



**Universidad
de Alcalá**



**Centro Universitario
Cardenal Cisneros**

COURSE GUIDE

DEVELOPMENTAL PSYCHOLOGY II

**Psychology Degree
C.U. Cardenal Cisneros
University of Alcalá**

Academic Year 2026/2027
2nd year – 1st semester

COURSE GUIDE

Course name:	Developmental Psychology II
Código:	562010
Degree programme:	Psychology Degree
Department and Knowledge Area:	Department of Education and Psychology
Type:	Basic training
ECTS credits:	6
Year and semester:	2nd year, 1^{er} Cuatrimestre
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Language of instruction:	Spanish

1. INTRODUCTION

This subject is part of the basic training that students must receive in the second year of the Psychology Degree, as it is a related discipline closely connected to other preceding and subsequent subjects in the curriculum, as well as being strongly linked to the profession of psychologist. It belongs to the study plan module called Developmental Psychology and Educational Psychology, which encompasses the following subjects: Developmental Psychology I (basic, first year), Developmental Psychology II (basic, second year), Educational Psychology (compulsory, second year) and Developmental and Learning Disorders (compulsory, third year).

Psychologists can work in very diverse fields, settings, and with people of all ages (children, young people, adults, older adults) with the aim of helping individuals' wellbeing, optimising their development, and improving their quality of life. To do this, it is necessary to know the characteristics of each life stage and the changes that occur with age, from one stage to another. The discipline that can contribute most in this respect is Developmental Psychology, which provides the foundations for understanding psychological development.

This subject is associated with the Academic Skills Development Programme in Undergraduate Degrees at CUCC, specifically the skill of research and academic work, and therefore includes activities that will be assessed in the subject, which are explained further on.

For the completion of any academic work, students are reminded of the importance of consulting with the teaching staff regarding the permitted use of artificial intelligence (AI) tools. If not expressly stated in the guide or the instructions for the specific activity or assignment, AI

must not be used under any circumstances. Students are reminded that the improper use of these technologies, such as generating work without explicit authorisation, may constitute academic fraud. It is therefore recommended that students review the university's regulations on the use of AI, always act with responsibility and transparency in the learning process, and consult with the teaching staff about any questions in this regard.

Prerequisites and Recommendations

It is important for students to familiarize themselves from the outset with the dynamics and operation of the subject (as described in this guide) and to keep them in mind throughout its development. Success in the subject requires consistent work throughout the course.

Therefore, it is important that students engage actively and regularly complete the proposed activities and tasks, as well as devote the necessary time to mastering the subject content. Students should bear in mind that their personal work must go beyond participation in face-to-face class hours (see number of student working hours).

Students are advised to have basic IT skills, such as the use of a word processor, as well as internet browsing and the TEAMS platform.

2. COMPETENCIES

General competencies:

CG1. To possess and understand the knowledge that defines and articulates Psychology as a scientific discipline, including its theories, methods, and areas of application, at a level that is supported by advanced documents and textbooks and includes some knowledge from the cutting edge of this field of study.

CG3. To be able to gather and interpret relevant data relating to human behaviour, both individual and social, and the context in which it occurs, in order to make well-founded judgements on issues of a social, scientific or ethical nature in the field of psychology.

Specific competencies:

CE2. To know and understand the basic laws and principles of different psychological processes.

CE3. To know and understand the main processes and stages of psychological development throughout the life cycle, in its normal and abnormal aspects.

CE5. To know and understand the cultural factors and psychosocial principles that influence the behaviour of individuals and the functioning of groups and organizations.

CE10. To be able to analyze and identify differences, problems, needs, and demands of recipients at the individual, group, intergroup, organizational, and inter-organizational levels in the different areas of application.

