



## 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:** Occupational Sciences

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

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

**Lecturer/-s:**

1122

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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

## 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

There are two types of assessment: regular (40% minimum attendance) and single assessment (alternative). The single assessment is an exceptional assessment for those students who, for proven and justified reasons, cannot meet the minimum attendance requirement. This option must be requested by the student to the subject instructor in writing and will receive a response to their request in the same way.

#### REGULAR ASSESSMENT

Attendance monitoring records by the instructor: the student must attend 40% of the sessions to be assessed in the subject.

Assignments will not be submitted after the established deadline and through the means indicated by the instructor (platform, printed by hand). Failure to submit the assignment within the established deadline and format (e.g., via the platform on a specific date) will result in the assignment being graded as not submitted. Assignments via email will not be accepted.

Some assignments can only be submitted if the student attended class on the dates on which they were completed in class.

A role-playing assignment will be required to pass the course.

A role-playing assignment will be completed throughout the course.

Students may submit missed or failed assignments in the next session (February).

Continuous assessment will be carried out by submitting one assignment per subject and a final theoretical-practical test on the official date.

To pass the course, students must separately complete the different assessment systems (attendance and active participation, practicals, and exam).

The final grade (once a pass has been obtained in each of the sections) will be obtained by adding



all the grades together. If a pass is not obtained in all the assessed sections, the grade shown in the transcript will be a weighted grade lower than five.

## SINGLE ASSESSMENT

Submission of the practical assignment for the subject (30%)

Theoretical-practical exam (70%): all sections of the subject must be passed to obtain the average and pass the course.

The criteria for awarding Honor Rolls is "Demonstrating levels of excellence in all competencies and learning outcomes" and achieving a grade higher than 9.5.

Regarding the use of AI:

Students must explicitly declare any use of AI tools in any submitted document (for example, in a footnote or appendix). The name of the tool, the purpose of its use (e.g., grammar check, organization of ideas, writing sample), and the part of the work in which it was used must be indicated.

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
- 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.