

San Bernardino Valley College
Course Outline for Psychology 113
“Developmental Psychology: Adulthood and Aging”

I. CATALOG DESCRIPTION

- A. PSYCH 113: Developmental Psychology: Adulthood and Aging
3 hours lecture = 3 units

Study of human development and adulthood with particular emphasis on biological and environmental influences. Social, cognitive, and physical changes are examined in light of contemporary research and theory. Designed to help persons of all ages understand the aging process from a psychological perspective.

Prerequisite: PSYCH 100

- B. SCHEDULE DESCRIPTION: Study of human development and adulthood with particular emphasis on biological and environment influence.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

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

- A. Describe the sequences of physical, social and cognitive changes associated with adulthood and aging, using the constructs and conceptual framework provided by psychological perspectives
- B. Identify, describe and critically evaluate the techniques and methods used by developmental psychologists to study adulthood and aging
- C. Identify, describe and critically evaluate classic and contemporary theory and research in the study of adulthood and aging
- D. Identify and describe the contemporary issues and concerns within the field of adulthood and aging
- E. Use library resources to locate current research related to specific topics in adulthood and aging
- F. Appraise conclusions about our culture’s view of aging from an analysis of cross-cultural studies of adulthood and aging

- G. Analyze real-life situations involving adults in light of relevant theory and research in developmental psychology
- H. Critically analyze the knowledge they have acquired about adulthood and aging and apply this information to an understanding of their own growth and development

IV. CONTENT:

- A. Introduction to the study of adult development.
 - 1. The concepts of development and aging
 - 2. Approaches and methods in the study of adult development and aging
- B. Biological aspects of adult development and aging.
 - 1. Biological explanations of aging.
 - 2. Biological changes across adulthood.
 - 3. Physical health across adulthood.
 - 4. Mental health across adulthood.
- C. Psychological aspects of adult development and aging
 - 1. Sensation and perception across adulthood.
 - 2. Learning and memory across adulthood.
 - 3. Intelligence, creativity, and wisdom across adulthood.
 - 4. Personality and motivation across adulthood.
- D. Social aspects of adult development and aging
 - 1. Relationships within generations.
 - 2. Relationships between generations.
 - 3. Occupational patterns across adulthood.
 - 4. Leisure and community involvement across adulthood.
 - 5. Social issues and social support across adulthood.
 - 6. Cross-cultural perspectives across adulthood.

V. METHODS OF INSTRUCTION:

The course is designed under the lecture/discussion format. The instructional methods to be used include:

- A. Lecture
- B. Class and group discussions of significant issues and topics
- C. Relevant videotapes and films
- D. Written assignments on personal issues, both in and out of class
- E. Skill exercises
- F. Small group activities
- G. Research papers
- H. Field trips
- I. Computer-Assisted Instruction

VI. TYPICAL ASSIGNMENTS:

- A. Reading both in and out of class in preparation for exams and paper-writing on adulthood and aging issues, such as diagnosis and treatment of age-related problems
- B. Class and group discussion of significant issues and topics in preparation for exams and paper-writing on adulthood and aging issues, such as career choices, preparation, and satisfaction
- C. View relevant videotapes and films in preparation for exams and paper-writing on adulthood and aging issues, such as satisfaction with various leisure-time activities
- D. Written assignments on adulthood and aging issues frequently graded.
- E. Skill-development exercises either written or demonstrated
- F. Small group activities, such as development of personal responses to possible health or job problems
- G. Research papers on self-chosen, personally relevant topic.
- H. Field trips to specific educational or career-skill workshops

VII. EVALUATION

A. **Methods of Evaluation:** This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects, such as interviews with older adults) may be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.

B. **Frequency of Evaluation:** This will depend on the type of evaluation (i.e. “objective” or essay). Evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. Typically, this could be weekly quizzes or papers, or could be one or two midterm exams, plus a final exam and/or semester project.

Student assignments outside of class are assumed to be the equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study group discussions.

Grading may be comparative within a class or may be based on an absolute standard.

C. **Typical Exam Questions:** These might include essay questions asking students to describe three different successful retirement strategies and one unsuccessful strategy, or could be multiple-choice questions asking which statement is true about the research on ways to reduce the likelihood of getting Alzheimer's.

VIII. TYPICAL TEXT(S):

Perlmutter, Marion and Hall, Elizabeth, Adult Development and Aging, 2nd edition, New York: Wiley, 1993.

Schaie, Warner K., and Willis, Sherry L., Adult Development and Aging, 4th edition, New York: Harper Collins, 1995.

Birren, James and Schaie, Warner, K., Handbook of the Psychology of Aging, 4th edition, Orlando, FL.: Academic Press, 1996.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None