



Universitat de Lleida

DEGREE CURRICULUM
PSYCHOLOGY OF LIFE CYCLE

Coordination: PETREÑAS CABALLERO, CRISTINA

Academic year 2020-21

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	PETREÑAS CABALLERO, CRISTINA			
Department	PSICOLOGIA			
Teaching load distribution between lectures and independent student work	PRESENTIAL CLASS 40% STUDENT HOMEWORK 60%			
Important information on data processing	Consult this link for more information.			
Language	CATALAN/SPANISH			
Distribution of credits	THEORETICAL CREDITS 70% PRACTICAL CREDITS 30%			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
PETREÑAS CABALLERO, CRISTINA	cristina.petrenas@udl.cat	1,8	
SENAR MORERA, FERNANDO	fernando.senar@udl.cat	6	

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

1. Theories of Developmental Psychology
2. Prenatal period and development of 0-2 years
3. Child development from 2 to 6 years
4. Child development from 6 to 12 years old
5. Development of adolescence
6. Development of adulthood
7. Development of old age

Methodology

The teaching activity of the subject is organized into two groups:

- **Large Group:** 3 hours (virtual). Monday from 19-21hr and Friday from 17pm to 18pm
- **Medium Group:** 2 hours every 15 days (face-to-face). Tuesday from 5pm to 7pm

Operation of the teaching and learning process in the Large Group:

In the Large Group sessions, the theoretical content corresponding to each of the five topics proposed in the program will be worked on. **Attendance at these sessions is highly recommended** to be able to follow the

learning process of the subject.

Each topic will have **specific material and readings** that will be required reading at the beginning of each topic, and that will be worked individually and in groups in the classroom context.

These sessions will be carried out through different methodologies: master class, reading seminars, reverse class, resolution of cases, viewings and analysis of videos, debates, among others. The **active and thoughtful participation** of the students will be necessary.

The **individual tutorials** will be a tool to support the learning process (they will be virtual through the videoconference space).

In the virtual sessions, use will be made of the different resources offered by the sakai, especially the **videoconference** space.

The subject requires continuous study throughout the semester in order to achieve the learning objectives set.

Operation of the teaching and learning process to the Middle Group:

In this space they will work on solving a challenge, which will include different activities for its resolution.

Each group will work on the challenge in person in the classroom every 15 days and also within the margin of autonomous work hours. The group will be monitored through face-to-face sessions. **Attendance at these sessions is mandatory (80%)**, except for exceptional and sanitary situations that may arise from the COVID19 pandemic.

Development plan

WEEKS	MONDAY 19pm-21pm ONLINE	TUESDAY 17pm-19pm GM PRESENCIAL	FRIDAY 17-18h ONLINE
1 Chapter 1 F. Senar	21 SEPTEMBER Subject Presentation	22 SEPTEMBER Theoretical virtual session for the whole class group	25 SEPTEMBER
2 Chapter 1 F. Senar			2 OCTOBER
3 Chapter 2 C. Petreñas	5 OCTOBER	6 OCTOBER GM-A Challenge Start Activity 1	9 OCTOBER
4 Chapter 2 C. Petreñas		13 OCTOBER GM-B Challenge Start Activity 1	16 OCTOBER
5 Chapter 3 F. Senar	19 OCTOBER	20 OCTOBER GM-A Activity 2	23 OCTOBER <i>Delivery Activity 1</i>
6 Chapter 3 F. Senar	26 OCTOBER	27 OCTOBER GM-B Activity 2	30 OCTOBER

7 Chapter 4 F. Senar	2 NOVEMBER	3 NOVEMBER GM-A Activity 3	6 NOVEMBER Test part 1 (T1, 2, 3). ONLINE
8 Chapter 4 F. Senar	9 NOVEMBER	10 NOVEMBER GM-B Activity 3	13 NOVEMBER <i>Delivery Activity 2</i>
9 Chapter 4 F. Senar	16 NOVEMBER	17 NOVEMBER GM-A Activity 4	20 NOVEMBER
10 Chapter 5 F. Senar	23 NOVEMBER	24 NOVEMBER GM-B Activity 4	27 NOVEMBER <i>Delivery activity 3</i>
11 Chapter 5 F. Senar	30 NOVEMBER	1 DECEMBER GM-A Activity 5	4 DECEMBER
12 Chapter 5 F. Senar			11 DECEMBER <i>Delivery activity 4</i>
13 Chapter 5 F. Senar	14 DECEMBER	15 DECEMBER GM-B Activity 5	18 DECEMBER
14 Chapter 6 F. Senar	21 DECEMBER	22 DECEMBER GM-A Activity 6	
15 Chapter 7 F. Senar			8 JANUARY
16 Chapter 7 F. Senar	11 JANUARY	12 JANUARY GM-B Activity 6	15 JANUARY

CALENDAR OF IMPORTANT DATES

IMPORTANT DATE	EVALUATION EVIDENCE
6 November	Test- Part 1- Online (17pm-18pm)
18 JANUARY	Challenge Resolution- (pdf format through sakai within the corresponding activity).
19 JANUARY	Test- Part 2. 15pm- 17pm. Classroom
2 FEBRUARY	Recovery test. 15pm a 17pm. Classroom

Evaluation

CONTINUOUS ASSESSMENT

The assessment has a continuous nature, therefore, regular attendance to class and the preparation and delivery within the established dates of the tasks that are specified as evidence of evaluation of the subject are mandatory

to pass it.

