

Developmental Psychology II

Code: 102549
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OB	2	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Maria Esther Arozarena Cañamares
Esther Maria Secanilla Campo
Encarna Pérez Pérez
Marta Padros Castells
Maria Belen Albizu Soriano
Alicia Peralta Serrano
Nuria Martorell Soldevila
Sergi Arenas i Guarch
Maria Carme Cirera Amores

Prerequisites

It is essential to have a good level of Catalan and/or Spanish, written and spoken, in order to be able to carry out the activities proposed, as well as a good command of the English language and the basic computer tools. A good level of written is also necessary.

Students should have assimilated the basic concepts covered in Developmental Psychology I.

It is highly recommended that students take the other subjects taught in the same semester as this one.

Objectives and Contextualisation

Contextualization

The main objective of the subject is to provide theoretical and practical knowledge about the cyclical processes (of stabilization and change) in the fields of socialization, emotional, affective-sexual development, identity and moral values.

The main questions raised in developmental psychology will be presented, together with some of the theories with which human development is currently interpreted throughout the life cycle.

Formative goals

When the student finishes the subject he/she will be able to do the following.

- Relate the different social, historical and cultural factors that enable the development of the person and describe the development processes.
- Recognize different socialization practices and relate them to the contexts where they take place: family, school, friends, media and new technologies.
- Identify the cultural conditions of development and the roots and cultural goals of educational practices.
- Know the functional diversity in development.
- Identify the processes of construction of gender and identity throughout childhood and adolescence.
- Identify processes in the construction of life cycle.
- Identify elements of the different dimensions of the couple and partner relationships: affection, communication, management of the system and rules.
- Know the biopsychosocial processes of aging.
- Use the interview as a procedure for finding valid information for the analysis of human development. Build life stories and analyse the corresponding evolutionary processes.
- Select and use the appropriate oral and written communication resources and group work.

Competences

- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Communicate efficiently, using the appropriate media (oral, written or audio-visual) taking into account diversity and all elements that may ease communication or make it more difficult.
- Distinguish and relate the principles of psychosocial functioning of groups and organizations.
- Identify and describe the processes and stages in psychological development through the life cycle.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Make systematic reviews of the different documentary sources in psychology to collect, order and classify research data and materials.
- Recognise the diversity of human behaviour and the nature of differences in it in terms of normality abnormality and pathology.
- Recognise the principles and variables involved in educational processes throughout the life cycle.
- Recognise the social dimension of human beings, considering historical and sociocultural factors involved in shaping human psychology.
- Use adequate tools for communication.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Analyse the relationship between the family system and other related systems.
2. Apply knowledge, skills and acquired values critically, reflexively and creatively.
3. Contrast different documentary sources.
4. Describe the processes and stages in the development of a family.
5. Design and conduct interviews with people of different ages.
6. Develop concept notes.
7. Identify the functions and educational guidelines of a family.

8. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
9. Recognise different socialization practices.
10. Recognise the fundamental theoretical concepts in the texts.
11. Reflect on communicative difficulties that can arise in communication processes with different age groups.
12. Relate socialization practices to the context in which they occur.
13. Relate the contents of the interviews with the theoretical contents.
14. Relate the different social, historical and cultural factors that enable development.
15. Select and use appropriate communication resources.
16. Use adequate tools for communication.
17. Use different ICTs for different purposes.
18. Work in a team.

Content

Block A. Socialization contexts

- Notion of development context and socialization areas.
- Socialization in the family sphere.

Block B. Cultural diversity, education and development

- Cultural context and educational practices. The cultural channelling of development.
- Development in a multicultural society.
- Challenges to development in environments of social exclusion and poverty.

Block C. Functional diversity in development

- Developmental conditioners of physical, psychic and sensory disability.

Block D. Adolescence, social and personal identity

- The construction of identity throughout the life cycle.
- The construction of adolescence. Historical and ontogenetic processes.

Block E. Gender and the construction of the adult person

- Gender differences in interpersonal and social relationships.
- The couple as a system and as a process.

Block F. Aging

- Aging within the framework of developmental psychology of the life cycle.

Methodology

Methodology

- Conferences: expository sessions.
- Seminars: elaboration of interviews and case work.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Conferences	18	0.72	1, 2, 4, 5, 8, 9, 11, 13, 14, 12, 15, 17, 16
Seminars - Cases	16	0.64	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 12, 18, 17, 16
Seminars - Interviews	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 12, 15, 18, 17, 16
Type: Supervised			
Tutorization	10	0.4	2, 5, 8, 11, 13, 14, 18
Type: Autonomous			
Field work	5	0.2	1, 2, 5, 8, 9, 11, 14, 12, 18, 17
Individuals works	18	0.72	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 12, 15
Reading	20	0.8	1, 2, 3, 7, 8, 9, 10, 13, 14, 17
Searching for documentation	5	0.2	2, 8, 14, 17
Studying	22	0.88	1, 2, 3, 4, 7, 8, 9, 10, 14, 12
Teamwork	23	0.92	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 12, 15, 18

Assessment

LEARNING EVIDENCES

Evidence 1

- 1a: Conceptual test (20%). Individual test on theoretical content regarding conferences and readings. First proof of the concepts of blocks A, B and C during the first week of evaluation.
- 1b: Conceptual test (20%). Individual test on theoretical content regarding conferences and readings. Second proof of the concepts of blocks D, E and F during the second week of evaluation.

