INFORMATION

Developmental Psychology III – Adulthood and Aging, 7.5 ECTS
Utvecklingspsykologi III – Vuxenliv och åldrande, 7.5 Högskolepoäng

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PREREQUISITES
Course prerequisites are that students be enrolled on the Psychologist Training Program. This course is offered during Term 2. Students are admitted to semester 2, if they have completed all course requirements and achieved at least 50% of credits in Term 1. If there are special reasons, an exemption from these prerequisites may be given by the Board of the Department of Psychology or a representative appointed by the Board.

CONTENTS
This course deals with the fundamentals of adult development and aging. Adult development and aging are viewed from the intersection of biological, cognitive and social factors. Students will critically examine traditional and contemporary theories and research on adult development and aging. The course should provide a basis for psychological practice by providing a better understanding of, and greater ability to meet adults at different stages in their lives. The course also includes an element of training in interviewing, involving both theoretical and applied aspects.

COURSE AIMS

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<th>LEARNING OUTCOMES</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
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<td><strong>Content Knowledge Objectives</strong> After completing the course, students will be able to: <strong>explain and critically</strong> evaluate the scientific basis and key concepts related to the transition to adulthood, as well as changes in adult cognition, personality, socio-emotional development and the family, as well as other relationships. Students will be able to explain why individual differences appear and cultural patterns emerge in the main areas of adult development. Students will also be able to <strong>explain and critically reflect on</strong> the concept of aging from a developmental perspective.</td>
<td>COMMONLY USED, IN CLASS TEACHING AND LEARNING ACTIVITIES may include: the use of conceptual maps, participation in break out groups and discussion of intended learning outcomes, plenary sessions.</td>
<td>Comprehensive Exam The exam will be on the content knowledge objectives (See grading criteria for additional details).</td>
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<td><strong>Skills-Based Objectives</strong> Students will be able to apply case study or interview methodology in order to illustrate aspects of adult development. Students will be able to use general interviewing skills, and will be able to reflect on the use of such skills in professional practice.</td>
<td>Activities here include seminars that involve student presentation of key developmental content knowledge related to the group assignment, scientific writing, and peer feedback</td>
<td>Case Study Students will work in groups to analyze a case study or interview of an adult. Students will explain and apply (to the case study) key aspects of developmental content knowledge. (See instructions for seminar in Athena)</td>
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<td>Activities here include the implementation of and reflection on a series of student-led individual interviews.</td>
<td>Interview See Interview Module Description for more details.</td>
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COURSE MANAGEMENT

Laura Ferrer-Wreder, PhD., Docent, universitetslektor, Psychology Department, Stockholm University (SU) and Johanna Carlsson, PhD., Psyk.inst., SU, are in charge of the management of this course:

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ASSESSMENT

Grading Criteria

Final exam  100%

*The interview assignment, the group work, participation in seminars, and case study analysis are regarded as compulsory course requirements that reflect the stated learning outcomes of this course. By arrangement with the course leaders, students may perform some assignments individually instead of in groups.

Exam is a take home exam. The exam is comprehensive and in an essay format and concerns 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. For more details about the exam, see the exam instructions document.

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.¹

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 all mandatory course requirements. 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

Students do not pass the final exam can retake a final exam in close proximity to the first examination time. Students who have failed two final exams have the right to request that a different teacher be appointed to grade their exam. Such requests may be made to the Board of the Department of Psychology or a representative appointed by the Board.

**REQUIRED BOOKS**


**Optional Readings**


¹ The grade Fx can be given in certain cases, when a minor part of the work needs to be supplemented (or added) or revised in order to achieve a passing grade. Instructions for this addition or revision is given, where appropriate, by the course leaders.


**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 Development**

Granqvist, P., & Kirkpatrick, L. A. Attachment and Religious Representations and Behavior. *This is a chapter available in Athena.*


**Articles on Successful Aging**


**Article on Death and Dying**


**TEACHERS**
See schedule in Time edit.

**READING INSTRUCTIONS**
See schedule in Time edit.