I. RATIONALE:

Theories about adulthood development are not as fully development as childhood theories. Biological, sociological, psychological, and medical attributes of the facts and myths regarding adulthood and aging are examined in this course. Historical and cultural perspectives are applied to understanding attitudes regarding adulthood and aging.

As Psychology professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
The student will become familiar with significant adult transitions.

Learning Outcomes: The student will:

A-1 Describe biological transitions
A-2 Describe psychological transitions
A-3 Describe sociological transitions

GOAL B:
The student will show understanding of significant milestones of development during each stage of adulthood.

Learning Outcomes: The student will:

B-1 Identify physical changes in adulthood.
B-2 Identify cognitive changes in adulthood.
B-3 Identify language changes in adulthood.
B-4 Identify psychosocial changes in adulthood.

GOAL C:
The student will demonstrate understanding of work, leisure, and community involvement during adulthood.

Learning Outcomes: The student will:

C-1 Describe the influence of human relationships on development.
C-2 Identify other environmental influences on development.
C-3 Explain the transactional nature of development in terms of the effect of the environment on the adult and the adult on the environment.
C-4 Identify biological/genetic factors that influence development, and explain their relative importance in development of various domains (such as cognitive, physical, etc.)
C-5 Identify specific factors that put an adult at risk during each stage.
C-6 Identify factors that promote resilience.

GOAL D:
The student will be aware of current issues related to development in this stage.

Learning Outcomes: The student will:

D-1 Describe changes in family composition and structures that affect development.
D-2 Describe physical changes and their influence on psychological well being, sexuality, health, loss, grieving, work, leisure, community and relationships.
D-3 Identify modern day cultural values and norms that impact adulthood (TV/media, advertising, violence, drug use).

GOAL E:
The student evaluate the human experience of death and dying

Learning Outcomes: The student will:

E-1 Observe and record findings.
E-2 Distinguish between observable behavior and inference.
E-3 Draw inferences from observations.
E-4 Write a case study of an adult.

GOAL F:
Use appropriate written and oral communication skills.
Learning Outcomes: The student will:

F-1 Communicate information orally in a logical and grammatical manner.
F-2 Present written information using standard APA style.