

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

Code	33348
Name	Emotional bonds and emotional and sexual education
Cycle	Grade
ECTS Credits	4.5
Academic year	2018 - 2019

Study (s)

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

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	47 - Emotional bonds and emotional and sexual education	Optional

Coordination

Name	Department
CANTERO LOPEZ, MARIA JOSE	305 - Developmental and Educational Psychology

SUMMARY

Affective and emotional bonds and affective and sexual education is an optional theoretical-practical module included within the scope of life-span psychology and examines in depth into one of its areas, the emotional development, taking as a basic theoretical framework of reference the attachment theory.

This topic is divided into two main parts, the first devoted to the attachment bond and the second where other emotional bonds are studied.

The first part analyzes the principles of the attachment theory, the attachment system and other behavioral systems related to it, the development of the first bond and its evolution across childhood, the security or insecurity derived from the treatment given by the attachment figures, both in childhood and in later stages, and the negative consequences of separation and emotional deprivation. The second part reviews the links of romantic love, friendship, and parental-child bonding.



The practical activities in this subject aim to strengthen the theory provided through assessment, diagnosis, and an introduction to research in this 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

It is recommended to have passed the subjects of life span Psychology I and II

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.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to prepare oral and written reports.
- Know the postulates and limitations of the theoretical approaches that have contributed most to the understanding of emotional bonds.
- Know emotional, behavioural and cognitive processes involved in attachment and in other emotional relationships.
- Know the main stages of development of the different emotional bonds throughout the life cycle.
- Understand the biological foundations of emotional and sexual behaviour.
- Understand the impact of context on emotional bonds.
- Know the fundamental emotional needs and understand adaptive and maladaptive behaviour in the context of emotional relationships.



- Know the methods for the assessment and diagnosis of the quality of emotional relationships.
- Know guidance, counselling and intervention procedures for dysfunctional affective and sexual relationships.

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

1. To know how to describe the bonding processes in humans and to know researchers and most relevant topics.
2. To know list the principles of attachment theory.
3. To learn to define and distinguish between different types of bonding.
4. To know how to describe and explain the behavioral systems involved in affective relationships and their interrelationships.
5. To know how to explain the determinants of the process of formation, maintenance and loss of emotional ties throughout the life span.
6. To differentiate between different affective styles across the life span and must know how to implement some appropriate tools for assessment and diagnosis.
7. To be able to analyze the impact that affective styles can have on cognitive and social development.
8. To recognize the risk factors of emotional and sexual dysfunction.
9. To know the different sexual orientations and problems associated with them.
10. To be able to analyze the causes and consequences of domestic violence and must know the strategies to help offenders and their victims.
11. To use tools for assessing the quality of different types of links and to know educational and intervention programs to optimize their performance.
12. To be able to relate the knowledge acquired in this discipline with other disciplines.
13. To be able to reflect on their own relationships and to learn strategies to improve them.

DESCRIPTION OF CONTENTS

1. THE ATTACHMENT BOND ALONG LIFE SPAN

Theme 1. The attachment bond and other bonds.

Theme 2. The attachment system and other related systems.

Theme 3. The development of the first attachment bond and its evolution in infancy.

Theme 4. The quality of the attachment bond in infancy.- Parental education to promote safety and prevent child abuse.

Theme 5. The emotional deprivation and separation in childhood.

Theme 6. The quality of attachment bond after infancy and childhood.

**2. OTHER AFFECTIVE TIES**

Theme 7. The bond of romantic love.- Education for the prevention of conflictivity and domestic violence. Sexuality and sexual-affective education

Theme 8. Relationships with peers and the bond of friendship.

