



ORIGINAL COURSE IMPLEMENTATION DATE: May 1992
 REVISED COURSE IMPLEMENTATION DATE: January 2025
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PSYC 357	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Adulthood and Aging Course Short Title: Adulthood & Aging													
Faculty: Faculty of Social Sciences	Department (or program if no department): Psychology												
Calendar Description: Students explore human development from young adulthood to old age. Included are theories of adult development and aging; environmental and biological factors in aging; and the physical, social, and psychological changes associated with aging such as changes in sensation, perception, learning, cognition, personality, psychopathology, and social relations.													
Prerequisites (or NONE):	PSYC 250 and one of PSYC 202, CRIM 220, KIN 301, or SOC 255/MACS 255.												
Corequisites (if applicable, or NONE):	N/A												
Pre/corequisites (if applicable, or NONE):	N/A												
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: N/A Cross-listed with: N/A Equivalent course(s): N/A <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 25												
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	45									Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	45												
Total hours	45												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>												
Department approval	Date of meeting: February 2024												
Faculty Council approval	Date of meeting: March 8, 2024												
Undergraduate Education Committee (UEC) approval	Date of meeting: May 17, 2024												

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Analyze the key concepts, theories, and methods in the psychology of adulthood and aging.
2. Apply knowledge of adulthood and aging psychology to real world context.
3. Examine age-related issues from multiple perspectives including Indigenous cultural approaches.
4. Summarize the range of individual differences in older adult development.
5. Critically evaluate society's approach and attitudes towards age-related issues.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Final exam:	40%	Assignments:	30%	%
Quizzes/Tests	30%		%	%

Details:

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, presentations, guest lecturers, class discussion.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Whitbourne, S.K., Whitbourne S.B., & Konnert, C.	Adult Development and Aging: 2 nd / Wiley	2021
2. Article	Pace, J. E., & Grenier, A.	Expanding the circle of knowledge: Reconceptualizing successful aging among North American older Indigenous peoples. <i>Journals of Gerontology Series B: Psychological Sciences and Social Sciences</i> , 72(2), 248-258.	2017
3. Other	Medicine Wheel: Life Cycle	Resources and Adapted from: Centennial College. (2014). Our Stories: First Peoples in Canada; Dapice, Ann. (2006). The Medicine Wheel; Pritchard, L. A. (2022, 03 20). Indigenous Education Holistic Lifelong Learning Framework.	2022
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

No special materials required.

Course Content and Topics

- Introduction to adulthood psychology: key concepts
- Theories of adult development
- Research methods
- Physical changes-health prevention
- Basic to higher-order cognitive processes
- Personality development
- Relationships work, retirement
- Mental health in adulthood
- Death and dying: psychological perspectives
- Successful aging
- Cultural perspectives on aging