**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

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|---|---|
| COURSE IMPLEMENTATION DATE: | May 1992 |
| COURSE REVISED IMPLEMENTATION DATE: | January 2015 |
| COURSE TO BE REVIEWED: | March 2020 |
| *(six years after UEC approval)* | *(month, year)* |

## OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

| **PSYC 357** | **Arts/Psychology** | **3** |
|---|---|---|
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT | UFV 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 the following: PSYC 202 [formerly PSYC 210], CRIM 220, KPE 301, KPE 400, or SOC 255/ANTH 255/MACS 255 [formerly SCMS 255]).

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

(a) Replaces:

(b) Cross-listed with:

(c) Cannot take: for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** **45**

STRUCTURE OF HOURS:

| | | |
|---|---|---|
| Lectures: | **30** | Hrs |
| Seminar: | **15** | Hrs |
| Laboratory: | | Hrs |
| Field experience: | | Hrs |
| Student directed learning: | | Hrs |
| Other (specify): | | Hrs |

TRAINING DAY-BASED INSTRUCTION:

Length of course:

Hours per day:

**OTHER:**

Maximum enrolment: **25**

Expected frequency of course offerings: Annually Two or three times per year

*(every semester, annually, every other year, etc.)*

| | | |
|---|---|---|
| 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 |

| | | | |
|---|---|---|---|
| Course designer(s): | **Psychology Curriculum Committee** | | |
| Department Head: | **Zoe Dennison** | Date approved: | |
| Supporting area consultation | | Date of meeting: | **n/a** |
| Curriculum Committee chair: | | Date approved: | |
| Dean/Associate VP: | **Jacqueline Nolte** | Date approved: | |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: | **March 28, 2014** |

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Analyze and apply the key concepts, theories and methods in the psychology of adulthood and aging
- Articulate and apply the concept that aging is best understood from a wide range of psychological perspectives e.g. cognitive social, biological and developmental
- Apply knowledge of adulthood and aging psychology to real world issues
- Systematically apply multiple perspectives to age-related issues
- Identify, analyze and discuss the impact of individual differences in, and cultural influences on, adult and older adult development

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

May include lectures, laboratory/tutorial activities, discussion, films and videotapes, demonstration activities.
This course may also be offered online or as a hybrid.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☒ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. Examples for this course might be:]*

Whitbourne, S. K., & Whitbourne, S. B. (2014). Adult Development and Aging: Biopsychosocial Perspectives. Wiley Publishers.

**SUPPLIES / MATERIALS:**

No special materials required.

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

**Example one:**

| | |
|---|---|
| Participation: | 5% |
| Presentation: | 25% |
| Assignments (2 @ 15%): | 30% |
| Final Exam (written component): | 40% |

**Example two:**

| | |
|---|---|
| Assignments (4 @ 5%): | 20% |
| Midterm: | 20% |
| Research paper or presentation: | 25% |
| Final exam | 35% |

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

**Example one:**

| Week | Topic |
|---|---|
| 1. | Overview of adult development |
| | Basic concepts, issues and models |
| 2. | Developmental research |
| | Methods and problems |
| 3. | Biological aspects of aging |
| | Biological theories on aging |
| | Health and illness |
| | Sensorimotor changes |
| | Central nervous system changes |
| 4-5. | Memory, intelligence and cognition |
| | Information processing, perception and attention |
| | Age related changes in memory: findings and explanations |
| | Stage theories of adult cognitive development |
| | Adult cognition and wisdom |
| 6-7. | Personality and moral development during adulthood |
| | Definitions of personality |
| | Stage approach to personality development: representative theories |
| | Critique of stage theories |
| | Life-events and personality development |

***Course content continued:***

Critique of life-events framework
Traits, stability and change in personality
Moral development: Kohlberg and Gilligan

8. Relationships: friendship, romance, and parenthood
Marital relationships: moving from courtship to widowhood
Parenting
Grandparenting
Sexuality throughout adulthood

9. Work, leisure, and retirement
Concept and significance of work
Occupational choice: representative theories
Career paths
Women and work
Leisure
Retirement

10-11. Adult development in a social context
Diverse lifestyles
Social classes and differences
Cross-cultural comparisons of aging
Sex-role change and representative theories

12. Mental health and adult development
Stressors and determinants of coping and adaptation
Mental health problems of the elderly
Mental health needs of the elderly
Institutionalization

13. Death and dying
Death: problems of definition
Dying: stages vs phases
Bereavement and mourning

**Example two:**

| Week | Topic |
|---|---|
| 1. | Research Methods in Adulthood & Ageing Research |
| 2. | Exploring the Dull Hypothesis of Adulthood & Ageing |
| 3. | Early to Middle Adulthood: The Psychosocial Changes & Transitions |
| 4. | Middle Adulthood: The Biological Changes |
| 5. | Middle Adulthood: Triggers to Crises |
| 6. | Older Adulthood: The Psychosocial Changes & Transitions |
| 7. | Older Adulthood: Dementia, Stroke & Aphasia |
| 8. | Older Adulthood: Cognitive & Linguistic Changes |
| 9. | Oder Adulthood: The impact of communicative disturbance & Elderspeak |
| 10. | Older Adulthood & Abuse |
| 11. | Middle to Older Adulthood: Identity & Personality |
| 12. | Middle to Older Adulthood: Sexuality |
| 13. | Middle to Older Adulthood: Mental Illness |