

25914 - Psychology of Development II

Syllabus Information

Academic Year: 2020/21

Subject: 25914 - Psychology of Development II

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 270 - Degree in Psychology

ECTS: 6.0

Year: 2

Semester: Second Four-month period

Subject Type: Compulsory

Module: ---

1.General information

1.1.Aims of the course

The subject and its expected results respond to the following approaches and objectives:

1. Apply the main theories on human development to the adult life cycle.
2. Know the physical changes that occur during adult development and its relationship with cognitive, behavioral and emotional changes.
3. Identify and understand social and affective development in adulthood.
4. Know the relationships and importance that family, work and cultural processes have in adult development.
5. Be able to establish a sequence of physical, cognitive, linguistic and affective-social development in adulthood.

1.2.Context and importance of this course in the degree

The aim of this subject is to establish the foundations for the study of human development, which will be further explored in other more specialized subjects. It is a subject of the area Developmental Psychology and Education, taught in the second semester of the degree in Psychology.

This is a basic subject, framed in the Developmental Psychology module, which provides a set of general and essential knowledge for specialization in any of the domains of Psychology.

1.3.Recommendations to take this course

On the one hand, it is important to keep in mind the paradigms of psychology and the scientific method that the student will be working on in parallel in other subjects. Having completed **Developmental Psychology I** in the first year of the Psychology Degree is also recommended. On the other hand, it is recommended that the student adequately manages the **moodle** platform, where useful materials will be available to develop and prepare the subject and where they will have access to virtual consultations with the teacher and direct contact with classmates through chats and forums. Finally, the knowledge of a second language like English is useful to manage different bibliography resources.

2.Learning goals

2.1.Competences

Upon passing the subject, the student will be more competent to ... (here the Degree competences that are most involved in the subject)

- (1) Know the different theoretical models of Psychology and be able to critically assess their contributions and limitations.
- (3) Know the processes and main stages of psychological development throughout the life cycle in its aspects of normality and abnormality.
- (26) Know how to analyze the needs and demands of the recipients of a specific function according to the context.
- (27) Acquire the necessary skills to analyze situations, define problems, design elementary investigations, execute them, statistically analyze the data and write a report correctly.
- (28) Be able to establish the goals of psychological action in different contexts, proposing and negotiating the goals with the recipients and those affected.

2.2.Learning goals

1. Knows and understands the main processes and stages of psychological development in the second part of the individual's life cycle, from youth to the end of life.
2. Obtains information effectively from relevant documentary sources in developmental psychology with capacity for critical analysis and synthesis.
3. It is capable of defining objectives, designing and evaluating intervention programs aimed at improving and facilitating evolutionary transits.
4. Work as a team and collaborate effectively with other students
5. Understand and prepare written reports and audiovisual presentations.

2.3.Importance of learning goals

With this subject the students will acquire the fundamental knowledge and skills that allow them to describe and explain development from adolescence and adult youth to the end of life, as well as inter-individual differences in developmental processes. This, in turn, will make it possible to lay the foundations that make it possible to predict and intervene in development throughout the life cycle, in order to optimize it, as well as to explain evolutionary processes in reference to the most notable development contexts (eg , family, work, the same, etc.).

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

Students have to demonstrate that they have achieved the expected learning outcomes through the following assessment activities:

The evaluation will be carried out based on the grade obtained in the following aspects that will be evaluated (evaluation instruments and criteria):

1. Theoretical part (50%): they will be based on the degree of acquisition of the different competences, especially those of the cognitive type (1 and 2). Likewise, active participation in the theoretical sessions will be taken into account.
2. Practical part (50%): in this case, the instrumental skills (competencies 3 to 5) expected for a student who has completed the subject will also be taken into consideration. The qualification will include active participation in practical activities and the task submission, formal adaptation and quality of the activities.

The evaluation of both parts (theoretical and practical) will have two modalities to choose by the students at the beginning of the course:

2.1. Continuous evaluation. Attendance and participation in the theoretical and practical sessions and performance of the activities established by the teachers (100% final grade).

To consider that a student is in the **continuous evaluation** modality, they will attend at least **90%** of the sessions, participate and submit the corresponding activities. In the case that the absence is documentary justified (see the unizar evaluation rules), the activities carried out in said session can be recovered and submitted.

Among the activities to be carried out are some such as:

- Learning portfolio
- Class participation, debates, activities, cases and reflections
- Previous visualization of materials (videos, articles): flipped classroom dynamics
- Self-assessment exams at the end of each thematic block
- Mandatory attendance at practical sessions

2.2. Final Exam. Students who cannot participate in at least 90% of the theoretical and practical sessions must **inform the teacher at the beginning of the course** and their evaluation will be a theoretical-practical exam consisting of:

- Theoretical exam: Multiple choice test (3 answers options). For its correction the random correction formula will be applied (that is, the errors will be counted: $\text{Correct answers} - \text{Errors} / 2$).

