INFORMATION

Developmental Psychology III – Adulthood and Aging, 7,5 ECTS
Utvecklingspsykologi III – Vuxenliv och åldrande, 7,5 Högskolepoäng

Prerequisites 2
Contents and Course Aims 2
Course Management 3
Assessment 3
Literature 4
Teachers 5
Reading instructions 5
**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**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| **Content Knowledge Objectives**  | COMMONLY USED, IN CLASS TEACHING AND LEARNING ACTIVITIES will include: the use of conceptual maps, participation in break out groups and discussion of intended learning outcomes, plenary sessions. | Comprehensive Exam  
The exam will be on the content knowledge objectives (See grading criteria for additional details). |
|  After completing the course, students will be able to: explain and critically 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 explain and critically reflect on the concept of aging from a developmental perspective. | Activities here include seminars that involve student presentation of key developmental content knowledge related to the group assignment, scientific writing, and peer feedback. | **Case Study**  
*Students will work in groups* to analyze a case study of an adult. Students will explain and apply (to the case study) key aspects of developmental content knowledge. (See instructions for seminar in Athena) |
| **Skills-Based Objectives**  | Activities here include the implementation of and reflection on a series of student-led individual interviews. | **Interview**  
See Interview Module Description for more details. |
|  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. | | |
COURSE MANAGEMENT

Laura Ferrer-Wreder, PhD., Docent, universitetslektor, Psychology Department, Stockholm University (SU) and Fanny Gyberg, Ph.D., post-doctoral researcher are in charge of the management of this course, as course co leaders.

Email: laura.ferrer-wreder@psychology.su.se  Tel: 08-163898

Email: fanny.gyberg@psy.gu.se

ASSESSMENT

Language in the Course and Exam

Lectures and the course readings can be in English and/or Swedish. Students can complete all of their course work in Swedish or English. Important to note that for Fall term 2020, this course will be given completely online and instructions for online participation are posted on the course website (on Athena).

Grading Criteria

Final exam 100%

*The interview module, participation case study analysis and seminar as well as the question and answer activity 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. More details about the interview module are provided during the introductory session of the module. For more details on the case study and seminar, see the case study and seminar instructions document on Athena.

Question & Answer Activity: Before selected regular class meetings, each student will create and answer two questions of their own making (the question and answer should no more than 200 words long, not including reference). The question and answer should relate to only one of the course readings for a particular lecture. Students’ questions and answers will be used as a foundation for discussion during class time.

Important: Students will post their question and answer on Athena by the deadline stated in the course schedule. If the deadline for submitting a question and answer is missed, this late submission will not count towards a student’s total tally of questions and answers created by the student. You are asked to participate in this Q and A activity two times.

Participation in the Q and A activity is defined by submitting a question and answer according to the guidelines above and to be present and participate when a QA activity takes place. If students do not fulfil this requirement, they can complete a complementary assignment. Please contact the course leaders if this becomes applicable.

During the Question and Answer time, submitted questions will be reviewed during class and students who wrote questions that day will be asked to provide a short summary of why this question was written and what it concerns (approximately 10 minutes). Students are randomly assigned to small groups to discuss questions/answers for that day with question writers. Student’s names will be identified in the question and answer list that groups work with. The author of questions will give feedback and comment on the group’s discussion the selected question and answer. The exchange between each group and question author should take approximately 10 to 15 minutes.
**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.

---

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

Students who do not pass the final exam can retake a re-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**


*An electronic edition of this book is available for free via the Stockholm University library’s website, an easy way to find the book is to put the book’s title in the library main search field in quotation marks i.e., "identity in adolescence"


Either of the editions of the course textbook by Whitbourne (7th or 6th edition) below are acceptable to use in this course:


**REQUIRED JOURNAL ARTICLES**

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

*Required Articles on Emerging Adulthood*


*Required Chapter on Attachment*

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


OPTIONAL – NOT REQUIRED READINGS
HELPFUL FOR CASE STUDY ASSIGNMENT

*All readings listed below are available via PsychInfo (ProQuest) database from the Stockholm University library’s website

Optional Readings on Emerging Adulthood


Optional Readings on Midlife


**Optional Readings on Successful Aging**


**TEACHERS**

See schedule in Time edit.

**READING INSTRUCTIONS**

See schedule in Time edit.

**ABBREVIATIONS FOR BOOKS (COURSE LITERATURE)**

W = Whitbourne & Whitbourne book

LFW & K = Ferrer-Wreder & Kroger book