


ENGLISH FRIENDLY COURSES (EFC) 2023-2024 CAMPUS OF GIPUZKOA

<https://www.ehu.eus/es/web/psikologia-fakultatea/ikasle-bisitariak>

Coordinator: psicologia.internacional@ehu.eus

In addition to the general offer of courses taught in English, some Centers offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish or Basque, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

English Friendly Courses taught in SPANISH:

FACULTY OF PSYCHOLOGY (231)					
COURSE		SEMESTER ¹	CREDITS	SCHEDULE ²	LINK TO SYLLABUS
Bachelor's Degree in Psychology					
25073	Evolución y Conducta	1st	6	M	
25078	Psicología del Desarrollo II	1st	6	M	
25087	Clínica Infanto-Juvenil: Evaluación y Psicopatología	1st	6	M	
25089	Evaluación y Diagnóstico Psicológicos	1st	6	M	
25100	Historia de la Psicología	1st	6	M	
25061	Psicología Política y Movilización Social	1st	4,5	A	
25098	Tratamientos Psicológicos	2nd	6	M	

¹ SEMESTER: Annual: September 2024 to May 2025

1st: September 2024 to January 2025

2nd : January 2025 to May 2025

² SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

English Friendly Courses taught in BASQUE:

FACULTY OF PSYCHOLOGY (231)					
	COURSE	SEMESTER ³	CREDITS	SCHEDULE ⁴	LINK TO SYLLABUS
Bachelor`s Degree in Psychology					
25061	Psikologia Politikoa eta Gizarte Mobilizazioa	1st	4,5	A	
25069	Ingurumen Psikologia	1st	4,5	M	
25068	Hezkuntzaren Psikologia	2nd	6	M	

³ SEMESTER: Annual: September 2024 to May 2025

1st: September 2024 to January 2025

2nd : January 2025 to May 2025

⁴ SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

COURSE GUIDE

2024/25

Faculty231 - Faculty of Psychology

Cycle.

DegreeGPSICO20 - Bachelor`s Degree in Psychology

YearSecond year

COURSE

25078 - Psychology of Development II

Credits, ECTS:6

COURSE DESCRIPTION

Developmental psychology II studies the processes of socialization involved in the formation and development of affective bonds, the development of emotional competences, the internalization of norms for adapted social behavior and the development of a personal identity. It analyzes, therefore, how human beings solve basic human needs (physical-biological, emotional and affective, mental and social participation) in the social group at each stage of development.

In the current Psychology Degree Syllabus, the course Developmental Psychology I is taught in the first year, whereas the course Developmental Psychology II, of 6 credits, is taught in the second year. Therefore, students already know the main explanatory theories of human development and the changes in cognitive and language development throughout the life cycle. During the third and fourth years, an elective course named Family Psychology and Prevention and intervention in educational contexts is taught, so this syllabus does not delve into the contents related to the intervention in those fields.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- 1.To know the scope and limitations of the different theoretical approaches about the socio-affective development throughout the life cycle.
- 2.To know the changes in the socio-affective development that occur throughout the life cycle.
- 3.To identify the changes and individual differences in the socio-affective development in practice with subjects of different ages.
- 4.To know the research procedures used to identify psychological change throughout the life cycle.
- 5.To be able to prepare reports on socio-affective development.

Theoretical and Practical Contents

- Topic 1. Attachment during childhood and adolescence.
- Topic 2. Emotional development in childhood and adolescence.
- Topic 3. Relationships with peers.
- Topic 4. Socialization and moral development.
- Topic 5. Development of the self
- Topic 6. Development of sexuality in childhood and adolescence
- Topic 7. Affective bonds in adulthood
- Topic 8. Evolution and life events in adulthood
- Topic 9. Affective bonds and life events in old age.

TEACHING METHODS

- The design of the teaching methodology of the course includes the following main activities:
- a) Lectures. The lectures given by the professor to introduce the topics offer structured overviews of each topic, present the main problems of the discipline and the most relevant solutions given to them, and explain the most important contents raised in the compulsory readings of each topic.
 - b) Practical activities in which the large practical group is divided into pairs of students or small groups of 4 or 5 students. The practical classes include:
 - Analysis of videos illustrating the different topics of the program.
 - Analysis of cases and preparation of case reports.
 - Role-playing sessions, in which students play different roles (psychologist, mother-father, etc.).
 - Debates and discussions on the readings and practices of each topic

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	33	2	16				9		
Horas de Actividad No Presencial del Alumno/a	49,5	3	24				13,5		

Legend: M: Lecture-basedS: SeminarGA: Applied classroom-based groupsGL: Applied laboratory-based groupsGO: Applied computer-based groupsGCL: Applied clinical-based groupsTA: WorkshopTI: Industrial workshopGCA: Applied fieldwork groups



Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test 70%
- Exercises, cases or problem sets 15%
- Teamwork assignments (problem solving, Project design) 15%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

There are two options for the evaluation:

1) Continuous evaluation throughout the course through the evaluation of various training activities (practical lessons, seminars, preparation of reports, case analysis, etc.). The continuous evaluation requires a minimum of 80% of the practical tasks. The maximum score that can be obtained in the final exam is 7 points. The maximum score that can be obtained for the submission of the practical and work reports is 3 points.

