

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

Code	33335
Name	Developmental and Educational Optimization
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

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

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	34 - Developmental and Educational Optimization	Optional

Coordination

Name	Department
VIGUER SEGUI, MARIA PAZ	305 - Developmental and Educational Psychology

SUMMARY

This course deepens the knowledge and skills in psychology we worked in Lifespan Psychology I and Lifespan Psychology II, emphasizing Applied Developmental Psychology.

The matter will enable the student to perform interventions that may optimize human development. It provides specific knowledge about how to promote, enhance and maximize human potential. From the analysis of the theoretical and methodological foundations of the matter we'll make a journey through the different developmental stages. We consider the theoretical bases, procedures and more relevant intervention for each of them. We highlight the importance of comprehensive interventions focused on improving personal and social development of the subject through the promotion of the achievement of the basic tasks of development.



Students will develop a conceptual model through activities that may allow the analysis, understanding and appreciation of the optimization of biopsychosocial changes that occur through life. This global understanding will enable the implementation of programs to achieve the optimal development of the subject. These programs should take into account the interindividual variability and the factors involved in it, the existence of certain phenomena associated with the period of the life cycle in which the person and the permanent possibility of optimizing individual development.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

OUTCOMES

1319 - Degree in Psychology

- 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.
- 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 use strategies and techniques to involve patients in the intervention.
- Be able to plan the assessment of programmes and interventions.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.
- Know how to apply intervention strategies and methods on the recipients, on the contexts and indirectly through other people.

LEARNING OUTCOMES



Our broader aim is that students develop a mental organizer model, articulated, rich and integrated of development optimization along the entire life cycle of the subject.

Specifically, students must be able to:

- 1 Explain the pluralism of approaches and intervention models for human development, and contrast and integrate the contributions of different theoretical perspectives on developmental optimization.
- 2 Describe the conceptual and methodological foundations needed to understand the optimization of human development.
- 3 Identify, analyze and evaluate the main techniques and optimization methods of developmental psychology.
- 4 Master the methods and techniques of research in evolutionary optimization and have begun research in practice.
- 5 Mastering the basic process design, implementation and evaluation of a program for optimizing intervention.
- 6 Explain the basis for the optimization of development in the various stages of the life cycle.
- 7 Describe the intervention procedures available to optimize human development at different stages of the life cycle.
- 8 Explain, analyze and evaluate the structure, content and application of some intervention programs in human development.
- 9 Understand the essence of development as a dialectical process throughout life that can always be optimized.
- 10 Develop a more coordinated and flexible vision about oneself as a person in development, as a future professional with an ethical responsibility to his environment and as a citizen that can bring his critical and creative action to improve individual development and community problems

DESCRIPTION OF CONTENTS

1. Foundations for the developmental and educational optimization

1. Conceptual and methodological foundations of developmental and educational optimization (OEE)
Object of study of optimization: difference between intervention and optimization. Methods and strategies of the OEE. OEE process

2. History and theories of developmental and educational optimization
Historical perspective of the OEE. Main theories in the study of the OEE.

2. Developmental optimization in the beginning of the life

3. Stimulation and prenatal bonding
Theoretical foundations, basic procedures, most representative programs and effects of prenatal intervention programs.

4. Optimizing the beginning of life: birth, newborn and first two years
Theoretical foundations, basic procedures of intervention and initiatives and most representative OEE programs in the first two years of life.

**3. Developmental optimization in childhood and adolescence****5. Developmental Optimization in childhood**

Basis of optimizing childhood intervention. Promoting children's resilience. Basic areas of intervention and optimization of personal and social development: promoting autonomy and initiative.

6. Developmental Optimization in adolescence: youth positive development programs

Basis of optimizing intervention in adolescence. Youth programs of positive development. Basic areas of intervention and optimization of personal and social development: promoting personal identity and maturity. Criteria for optimal development in adolescents.

4. Developmental optimization in adulthood and aging**7. Developmental Optimization in adulthood: the transition and crisis intervention as vital moments of change**

Basis of transition intervention. The help process in transitions: goals, phases, intervention strategies. Optimization of personal and social development: promoting intimacy and generativity in adulthood.

