Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 290102 **Name:** Developmental Psychology II

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: EVOLUTIONARY AND EDUCATIONAL PSYCHOLOGY

Subject Matter: LIFE CYCLE PSYCHOLOGY **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1171P	Beatriz Soucase Lozano **(Responsible Lecturer)**	beatriz.soucase@ucv.es
291A	Beatriz Soucase Lozano **(Responsible Lecturer)**	beatriz.soucase@ucv.es
291B	Beatriz Soucase Lozano **(Responsible Lecturer)**	beatriz.soucase@ucv.es
291C	Teresa Mayordomo Rodríguez **(Responsible Lecturer)**	teresa.mayordomo@ucv.es

Module organization

EVOLUTIONARY AND EDUCATIONAL PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
LIFE CYCLE PSYCHOLOGY	12,00	Developmental Psychology I	6,00	1/1
		Developmental Psychology II	6,00	1/2
PSYCHOLOGY OF EDUCATION	12,00	Learning Difficulties	6,00	3/2
		Psychology of Education	6,00	2/2
EDUCATION	6,00	Theories of Education	6,00	1/2

Recommended knowledge

Not required

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1	Analyzing the perspective of the vital cycle and identifying in the study of human development the biosocial, cognitive and psychosocial areas, as well as the different context of personal development.
R2	Explaining how a research on the development of life cycle is carried out.
R3	Searching bibliographic information to the elaboration of the different contents suggested in the module.
R4	Working in teams and collaborating efficiently with other people.
R5	Oral and or written presentation of the contents of the assignments suggested in the module.
R6	Elaborating guidelines that allow fostering a person's development.
R7	Knowing and integrating the contents of the module so that the student may underline and point out the coherence and or incoherence of the theoretical statements presented.
R8	Describing the transition from adolescence to adult age.
R9	Analyzing and describing the physical growth and cognitive and socioemotional development in youth, maturity and old age.
R10	Describing the role of cultural context in the understanding of death.
R11	Analyzing death and the attitudes towards it in different development stages.
R12	Identifying the different ways to accept another person's death.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC		Weighting			
		1	2	3	4
CE5	Identifying differences, problems and needs.		x		
CE6	Diagnosing following professional principles.	x			
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.		x		
CE11	Analyzing the context in which personal behaviors, group and organizational processes take place.			x	
CE26	Writing oral and written reports.		x		
CE27	Knowing and adapting to the psychology code of ethics.	x			
CE28	To know the functions, characteristics and limitations of the different theoretical models of Psychology.		x		
CE29	To know the basic laws of the different psychological processes.		x		
CE30	To know the processes and main stages of psychological development throughout the vital cycle in its aspects of normality and abnormality.				x

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.			x	
CT3	Mastering Spanish oral and written communication.				x
CT7	Problem solving.		x		

CT8	Decision making.		x	
CT9	Capacity to work in team.			x
CT13	Understanding multicultural and diverse environment.			x
CT14	Critical capacity.			x
CT18	Capacity to produce new ideas (creativity).	x		
CT32	Sensitivity to personal, envirnomental and institutional injustices.			x
CT33	Showing concern for the development of individuals, communities and people.			x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R6, R7, R8, R9, R10, R11, R12	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R2, R3, R4, R5, R6, R8, R9, R10, R11, R12	10,00%	Oral presentation of assignments.
R1, R2, R3, R4, R5, R6, R8, R9, R10, R11, R12	10,00%	Group assignments.

Observations

Mention of distinction: Demonstrate the levels of excellence in all competences and learning outcomes
Note 1: It is necessary to pass each of the evaluation systems: in the Final Written test it is necessary to pass this test with a score of 3 points over 6; in the section Assistance and Active Participation it is necessary to pass this test with a score of 1 points over 2; In the Group Work Delivery section it is necessary to pass this test with a score of 0.5 points over 1; in the section Oral presentation of works it is necessary to pass this test with a score of 0.5 points over 1.
Note 2: The preparation and participation in practical activities during the sessions is the first test round of the block of Assistance and Active Participation. The student not to exceed the section on implementation and participation in practical activities in the first test round must perform a practical exam in the second test round.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R6, R7, R8, R9, R10, R11, R12	80,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R6, R8, R9, R10, R11, R12	5,00%	Submitted tasks

R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	15,00%	Attendance and participation in synchronic communication activities.

Observations

Mention of distinction: Demonstrate the levels of excellence in all competences and learning outcomes
Note 1: In the Final Exam with development question and Practical cases it is necessary to pass this test with a score of 4 points over 8 to include the score obtained in the other evaluation systems.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).

