

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

<b>Code</b>	33507
<b>Name</b>	Psychological development in the life cycle
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1311 - Degree in Social Work	Faculty of Social Sciences	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1311 - Degree in Social Work	8 - Psychological development in the life cycle	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
PINAZO HERNANDIS, SACRAMENTO	306 - Social Psychology
PONS SALVADOR, GEMMA	306 - Social Psychology
TRENADO SANTAREN, ROSA MARIA	300 - Basic Psychology

**SUMMARY**

The subject Psychological Development in the Life Cycle (four-monthly and compulsory) takes place in the third academic year of the degree in Social work. It is attached to the Basic Psychology and Social Psychology Department, given that the basic psychological processes such as psychosocial aspects are of special relevance in the development of knowledge in human beings.

During the third year, students need to train their theoretical and practical basis in order to deal with the different tasks in professional performance. In this sense, the main objective of *Psychological Development in the Life Cycle* focuses on the training of theoretical and practical knowledge on psychological activity and the behaviours that characterize each stage of the life cycle.



The present subject is divided into 8 units that include an introduction, socialization contexts in which human beings develop, the main stages of the life cycle and an approach on the main problematic that may arise in each of these stages.

Therefore, the concepts covered in this subject and their (basic and social) psychological approaches are essential for the understanding of other topics and of the professional performance in the field of Social work.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

The subject Psychological Development in the Life Cycle consists of 6 theoretical-practical credits equivalent to 150 hours of student work. It presents both a theoretical and an applied perspective linked in a special way with the subjects:

Psychological activity and human behavior, focused on the study of psychological processes that allow describing, predicting and explaining the cognitive and behavioral activity of human beings.

Introduction to Social Psychology, aimed at presenting the interact

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1311 - Degree in Social Work

- 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.
- Capacidad para trabajar y valorar de manera conjunta con personas, familias, grupos, organizaciones y comunidades sus necesidades
- Capacidad para apoyar a las personas para que sean capaces de manifestar las necesidades, puntos de vista y circunstancias.
- Capacidad para actuar en la resolución de las situaciones de riesgo con las personas así como para las propias y las de los colegas de la profesión.
- Capacidad para demostrar competencia profesional en el ejercicio deñ trabajo social.
- Capacidad para establecer relaciones profesionales al objeto de identificar la forma más adecuada de intervención.



- Capacidad para intervenir con personas, familias, grupos, organizaciones y comunidades para ayudarles a tomar decisiones bien fundamentadas acerca de sus necesidades, circunstancias, riesgos, opciones preferentes y recursos
- Capacidad para valorar las necesidades y opciones posibles para orientar una estrategia de intervención.
- Capacidad para preparar y participar en las reuniones de toma de decisiones al objeto de defender mejor los intereses de las personas, familias, grupos, organizaciones y comunidades.
- Capacidad para potenciar a las personas, familias, grupos y comunidades a fin de que sean capaces de resolver las situaciones en las que se encuentren.
- Capacidad para establecer y actuar para la resolución de situaciones de riesgo previa identificación y definición de la naturaleza del mismo.
- Capacidad para establecer, minimizar y gestionar el riesgo hacia uno mismo y los colegas a través de la planificación, revisión y seguimiento de acciones para limitar el estrés y el riesgo.
- Capacidad para adquirir y dominar los conocimientos disciplinares necesarios para el análisis de la sociedad contemporánea, su estructura y su dinámica, entre los que se incluye analizar la complejidad de los fenómenos sociales adoptando una perspectiva multidisciplinar (Economía, Derecho, Sociología, Antropología, Historia, Psicología y Salud).

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

The Psychological Development in Life Cycle course will allow students to acquire the following skills and abilities that we consider basic in their training:

- (R.A-5) It is capable of analyzing the phases that form the life cycle and the development processes of people throughout it.
- (R.A-6) Learn about the different perspectives of the various Social Sciences on the life cycle.
- (R.A-7) It is capable of detecting the conflicts and misalignments that appear in childhood, adolescence, youth, adulthood and old age.

