



COURSE DATA

Data Subject

Code	33348
Name	Emotional bonds and emotional and sexual education
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. Period	year
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	First term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	47 - Emotional bonds and emotional and sexual education	Optional

Coordination

Name	Department
CANTERO LOPEZ, MARIA JOSE	305 - Developmental and Educational Psychology

SUMMARY

Emotional Bonds and Emotional and Sexual Education is an optional theoretical-practical module included within the scope of lifespan psychology. It takes an in-depth look at one of its areas –emotional development–, taking attachment theory as a basic theoretical framework of reference.

This course is divided into two main parts. The first examines the attachment bond and the second studies other emotional bonds. The first part analyzes the principles of attachment theory, the attachment system and other behavioral systems related to it; the development of the first bond and its evolution across childhood; the security or insecurity derived from the treatment given by the attachment figures, both in childhood and in later stages; and the negative consequences of separation and emotional deprivation. The second part reviews the links of romantic love, friendship, and parental-child bonding.



The practical activities that will be carried out aim to strengthen the theory, which will be put into practice via assessment, diagnosis, and an introductory research in this field.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Students should have passed the subjects Psychology of the Life Cycle I and II.

1319 - Degree in Psychology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to prepare oral and written reports.
- Know the postulates and limitations of the theoretical approaches that have contributed most to the understanding of emotional bonds.
- Know emotional, behavioural and cognitive processes involved in attachment and in other emotional relationships.
- Know the main stages of development of the different emotional bonds throughout the life cycle.
- Understand the biological foundations of emotional and sexual behaviour.
- Understand the impact of context on emotional bonds.
- Know the fundamental emotional needs and understand adaptive and maladaptive behaviour in the context of emotional relationships.



- Know the methods for the assessment and diagnosis of the quality of emotional relationships.
- Know guidance, counselling and intervention procedures for dysfunctional affective and sexual relationships.

1. To know how to describe the bonding processes in humans and to know researchers and most relevant topics.
2. To know list the principles of attachment theory.
3. To learn to define and distinguish between different types of bonding.
4. To know how to describe and explain the behavioral systems involved in affective relationships and their interrelationships.
5. To know how to explain the determinants of the process of formation, maintenance and loss of emotional ties throughout the life span.
6. To differentiate between different affective styles across the life span and must know how to implement some appropriate tools for assessment and diagnosis.
7. To be able to analyze the impact that affective styles can have on cognitive and social development.
8. To recognize the risk factors of emotional and sexual dysfunction.
9. To know the different sexual orientations and problems associated with them.
10. To be able to analyze the causes and consequences of domestic violence and must know the strategies to help offenders and their victims.
11. To use tools for assessing the quality of different types of links and to know educational and intervention programs to optimize their performance.
12. To be able to relate the knowledge acquired in this discipline with other disciplines.
13. To be able to reflect on their own relationships and to learn strategies to improve them.

DESCRIPTION OF CONTENTS

1. THE ATTACHMENT BOND ALONG LIFESPAN

Unit 1. The attachment bond and other bonds

Unit 2. The attachment system and other related systems

Unit 3. The development of the first attachment bond and its evolution in infancy

Unit 4. The quality of the attachment bond in infancy. Parental education to promote safety and prevent child abuse

Unit 5. Emotional deprivation and separation in childhood

Unit 6. The quality of attachment bond after infancy and childhood



2. OTHER AFFECTIVE TIES

Unit 7. The bond of romantic love.- Education for the prevention of conflictivity and domestic violence. Sexual-affective education

Unit 8. Relationships with peers and the bond of friendship

Unit 9. The parent-child love. The bond between parents and their children

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	1,00	0
Development of group work	7,00	0
Development of individual work	7,00	0
Study and independent work	15,00	0
Readings supplementary material	3,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	6,00	0
Preparation of practical classes and problem	6,00	0
Resolution of case studies	2,50	0
TOTAL	112,50	

TEACHING METHODOLOGY

Active and participatory methodology that combines the following teaching and learning procedures:

- Lectures and group oral presentations of the subject’s theoretical contents.
- Readings to expand knowledge.
- Assessment and diagnosis practices and preparation of the corresponding diagnostic report.
- Presentation of reports of the practicals carried out in the classroom.
- Applied activities to search additional information, to reflect on topics and texts, to observe, to identify concepts, to establish relationships between facts and consequences, to analyze case studies, to debate, to design procedures, tools and interventions, individually or in small groups.
- Sessions of individual and group tutoring.
- Self-evaluation questions on the contents explained, for the students to check by themselves, at the end of each unit, to what extent they have assimilated the knowledge.



