



COURSE DATA

DATA SUBJECT

Code: 33507
Name: Psychological development in the life cycle
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Facultat de Ciències Socials	3	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1311 - Degree in Social Work	Psychological development in the life cycle	COMPULSORY

COORDINATION

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SUMMARY

The subject Psychological Development in the Life Cycle (four-monthly and compulsory) takes place in the third academic year of the degree in Social work. It is attached to the Basic Psychology and Social Psychology Department, given that the basic psychological processes such as psychosocial aspects are of special relevance in the development of knowledge in human beings.

During the third year, students need to train their theoretical and practical basis in order to deal with the different tasks in professional performance. In this sense, the main objective of *Psychological Development in the Life Cycle* focuses on the training of theoretical and practical knowledge on psychological activity and the behaviours that characterize each stage of the life cycle.

The present subject is divided into 8 units that include an introduction, socialization contexts in which human beings develop, the main stages of the life cycle and an approach on the main problematic that may arise in each of these stages.



Therefore, the concepts covered in this subject and their (basic and social) psychological approaches are essential for the understanding of other topics and of the professional performance in the field of Social work.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

The subject Psychological Development in the Life Cycle consists of 6 theoretical-practical credits equivalent to 150 hours of student work. It presents both a theoretical and an applied perspective linked in a special way with the subjects:

Psychological activity and human behavior, focused on the study of psychological processes that allow describing, predicting and explaining the cognitive and behavioral activity of human beings.

Introduction to Social Psychology, aimed at presenting the interact

COMPETENCES / LEARNING OUTCOMES

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Apply intervention strategies in social work with individuals, families, groups, organisations and communities to assist them in making informed decisions about their needs, circumstances, risks, preferred options and resources.

Assess needs and possible options to guide an intervention strategy from a social work perspective.

Contribute to the preparation of meetings and participate in decision-making in order to better defend the interests of individuals, families, groups, organisations and communities.

Define proposals for resolution in situations of risk after identifying and assessing the nature of the risk.

Demonstrate critical and self-critical thinking in the field of the degree programme, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate professional competence in the practice of social work.

Establish professional relationships in order to identify the most appropriate form of intervention.

Identify intervention methodologies in social work for interaction, support and resolution of needs and problem situations with individuals, families, groups and communities.

Identify risk situations inherent to professional practice through the planning, review and monitoring of actions aimed at addressing them.

Identify the disciplinary knowledge necessary for the analysis of contemporary society, its structure and dynamics, including the complexity of social phenomena, adopting a multidisciplinary perspective.



Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know methods and models of social work for intervention with individuals, families, groups, organisations and communities according to their needs and circumstances.

Reinforce the capacities of individuals, families, groups and communities so that they may act as agents of transformation in the situations in which they live.

DESCRIPTION OF CONTENTS

1. Psychological processes during the life cycle

Psychological processes during the life cycle: an introduction.

- Major theoretical perspectives.
- Major research methods.
- Heredity-environment interaction.
- Basic principles of Developmental from the perspective of the Life Cycle

2. Family psychosociology and its influence on human behavior

Family psychosociology and its influence on human behavior

- Concept and functions.
- Diversity in family life.
- Family relationships: Maternal / paternal-filial attachment
- Conflicts and imbalances within the family system.

3. Psychological activity and behavior in childhood.

- Psychological activity and behavior in childhood.
- Cognitive and motor development.
- Development of the self, self-concept, identity and self-esteem.
- Creation of social ties.
- Conflicts and mismatches: Abuse and psychological mistreatment



4. Psychological activity and behaviour in adolescence.

Psychological activity and behavior in adolescence

- Cognitive development.
- Formation of identity, self-concept and self-esteem.
- Social ties. Popularity, rejection and approval.
- Adolescent paternity.
- Aggression and anti-social behaviour.

5. Psychological activity and behaviour in early adulthood

Psychological activity and behaviour in early adulthood:

- Psychological theories on adult development and aging.
- The couple relationship
- Vocational choice and development
- Coping with stressing life events.
- Cognitive development.
- Intimacy vs isolation. Search for intimacy, sympathy and love.
- The role of work in the formation of identity. The introduction to the world of work. Unemployment.
- Conflicts and maladjustments in early adulthood

6. Psychological activity and behaviour in middle adulthood

Psychological activity and behaviour in middle adulthood:

- Consolidation at work.
- Stress, health and personality.
- Development of expertise.
- Generativity vs stagnation.
- Stability vs personality change.
- Family development: Paternity. Maternity. Infertility. Adoption.
- Psychological maturity.
- Conflicts and maladjustments: Family violence and Loneliness.

7. Psychological activity and behaviour in late adulthood

Psychological activity and behaviour in late adulthood.



- The retirement process
- Older adults in Spain.
- Active ageing and intergenerational solidarity
- Cognitive change: Continuity vs change.
- Continuity and change in personality.
- Social and family relationships: couple-intimacy, affection and sexuality. Old parents - adult children relationship. Empty nest. Social relationships grandparents-grandchildren. Grandparenthood. Grandparents as auxiliary caregivers. Grandmother-slave syndrome. Custodial grandparents.
- Exit from the labour market: retirement and its impact.
- Learning throughout life.
- Conflict in late adulthood

8. Psychological activity and behaviour in ageing

Psychological activity and behaviour in ageing

- Work in old age.
- Ageing and illness. Dependency and disability.
- Integrity vs. desperation. The role of life stories.
- Cognitive changes. Wisdom.
- Aging and illness. Fragility. Cognitive impairment and dementia.
- Coping with death. The review of life.
- Grief and widowhood.
- Loneliness and social isolation.
- Abuse of the elderly.
- Caring in dependency. Caring for carers.
- Centenarians and supracentenarians.

