

EFFECTIVE: JANUARY 2012 CURRICULUM GUIDELINES

Α.	Division:	Academic	Eff	fective Date:		January 2012		
В.	Department / Program Area:	Faculty of Humanities & Social Sciences/ Psychology	Re	vision	X	New Course		
			Re Da	Revision, Section(s) vised: te of Previous Revision te of Current Revision		A, D, F, M, N, P, April 2004 September 2011	Q	
C:	PSYC 3322	D: De	velopn	nental Psychology: hood & Aging	•	E: 3		
	Subject & Cou	rse No.		otive Title		Semester Cred	its	
F:	Calendar Descri	alendar Description:						
	In this course, students will examine theory and research on age-related changes in adult physiology, sensory and perceptual abilities, cognition, memory, social relationships, social cognition, personality, and mental and physical health. Current changing age-related demographics and their implications will be presented. The course will explore methods and findings within the psychology of aging, with an emphasis on optimal aging. Stereotypes and attitudes toward older individuals, as well as their effects, will also be discussed.							
G:	Allocation of Contact Hours to Type of Instruction		H:	Course Prerequisites:				
	Primary Method	/ Learning Settings: Primary Methods of Instructional Delivery and/or Learning Settings:		PSYC 1200 I: Course Corequisites:				
	Lecture	Lecture		None				
	Number of Contact Hours: (per week / semester for each descriptor) Lecture 4 hours per week/semester Number of Weeks per Semester:		J:	Course for which this Course is a Prerequisite:				
				None				
			K: Maximum Class Size:					
	15							
L:	PLEASE INDI	EASE INDICATE:						
	Non-Cred	it						
	College C	College Credit Non-Transfer						
	X College C	College Credit Transfer:						
	SEE BC TRAN	EE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)						

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). <i>Adult development and aging</i> (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%					
	Written Essay 15%					
	Total 100%					
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR:					
	No.					
Cours	ourse Designer(s): Shelley Moore, PhD Education	Council / Curriculum Committee Representative				
Dean	an / Director: Catherine Carlson, PhD Registrar					
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