EVALUATION

ASSESSMENT SYSTEMS

SE1.- Assessment of theoretical and practical contents through a final exam that will include objective and open-ended questions. Reassessable in the second call.

SE2.- Submission of a report, written individually or in pairs. Reassessable in the second call through a written test.

SE3.- Active participation in the classroom activities carried out throughout the course. Non-reassessable in the second call.

WEIGHTING

- Assessment of theory and practical contents through final exam (60%)
- Submission of a report, individually or in pairs (20%)
- Active participation in classroom activities (20%)

MINIMUM REQUIREMENTS

First call:

To pass the subject students must:

- achieve a minimum score of 50% in the exam
- achieve a minimum score of 50% in the written report

The two sections with minimum requirements are reassessable in the second call.

Students who have not done any classroom activity will be eligible for a maximum final score of 8 points in the first call, after deducting the 20% corresponding to this section.

Second call:

To pass the subject students must:

- achieve a minimum score of 50% in the exam



- achieve a minimum score of 50% in the written report through a written test.

The pass mark obtained in the sections with minimum requirements and the mark for the non-reassessable section (classroom activities) could be kept to the second call. Students who have not done any classroom activity will be eligible for a maximum final score of 8 points in the second call, after deducting the 20% corresponding to this section.

WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken.

Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. However, in case of plagiarism in the first call, the student has the right to present himself to the second.

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SCHEME

The grading of the subject as well as the review of and appeal against assessment results shall be subject to the Regulations on Assessment and Marking for Bachelor's and Master's Degrees at the Universitat de València (ACGUV 108/2017, of 30 May 2017)

https://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

The mention of excellent with distinction will be awarded directly to the highest grades, always at the



discretion of the teacher. Only one honors can be awarded for every twenty students within each group.

The marks obtained in the two sections with minimum requirements will only count towards the final aggregate mark if requirements are met.

To pass the subject, the sum of the three sections, once the weightings have been applied, must reach a mark of 5 out of 10.

Subject records will include the mark obtained at the first evaluation according to the following rules:

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as **ABSENT**, irrespective of the rest.
- If the element of assessment with the highest weighting (exam) has been assessed but it does not meet minimum requirements, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting has been assessed (exam) and it does meet minimum requirements but the other element with minimum requirements has not been passed (written report), the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for the element failed. If the written report has not been assessed, the subject will be given a mark of **FAIL** and the final aggregate mark will be the mean of all marks, being 0,0 the absent element (the highest possible mark would be 4,9).
- If the elements of assessment with minimum requirements has been passed (exam and report) but the final aggregate mark of three elements (exam, report and classroom activities) is less than 5, the subject will be given a mark of **FAIL** and the numerical mark will be the final aggregate mark of those three elements. The student will decide which element or elements he/she will retake in Second call.

For the second evaluation, the following rules shall apply:

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as **ABSENT**, irrespective of the rest.
- If the element of assessment with the highest weighting (exam) has been assessed but it does not meet minimum requirements, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting (exam) has been assessed and it does meet minimum requirements but the other element with minimum requirements (written test on the written report) has not been passed, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for the element failed.
- If the elements of assessment with minimum requirements has been passed (exam and report) but the final aggregate mark of those three elements (exam, report and classroom activities) is less than 5, the subject will be given a mark of **FAIL** and the numerical mark will be the final aggregate mark of those



three elements.

