

Degree	Type	Year
2502443 Psychology	OB	2

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

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

Lesson 2. Natural and social stages

Lesson 3. Intellectual optimisation and sustained development

Lesson 4. Emotions and cognition

Lesson 5. Learning along life span: educational actions a individual differences

Lesson 6. Professional identity, vocational orientation and satisfaction

Lesson 7. The construction of identity and social identity

Lesson 8. Personality development

Lesson 9. Adolescence I

Lesson 10. Adolescence II

Lesson 11. Adulthood

Lesson 12. Aging

Activities and Methodology

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

Methodology

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

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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Evidence 1: Conceptual map online (week 8)	30%	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: Multiple choice exam (presential) (week 19)	30%	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 3: Practical lessons.Case-analysis (week 17)	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, 31, 29, 28, 5, 6

Activities 1 and 2 make up the theory grade (60%) and activity 3 the practical grade (40%). To pass the subject, the sum of the three activities, weighted by the indicated percentage, must give a minimum grade of 5. It is therefore not necessary to pass theory and practice separately.

Activity 1 can be done individually or in groups, but must be submitted individually and online. Activity 2 is individual and face-to-face. And activity 3 will be presented individually and online. Activity 3 (portfolio) will include the content worked out in the seminars that refers to the analysis of individual developmental pathways

The person who has carried out activities whose weight in the evaluation of the subject is less than 40% will be considered NON-ASSESSABLE. If you have carried out activities that would allow you to reach 66% or more of the maximum mark and the minimum mark of 5 has not been reached, you will be able to access a make-up exam for the theory part and/or present the work of practices as recovery of the same. The theory recovery exam will consist of taking evidence 1 and/or 2, if they have not been presented, or the one that has obtained a lower score. If the practice portfolio has not been submitted, or this is the lowest grade, a new version of it will be submitted.

SINGLE ASSESSMENT

Students who opt for the single assessment option waive continuous assessment and will be assessed for all the contents of the subject in a single assessment, which will take place on the same day and place that the test of week 19 of the subject (evidence 2).

This evaluation act will consist of the realization of the conceptual map (evidence 1) and the face-to-face exam (evidence 2) which will follow the same format and include the same content as evidences 1 and 2 of the continuous assessment. Apart from the two tests, the person will hand in the practical work corresponding to evidence 3.

The duration of the single assessment will be two hours for the concept map, being able to have the notes and materials of the subject; and an hour and a half for the exam, in this case without notes or material to consult.

The conditions for passing the subject and access to recovery for students who take the single assessment will be the same as those for students who follow the continuous assessment.

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

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.

Software

The necessary software to perform evidence 1 will be available through the Campus Virtual website.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	112	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	113	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	114	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	211	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	212	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	213	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	214	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	311	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	312	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	313	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	314	Catalan/Spanish	second semester	morning-mixed

(SEM) Seminars	411	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	412	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	413	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	414	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	511	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	512	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	second semester	morning-mixed