- Practical exam: Long-question exam referring to the contents of the practical sessions

The following table summarizes the evaluation options, how to do it, the criteria to be used and the weight of each aspect evaluated on the final grade:

Evaluation option	Criteria	Evaluation instrument	% Final Grade
	Knowledge of the theoretical and operational concepts of the subject	Continuous Assessment: weekly activities	

1. Continuous evaluation	+ Participation in theoretical and practical sessions and reflection about learning	+ mandatory attendance	100%
2. Final exam	Knowledge of the theoretical and operational contents of the subject	Theoretical Exam + Practical Exam	50% - 50%

The evaluation criteria are specified in the previous point.

Level of requirement: In the final exam choice, it is necessary to pass both parts (theory and practice), being an essential requirement to pass the theoretical exam (5/10) to add the rest of the grades.

Recommendations to pass the subject: that the student does not abandon any of the aspects of the evaluation. All the elements to be evaluated are summative, so it is always recommended to carry out all the activities.

Recommendations for 2nd call: in the event that the student doesn't pass the exam, the scores obtained in team work and individual participation will be maintained for the next call **within the same academic year**.

Note: In the event that for health security reasons there is a change in teaching from in-person classes to streaming classes, the following modifications may be made in the evaluation of the subject:

- Theoretical classes online at the usual time
- Videos with slides and audio for those who, due to circumstances, cannot attend during normal hours.
- For those in the Final Exam option, it will have the same characteristics as those found in the teaching guide, except that it will be done through Moodle using the "Questionnaires" and / or "Task" tool.

The student must have the following technological requirements: computer or mobile device and Internet connection. In case of not having the necessary technological means, the student must inform the Master's coordinator and the teacher responsible for this subject. The student who does not have the necessary technological sources will take a global oral test by phone with the teacher.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process has been designed with the following components:

The subject has a basic orientation, so that the activities proposed will focus on the understanding and assimilation of the main basics of the Psychology of Human Development in different stages of human life. The sequence of activities designed includes the following modalities:

Theory lectures with **flipped classroom methodologies and participative discussions** together with **audiovisual** viewing and **practical activities**, in which the student should analyze adolescent and adult development using appropriate methods and integrating the knowledge acquired in the analysis of the results. In addition, special emphasis will be placed on the oral presentation of the practical reports.

For a better monitoring of the learning process, students will be encouraged to use the tutoring hours through various systems and modalities: conventional tutorials, more specific tutorials related to practical work or virtual tutorials.

As support, basic material of the subject such as the Schedule of the subject, the Teaching Guide itself, presentations of the theoretical contents, scripts of the practices or various complementary materials will be posted in the **Moodle platform**.

4.2. Learning tasks

Different activities were designed in order to help the student to achieve the expected results:

Academic sessions, directed well by the teacher or by the students which are assisted by the teacher.

Autonomous work: individual theoretical as well as practical group activities will be carried out weekly. These activities will be conducted by the teacher but will also involve autonomous work by the students outside the classroom.

Exhibition and debate: the different results obtained from the periods of autonomous work will be exposed to the rest of classmates and discussed in class.

4.3. Syllabus

PART I. ADOLESCENCE

1. Physical and cognitive development in adolescence
2. Psychosocial development in adolescence
3. Psychosocial adjustment in adolescence

PART II. EARLY ADULthood

4. Physical and cognitive development in early adulthood
5. Psychosocial development in early adulthood

PART III. MIDDLE ADULthood OR MIDDLE AGE

6. Physical and cognitive development in middle adulthood
7. Psychosocial development in middle adulthood

PART IV. LATE ADULthood OR OLD AGE

8. Physical and cognitive development in old age
9. Psychosocial development in old age
10. The end of life

4.4.Course planning and calendar

This subject has a workload for the student that is measured in ECTS credits: Subject of 6 ECTS credits, 6x25h = 150 hours. The schedule will be presented at the beginning of the course and will be available in the Moodle platform.

Activities:

- ? Academic sessions
- ? Autonomous work
- ? Exhibition and debate

Key dates: all the activities will be announced in the Moodle platform's calendar of the subject once the course starts.

Schedule: can be consulted on the website of the Faculty of Social and Human Sciences (<http://fcsch.unizar.es/>)

4.5.Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=25914&Identificador=1103>