The assessment evidences are:

A1. Resolution of a challenge.

Weighted value: 50% of the final grade

It is a group work that will be presented at the beginning of the course, and will be developed throughout the semester through face-to-face sessions of medium group and autonomous work hours. The objective is to integrate the content of each of the subjects of the subject. The work is specified in the guide to solving a challenge posted on the virtual campus of the subject.

Requirements:

- Attendance to face-to-face classes. It is mandatory to attend for the evidence to be evaluated. If 80% of the attendance is not reached, this evidence will appear as Not Presented.
- Have actively collaborated in the resolution with the whole group.
- This evidence is approved with a mark equal to or greater than 25. It can be recovered, but the final mark will not be greater than 25.

A2. Test

Weighted value: 50% of the final grade

This test will be divided into two parts:

- Part 1.
 - (1) Multiple choice on the contents of topics 1, 2 and 3. With a weighted value of 25%.
- Part 2.
 - (1) Test type on the contents of topics 4, 5, 6 and 7. With a weighted value of 25%.

Requirements:

- In order to pass the course there is an average grade of 25 between the two parts.
- It will only be contemplated to make an average between the two parts when the part not passed obtains a minimum score of 11.
- At the time of making a mean between the two parties, in the event that one of the evidences is not exceeded, the part that is exceeded will be required to have a sufficient numerical value so that the average between both parties is 25.
- If part 1 is suspended with a score of less than 11 points, you must take the final test of the entire syllabus.

If the above criteria are not met, **the student has the option of recovering this evaluation evidence in a multiple choice test that will be worth 50%** (which will include the 7 topics) and that **will have to be passed with a grade equal to or greater than 25.**

! The subject is passed with a grade equal to or greater than 50 points.

Linguistic and formal correction is an essential requirement in written productions (<http://www.fce.udl.cat/Recursos/guias/guiatreballs.pdf>). In the foundation of written works, it is essential to refer to academic sources, correctly cited in accordance with the APA regulations. These expressive errors or incorrect presentation will affect the grade of the subject.

UNIQUE EVALUATION FOR STUDENTS WITH ACCREDITED WORK

Only those students who have the approval of the pertinent commission and the permission to do the single evaluation can be accepted.

The **evaluation evidences** are:

It is recommended to follow the theoretical-practical content through the virtual sessions and the resources posted on sakai.

The **evaluation evidences** are:

Test 1: (1) Test type on the contents of topics 1, 2 and 3. **With a weighted value of 50%.**

Test 2: (2) Test type on contents of topics 4, 5, 6 and 7. **With a weighted value of 50%.**

Requirements:

- In order to pass the course there is an average grade of 50 between the two parts.
- It will only be considered to make an average between the two parts when the part not passed obtains a minimum score of 20.
- At the time of making a mean between the two parties, in the event that one of the evidences is not exceeded, the part that is exceeded will be required to have a sufficient numerical value so that the average between both parties is 25.
- If part 1 is suspended with a score of less than 20 points, you must take the final test of the entire syllabus.

In case of the above criteria are not met, **the student has the option of recovering this assessment evidence in a multiple choice test** (which will include the 7 topics) **and that will have to be passed with a grade equal to or greater than 50.**

! The subject is passed with a grade equal to or greater than 50 points.

- **The follow-up of this modality must be notified until PENDING**

ASSESSMENT BY STUDENTS WHO RETURN TO DO THE SUBJECT

It is recommended to follow the theoretical-practical content through the virtual sessions and the resources posted on *sakai*.

The **evaluation evidences** are:

Test 1: (1) Test type on the contents of topics 1, 2 and 3. **With a weighted value of 50%.**

Test 2: (2) Test type on contents of topics 4, 5, 6 and 7. **With a weighted value of 50%.**

Requirements:

- In order to pass the course there is an average grade of 50 between the two parts.
- It will only be considered to make an average between the two parts when the part not passed obtains a minimum score of 20.
- At the time of making a mean between the two parties, in the event that one of the evidences is not exceeded, the part that is exceeded will be required to have a sufficient numerical value so that the average between both parties is 25.
- If part 1 is suspended with a score of less than 20 points, you must take the final test of the entire syllabus.

In the event that the above criteria are not met, **the student has the option of recovering this assessment evidence in a multiple choice test** (which will include the 7 topics) and that **will have to be passed with a grade equal to or greater than 50.**

! The subject is passed with a grade equal to or greater than 50 points.

EVALUATION BY STUDENTS WITH NESE

Condition: certificate of disability or having a specific learning difficulty. Come derived from the UdLxTothom.

The teacher of the subject will include in the development of this universal measures to help the student access learning. You will also be able to modify the evaluation system and the realization of face-to-face and non-face-to-face activities, depending on the educational needs of each student for Educational Support, always in agreement with the UdL Diversity Attention Commission.

Bibliography

RECOMMENDED BIBLIOGRAPHY

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