

**COURSE DATA****Data Subject**

Code	33298
Name	Life cycle psychology I
Cycle	Grade
ECTS Credits	6.0
Academic year	2017 - 2018

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	1	First term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	3 - Psychology of the life cycle	Basic Training

Coordination

Name	Department
PEREZ BLASCO, JOSEFA	305 - Developmental and Educational Psychology

SUMMARY

Psychology of Life Cycle I is a compulsory subject that belongs to the Life Cycle Psychology matter. This discipline studies the psychological changes that the human being is experimenting from conception to death. The Psychology of Life Cycle I focuses on the changes that occur in children and adolescents as they grow, influenced by variables related to age, socio-cultural and historical changes or individual events.

Psychology of Life Cycle I is essential in the basic formation of professionals in psychology for any particular psychology professional field. It is also particularly useful for both formal and non formal education, personal and family counselling, cross-cultural studies, clinic in childhood and adolescence, and community, and social work in the areas of childhood, adolescence and family. This subject is closely related to the psychology of education: on the one hand, we need to know the individual developmental characteristics (cognitive, affective, etc..) in its various stages in order to design and program the instruction properly; but on the other hand, a well designed and promoted educational process contributes to enhance the development of the subject throughout the complete life cycle.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

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.
- Know how to analyse the patient's needs and demands in different contexts.
- Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.
- Be able to identify differences, problems and needs.
- Be able to make a diagnosis according to professional criteria
- Know how to analyse the context where individual behaviour and group and intergroup processes are developed.
- Know how to select and manage tools, products and services, and identify stakeholders.
- Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).
- Know how to choose the appropriate psychological intervention techniques to achieve the intended goals.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.
- Know the functions, characteristics and limitations of the theoretical models of Psychology of the Life Cycle .
- Know the processes and stages of psychological development throughout the life cycle.



- Analyse and compare individual and group developmental contexts based on historical and cultural dimensions.
- Be able to identify, analyse and evaluate the developmental characteristics, needs and demands, problems and differences of the human being in the different stages of the life cycle.
- Know the grounding and principles of developmental intervention and its preventive, optimizing and therapeutic nature.
- Be able to provide developmental counselling to the agents involved in different contexts.
- Know how to prepare oral and written reports about the development in the different stages of the life cycle.
- Adopt a self-reflexive attitude towards one's own development and a developmental sensitivity towards the development of others.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Identify stages, contexts, models and theories of development.

Apply research methods and evolutionary designs.

Describe and assess patterns of psychomotor development, sensory-perceptual and cognitive development from prenatal to adolescence.

Describe and assess the patterns of language development: phonological, pragmatic, semantic and grammar development.

Describe and assess the patterns of social development and personality depending on the contexts of socialization.

DESCRIPTION OF CONTENTS

1. Conceptual and methodological bases

This part introduces the basics of Developmental Psychology. It analyses the main models and theories of development, research methods and developmental designs.

Unit 1 .- Developmental Psychology: conceptual bases and theoretical perspectives

Unit 2 .- Research methods and developmental designs

2. Prenatal development, birth, and newborn

This part explores the bases of prenatal development, the risk and protective factors during pregnancy, and development of the newborn.

Unit 3 .- Prenatal development, birth and newborn.



3. Childhood Development

This part studies the developmental processes from early childhood until puberty. It analyzes the changes in all areas of development: physical (sensorial, perceptual, psychomotor), cognitive (intellectual, linguistic), and socio-personal (personality, social, emotional, psychosexual).

Unit 4. Physical, perceptual and psychomotor development

Unit 5. Cognitive and linguistic development

Unit 6. Psychosocial development and personality

4. Development in adolescence

This part studies the developmental processes during adolescence. It analyzes the changes in all areas of development: physical or biosocial, cognitive and socio-personal (personality, social, emotional, psychosexual).

Unit 7. Biosocial and cognitive development

Unit 8. Psychosocial development and development of personality

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	2,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	4,00	0
Preparation of evaluation activities	30,00	0
Preparing lectures	8,00	0
Preparation of practical classes and problem	8,00	0
Resolution of case studies	6,00	0
Resolution of online questionnaires	2,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Active and participatory methodology, integrating different instructional methodologies to promote significant learning of the contents and the development of the competences of the subject.