Theme 9. The parent-child love. The bond between parents and their children.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	1,00	0
Development of group work	7,00	0
Development of individual work	7,00	0
Study and independent work	15,00	0
Readings supplementary material	3,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	6,00	0
Preparation of practical classes and problem	6,00	0
Resolution of case studies	2,00	0
Resolution of online questionnaires	0,50	0
TOTAL	112,50	

TEACHING METHODOLOGY

Active and participatory methodology that combines the following teaching and learning procedures:

- Lectures and oral presentations of the subject's theoretical contents in the whole group.
- Readings to broaden the knowledge
- Assessment and diagnostic practices and preparing the corresponding diagnostic report
- Presentation of reports of the practices carried out in the classroom
- Applied activities to search additional information, to reflect on topics and texts, to observe, to identify concepts, to establish relationships between facts and consequences, to analyze case studies, to debate, to design procedures, tools and interventions, individually or in small groups
- Sessions of individual and group tutorship

Self-evaluation on the contents explained, for the students to check by themselves, at the end of each topic, to what extent they have assimilated the knowledge.



EVALUATION

ASSESSMENT SYSTEMS

SE1.- Assessment of theoretical and practical contents through a final exam that will include objective and developmental questions. Recoverable in second call.

SE2.- Written presentation of an individual (or in pairs) report. Recoverable in the second call with a written test

SE3.- Active participation in classroom activities raised throughout the course. Non-recoverable in second call.

WEIGHTING

- Assessment of theory and practical contents through final exam (60%)
- Written presentation of an individual (or in pairs) report (20%)
- Active participation in classroom activities, (20%)

MINIMUM REQUIREMENTS

In firs attempt:

To overcome the subject the students must.

- achieve a minimum score of 50% at the exam
- achieve a minimum score of 50% at the written report

The two sections with minimum requirements are recoverable in second call.

Students who have not done any classroom activity can have a final maximum score of 8 points in the first attempt, after deducting the 20% corresponding to this section.

Inthe second call

To overcome the subject the students must.

- achieve a minimum score of 50% in the exam
- achieve a minimum score of 50% at the written report with a written test



In second attempt, the qualification obtained in the sections that exceed the minimum requirements and the note of the non-recoverable section (classroom activities) will be maintained. Students who have not done any classroom activity can have a final maximum score of 8 points in the second attempt after deducting the 20% corresponding to this section.

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.

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 shall be subject to the provisions of the University of Valencia Regulations on Marks (ACGUV 12/2004).

http://www.uv.es/graus/normatives/Reglament_qualificacions.pdf

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.*



Only the two sections with minimum requirements will be added when they are exceeded

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

- *If there are no scores for either one of the two elements with minimum requirements, the student 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 the other element with minimum requirements has not been passed, 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 evaluation, the following rules shall apply:

- *If there are no scores for either one of the two elements with minimum requirements, the student 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 the other element with minimum requirements (written test on the written report) has not been passed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.*

The qualification of the subject as well as the review of and appeal against the allotted grades will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 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 informaran en clase o en el Aula Virtual / Els recursos informàtics i la resta de ferramentes TICs s'informaran en classe o a l'Aula Virtual.



- Lafuente, M.J. y Cantero, M.J. (2010). Vinculaciones afectivas. Apego, amistad y amor. Madrid: Pirámide.
- Bowlby, J. (1989) Una base segura. Barcelona: Paidós.
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Additional

- Ainsworth, M.D.S.; Blehar, M.C.; Waters, E. y Wall, S. (1978). Patterns of attachment: a psychological study of strange situation. Hillsdale. N.J: Lawrence Erlbaum Associates.
- Bowlby, J. (1983) El vínculo afectivo. Barcelona: Paidós.
- Bowlby, J. (1983) La pérdida afectiva. Barcelona: Paidós.
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- Cassidy, J. y Shaver, P.R. (2008) Handbook of attachment. Theory, research and clinical applications. N. York: Guilford Press. 2ª edición.
- Feeney, J. y Noller, P. (2001) Apego adulto. Bilbao: Desclée de Brouwer.
- López, F. (2006). Sexualidad en la vejez. Madrid: Pirámide.
- Marrone, M. (2009). La teoría del apego. Un enfoque actual. Madrid: Psimática.