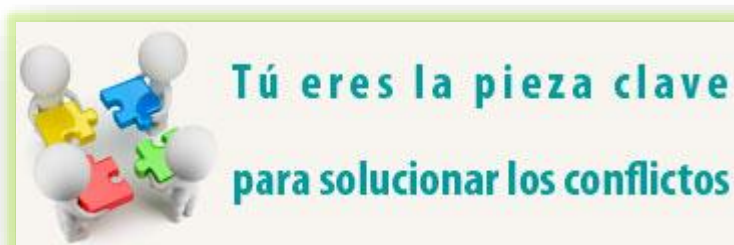# COURSE GUIDE

Development Psychology as an Instrument for Conflict Detection

Prof. Margarita Gutiérrez

Master in Conflict Resolution in School

1st Module. Conflicts at School

2023-24

DEVELOPMENT PSYCHOLOGY AS AN INSTRUMENT FOR CONFLICT DETECTION

MARGARITA GUTIÉRREZ MORET.

PhD in Evolutionary Psychology (Universitat de Valencia, 2006). Professor since 2006 at the Catholic University of Valencia, teaching in the Bachelor of Psychology and the Degrees of Teaching. Specialist in Evolutionary Psychology and Adolescent Behavior. Line of research in Emotional Intelligence from the evolutionary perspective.

Preliminary remarks:

The teaching on this course is online. As specified in the Methodology section of this guide, it is interactive e-learning that is undertaken using audiovisual resources.

1.- COURSE DETAILS

Course Name	**Development Psychology as an Instrument for Conflict Detection**
ECTS Credits	6
Type of Learning	Compulsory
Calendar	First Semester
Module Name	Conflicts at School

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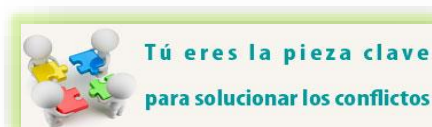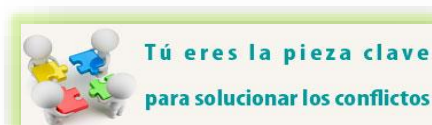
Course Requirements	None
Lecturer	Margarita Gutiérrez (margarita.gutierrez@ucv.es)

2.- BRIEF DESCRIPTION OF COURSE CONTENTS

This course deals with ordinary changes in the emotional, social and cognitive development throughout all the stages from childhood and adolescence. Such changes may help school professionals to early detect non-normative situations which may result in future conflicts.

3.- COURSE PROGRAM AND CALENDAR

Module 1: Introduction to Development Psychology as an Instrument for Conflict Detection 1.1. Differences between ordinary and pathological development: normative and maladaptative behaviour. 1.2. Typical problems and disorders. A perspective on the Development Psychopathology.	September-October 2023
Module 2. Psychological Development of the Infant from 0 to 6 years old. 2.1. Cognitive changes. Limitations of preoperational thought. Theory of mind. The first lies. Cognitive bases for the empathy. 2.2. Emotional development. Bonds of secure attachment against insecure attachment. Emotional regulation and self-control.	October 2023

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2.3. Personality development. Temperamental differences in the base of difficult behaviours. Internal locus of control. 2.4. Social interactions. Pro-social and antisocial behaviours. The evolution of play and aggression. 2.5. The moral development of a child at the infant school.	
Module 3: Psychological Development of the Child from 6 to 12 years old. 3.1. New ways of thinking and reasoning. The advances in the executive functions allow children to analyse the possible consequences of conflictive situations. 3.2. Difficulties in the self-concept. 3.3. Perspectives on motivation. 3.4. Social development. Social abilities; the importance of equals in the school context. 3.5. Moral development in the child.	October- 2023
Module 4: Psychological Development of the Adolescent. 4.1. Physical and cognitive development in the adolescence. Risk behaviours in adolescents. Thought processes in adolescents. Cognition and emotional intelligence. 4.2. Personality development. Paths towards identity. 4.3. Socioemotional development. Gangs and social groups; Problems in the socioemotional development of adolescents. The perspective taking. 4.4. Moral development: the feeling of guilt.	Octuber - 2023