## **DESCRIPTION OF CONTENTS**

### **1. Psychological processes during the life cycle**

Psychological processes during the life cycle: an introduction.

- Major theoretical perspectives.
- Major research methods.
- Heredity-environment interaction.
- Basic principles of Developmental from the perspective of the Life Cycle



## **2. Family psychosociology and its influence on human behavior**

Family psychosociology and its influence on human behavior

- Concept and functions.
- Diversity in family life.
- Family relationships: Maternal / paternal-filial attachment
- Conflicts and imbalances within the family system.

## **3. Psychological activity and behavior in childhood.**

- Psychological activity and behavior in childhood.
- Cognitive and motor development.
- Development of the self, self-concept, identity and self-esteem.
- Creation of social ties.
- Conflicts and mismatches: Abuse and psychological mistreatment

## **4. Psychological activity and behaviour in adolescence.**

Psychological activity and behavior in adolescence

- Cognitive development.
- Formation of identity, self-concept and self-esteem.
- Social ties. Popularity, rejection and approval.
- Adolescent paternity.
- Aggression and anti-social behaviour.

## **5. Psychological activity and behaviour in early adulthood**

Psychological activity and behaviour in early adulthood:

- Psychological theories on adult development and aging.
- The couple relationship
- Vocational choice and development
- Coping with stressing life events.
- Cognitive development.
- Intimacy vs isolation. Search for intimacy, sympathy and love.
- The role of work in the formation of identity. The introduction to the world of work. Unemployment.
- Conflicts and maladjustments in early adulthood

## **6. Psychological activity and behaviour in middle adulthood**

Psychological activity and behaviour in middle adulthood:

- Consolidation at work.
- Stress, health and personality.
- Development of expertise.
- Generativity vs stagnation.



- Stability vs personality change.
- Family development: Paternity. Maternity. Infertility. Adoption.
- Psychological maturity.
- Conflicts and maladjustments: Family violence and Loneliness.

## **7. Psychological activity and behaviour in late adulthood**

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Psychological activity and behaviour in late adulthood.

- The retirement process
- Older adults in Spain.
- Active ageing and intergenerational solidarity
- Cognitive change: Continuity vs change.
- Continuity and change in personality.
- Social and family relationships: couple-intimacy, affection and sexuality. Old parents - adult children relationship. Empty nest. Social relationships grandparents-grandchildren. Grandparenthood. Grandparents as auxiliary caregivers. Grandmother-slave syndrome. Custodial grandparents.
- Exit from the labour market: retirement and its impact.
- Learning throughout life.
- Conflict in late adulthood

## **8. Psychological activity and behaviour in ageing**

Psychological activity and behaviour in ageing

- Work in old age.
- Ageing and illness. Dependency and disability.
- Integrity vs. desperation. The role of life stories.
- Cognitive changes. Wisdom.
- Aging and illness. Fragility. Cognitive impairment and dementia.
- Coping with death. The review of life.
- Grief and widowhood.
- Loneliness and social isolation.
- Abuse of the elderly.
- Caring in dependency. Caring for carers.
- Centenarians and supracentenarians.



**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	10,00	0
Development of group work	20,00	0
Development of individual work	10,00	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	7,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	3,00	0
Resolution of case studies	5,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

In order for the student to acquire the fundamental objectives of the subject as well as the specific competences, the following are proposed:

- Theoretical classes: participatory master class, debates and discussions.

Fundamental use will be made of the master class to present the contents of the subject. To do this, each session will begin with an outline of the contents to be addressed, and will end with the most relevant aspects highlighted.

At the same time, student participation will be promoted in order to enable critical dialogue to stimulate the rhythm of the class. To do this, each of the theoretical sessions will begin with a question to be solved that will activate the participation of the students, and then the basic contents that will be addressed in each of the thematic units will be presented.

- Preparation of concept maps and synoptic charts.

The use of these teaching and learning strategies improve the processing of the information acquired throughout the face-to-face classes, practicing the coding, elaboration and organization of the material under study.

- Practical activities: role-playing, case solving, computer applications, workshops.

