

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

<b>Code</b>	33348
<b>Name</b>	Emotional bonds and emotional and sexual education
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2023 - 2024

**Study (s)**

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

**Subject-matter**

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

**Coordination**

<b>Name</b>	<b>Department</b>
CANTERO LOPEZ, MARIA JOSE	305 - Developmental and Educational Psychology

**SUMMARY**

Emotional Bonds and Emotional and Sexual Education is an optional theoretical-practical module included within the scope of lifespan psychology. It takes an in-depth look at one of its areas –emotional development–, taking attachment theory as a basic theoretical framework of reference.

This course is divided into two main parts. The first examines the attachment bond and the second studies other emotional bonds. The first part analyzes the principles of 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 that will be carried out aim to strengthen the theory, which will be put into practice via assessment, diagnosis, and an introductory 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

Students should have passed the subjects Psychology of the Life Cycle I and II.

## 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.
- 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

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 LIFESPAN

Unit 1. The attachment bond and other bonds

Unit 2. The attachment system and other related systems

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

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

Unit 5. Emotional deprivation and separation in childhood

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

**2. OTHER AFFECTIVE TIES**

Unit 7. The bond of romantic love.- Education for the prevention of conflictivity and domestic violence.

Sexual-affective education

Unit 8. Relationships with peers and the bond of friendship

Unit 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	2,50	0
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**

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

- Lectures and group oral presentations of the subject's theoretical contents.
- Readings to expand knowledge.
- Assessment and diagnosis practices and preparation of the corresponding diagnostic report.
- Presentation of reports of the practicals 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 tutoring.
- Self-evaluation questions on the contents explained, for the students to check by themselves, at the end of each unit, 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 open-ended questions. Reassessable in the second call.

SE2.- Submission of a report, written individually or in pairs. Reassessable in the second call through a written test.

SE3.- Active participation in the classroom activities carried out throughout the course. Non-reassessable in the second call.

### WEIGHTING

- Assessment of theory and practical contents through final exam (60%)
- Submission of a report, individually or in pairs (20%)
- Active participation in classroom activities (20%)

### MINIMUM REQUIREMENTS

#### First call:

To pass the subject students must:

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

The two sections with minimum requirements are reassessable in the second call.

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

#### Second call:

To pass the subject students must:

- achieve a minimum score of 50% in the exam





- achieve a minimum score of 50% in the written report through a written test.

The pass mark obtained in the sections with minimum requirements and the mark for the non-reassessable section (classroom activities) could be kept to the second call. Students who have not done any classroom activity will be eligible for a maximum final score of 8 points in the second call, 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. However, in case of plagiarism in the first call, the student has the right to present himself to the second. 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**

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](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 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 at the discretion of the teacher. Only one honors can be awarded for every twenty students within each group.

The marks obtained in the two sections with minimum requirements will only count towards the final aggregate mark if requirements are met.

To pass the subject, the sum of the three sections, once the weightings have been applied, must reach a mark of 5 out of 10.

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

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting (exam) 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 (exam) and it does meet minimum requirements but the other element with minimum requirements has not been passed (written report), the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If the written report has not been assessed, the subject will be given a mark of FAIL and the final aggregate mark will be the mean of all marks, being 0,0 the absent element (the highest possible mark would be 4,9).
- If the elements of assessment with minimum requirements has been passed (exam and report) but the final aggregate mark of three elements (exam, report and classroom activities) is less than 5, the subject will be given a mark of FAIL and the numerical mark will be the final aggregate mark of those three elements. The student will decide which element or elements he/she will retake in Second call.

For the second evaluation, the following rules shall apply:

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting (exam) 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 (exam) 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.

- If the elements of assessment with minimum requirements has been passed (exam and report) but the final aggregate mark of those three elements (exam, report and classroom activities) is less than 5, the subject will be given a mark of FAIL and the numerical mark will be the final aggregate mark of those three elements.

## REFERENCES

### Basic

- Bowlby, J. (1989) Una base segura. Barcelona: Paidós. Available in English: Bowlby, J. (1988). A secure base. Clinical applications of attachment theory. London: Routledge
- Cassidy, J. and Shaver, P.R. (2016) Handbook of attachment. Theory, research and clinical applications. N. York: Guilford Press. Third Edition.
- Feeney, J. y Noller, P. (2001) Apego adulto. Bilbao: Desclee de Brouwer. Available in English: Feeney, J. and Noller, P. (1996). Adult attachment. Bilbao: Desclee de Brouwer
- Gómez-Zapiain, J. G. (2009). Apego y sexualidad: entre el vínculo afectivo y el deseo sexual. Madrid: Alianza.
- Harvey, J.H., Wenzel, A. and Sprecher, S. (Eds.) (2008). The handbook of sexuality in close relationships. New Jersey: Taylor & Francis e-Library
- Lafuente, M.J. y Cantero, M.J. (2010). Vinculaciones afectivas. Apego, amistad y amor. Madrid: Pirámide

### 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. Available in English: Bowlby, J. (1969). Attachment and loss (Vol. 1). London: Hogarth Press
- Bowlby, J. (1983) La pérdida afectiva. Barcelona: Paidós. Available in English: Bowlby, J. (1973). Attachment and loss (Vol. 2). Separation, anger and anxiety. London: Hogarth Press.
- Bowlby, J. (1983) La separación afectiva. Barcelona: Paidós. Available in English: Bowlby, J. (1980). Attachment and loss (Vol. 3). Loss, sadness and depression. London: Hogarth Press.
- Gómez-Zapiain, J. G. (2018). Apego y terapia sexual. Aportaciones desde la teoría del apego. Madrid: Alianza.
- Gonzalo, J. L. (2015). Vincúlate: relaciones reparadoras del vínculo en los niños adoptados y acogidos. Bilbao: Desclee de Brouwer.





- Marrone, M. (2009). La teoría del apego. Un enfoque actual. Madrid: Psimática.