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4.- REFERENCES

4.1 Basic bibliography

	Desarrollo emocional en los primeros años de vida Debates actuales y retos futuros Marta Giménez-Dasí , Laura Quintanilla Cobián (2018) *Desarrollo emocional en los primeros años de vida. Debates actuales y retos futuros* Madrid: Pirámide.
	Desarrollo afectivo y social López, F., Etxebarria I., Fuentes, M. J. y Ortiz, M. J. (Coord.), (2005). *Desarrollo afectivo y social.* Madrid: Pirámide.
	Psicología del Desarrollo. Infancia y Adolescencia Berger Berger, K. S. (2016). *Psicología del desarrollo: infancia y adolescencia* (9ª ed.). Madrid: Panamericana.
	El talento de los adolescentes José Antonio Marina Marina, J.A. (2014) El talento de los adolescentes. Arial
	Psicología del Desarrollo I ANTONIO, GARCÍA MADRUGA Juan; JUAN, DELVAL MERINO. Psicología del desarrollo I. Editorial UNED, 2019.

Course text (**Development Psychology as an Instrument for Conflict Detection**), by Margarita Gutiérrez, access available from the Virtual Classroom.

5. METHODOLOGY

The teaching on this course uses three online resources:

1) **dynamic** textbook or workbook, to facilitate learning;

2) **webinars,** through which master classes, guided activities (practices, text comments, seminars, ...), and group tutorials are carried out. All the Web conferences are interactive;

3) **video-lessons** on crucial issues.

MASTER CLASSES

CREDITS: **1**

METHODOLOGY OF TEACHING AND LEARNING:

a) With the real-time participation of students:

Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia resources via interactive web conferencing.

Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer.

Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.

b) Without the real-time participation of students:

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Asynchronous learning using videotaped lectures by the lecturer or an invited expert.

GUIDED ACTIVITIES

CREDITS: **0,8**

METHODOLOGY OF TEACHING AND LEARNING:

Synchronous learning using multimedia resources via interactive web conferencing.

Understanding theories and concepts is the key aim of these practical classes.

Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.

(INDIVIDUAL OR GROUP) TUTORIALS

CREDITS: **0,2**

METHODOLOGY OF TEACHING AND LEARNING:

• Individual interview via skype.

• Virtual group interactions via web conferencing:

    a) for the analysis of the literature;
    b) for the reparation of assessments;
    c) for the monitoring of the course progress.

STUDY, TASK PREPARATION AND TESTING.

CREDITS: **4**

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METHODOLOGY OF TEACHING AND LEARNING: SELF-STUDY.

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6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

BASIC COMPETENCIES [BC]

BC6. Master and understand knowledge contributing to a base or opportunity to be original in the development and /or implementation of ideas mostly in a research context.

BC7. Students will be able to implement the acquired knowledge and their ability to solve problems in new or little known settings within broader (or multidisciplinary) contexts related to their study areas.

BC8. Students will be able to incorporate knowledge and face the complexity of making judgments from certain information which, being incomplete or limited, includes considerations of the social and ethic responsibilities related to the implementation of their knowledge and judgments;

BC9. Students will be able to communicate their conclusions — and the last knowledge and reasons on which such conclusions have been based — to specialized and non-specialized public in a clear way avoiding any kind of ambiguities.

GENERAL COMPETENCIES [GC]

GC2. Students will be able to identify the risk factors on which school conflicts are based.

GC3. Students will be able to understand the theoretical foundations of the conflict resolution regarding the implementation thereof to prevent it and subsequent involvement in the classroom.

GC4. Students will be able to acquire the specific language of the discipline of conflict resolution in the classroom.

GC6. Students will be able to properly use the technological resources facilitating the management in conflict resolutions in the classroom.

SPECIFIC COMPETENCIES [SC]

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SC1. Students will be able to identify the different conflicts that may arise among all the members of the Educational Community (students, families, teachers and other staff from the educational centre) and the risk factors on which they are based.

SC3. Students will be able to be acquainted with the school development psychology in order to identify the proper or inappropriate behaviours that may result in conflicts in every educational stage.

7.- LEARNING OUTCOMES

- The student will be able to recognize every one of the evolving stages distinguishing the development of a child from an adolescent.
- The student will be able to identify the behaviours related to the evolving capacities of the school students.
- The student will be able to identify the behaviours indicating a problem in the evolving capacities of children and adolescents.

8.- ASSESSMENT

Students should self-assess following the development of each topic. There will be an assessment of the content of the theory and practical lectures, following the procedure set out for the MA.

Assessment Tool	Type of Learning	Allocated Percentage
On-going assessment	Report of the activities	40%
	Explanation of works	20%
Final Assessment	Exam or final paper	40%

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