UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: May 1992
COURSE REVISED IMPLEMENTATION DATE: January 2009
COURSE TO BE REVIEWED: January 2006
(Four years after implementation date) (MONTH YEAR format)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **Psychology**

PSYC 357		**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Adulthood and Aging
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Considers human development from young adulthood to old age. Included are theories of adult development and aging; environmental and biological factors in aging; and the effects of aging on sensation, perception, learning, cognition, personality, psychopathology, and social relations.

PREREQUISITES: **PSYC 250, and one of PSYC 202, CRIM 220, KPE 301, KPE 400, SCMS 255; OR PSYC 210 AND PSYC 220**
COREQUISITES: **None**

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:
_____ *(Department/Program)*
_____ *(Department/Program)*

TOTAL HOURS PER TERM: **45**
STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:		Hrs
Laboratory:	**15**	Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **25**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Alternate years**
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes ☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Zoe Dennison - update
Chairperson: _____ *(Curriculum Committee)*
Department Head: Zoe Dennison
Dean: Jackie Snodgrass
PAC Approval in Principle Date: October 24, 2008
PAC Final Approval Date: November 21, 2008

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. Students will develop an appreciation of the complexity and importance of development occurring during adulthood.
2. Students will become familiar with developmental research methods and problems associated with developmental research.
3. Students will become familiar with developmental theories, issues and research relevant to such topics as biological aging and health, intellectual and cognitive functioning, relationships, work, personality and moral development, adult psychopathology, and death and dying.
4. Students will acquire an ability to integrate theories, data and experience to generate new questions about development during adulthood.

METHODS:

Lectures
Laboratory/tutorial activities

- Assigned readings and discussion
- Films and videotapes
- Demonstration activities

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Portfolio assessment.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Rybash, J.W., Rodin, P.A., & Santrock, J.W. (1991). *Adult Development and Aging* (2nd ed). Dubuque, IA: Wm. C. Brown Publishers.

Selected articles from contemporary journals.

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Midterm exam	20 – 35%
Final exam	45 – 50%
Laboratory activities (papers, quizzes, participation)	20 – 30%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. Overview of adult development
    a. Basic concepts, issues and models
2. Developmental research
    a. Methods and problems
3. Biological aspects of aging
    a. Biological theories on aging
    b. Health and illness
    c. Sensorimotor changes
    d. Central nervous system changes
4. Memory, intelligence and cognition
    a. Information processing, perception and attention
    b. Age related changes in memory: findings and explanations
    c. Stage theories of adult cognitive development
    d. adult cognition and wisdom
5. Personality and moral development during adulthood
    a. Definitions of personality
    b. Stage approach to personality development: representative theories
    c. Critique of stage theories
    d. Life-events and personality development
    e. Critique of life-events framework
    f. Traits, stability and change in personality
    g. Moral development: Kohlberg and Gilligan
6. Relationships: friendship, romance and parenthood
    a. Marital relationships: moving from courtship to widowhood
    b. Parenting
    c. Grandparenting
    d. Sexuality throughout adulthood
7. Work, leisure and retirement
    a. Concept and significance of work
    b. Occupational choice: representative theories
    c. Career paths
    d. Women and work
    e. Leisure
    f. Retirement
8. Adult development in a social context
    a. Diverse lifestyles
    b. Social classes and differences
    c. Cross-cultural comparisons of aging
    d. Sex-role change and representative theories
9. Mental health and adult development
    a. Stressors and determinants of coping and adaptation
    b. Mental health problems of the elderly
    c. Mental health needs of the elderly
    d. Institutionalization
10. Death and dying
    a. Death: problems of definition
    b. Dying: stages vs phases
    c. Bereavement and mourning