Psykologprogrammet HT 2024

COURSE SYLLABUS

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

COURSE MANAGEMENT
Eric Pakulak, Ph.D., Associate Professor, and Hui-Xin Wang, Ph.D., Professor, Department of
Psychology, SU, as course co-leaders:
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Language in the Course and Exam
Lectures will include international students from a parallel course and will be in English. Course
readings can be in English and/or Swedish. Students can complete all course work, written and oral, in
either Swedish or English.

Course Literature
Required and optional readings are detailed in a separate document available on Athena.

Course Schedule
Please see TimeEdit for the updated course schedule.

Course Assignments
The final exam will be an in-person written exam (salstenta). The exam is comprehensive and in
multiple-choice and short essay format, with a focus on Content Knowledge learning objectives as
described below. Students will earn a letter grade for the final exam, and this will be the basis for the
final course grade once other course requirements have been satisfied. More details about the exam and
grading criteria will be provided in a separate document that will be available on Athena before the
course begins.

There are three other compulsory course requirements that reflect the course learning objectives
described below: the **interview module**, **question and answer (QA) seminar presentation**, and **group
case study project**. The interview module will be described in more detail in a separate document on
Athena and in the introduction on the first day of the module. The QA seminar and case study
assignments are pass/no-pass and are described in more detail in the document Assignment Instructions,
available on Athena.

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
Content Knowledge Objectives 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, changes in adult cognition, personality, socio-emotional development and the family, as well as other relationships; • **explain** why individual differences appear and cultural patterns emerge in the main areas of adult development; • **explain and critically reflect on** the concept of aging from a developmental perspective.	Commonly used in class teaching and learning activities may include: the use of conceptual maps, participation in groups and discussion of intended learning outcomes.	**Comprehensive Exam** The exam will be on the content knowledge objectives (See Grading Criteria document for details).
Skills-Based Objectives 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.	Activities include seminars that involve student presentation of key developmental content knowledge related to the group assignment and peer feedback. Activities include the implementation of and reflection on a series of student-led individual interviews.	**Case Study** Students will work in groups to analyze a case study of an adult, explain and apply (to the case study) key aspects of developmental content knowledge. See instructions for seminar in Athena) **Interview** See Interview Module Description.