



PI-02-F-16 ED.00

---

---

**TEACHING GUIDE FOR THE SUBJECT**  
**Development Psychology**  
**Field Psychology**

Faculty of Teaching and Education Sciences

---

---

**Degree in Social Education**  
**Catholic University of Valencia**

**Year 2023/2024**



PI-02-F-16 ED.00

## TEACHING GUIDE OF THE SUBJECT

|   |  |             |
|---|--|-------------|
|   |  | <b>ECTS</b> |
| <b>SUBJECT:</b> DEVELOPMENT PSYCHOLOGY  |  | 6           |
| <b>FIELD:</b> PSYCHOLOGY  |  | 18          |
| <b>MODULE:</b> SOCIO-EDUCATIONAL INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS |  | 30          |
| <b>EDUCATIONAL MODEL:</b> Basic   | <b>YEAR:</b> 1º<br><b>Semester:</b> 1º   |             |
| <b>Academic Staff:</b><br>PhD. D <sup>a</sup> . Lucía Alonso Larza                | <b>Department:</b><br>Inclusive Education, Socio-Community Development and Occupational Sciences |             |
|   | <b>E-mail:</b><br><a href="mailto:lucia.alonso@ucv.es">lucia.alonso@ucv.es</a>                   |             |

### MODULE ORGANIZATION

| <b>SOCIO-EDUCATIONAL INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS</b> |             | <b>30 ECTS</b>                       |             |                        |
|---|-------------|--------------------------------------|-------------|------------------------|
| <b>Fields and Subjects</b>  |             |                                      |             |                        |
| <b>Field</b>  | <b>ECTS</b> | <b>Subject</b>                       | <b>ECTS</b> | <b>Course/semester</b> |
| PSYCHOLOGY  | 18          | Development Psychology               | 6           | 1º/ 1º                 |
|   |             | Specific Educational Support Needs   | 6           | 1º/ 2º                 |
|   |             | Education Psychology                 | 6           | 3º/ 1º                 |
| BASES FOR INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS                | 12          | Socio-Cultural Animation Programmes  | 6           | 3º/ 2º                 |
|   |             | Social Skills Of The Social Educator | 6           | 1º/ 2º                 |



## THE TEACHING GUIDE:

### Development Psychology

**Prerequisites:** None

#### GENERAL AIMS

- a) Know the different theoretical models used to explain human development in the different stages of life.
- b) Describe the main physical, cognitive and psychosocial changes that take place throughout the life cycle.
- c) Knowledge of the main developmental transitions in order to differentiate normal versus pathological human development throughout life.
- d) Develop analytical skills on phenomena related to psychological development.
- e) To reflect on and develop the developmental sensitivity necessary for the understanding of the continually changing human being.
- f) To enable the application of the knowledge acquired on human development in the field of action of the social educator.

| TRANSVERSAL COMPETENCES   | Competence measuring scale |   |   |   |
|---|----------------------------|---|---|---|
|   | 1                          | 2 | 3 | 4 |
| 1. Capacity for analysis and synthesis                            |                            |   |   | X |
| 8. Critical and self-critical capacity                            |                            |   | X |   |
| 10. Recognition of and respect for diversity and multiculturalism |                            |   | X |   |
| 11. Interpersonal skills  |                            |   | X |   |
| 13. Autonomy in learning  |                            |   | X |   |
| 14. Adaptation to new situations                                  |                            |   | X |   |
| 18. Opening up to lifelong learning                               |                            |   | X |   |

| SPECIFIC COMPETENCES   | Competence measuring scale |   |   |   |
|--|----------------------------|---|---|---|
|  | 1                          | 2 | 3 | 4 |
| 3. Identify the different evolutionary stages and degrees of development of the target population.   |                            |   |   | X |
| 6. To know the pedagogical, psychological and sociological assumptions that are at the basis of the processes of socio-educational intervention. |                            |   | X |   |



| <b>LEARNING OUTCOMES</b>   | <b>COMPETENCES</b>  |
|--|---------------------|
| LO1. The learner describes the main physical, cognitive and psychosocial changes that occur throughout the life cycle. | CT1,CT18,CE3        |
| LO2. The student interprets human behaviour on the basis of the theoretical proposals of Life Cycle Development        | CT1,CG8,CT11, CE6   |
| LO3. The student applies the skill learning to the field of social education.  | CT8,CG10, CE6       |
| LO4. The student expresses sensitivity and respect for different human realities.                                      | CT10,CT14,CT18, CE3 |



