COMILLAS
UNIVERSIDAD PONTIFICIA
CIHS

# COURSE SYLLABUS

## Course: Psychology Across the Lifespan

| COURSE DATA | |
|---|---|
| Degree | Diploma in Humanities and Global Challenges |
| Academic Year | 2024-25 |
| Credits | 6 |
| Course type | Elective |
| Department | Psychology |
| Language of instruction | English |
| Name and email of instructor | Asunción Tena Justice<br>Atjustice.therapy@comillas.edu |

## SHORT DESCRIPTION

Course Aims and Outcomes:

To acquire understanding of development as a continuous process with its own unique features and themes through the different stages of life.

Utilizing a stage approach, students will learn about human development following a psychosocial framework, therefore focusing more on social and emotional growth, where individual competencies interact with culture, society, family history, relationships and personal experiences.

Students will also gain insight into human difficulties and vulnerabilities throughout the different stages of life.

## CONTENTS AND STRUCTURE

TOPIC 1: Period of Pregnancy and Birth
TOPIC 2: Infancy
TOPIC 3: Toddlerhood
TOPIC 4: Early School Age
TOPIC 5: Middle Childhood
TOPIC 6: Adolescence
TOPIC 7: Late Adolescence
TOPIC 8: Early Adulthood
TOPIC 9: Middle Adulthood
TOPIC 10: Later Adulthood and Elderhood
TOPIC 11: Understanding Death, Dying ad Bereavement

## METHODOLOGY

The methodology used throughout this course will include class lectures (through PowerPoint presentation, use of whiteboard or video clips); active group discussions amongst students where they will be expected to participate in a respectful manner towards their fellow classmates and their opinions; and small group assignments which they will be asked to complete and turn in during class time and which will be graded.

There will also be home assignments that will count for the overall grade and that may consist of questions in regards to a specific reading or video assignment or short papers on specific topics seen in class.

## ASSESSMENT AND GRADING

| Assessment type | Assessment criteria | Percentage |
|---|---|---|
| IN-CLASS ASSIGNMENTS | These assignments can be either group or individual (as decided by the professor). The projects will be completed in an allotted time during the class and then turned in. | **20 %** |
| HOMEWORK ASSIGNMENTS | These will consist of either a short paper on a specific subject, a summary, a commentary or specific questions regarding a selected reading (articles/chapters of books/websites…) or a videoclip/movie. They will be assigned in the course of the classroom session or posted on Moodle. The deadline will also be posted on | **20 %** |

| | | |
|---|---|---|
| | Moodle and will depend on the specific requirements of each assignment. | |
| CLASS PARTICIPATION | Each student is expected to participate in class with questions, comments, active involvement in discussions, etc. Class etiquette is expected, showing respect and tolerance for peers, the teacher and the class-flow (being on time, paying attention, not interrupting). | **10 %** |
| MIDTERM | An **optional** exam will take place halfway through the semester (either Monday, October 14th or Friday, October 18th ) in order to ensure full understanding of the topics that have been covered up until then. This exam will consist of 20 short questions of which only one is correct. If students are satisfied with their grade, they will only take the second half of the course material to the final exam. | **25 %** |
| FINAL EXAM | A final exam will take place on the last day of the course (December 2nd, 2024) during the usual class time. If a student did not take the midterm, the final exam will be 50% of their final grade. It will consist of no more than 35 questions with three multiple choice answers, of which only one is correct. | **25 %** (if midterm was taken)<br>**50 %** (accumulative final) |

- Committing any serious academic misconduct, such as **plagiarism** of previously published material or **copying** in the exam or any other graded activity, **will imply not passing the course in the ordinary assessment period.**

- At the beginning of the term the professor will announce the office hours for the course. Tutorials are an essential part of the development of the course, and students may attend tutorials throughout the course within those office hours, but it is recommended that they be arranged in advance with the professor.

- Any non-face-to-face learning activity that requires the submission of an assignment/document, etc. will be submitted by the student through Moodle, always in PDF format.

- To be able to take the final exam, students must not have missed **more than one third of the classes without justification**. If this requirement is not met, the student may lose the right to be assessed both in the ordinary and extraordinary assessment period (art. 93-1 of the General Regulations). Failure to attend to the first hour of a two-hour lecture, means having missed the whole session in terms of attendance, regardless of whether or not the student attends the second hour.

- Homework submitted after the deadline will have a 2 point (out of 100) penalty for each day it is late. For example, if a student is 2 days late in turning in the homework assignment, their grade will be whatever they got out of 100, minus 4 points. If they have a legitimate excuse for late submission (sickness, emergency…), they will have to contact the professor to discuss accommodations.

- Not keeping class etiquette (being disruptive, talking in class, overtly using phone/computer…) will also incur a 2 point (out of 100) penalty.

| **STUDENT WORKLOAD** (in hours) | | |
|---|---|---|
| CONTACT HOURS | OUTSIDE CLASSROOM | OVERALL |
| 60 | 90 | 150 |

## READING LIST / RELEVANT REFERENCES


Newman, B. M., & Newman, P. R. (2018). Development through life: A psychosocial approach. Cengage Learning.

Arnett, J. J. (2024). *Emerging adulthood: The winding road from the late teens through the twenties*. Oxford University Press.

Azevedo, D. J. (2016). *The assertiveness guide for women: How to communicate your needs, set healthy boundaries, & transform your relationships*. New Harbinger Publications, Inc.

Bernstein, J. (2020). *The Stress Survival Guide for Teens: Cbt skills to worry less, develop grit, and live your best life*. New Harbinger Publications.

Garriga, J. (2020). The good love: When One Plus One is More Than Two. Sim a Vida Editora

Levine, A., & Heller, R. (2019). *Attached:* . Bluebird.

Newman, B. M., & Newman, P. R. (2018). *Development through life: A psychosocial approach*. Cengage Learning.

Perry, P. (2020). *The book you wish your parents had read: (and your children will be glad that you did)*. Pamela Dorman Books Life.

Samuel, J. (2019). *Grief works: Stories of life, Death, and surviving*. Scribner.

Siegel, D. J., & Bryson, T. P. (2013). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing brain*. Mind Your Brain, Inc.

Siegel, D. J. (2015). *Brainstorm: The power and purpose of the teenage brain*. Tarcher/Putnam.

Spencer, O. (2014). *Sad dad: An exploration of postnatal depression in fathers*. Free Publishing Limited.