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: Basic, Social, and Neuropsychology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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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

Observations

Mention of distinction: Demonstrate the levels of excellence in all competences and learning outcomes.

- In order to pass the course, students must pass the different assessment systems separately

- In the official exam there will be a written exam that will include a multiple choice test and/or development questions.

- The minimum attendance percentage for the course is 40%.

- There are two types of evaluation, the ordinary evaluation (40% minimum attendance) and the single evaluation (alternative). The single evaluation is an exceptional evaluation for those students who for accredited and justified reasons cannot meet the minimum attendance criterion. This option must be requested by the student to the teacher of the subject in writing and he/she will receive a response to his/her request in the same way. In the single evaluation (alternative) the students will be evaluated in the different evaluation systems on the date of the official call, being the section Attendance and active participation evaluated through an exam of practical activities.

Ethical use of AI:

Citation and attribution criteria:

·Any use of AI tools should be explicitly stated in the submitted paper (e.g., in a footnote or appendix).

·The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and where in the paper it was used should be stated.

·Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty.

 Students may use the IA for questions about learning activities, assisted learning (alternative explanations or self-assessment exercises), finding alternative resources and references for study, organization of ideas, feedback on the clarity or coherence of their own text, grammatical revisions and improvement of the writing of written documents, and any other activity agreed upon with the faculty.

Students may not use AI to record or transcribe, in whole or in part, any activity performed in the classroom, to obtain summaries or notes made by AI, to submit AI-generated work as their own

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.

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Students may not use AI to record or transcribe, in whole or in part, any activity performed in the classroom, to obtain summaries or notes made by AI, to submit AI-generated work as their own

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.
Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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

Bibliografía básica:

Berger, K. S. (2025): Psicología del desarrollo. A lo largo de la vida (12ª ed.). Madrid: Médica - Panamericana.

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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

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