

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

INTENDED LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
<p><b><u>Content Knowledge Objectives</u></b>            Students will be able to <b><u>explain and apply</u></b> 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 <b><u>explain, apply, and reflect on</u></b> the concept of successful aging.</p>	<p>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</p>	<p><b><u>Comprehensive Exam</u></b>            The exam will be on the content knowledge objectives (See grading criteria for additional details).</p>
<p><b><u>Skills-Based Objectives</u></b>            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.</p>		<p><b><u>Case Study</u></b>            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)</p>

## COURSE MANAGEMENT

Hui-Xin Wang, Ph.D., Professor, Department of Psychology, Stockholm University (SU)  
Eric Pakulakg, Ph.D., Universitetslektor, Assistant Professor, Department of Child and Youth Studies, SU, are in charge of the management of this course.

Email: huixin.wang@su.se

Tel: 08 553 789 18

Email: eric.pakulak@buv.su.se

Tel:

## 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.

*Please note that for Spring term 2022, as of this writing on 28/01/22, this course will be given predominantly online with options for in-person activities if the situation permits.*

*Specifically: because of the larger group sizes all lectures will be given via Zoom, live and simultaneously recorded; for QA seminars we anticipate offering both Zoom and in-person options, depending on the situation at the time; we anticipate that case study seminars will be conducted via Zoom.*

### 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, students can create and answer **one question** of their own making (the question and answer should no more than 300 words long, not including references). 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 please see the detailed instructions 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.

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

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

Whitbourne, S. K., & Whitbourne, S. B., (2020, July) *Adult Development and Aging, 7th Edition*, EMEA Edition. ISBN: 978-1-119-66745-2

Whitbourne, S. K., & Whitbourne, S. B., (2019, March) *Adult Development and Aging, 6th Edition*, EMEA Edition. ISBN: 978-1-119-58991-4

Publisher's website at the link below:

[Adult Development and Aging, 7th Edition, EMEA Edition | Wiley](#)

### REQUIRED JOURNAL ARTICLES OR CHAPTERS

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

#### Articles on Emerging Adulthood

Arnett, J. J. (2000). Emerging adulthood. A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480.

Côté, J., & Bynner, J. M. (2008). Changes in the transition to adulthood in the UK and Canada: The role of structure and agency in emerging adulthood. *Journal of Youth Studies*, 11, 251-268.

#### Chapters on Identity and Personality (in course schedule abbreviation is LFW & K)

\*\*Ferrer-Wreder, L. & Kroger, J. (2019). [Identity in adolescence: The balance between self and other](#) (4th edition). London, England: Routledge. DOI: <https://doi.org/10.4324/9781315165806>

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\*

Rowe, J.W., & Kahn, R.L. (1997). Successful aging. *The Gerontologist*, 37, 433-440.

Rowe, J. W., & Kahn, R. L. (2015). Successful aging 2.0: Conceptual expansions for the 21st century. *The Journals of Gerontology: Series B: Psychological Sciences and Social*

*Sciences*, 70B, 593-596. doi: <http://dx.doi.org/10.1093/geronb/gbv025>

Torres, S. (2006). Different ways of understanding the construct of successful aging: Iranian immigrants speak about what aging well means to them. *Journal of Cross-Cultural Gerontology*, 21(1-2), 1-23.

**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\***

Arnett, J. J. (2007) Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1, 68 -73.

Côté, J. E. (2014). The dangerous myth of emerging adulthood: An evidence-based critique of a flawed developmental theory. *Applied Developmental Science*, 18, 177–188.

Padilla-Walker, L. M. & Nelson, L. J. (Eds.), *Flourishing in emerging adulthood: Positive development during the third decade of life*. New York, NY: Oxford University Press.

Swanson, J. A. (2016). Trends in literature about emerging adulthood: Review of empirical studies. *Emerging Adulthood*, 4, 391-402. doi: <http://dx.doi.org.ezp.sub.su.se/10.1177/2167696816630468>

**Optional Readings on Midlife\***

Freund, A. M., & Ritter, J. O. (2009). Midlife crisis: A debate. *Gerontology*, 55, 582-591. doi:<http://dx.doi.org.ezp.sub.su.se/10.1159/000227322>

Jen, S. (2018). Sexuality of midlife and older women: A review of theory use. *Journal of Women & Aging*, 30, 204-226. doi:<http://dx.doi.org.ezp.sub.su.se/10.1080/08952841.2017.1295680>

Lachman, M. E. (2004). DEVELOPMENT IN MIDLIFE. *Annual Review of Psychology*, 55, 305-31. doi:<http://dx.doi.org.ezp.sub.su.se/10.1146/annurev.psych.55.090902.141521>

Lachman, M. E. (2015). Mind the gap in the middle: A call to study midlife. *Research in Human Development*, 12, 327-334. doi: <http://dx.doi.org.ezp.sub.su.se/10.1080/15427609.2015.1068048>

**Optional Readings on Successful Aging\***

Baltes, P.B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundations of developmental theory. *American Psychologist*, 52, 366-380.

Martin, P., Kelly, N., Kahana, B., Kahana, E., Willcox, B. J., Willcox, D. C., & Poon, L. W. (2015). Defining successful aging: A tangible or elusive concept? *The Gerontologist*, 55, 14-25. doi: <http://dx.doi.org.ezp.sub.su.se/10.1093/geront/gnu044>

Martinson, M., & Berridge, C. (2015). Successful aging and its discontents: A systematic review of the social gerontology literature. *The Gerontologist*, 55, 58-69. doi:http://dx.doi.org.ezp.sub.su.se/10.1093/geront/gnu037

Whitley, E., Benzeval, M., Popham, F. (2020). Population priorities for successful aging: a randomized vignette experiment. *Journals of Gerontology. Series B, Psychological Sciences and Social Sciences*, 75, 293-302. doi: 10.1093/geronb/gby060

## **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