3. CONTENTS

Content Blocks	TOPICS	Total classes, credits or hours		
		Theor y	Practice	Semin ar
DEVELOPMENT THROUGHOUT LIFE: ADOLESCENCE, ADULTHOOD, AND OLD AGE.	Topic 1. Adolescence: physical, cognitive, social, and personality development.	12	6	3
	Topic 2. Adulthood: physical, cognitive, social, and personality development.	8	4	
	Topic 3. Old age: physical, cognitive, social, and personality development.	10	5	

4. TEACHING-LEARNING METHODOLOGIES – TRAINING ACTIVITIES

Classes, allocated 1/3 of the ECTS credits, will be distributed throughout the semester in three organizational modes: theory-practice classes, practice classes, and seminars. This subject will follow a cooperative working methodology that requires the active participation of students.

Theory-practice classes (Spanish). A multiple methodology will be used. Some theoretical content will be provided and/or presented by the teacher, while other content will be researched or developed by students. Students will be asked to come to class having done preparatory work: readings of topics or articles, completion of activities, etc. Theoretical classes also include training activities of a theoretical nature.

Practice classes (English). Individual and/or team practical activities will be carried out, guided by the teacher. These activities will include practical problems, analysis and discussion of documentary and/or audiovisual material (articles, videos, scientific documentaries), as well as the presentation of completed work. Furthermore, during practice classes, guidelines will be provided to direct and guide students' individual and group independent work.

Seminars (English). Monographic sessions will be held with shared student participation, supervised by the teacher. The learning sessions of this subject will be conducted in an interdisciplinary manner with other subjects in the first semester study plan. The teacher will provide students with detailed information on how they will function. Problem-Based Learning (PBL) methodology will be used.

Independent work is allocated 2/3 of the ECTS credits of the subject. It includes the preparation of assignments and completion of all activities directed during face-to-face classes for submission or presentation in class, personal study, and exam preparation. To succeed in the subject, it is essential that students devote this time to working on the material.

4.1. Credit distribution

Total number of hours: 150	
Total face-to-face hours: 50 h	30 hours of theory classes 15 hours of practice 3 hours of seminar 2 hours of assessment tasks
Number of hours of independent student work: 100 h	100 Independent work

4.2. Methodological strategies, materials, and teaching resources

Teaching-learning methods:

Classes will use an active and participatory methodology on the part of students.

Materials and resources

Students will be provided with basic theoretical materials for the study of the different topics in the programme. They will have access to the library and computers to search for the information needed to complete their assignments.

5. ASSESSMENT: evaluation criteria, learning outcomes, grading criteria, and assessment procedures

Evaluation criteria:

Specific competencies	Evaluation criteria
CE2. To know and understand the basic laws and principles of different psychological processes.	Knows and understands basic concepts of the subject.
CE3. To know and understand the main processes and stages of psychological development throughout the life cycle, in its normal and abnormal aspects.	Knows and understands basic concepts of the subject. Demonstrates understanding of the main events in physical, cognitive, personal, and social development throughout life and the main factors involved.
CE5. To know and understand the cultural factors and psychosocial principles that influence the behaviour of individuals and the functioning of groups and organizations.	Knows the different factors that influence the behaviour of individuals and groups at different stages of life. Adopts a self-reflective attitude towards their own development alongside a

	developmental sensitivity towards the development of others.
CE10. To be able to analyze and identify differences, problems, needs, and demands of recipients at the individual, group, intergroup, organizational, and inter-organizational levels in the different areas of application.	Identifies differences, problems, and needs in adolescence, adulthood, and old age. Develops communication, discussion, and negotiation skills that contribute to improving interpersonal and group relationships.

Learning outcomes:

The learning outcomes for each of the competencies corresponding to this subject are presented below:

Competency	LEARNING OUTCOMES
CG1	Analyses and compares the functions, characteristics, and limitations of theoretical models in Developmental Psychology. Searches for and uses relevant documentary sources for the discipline.
CG3	Knows and applies fundamental concepts related to human development in different developmental periods.
CT1	Produces oral presentations and written reports with formal correctness.
CT2	Is able to understand and analyze texts on the subject in English, and use them in their own work.
CT5	Knows and applies fundamental concepts related to human development in different developmental periods. Identifies differences, problems, and needs in the different stages of human development.
CT6	Collaborates with others and contributes to a shared project. Assumes individual responsibility within collective work.
CE2	Knows the processes and stages related to physical, cognitive, linguistic, emotional, and social development in the different periods of the life cycle.
CE3	Knows the main alterations and learning difficulties in childhood and adolescence, as well as procedures for their detection, prevention, and intervention.
CE5	Knows the factors that promote human development.
CE10	Knows the fundamentals of the process of assessing alterations in development and learning, as well as exploration techniques and instruments.

