



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1122007 **Name:** Developmental Psychology II

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

**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

## Recommended knowledge

It is recommended to have completed the subject of Developmental Psychology I



## 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 be able to explain how research on development through the vital cycle is carried out.
- R2 To identify the study of human development in the biosocial, cognitive and psychosocial fields, as well as the different contexts that can influence the development of a person .
- R3 To describe the transition form adolescence to adulthood.
- R4 To analyze and describe physical grow , cognitive development and socio-emotional development in youth, maturity and old age.
- R5 To differentiate normal versus pathological development in adulthood and old age.
- R6 To describe the role that the cultural environment plays when understanding death.
- R7 To analyze death and attitudes towards it at different stages of development.
- R8 To search bibliographic information for the preparation of the different contents put forward in the course.
- R9 To work as a team and efficiently collaborate with other people.
- R10 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
CG4	To recognise one's own limitations and the need to maintain and keep up to date one's professional competence, focusing specially on the importance of autonomous learning of knowledge and techniques and the desire for quality.			X	
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



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
CE28	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		
CE29	To know and understand the current legal and administrative framework in order to carry out the functions and responsibilities of the occupational therapist, using the socio-sanitary and financial resources available adequately	X			
CE30	To know the professional, ethical and legal context of the occupational therapist, recognising and responding to ethical issues and dilemmas in everyday practice.				X



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

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4, R5, R6, R7, R10	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.
R1, R4, R5, R7, R8, R9	30,00%	Presentation of group and individual works.
R1, R2, R3, R4, R5, R6, R7, R8, R9	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 each of the evaluation systems separately : written tests, oral presentation of works and active participation in the theoretical-practical classes, seminars and tutorials.

Criterion of obtaining a qualification with Honors: "Evidence levels of excellence in all competencies and learning outcomes".

## 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	R2, R3, R4, R6, R7	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	R1, R4, R5, R7, R8, R9	10,00	0,40
SEMINAR: Supervised monographic sessions with shared participation M3	R2, R3, R4, R5, R6, R7	7,50	0,30
GROUP PRESENTATION OF PAPERS: Application of multidisciplinary knowledge M4	R1, R2, R3, R4, R5, R6, R7, R8, R9	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, R9, R10	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, R9, R10	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	R4, R7, R8, R9	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, R4, R5, R6, R7, R8, R9	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
SECTION I: YOUTH, BIOSOCIAL, COGNITIVE AND PSYCHOSOCIAL DEVELOPMENT	The transition from adolescence to adulthood. Physical, cognitive, social and emotional development in the youth stage.
SECTION II: MATURITY, BIOSOCIAL, COGNITIVE AND PSYCHOSOCIAL DEVELOPMENT	Physical development, physical changes, health and disease. Cognitive development, information processing models. Theories of socio-emotional development and personality. Professional career, work and leisure.
SECTION III: OLD AGE, BIOSOCIAL, COGNITIVE AND PSYCHOSOCIAL DEVELOPMENT.	Course of physical development, longevity and health. Cognitive development, cognitive functioning models. Socio-emotional development. Work and retirement.
SECTION IV: DEATH AND MOURNING	Attitudes towards death at different stages of the life cycle. Causes and expectations of death. Face the death itself and accept the death of another person.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
SECTION I: YOUTH, BIOSOCIAL, COGNITIVE AND PSYCHOSOCIAL DEVELOPMENT	9,00	18,00
SECTION II: MATURITY, BIOSOCIAL, COGNITIVE AND PSYCHOSOCIAL DEVELOPMENT	9,00	18,00
SECTION III: OLD AGE, BIOSOCIAL, COGNITIVE AND PSYCHOSOCIAL DEVELOPMENT.	9,00	18,00
SECTION IV: DEATH AND MOURNING	3,00	6,00

## References

### Basic Bibliography

- Papalia, D. E., & Martorell, G. (2021). *Desarrollo humano* (14a ed. --.). McGraw Hill.
- Fernández Lópiz, E. (2012). *Psicología del Envejecimiento*. Granada: Editorial GEU.
- Berger, K.S (2009): *Psicología del desarrollo: Adultez y Vejez*. (7ª edición). Madrid: Médica Panamericana.
- Hoffman, L., Paris, S. y Hall, E. (1995). *Psicología del desarrollo hoy*. Madrid: McGraw – Hill.
- Papalia, D.E. & Wendkos, S. (2001). *Psicología del desarrollo*. Madrid: McGraw - Hill.
- Santrock, J. W. (2006). *Psicología del desarrollo. El ciclo vital* (10ª ed.). Madrid: McGraw-Hill.

### Futher Reading

- Cabezas, J.L. y Rubio, R. (2017). *Prácticas de Psicología del desarrollo II*. Pirámide.
- Fernández-Ballesteros, R., Santacreu, M., Lopez M.D., Molina, M.A. (2013): *Trastornos asociados a la vejez*. En M.A. Vallejo (Dir.): *Manual de Terapia de Conducta*. Madrid: Dikinson Psicología.
- Deví Bastida, J (coord.) (2012). *Manual de intervención clínica en Psicogerontología*. Barcelona:Herder.
- Craig, G. (2000). *Desarrollo psicológico*. Madrid: Prentice Hall.
- González Cuenca, A.M. (2005): *Psicología del desarrollo. Teorías y prácticas*. Málaga: Aljibe.
- Rice, F. P. (1997). *Desarrollo humano. Estudio del ciclo vital* (2ª ed.). México: Prentice – Hall Hispanoamericana.
- Vega, J. L. & Bueno, B. (1996). *Desarrollo adulto y envejecimiento*. Madrid: Síntesis.



## 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: