



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:

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

Attendance monitoring records by the teacher: the student must attend 80% of the sessions to be evaluated on the subject. Practices will not be collected outside the established deadline and through the medium indicated by the teacher (platform, printed in hand). Failure to deliver within the established deadline and format (e.g. via platform on a specific date) will result in the evaluation of said practice as not submitted. Practices via e-mail will not be accepted. Some of the practices can only be delivered if the student has attended class on the dates in which it has been worked on in the classroom. The student may present the practices not delivered or suspended in the next call (February) (those that are delivered on specific days are not). Continuous evaluation will be carried out by delivering a practical test per subject topic and a final theoretical-practical test on an official date. Those students who have justified non-attendance at the sessions will take a single oral or written theoretical-practical test on an official date. To pass the subject, the student will have to pass each of the evaluation systems separately: written tests, oral presentation of work and active participation in theoretical-practical classes, seminars and tutorials. The final grade (once the pass is obtained in each of the parts) will be obtained by adding all the grades. If you do not obtain approval – in all the parts evaluated – the grade that will appear in the “minutes” will be a weighted grade of less than five. The criterion for granting Honor Certificates is “Evidence levels of excellence in all skills and learning outcomes” and having a grade higher than 9.5.



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
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<p>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)</p> <p>M7</p>	R4, R7, R8, R9	40,00	1,60
<p>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)</p> <p>M8</p>	R1, R2, R3, R4, R5, R6, R7, R8, R9	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
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.