REFERENCES

Basic

- Bowlby, J. (1989) Una base segura. Barcelona: Paidós. Available in English: Bowlby, J. (1988). A secure base. Clinical applications of attachment theory. London: Routledge
- Cassidy, J. and Shaver, P.R. (2016) Handbook of attachment. Theory, research and clinical applications. N. York: Guilford Press. Third Edition.
- Feeney, J. y Noller, P. (2001) Apego adulto. Bilbao: Desclee de Brouwer. Available in English: Feeney, J. and Noller, P. (1996). Adult attachment. Bilbao: Desclee de Brouwer
- Gómez-Zapiain, J. G. (2009). Apego y sexualidad: entre el vínculo afectivo y el deseo sexual. Madrid: Alianza.
- Harvey, J.H., Wenzel, A. and Sprecher, S. (Eds.) (2008). The handbook of sexuality in close relationships. New Jersey: Taylor & Francis e-Library
- Lafuente, M.J. y Cantero, M.J. (2010). Vinculaciones afectivas. Apego, amistad y amor. Madrid: Pirámide

Additional

- Ainsworth, M.D.S., Blehar, M.C., Waters, E. y Wall, S. (1978). Patterns of attachment: a psychological study of strange situation. Hillsdale. N.J: Lawrence Erlbaum Associates.
- Bowlby, J. (1983) El vínculo afectivo. Barcelona: Paidós. Available in English: Bowlby, J. (1969). Attachment and loss (Vol. 1). London: Hogarth Press
- Bowlby, J. (1983) La pérdida afectiva. Barcelona: Paidós. Available in English: Bowlby, J. (1973). Attachment and loss (Vol. 2). Separation, anger and anxiety. London: Hogarth Press.
- Bowlby, J. (1983) La separación afectiva. Barcelona: Paidós. Available in English: Bowlby, J. (1980). Attachment and loss (Vol. 3). Loss, sadness and depression. London: Hogarth Press.
- Gómez-Zapiain, J. G. (2018). Apego y terapia sexual. Aportaciones desde la teoría del apego. Madrid: Alianza.
- Gonzalo, J. L. (2015). Vincúlate: relaciones reparadoras del vínculo en los niños adoptados y acogidos. Bilbao: Desclee de Brouwer.
- Marrone, M. (2009). La teoría del apego. Un enfoque actual. Madrid: Psimática.

**ADDENDUM COVID-19**

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS

The contents of the Teaching Guide remain unchanged.

2. WORKLOAD AND TIME PLANNING OF TEACHING

The teaching guide stipulates 45 hours of theoretical and practical classes in the classroom. However, in order to adapt the subject to the hybrid teaching model, the timetable for the theoretical and practical classes is divided as follows: 22.5 hours of synchronous non-presential classes, 11.25 hours of classroom classes and 11.25 hours of guided autonomous work. In order to meet this time schedule, the classes will be held in a face-to-face/non-presential format on alternate weeks. In the first week the teaching will be carried out with all the students of the group in a synchronous non-presential way (week 1) and, in the following week (week 2) in a presential way with 50% of the students the first day and with the other 50% the second day of class and, then, the weeks of non-presential/presential classes will be alternated successively. Both synchronous and face-to-face classes will be developed in the schedule stipulated for the subject.

The professors will develop a fortnightly plan according to the theoretical/practical work (in the classroom and online) and the autonomous work of the student.

In situation of confinement due to health emergency: If the health situation requires a restriction or cancellation of the classroom teaching, the hours dedicated to theoretical/practical classes in the classroom will be replaced by synchronous or asynchronous non-presential theoretical/practical classes.

3. TEACHING METHODOLOGY

The teaching methodology will follow a hybrid teaching model, that is, it will combine classroom teaching and synchronous online teaching (via simultaneous connection through Blackboard Collaborate or another analogous platform), as well as autonomous guided student work.