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	30,00
Independent study and work	20,00
Preparation of lessons	18,00
Preparation for assessment activities	7,00



Resolution of case studies	5,00
Total hours	90,00

TEACHING METHODOLOGY

In order for the student to acquire the fundamental objectives of the subject as well as the specific competences, the following methodology will be used:

- Theoretical classes: participatory master class, debates and discussions.

Fundamental use will be made of the master class to present the contents of the subject. To do this, each session will be divided into the contents to be addressed, and will end with the most relevant aspects highlighted.

At the same time, student participation will be promoted in order to enable critical dialogue to stimulate the rhythm of the theoretical sessions will begin with a question to be solved that will activate the participation of the student. The contents that will be addressed in each of the thematic units will be presented.

- Preparation of concept maps and synoptic charts.

The use of these teaching and learning strategies improve the processing of the information acquired through practicing the coding, elaboration and organization of the material under study.

- Practical activities: role-playing, case solving, computer applications, workshops.

The main purpose of these is twofold: on the one hand, to be able to apply to real or fictitious cases the concepts learned in the classes; and, on the other hand, to highlight the ability to work at the individual and group level, promoting interpersonal relationships.

The development of these practical activities will include case work, role-playing, autonomous work of bibliography, readings, audio-visual material, workshops and use of computer applications.

- Exhibition-type activities: theoretical exhibitions, seminars and presentation of papers.

The objective of these activities is focused on equipping students with skills that allow them to reinforce their communication skills and create the appropriate context to exchange experiences and learning, through a cooperative or collaborative learning.

- Individual, group and / or virtual tutoring.

Scheduled, individualized and group tutoring sessions; They will supervise the students so that they can adequately carry out their activities.



The materials to be used will include: manuals, articles, chapters, reports and other types of scientific documents. Surveys will be used together with audiovisual material.

The individual and group works will be presented on the scheduled date in the form of reports that will follow the methodology proposed for this purpose in the virtual classroom.

It will be necessary to use the virtual classroom, the e-learning platform chosen by the University of Valencia for these processes, as well as teacher-student interaction. It is an easy-to-use platform that offers multiple interaction possibilities. Access to this platform is as follows: <http://aulavirtual.es>

EVALUATION

The rating system will comply with current legislation.

The information to obtain the final grade for the course will be obtained through the following procedures: individual final evaluation (final exam type test and open answer) and continuous or progress evaluation (activities carried out in class, reports and / or individual work and group, control of attendance and participation, access to content available in the virtual classroom, tests carried out in class, etc).

The individual final evaluation will be adjusted to the specific objectives of the teaching guide. This evaluation, which will reflect the student's global effort and the level reached at the end of the teaching-learning process of the subject, will be carried out after the face-to-face period of the subject, on the official date proposed by the center for each of the calls. This final test to evaluate the specific objectives of the course will be written and will represent 60% of the overall grade for the course.

Continuous or progress evaluation of the work carried out by the students throughout the course. It will be carried out from the reports and written and oral comments made in the classes and / or in the collective or individual tutorials as well as in the different activities carried out. This part of the evaluation is formative in nature, since it allows a feedback process for the student, and will represent 40% of the grade for the course.

The final grade is obtained from the weighted sum of the grades of each part of the evaluation, as long as both have been satisfactorily passed (at least 3 of 6 points and 2 of 4 points, respectively).

In summary, the evaluation system will be:

- Individual final evaluation (maximum weighting 60.00%): open-ended written test (30%) and objective test



type test (maximum weighting 30%).

- Continuous or progress evaluation (40.00%): continuous evaluation of the work carried out by the students throughout the course (20%) and evaluation of practical cases (20%).

To pass the course, it is necessary to obtain a minimum of 50% of the total mark for the exam (individual final evaluation with a weight of 60%) and a minimum of 50% of the mark for the reports and practical cases (weighing 20 %).

Call 2:

- Students who have not passed a minimum of 50% of what is required in the first call in the individual assessment will follow the same evaluation system described for call 1.

- Students who in the first call have not passed a minimum of 50% in the continuous assessment, will carry out a practical assumptions test, similar to the one carried out for the first call.

We remind you that:

Plagiarism is "the act of dishonesty at the time of substantially copying other people's works, presenting them as their own" (Reducindo et al., 2017, p. 300). And, cyber plagiarism "occurs when a work is presented as the result of personal work when it is really information partially, partially or totally copied from an author without any type of credits or bibliography. It usually happens with texts [¿] online¿ (Sarriá and De Francisco, 2018, p. 4).

Not engaging in practices such as those referred to implies making responsible and ethical use of the information used in academic papers. The APA-7th Edition Norms are the essential instrument to achieve academic honesty as we will indicate in the continuous evaluation works that you will present throughout the semester.

That said, from the second semester of the first year, in all subjects, special attention will be paid, in the continuous evaluation of works, to compliance with the practices of academic honesty and respect for the intellectual property of third parties, through the use of the citation and presentation of academic papers, following APA-7th edition standards.



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