PI-02-F-16 ED.00

| <b>TRAINING ACTIVITIES ON-CAMPUS STUDENT WORK</b> |  |  |             |
|---|--|--|-------------|
| <b>Activity</b>                                   | <b>Teaching-Learning Methodology</b>   | <b>Relationship With Learning Outcomes for the subject</b> | <b>ECTS</b> |
| ON-CAMPUS THEORETICAL                             | Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom.  | LO1, LO2,  | 1,4 ECTS    |
| PRACTICAL CLASSES                                 | Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, online, Internet, etc. Meaningful construction of | LO2, LO3   | 0,28 ECTS   |
| SEMINARY  | Supervised monographic sessions with shared participation  | LO1, LO2, LO4  | 0.08 ECTS   |
| EXPOSITION GROUP WORKS                            | Application of interdisciplinary knowledge   | LO1, LO2, LO3, LO4   | 0.4 ECTS    |
| OFFICE ASSISTANCE                                 | Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings,                     | LO3, LO4,  | 0,16        |
| ASSESSMENT  | A set of oral and/or written tests used in the initial, formative or summative assessment of the learner.  | LO1, LO2, LO3,   | 0.08        |
| Total   |  |  | (2,4*)      |



PI-02-F-16 ED.00

| <b>TRAINING ACTIVITIES TO SELF STUDENT WORK</b> |  |  |             |
|---|--|--|-------------|
| <b>ACTIVITY</b>                                 | <b>Teaching-Learning Methodology</b>   | <b>Relationship With Learning Outcomes for the subject</b> | <b>ECTS</b> |
| GROUP WORK                                      | Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials.<br>Work done on the university platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ).                         | LO1, LO2, LO3, LO4, LO5                                    | 1.8 ECTS    |
| SELF STUDY                                      | Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials.<br><br>Work done on the university platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ). | LO1, LO2, LO3, LO4, LO5                                    | 1.8 ECTS    |
| TOTAL   |  |  | 3,6         |



PI-02-F-16 ED.00

| <b>SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM</b> |                                   |                  |
|--|-----------------------------------|------------------|
| <b>ASSESSMENT TOOL</b>   | <b>LEARNING OUTCOMES ASSESSED</b> | <b>WEIGHTING</b> |
| <b>Final exam</b>  | LO1, LO2                          | 60%              |
| <b>Practical Activities</b>  | LO2, LO3, LO4                     | 20%              |
| <b>Group work</b>  | LO1, LO2, LO3, LO4                | 10%              |
| <b>Theoretical presentation group work</b>   | LO3, LO4                          | 10%              |

In order to pass the course, it will be essential to obtain a grade equal to or higher than 5 out of 10 in the exam, which will consist of a series of multiple-choice questions with three alternatives and a developmental question. Once this requirement has been met, the grades in the rest of the assessment instruments will be taken into account. The evidence of the different works carried out by the students will be delivered through the Virtual Platform in the time and manner established by the teacher of the subject. The evaluation of the practical activities includes the attendance and active participation of the students in the face-to-face sessions.

In order to pass the course, it is necessary to demonstrate, in all oral and written productions, an advanced level of linguistic proficiency. Therefore, each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.

**Criteria for the awarding of Honor Grades:** The Honor Grade, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the professor to be deserving of such distinction.



| DESCRIPTION OF CONTENTS  | COMPETENCIES                               |
|--|--|
| <p><b>UNIT I. Developmental psychology: conceptual, theoretical and methodological aspects.</b></p> <p>1. Developmental psychology: definition, object and method of study.</p> <p>2. Basic theoretical models of developmental psychology.</p> <p>3. Basic research strategies from developmental psychology.</p>   | CT1,CT8,CT13,CT14                          |
| <p><b>UNIT II. Study of the areas of child development from the prenatal stage to the age of 12.</b></p> <p>4. Prenatal development</p> <p>5. Characteristics of birth and newborn to two years of life.</p> <p>    5.1 Basis of physical and psychomotor development.</p> <p>    5.2. Characteristics of cognitive development.</p> <p>    5.3. Psychosocial development</p> <p>6. Characteristics of the school age: development of children from infant to primary school.</p> <p>    6.1 Bio-social development</p> <p>    6.2 Cognitive development</p> <p>    6.3 Psychosocial development</p> | CT1, CT8,CT10,CT13,<br>CT18 CE3,CE6        |
| <p><b>UNIT III. Study of development in adolescence and young adulthood</b></p> <p>7. Characteristics of adolescence</p> <p>    7.1 Bio-social development</p> <p>    7.2 Cognitive development</p> <p>    7.3 Psychosocial development</p> <p>8. Characteristics of youth</p> <p>    8.1 Bio-social development</p> <p>    8.2 Cognitive development</p> <p>    8.3 Psychosocial development</p>  | CT1,CT8,CT10,CT11,CT13<br>CT18,CE3,CE6     |
| <p><b>UNIT IV. Study of the characteristics of the stages of maturity and old age</b></p> <p>9. Characteristics of the maturity stage</p> <p>    9.1 Bio-social development</p> <p>    9.2 Cognitive development</p> <p>    9.3 Psychosocial development</p> <p>10. Characteristics of old age</p> <p>    10.1 Bio-social development</p> <p>    10.2 Cognitive development</p> <p>    10.3 Psychosocial development</p> <p>    10.4 Death</p>   | CT1,CT8,CT10,GT11,CT13<br>CT14CT18,CE3,CE6 |



