



Universitat de Lleida

DEGREE CURRICULUM
PSYCHOLOGY OF LIFE CYCLE

Coordination: VENDRELL SERÉS, MARIA CONCEPCIÓ

Academic year 2019-20

Subject's general information

Subject name	PSYCHOLOGY OF LIFE CYCLE			
Code	102914			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Psychology	2	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	2		1
Coordination	VENDRELL SERÉS, MARIA CONCEPCIÓ			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SANSO GALIAY, CLARA MARIA	clara.sanso@udl.cat	3,6	
VENDRELL SERÉS, MARIA CONCEPCIÓ	conxita.vendrell@udl.cat	4,2	

Learning objectives

- Knowing the object of study of Life Cycle Psychology and its role in psychological intervention.
- Knowing the factors that influence the normative and differential psychological development.
- Knowing the theories of learning and development.
- Identifying the normative development processes and the chronology of development throughout the life cycle.
- Showing ability to recognize the psychological processes of human development and learning.
- Knowing how to interpret and respect the individual, cognitive, emotional, social and personality differences that can be generated in people throughout the vital cycle.

Competences

Basic skills:

- CB2 To apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3 Ability to collect and interpret relevant data (usually within your area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- CB4 To be able to transmit information, ideas, problems and solutions to both a specialized and non-specialized public).

General skills:

- CG2 Developing the ability to work in multidisciplinary teams and collaborate efficiently with other professionals.
- CG3 Showing skills for interpersonal relationships.
- CG4 Recognizing the different theoretical perspectives on the topics on which one works, commenting on the conclusions and make decisions.
- CG6 Reflecting on one's own limitations in a self-critical manner, contemplating the possibility of requesting interdisciplinary collaborations.
- CG7 Acting with creativity, research culture and professional communication.
- CG9 Recognizing diversity and difference as a structural element of the human being, while recognizing,

understanding and respecting the cultural complexity of today's society.

- CG10 Respecting the fundamental rights of equality between men and women, the promotion of Human Rights and the values of a culture of peace and democratic values.

Specific skills:

- CE1 Identifying and analyzing the characteristics and needs of people, groups and organizations, as well as the relevant contexts for the service requested.
- CE7 Providing information to users and establishing an appropriate interpersonal relationship, taking into account the different professional relationship contexts.
- CE8 Preparing technical reports, oral and written, on the results of the evaluation process, the investigation or the services demanded, respecting the ethical commitment required by the dissemination of psychological knowledge.
- CE9 Using the different documentary sources in psychology, showing mastery of the necessary strategies to access information and assessing the need for documentary updating.
- CE10 Managing, analyzing and interpreting data within the framework of disciplinary knowledge of the different fields of psychology.
- CE12 Disseminating knowledge derived from theoretical reviews and the results of psychological research.

Transversal skills:

- CT1 Acquiring an adequate understanding and oral and written expression of Catalan and Spanish.
- CT3 Acquiring training in the use of new technologies and information and communication technologies.
- CT5 Acquiring essential notions of scientific thinking.

Subject contents

BLOCK 1. Conceptualization of learning and development

BLOCK 2. Main approaches and / or theoretical perspectives around developmental psychology

BLOCK 3. Learning and development contexts throughout the life cycle

BLOCK 4. Learning and development during childhood

BLOCK 5. Learning and development in adolescence

BLOCK 6. Learning and development in adulthood

BLOCK 7. Learning and development in old age

Methodology

Face-to-face activities will represent a total percentage of 40% of the student's activity compared to 60% of the non-face-to-face activity.

- Presentation from the teacher of the theoretical and practical knowledge using oral exposition and multimedia communication.
- Cooperative group activities.
- Reading, interpretation and analysis of scientific documents and videos.
- Debates and various activities in a small group.

- Promotion of activities that require the use of ICT.
- Oral and written expositions.
- Individual and group tutorials.

