Psykologiska institutionen

Stockholms universitet

**Psykologprogrammet VT 2025**

# 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:
Emails: eric.pakulak@su.se; huixin.wang@su.se

### 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**<br>After completing the course, students will be able to**:**<br>• **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;<br>• **explain** why individual differences appear and cultural patterns emerge in the main areas of adult development;<br>• **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**<br>The exam will be on the content knowledge objectives<br>(See Grading Criteria document for details). |
| **Skills-Based Objectives**<br>Students will be able to apply case study or interview methodology in order to illustrate aspects of adult development.<br><br>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.<br><br>Activities include the implementation of and reflection on a series of student-led individual interviews. | **Case Study**<br>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)<br><br>**Interview**<br>See Interview Module Description. |

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**Kurslitteratur**

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***REQUIRED BOOKS***

***Either of the editions of the course textbook by Whitbourne (7th or 6th 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

***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

**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 Athena**

***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 articles on identity and personality development***

Mitchell, L. L., Adler, J. M., Carlsson, J., Eriksson, P. L., & Syed, M. (2021). A conceptual review of identity integration across adulthood. *Developmental Psychology*, *57*(11), 1981.

McAdams, D. P. (2015). Three lines of personality development. *European Psychologist*.

***Required chapter on attachment***

Granqvist, P., & Kirkpatrick, L. A. (2013). 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.

Bowling, A., & Dieppe, P. (2005). What is successful ageing and who should define it?. *BMJ, 331*(7531), 1548-1551.

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

Urtamo, A., Jyväkorpi, S.K., & Strandberg, T.E. (2019). Definitions of successful ageing: a brief review of a multidimensional concept. *Acta Bio Medica: Atenei Parmensis*, *90*(2), 359.

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