

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

Code	33298
Name	Life cycle psychology I
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. Period	year
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
SALES GALAN, ALICIA	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 of the course will be continuous and will take into account two sections:

ES1.- A field work consisting of a child evolutionary evaluation. It is mandatory and has a weight of 50% in this section, which is equivalent to 3 points on the final grade. It is required to obtain a minimum score of 1.5 points.

ES2.- Activities, Assignments and Camp Work. This section has a value of 60% of the final grade. It consists of:

A. Classroom and out-of-classroom activities and assignments related to the contents of the course syllabus. It has a weight of 50% in this section, that is to say, 3 points on the final grade. It is required to present at least 50% of these activities, and to obtain a minimum score of 1.5 points. At the second call, sections A and B are recoverable by means of written tests on the content and competences corresponding to the work and activities carried out.

2.- Final written exam or test on the theoretical contents. It has a value on the final grade of the course of 40% (4 points). It consists of open and essay questions. This exam is recoverable at the second call.

In order to pass the course in the First and Second Round, it is an indispensable requirement to pass both sections.

Copying or plagiarism of any assignment that is part of the evaluation will result in a failure in both the First and Second Round, and the student will be subject to the appropriate disciplinary procedures. It should be noted that according to Article 13.d) of the University Student Statute (RD1791/2010, 30 December), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in evaluation tests, in the work performed or in official University documents. However, in case of plagiarism in the first call, the student has the right to sit the second call. In all written tests, syntactic, grammatical and spelling correctness will be taken into account.

The evaluation of the subject and the challenge of the grade obtained are subject to the provisions of the Regulation of Evaluation and Grading of the University of Valencia for undergraduate degrees and M à s t e r (A C G U n o V 1 0 8 / 2 0 1 7 o f 3 0 M a y 2 0 1 7) .

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to this norm, the grade must be written down in numerical expression from 0 to 10 with one decimal place, and must be adjusted to the following grading scale:

- 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: outstanding.



- From 9 to 10: excellent or excellent with honors.

The different sections of the evaluation will only be added together when the minimum requirements established for each of them have been met.

The procedure to follow to grant the honor's degree will be the following: A matriculation may be granted if the overall grade exceeds 9. in case there is a tie in the grades the matriculation will be granted to the person who has obtained higher grades in the exam.

The grade obtained in the first call must be stated in the course report according to the following rules:

- If there is no grade in the evaluation section with the highest weighting, the grade will be NOT PRESENTED, regardless of the rest.
- If there is a grade in the evaluation section with the highest weighting, and this does not reach the minimum requirements, the grade of this section will be SUSPENDED and a numerical grade in base 10.
- If there is a grade in the evaluation section with higher weighting, and it exceeds the minimum requirements established, but these requirements are not achieved in the other section, it must be recorded SUSPENDED and a numerical grade in base 10 of the grade of the section for which the student does not pass the subject.

In the second call, the following rules will apply: The option NOT PRESENTED is only possible when the student has not presented in addition to one of the evaluation sections, including among these the evaluation section evaluation sections, including among these, the one with the highest weighting.

- If there are grades in both evaluation sections and minimum requirements are not met in any of them, SUSPENDED will be recorded and the grade in base 10 corresponding to the section that has not been passed. If both sections are failed, the maximum grade in the failed section will appear in base 10.
- If any of the minimum requirements are not passed and an evaluation section is missing, SUSPENDED and a numerical grade in base 10 of the grade of the section not passed must be recorded.
- If an evaluation section is passed and in the other section no evidence of evaluation has been presented, SUSPENDED will be recorded and, as a grade, the average of the scores will be the average of the scores 0 the part not presented (maximum possible 4.9).
- If the test with the highest weighting is passed, but evidence is missing in the other section, the grade will be SUSPENDED. The parts will be added together and: a) if the sum is less than 5, this result will be recorded; b) if the sum is greater than 5, 4.9 will be recorded.

REFERENCES

Basic

- Papalia, D. E. y Martorell, G. (2017). *Desarrollo Humano*. 13ª Edición. México: McGraw Hill



- Shaffer, D.R. (2007) Psicología del desarrollo: Infancia y adolescència (6ªed). Ed: Paraninfo
- Los recursos informáticos y el resto de herramientas TICs se informarán en clase o en el Aula Virtual

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.

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 this subject remain unchanged in the teaching guide.

2. WORKLOAD AND TIME PLAN FOR THE TEACHING

The workload will remain unchanged, but not the teaching methodology.

In this academic year, the 60-hour-theoretical-practical course described in the teaching guide will be substituted by a hybrid teaching model: 25% of the classes will be onsite, 50% of the classes will be online, and 25% will consist of student's autonomous workload.

Every fortnight, each teacher will plan the onsite, online and student's autonomous workload.

3. TEACHING METHODOLOGY

A hybrid teaching model will be in place, meaning that it will be a combination of an onsite traditional teaching, and a synchronous online teaching with simultaneous connection, along with a guided student's autonomous workload.

In other words, there will be an onsite week and an online synchronous week on an alternating basis.



Each group of 50 students approximately will be divided into 2 subgroups of 25 students each. Students will be allocated to each subgroup by administration, and no changes will be allowed. Considering the onsite week, the first subgroup will attend the first day, and the second subgroup will attend the second day.

The onsite classes will be dynamic and interactive in which students will do activities, apply contents, review and assess their own learning process and outcomes, answer questions, clarify and apply concepts and contents...

Tutorial time will be online during the time specified by the teacher and it could take place via videoconference, chat groups...

The teaching tools used in synchronous teaching include videoconference, commented power point presentations, videos, chat sessions, forum...

All activities and chats done by students will be uploaded in the virtual classroom.

If circumstances prevent teaching onsite, instructions from academic authorities will be followed.

4. ASSESSMENT METHOD

The exams of the first and second call will be carried out onsite. In case that the health situation gets worse, the exams will be carried out online via the virtual classroom with a task format. The exam will contain essay questions, and would be taken online at a time set by the Faculty of Psychology.

5. RESOURCES

The references of this subject remain as they are proposed in the teaching guide.