with Douglas College policy and the Psychology Department. 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	20%
Presentation	15%
<u>Written Essay</u>	<u>15%</u>
Total	100%

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

No.

Course Designer(s): Shelley Moore, PhD

Education Council / Curriculum Committee Representative

Dean / Director: Catherine Carlson, PhD

Registrar