

Developmental Psychology II

Code: 102549
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OB	2	2

Contact

Name: Antoni Castelló Tarrida
Email: toni.castello@uab.cat

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
Anna Muro Rodriguez

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 comprehension of English, as well as computer tools. Students should have assimilated the basic concepts covered in Developmental Psychology I.

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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 changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use adequate tools for communication.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the relationship between the family system and other related systems.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Apply knowledge, skills and acquired values critically, reflexively and creatively.
5. Assess how stereotypes and gender roles impact professional practice.
6. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
7. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
8. Contrast different documentary sources.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Describe the processes and stages in the development of a family.
11. Design and conduct interviews with people of different ages.

12. Develop concept notes.
13. Identify situations in which a change or improvement is needed.
14. Identify the functions and educational guidelines of a family.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. 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.
17. Propose new experience-based methods or alternative solutions.
18. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
19. Recognise different socialization practices.
20. Recognise the fundamental theoretical concepts in the texts.
21. Reflect on communicative difficulties that can arise in communication processes with different age groups.
22. Relate socialization practices to the context in which they occur.
23. Relate the contents of the interviews with the theoretical contents.
24. Relate the different social, historical and cultural factors that enable development.
25. Select and use appropriate communication resources.
26. 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.
27. 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.
28. Use adequate tools for communication.
29. Use different ICTs for different purposes.
30. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
31. Work in a team.

Content

Lesson 0. Introducció to the course

Lesson 1. Studying the change processes in development

Tema 2. Natural and social stages

Tema 3. Intellectual optimisation and sustained development

Tema 4. Emotions and cognition

Tema 5. The construction of identity and social identity

Tema 6. Professional identity, vocational orientation and satisfaction

Tema 7. Time perspective and social environments

Tema 8. Learning along life-span: Educational actions and individual differences

Tema 9. Adolescence I

Tema 10. Adolescence II

Tema 11. Adulthood

Tema 12. Aging

Methodology

Methodology

- 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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars - Cases	15	0.6	9, 3, 2, 1, 4, 7, 8, 10, 11, 12, 14, 15, 13, 16, 30, 17, 18, 26, 27, 19, 20, 21, 23, 24, 22, 25, 31, 29, 28, 5, 6
Seminars - Interviews	9	0.36	2, 4, 8, 10, 11, 12, 14, 16, 19, 20, 21, 23, 24, 22, 25, 31, 29, 28
Theoretical sessions	19.5	0.78	9, 3, 2, 1, 4, 7, 10, 11, 15, 13, 16, 30, 17, 18, 27, 19, 21, 23, 24, 22, 25, 29, 28, 5, 6
Type: Supervised			
Tutorization	10	0.4	4, 11, 16, 21, 23, 24, 31
Type: Autonomous			
Field work	5	0.2	2, 4, 11, 16, 19, 21, 24, 22, 31, 29
Individuals works	18	0.72	2, 4, 8, 10, 11, 12, 14, 16, 19, 20, 21, 23, 24, 22, 25
Reading	18.5	0.74	2, 4, 8, 14, 16, 19, 20, 23, 24, 29
Searching for documentation	8	0.32	4, 16, 24, 29
Studying	22.5	0.9	2, 4, 8, 10, 14, 16, 19, 20, 24, 22
Teamwork	23	0.92	2, 4, 8, 10, 11, 12, 14, 16, 19, 21, 23, 24, 22, 25, 31

Assessment

LEARNING EVIDENCES

Evidence 1

Telematic concept map (20%). Test carried out electronically, on the content of sessions 1 to 4. Week 8.

Evidence 2

Telematic concept map (20%). Test carried out electronically, on the content of sessions 5 to 8. Week 13.

Evidence 3

Individual and presential, multiple-choice exam on the contents of sessions 9 to 12 (20%). Second assessment period.

Evidence 4

Group case analysis (40%). Analysis of a case worked on in the seminar sessions. Following the portfolio methodology, each group will analyze a case, increasingly complex, including the contents presented in the theoretical lessons and the compulsory readings of the subject. The portfolio will collect the activities carried out on the analysis of the case and questions throughout all the sessions. The final delivery of this case will consist of a report that will be delivered in week 16. In order to be eligible for the evaluation of this evidence, you must have attended 80% of the seminar sessions, where the case will be worked on in class and where the portfolio will be completed.

Conducting, emptying and analyzing an interview. Conduct an individual interview on the topic that will be presented at the beginning of the course. Each member of a work team will be in charge of interviewing a person who meets the characteristics specified at the beginning of the course and performing an analysis of the information obtained on the topic. The transcript of the most relevant aspects of the interview together with its connection with the conceptual framework of the subject must be presented during the first week of assessment (week8). There will then be a group, oral presentation of the comparative analysis of the interviews. Each work team will carry out a comparative and conceptual analysis of the evolution of the proposed topic throughout the different stages of the life cycle and the different historical moments associated with them. There will be a 15-minute public presentation, supported by transparencies, if deemed appropriate, in which each member of the group must take part.

OVERCOMING THE COURSE

To pass the subject you must have obtained a total of at least 5 points (out of a maximum of 10) in the continuous assessment. The persons who have submitted evidences weighing less than 40% will be considered NON-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 up to a maximum of 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: Conceptual map online (week 8; lessons 1 to 4)	20%	0	0	9, 3, 1, 4, 7, 8, 12, 15, 13, 30, 17, 18, 26, 27, 19, 20, 21, 24, 22, 31, 29, 5, 6
Evidence 2: Conceptual map online (week 13; lessons 5 to 8)	20%	0	0	9, 3, 2, 1, 4, 7, 8, 10, 11, 12, 14, 15, 13, 16, 30, 17, 18, 26, 27, 19, 20, 21, 23, 24, 22, 25, 31, 29, 28, 5, 6
Evidence 3: Multiple choice exam (presential) (second assessment period)	20%	1.5	0.06	9, 3, 2, 1, 4, 7, 10, 11, 12, 15, 13, 30, 17, 18, 19, 20, 21, 23, 24, 22, 25, 31, 29, 28, 5, 6
Evidence 4: Practical lessons.Case-analysis (weeks 16)	40%	0	0	9, 3, 2, 1, 4, 7, 8, 10, 11, 12, 14, 15, 13, 16, 30, 17, 18, 26, 27, 19, 20, 21, 23, 24, 22, 25,

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.

Software

The necessary software to perform evidences 1 and 2 will be available through the Campus Virtual website.