

**COURSE DATA****DATA SUBJECT**

Code: 33298
Name: Life cycle psychology I
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Psychology of the life cycle	BASIC

COORDINATION

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SUMMARY

Psychology of Life Cycle I is a compulsory subject that belongs to the Life Cycle Psychology matter. This discipline studies the psychological changes that the human being is experimenting from conception to death. The Psychology of Life Cycle I focus on the changes that occur in children and adolescents as they grow, influenced by variables related to age, socio-cultural and historical changes or individual events.

Psychology of Life Cycle I is essential in the basic formation of professionals in psychology for any particular psychology professional field. It is also particularly useful for both formal and non-formal education, personal and family counselling, cross-cultural studies, clinic in childhood and adolescence, and community, and social work in the areas of childhood, adolescence and family. This subject is closely related to the psychology of education: on the one hand, we need to know the individual developmental characteristics (cognitive, affective, etc..) in its various stages in order to design and program the instruction properly; but on the other hand, a well-designed and promoted educational process contributes to enhance the development of the subject throughout the complete life cycle.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS



There are no specified enrollment restrictions with other subjects of the curriculum.

COMPETENCES / LEARNING OUTCOMES

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Adopt a self-reflexive attitude towards one's own development and a developmental sensitivity towards the development of others.

Analyse and compare individual and group developmental contexts based on historical and cultural dimensions.

Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.

Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).

Be able to identify, analyse and evaluate the developmental characteristics, needs and demands, problems and differences of the human being in the different stages of the life cycle.

Be able to identify differences, problems and needs.

Be able to make a diagnosis according to professional criteria

Be able to prepare oral and written reports.

Be able to provide developmental counselling to the agents involved in different contexts.

Know and comply with professional ethics of Psychology.

Know how to analyse and interpret the results of assessment.

Know how to analyse the context where individual behaviour and group and intergroup processes are developed.

Know how to analyse the patient's needs and demands in different contexts.

Know how to choose the appropriate psychological intervention techniques to achieve the intended goals.

Know how to prepare oral and written reports about the development in the different stages of the life cycle.

Know how to select and manage tools, products and services, and identify stakeholders.

Know the functions, characteristics and limitations of the theoretical models of Psychology of the Life Cycle .

Know the grounding and principles of developmental intervention and its preventive, optimizing and therapeutic nature.



Know the processes and stages of psychological development throughout the life cycle.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

DESCRIPTION OF CONTENTS

Part 1. Conceptual and methodological bases

This part introduces the basics of Developmental Psychology. It analyses the main models and theories of development, research methods and developmental designs.

Unit 1. Developmental Psychology: conceptual bases and theoretical perspectives

Unit 2. Research methods and developmental designs

Part 2. Prenatal development, birth, and newborn

This part explores the bases of prenatal development, the risk and protective factors during pregnancy, and development of the newborn.

Unit 3. Prenatal development, birth and newborn.

Part 3. Childhood Development

This part studies the developmental processes from early childhood until puberty. It analyzes the changes in all areas of development: physical (sensorial, perceptual, psychomotor), cognitive (intellectual, linguistic), and socio-personal (personality, social, emotional, psychosexual).

Unit 4. Physical, perceptual and psychomotor development

Unit 5. Cognitive and linguistic development

Unit 6. Psychosocial development and personality

Part 4. Development in adolescence

This part studies the developmental processes during adolescence. It analyzes the changes in all areas of development: physical or biosocial, cognitive and socio-personal (personality, social, emotional, psychosexual).

Unit 7. Biosocial and cognitive development

Unit 8. Psychosocial development and development of personality



WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	8,00
Individual or group project	20,00
Independent study and work	10,00
Preparation of lessons	16,00
Preparation for assessment activities	30,00
Resolution of case studies	6,00
Total hours	90,00

TEACHING METHODOLOGY

Active and participatory methodology, integrating different instructional strategies to promote significant learning of the contents and the development of the competences of the subject.

Among the basic instructional techniques we include: (1) Presentations of the contents of the subject, (2) Practical individual and group activities, (3) Schedule individual and group tutoring, (4) Autonomous preparation, elaboration and presentation of reports about the classroom practices (individual and in group), (5) Formative and summative evaluation.

EVALUATION

Parts of the assessment. The assessment consists of 3 parts:

SE1- Exam

-The final exam score is worth 60% of the overall grade (6 points).

-Assessment of theoretical and practical contents in a final exam that will include an objective (worth 40%) and open-ended questions (worth 60%; this part will be the same for all the groups of this subject).

-Students have to achieve 50% of the examination to pass this course.

-This exam can be taken again in the second call.

SE2- Activities



-In-class and out-of-class activities and tasks related to the topics of the subject.

-These activities are worth 20% of the overall grade (2 points).

-Handing in 50% of the activities is mandatory. In order to pass in the first call, the student will have to get a minimum score of 1 points out of 2.

-In the second call, only 50% of the activities section will be recoverable, meaning that 1 point out of 2 can be recovered by doing a test of competencies. The non-recoverable part (1 point) has to do with the active participation in the classroom.

SE3- Report

-Handing in a report to deepen the topics of the subject with theoretical and practical applications.

-Handing in reports and making presentations, either individually or in groups.

-This report is worth 20% of the overall grade of the subject (2 points).

-In order to pass in the first call, the student will have to get a minimum score of 1 point out of 2.

-In the second call, only 50% of the activities section will be recoverable, meaning that 1 point out of 2 can be recovered by submitting and passing the individual and/or group report. The non-recoverable part (1 point) has to do with follow-up sessions, tutorial supervision, and handing in the assignments done in the classroom.

Minimum requirements to pass this subject:

- In the first call:

Getting 5 points out of 10 in the final exam is mandatory (or 3 points out of 6). Handing in and

completing the activities (1 point out of 2) and writing a report about the field work (1 point out of 2) is also mandatory. Only when all these requirements have been accomplished will the student pass the subject.

- In the second call:

Getting at least 5 points out of 10 in the final exam is mandatory. Passing the written test of the activities (with a maximum score of 1 point) and handing in the report of the field work (with a maximum score of 1 point) is also mandatory.

In case of having fulfilled the minimum requirements of SE2 and SE3 in the first call, the score will be kept for the second call.

High Honours or mention of excellent with distinction:

Mention of excellent with distinction (art. 17) could be awarded to all those students who have got 9 points out of 10 or more in the strict order of the qualification transcript or records. In the event of a tie, the teaching unit/faculty will jointly decide on the awarding of honours to students at the request of the teacher involved.

The number of mention of excellent with distinction cannot exceed 5% of the number of students enrolled in a group



in an academic year. These requirements will be applied to all groups of the subject.

Warning:

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject in the first and in the second call and in appropriate disciplinary action being taken. Please note that, in accordance with article 13.d) of the Statute of the University Student (RD1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. However, in case of plagiarism in the first call, the student has the right to attend the second call.

Sentence structure, grammar and spelling standards will be taken into account in all written tests.

Grading scheme:

The grading of the subject as well as the review of and appeal against assessment results shall be subject to the Regulations on Assessment and Marking for Bachelor's and Master's Degrees at the Universitat de València (ACGUV108/2017, OF 30 May 2017). https://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

According to this, subjects are graded on a scale of 0 to 10 points round to one decimal place and followed by a qualitative equivalence:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

Only when the student fulfils the minimum requirements of the different parts of the assessment will the marks in each part be added up.

Subject records will include the mark obtained at the **first evaluation** according to the following rules:

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting (exam) has been assessed but it does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting has been assessed (exam) and it does meet minimum requirements but the other element with minimum requirements has not been passed (written report), the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.

For the **second evaluation**, the following rules shall apply:

- The option ABSENT is only possible when the student has been absent or has not submitted any of the parts of the assessment, including the part of assessment with the highest weighting.
- If there are marks in the three parts of the assessment, but requirements are not fulfilled in any of them, the qualification will be FAIL and the marks will be the ones obtained in that specific part of the assessment out of 10 points. If the three parts have not been passed the marks will be the highest of the two parts out of 10 points.
- If any of the minimum requirements have not been fulfilled and it is necessary one of the parts of assessment, FAIL will be in order, and the marks will be the ones obtained out of 10 points in the part of



- the assessment which has not been passed.
- If any part has been passed but there is no evidence of assessment in the other part/s, FAIL will be in order, and the qualification will be the average of the marks of all the parts, being 0 points the marks for the part non submitted (maximum 4,9 points).
- If the element of assessment with the highest weighting (exam) has been passed, but there is no evidence of assessment in other parts, FAIL will be in order. The different parts of assessment will be added up and a) if the aggregate is below 5, that will be the final grade: b) if the aggregate is above 5, the grade will be 4,9 points.

REFERENCES

BASIC REFERENCES

- Sales, A., Fernández García, O. y Gil Llario, M.D. (2024). *Descripción y análisis del desarrollo infantil y adolescente*. Pirámide
- Papalia, D. E. y Martorell, G. (2019). *Desarrollo Humano*. 14ª Edición. McGraw Hill.
- Shaffer, D.R. (2007) *Psicología del desarrollo: Infancia y adolescencia* (6ªed). Paraninfo.

SUPPLEMENTARY REFERENCES

- Berger, K. S. (2007). *Psicología del Desarrollo. Infancia y Adolescencia*. 7ª Edición. Editorial Médica Panamericana
- Córdoba, A. I., Descals, A. y Gil, M. D. (2006). *Psicología Del Desarrollo En La Edad Escolar*. Pirámide.
- Feldman, R. S. (2007). *Desarrollo psicológico a través de la vida*. 4ª edición. Pearson Education.