2) Final evaluation: Students will have the right to be evaluated through the final evaluation system regardless of whether or not they have participated in the continuous evaluation system. To do so, students must submit to the course's teacher the opt-out from the continuous evaluation, before the fifth week of the course, counting from the beginning of the teaching period. This evaluation system implies a final exam on all the topics of the syllabus, which includes theoretical and practical contents. Scoring: 10 points.

Not taking the final exam will be sufficient for the final grade of the course to be not sat

OPTING OUT OF THE EXAM

Opting out of the exam will result in the grade of not sat. In the continuous evaluation, students may opt out of the sitting within a period that, at least, will be the date of the end of the teaching period. This opt-out must be submitted to the teacher responsible for the subject.

In the case of final evaluation, not taking the final exam set on the official date will be enough to automatically opt out of the corresponding sitting

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students who do not pass the course in the ordinary exam will have the right to take the exam through a final evaluation test in the extraordinary exam. The test will consist of a final exam that will include the theoretical and practical contents that have been addressed in the course.

*In order to opt out of the extraordinary exam, it will be enough not to take the final exam.

MANDATORY MATERIALS

- Cantón-Duarte, J., Cortés, M.R. & Cantón-Cortés, D. (2011). Desarrollo socioafectivo y de la personalidad. Alianza Editorial
- Cassidy, J. & Shaver, P.R. (2016). Handbook of attachment. The Guilford Press.
- González, A. M., Fuentes, M.J., De La Morena, M. L. y Barajas, C. (1995). Psicología del Desarrollo: Teoría y prácticas. Aljibe.
- López, F. (2014). La educación sexual de los hijos. Madrid: Pirámide.
- López, F. (2012). Sexualidad y afectos en la vejez. Madrid: Pirámide.
- López, F., Fuentes, M.J., Etxebarria, I., y Ortiz, M.J. (1999) Desarrollo afectivo y social. Pirámide.
- Mikulincer, M. & Shaver, P.R. (2016). Attachment in adulthood: Structure, dynamics and changes. The Guilford Press
- Rosenblum, K.L., Dayton, C., & Muzik, M. (2019). Infant social and emotional development: Emerging competence in a relational context. En C.H. Zeanach (Ed.), Handbook of infant mental health (pp. 95-119). The Guilford Press.
- Triado, C., Celdrán, M. & Villar, F. (2019). Desarrollo adulto y envejecimiento. Alianza Editorial.
- Shaffer, D.R. (2000). Desarrollo de la agresión, del altruismo y de la moral. En D. R. Shaffer (Ed.), Psicología del Desarrollo. Infancia y Adolescencia (5ª ed.; pp. 531-554).Thompson.

BIBLIOGRAPHY

Basic bibliography

- Cassidy, J. & Shaver, P.R. (2016). Handbook of attachment. The Guilford Press.
- Gillath, O., Karantzas, G.C., y Fraley, R.C. (2016). Adult attachment: A concise introduction to theory and research. Elsevier
- Mikulincer, M. & Shaver, P.R. (2016). Attachment in adulthood: Structure, dynamics and changes. The Guilford Press
- Rosenblum, K.L., Dayton, C., & Muzik, M. (2019). Infant social and emotional development: Emerging competence in a relational context. In C.H. Zeanach (Ed.), Handbook of infant mental health (pp. 95-119). The Guilford Press.

Detailed bibliography

BENTLEY, E. (2007): Adulthood, Routledge.
CAVANAUGH, J.C. & BLANCHARD-FIELDS, F. (2002): Adult Development and Aging (4th edition), Thomson,
DEMETRIOU, DOISE & VAN LIESHOUT (1998) Life-Span Developmental Psychology. John Wiley & Sons.
DURKIN, K. (1995): Developmental Social Psychology. Blackwell.
LACHMAN, M.E. (2001): Handbook of Midlife Development. John Wiley & Sons,.
LEMME, B.H. (1995): Development in Adulthood, Alin and Bacon.
STEVENS-LONG, J. & COMMONS, M.L. (1992): Adult Life, Adult Development and Aging (4th edition), Mayfield, Mountain View.

Journals

Anales de psicología: <http://revistas.um.es/analesps/>
Apuntes de psicología: <http://www.apuntesdepsicologia.es/index.php/revista>
Attachment: <http://www.ingentaconnect.com/content/kb/att>
Child development: <https://onlinelibrary.wiley.com/journal/14678624>
Cultura y educación: <http://www.fia.es/revistas/culturayeducacion/home>
Developmental psychology: <http://www.apa.org/pubs/journals/dev/>
Journal of social and personal relationships: <http://journals.sagepub.com/loi/spra>
Journal of youth and adolescence: <https://link.springer.com/journal/volumesAndIssues/10964>
Human development: <https://www.karger.com/Journal/Home/224249>
Infancia y aprendizaje: <http://www.fia.es/revistas/infanciayaprendizaje/home>
Psicothema: <http://www.psicothema.com/>
Spanish journal of psychology: <https://www.cambridge.org/core/journals/spanish-journal-of-psychology>

Web sites of interest

OBSERVATIONS