



COURSE DATA

DATA SUBJECT

Code: 33348
Name: Emotional bonds and emotional and sexual education
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	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Emotional bonds and emotional and sexual education	ELECTIVES

COORDINATION

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SUMMARY

Emotional Bonds and Emotional and Sexual Education is an optional theoretical-practical module included within the scope of lifespan psychology. It takes an in-depth look at one of its areas -emotional development-, taking attachment theory as a basic theoretical framework of reference.

This course is divided into two main parts. The first examines the attachment bond and the second studies other emotional bonds. The first part analyzes the principles of attachment theory, the attachment system and other behavioral systems related to it; the development of the first bond and its evolution across childhood; the security or insecurity derived from the treatment given by the attachment figures, both in childhood and in later stages; and the negative consequences of separation and emotional deprivation. The second part reviews the links of romantic love, friendship, and parental-child bonding.

The practical activities that will be carried out aim to strengthen the theory, which will be put into practice via assessment, diagnosis, and an introductory research in this field.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



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

OTHER REQUIREMENTS

Students should have passed the subjects Psychology of the Life Cycle I and II.

COMPETENCES / LEARNING OUTCOMES

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Be able to prepare oral and written reports.

Know emotional, behavioural and cognitive processes involved in attachment and in other emotional relationships.

Know guidance, counselling and intervention procedures for dysfunctional affective and sexual relationships.

Know the fundamental emotional needs and understand adaptive and maladaptive behaviour in the context of emotional relationships.

Know the main stages of development of the different emotional bonds throughout the life cycle.

Know the methods for the assessment and diagnosis of the quality of emotional relationships.

Know the postulates and limitations of the theoretical approaches that have contributed most to the understanding of emotional bonds.

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 be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

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 developed the learning skills needed to undertake further study with a high degree of autonomy.

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.

Understand the biological foundations of emotional and sexual behaviour.

Understand the impact of context on emotional bonds.



DESCRIPTION OF CONTENTS

1. THE ATTACHMENT BOND ALONG LIFESPAN

- Unit 1. The attachment bond and other bonds
- Unit 2. The attachment system and other related systems
- Unit 3. The development of the first attachment bond and its evolution in infancy
- Unit 4. The quality of the attachment bond in infancy. Parental education to promote safety and prevent child abuse
- Unit 5. Emotional deprivation and separation in childhood
- Unit 6. The quality of attachment bond after infancy and childhood

2. OTHER AFFECTIVE TIES

- Unit 7. The bond of romantic love. Education for the prevention of conflictivity and domestic violence. Sexual-affective education
- Unit 8. Relationships with peers and the bond of friendship
- Unit 9. The parent-child love. The bond between parents and their children

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	1,00
Individual or group project	15,00
Independent study and work	15,00
Preparation of lessons	8,00
Preparation for assessment activities	25,00
Resolution of case studies	3,50
Total hours	67,50

TEACHING METHODOLOGY

- Active and participatory methodology that combines the following teaching and learning procedures:
- Lectures and group oral presentations of the subject's theoretical contents.
 - Readings to expand knowledge.
 - Assessment and diagnosis practices and preparation of the corresponding diagnostic report.
 - Presentation of reports of the practicals carried out in the classroom.



- Applied activities to search additional information, to reflect on topics and texts, to observe, to identify concepts, to establish relationships between facts and consequences, to analyze case studies, to debate, to design procedures, tools and interventions, individually or in small groups.
- Sessions of individual and group tutoring.
- Self-evaluation questions on the contents explained, for the students to check by themselves, at the end of each unit, to what extent they have assimilated the knowledge.

EVALUATION

ASSESSMENT SYSTEMS

SE1.- Assessment of theoretical and practical contents through a final exam that will include objective and open-ended questions. Reassessable in the second call.

SE2.- Submission of a report, written individually or in pairs. Reassessable in the second call through a written test.

SE3.- Active participation in the classroom activities carried out throughout the course. Non-reassessable in the second call.

WEIGHTING

- Assessment of theory and practical contents through final exam (60%).
- Submission of a report, individually or in pairs (20%).
- Active participation in classroom activities (20%).

MINIMUM REQUIREMENTS

First call:

To pass the subject students must:

- achieve a minimum score of 50% in the exam
- achieve a minimum score of 50% in the written report

The two sections with minimum requirements are reassessable in the second call.

Students who have not done any classroom activity will be eligible for a maximum final score of 8 points in the first call, after deducting the 20% corresponding to this section.

Second call:

To pass the subject students must:

- achieve a minimum score of 50% in the exam
- achieve a minimum score of 50% in the written report through a written test.



The pass mark obtained in the sections with minimum requirements and the mark for the non-reassessable section (classroom activities) could be kept to the second call. Students who have not done any classroom activity will be eligible for a maximum final score of 8 points in the second call, after deducting the 20% corresponding to this section.

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 (RD 1791/2010, 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 present himself to the second.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>.

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

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 (ACGUV 108/2017, 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 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 at the discretion of the teacher. Only one honors can be awarded for every twenty students within each group.

The marks obtained in the two sections with minimum requirements will only count towards the final aggregate mark if requirements are met.

To pass the subject, the sum of the three sections, once the weightings have been applied, must reach a mark of 5 out



of 10.

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. If the written report has not been assessed, the subject will be given a mark of FAIL and the final aggregate mark will be the mean of all marks, being 0,0 the absent element (the highest possible mark would be 4,9).
- If the elements of assessment with minimum requirements has been passed (exam and report) but the final aggregate mark of three elements (exam, report and classroom activities) is less than 5, the subject will be given a mark of FAIL and the numerical mark will be the final aggregate mark of those three elements. The student will decide which element or elements he/she will retake in Second call.

For the second evaluation, the following rules shall apply:

- 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 (exam) has been assessed and it does meet minimum requirements but the other element with minimum requirements (written test on the written report) has not been passed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.
- If the elements of assessment with minimum requirements has been passed (exam and report) but the final aggregate mark of those three elements (exam, report and classroom activities) is less than 5, the subject will be given a mark of FAIL and the numerical mark will be the final aggregate mark of those three elements.

REFERENCES

Basic References:

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Supplementary References:

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Marrone, M. (2009). *La teoría del apego. Un enfoque actual*. Madrid: Psimática.