8. Developmental optimization in old age: promoting optimal aging

Concept, criteria and components of successful aging. Intervention procedures and optimal aging programs. Intergenerational programs. Basic areas of intervention and optimization of personal and social development: promoting integrity in old age.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	2,00	0
Development of group work	20,00	0
Development of individual work	8,50	0
Study and independent work	20,00	0
Readings supplementary material	2,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
TOTAL	112,50	



TEACHING METHODOLOGY

Active and participative methodology, integrating different instructional methodologies to enhance significant learning of knowledge involved and the development of the skills of the subject.

The basic instructional techniques include (1) Exhibitions and presentations of the contents of subject, (2) Individuals readings, (3) Implementation of practical activities, (4) Preparation of work independently, processing and reporting of the practices in the classroom (individual and group), (5) Scheduled group tutorials (6) formative and summative evaluation.

As a practical activity it is requested the design of an optimizing developmental intervention program that will be supervised by teachers is requested.

EVALUATION

ASSESSMENT SYSTEMS

AS1.- Assessment of theory and practical contents through a final test consisting of development issues (open). Recoverable in second call.

AS2.- Oral and written presentation of a report of individual or group project. Recoverable in second call through a written test.

AS3.- Active participation in practical activities proposed throughout the course. Non recoverable in second call.

WEIGHTING

- Assessment of theory and practical contents through final exam (50%)
- Written presentation of a report of individual or group project (30%)
- Active participation in practical activities proposed throughout the course (20%)

MINIMUM REQUIREMENTS

First call:

- To pass the course, students must obtain a 5 final mark as long as it is fulfilled
 - achieve a minimum score of 50% at the exam
 - achieve a minimum score of 50% at the report



Second call:

- To pass the course students must obtain a 5 final mark as long as it is fulfilled
- Achieve a minimum score of 50% at the exam and a minimum of 50% of the report assessed through a written test.
- Students who have not done any classroom activity may obtain a final maximum score of 8 punts in second call.

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.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

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

Grades and review of and appeals against assessment results shall be subject to the provisions of the University of Valencia Regulations on Marks (ACGUV 108/2017 de 30 de maig de 2017).

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

L'avaluació de l'assignatura i la impugnació de la qualificació obtinguda estan sotmeses a allò que disposa el Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster ().

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 from 9,3r. In case of a tie this will be awarded to the person with a higher score in the exam section and if a tie is re-produced, the score obtained in the activities section will be taken into account. Only one honors can be awarded for every twenty students within each group.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for each element are met.

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

- If the element of assessment with the highest weighting has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting 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 and it does meet minimum requirements but any of the remaining elements does not, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.

For the *second attempt*, the following rules shall apply:

- The mark of ABSENT can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.
- If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10 point scale will be used.
- If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.
- If two elements of assessment meet the minimum requirements and a third element has not been assessed, the subject will be given a mark of FAIL and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.
- If the element of assessment with the highest weighting meets the minimum requirements but any of the remaining elements has not been assessed, the subject will be graded as FAIL. The elements will be added and: a) if the result is less than 5, the subject will be given that mark; b) if the result is more than 5, the subject will be given a mark of 4.9.



REFERENCES

Basic

- Viguer, Paz. (2004). Optimización evolutiva. Fundamentos del desarrollo óptimo. Madrid: Pirámide.
- Gómez, Amparo; Viguer, Paz; y Cantero, María José. (2003) Intervención Temprana. Desarrollo óptimo de 0 a 6 años. Madrid: Pirámide.
- Pérez Blasco, Josefa. (2013). Aprender de los grandes cambios vitales. Valencia: Publicacions de la Universitat de València.

Additional

- IMSERSO (2011). Libro blanco del envejecimiento activo. Madrid: Instituto de Servicios Sociales.
- Lerner, Richard M.; Fisher, Celia B., & Weinberg, Richard A. (2000). Applying developmental science in the 21 st century: International Scholarship for our times. International Journal of Behavioral Development, 24 (1), 24-29.
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- Pertegal, Ángel.; Oliva, Alfredo; y Hernando, Ángel. (2010). Los programas escolares como promotores del desarrollo positivo adolescente. Cultura y Educación, 22 (1), 53-66.
- Sánchez, Mariano; y Díaz, Pilar. (2005) Los programas intergeneracionales. En Sacramento Pinazo y Mariano Sánchez (Eds.), Gerontología. Actualización, innovación y propuestas (pp. 393-430). Madrid: Pearson-Prentice-Hall.