

## INFORMATION

Developmental Psychology III – Adulthood and Aging, 7,5 ECTS  
Utvecklingspsykologi III – Vuxenliv och åldrande, 7.5 Höskolepoäng

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## PREREQUISITES

Course prerequisites are that students be enrolled in 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

LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
<p><b><u>Content Knowledge Objectives</u></b> After completing the course, students will be able to: <b><u>explain and critically</u></b> 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 <b><u>explain and critically reflect on</u></b> the concept of aging from a developmental perspective.</p>	<p>Commonly used, in class teaching and learning activities may include: the use of conceptual maps, participation in breakout groups and discussion of intended learning outcomes</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> Students will be able to apply case study or interview methodology in order to illustrate aspects of adult development.</p> <p>Students will be able to use general interviewing skills, and will be able to reflect on these of such skills in professional practice.</p>	<p>Activities here include seminars that involve student presentation of key developmental content knowledge related to the group assignment and peer feedback</p> <p>Activities here include the implementation of and reflection on a series of student-led individual interviews.</p>	<p><b><u>Case Study</u></b> <i>Students will work in groups</i> 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> <p><b><u>Interview</u></b> See Interview Module Description for more details.</p>

## COURSE MANAGEMENT

Hui-Xin Wang, Ph.D., Professor, Department of Psychology, Stockholm University (SU) and Eric Pakulak, Ph.D., Assistant Professor, Department of Child and Youth Studies, Stockholm University, as course co-leaders

Email: huixin.wang@su.se

Tel: 08 553 789 18

Email: eric.pakulak@buv.su.se

### **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.

*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 interview module, participation case study analysis and seminar as well as the question and answer activity** are 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 QA and case study assignments please see the detailed instructions on Athena.

**The exam** will be 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. Students' explanations of key points of developmental knowledge will be weighted equally. For more details about the exam, please see the detailed instructions on Athena. Specific grading criteria for the exam are as follows:

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.<sup>1</sup>

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 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.

<sup>1</sup> 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 BOOKS**

***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

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

*\*An electronic edition of this book is available for free via the Stockholm University library's website; to find the book, put the book's title in the library main search field in quotation marks i.e., "identity in adolescence." For this course we will read chapters 4 and 8.*

Ljunggren. (2014). *Samtalet som psykologisk metod*. Lund: Studentlitteratur

## **REQUIRED JOURNAL ARTICLES**

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

### **Required Articles on Emerging Adulthood**\*

Arnett, J. J. (2000). Emerging adulthood. A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 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(3), 251-268.

### **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**\*

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(4), 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 READINGS – NOT REQUIRED BUT 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

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. (2017). (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*(6), 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*(5), 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*(3), 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*(3-4), 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

***TEACHERS***

See schedule in Time edit and Athena.

***READING INSTRUCTIONS***

See schedules in TimeEdit and Athena.

***ABBREVIATIONS FOR BOOKS (COURSE LITERATURE)***

W = Whitbourne & Whitbourne book

LFW & K = Ferrer-Wreder & Kroger book