VNIVERSITAT DE VALÈNCIA

Course Guide
33299 Life cycle psychology II

COURSE DATA

Data Subject	
Code	33299
Name	Life cycle psychology II
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	Second term

Subject-matter

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

Coordination

Name	Department
SERRA DESFILIS, EMILIA	305 - Developmental and Educational Psychology

SUMMARY

This subject belongs to the subject area of Life-Span Developmental Psychology. It is the second half of it and corresponds with the study of development in adulthood and the aging process. It is related to Life-Span Developmental Psychology 1, which examines childhood and adolescence. Moreover, as it is a core unit, its contents are related to all the subjects of the Degree in Psychology which approach the study of adulthood and the aging process, whether it be normal and/or pathological.

This subject is prerequisite for the basic preparation in Psychology regardless of the specific professional 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

We recommend students have a thorough conceptual and procedural knowledge from Life-Span Psychology 1

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

1.- Analyse and compare the functions, characteristics and limitations of the theoretical models from Life-Span Developmental Psychology in adulthood and aging.

2.- Identify processes and stages of psychological development in adulthood and aging.

3.- Identify, analyse and assess developmental features of human beings in adulthood and aging.

4.- Develop “developmental sensitivity” and adopt a reflective attitude about one’s and other’s development, regarding adulthood and aging

Transferable competences (cognitive, methodological, interpersonal,…)

5.- Develop skills of analysis and synthesis, as well as organizing and planning.

6.- Find, choose and use primary and secondary sources.

7.- Develop team-working skills as well as communication, writing and presentation skills.

DESCRIPTION OF CONTENTS

1. Theoretical foundations and background concepts in the study of adult development and aging process.

This section is introductory. Background models and concepts are studied. The student will apply them to study adulthood and the aging process.
1. Development beyond adolescence. Models and concepts.
2. Transitional concepts: transition, event, crisis and developmental tasks.
3. Psychological maturity.

2. Development in young adulthood.

This section is about bio-social, cognitive and psychosocial changes occurring between ages 20 and 40, and the characteristic contexts in which these changes take place.
4. Young adulthood: Bio-social and cognitive development.
5. Young adulthood: Psychosocial development.

3. Development in middle and late adulthood

This section approaches bio-social, cognitive and psychosocial changes between ages 40 and 60, and the characteristic contexts in which these changes take place.
6. Middle and late adulthood: Bio-social and cognitive development.
7. Middle and late adulthood: Psychosocial development

4. Development in the aging process.

This section approaches bio-social, cognitive and psychosocial changes from age 60 to ones death, and the usual contexts in which these changes take place. We will differentiate the psychological processes involved in normative, pathological and optimal aging.
8. Normative, pathological and optimal aging.
9. Aging: Bio-social and cognitive development.
10.Aging:. Psychosocial development.

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

We will be using an active and participative teaching methodology. We are aiming at encouraging a meaningful learning of the contents as well as developing the subject competencies.

Presentations of the contents as well as in-class exercises will be used.

Individual and group tutorial, preparation of individual and group activities, along with formative and additional feedback will be part of the teaching resources

EVALUATION

EVALUATION

First and Second Calls

- Exam. 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 the Second Call.

- Presentation of a report on deepening and theoretical-practical application (20% of the final grade of the subject). Recoverable in the second call.

- Activities in the classroom and outside the classroom (20% of the final grade of the subject).

50% of these activities will be Recoverable in the Second Call with a written test designed to evaluate if the competences of each task have been acquired. In the First Call, if these recoverable activities have not been performed, they can not be evaluated by written test.

Remaining 50% of remaining tasks will be Non Recoverable since it is not possible to design a written test to evaluate if the competencies of those tasks have been acquired.

In each group the responsible teacher will specify which tasks are Recoverable and which are Not Recoverable in the second call respecting that percentage.

In order to pass the subject it will be necessary to reach a minimum grade of 5 in the Exam (about 10) or 3 (over 6) and that the sum of all the modalities (Exam, Report and Activities) is 5 (out of 10) or higher in The Final Note.

In the event that the sum does not reach 5 as a Final Note, it must be recovered in the 2nd Call that modality in which the minimum grade is not exceeded and that is recoverable in said call (Report or RECOVERABLE ACTIVITIES)

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, in the Minutes of the subject will be incorporated the obtained qualification according to the following rules:

- Not Submitted when the test has not been performed

- Suspended when the grade in the exam is less than 5 (out of 10), or 3 (above 6) or the sum of the Exam grade and the modalities of Report and Activities do not reach 5 (out of 10)

The consultation and challenge of the qualification obtained in evaluation tasks, will be subject to the provisions of the Regulation of Challenging Qualifications (ACGUV 108/2017).
(http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

REFERENCES

Basic

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

Additional

- 1. Bayés, R. (2006). Afrontando la vida, esperando la muerte. Madrid: Alianza
2. Berger K.,Thompson R. (2009). Psicología del Desarrollo. Adultez y Vejez. Madrid: Médica Panamericana
3. Feldman,R.S. (2007). Desarrollo psicológico a través de la vida (4ª ed.). México. Pearson Educación.
4.Gutiérrez, M., Serra, E. y Zacarés, J.J.(2006). Envejecimiento Óptimo: Perspectivas desde la Psicología del Desarrollo. Valencia: Promolibro.
5. Pérez Blasco, J. (2013). Aprender de los grandes cambios vitales. Valencia: Publicaciones Universitat de Vàlencia
6. Schaie, K.W. y Willis, S.L. (2003). Psicología de la edad adulta y la vejez (5ª ed.). Madrid: PearsonPrentice Hall (Or. 2002).
7. Triadó, C. y Villar, F. (2006). Psicología de la vejez. Madrid. Alianza
8. Zacarés, J.J. y Serra,E. (1998). La madurez psicológica: Perspectivas desde la Psicología. Madrid: Pirámide.