



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: Occupational Sciences

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1122 Lucia Pelacho Ríos (**Responsible Lecturer**)

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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

Attendance and Assessment Modalities

Students may choose between two assessment modalities for the course: continuous assessment and single (alternative) assessment.

Continuous Assessment: A minimum of 70% attendance in face-to-face classes is required to be eligible for this modality.

Single Assessment: This option is intended for students who, due to justified and documented reasons, are unable to meet the minimum attendance requirement. The request must be submitted in writing to the course instructor, who will respond using the same medium.

Single assessment does not consist of a single test, but rather a combination of tests and/or activities designed to demonstrate and measure all the learning outcomes defined for the course.

The structure of the single assessment in this course will be as follows:

- **Theoretical exam (50%)**

- **Practical exam and additional assignments (50%):** This component includes a practical test, which may be oral or written, and, if necessary, additional independent work to assess learning outcomes not measurable through examination.

In both assessment modalities, students must pass all components independently in order to pass the course, and their final average grade must be at least 5 out of 10.

Grades obtained in a passed component (theory or practice) will be retained **only** for the second exam sitting.

In accordance with the current regulations on course evaluation and grading at UCV, the distinction of "*Matrícula de Honor*" may be awarded to students who achieve a final grade of 9.0 or higher.



The number of distinctions awarded may not exceed 5% of enrolled students in each group for the academic year. If a group has fewer than 20 students, one distinction may be granted. Exceptionally, distinctions may be distributed globally across different groups of the same course. However, the total number of *Matrículas de Honor* will remain the same as if they were assigned by group, but they may be awarded across all students based on a common criterion, regardless of group affiliation.

The criteria for awarding the *Matrícula de Honor* will follow the guidelines set by the course instructor, as specified in the "Remarks" section of the assessment system in the course syllabus.

Only students enrolled in the continuous assessment modality will be eligible for the *Matrícula de Honor*.

Use of Artificial Intelligence

Any use of AI tools must be explicitly declared in the submitted document (e.g., in a footnote or appendix). The student must indicate the name of the tool, its purpose (e.g., grammar correction, idea organization, writing assistance), and where in the assignment it was used. Responsible AI use will be assessed as part of the criteria for originality and academic integrity.

Permitted Uses of AI

- **Using AI for educational purposes:** Students may use AI to practice exercises, explore explanations, or enhance understanding of course content, always in a critical and complementary manner.
- **Using AI to support academic work:** AI may be used to generate drafts, review writing style, or suggest structures, provided the final content reflects the student's own work and thinking.
- **Citing AI use transparently:** Whenever AI has contributed significantly to academic work, its use must be clearly indicated (e.g., "Grammar assistance provided by ChatGPT").
- **Verifying AI-generated content:** Before using AI-generated content in academic settings, students must verify the accuracy and reliability of the information provided.
- **Balancing AI with traditional study methods:** Students are encouraged to continue using manual and cognitive techniques (e.g., outlining, reasoning, writing without digital tools) to maintain essential academic skills.
- **Consulting faculty and the course syllabus:** In case of doubt about permitted AI use in a specific course, students must consult the instructor or review official course documents.
- **Participating in AI training:** The university encourages students to attend workshops and consult guides to understand the ethical, legal, and technical limits of AI use.

Prohibited Uses of AI

- **Submitting assignments entirely or predominantly generated by AI.** This is considered equivalent to plagiarism or impersonation and may result in disciplinary action.
- **Delegating entire assessed tasks to AI.** Students must be the authors of submitted work and take responsibility for selecting, editing, and finalizing content.
- **Using AI to gain unfair advantage.** AI may not be used to manipulate evaluation processes, admissions, or academic or administrative information.
- **Entering personal or sensitive data into unsecured AI tools.** Especially when the tool does



not comply with the General Data Protection Regulation (GDPR). Use of institutional accounts is discouraged in such cases.

·**Generating or disseminating illegal, false, offensive, or discriminatory content using AI.**

Any use that violates academic integrity or campus conduct standards is strictly prohibited.

·**Recording, transcribing, or summarizing lectures using AI without prior explicit authorization.** Prior consent is required for any such use in academic contexts.

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



Universidad
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San Vicente Mártir

Course guide

Year 2025/2026
1122004 - Developmental Psychology I

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, eadings, 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
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 (www.plataforma.ucv.es) 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 (www.plataforma.ucv.es) M8	R1, R2, R3, R5	50,00	2,00
TOTAL		90,00	3,60



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.
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- 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.