FACE-TO-FACE ACTIVITIES (40%)	60H	NON-FACE-TO-FACE ACTIVITIES (60%)	90H
Activities in the theoretical sessions (GG): master classes, student presentations, debates, simulations, work presentations etc.	42H	Reading and analysis of texts, study and preparation of written exams	60H
Practical activities of the subject (Small Group): seminars and workshops in small groups, visualization of documentaries, oral and written presentations, etc.	13H	Individual and group projects	30H
Individual/group tutorials, written tests...	5H		

Development plan

	SCHEDULE
Week 1 12 & 13 September	Presentation of the subject. Conceptualization of learning and development. Small Group practical sessions
Week 2 20 & 21 September	Main approaches and / or theoretical perspectives around developmental psychology. Small Group practical sessions
Week 3 27 & 28 September	Main approaches and / or theoretical perspectives around developmental psychology. Small Group practical sessions
Week 4 3 & 4 October	Main approaches and / or theoretical perspectives around developmental psychology. Learning and development contexts throughout the life cycle. Small Group practical sessions
Week 5 10 & 11 October	Learning and development during childhood. Small Group practical sessions.
Week 6 17 & 18 October	Learning and development during childhood. Small Group practical sessions.
Week 7 24 & 25 October	Learning and development during childhood. Small Group practical sessions.
Week 8 31 October	Written test 1
Week 9 7 & 8 November	Learning and development during adolescence. Small Group practical sessions.
Week 10 14 & 15 November	Learning and development during adolescence. Small Group practical sessions.
Week 11 21 & 22 November	Learning and development during adulthood. Small Group practical sessions.

Week 12 28 & 29 November	Learning and development during adulthood. Small Group practical sessions.
Week 13 5 & 6 Decembre	Learning and development during old age. Small Group practical sessions.
Week 14 12 & 13 December	Oral exhibitions Small Group practical sessions
Week 15 19 & 20 December	Oral exhibitions Small Group practical sessions
Weeks 16-20 January 2018	Written test 2

Evaluation

REGULAR ASSESMENT

TYPE OF EVIDENCE	Qualification	Rating	Passing grade
Written test 1 (thematic blocks 1 to 4)	Individual	25 points	50 points
Written test 2 (thematic blocks 5 to 7)	Individual	25 points	
Correct completion of practical activities and presentation on the established dates	Group	25 points	50 points
Preparation and oral presentation of a subject of training supplements - Monographic	Group	25 points	

Written test schedule:

- Objective test 1: October 2017
- Objective test 2: January 2018

Qualification criteria

Written tests 1 and 2

- Demonstrating sufficient knowledge of the theoretical contents of the subject.

Small Group practical activities

- Creativity in presentations
- Document reading and video viewing
- Bibliographic search appropriate to the object of study
- Written accuracy. Use of appropriate vocabulary to the area of study
- Efficient use of data collection tools

Monographic Work

- Mandatory participation in group tutoring

- Quality of the script
- Academic type poster
- Creativity of oral presentation and written work
- Ability to seek scientific information of the discipline

- Synthesis
- Identification of the relevant topics of study of psychology of the life cycle

Requirements

1. Individual evidence (exams): With these tests you can get a maximum of 50 points. In the event that one of the two tests is failed, it will also be averaged between the two tests. To pass the subject it is necessary to obtain a minimum of 25 points between the two tests.
2. Group evidence (activities in Small Group and monographic work): It is necessary to pass each group evidence separately. That is, it is necessary to obtain a score equal to or greater than 12.5 points in each of these evidences.
3. Even if the sum of all the evidence was equal to or greater than 50 points, the student would not pass if the sum of the two individual tests were less than 25 points.
4. Misspellings are penalized. If the number of absences is very high, the possibility of failing the subject will be considered even if in the case of a passing grade..
5. Assistance: Assistance is mandatory. Attendance must be equal to or greater than 80% of the total class sessions. Attendance to face-to-face sessions (Big Group and Small Group) and participation in individual and / or group tutorials will modulate the evaluation and may involve an increase of up to 10 points in the final qualification, as long as the previous requirements are met.

ASSESSMENT OF STUDENTS WITH SEN

(Condition: certificate of disability or having a specific learning difficulty).

The teaching staff of the subject may modify the system of evaluation and the realization of face-to-face and non-face-to-face activities, depending on the Specific Educational Needs, always in accordance with the Attention to Diversity Commission of the UdL.

ALTERNATIVE ASSESSMENT (FOR STUDENTS WITH AN ACCREDITED LABORAL SITUATION)

(Condition: presentation of proof, acceptance by the teachers of the subject and approval by the Studies Commission. See the regulations for student evaluation).

The evaluation will consist of a final exam counting for 80% and an individual written work counting for 20%.

Bibliography

RECOMMENDED BIBLIOGRAPHY

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