

**Developmental Psychology II**

Code: 102549  
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**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**

Ramón Cladellas Pros  
Maria Esther Arozarena Cañamares  
Marta Padros Castells  
Alicia Peralta Serrano  
Nuria Martorell Soldevila  
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.

- Understand the social, historical and cultural factors that act upon the development of the person and describe the development processes.
- Recognize different socialization practices and connect 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-span.
- 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 developmental 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.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- 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. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
17. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
18. Use adequate tools for communication.
19. Use different ICTs for different purposes.
20. Work in a team.

## **Content**

Block 0. Introducció to the course

Block 1. Development after infancy

1.1. Studying the change processes in development

1.2. Natural and social stages

Block 2. Cognitive dimensions

2.1. Intellectual optimisation and sustained development

2.2. Knowledge, experience and reasoning efficacy

Block 3. Emotional dimensions

Block 4. Personality dimensions

4.1. The construction of identity in adolescence

4.2. Gender and the construction of identity

Block 5. Social dimensions

5.1. Social identity: role, personal bonds, belonging to groups

5.2. Professional identity, vocational orientation and satisfaction

Block 6. Education after infancy

6.1. Acculturation, time perspective and social environments

6.2 Educational actions and individual differences

Bloc 7. Aging

## **Methodology**

## Methodology

- Conferences: expository sessions (19.5h)
- Seminars: elaboration of interviews and case work (24h)

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Conferences	19.5	0.78	1, 2, 4, 5, 8, 9, 11, 13, 14, 12, 15, 19, 18
Seminars - Cases	15	0.6	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 12, 20, 19, 18
Seminars - Interviews	9	0.36	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 12, 15, 20, 19, 18
Type: Supervised			
Tutorization	10	0.4	2, 5, 8, 11, 13, 14, 20
Type: Autonomous			
Field work	5	0.2	1, 2, 5, 8, 9, 11, 14, 12, 20, 19
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, 19
Searching for documentation	8	0.32	2, 8, 14, 19
Studying	22.5	0.9	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, 20

## Assessment

### LEARNING EVIDENCES

#### Evidence 1

- 1a: Telematic exam (25%). individual- or group-test, to be done at home, about the contents of the conferences displayed until week 6.
- 1b: Telematic conceptual map (25%). Individual- or group-test, to be done at home, about the contents of the conferences displayed until week 12.

#### Evidence 2

Group case-analysis (25%). Analysis of a case worked out in the seminars. Following a portfolio methodology, each group will analyse a case of increasing complexity, connecting it to the contents displayed in the conference and the compulsory readings of the course. The portfolio will include the activities concerning the case-analysis as well as the questions in the work-sessions. The document will be delivered on week 16. To

be evaluated, attendance to an 80% of the seminars is compulsory since the case is going to be discussed in the classes.

### Evidence 3

Materialisation and transcription of an interview (25%). An individual interview must be performed by each member of the groups, concerning a content introduced at the beginning of the course. The interviewed person must fulfil the traits defined at the beginning of the course. An analysis of the gathered information has to be done for each interview. Along the first evaluation week a partial report on the more salient issues raised in the interview should be delivered, alongside with an analysis based on the conceptual framework of the course. Afterwards, a group, oral presentation (supported with slides, if convenient) comparing the individual interviews of the group members will be done. The comparison will focus on the transformations concerning the proposed subject along the life-span and historical situations. The presentations will consist of a 15 minutes speech where all the group members must talk.

### PASSING THE COURSE

To pass the course a mark of 5 (over a maximum of 10) or more must be achieved in the continued evaluation. Students who have delivered less than two evidences will be not evaluable.

### RECOVERY

Those students that have delivered at least three evidences (2/3 or more) and had achieved a mark lesser than 5 may do again those evidences that obtained a score lesser than 4. The mark obtained in such evidences will replace the original one and the maximum mark is limited to 8,5 over 10.

### SECOND OR LATER ENROLLMENT IN THE COURSE

There is no prevision of a single exam for students enrolled in the course for the second or later time. They should deliver the normal evidences.

<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 (week 6)/ 1b - Conceptual test blocks D, E and F (week 12)	50%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 16, 17, 9, 10, 11, 13, 14, 12, 15, 20, 19, 18
Evidence 2: Grupal case-analysis (week 16)	25%	0	0	1, 2, 3, 4, 7, 9, 14, 12, 20, 19
Evidence 3: Interview and analysis (last seminars)	25%	0	0	1, 2, 4, 5, 6, 9, 11, 13, 14, 12, 15, 20, 18

## **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 minor.
- 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.