

Academic Year/course: 2022/23

26107 - Life Cycle and Social Environment Human Development

Syllabus Information

Academic Year: 2022/23

Subject: 26107 - Life Cycle and Social Environment Human Development

Faculty / School: 108 - Facultad de Ciencias Sociales y del Trabajo

Degree: 274 - Degree in Social Work

ECTS: 6.0

Year: 1

Semester: Second semester

Subject Type: Basic Education

Module:

1. General information

1.1. Aims of the course

To describe and to compare the different perspectives of the paradigms in Psychology on the life cycle.

Train to analyze the phases that comprise the life cycle and the development processes of people throughout it.

Train to detect conflicts and imbalances that appear in childhood, adolescence, youth, adulthood and old age.

SDGS. 3. Good health and well-being

1.2. Context and importance of this course in the degree

The course is part of the module covering the processes and problems on which the social worker acts.

This relates to the ability to support people in being able to articulate their needs, views and circumstances.

Advocate for individuals, families, groups, organisations and communities.

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

2. Learning goals

2.1. Competences

Differentiate the concepts presented by the different theoretical paradigms in psychology that explain cognitive development. Know some weaknesses and strengths of each approach.

List and detail aspects of physical, intellectual, social and personality development in the different stages of the life cycle, highlighting those that are determinant for each stage.

Identify some signs and symptoms of psychopathological problems related to each of the stages of the life cycle.

Differentiate features of evolutionary suffering from those that are not, in order to design and organise the comprehensive care plan in a multidisciplinary manner.

2.3. Importance of learning goals

The knowledge and description of the different stages of the life cycle enable the social worker to be competent in the different professional fields that he/she has to face, as it optimises the relationship between the demands and the appropriate tools to solve them.

The peculiarities of each evolutionary moment are such that, if they are not known, they can hinder a process of professional empathy, which is essential for work performance.

The possibility of differentiating between the normal and pathological aspects of human development enables him/her to: de-angst the user and his/her family about what is happening to him/her, assess the need for specific treatment and the referral or approach to his/her suffering, structure the resources that must be put into operation to achieve the integral improvement of the child, adolescent, young person, adult or elderly person.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he/she has achieved the expected learning outcomes through the following assessment activities. Two different forms of assessment, to be chosen at the beginning of the course:

1) Continuous assessment; 2) Global/Single assessment.

Continuous assessment.

It involves the consideration of several aspects:

- TYPE 1 (T1) classes. Multiple choice and/or short answer exam (50% of the final grade).

The acquisition of knowledge of the theoretical topics of the course program will be evaluated.

- TYPE 2 classes (T2) / TYPE 6 (T6). Practical exercises (50% of the final grade). In group and/or individual.

It is necessary to pass each of the two parts: the theoretical exam (Type 1) and the practical activities (Type 2/Type 6) to pass the course.

Global/single assessment.

Whoever wants to take this evaluation will have to communicate it to the professor on the date that will be announced at the beginning of the course.

The criteria for this assessment are the following:

Theoretical/practical aspects, multiple-choice and/or short answer (50% theoretical exam; 50% practical exam: 50% practical exam: 50% multiple-choice and/or short answer).

Theoretical exam; 50% practical exam: 100% of the total grade of the course).

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

- Activities Type 1. Theoretical exposition.

During theory classes (T1), the teacher may carry out certain activities or exercises.

It will be necessary to have done most of them in order for the students of "continuous evaluation" to be able to take the theoretical exam. These aspects will be communicated and specified by the teacher at the beginning of the course.

- Type 2 / Type 6 activities: practical/dynamic. Attendance is compulsory.

4.2. Learning tasks

The program offered to the student to help him/her achieve the expected outcomes includes the following activities:

1. Expository activities, through which the teacher addresses the most important points of each didactic unit, using for this purpose the support of the ADD and readings of the subjects.

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2. Dynamic activities: such as analysis of cases by means of videos and/or readings, development of interviews to analyze aspects within the interviews to analyze aspects within the life cycle of individuals, oral presentations by students, or the writing of of the students, or the drafting of written reports. All this framed within the topic or didactic unit of reference. They allow complementing, deepening and comparing aspects of the theory with its applicability.

4.3. Syllabus

Thematic Unit 1: Introduction; The childhood; Adolescence.

Normal and pathological development.

The identity and the group.

Self-concept and self-esteem.

Behavioral disorders.

Thematic Unit 2: Youth; The adulthood.

Physical and psychosocial changes.

Stressful life events. Stress.

Capital and social support. Family and work.

Behavioral disorders.

Thematic Unit 3: Old adults; death and mourning.

The aging process and psychological theories.

Third and fourth age.

4.4. Course planning and calendar

Calendar of face-to-face sessions and presentation fo works.

In the schedule there are four hours per week aimed to explain the theoretical topics and the practices.

At the beginning of the course, the faculty will inform about the key dates related to the tutorial schedules, the organization of the theoretical content and evaluation activities.

In addition, the ADD-Moodle will be useful to download information about the course and its activities.