



## Information about the subject

**Degree:** Bachelor of Science Degree in Occupational Therapy

**Faculty:** Faculty of Psychology

**Code:** 1122004 **Name:** Developmental Psychology I

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

**Module:** BASIC TRAINING MODULE

**Subject Matter:** Psychology **Type:** Basic Formation

**Field of knowledge:** Health Sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**



## Module organization

### BASIC TRAINING MODULE

Subject Matter	ECTS	Subject	ECTS	Year/semester
Human Anatomy	6,00	Structure and function of the human body I	6,00	1/1
Physiology	12,00	Kinesiology	6,00	1/2
		Structure and function of the human body II	6,00	1/2
Psychology	24,00	Basic Psychological Processes	6,00	1/2
		Developmental Psychology I	6,00	2/1
		Developmental Psychology II	6,00	2/2
		Psychology of the Personality	6,00	1/1
Anthropology	6,00	Anthropology	6,00	1/1
Social Moral-Deontology	6,00	Social Morality - Deontology	6,00	2/1
Science, Reason and Faith	6,00	Science, Reason and Faith	6,00	1/2



## 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 To analyze the life cycle perspective and identify in the study of human development the biosocial, cognitive and psychosocial areas, as well as the different contexts in which the development of the person takes place.
- R2 To describe the developmental theories through the vital cycle.
- R3 To be able to explain how research on development through the vital cycle is carried out.
- R4 To explain how heredity and environment interact to produce individual differences in development.
- R5 To be able to describe the biopsychosocial development of different stages of life (from prenatal to adolescence).
- R6 To differentiate normal versus pathological development during childhood and adolescence.
- R7 To be able to find relevant bibliographic information in order to prepare the different contents put forward in the course.
- R8 To know and integrate the contents of the subject so that the student is able to underline and point out the coherences and/or inconsistencies of the theoretical statements exposed.



## 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):

GENERAL		Weighting			
		1	2	3	4
CG5	To know, value critically and use the sources of information in order to obtain, organise, interpret and communicate the scientific, sanitary, socio-sanitary and information, preserving the confidentiality of the data.			X	
CG6	To understand the conceptual foundations of the occupational nature of the human being and the carrying out of his occupations throughout the cycle of life.				X
CG7	To understand and recognise the interrelationship between the concepts of wellbeing, health, significant occupation, dignity and participation.				X
CG8	To understand and recognise the importance of contextual factors as determiners of occupational dysfunction and promote the right of individual/populations to satisfy their occupational needs.		X		
CG17	To recognise the influence of individual, religious, and cultural differences, as well as the customs about occupation and participation	X			
CG22	To establish an assertive interpersonal communication with all the interlocutors that is relevant during the Occupational Therapy process.			X	
CG24	To transmit written and/or oral information to a specialised audience as well as a non-specialised one.				X
SPECIFIC		Weighting			
		1	2	3	4
CE26	To know and understand the physio-pathological process in every moment of the life cycle, from infancy to old age, identifying the problems and preventive and clinical aspects of the person, in health as well as in illness.		X		



CE27 To know and understand pedagogy, psychology and psychopathology applicable to the human being in every moment of the life cycle so as to evaluate, synthesise and apply Occupational Therapy treatments.

X

## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written tests: Summative and final theoretical-practical test (open questions, objective test questions, truncated test, etc.) Preparation of field work memoranda, practical case solutions, single cases.
	30,00%	Presentation of group and individual works.
	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

To pass the subject, the student will have to pass the final assessment test and the presentation of the different practices separately, and also that their average mark exceeds 5 out of 10.

The grade obtained in the approved part (theoretical or practical) will be kept ONLY for the second call.

Criteria for mention of distinction: demonstrate the levels of excellence in all competences and learning outcomes in the way that the teacher of the subject deems. The general regulations that indicate that you can only give one mention of distinction for every 20 students, not for a fraction of 20, with the exception of the case of groups of less than 20 students in total, in which you can give an mention of distinction.



