INFORMATION AND SCHEDULE

ADULT DEVELOPMENT 7.5 HP

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ADULT DEVELOPMENT, 7.5 HP

CONTENTS
This course is an in-depth examination of adult development. Emphasis is placed on mastering fundamental developmental principles. The interface between biological, cognitive, and social development will also be traced and explored through adulthood. Students will examine traditional and contemporary developmental theories/research and will evaluate these theories/research on empirical, practical, and heuristic grounds. Adult development will be discussed in a holistic fashion.

COURSE AIMS

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| **Content Knowledge Objectives**
Students will be able to **explain and apply** key aspects of content knowledge in the following areas: Emerging adulthood in contrast to other perspectives on the transition from youth to adult; changes in adult cognition, personality, socio-emotional development and relationships. Students will be able to explain why individual differences appear and cultural patterns emerge in the main areas of human development. Students will also be able to **explain, apply, and reflect on** the concept of successful aging. | **COMMONLY USED, IN CLASS**
TEACHING AND LEARNING ACTIVITIES will include: the use of case studies and conceptual maps, participation in break out groups and discussion of intended learning outcomes, plenary sessions, as well as group work and peer feedback on the case study assignment | **Comprehensive Exam**
The exam will be on the content knowledge objectives (See grading criteria for additional details). |
| **Skills-Based Objectives**
As part of the case study assignment, students will develop many of the skills needed for scientific inquiry such as oral presentation skills, technical scientific writing, critical thinking through the synthesis and application of relevant research literature and theory to a concrete situation. | | **Interview**
- **Each student will interview** 1 adult who is 60 years old or older.
- **Students will work in groups** to analyze interviews
For the group work, students will explain and apply (to the interview) key aspects of developmental content knowledge. |
COURSE MANAGEMENT
Sarah Thomas, MS, PhDc., Department of Psychology, Stockholm University is in charge of the management of this course:

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ASSESSMENT

Grading Criteria

Final exam 100%

*The individual interview, the group work, participation in seminars, and interview report are pass/fail assignments and are regarded as compulsory course requirements.

Exam closed book and comprehensive, essay format on content knowledge based learning objectives. Students will earn a letter grade for the final exam. Specific grading criteria for the exam are as follows: Students’ explanations of key points of developmental knowledge will be weighted equally. Therefore, if there were 5 questions on the exam, each question would have the same importance for the final exam grade.

An A grade for an explanation to a particular question would:

- Be accurate (in other words it would be “factually correct”).
- Have excellent coverage of content or knowledge relevant to the question. Including a complete explanation of psychological terms used in the answer.
- Have an innovative use of important and relevant (to the question) concepts that we have dealt with in class and the readings in the explanation.
- Make use of examples to illustrate key points.
- Be logical and coherent in organization.

A “B” grade for a given explanation (i.e., response to a question) would fulfill the criteria listed above but would be very good rather than excellent in terms of accuracy, content coverage, innovation, use of examples to illustrate key points, logical organization and coherence in answers.

A “C” grade for a given explanation (i.e., response to a question) would fulfill the criteria listed above but would have a major shortcoming (i.e., a repeated problem) in one area: accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence. A “C” grade for a given explanation can also be earned in a case in which the criteria listed above were fulfilled but would have significant shortcomings across more than one grading criterion: accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence.

A “D” grade for a given explanation (i.e., response to a question) would have major shortcomings in two areas: accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence in answers.

A “E” grade for a given explanation (i.e., response to a question) would have major shortcomings in three areas: accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence in answers.

A “Fx” grade for a given explanation (i.e., response to a question) would have major shortcomings in four areas: accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence in answers.
A “F” grade for a given explanation (i.e., response to a question) would not fulfill any of the criteria for an A grade.

Letter grades are calculated using a seven-point rating scale of A to F. Students’ final grades for the course will be the result of the final exam and a passing grade on the case study assignment. The grade for the final exam is recorded as a letter grade.

A-Excellent  D-Satisfactory  F-Fail
B Very Good  E-Sufficient
C-Good  Fx-Insufficient

LITERATURE

REQUIRED BOOK


Optional Books

Web link to publisher’s website: http://www.nok.se/Akademisk/Titlar/Psykologi-psykiatri/Ovrig-psykologi/Den-fullbordade-livscyklern-ny-utgava/


REQUIRED JOURNAL ARTICLES
*All articles are available via PsychInfo (ProQuest) database from the Stockholm University library’s website

Articles on Emerging Adulthood


Article on Life Course Personality Development

Articles on Successful Aging


**ABBREVIATION FOR BOOK (COURSE LITERATURE)**

W = Whitbourne & Whitbourne

**TEACHERS**

LE = Lilianne Eninger, PhD., docent, universitetslektor, Psyk.inst., SU
LFW = Laura Ferrer-Wreder, PhD., docent, universitetslektor, Psyk.inst., SU
MÖ = Maria Öhrstedt, doctoral student, Psyk.inst., SU
PG = Pehr Granqvist, PhD., professor, universitetslektor, Psyk.inst., SU
ST = Sarah Thomas, doctoral student, Psyk.inst., SU
DC = Diana Sanchez Cortes, doctoral student, Psyk.inst., SU
IE = Ingrid Ekström, doctoral student, Psyk.inst., SU