Grading criteria:

Criteria	%
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Knows and understands basic concepts of the subject	20
Develops communication, discussion, and negotiation skills that contribute to improving interpersonal and group relationships.	10
Demonstrates understanding of the main events in physical, cognitive, personal, and social development throughout life.	20
Identifies differences, problems, and needs in adolescence, adulthood, and old age.	20
Knows the different factors that influence the behaviour of individuals and groups at different stages of life.	20
Adopts a self-reflective attitude towards their own development alongside a developmental sensitivity towards the development of others.	10

Assessment procedure

The assessment system to be followed is based on the Regulatory Framework for Student Learning Assessment Processes of the University of Alcalá. This framework establishes, among other things, the following guidelines:

1. This subject has an ordinary examination in January and an extraordinary examination in June.
2. The ordinary sitting will take place under continuous assessment.
3. If any student is unable to follow continuous assessment in the ordinary sitting, they must request a final assessment from the course teacher. This request must be submitted within the first two weeks of class, will be resolved by the Subdirección de Ordenación Académica, and may or may not be approved.
4. The extraordinary sitting is intended for students who do not pass the ordinary sitting and will follow the same assessment criteria as those used in the ordinary sitting (continuous or final), retaining the results of activities where a positive grade was obtained.
5. The characteristics of continuous and final assessment for this subject are set out in this course guide.
6. For further clarification on the assessment regulations, please consult: <https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

Continuous assessment. Ordinary and extraordinary sittings:

Tools Evaluation Criteria	Group Practices	Seminars	Class Activities	Exam	%
Knows and understands basic concepts of the subject			X	X	20
Develops communication, discussion, and negotiation skills that contribute to improving interpersonal and group relationships.	X	X	X		10

Demonstrates understanding of the main events in physical, cognitive, personal, and social development throughout life and the main factors involved.	X	X	X	X	20
Identifies differences, problems, and needs in adolescence, adulthood, and old age.	X	X	X	X	20
Knows the different factors that influence the behaviour of individuals and groups at different stages of life.	X	X	X	X	20
Adopts a self-reflective attitude towards their own development alongside a developmental sensitivity towards the development of others.	X				10
Total	40	15	5	40	100

Final assessment. Ordinary and extraordinary sittings:

Evaluation Criteria / Tools	Assignments and practice work	Exam	%
Knows and understands basic concepts of the subject	X	X	20
Develops communication, discussion, and negotiation skills that contribute to improving interpersonal and group relationships.	X		10
Demonstrates understanding of the main events in physical, cognitive, personal, and social development throughout life and the main factors involved.	X	X	20
Identifies differences, problems, and needs in adolescence, adulthood, and old age.	X	X	20
Knows the different factors that influence the behaviour of individuals and groups at different stages of life.	X	X	20
Adopts a self-reflective attitude towards their own development alongside a developmental sensitivity towards the development of others.	X		10
Total	40	60	100

Requirements for continuous assessment in the ordinary sitting:

- Attend practice classes and seminars (minimum 80%).
- Complete and submit all assigned activities and assignments on time.
- Participate actively in the teaching-learning process.

If the student does not meet these requirements, they will not be able to pass the subject in the ordinary sitting. They may sit the extraordinary examination. To do so, they must speak with the course teacher in advance of the scheduled examination date.

If a student, before the subject begins, considers that they will not be able to meet the attendance requirements, they may request the final assessment modality.

