## INFORMATION AND SCHEDULE

### ADULT DEVELOPMENT 7.5 HP

<table>
<thead>
<tr>
<th>Contents and Course Aims</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Management</td>
<td>3</td>
</tr>
<tr>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>5</td>
</tr>
<tr>
<td>Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Schedule</td>
<td>6</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>INTENDED LEARNING OUTCOMES</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| **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 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 | **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 and critical thinking through the synthesis and application of relevant research literature and theory to a concrete situation. | **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) |
COURSE MANAGEMENT
Laura Ferrer-Wreder, PhD., Docent, universitetslektor, Psychology Department, Stockholm University is in charge of the management of this course.

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

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 Spring term 2021, 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 the “Instructions Document” on Athena.

**Question & Answer Activity:** Before selected regular class meetings or seminars, student can create and answer one question of their own making (the question and answer should no more than 300 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 the QA seminars. For more details on the QA assignment, see the “Instructions Document” on Athena.

**Take Home Exam**
The exam will be a comprehensive, essay format exam based on the content knowledge-based learning objectives. The exam is completed individually and posted on Athena by the deadline in the course schedule. Students will earn a letter grade for the final exam. Each exam answer grade is weighted equally. *For more details about the exam, see the “Exam instructions” document on Athena.*

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 in answers.

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 for exam answers 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 grade and a passing grade on the case study assignment and QA assignment. The grade for the final exam is recorded as a letter grade.

A-Excellent, B Very Good, C-Good, D-Satisfactory, E-Sufficient, Fx-Insufficient, F-Fail
REQUIRED COURSE LITERATURE

REQUIRED BOOK

Publisher’s website at the link below:

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

Articles on Emerging Adulthood


Chapters on Identity and Personality (in course schedule abbreviation is LFW & K)
Identity as life story (pp. 95-121) in course schedule LFW & K chapter 4
Identity beyond adolescence: What comes next? (pp. 190-205) in course schedule LFW & K chapter 8

**An electronic edition of this book (and chapters 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 and 8 from this book.

Articles on Successful Aging*


OPTIONAL – NOT REQUIRED READINGS

HELPFUL FOR CASE STUDY ASSIGNMENT

*These 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*


**OTHER OPTIONAL READINGS**

*Chapter on Adult Attachment*

Granqvist, P., & Kirkpatrick, L. A. Attachment and Religious Representations and Behavior. *This is a chapter available in Athena and is connected with Pehr Granqvist’s lecture on attachment and spirituality*

**TEACHERS**

See schedule in Athena.

**READING INSTRUCTIONS**

See schedule in Athena.

**ABBREVIATIONS FOR COURSE LITERATURE IN SCHEDULE**

W = Whitbourne & Whitbourne book

LFW & K = Ferrer-Wreder & Kroger book