

1. BASIC INFORMATION

Course	Developmental Psychology
Degree program	Psychology
School	Biomedical and Health Sciences
Year	2º
ECTS	6 ECTS
Credit type	Basic
Language(s)	English
Delivery mode	Campus-based
Semester	1º
Academic year	2025-26
Coordinating professor	Gema Santiago Gómez
Professor	Ashley Navarro McCarthy

2. PRESENTATION

Developmental psychology is a basic subject that offers an introduction to developmental psychology, the branch of psychology that studies the patterns of growth and change that occur during life. The student will have the opportunity to know the development of the different aspects and capacities that individuals develop, such as affective, cognitive, social, etc., as well as the interrelation between them.

3. LEARNING OUTCOMES

KNOWLEDGE

KN01: Describe the temporal evolution of psychological ideas and knowledge, and the changes that different conceptions of the object of psychology and research methods have undergone over time.

- Identify changes in perceptual, attentional, intellectual, and language capacities of individuals in all stages of development, from the perinatal stage to old age.
- Describe the development of social, emotional, identity, and moral capacities of individuals in all stages of development, from the perinatal stage to old age.
- Describe the different theoretical models that explain changes in different stages of development.

SKILLS

SK05: Design a personalized treatment and intervention plan adapted to the specific variables of the case.

- Promote the development and independence of individuals based on the particular characteristics of the life stage they are in.

- Detect possible personal or contextual risk situations that may impact inadequate developmental processes.
- Design courses of action to address developmental problems.

COMPETENCES

CP01: Understand the functions, characteristics, and limitations of different theoretical models in the field of Health Psychology.

CP02: Understand the basic laws of different psychological processes in the field of Health Psychology.

CP03: Understand the main processes and stages of psychological development throughout the lifespan, including aspects of normality and abnormality, in the field of Health Psychology.

CP04: Understand the biological foundations of human behavior and psychological functions.

CP09: Understand the different fields of application of Psychology and have the necessary knowledge to impact and promote the quality of life in individuals, groups, communities, and organizations in different contexts: educational, clinical and health, work and organizations, and community.

CP13: Be able to describe and measure variables (personality, intelligence, and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.

CP14: Be able to identify differences, problems, and needs.

CP34: Know how to provide appropriate and accurate feedback to recipients.

CP35: Be able to prepare oral and written reports.

CP36: Understand and adhere to the ethical obligations of Psychology.

CP37: Ability to practice the profession using English and/or Spanish languages, both with specialized and non-specialized audiences.

4. CONTENT

1. Introduction to developmental psychology.
 - 1.2. Theories and research methods in Developmental Psychology
2. Development in different contexts.
3. Development of perceptual abilities and attentional capacities.
4. Development of cognitive, metacognitive, linguistic, and moral skills.
 - 4.1 Development of cognitive abilities.
 - 4.2 Metacognitive development and theory of mind.
 - 4.3 Language development.
 - 4.4 Development of morality.
5. Socio-affective development and development of identity and personality.
 - 5.1. Development of emotions and temperament.
 - 5.2 Development of social relationships.
 - 5.3 Development of self-concept and self.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case study.
- Cooperative learning.
- Problem-based learning (PBL).
- Lectures.
- Simulation environment.

- Computer software use.
- Student oral presentations.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Lectures	29h
Case analysis	10h
Asynchronous masterclass	6h
Face-to-face tutoring	5h
Debates	5h
Autonomous work	50h
Practical activities	15h
Formative assessment	3h
Group participatory activities (Seminars, participation in Forums, etc.)	15h
Research	10h
Face-to-face knowledge tests	2h
TOTAL	150h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Portfolio: Includes 10 activities carried out throughout the course: <ul style="list-style-type: none"> - 4 activities related to practices (10%): 2 simulated sessions and 2 experimental practices (0.25 points each). - 1 integrated curriculum activity (5%). - 5 in-class activities, carried out during class hours (5%) 	20%
Participation in debates and forums The debate will be of mandatory assistance and related to the content seen in class. Both attendance and participation will be assessed.	5%

Oral presentations* group project that includes <ul style="list-style-type: none"> - Oral presentation of a Psychoeducational intervention plan developed by each group (10%). - Development and design of psychoeducational outreach materials related to (5%) 	15%
Case analysis and problem solving: Design and development of a Psychoeducational intervention plan	10%
In-person knowledge test Final exam of the subject composed of 25 multiple-choice questions with 3 answer options (5 points from a total of 10 points) and 5 open-ended questions (5 points from a total of 10 points)	50%

*Attendance at all group presentations will be required in order to pass the subject.

When you access the course on *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

7.1. First exam period

To pass the subject in the regular examination period, the student must obtain a grade of 5.0 or higher out of 10.0 in the final grade (weighted average) of the subject. A minimum grade of 5.0 out of 10.0 is required both in the final exam and in the weighted average of the section corresponding to active methodologies. If the student obtains a grade lower than 5.0 in either the exam or the weighted average of the activities, the subject will be considered failed.

