



COURSE DATA

DATA SUBJECT

Code: 33335
Name: Developmental and Educational Optimization
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Developmental and Educational Optimization	ELECTIVES

COORDINATION

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SUMMARY

This course deepens the knowledge and skills in psychology we worked in *Lifespan Psychology I* and *Lifespan Psychology II*, emphasizing Applied Developmental Psychology.

The matter will enable the student to perform interventions that may optimize human development. It provides specific knowledge about how to promote, enhance and maximize human potential. From the analysis of the theoretical and methodological foundations of the matter we will make a journey through the different developmental stages. We consider the theoretical bases, procedures, and more relevant intervention for each of them. We highlight the importance of comprehensive interventions focused on improving personal and social development of the subject through the promotion of the achievement of the basic tasks of development.

Students will develop a conceptual model through activities that may allow the analysis, understanding and appreciation of the optimization of biopsychosocial changes that occur through life. This global understanding will enable the implementation of programs to achieve the optimal development of the subject. These programs should consider the interindividual variability and the factors involved in it; the existence of certain phenomena associated with the period of the life cycle in which the person and the permanent possibility of optimizing individual development.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

It is recommended to have successfully completed the matters *Lifespan Psychology I* and *Lifespan Psychology II*.

COMPETENCES / LEARNING OUTCOMES

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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 differences, problems and needs.

Be able to plan the assessment of programmes and interventions.

Be able to prepare oral and written reports.

Be able to use strategies and techniques to involve patients in the intervention.

Know and comply with professional ethics of Psychology.

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 apply intervention strategies and methods on the recipients, on the contexts and indirectly through other people.

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

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

DESCRIPTION OF CONTENTS



1. FOUNDATIONS FOR THE DEVELOPMENTAL AND EDUCATIONAL OPTIMIZATION

1. Conceptual and methodological foundations of developmental and educational optimization (OEE)

Object of study of optimization: difference between intervention and optimization. Methods and strategies of the OEE. OEE process.

2. History and theories of developmental and educational optimization

Historical perspective of the OEE. Main theories in the study of the OEE.

2. DEVELOPMENTAL OPTIMIZATION IN THE BEGINNING OF THE LIFE

3. Stimulation and prenatal bonding

Theoretical foundations, basic procedures, most representative programs, and effects of prenatal intervention programs.

4. Optimizing the beginning of life: birth, newborn and first two years

Theoretical foundations, basic procedures of intervention and initiatives and most representative OEE programs in the first two years of life.

3. DEVELOPMENTAL OPTIMIZATION IN CHILDHOOD AND ADOLESCENCE

5. Developmental Optimization in childhood

Basis of optimizing childhood intervention. Promoting children's resilience. Basic areas of intervention and optimization of personal and social development: promoting autonomy and initiative.

6. Developmental Optimization in adolescence: youth positive development programs

Basis of optimizing intervention in adolescence. Youth programs of positive development. Basic areas of intervention and optimization of personal and social development: promoting personal identity and maturity. Criteria for optimal development in adolescents.

4. DEVELOPMENTAL OPTIMIZATION IN ADULTHOOD AND AGING

7. Developmental Optimization in adulthood: the transition and crisis intervention as vital moments of change

Basis of transition intervention. The help process in transitions: goals, phases and intervention strategies. Optimization of personal and social development: promoting intimacy and generativity in adulthood.

8. Developmental optimization in old age: promoting optimal aging

Concept, criteria and components of successful aging. Intervention procedures and optimal aging programs. Intergenerational programs. Basic areas of intervention and optimization of personal and social development: promoting integrity in old age.

WORKLOAD



PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	28,50
Independent study and work	20,00
Preparation of lessons	12,00
Preparation for assessment activities	4,00
Resolution of case studies	3,00
Total hours	67,50

TEACHING METHODOLOGY

Active and participative methodology, integrating different instructional methodologies to enhance significant learning of knowledge involved and the development of the skills of the subject.

The basic instructional techniques include (1) exhibitions and presentations of the contents of subject, (2) individuals' readings, (3) implementation of practical activities, (4) preparation of work independently, processing and reporting of the practices in the classroom (individual and group), (5) formative and summative evaluation.

As a practical activity it is requested the design of an optimizing developmental intervention program that will be supervised by teachers is requested.

EVALUATION

ASSESSMENT SYSTEMS

AS1.- Assessment of theory and practical contents through a final test consisting of development issues (open). Recoverable in second call.

AS2.- Oral and written presentation of a report of individual or group project. Recoverable in second call through a written test.

AS3.- Active participation in practical activities proposed throughout the course. Non recoverable in second call.

WEIGHTING



- Assessment of theory and practical contents through final exam (50%)
- Written presentation of a report of individual or group project (30%)
- Active participation in practical activities proposed throughout the course (20%)

MINIMUM REQUIREMENTS

First call:

To pass the course, students must obtain a 5 final mark as long as it is fulfilled

- achieve a minimum score of 50% at the exam
- achieve a minimum score of 50% at the report

Second call:

To pass the course students must obtain a 5 final mark as long as it is fulfilled

- achieve a minimum score of 50% at the exam and a minimum of 50% of the report assessed through a written test.
- Students who have not done any classroom activity may obtain a final maximum score of 8 punts in second call.

WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject 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.

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SCHEME

Grades and review of and appeals against assessment results shall be subject to the provisions of the University of Valencia Regulations on Marks (ACGUV 108/2017 de 30 de maig de 2017). http://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 to one decimal place, 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.

The mention of excellent with distinction will be awarded directly to the highest grades, always from 9,3. In case of a tie this will be awarded to the person with a higher score in the exam section and if a tie is re-produced, the score obtained in the activities section will be taken into account. Only one honors can be awarded for every twenty students within each group.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for each element are met.

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

- If the element of assessment with the highest weighting has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting 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 and it does meet minimum requirements but any of the remaining elements does not, 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 attempt, the following rules shall apply:

- The mark of ABSENT can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.
- If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10 point scale will be used.
- If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.
- If two elements of assessment meet the minimum requirements and a third element has not been assessed, the subject will be given a mark of FAIL and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.
- If the element of assessment with the highest weighting meets the minimum requirements but any of the remaining elements has not been assessed, the subject will be graded as FAIL. The elements will be added and: a) if the result is less than 5, the subject will be given that mark; b) if the result is more than 5, the subject will be given a mark of 4.9.

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Basic References:

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