Among the basic instructional techniques we include (1) Presentations of the contents of the subject, (2) Individual reading, (3) Practical activities, (4) Schedule group tutoring, (5) Autonomous preparation, elaboration and presentation of reports about the classroom practices (individual and in group), (6)



Formative and summative evaluation.

EVALUATION

The evaluation takes into account three sections:

- 1- Examination. Written test on the theoretical and practical contents. This exam has a value on the final grade of the subject of 60%. It comprises objective questions (60% of the exam) and of test or open (40% of the exam). Recoverable in Second Call.
- 2- Presentation of a report of deepening and theoretical-practical application (20% of the final grade of the subject). Recoverable in the Second Call.
- 3- Activities in the classroom and outside the classroom (20% of the final grade of the subject).

There are recoverable and non recoverable activities in second call. The recoverable will have a value of 30% and the non recoverable, of 70.

Those that can be evaluated with a written test are considered recoverable. Each teacher will indicate in their groups the ones that are recoverable.

The qualification of the subject in First Call will be the sum of the three sections as long as the exam is approved.

In First Call will approve those who have exceeded the three sections.

Therefore, to the Second Call:

Those who have suspended it and those who have not submitted in First Call

The report will be delivered by those who did not present the report in First Call or were suspended

They will be presented to the Recoverable Activities exam, who did not exceed the Activities in the First Call

The copying or plagiarism of any task that forms part of the evaluation is a suspension in both the first and second Summons, and then subjected to appropriate disciplinary procedures. Please note that in accordance with article 13d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in the evaluation tests, In the works that are carried out or in official documents of the university. However, in case of plagiarism in the first call, the student has the right to present himself to the second.

All written tests will take into account syntactic, grammatical and orthographic correction.

The grade of the subject will be subject to the provisions of the Regulations of Qualifications of the Universitat de València (ACGUV 108/2017) and is expressed in numerical expression, from 0 to 10, to a decimal, using the following rating scale:



- 0 to 4.9: Suspended
- From 5 to 6.9: Approved
- From 7 to 8.9: Notable
- From 9 to 10: Outstanding or Outstanding Honorary Degree.

In both examinations, the Acta del asignatura will incorporate the qualification obtained in accordance with the following rules:

- Not Submitted when the test has not been performed
- Suspended when the mark on the exam is less than 5

The consultation and challenge of the qualification obtained in evaluation tasks, will be subject to the provisions of the Rules of Challenging Qualifications (ACGUV 108/2017).

(http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

REFERENCES

Basic

- Los recursos informáticos y el resto de herramientas TICs se informarán en clase o en el Aula Virtual.

Papalia, D. E., Olds, S. W. y Feldman, R. D. (2010). Desarrollo Humano. 11ª Edición. México: McGraw Hill.

Shaffer, D.R. (2007) Psicología del desarrollo: Infancia y adolescència (6ªed). Ed: Paraninfo.
Texto referencia

Additional

- Berger, K. S. (2007). Psicología del Desarrollo. Infancia y Adolescencia. 7ª Edición. editorial Médica Panamericana
- Córdoba, A. I; Descals, A. y Gil, M. D. (2006). Psicología Del Desarrollo En La Edad Escolar. Madrid: Pirámide.
- Feldman, R. S. (2007). Desarrollo psicológico a través de la vida. 4ª edición. México: Pearson Education.
- Giménez Dasí, M. y Mariscal, S. (2008). Psicología del desarrollo. Desde el nacimiento a la primera infancia. Madrid: McGraw-Hill.
- Delgado, B. (2008). Psicología del desarrollo. Desde la infancia a la vejez. Madrid: McGraw-Hill.
- Lafuente, M. J. (2006). Psicología Del Desarrollo. Valencia: Imp Digital, C.B.
- Lafuente, M. J. (2006). Psicología Del Desarrollo. Valencia: Imp Digital, C.B.