Students must also achieve a score of at least 5 out of 10 in:

- The in-person knowledge test (final exam of the subject).
- The average of the blocks on oral presentations, case analysis, and problem solving. This means the student must pass the group project involving the design and development of a psychoeducational intervention plan, which includes:
 - (1) An oral presentation.
 - (2) The development of psychoeducational outreach materials.
 - (3) The development of the psychoeducational intervention plan.
- The portfolio.
- Participation in debates and forums.

PLAGIARISM AND USE OF AI

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

AI-Generated content: Content generated by AI tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible in any case for the written content in the assignment. The use of AI must be authorized by the teacher for each activity. If a student has used these tools to develop any part of their assignment, their use must be described in detail in the work. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for improving spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the teacher, academic coordination, and program director.

Delayed submission of mandatory activities

Late submissions of mandatory assignments will be penalized with a deduction of 0.5 points for each 24-hour period past the deadline established on the virtual campus, up to a maximum of 7 calendar days. After this period, the numerical grade will be 0 for this assignment.

Uniform Requirement for Simulation Sessions:

Whenever simulation activities are conducted, students are required to wear the appropriate uniform (grey scrub top and trousers) in the simulated hospital. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session.

Rules of assistance to practical sessions

Assistance is mandatory both for the debate and the oral presentations. In the case of having a justified absence according to official regulations, a new presentation date will be scheduled, and the debate will be made through an alternative activity.

Students must also attend 4 practical sessions in-person (2 simulated sessions and 2 practical sessions). Students may be absent for a maximum of 2 practical sessions (including simulated sessions and practical sessions), whether with or without justification. If the absences exceed this limit, the student will automatically fail the portfolio block of the subject, with a maximum grade of 4 out of 10 possible points for this part of the subject.

6.2. Second exam period

To pass the subject in the extraordinary examination period, the same guidelines as in the regular examination period will be followed. It is necessary to submit the activities not passed in the regular examination period, after having received the corresponding corrections from the teacher, or those that were not submitted in the first place.

To pass the course in the second exam period, you must obtain a final (weighted average) grade of 5.0 out of 10.0 or higher. It is necessary to score 5.0 or above both on the exam and in the weighted average of the active methodologies section.

If either the exam grade or the weighted average of the activities is below 5.0, the subject will be considered failed.

In addition, the following requirements related to active methodologies must be met in order to pass the course:

Students must also obtain a grade equal to 5.0 or higher out of 10.0 in the following blocks:

- The in-person knowledge test (final exam of the subject).
- The total average of the blocks on oral presentations and case analysis, and problem solving. This means the student must pass the group project aimed at designing and developing a psychoeducational treatment plan, consisting of (1) an oral presentation, (2) development of psychoeducational outreach materials, and (3) development of a psychoeducational treatment plan.
- The portfolio.
- Participation in debates and forums.

Retake of active methodologies

The same instructions apply in the extraordinary call as the ones applied in the ordinary call to pass the active methodologies included in the subject, except for the following:

Debates and forums: The recovery of debates and forums block will take place in person during the extraordinary exam period. If possible, it will be conducted with other students from the course. If that is not possible, the debate will be held with the course teacher

Portfolio: Students who have failed this block must retake the following activities:

- (1) Eye tracking practice:
 - The experimental practice and the analysis of group results will be carried out in person.
 - Turn in of a written report that includes:
 - An analysis of the obtained results.
 - A literature review on the use of eye tracking in developmental studies.
 - Wordcount of 1,500 words.
- (2) Experimental practice "Common Good Game": The student must:
 - a. Record a video conducting the experiment with three people.
 - b. Submit:
 - A personal reflection on the experimental practice.
 - A literature review and submission of a 1000-word document on the relationship between this experiment and the child's moral and normative development.
- (3) Simulation session 1: An in-person exam will be conducted based on videos or reading material related to the content addressed in the simulations.
- (4) Simulation session 2: An in-person exam will be conducted based on videos or reading material related to the content addressed in the simulations.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Participation in debates and forums	October
Portfolio: 10 activities completed throughout the course. <ul style="list-style-type: none"> - 4 activities related to the practices. - 1 Integrated curriculum activity. - 5 in-class activities, carried out during class hours. 	October- December
Oral presentation	November-December
Case analysis and problem solving: Psychoeducational intervention plan	November-December
Final exam	January

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The *main reference work* for this subject is:

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2021). *Human development*. Mc Graw-Hill Education.
Papalia, D., & Martorell, G. (2021). *Desarrollo Humano*. Mc Graw-Hill Education.

Other relevant literature for the course:

Delval, J. (1994). *El desarrollo humano*. Siglo XXI de España Editores
Shaffer, D. R. (2009). *Social and personality development*. Cengage Learning.
Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood & Adolescence*. Cengage Learning.
Smith, P. K., Cowie, H., & Blades, M. (2015). *Understanding children's development*. Wiley.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit, we offer support to our students throughout their university life to help them reach their academic goals. Other main actions are the student's inclusion with specific educational needs, universal accessibility on the different campuses of the university, and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.

2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.