Universidad Zaragoza

Academic Year of Degree: 2026/27

26528 - Children's Psychology and Health

Teaching Plan Information

Academic year: 2026/27
Subject: 26528 - Children's Psychology and Health
Faculty / School: 107 - Facultad de Educación
202 - Facultad de Ciencias Humanas y de la Educación
301 - Facultad de Ciencias Sociales y Humanas
Tipo de enseñanza: In person
Ambit: Educational sciences
Degree: 301 - Degree in Nursery School Education
302 - Degree in Nursery School Education
303 - Degree in Nursery School Education
ECTS: 6.0
Year: 3
Semester: Second semester
Subject type: Compulsory
Module:

1. General information

Early Childhood Education teachers play an important role in the development process of children in their early years; they act in a multicultural context, in which children with different levels and rhythms of development coexist. As a person and as a professional, they must learn to carry out their work in this complex and changing context and, therefore, to develop skills and competencies that facilitate this task. The objective of this subject is for the degree student to become familiar with the different elements that influence healthy development in childhood, integrating knowledge acquired in subjects from previous years and generating an integrative and inclusive vision of the person from a biopsychosocial and constructivist approach that contemplates early intervention and allows them to act as a reflective and positive person and professional.

2. Learning results

They are aware of the relevance that the social, family, and school context has on children's development and have resources to work with the family and with the other health and psychosocial professional levels involved in the care of children under 7 years of age.

They know the needs, problems, and difficulties related to the acquisition of habits, norms, values, behavior, and autonomy and develop resources for their management in the 0 to 6-year period.

They are capable of detecting and identifying needs, assessing their importance, and preventing the difficulties, deficiencies, and emotional, affective, relational, and well-being imbalances that disturb the biopsychosocial development of children aged 0-6 years.

They know how to manage resources to educate while favoring healthy development in preschool, attending to the individual and interrelational needs of children.

They handle the basic principles of healthy development and behavior, know the most important programs in the socio-educational field applied to childhood, and know how to design and apply actions for health promotion and the detection of difficulties and problems in the 0-6 age range.

3. Syllabus

Conceptual introduction to the concepts of health and biopsychosocial well-being.

Needs in childhood: affection, norms, emotional security...

Acquisition of healthy habits.

Development of personal skills, autonomy, and self-control.

Development of interpersonal relationships and prosocial behavior.

The healthy relationship with families.

Relationship with the educational community (school, socio-sanitary).

4. Academic activities

The program offered to the student to help them achieve the expected results includes the following activities:

1. Master classes/Expository sessions.

2. Reading, reflection, and discussion (which may be requested in writing) of the texts indicated in class, or on the Digital Teaching Ring, an individual activity.
3. Case analysis including a variety of formats (texts, video, multimedia) and practical assumptions: reports, simulations, expert interventions. For group work, which will sometimes involve the participation of the attendees in their presentation, and in other cases will be submitted in writing at the end of the session.
4. Intervention/prevention programs, materials, and diverse educational resources in the field of the subject will be analyzed and evaluated.
5. Different educational practices may be observed by visiting Early Childhood Education classrooms in educational centers.

5. Assessment system

The student must demonstrate that they have achieved the expected learning results through the following evaluation activities.

Practical activities carried out during the course and the final written test will be taken into account.

Written test. The test will be organized into theoretical questions (objective and development-based), which may include the resolution of a brief case or assumption about the contents of the program seen in the theoretical and/or practical sessions.

Practical activities evaluated during the course. Represents the practical work carried out throughout the course:

- Reports on the activities carried out in the practical sessions.
- Individual reflection on the activities recorded in a practice notebook.
- The preparation of a small project that includes an intervention plan for a case or the design of an intervention program within the subject matter addressed in the course. It is a guided project in small groups. A report must be prepared and an oral presentation given in class. It will be tutored. The weight of this project will be between 30-40% of the practical grade.

Evaluation criteria

To pass, students must meet the following minimum criteria for completing the various tasks, including exams:

• The student must have identified the topic of the case or material in question.

• The student must use the theoretical knowledge presented by the professor and/or included in the required readings to answer the specific questions posed and use the vocabulary specific to the subject.

• The student must demonstrate at least a functional level of understanding of the content covered.