Some considerations to bear in mind regarding continuous assessment:

- In the continuous assessment modality, absences must be justified with written documentation (e.g. a medical certificate); simply notifying of the absence is not sufficient. The minimum attendance requirement is 80% (for practice classes and seminars).
- Whenever a student is absent from class and/or fails to submit the corresponding activity, there must be a justified reason (illness with medical certificate, accident, serious family problem, etc.). In any case, justifying the absence will allow the student to retain their right to continuous assessment, but it does not mean that the teacher is obliged to accept the activity late or that the absence can be compensated with another activity; each case will be assessed individually. When the absence is unjustified, there will be no possibility of recovering the missed work.
- Absences, even when justified, may be taken into account in the final grade or in the grade for the specific activity/activities, depending on when the absence occurred (for example, if it coincided with a scheduled oral presentation).
- If a student exceeds the maximum percentage of absences (even with justification), they will not be able to pass the subject in the ordinary sitting. As explained above, they may pass the subject in the extraordinary sitting and must speak with the course teaching staff to agree on tasks and submission deadlines.

To pass the subject it is essential that the student demonstrates having achieved all the competencies set out in this guide, obtaining at least a grade of 5 in the combined practice work, seminars, class activities, and exams. It will also be necessary to achieve at least a grade of 5 in each of the assessable blocks: practice work, class activities/attendance, and exams. Theoretical assessment tests may take different formats depending on the group and responsible teacher and may include partial and/or final evaluations. In those groups where partial tests are administered, a minimum grade of 4 must be obtained in each of them and an average equal to or above 5 to pass this block. Students must complete all assessment tests set out in this guide as a mandatory requirement, both in the continuous assessment process and in the final assessment process, in the ordinary and extraordinary sittings.

During assessment tests, the guidelines established in the Regulations setting out the Rules of Coexistence of the University of Alcalá must be observed, as must the possible implications of any irregularities committed during such tests, including the consequences of committing academic fraud in accordance with the Student Disciplinary Regulations of the University of Alcalá.

The teaching-learning methodology and the assessment process will be adjusted, when necessary, in accordance with the guidelines of the CUCC Guidance Service and/or the Diversity Support Unit of the UAH, to apply curricular adaptations for students with specific needs, upon submission of documentation certifying such need.

6. BIBLIOGRAPHY

Core bibliography (Spanish)

The following is a recommended selection of textbooks on Developmental Psychology.

Barrera-Algarín, E., y Sarasola, J. L. (2022). Investigaciones en gerontología social. Dykinson.

The first part of this book is dedicated to global and cross-cutting aspects of research in Social Gerontology: research project designs; Social Movements and Older People; Sociology of old age; Social Services; quality systems in care homes for older people; new technologies and research in social gerontology; Entrepreneurship and Social Gerontology; Mediation in gerontological contexts, among others. The second part covers topics such as the acceptance of the use of robotics and holographic interviews in social gerontology; Time Banks as entities for social participation and improvement of quality of life for older people; Dog-Assisted Therapy and older people; Caregiver burden; Personalisation of bedrooms in residential spaces; Collaborative housing or cohousing in the field of gerontology; Mediation in Centres for Older People; The emotional impact generated by COVID-19; the influence of socioeconomic aspects on Retirement; bereavement in care homes for older people; the phenomenon of loneliness in older people; and the management of sexual diversity in gerontological centres.

Berger, K. S. (2007). Psicología del desarrollo. Infancia y adolescencia (7th ed.). Médica Panamericana.

In this latest edition, theoretical ideas are connected to practical questions that make the book more engaging. It is a book with an enjoyable and stimulating style in which references to development from infancy to adolescence can be found.

Berger K. y Thompson R. (2009). Psicología del Desarrollo. Adultez y Vejez. Médica Panamericana.

A very comprehensive reference text that focuses on adulthood and old age. It covers the main aspects that will be addressed in the subject during these life stages.

Feldman, R. S. (2007). Desarrollo psicológico a lo largo de la vida. Pearson.

Presents the different types of development throughout the life cycle from an updated theoretical perspective.

López-Sánchez, F. (2012). Sexualidad y afectos en la vejez. Pirámide.

This book is intended for professionals in education and health. It aims to help people over fifty understand, comprehend, and manage with emotional intelligence the physiological, emotional, mental, and behavioural changes that affect their sexual and romantic lives. The work is based on a scientifically grounded and open concept of sexuality that acknowledges the most outstanding feature of human sexuality: the possibility of making decisions, because human sexuality is not purely instinctive but belongs to the realm of freedom. We can and should make decisions about our sexual and romantic lives, and there are many healthy ways to live this human dimension in a healthy manner.

Muñoz-Tortosa, J. (2015). Psicología del envejecimiento. Pirámide.

Our society is moving towards a general ageing of its population, and this has significant consequences for the economic, political, and social life of industrialised countries. Researchers and professionals from different fields of scientific knowledge are joining forces to offer alternatives to address the problems posed by population ageing and the increasing number of older people in developed countries. This book approaches the topic of human ageing in a positive way, emphasising topics of greatest current interest—geriatric depression, loneliness, elder abuse, dementias, social ageing, etc.—and describing the alternatives and programmes carried out from a multiprofessional perspective.

Palacios, J., Marchesi, A., y Coll, C. (2000). *Desarrollo Psicológico y Educación. Vol I. Psicología Evolutiva*. Alianza Psicología.

A widely used academic text. This volume provides a comprehensive overview of developmental psychology across the entire life cycle, from birth to old age.

Perinat, J. (2007). *Psicología del desarrollo. Un enfoque sistémico*. Editorial UOC.

Noteworthy for its emphasis on social development grounded in the ecological-systemic approach.

Rebollo-Catalán, Á., Vega Caro, L. y Bascón Díaz, M.J. (2022). *La violencia de género en adolescentes y jóvenes: claves para la prevención*. Dykinson.

Gender-based violence and its manifestations in adolescents and young people represent an increasingly concerning social problem that is generating passionate debate in the educational community. European institutions have also intensified their strategy to tackle this problem at its educational root, investing efforts in prevention in order to eradicate it. This book brings together contributions from experts in this field that can help understand, reflect upon, and advance the educational response to gender-based violence in adolescents and young people.

Ruiz-Olivares, R. (2022). *Detección y prevención de trastornos de conducta en la infancia y la adolescencia. Manual para educadores*. Pirámide.

Readers of this work will find the content for training and the knowledge necessary on behavioural disorders in childhood and adolescence. This manual is aimed at professionals dedicated to the education of children and adolescents throughout their development. The book addresses behavioural disorders of basic functions such as enuresis and encopresis; eating and sleep disorders; language disorders and attention deficit hyperactivity disorder; conduct, anxiety, and depression disorders; obsessive-compulsive disorders and those related to trauma and stress factors; and finally, a chapter dedicated to sexual dysphoria and another to child abuse.

Triado, C., y Villar, F. (2006). *Psicología de la vejez*. Madrid. Alianza.

Provides a current perspective on the ageing process across all dimensions of the person: physical, cognitive, personal, and social.

Core bibliography (English)

Santrock, J. W. (2019). *Life-Span Development* (17th ed.). McGraw-Hill.

One of the most widely used reference textbooks in the English-speaking world for developmental psychology across the life span. It covers adolescence through old age with an accessible and up-to-date approach, including recent research on developmental neuroscience and sociocultural factors. A direct equivalent to the Berger volumes listed in this guide.

Arnett, J. J. (2015). *Human Development: A Cultural Approach* (2nd ed.). Pearson.

Distinguished by its cross-cultural approach, examining how cultural context shapes development at each stage. Particularly useful for the CE5 content on cultural and psychosocial factors. Includes a thorough treatment of “emerging adulthood”, a concept Arnett himself developed, which connects directly to Topics 1 and 2 of the subject.

Cavanaugh, J. C., & Blanchard-Fields, F. (2018). *Adult Development and Aging* (8th ed.). Cengage.

Focuses specifically on adulthood and old age, making it a direct complement to the Berger & Thompson and Triado & Villar volumes in this guide. It addresses cognitive, emotional, and social ageing with empirical rigour and an applied orientation, particularly useful for Topic 3.