## REFERENCES

- Berger, K. S. (2007). *Psicología del desarrollo: infancia y adolescencia* (7ª ed.). Panamericana.
- Berk, L. E. (2009). *Desarrollo del niño y del adolescente*. Pearson-Prentice Hall.
- Bowlby, J. (2006). *Vínculos afectivos: Formación, desarrollo y pérdida* (5ª ed.). Morata.
- Bruner, J. S. (2000). *El habla del niño. Aprendiendo a usar el lenguaje*. Paidós.
- Córdoba, A. I., Descals, A. y Gil Llario, M. D. (2011). *Psicología del Desarrollo en la edad escolar*. Pirámide.
- Flavell, J. H. (2000). *El desarrollo cognitivo*. Visor.
- Galeote, M. A. (2007). *Adquisición del lenguaje. Problemas, investigación y perspectiva*. Pirámide.
- Gutiérrez, M., Serra, E. y Zacarés, J.J. (2006). *Envejecimiento óptimo. Perspectivas desde la Psicología del Desarrollo*. Promolibro
- Hoffman, L.; Paris, S. y Hall, E. (2002). *Psicología del desarrollo hoy*. (6ª ed.). McGraw-Hill.
- Kohlberg, L. (2003). *Psicología del desarrollo moral* (2ª ed.). Desclée de Brouwer.
- Palacios, J., Marchesi, Á. y Coll, C. (2014). *Desarrollo psicológico y educación*. Alianza.
- Papalia, D., Feldman, R. y Olds, S. (2009). *Psicología del desarrollo*. McGraw- Hill.
- Papalia, D. y Martorell, G. (2017). *Desarrollo humano*. McGraw-Hill.
- Santrock, J. W. (2010). *Psicología del desarrollo: El ciclo vital*. McGraw-Hill.
- Trianes, M. V. (Coord.) (2012). *Psicología del desarrollo y de la educación*. Pirámide





PI-02-F-16 Ed.00

| <b>TEMPORAL ORGANISATION OF LEARNING:</b> |                                     |                       |
|---|-------------------------------------|-----------------------|
|   | <b>CONTENT BLOCK/ DIDACTIC UNIT</b> | <b>Nº OF SESIONS*</b> |
| <b>1</b>                                  | <b>DIDACTIC UNIT I</b>              | <b>6</b>              |
| <b>2</b>                                  | <b>DIDACTIC UNIT II</b>             | <b>6</b>              |
| <b>3</b>                                  | <b>DIDACTIC UNIT III</b>            | <b>7</b>              |
| <b>4</b>                                  | <b>DIDACTIC UNIT IV</b>             | <b>6</b>              |



## Addendum to the Course Guide of the Subject Development Psychology

### Degree in Social Education

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen onsite activities described in this section of the Course Guide,** as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

*Explanation about the practical sessions:*



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide    |                      | Adaptation                           |                     |
|-----------------|----------------------|--------------------------------------|---------------------|
| Assessment tool | Allocated Percentage | Description of the suggested changes | Platform to be used |
|                 |                      |                                      |                     |
|                 |                      |                                      |                     |
|                 |                      |                                      |                     |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

**Comments to the Assessment System:** Classroom activities and group work will be delivered via the platform. The group presentations will be done through Microsoft teams and, subsequently, will be shared with the rest of the group through a link to the recording if it is not possible to follow them by the whole



group-class. Similarly, if it is not possible to take the objective test in person, it will be carried out online in the faculty's exam calendar.

## ONLINE WORK

### Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide    |                      | Adaptation                           |                     |
|-----------------|----------------------|--------------------------------------|---------------------|
| Assessment tool | Allocated Percentage | Description of the suggested changes | Platform to be used |
|                 |                      |                                      |                     |
|                 |                      |                                      |                     |
|                 |                      |                                      |                     |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