M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).

M4 Application of interdisciplinary knowledge.

M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.

M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.

M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.

M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.

M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.

M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.

M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.

M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.

M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.

M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.

M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R6, R8, R9, R10, R11, R12	40,00	1,60
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	8,00	0,32
SEMINAR Supervised monographic sessions with shared participation. M8	R1, R2, R8, R9, R10, R11, R12	2,00	0,08
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M4	R1, R2, R3, R4, R5, R6, R8, R9, R10, R11, R12	4,00	0,16
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4, R5, R6, R8, R9, R10, R11, R12	4,00	0,16
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R1, R2, R3, R4, R5, R6, R8, R9, R10, R11, R12	30,00	1,20
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	60,00	2,40
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R6, R8, R9, R10, R11, R12	40,00	1,60
Virtual practical session (distance learning) M12	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	8,00	0,32
Seminar and virtual videoconference (distance learning) M13	R1, R2, R8, R9, R10, R11, R12	2,00	0,08
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	2,00	0,08
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	4,00	0,16
Discussion forums (distance learning) M18	R1, R2, R8, R9, R10, R11, R12	1,50	0,06
Continuous assessment activities (distance learning) M19	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	2,50	0,10
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R5, R6, R7, R8, R9, R10, R11, R12	60,00	2,40
Teamwork (distance learning) M17	R1, R2, R3, R4, R5, R6, R8, R9, R10, R11, R12	30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Section I	Introduction to Developmental Psychology in adulthood and old age. Emerging adulthood and early adulthood: pshysical, cognitive and socioemotional development.
Section II	Middle adulthood: physical, cognitive and socioemotional development.
Section III	Late adulthood: physical, cognitive and socioemotional development.
Section IV	The death and mourning.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Section I	7,00	14,00
Section II	7,00	14,00
Section III	10,00	20,00
Section IV	6,00	12,00

References

Basic Bibliography:
Berger, K.S. (2009): Psicología del desarrollo: Adultez y Vejez (7ª ed.). Madrid: Médica – Panamerica.
Berger, K. S. & Thompson, R. A. (2001). Psicología del desarrollo: Adultez y Vejez. . Madrid: Médica Panamericana
Papalia, D.E., Wendkos, S., y Dustin, R. (2010): Desarrollo humano (10ª ed.). Madrid: McGraw-Hill.
Papalia, D., y Martorell, G. (2016): Desarrollo humano (13ª edición). Madrid: McGraw-Hill.
Papalia, D., y Martorell, G. (2021): Desarrollo humano (14ª edición). Madrid: McGraw-Hill.
Santrock, J. W. (2010). Psicología del desarrollo. El ciclo vital (10ª ed.). Madrid: McGraw-Hill.
Supplementary Bibliography :
Bronfenbrenner, U. (1987): La ecología del desarrollo humano: experimentos en entornos naturales y diseñados. Barcelona: Paidós
Cabezas, J.L. y Rubio, R. (2017): *Prácticas de Psicología del Desarrollo II.* Madrid: editorial Pirámide
Craig, G. (2000). Desarrollo psicológico. Madrid: Prentice Hall.
Delgado, B. (2009): Psicología del desarrollo. Volumen 2: desde la infancia a la vejez. Madrid: McGraw-Hill.
Fernández- Ballesteros, R. (2008): Psicología de la vejez: una psicogerontología aplicada. Madrid: Pirámide.
González Cuenca, M.A, Fuentes, M.J., De La Morena, M. L. y Barajas, C (2006): Psicología del desarrollo. Teorías y prácticas. 2ª edición. Aljibe: Málaga.
Palacios, J., Marchesi, A. y Coll, C. (2015). Desarrollo Psicológico y educación. Vol 1. Psicología evolutiva (2ª edición) Alianza Editorial
Papalia, D.E.& Wendkos, S. (2001). Psicología del desarrollo. Madrid: McGraw - Hill.
Perinat, A. (2014). Psicología del Desarrollo. Un enfoque sistémico. Editorial UOC.
Triadó, C. (2006): Psicología de la vejez. Madrid: Alianza
Triadó, C., Celdrán, M., Villar, F. (2019): Desarrollo adulto y envejecimiento (2ª ed). Madrid: Alianza Editorial.

Addendum to the Course Guide of the Subject

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:

[X] Microsoft Teams

[X] 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 activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

X	Microsoft Teams
X	Kaltura

Explanation about the practical sessions:

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

ONSITE WORK

Regarding the Assessment Tools:

[X] 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:

ONLINE WORK

Regarding the Assessment Tools:

[X] 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: