

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

Code: 33299
Name: Life cycle psychology II
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	Second quarter

SUBJECT-MATTER

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

COORDINATION

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SUMMARY

This course is part of the Lifespan Psychology subject area. It is the second part of the sequence and focuses on development during adulthood and the aging process. It is directly related to Lifespan Psychology I, which covers childhood and adolescence. Given its foundational nature, its contents are also indirectly connected to all other subjects in the degree program that address adulthood and aging, including both normative and pathological aspects. This course is essential for the foundational training of psychology students, regardless of the specific professional field they choose to pursue.

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

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

OTHER REQUIREMENTS

RECOMMENDATIONS: There are no enrollment restrictions with other courses in the curriculum. However, to successfully benefit from this course, students should have a solid understanding of the conceptual and procedural knowledge covered in Life Cycle Psychology I.



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

1. Development beyond adolescence. Emerging adulthood.

1. Criteria for adulthood.
2. Emerging adulthood: Developmental tasks.
3. Emerging adulthood: Characteristic dimensions.
4. The study of adult development within the framework of lifespan psychology.

2. Psychological maturity and adult development.

1. Psychological maturity: An overview.
2. Lay perspective or popular understanding of maturity.
3. Theoretical models' perspective on mature personality.
4. Phenomenological perspective on maturity.

3. Transitional concepts: transitions, events, and crises.

1. Life events and developmental events.
2. Transitions: Concept, phases, and analysis.
3. Turning points.
4. Crises.
5. Other applied coping models.

4. Biopsychosocial development in early adulthood.

1. Physical changes and health status in early adulthood.



2. Controversies in psychosocial development during youth and adulthood.
3. The developmental task of intimacy.
4. Parenthood as a developmental transition.

5. Cognitive development during adulthood.

1. Cognitive development in adulthood: An overview.
2. The psychometric perspective on intelligence.
3. Postformal thought: Limitations of formal operations.
4. The role of experience and practice in cognitive development.

6. Biopsychosocial development in middle adulthood.

1. Changes in physical and mental health.
2. Midlife: Transition or crisis?
3. Stability and change in adult personality: Trait model.
4. The developmental task of generativity.

7. Normative, pathological, and optimal aging.

1. Normal, pathological, and successful aging.
2. Active and healthy aging.
3. Optimal aging.
4. Debunking myths: Ageism.

8. Biopsychosocial development in aging.

1. Biological aging.
2. Theories of psychosocial development.
3. Social and family support.
4. Dying and grieving process.

9. Normal and pathological cognitive aging.

1. Normal cognitive changes associated with aging.
2. Neurocognitive disorders in aging.



- 3. Non-pharmacological treatments and cognition.
- 4. Comprehensive geriatric assessment.

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	20,00
Independent study and work	10,00
Preparation of lessons	12,00
Preparation for assessment activities	30,00
Resolution of case studies	16,00
Total hours	90,00

TEACHING METHODOLOGY

Theoretical-practical classes supported by audiovisual media, links to various websites with content related to the subject, textbooks, scientific articles, and other readings and materials.

Scheduled individual or group tutorials for supervision of practical work, guidance, and doubt resolution.

Individual and group activities, participation in seminars, and complementary activities

EVALUATION

First and Second Exam Periods: the evaluation consists of three components:

SE1 - Exam. Written test covering theoretical and practical content. It includes objective questions (60% of the exam grade) and essay or open-ended questions (40% of the exam grade). The exam (SE1) accounts for 60% of the final grade for the course. It is recoverable in the Second Exam Period.

SE2 - Final Report. Submission of a report for in-depth theoretical-practical analysis and application. The final report (SE2) accounts for 20% of the final course grade. It is recoverable in the Second Exam Period, provided it is submitted before the exam on the date set by the instructor.

SE3 - Classroom Activities. Completion of activities related to the subject, aimed at developing competencies. These activities (SE3) account for 20% of the final grade.

In the first examination period, only the activities that have been completed/submitted will be assessed, and those not submitted cannot be evaluated once the deadline has passed.

In the second examination period, only 50% of the activities will be eligible for recovery, which will take place through a



written test assessing the specific competencies of those tasks. The remaining 50% of the activities are considered Non-Recoverable, as it is not possible to evaluate the competencies involved through a written test. The teaching staff will indicate which activities are Recoverable and which are Non-Recoverable, in accordance with the established percentage.

To pass the course, students must obtain at least a score of 5 in each of the evaluable components: SE1 (Exam), SE2 (Report), and SE3 (Classroom Activities). Grades equal to or higher than 5 obtained during the first examination period will be retained for the second; therefore, students in the second period will only need to recover the components not passed and that are recoverable.

Fraudulent behavior may result in a failing grade, as established in the Protocol for Action Against Fraudulent Practices of the Universitat de València (ACGUV123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

Please note that, according to Article 13.d) of Royal Decree 1791/2010, of December 30 (Statute of the University Student), students are obligated to refrain from engaging in or cooperating with fraudulent practices during evaluations, assignments, or official documents. However, if plagiarism is detected in the First Exam Period, students still retain the right to sit for the Second Exam Period.

Course grading will follow the Regulations on Grading of the Universitat de València (ACGUV 108/2017). Grades will be expressed on a scale from 0 to 10, with one decimal point, and accompanied by the following qualitative equivalents: from 0 to 4.9 = Fail; from 5 to 6.9 = Pass; from 7 to 8.9 = Good; from 9 to 10 = Excellent, with the possibility of Honors.

The **Honors** Distinction (Art. 17) may be awarded to students who achieve a grade equal to or greater than 9.0. This distinction is granted strictly by order of grade, and the total number of Honors cannot exceed 5% of enrolled students in the course. In courses with fewer than 20 students, only one Honors Distinction may be awarded. These criteria will be applied independently in each course group.

In both exam periods, the official grading record will reflect the final grade. If a student does not attend the final exam, the mention Not Attended will be recorded. In the case of a fail, the official grade record will include a numerical grade on a 10-point scale, corresponding only to one of the failed components, following this order of priority for its selection: first the exam (SE1), then the final report (SE2), and finally the classroom activities (SE3).

Requests for review or appeal of the obtained grade will follow the provisions of the Evaluation and Grading Regulations of the Universitat de València for Bachelor's and Master's degrees (ACGUV 108/2017) http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

REFERENCES

BASIC REFERENCES

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SUPPLEMENTARY REFERENCES

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