INFORMATION
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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<td><strong>Content Knowledge Objectives</strong>&lt;br&gt;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.</td>
<td>COMMONLY USED, IN CLASS TEACHING AND LEARNING ACTIVITIES may 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</td>
<td><strong>Comprehensive Exam</strong>&lt;br&gt;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>&lt;br&gt;As part of the case study assignment, students will develop many of the skills needed for scientific inquiry such as oral presentation skills and critical thinking through the synthesis and application of relevant research literature and theory to a concrete situation.</td>
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<td><strong>Case Study</strong>&lt;br&gt;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)</td>
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COURSE MANAGEMENT
Laura Ferrer-Wreder, PhD., Docent, universitetslektor, Psychology Department, Stockholm University and Diana Persson (Sanchez Cortes), Ph.D., student, Psychology Department, Stockholm University are in charge of the management of this course, as course co-leaders

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

Email: diana.sanchez.cortes@psychology.su.se   Tel: 08-16 38 79

ASSESSMENT

Language in the Course and Exam

Lectures and the course readings can be in English and/or Swedish, depending on the extent of the participation of international students in this course. 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 case study assignment and participation in the QA assignment are pass/fail assignments and 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. For more details on the case study assignment, see instructions 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.
Take Home Exam 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. 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.

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

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

Articles on Emerging Adulthood


Chapter on Narrative Identity and Personality (in course schedule abbreviation is LFW & K Chapter 4


*An electronic edition of this book (and chapter you should read from 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". You will only read chapter 4 from this book, pages 95 to 121.

Chapter on Adult Attachment

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

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.

READING INSTRUCTIONS

See schedule.

ABBREVIATIONS FOR COURSE LITERATURE IN SCHEDULE

W = Whitbourne & Whitbourne book

LFW & K = Ferrer-Wreder & Kroger book (only read chapter 4 of this book)