## Learning activities

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

- M1 ON-CAMPUS CLASS
- M2 PRACTICAL CLASSES
- M3 SEMINAR
- M4 GROUP PRESENTATION OF PAPERS
- M5 OFFICE ASSISTANCE
- M6 ASSESSMENT
- M7 GROUP WORK
- M8 INDEPENDENT WORK



## 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, R3, R4, R5, R6, R7, R8	29,00	1,16
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	R2, R3, R4, R5, R7, R8	10,00	0,40
SEMINAR: Supervised monographic sessions with shared participation M3	R1, R3, R7	7,50	0,30
GROUP PRESENTATION OF PAPERS: Application of multidisciplinary knowledge M4	R2, R3, R5, R7, R8	7,50	0,30
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, readings, papers, etc. M5	R1, R2, R3, R4, R5, R6, R7, R8	3,00	0,12
ASSESSMENT: Set of oral and/or written tests used in initial, formative or additive assessment of the student M6	R1, R2, R3, R4, R5, R6, R7, R8	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## 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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M7	R1, R2, R3, R5	40,00	1,60
INDEPENDENT WORK: Student study: Group 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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M8	R1, R2, R3, R5	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
DIDACTIC UNIT I	Introduction. Explanatory models of development. The changing role of the occupational therapist to the current law of the Unit. The functions and areas of activity of the occupational therapist in Childhood: Early childhood.
DIDACTIC UNIT II	Early Childhood Development. Basic developmental milestones biopsychosocial. The concept of child assessment as a fundamental part of the intervention of the occupational therapist specializing in children / as. The problems that arise in the process of child assessment. The three levels of diagnosis in developmental disorders.
DIDACTIC UNIT III	School Age and Adolescent developmental Biosocial, Cognitive And Psychosocial.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I	8,00	16,00
DIDACTIC UNIT II	11,00	22,00
DIDACTIC UNIT III	11,00	22,00



## References

### Basic references:

- Berger, K. S. (2016). *Psicología del desarrollo: Infancia y Adolescencia* (9º ed.). Madrid: Médica Panamericana.
- Berger, K. S. (2007). *Psicología del desarrollo: Infancia y Adolescencia* (7º ed.). Madrid: Médica Panamericana.
- Papalia, D.E. y Martorell, G. (2016). *Desarrollo humano* (13ª ed.). Madrid: McGraw - Hill.
- Papalia, D.E. y Wendkos, S. (2001). *Psicología del desarrollo*. Madrid: McGraw - Hill.
- Shaffer, D. y Kipp, K., (2013). *Developmental Psychology Childhood and Adolescence*. Cengage Learning.
- Santrock, J. W. (2006). *Psicología del desarrollo. El ciclo vital* (10ª ed.). Madrid: McGraw-Hill.
- Santrock, J. Navarro, B. Quintana, S. y Navarro, J. I. (2010). *Psicología del desarrollo. El ciclo vital*. Madrid. McGraw-Hill Interamericana.
- Carranza, J.A. y Ato, E. (2010). *Manual de prácticas de psicología del desarrollo*. Ediciones de la Universidad de Murcia.

### Supplementary references:

- Berk, L. E. (2001): *Desarrollo del niño y del adolescente*. Madrid: Prentice-Hall.
- Corral, A. y Carriedo N. (2013). *Aprendizaje, Desarrollo y Prácticas*. Uned.
- Craig, G. (2000). *Desarrollo psicológico*. Madrid: Prentice Hall.
- González Cuenca, M. A. (1995): *Psicología del desarrollo. Teorías y prácticas*. Aljibe.
- Harris, M., Butterworth, G. (2012). *Developmental Psychology: A Student's Handbook*. Psychology Press.
- Muñoz García, A. (2010). *Psicología del desarrollo en la etapa de educación infantil*. Madrid. Pirámide.
- Muñoz García, A. (2010). *Psicología del desarrollo en la etapa de educación primaria*. Madrid. Pirámide.
- Pérez, N. (2011). *Psicología del desarrollo humano: del nacimiento a la vejez*. Editorial Club Universitario.
- Perinat, A. (2014). *Psicología del Desarrollo. Un enfoque sistémico*. Editorial UOC.
- Santrock, J. W. (2006). *Psicología del desarrollo. El ciclo vital* (10ª ed.). Madrid: McGraw-Triana.
- Triana, M.V. (2012). *Psicología de la Educación y del Desarrollo en contextos escolares*. Madrid: Ed. Pirámide.
- Upton, P. (2011). *Developmental Psychology*. Sage.



## 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:

☒ 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 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:

☒ 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: