



## COURSE SYLLABUS

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### Course: Psychology Across the Lifespan

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#### COURSE DATA

Degree	Diploma in Humanities and Global Challenges
Academic Year	2025-256
Credits	6
Course type	Elective
Department	Psychology
Language of instruction	English
Name and email of instructor	Marta Hernández Arriaza mharriaza@comillas.edu

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#### SHORT DESCRIPTION COURSE

##### Overview:

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.

##### Conditions for Enrolment:

Although there are no prerequisites for this course, it is recommended that students are enrolled in a degree programme related to psychology, education or social work.

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## CONTENTS AND STRUCTURE

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TOPIC 1: Introduction: Theories of development

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TOPIC 2: Foundations of Development: Pregnancy and birth

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TOPIC 3: Infancy and Toddlerhood (0–3)

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TOPIC 4: Early Childhood (3–6)

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TOPIC 5: Middle Childhood (6–11)

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TOPIC 6: Adolescence: Transition to Adulthood (11–21)

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TOPIC 7: Early Adulthood (21–40)

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TOPIC 8: Middle Adulthood (40–65)

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TOPIC 9: Late Adulthood and Elderhood (+65)

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TOPIC 10: Understanding Death, Dying and Bereavement

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## METHODOLOGY

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The methodology used throughout this course will include class lectures; 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 homework assignments such as researching information or preparing materials to be presented to classmates.

Furthermore, students are required to submit a **final group project**, which they must present in class and the completion of a final exam to be held on the last day of class.

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## ASSESSMENT AND GRADING

Assessment type	Assessment criteria	Percentage
GROUP PROJECT	For the group project, students will interview an elderly person and give a presentation in the form of a timeline that incorporates what the students have learned in the course.	30%
IN-CLASS ASSIGNMENTS	Individual and group assignments will be given during class and must be completed within the allotted time and turned in afterward.	10%
CLASS PARTICIPATION AND MIDTERM	<p>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).</p> <p>An exam will take place halfway through the semester in order to ensure full understanding of the topics that have been covered up until then.</p>	10 %
FINAL EXAM	A final exam will take place on the last day of the course during the usual class time. It will consist of no more than 35 questions with three multiple choice answers, of which only one is correct.	50 %

- 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.**
- Tutorials are an essential part of the development of the course, and students may attend tutorials throughout the course. It is recommended that they be arranged in advance with the instructor.
- 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.

- The use of AI to create complete works or relevant parts, without citing the source or the tool or without being expressly allowed in the description of the work, will be considered plagiarism and regulated according to the General Regulations of the University.

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**STUDENT WORKLOAD** (in hours)

CONTACT HOURS	OUTSIDE CLASSROOM	OVERALL
60	90	150

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**READING LIST / RELEVANT REFERENCES**

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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.

Berk, L. E. (2022). *Development through the lifespan*. Sage Publications.

Bernstein, J. (2020). *The stress survival guide for teens: CBT skills to worry less, develop grit, and live your best life*. New Harbinger Publications.

Boyd, D., & Bee, H. (2019). *Lifespan development*. Pearson.

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.

Papalia, D. E., Feldman, R. D., & Martorell, G. (2021). *Experience human development*. McGraw-Hill Education.

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.

Santrock, J. W. (2021). *Life-span development*. McGraw-Hill Education.

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

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.

Sigelman, C. K., & Rider, E. A. (2022). *Life-span human development*. Cengage Learning.

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

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