

SUBJECT: PSYCHOLOGY OF DEVELOPMENT

STUDIES: DIPLOMA IN SOCIAL WORK

CODE: S104

TYPE: T YEAR: 1st TERM: 2nd

CREDITS (hours/week): 9

ECTS CREDITS: 8

PROFESSOR: Isabel Torras Genis

LANGUAGE: Catalan

PREREQUISITES: None

PRIOR KNOWLEDGE: None

SUBJECTS WHICH MUST BE TAKEN SIMULTANEOUSLY: None

DESCRIPTION OF SUBJECT:

During our life, we all pass at various times through the stages of childhood, adolescence, youth, maturity and old age. The life of human beings involves completing and passing through this group of stages which we call the *life cycle*. The Psychology of Development is the discipline which is interested in describing and explaining the psychological changes that the human being experiences during this life cycle, that is to say, from birth to death. Why is the first year of life so important in the development of affection? How does a child of three years think? Why is the symbolic play of five-year-old children so important? At what age does socialization begin? How does the adolescent construct his or her identity? What features define youth? What challenges face the adult? What psychological changes do we experience during old age? In the course of this subject we will tackle these and other questions related with each stage of the life cycle. Also, and as we have already said at the beginning, it is not only those with whom we work when we are professionals who are in one of these stages of the life cycle; we ourselves, educators and social workers, also have to pass through these stages and we are now in a certain part of our own development. Our own life experience will be one of the aspects allowing us to relate theory and practice; theoretical models and experiences lived through.

SUBJECT OBJECTIVES:

As a future professional in social action you will find in the Psychology of Development that discipline which will enable you to approach the psychological characteristics of the people or groups with which you will be working: if you understand their cognitive, affectionate and social development you can offer them attention more appropriate to their needs. The objectives to achieve in relation with the subject Psychology of Development are, therefore, the following:

1. Understanding the individual and his or her mechanisms, from the different psychological theories with which the daily situations are confronted.
2. Offering the basic information so that you, social worker or educator, have the necessary elements to prepare a general scheme of the evolution of human conduct and the fundamental characteristics of each stage.
3. Application of the contents through the interpretation of case studies, seeking a link with practice.
4. Communication and arguing effectively in written opinions.

CONTENTS:

The subject of Psychology of Development is structured in two main modules. A first module in which we establish the theoretical bases of the discipline; that is to say, we shall see what the Psychology of Development is and which are the most important authors and theories. And a second module in which we shall go more deeply into each stage of the life cycle.

Module 1. *Foundations and principal models*

1.1.- Psychology of Development

- Background
- Purpose of study
- Factors of development
- Psychology of Development in relation with educational practice and intervention

1.2.- Theories on development

- Psychodynamic model
- Erikson's psychosocial model
- Cognoscitive models
- Behavioural – interactive models

Module 2. *Stages of development*

2.1 PRENATAL DEVELOPMENT

- Pregnancy and prenatal development
- Intra-uterine environment
- Birth
- Alterations and risk factors

2.2 (0-2 years)

- Psychomotor development
- Intellectual development
- Affectionate development
- Social development
- Acquisition of language

2.3 (2-7 years)

- Psychomotor development
- Intellectual development
- Affectionate and social development
- Linguistic development

2.4 (7-12 years)

- Physical dimension
- Intellectual development
- Affectionate development
- Social development

2.5 Adolescence

- Physical dimension
- Cogniscitive capacities
- Affectionate behaviour
- Relationships with social surroundings

2.6 Youth

- Survey of the term and prior considerations
- Cogniscitive capacities
- Affectionate behaviour

- Relationships with social surroundings

2.7 Adult age

- Survey of the term and prior considerations
- Cogniscitive capacities
- Affectionate behaviour
- Relationships with social surroundings

2.8 Old age

- Concept of old age as a differential process
- Psychosomatic aspects defining the stage
- Affectionate behaviour
- Relationships with social surroundings

METHODOLOGY:

The methodology of the subject combines taught classes with case studies and analysis in small groups. Also debates are organised on the viewing of videos of interest for the subject and speakers are invited to deal with specific themes.

EVALUATION:

- A. Examinations
- C. Test type examinations
- F. Work done in groups or individually
- J. Participation in class

In the final examination the knowledge acquired throughout the course will come into play and will consist of ten test type questions, three short questions and two cases.

- The ten test type questions will rate 0.2 points each.
- The three short questions will rate 1 point each.
- The two cases will rate 2.5 points each.

CRITERIA OF EVALUATION OF RESULTS:

The evaluation will consider:

- that you have absorbed the contents in a meaningful way,
- that you can identify which characteristics and behaviour are typical of a stage of development and which are not,
- that you can argue and explain your ideas with clarity,
- that you can apply the knowledge acquired to practical situations in a relevant way.

Objective 1:

The student must demonstrate that he or she knows the theoretical models on which the Psychology of Development is based [A,C].

Objective 2:

The student must be able to prepare the overall scheme of the evolution of human conduct and the fundamental characteristics of each stage [A].

Objective 3:

The student has to be able to apply the theoretical contents to practical cases [F,J].

Objective 4:

The student must be able to communicate and argue effectively his or her opinions in writing [A,F].

BASIC BIBLIOGRAPHY:

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SUPPLEMENTARY BIBLIOGRAPHY AND MATERIAL:**General works**

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Childhood

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ORTEGA, R. (1996) *Crecer y aprender. Psicología del desarrollo y educación escolar.* (Grow and learn. Psychology of development and school education) Seville. Kronos

Adolescence

CASTILLO, G. (1999): *El adolescente y sus retos. La aventura de hacerse mayor.* (The adolescent and his challenges. The adventure of growing up) Madrid. Pirámide

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Old age

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