Evidence 2

Group case analysis (25%). Analysis of a case worked in the seminar sessions. In groups, and following the methodology portfolio, each group will analyze an increasingly complex case, gathering the contents presented in the lecture sessions and the compulsory readings of the subject. The portfolio will collect the activities carried out on case analysis and questions throughout all sessions. The final delivery of this case will consist of a report that will be delivered on week 16. In order to be able to opt for the evaluation of this evidence, it must have attended 80% of the seminar sessions, already That the case will be worked on in class and it will be in the seminar sessions where the portfolio will be completed.

Evidence 3

- 3a: Realization, emptying and analysis of an interview (15%). Carry out an individual interview on the subject that will be presented at the beginning of the course. Each member of a work team is in charge of interviewing a person who fulfills the characteristics specified at the beginning of the course and

perform an analysis of the information obtained on the topic interviewed. During the first week of evaluation, the transcript of the most relevant aspects of the interview will be presented along with an analysis in connection with the conceptual framework of the subject.

- 3b: Oral presentation in group of the comparative analysis of the interviews (20%). Each team conducts a comparative and conceptual analysis of the evolution of the subject proposed throughout the different stages of the life cycle and the different historical moments from the group of interviews prepared by its members. There will be a public presentation of 15 minutes supported in ppt or similar and in which each member of the group will intervene.

EVALUATION

To APROVE the subject, you must have obtained a total of at least 5 points in the continuous evaluation, with a minimum of 4 points or more (on a scale of 0-10) in each one of the evidences. If you do not reach these requirements, the maximum grade that can be obtained is 4,9 points.

The student who has delivered evidences with a weight inferior to 40% will be considered NOT EVALUABLE.

*In each session of conferences a question/activity will be submitted, to be done in the classroom. The delivery of 80% of the conference activities allows you to opt for 0.5 extra points, and opt for the honor tuition.

RECOVERY

The students that during the continuous evaluation have obtained evidence with a weight equal to or greater than 2/3 of the total grade can choose and have obtained a note less than 5 points and greater or equal to 3.5 points. The recovery will consist of recovering evidence with a score of less than 4.

The note obtained in the recovery for each evidence replaces the previously obtained and the final mark.

The maximum that students can get is 5 points out of 10.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence 1: 1a - Conceptual test blocks A, B and C / 1b - Conceptual test blocks D, E and F	40%	3	0.12	4, 8, 9, 10, 12
Evidence 2: Grupal case analysis	25%	0	0	1, 2, 3, 4, 7, 9, 14, 12, 18, 17
Evidence 3: 3a - Interview and analysis / 3b - Comparative analysis	35%	0	0	1, 2, 4, 5, 6, 9, 11, 13, 14, 12, 15, 18, 16

Bibliography

The readings will consist of articles that will be available in the Moodle of the subject and chapters that will be referenced in the same platform.

Below is a list of reference manuals related to the subject:

Bennet, M. (Ed.) (1993). El nen com a psicòleg. Barcelona: Ediuoc.

Bruner, J. S. (1991). Actos de significado. Más allá de la revolución cognitiva. Madrid: Alianza.

Cole, M. (1999). Psicología Cultural. Madrid: Morata.

Harris, P. (1992). Las emociones en el niño. Madrid: Psicología menor.

Palacios J.; Marchesi A. & Coll, C. (2001). Desarrollo Psicológico y Educación.I. Psicología Evolutiva. Madrid: Alianza.

Perinat, A. (2003). Psicología del desarrollo. Un enfoque sistémico. Barcelona EDIUOC.

Perinat, A. (Comp.) (2003): Adolescentes del siglo XXI. Aproximación psicológica y social. Barcelona: EDIUOC.

Roche, R.(Comp) (2010) "La prosocialidad: nuevos desafíos" Buenos Aires. Ciudad Nueva.

Rodrigo, M. J. & Palacios, J. (1998) (coords.). Familia y desarrollo humano. Madrid: Alianza.

Rogoff, B. (1993). Aprendices del pensamiento. Barcelona: Paidós.

Rogoff, B. (2003). The Cultural Nature of Human Development. Oxford: Oxford University Press.

Turiel, E.; Enesco, I. & Linaza, J. (1989). El mundo social en la mente humana. Madrid: Alianza Psicología.