The students in each group (between 50 and 60) will be distributed into two subgroups (25/30 students each). This distribution is given by administration; each student will know which subgroup he belongs to and there can be no changes. In the week of classroom attendance, one subgroup will attend the classroom on the first session, whereas the other subgroup will work autonomously with the materials provided by the teacher through the Virtual Classroom (Aula Virtual) or by carrying out the outlined activities. In the second week session, the subgroup that worked autonomously the previous session will attend the classroom, whereas those that had a classroom class will work autonomously. The professors



will provide materials, presentations (with or without voice-over) or videos through the virtual classroom in which the contents are explained and the required skills are modelled.

Synchronous non-presential sessions can only be conducted within the normal timetable of the subject. The practical-theoretical sessions, in any of their forms, will be aimed at active teaching that promotes participation, paying special attention to the most complex contents and skills, to solving doubts, to discussing contents, to analyzing cases and to carrying out evaluation and diagnosis practices. To this end, individual work activities through the Virtual Classroom (Aula Virtual) will be included, such as reading materials, analyzing and evaluating cases or other practical, reflective and/or enrichment activities. The review and discussion of these activities may be conducted in the classroom, in a synchronous non-presential form (videoconferences or chats) or in an asynchronous non-presential form (for example, by establishing a discussion in a Virtual Classroom forum).

The presentation of the requested report is maintained as stipulated in the teaching guide.

In situation of confinement due to health emergency: If the health situation requires a restriction or cancellation of face to face teaching, the theoretical-practical classes in the classroom will be replaced by synchronous (videoconferences or chats) or asynchronous (voice-over power points, videos or forums) non-presential theoretical-practical classes.

4. ASSESSMENT

As outlined in the Teacher's Guide, three items will be considered for student assessment: **a test, a written report and classroom activities**. Due to the transition to a hybrid teaching model, the weighting of the continuous evaluation in the final grade will be increased, so that the evaluation criteria initially considered in the Teaching Guide will be modified: the **exam** will be weighted **40% in the final grade**, the **report** will be weighted **30%**, and the classroom activities will be weighted **30%**. First and second call exams will be taken in the classroom, unless the health situation impedes it, and will consist of objective and essay questions (open questions).

In addition, all the items may be reassessed in the second call. Therefore, in the first call, to pass the subject the student must:

- achieve a minimum score of 50% in the exam,
- achieve a minimum score of 50% in the written report, and
- achieve a minimum score of 50% in the classroom activities.

The marks obtained in the items that satisfy the minimum requirement will be carried forward to the second call. **In the first call**, to pass the subject the student must:

- achieve a minimum score of 50% in the exam,
- achieve a minimum score of 50% in the report item through a written exam,



- achieve a minimum score of 50% in the classroom activities item through a written exam.

The written exam for the report will consist of several questions regarding the analysis of a case centred on a partnership relationship. The written exam relating to classroom activities will consist of various questions asked for reflection and case analysis on the activities and tasks carried out during the course.

In situation of confinement due to health emergency: If the health situation is in conflict with an in-person assessment, it will be carried out in a remote way and will only consist of open questions of reflection, elaboration and analysis of cases. The exam will be carried out through the Virtual Classroom option with a time limit established for its completion. The non-attendance exam will be held on the day and at the time established in the exam calendar. Given the situation of confinement, it is necessary to consider the possible digital disconnection of the students, for which reason the professors will adopt flexibility measures with regard to the format and time limit for the presentation of both the classroom activities and the report. In case the confinement situation extends until the second call, the written tests of the report and the classroom activities will also be carried out through the Virtual Classroom tasks option.

If there is any reason why the student does not have the virtual technical means and/or the necessary equipment to carry out the assessment tests in the non-attendance mode, he/she will inform the professors about his/her situation at least 15 days in advance. If the difficulties arise at the moment of taking the test, the student must write an email to his/her teacher using the account @alumni.uv.es, identifying him/herself, and describing the difficulties (attach document/s that endorse them, for example, screenshot, photo). In these cases, an oral test might be carried out through the means established by the UV or it might be valued the possibility of scheduling the oral test in a face-to-face way if the instructions of the health authorities and the consequent contingency plans of the UV allow it.

5. BIBLIOGRAPHY

The bibliography is maintained unchanged according to the Teacher's Guide.