



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1171105 **Name:** Basic Psychological Processes

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Basic Training

**Subject Matter:** Psychology **Type:** Basic Formation

**Field of knowledge:** Psychology

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/2
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Basic Psychological Processes	6,00	1/1
		Developmental psychology	6,00	1/1
		Psycholinguistics	6,00	2/1
		Psychology of Education	6,00	2/2
		Psychology of language development	6,00	1/2
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1

## Recommended knowledge

No prior knowledge is required



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To know and be able to explain the basic cognitive processes as well as the underlying theoretical models.
- R2 To describe and measure psychological variables and cognitive, emotional, psychobiological and behavioural processes.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE2 Understand and integrate the psychological foundations of Speech: language development, psychological development, Neuropsychology of language, basic processes and Psycholinguistics				X
CE3 Understand and integrate the linguistic foundations of Speech: Phonetics and phonology, morphosyntax, semantics, pragmatics, and sociolinguistics	X			
CE4 Understand and integrate the educational foundations of speech therapy: teaching and learning processes	X			
CE5 Understand and integrate the methodological foundations for research in Speech Therapy		X		
CE23 Understand, apply and critically evaluate teaching techniques and teaching methodology, in addition to resources for teaching language	X			
CE25 Understand the organization of educational, health and social institutions	X			
CE33 Final project involving transversally applicable material; to be carried out in association with different subjects	X			
CE34 Design, implement and evaluate actions to prevent communication and language disorders		X		
CE37 Master the terminology that allows one to interact effectively with other professionals				X
CE46 Being able to develop skills such as regulating one's own learning, solving problems, thinking critically and adapting to new situations				X
CE50 Understand and critically evaluate the terminology and specific methodologies used in speech therapy research			X	
CE53 Have adequate speech production, structure of language and voice quality	X			



CE54 Manage communication technologies and information

X

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations			X	
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field			X	
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations	X			
CT6	Adapt to new situations arising in their profession			X	

## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	50,00%	Written exam
R1, R2	40,00%	Practical work assignments assessment
R1, R2	10,00%	Attendance and participation of in-person formative activities

### Observations



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 On-Campus Class
- M2 Practical Class
- M3 Seminar
- M4 Laboratory
- M5 Individual Work
- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1	R1, R2	24,00	0,96
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M1, M2, M5	R1, R2	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M5, M6, M7	R1, R2	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M5, M6, M7	R1, R2	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5, M6, M7	R1, R2	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M6	R1, R2	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M5	R1, R2	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
DIDACTIC UNIT 1: Introduction to psychological processes	UNIT 1. Introduction to Psychology UNIT 2. Sensation and perception UNIT 3. Attention
DIDACTIC UNIT 2: Learning and memory	UNIT 4. Learning UNIT 5. Memory
DIDACTIC UNIT 3: Superior cognitive processes	UNIT 6. Thought and Language UNIT 7. Language UNIT 8. Intelligence and Emotion UNIT 9. Motivation

### Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT 1: Introduction to psychological processes	12,00	24,00
DIDACTIC UNIT 2: Learning and memory	9,00	18,00
DIDACTIC UNIT 3: Superior cognitive processes	9,00	18,00



## References

- Baddeley, A., Eysenck, M.W. y Anderson, M.C. (2018). **Memoria** (2ªed.). Madrid: Alianza Editorial.
- Ballesteros, S. (2001). **Procesos psicológicos básicos**. Madrid: Universitas.
- Corral Varela, M. (2018). **Evaluación neuropsicológica de la memoria**. Madrid: Síntesis.
- Cuetos, F. (2012). **Neurociencia del Lenguaje. Bases neurológicas e implicaciones clínicas**. Madrid: Panamericana.
- Fernández, J.L. (2005). **Procesos psicológicos básicos: Psicología general** (6ª ed.). Madrid: Sanz y Torres.
- Kolb, B. y Whishaw, I.Q. (2015). **Neuropsicología humana** (8ª edición). Madrid: Editorial Médica Panamericana.
- Mestre, J.M. y Palmero, F. (2011). **Procesos psicológicos básicos**. Madrid: McGraw-Hill.
- Mun˜oz Marro˜n, E., & Peria˜nez, J. A. (2012). **Fundamentos del aprendizaje y del lenguaje**. Barcelona: Editorial UOC.
- Onandia, I., Sánchez, M y Oltra, J. (2019). **Evaluación neuropsicológica de los procesos atencionales**. Madrid: Síntesis.
- Portellano, J.A. y García-Alba, J. (2014). **Neuropsicología de la atención, las funciones ejecutivas y la memoria**. Madrid: Síntesis.
- Sacks, O. (2008). **El hombre que confundió a su mujer con un sombrero**. Barcelona: Anagrama.
- Sanz, R. y Ruiz-Sa˜nchez, J.M. (2021). **Evaluación neuropsicológica de la emoción y la motivación**. Madrid: Síntesis.
- Tirapu, J. Ríos, M. y Maestu, F. (2011). **Manual de neuropsicología humana** (2ª ed.). Madrid: Viguera.
- Trivin˜o, M., Bembibre, J. y Arnedo, M. (2019). **Neuropsicología de la percepción**. Madrid: Síntesis.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: