Course Syllabus
Life Span Developmental Psychology
Curso: 2018/2019
Código:
Profesor coordinador: Rosa Mª Rodríguez Jiménez
Titulación: Grado en Psicología
Escuela/ Facultad: Escuela de Ciencias Biomédicas y de la Salud
Idiomas: Inglés.
La misión de la Universidad Europea de Madrid es proporcionar a nuestros estudiantes una educación integral, formando líderes y profesionales preparados para dar respuesta a las necesidades de un mundo global, para aportar valor en sus profesiones y contribuir al progreso social desde un espíritu emprendedor y de compromiso ético. Generar y transferir conocimiento a través de la investigación aplicada, contribuyendo igualmente al progreso y situándonos en la vanguardia del desarrollo intelectual y técnico.
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Life-span Developmental Psychology

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1. Basic information on the course /module

<table>
<thead>
<tr>
<th>ECTS</th>
<th>6 ECTS (150 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit type</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Language</td>
<td>Spanish</td>
</tr>
<tr>
<td>Delivery mode</td>
<td>Face to face</td>
</tr>
<tr>
<td>Trimester/Semester</td>
<td>First semester</td>
</tr>
</tbody>
</table>

2. Presentation of the course /module

“Life-span developmental psychology” is a subject of the Degree in Psychology, with 6 ECTS. It is a compulsory subject.

This is a first-semester freshman psychology course which covers a variety of fundamental topics about the way people grow and change during the entire life cycle. The subject studies the principles of how people develop across the life span. That includes the different dimensions (biological, cognitive and socioemotional) and the plasticity principle. From conception to death, physical, cognitive, and socioemotional development is examined. Key developmental theorists and theories are integrated throughout the course as well as developmental milestones across the lifespan.

3. Competencies and learning outcomes

Core competencies (QF-EHEA):

- CBM1: Students should be able to demonstrate knowledge and understanding in an area of study that has its basis in general secondary education, and that, whilst supported by advanced textbooks, also includes some aspects that entail an acquaintance with the latest developments in their field of study.
- CBM2: Students should be able to apply their knowledge to their work or vocation in a professional way, and should possess the competencies that are usually demonstrated when preparing and defending arguments and resolving problems in their area of study.
- CBM3: Students should be able to gather and interpret relevant data (usually in their area of study) to make judgments that involve considering important social, scientific or ethical issues.
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- CBM4: Students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CBM5: Students should have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

Core competencies (Psychology):
- CBPS1: Knowing the functions, characteristics and limitations of different theoretical models of Psychology in the field of Health Psychology.
- CBPS2: Knowing the basic laws of different psychological processes in the field of Health Psychology.
- CBPS3: Knowing the processes and main stages of psychological development during the life cycle in its aspects of normality and abnormality in the field of Health Psychology.
- CBPS4: Knowing the biological bases of human behavior and of psychological functions.
- CBPS9: Knowing the different fields of application of Psychology and having the knowledge necessary to impact and promote the quality of life of individuals, groups, communities and organizations in different contexts: education, clinical practice and public health, work and organizations, and community.

Cross Curricular Competencies:
- CT5: Capacity to apply knowledge: The ability to use knowledge acquired in academic contexts in situations that resemble as closely as possible the reality of the chosen future profession.
- CT11: Planning and time management: The ability to set goals and choose the means to achieve them, using time and resources effectively.

Specific competences:
- CE1: Knowing how to analyze needs and demands of care recipients in different contexts.
- CE2: Being able to set the goals of a psychological intervention in different contexts, proposing and negotiating the goals with care recipients and other parties concerned.
- CE3: Being able to plan and conduct an interview.
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- CE4: Being able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioral processes.
- CE5: Being able to identify differences, problems and needs.
- CE6: Being able to diagnose in accordance with the criteria of the profession.
- CE11: Knowing how to analyze the context in which individual behaviors and group and organizational processes occur.
- CE15: Being able to set goals and prepare the plan for an intervention according to its purpose (prevention, treatment, rehabilitation, integration, mentoring, etc.).
- CE21: Knowing how to plan the assessment of programs and interventions.
- CE23: Being able to measure and obtain relevant data for assessing interventions.
- CE25: Knowing how to give precise and appropriate feedback to care recipients.
- CE26: Being able to prepare verbal and written reports.
- CE27: Knowing and complying with the ethical obligations of Psychology.

Learning outcomes:

Students will be able to possess knowledge of the changes of the person during all the evolutionary stages, from the perinatal stage to old age, as well as the different theoretical models that explain it.

That means that students will be able to:
RA1: Distinguish between major theoretical perspectives in developmental psychology
RA2: Understand physical, cognitive, and socioemotional development across the lifespan.
RA3: Apply developmental concepts and theories to everyday relationships and situations.
The table below shows the relation between the competencies developed during the course and the envisaged learning outcomes:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBM1, CBM2, CBPS1, CBPS2, CBPS3, CBPS4, CE1, CE3, CE4, CE5, CE6, CE11, CE15, CE21, CE23, CE25, CE26 Y CE27</td>
<td>RA1, RA2</td>
</tr>
<tr>
<td>CBM3, CBM4, CBM5, CBPS9, CT5, CT11: CE1, CE2, CE3, CE4, CE5, CE6, CE11, CE15, CE21, CE23, CE25, CE26, CE27</td>
<td>RA3</td>
</tr>
</tbody>
</table>

The following table shows how the different types of activities are distributed and how many hours are assigned to each type:

<table>
<thead>
<tr>
<th>Type of educational activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>AF1: Attendance to master classes</td>
<td>35 h</td>
</tr>
<tr>
<td>AF2: Self-studying</td>
<td>50 h</td>
</tr>
<tr>
<td>AF3: Experiential activities</td>
<td>15 h</td>
</tr>
<tr>
<td>AF4: Debates</td>
<td>5 h</td>
</tr>
<tr>
<td>AF5: Case studies</td>
<td>10 h</td>
</tr>
<tr>
<td>AF6: Research activities</td>
<td>10 h</td>
</tr>
<tr>
<td>AF7: Formative assessment</td>
<td>5 h</td>
</tr>
<tr>
<td>AF8: Cooperative and group activities</td>
<td>15 h</td>
</tr>
<tr>
<td>AF9: Academic supporting sessions</td>
<td>5 h</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150 h</strong></td>
</tr>
</tbody>
</table>
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To develop the competencies and achieve the learning outcomes, you will have to complete the activities indicated in the table below:

<table>
<thead>
<tr>
<th>Resultados de aprendizaje</th>
<th>Actividad de aprendizaje</th>
<th>Tipo de actividad formativa</th>
<th>Contenidos</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA1, RA2,</td>
<td>Exams</td>
<td>AF1, AF2, AF3, AF4, AF5, AF6, AF7, AF8</td>
<td>All Units</td>
</tr>
<tr>
<td></td>
<td>Group project</td>
<td>AF1, AF2, AF3, AF4, AF5, AF6, AF7, AF8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework assignments and working sessions</td>
<td>AF1, AF2, AF3, AF4, AF5, AF6, AF7, AF8</td>
<td></td>
</tr>
<tr>
<td>RA3</td>
<td>Homework assignments and working sessions</td>
<td>AF1, AF2, AF3, AF4, AF5, AF6, AF7, AF8</td>
<td>All Units</td>
</tr>
</tbody>
</table>

When you access the course on the Virtual Campus, you’ll find a description of the activities you have to complete, as well as the deadline and assessment procedure for each one.

4. Monitoring and assessment

The following table shows the assessable activities, their respective assessment criteria, and the weight each activity carries towards the final course grade.

<table>
<thead>
<tr>
<th>Assessable task</th>
<th>Assessment criteria</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>• The answers are correct</td>
<td>50%</td>
</tr>
<tr>
<td>Group project</td>
<td>• Members of the team took an active part in the research process.</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• They worked effectively in group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• There is a final report and an oral presentation to share with the rest of students</td>
<td></td>
</tr>
<tr>
<td>Homework assignments and working sessions</td>
<td>• If the assignment corresponds to a working session, attendance is required.</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>• Reports must be uploaded by or before the official deadlines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicate effectively both orally and in writing on any aspect related to your work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take an active part in the experiential activities particularly through a later reflection or discussion forums available in the Virtual Campus.</td>
<td></td>
</tr>
</tbody>
</table>
When you access the course on the Campus Virtual, you’ll find a description of the activities you have to complete, as well as the deadline and assessment procedure for each one of them.

4.1. Regular assessment period

To pass the course you must:

- Attend at least 50% of the lectures, with the exception of some special cases included in the School regulations. Attendance must be properly recorded by the GRP system.
- Obtain a grade greater than or equal to 5.0 out of 10 in the final exam.
- Obtain a course's final average grade greater than or equal to 5.0 out of 10.

4.2. Supplementary exam period

Students who do not pass the course during the normal assessment period will have a second chance to retake the course in the Supplementary Exam Period. The same requirements and assessment rules mentioned in section 4.1 hold also in this period. Students will have the opportunity to redo the modules failed during the normal assessment period by carrying out new activities of similar difficulty and length. These activities will be published in the Virtual Campus at the beginning of the Supplementary Exam Period.

5. Bibliography

The following are useful reference books. All of them are available in the Dulce Chacón University Library for reference or for lending:


6. How to communicate with your professor

Whenever you have a question about the content or activities, don’t forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It’s a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

7. Study recommendations

When you study at university, you need to plan and be consistent from the first week. It’s very useful to exchange experiences and opinions with professors and other students, as this will help you develop core competencies such as flexibility, negotiating skills, teamwork, and, of course, critical thinking.

To help you, we recommend using a general method of study based on the following points:

- Study systematically and at a steady pace.
- Attend class and regularly check the course forum on the Campus Virtual so that you keep up to date with what’s happening.
- Participate actively in the course by sharing your opinions, doubts and experiences relating to the topics covered and/or suggesting new topics of interest for discussion.
- Read the messages posted by your classmates and/or professors.

Active participation in physical and virtual classroom activities is of special interest and academic value. You can participate in many different ways: asking questions, giving your opinion, doing all the activities your professor suggests, taking part in collaborative activities, helping your classmates, etc. This way of working requires effort, but it will help you get better results as you develop your competencies.
Annexes with detailed information on the Campus Virtual