

IDENTIFICATION DETAILS

Degree:	Psychology		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	LIFE-CYCLE PSYCHOLOGY II		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	7741
Teaching period:	Fifth semester		
Area:	Educational and Life Cycle Psychology		
Module:	Specific training		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

En la asignatura de “Psicología del Ciclo Vital II” se trabajan las principales características de las etapas de la adolescencia, adultez y la vejez, atendiendo a varias dimensiones del desarrollo y desde una perspectiva integral y holística. Se recogen los principales cambios psicológicos que se relacionan con la edad y su influencia en la vida de los adultos y mayores, teniendo en cuenta la diversidad que puede presentarse en dicho proceso. Asimismo, se ahonda en el estudio del ciclo vital de forma contextualizada, se presta especial atención a los factores sociales y propios del momento histórico y cultural que influyen en el ciclo vital. Con esta asignatura se pretende que el alumno descubra que la vida de todo hombre es un proceso de crecimiento en su humanidad y en dicho desarrollo, cada etapa de la vida: tiene un significado característico, un valor en sí misma, propio y único, y un valor propedéutico. Cada etapa de la vida tiene una tarea ética propia, una exigencia del bien. Cada fase de la vida supone la posibilidad de realizar de un modo peculiar el sentido nuclear de la existencia humana.

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To be familiar with psychological diagnosis, treatment and assessment methods in various fields applied to psychology.

To be familiar with the main stages and processes of an individual's development throughout their life cycle and during crises and to analyse the strengths and weaknesses in each: the lifeline or autobiography and existential analysis.

Cross Skills

To develop individual social skills.

To show a commitment to quality in one's actions and to be able to develop systems to ensure the quality of the services one provides.

To nurture an attitude of intellectual curiosity and a quest for the truth in all areas of life.

To correctly engage with university work tools: text commentary, analysis, summary and the preparation of a research project.

To forge attitudes of respect, tolerance and dialogue with regard to other cultures and religions in the search for the truth.

To be able to correctly express oneself orally in Spanish and in another language, preferably English.

To be able to correctly express oneself in writing in Spanish and in another language, preferably English.

To be able to use technical means such as computer programmes and audio-visual systems, among others.

Capacity for disciplinary and interdisciplinary teamwork.

Specific skills

To be familiar with the life cycle during adulthood and old age.

Crises: diagnosis, intervention and evaluation; lifeline or autobiography; sense of life and existential analysis.

To be able to identify organisational and interorganisational problems and needs.

To be able to select and use appropriate psychological intervention techniques to reach individual, group-based and organisational objectives.

To be able to apply indirect intervention strategies and methods through other people: counselling, educator training and other agents.

To be able to plan the assessment of programmes and interventions and define indicators, assessment techniques and analyses of results.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours