

**CAMOSUN COLLEGE**

**PSYCHOLOGY 272- ADULT DEVELOPMENT  
WINTER 2005**

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**TEXT:** Bee. H.L. (2003) The Journey of Adulthood 5th ed. New York: Macmillan

**COURSE GOAL:**

Developmental psychologists are interested in the process of biological, psychological or social forces or laws that govern the fascinating journey of change or continuity experienced by adults during the course of their adult lives. Early developmental theorists concentrated on the dramatic and important changes that occurred from conception to adolescence. More recently, there has been an interest in subsequent decades. The complex and important world of adult development thus emerged as a field of study.

This course will focus on the journey across the adult life span. The intent will be that each student will learn the facts of adult development as well as increase their awareness of the implications of these facts on human lives through the ages. Ultimately the goal will be for students to see more clearly the impact of aging on those they love: family, friends, associates, patients or clients and ultimately be more informed about their own aging process.

**CLASSES**

This class will meet Monday evenings (see timetable for subject area, reading and assignment due dates). Lecture on materials relevant to adult development will be presented. Students are responsible for reading the textbook and are expected and encouraged to come to class having read the chapter assigned. The lectures are for additional information that adds to the reading materials assigned. This is an interactive class where participation is an integral part of your learning process. Participation is defined as relevant comments on topic, questioning for clarity of information, addition of information gathered from other sources (i.e. newspapers, magazines, TV, movies, internet sites) Topics relevant to adult development in these sources may be discussed.

## COURSE EVALUATION

Quizzes: 60%

There will be four exams, covering text, discussion, lectures, and videos. Quizzes are short answer questions.

Discussion Paper: 15%

There will be an opportunity for discussion of a selected topic on adult development. Students must come to the discussion having read the material assigned (on reserve in the library or on the website). Participation in the discussion will aid in clarifying your view of the topic. There are **three parts** to this assignment:

- 1) Attendance and participation
- 2) Preparation of the worksheet which is handed in at the beginning of the discussion
- 3) A two page (500) word paper detailing the opinions expressed by yourself and your group about relevant points in the content. Remember opinions will vary; there is no right analysis. Only documented absences (i.e. doctors note) will allow for alternate assignments. I must be contacted **before or on the day of the discussion for this option to apply.**

Research Paper (25%)

One paper will be submitted on the due date listed. **NO LATES.** This paper will consist of an eight-page paper, double-spaced, word processed, in which you identify adult developmental theories or issues applied to someone (for our purposes at least 60 years old, but the older the better) who you will interview. You will identify key issues in their life and integrate those issues with what you have learned about adult developmental theory research. This is a research paper. You must use several sources of information. **APA style must be correctly used**, if you are unused to this style there are reference books, on reserve, in the library where you can look up how to credit your sources.

OR

You may wish to identify an adult who had an issue that changed the course of their development: for instance – a chronic illness, an accident causing an ongoing disability, a life threatening illness or psychological trauma with ongoing effects. On a happier note a person who came into an unexpected inheritance, a large lotto winning, went back to school as an older adult, or any other unexpected but very happy circumstance(s) that altered their life. You must be able to tie their issue into developmental theory as well relevant references to the issue that affected them.

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**CLASS SCHEDULE AND CONTENT**

		<b>Class content</b>	<b>Reading</b>	<b>Assignment</b>
<b>January</b>	10	Intro	Chapter 1	
	17	Theories	Chapter 2	
	24	Physical Changes/Health	Chapter 3/4	
	31	<b>Quiz (1 – 4)/Cognitive</b>	Chapter 5	
<b>February</b>	7	Cognitive/Mental Health	<b>Read article</b>	
	14	Social roles in Adulthood	Chapter 6	
	21	Development of relationships Discussion	Chapter 7	<b>Worksheet</b>
	28	<b>Quiz ( 5-7) Work</b>	Chapter 8	<b>Paper</b>
<b>March</b>	7	Work-Retirement		
	14	Personality Last day to withdraw without penalty	Chapter 9	
	21	Meaning	Chapter 10	
	28	Easter Monday.....College closed		
<b>April</b>	4	<b>Quiz (8-10) Stress/Themes</b>	Chapter 11/12	ResPaper
	11	Death & Dying/ Pathways	Chapter 13/14	

Final exam (chapters 11-14) will be in exam week (April 18 – 26) For night class students it is likely to be on April 18.

You must take your quiz when scheduled. Students need to pass each quiz by a minimum of 50% in order to complete the course. **ALL** assignments must be handed in and achieve a passing grade for course completion. Any change in due date must be negotiated **prior** to that date, not as an **excuse** after that date. No assignments will be marked after April 16 unless exceptional circumstances indicate.

## SCAVENGER HUNT - ADULT DEVELOPMENT

The purpose of this exercise is to introduce some of the subject matter, and to allow you a chance to meet your classmates. Find a different person for each of the following items and get them to sign your paper. Try to remember their names and faces!

1. A classmate who is the same age as you (physically)\_\_\_\_\_
2. Someone who is the same age as you feel or act\_\_\_\_\_
3. A person who has the same birth order as you\_\_\_\_\_
4. A person who has a relative over the age of 85\_\_\_\_\_
5. A person who works with the elderly\_\_\_\_\_
6. A person who has a health problem\_\_\_\_\_
7. A person who knows an adult suffering from depression\_\_\_\_\_
8. Someone who lives with a very old person\_\_\_\_\_
9. Someone who is a parent\_\_\_\_\_
10. Someone who lives alone\_\_\_\_\_
11. Someone who is a grandparent\_\_\_\_\_
12. Someone who has had the same job for more than 5 years\_\_\_\_\_
13. Someone who is in love (for the second time)\_\_\_\_\_
14. Someone who has lost a job recently\_\_\_\_\_
15. Someone who is searching for meaning in his/her life\_\_\_\_\_
16. Someone who has learned to deal with stress well\_\_\_\_\_
17. Someone who has been to a funeral\_\_\_\_\_
18. A person who doesn't fit any of the above\_\_\_\_\_

Fall 2003-09-22  
Quiz One

This quiz is based on the premise that you have been reading your textbook.. Chapters 1-4 will be covered. There will be approximately 8 short answer questions on the quiz plus 10 definitions. You will be marked on your ability to answer clearly and concisely.

To guide your study:

Can you explain (with examples) development both from a change perspective and a stability perspective.

Could you detail the similarities or differences in research design. How do researchers go about selecting the type of design? Are there advantages? Disadvantages to the designs?

Theories: review what you know about the adult stages or nonstages connected to the various theories in Chapter two....

What are the theories linked to aging. Which makes the most sense to you?

What are common symptoms of menopause/depression/Alzheimer's disease. What are the recommended treatments, adjustments that both the person and their caregivers must make?

Are there some common health habits that may make for a healthier life. If so, what is the resistance to these all about? What would you do to promote healthier lifestyles in the persons you care about?

Could you briefly describe the physical changes that happen to persons as they age and why they might occur.

Gender and health / life span/ disability

Any of the vocabulary from all four chapters is examinable so look over any of the words that are part of adult development. This vocabulary also you answer questions asked in psyc language rather than vague terms.