

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

Code	33298
Name	Life cycle psychology I
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

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

OUTCOMES

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.
- Know how to analyse and interpret the results of assessment.
- 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

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

Parts of the assessment – The assessment has 3 parts:

SE1- Exam

- Assessment of theoretical and practical contents in a final exam that will include an objective (worth 40%) and open-ended questions (worth 60%). This part will be the same for all the groups of this subject).
- The final exam score is worth 40% of the overall grade (4 points).
- This exam can be taken again in the 2nd call.

SE2- Activities

- In-class and out-of-class activities and tasks related to the topics of the subject.
- These activities are worth 30% of the overall grade (3 points).
- Handing in 50% of the activities is mandatory. In order to pass in the first call, the student will have to get a minimum score of 1.5 points out of 3.
- In the second call, only 50% of the activities section will be recoverable, meaning that 1.5 points out of 3 can be recovered by doing a test of competencies. The non-recoverable part (1.5 points) has to do with the active participation in the classroom.

SE3- Report

- Handing in a report to deepen the topics of the subject with theoretical and practical applications.
- Handing in reports and making presentations, either individually or in groups.
- This report is worth 30% of the overall grade of the subject (3 points).
- In order to pass in the first call, the student will have to get a minimum score of 1.5 points out of 3.
- In the second call, only 50% of the activities section will be recoverable, meaning that 1.5 points out of 3 can be recovered by doing a test of competencies. The non-recoverable part (1.5 points) has to do with follow-up sessions, tutorial supervision, and handing in the assignments done in the classroom.



Minimum requirements to pass this subject:

- In the first call:

Getting 5 points out of 10 in the final Exam is mandatory (or 2 points out of 4). Handing in and completing the activities (1.5 points out of 3) and writing a report about the field work (1.5 points out of 3) is also mandatory. Only when all these requirements have been accomplished will the student pass the subject.

- In the second call:

Getting at least 5 points out of 10 in the final Exam is mandatory. Passing the written test of the activities with a maximum score of 1.5 points and handing in the report of the field work is also mandatory.

In case of having fulfilled the minimum requirements of SE2 and SE3 in the first call, the score will be kept for the second call.

High Honours or mention of excellent with distinction

Mention of excellent with distinction (art. 17) could be awarded to all those students who have got 9 points out of 10 or more in the strict order of the qualification transcript or records.

The number of mention of excellent with distinction cannot exceed 5% of the number of students enrolled in a group in an academic year. These requirements will be applied to all groups of the subject.

Warning:

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject in the first and in the second call and in appropriate disciplinary action being taken. In fact, fraudulent practices will be dealt with according to what is determined by the Protocol of action against fraudulent practices at the University of Valencia (ACGUV123/2020): <https://www.uv.es /sgeneral / Protocols / C83sp.pdf>

Please note that, in accordance with article 13.d) of the Statute of the University Student (RD1791/2010, 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 attend the second call.

Sentence structure, grammar and spelling standards will be taken into account in all written tests.

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 round to one decimal place and 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.

Only when the student fulfils the minimum requirements of the different parts of the assessment will the marks in each part be added up.

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.