• The student must prepare written reports/exams according to minimum quality standards, establishing a clear and organized sequence of ideas, differentiating between data, theoretical contributions, and personal assessments, all using appropriate, understandable, and relevant language, free of conceptual and spelling errors. • Students should be able to eloquently present the most relevant ideas of a case, material, or group discussion to a group of classmates and the professor, using an organized and structured discourse, connecting ideas and theories, and employing terminology specific to the field.

• Students should comment on and argue the ideas presented by other classmates, expanding upon their contributions, providing examples, or contextualizing them. Critical thinking is essential in all these processes; simply presenting theories without examination or discussion is not sufficient.

• The course assessment will consider the appropriate use of language, both written and oral (correct spelling in written text and careful oratory in oral presentations, appropriate writing style, clarity of expression, lexical and terminological precision, proper use of punctuation, etc.), and that the presentation is of a university standard in terms of clarity, neatness, organization, and legibility. A lack of rigor in these aspects may result in penalties to the grade, potentially even leading to a failing grade in the course.

Finally, it should be noted that the University of Zaragoza's Code of Conduct will apply to irregularities committed during assessments through academic fraud, as well as Article 30 of the Regulations on Learning Assessment Standards in relation to irregular practices other than academic fraud.

Grading Criteria and Requirements for Passing the Course

To pass the course, a minimum score of 5/10 is required in both components of the final grade: Written Exam (50% of the grade) and Assessable Practical Activities (50% of the grade). Timely submission of assignments by the deadlines set by the instructors is a requirement for passing.

In the evaluation of the intervention programs proposed by the students, the integration of the Sustainable Development Goals related to diversity will be assessed and may account for at least 5% of the grade for this work.

Comprehensive Exam and Second Examination Period

Students who have not achieved a 5/10 in the assessable activities carried out throughout the course, which represent 50% of the final grade, will be assessed, in accordance with the evaluation regulations established by the University of Zaragoza, in a single final exam to be held on the official dates set by the center. This final individual exam will include theoretical questions (objective and/or essay and/or practical scenarios) comprising 50% of the grade. It will also include a section of strictly practical application (planning an intervention for a case/analyzing a program, etc.), which will account for the other 50% of the final grade. This combination will allow for verification of the achievement of competencies similar to those of students who have

participated in in-person practical sessions, whose grade is added to that of the written exam. To pass the course, a score of 5/10 is required in both sections.

The second exam session will be the same as the first, and the grades for theoretical or practical activities passed in the first session (grades above 5/10) will be retained.

Fifth and Sixth Exam Sessions

Students taking the fifth and sixth exam sessions may join the regular course students under the same conditions if they wish. Otherwise, the procedures described for the comprehensive exam will apply. In any case, they will be subject to the regulations in force at the University of Zaragoza.

5.1. Academic fraud prevention

The use of unauthorised electronic materials or devices during the assessment may result in immediate exclusion from the examination and a fail mark (a numerical mark of '0' for the assessment).

Furthermore, the lecturer in charge may complete the grade report and submit it to the General Inspectorate of Services, so that it may, where appropriate, consider initiating disciplinary proceedings against the student for academic fraud.

In the case of a continuous assessment exam [continuous assessment cannot continue, unless otherwise specified in the academic guide.]

In the case of a regular or extraordinary exam session, the initiation of disciplinary proceedings will result in the grade 'pending resolution' until the proceedings are concluded.

6. Sustainable Development Goals

3 - Good Health and Well-being
5 - Gender Equality
10 - Reduced Inequalities

7. Bibliography

Ricarte, J.J. (Coord.) (2011). *Psicología de la Salud Infantil*. Navarra: Ediciones Eunate.

López Sánchez, F. (2008). *Necesidades en la infancia y en la adolescencia: respuesta familiar, escolar y social*. Madrid: Pirámide

Hidalgo, V. y Palacios, J. (2000) Desarrollo de la personalidad entre los 2 y los 6 años. En J. Palacios, Á. Marchesi y C. Coll (Coord.). *Desarrollo psicológico y educación*. *1- Psicología evolutiva* (pp. 257-280). Alianza Editorial. Madrid.

Saro, I. (2009). *Transexualidad: Una perspectiva transdisciplinaria*. Editorial Alfil.