The main purpose of these is twofold: on the one hand, to be able to apply to real or fictitious cases the concepts presented in the theoretical classes; and, on the other hand, to highlight the ability to work at the individual and group level, promoting interpersonal communication skills.



The development of these practical activities will include case work, role-playing, autonomous work of bibliographic search and debate of the readings, audio-visual material, workshops and use of computer applications.

- Exhibition-type activities: theoretical exhibitions, seminars and presentation of papers.

The objective of these activities is focused on equipping students with skills that allow them to reinforce their knowledge, reinforce their communication skills and create the appropriate context to exchange experiences and learning, through a combination of autonomous and cooperative or collaborative learning.

- Individual, group and / or virtual tutoring.

Scheduled, individualized and group tutoring sessions; They will supervise the students so that they can adequately monitor their training activities.

The materials to be used will include: manuals, articles, chapters, reports and other types of scientific documentation. Also, questionnaires and surveys will be used together with audiovisual material.

The individual and group works will be presented on the scheduled date in the form of reports that will follow the models that will be available for this purpose in the virtual classroom.

It will be necessary to use the virtual classroom, the e-learning platform chosen by the University of Valencia to promote teaching-learning processes, as well as teacher-student interaction. It is an easy-to-use platform that offers multiple interaction possibilities. The access address to this platform is as follows: <http://aulavirtual.es>

## EVALUATION

The rating system will comply with current legislation.

The information to obtain the final grade for the course will be obtained through the following procedures: individual final evaluation (final exam type test and open answer) and continuous or progress evaluation (activities carried out in class, reports and / or individual work and group, control of attendance and participation, access to content available in the virtual classroom, tests carried out in class, etc.

The individual final evaluation will be adjusted to the specific objectives of the teaching guide. This evaluation, which will reflect the student's global effort and the level reached at the end of the teaching-learning process of the subject, will be carried out after the face-to-face period of the subject, on the official date proposed by the center for each of the calls . This final test to evaluate the specific objectives of the course will be written and will represent 60% of the overall grade for the course.



Continuous or progress evaluation of the work carried out by the students throughout the course. It will be carried out from the reports and written and oral comments made in the classes and / or in the collective or individual tutorials as well as in the different activities carried out. This part of the evaluation is formative in nature, since it allows a feedback process for the student, and will represent 40% of the grade for the course.

The final grade is obtained from the weighted sum of the grades of each part of the evaluation, as long as both have been satisfactorily passed (at least 3 of 6 points and 2 of 4 points, respectively).

In summary, the evaluation system will be:

- Individual final evaluation (maximum weighting 60.00%): open-ended written test (30%) and objective test type test (maximum weighting 30%).
- Continuous or progress evaluation (40.00%): continuous evaluation of the work carried out by the students throughout the course (20%) and evaluation of practical cases (20%).

To pass the course, it is necessary to obtain a minimum of 50% of the total mark for the exam (individual final evaluation with a weight of 60%) and a minimum of 50% of the mark for the reports and practical cases (weighing 20 %).

Call 2:

- Students who have passed a minimum of 50% of what is required in the first call in the individual assessment will follow the same evaluation system described for call 1.
- Students who in the first call have not passed a minimum of 50% in the continuous assessment, will carry out a practical assumptions test, similar to the one carried out for the first call.

We remind you that:

Plagiarism is "the act of dishonesty at the time of substantially copying other people's works, presenting them as their own" (Reducindo et al., 2017, p. 300). And, cyber plagiarism "occurs when a work is presented as the result of personal work when it is really information partially, partially or totally copied from an author without any type of credits or bibliography. It usually happens with texts [...] online" (Sarriá and De Francisco, 2018, p. 4).

Not engaging in practices such as those referred to implies making responsible and ethical use of the information used in academic papers. The APA-7th Edition Norms are the essential instrument to achieve academic honesty as we will indicate in the continuous evaluation works that you will present throughout the semester.





That said, from the second semester of the first year, in all subjects, special attention will be paid, in the continuous evaluation of works, to compliance with the practices of academic honesty and respect for the intellectual property of third parties, through the use of the citation and presentation of academic papers, following APA-7th edition standards.

## REFERENCES

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### Additional

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