



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1171106 **Name:** Developmental psychology

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

Module: Basic Training

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

Field of knowledge: Psychology

Department: Occupational Sciences, Speech Therapy, Evolutionary and Educational Psychology

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1171A Jesus Ibáñez Pérez (**Responsible Lecturer**)

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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



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 Analizar la perspectiva del ciclo vital e identificar los ámbitos biosocial, cognitivo y psicosocial, así como los diferentes contextos en los que se da el desarrollo de la persona.
- R2 Describir las teorías del desarrollo del ciclo vital.
- R3 To explain how research on life cycle development is carried out.
- R4 To describe the biopsychosocial development in the different stages of life (from prenatal to adolescence).



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
CE5 Understand and integrate the methodological foundations for research in Speech Therapy			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
CE54 Manage communication technologies and information			X	
TRANSVERSAL	Weighting			
	1	2	3	4
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, R3, R4	50,00%	Written exam
R1, R2, R3, R4	40,00%	Practical work assignments assessment
R1, R2, R3, R4	10,00%	Attendance and participation of in-person formative activities

Observations

To pass the subject, the student will have to pass the final assessment test and the presentation of the different practices separately, and also that their average mark exceeds 5 out of 10.

The grade obtained in the approved part (theoretical or practical) will be kept **ONLY** for the second call.

Criteria for mention of distinction: demonstrate the levels of excellence in all competences and learning outcomes in the way that the teacher of the subject deems. The general regulations that indicate that you can only give one mention of distinction for every 20 students, not for a fraction of 20, with the exception of the case of groups of less than 20 students in total, in which you can give an mention of distinction.

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, R3, R4	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 M2	R1, R2, R3, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7	R2, R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2, R3, R4	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	R1, R2, R3, R4	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5, M6	R1, R2, R3, R4	3,00	0,12
TOTAL		60,00	2,40



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	R2, R3, R4	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, R3, R4	54,00	2,16
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I	Introduction. Explanatory models of development. The changing role of the occupational therapist to the current law of the Unit. The functions and areas of activity of the occupational therapist in Childhood: Early childhood.
DIDACTIC UNIT II	Early Childhood Development. Basic developmental milestones biopsychosocial. The concept of child assessment as a fundamental part of the intervention of the speech therapist specializing in children / as. The problems that arise in the process of child assessment. The three levels of diagnosis in developmental disorders.
DIDACTIC UNIT III	School Age and Adolescent developmental Biosocial, Cognitive And Psychosocial.

Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I	8,00	16,00
DIDACTIC UNIT II	11,00	22,00
DIDACTIC UNIT III	11,00	22,00



References

Basic references:

- Berger, K. S. (2007). *Psicología del desarrollo: Infancia y Adolescencia* (7^o ed). Madrid: Médica Panamericana.
- Papalia, D.E. & Wendkos, S. (2001). *Psicología del desarrollo*. Madrid: McGraw - Hill.
- Shaffer, D. & Kipp, K., (2013). *Developmental Psychology Childhood and Adolescence*. Cengage Learning.
- Santrock, J. W. (2006). *Psicología del desarrollo. El ciclo vital* (10^a ed.). Madrid: McGraw-Hill.
- Santrock, J. Navarro, B. Quintana, S. Navarro, J. I. (2010). *Psicología del desarrollo. El ciclo vital*. Madrid. McGraw-Hill Interamericana
- Carranza, J.A. y Ato, E. (2010). *Manual de prácticas de psicología del desarrollo*. Ediciones de la Universidad de Murcia.

Supplementary references:

- Berk, L. E. (2001): *Desarrollo del niño y del adolescente*. Madrid: Prentice-Hall.
- Corral, A. & Carriedo N. (2013). *Aprendizaje, Desarrollo y Prácticas*. Uned.
- Craig, G. (2000). *Desarrollo psicológico*. Madrid: Prentice Hall.
- González Cuenca, M. A. (1995): *Psicología del desarrollo. Teorías y prácticas*. Aljibe:
- Harris, M., Butterworth, G. (2012). *Developmental Psychology: A Student's Handbook*. Psychology Press.
- Muñoz García, A. (2010). *Psicología del desarrollo en la etapa de educación infantil*. Madrid. Pirámide.
- Muñoz García, A. (2010). *Psicología del desarrollo en la etapa de educación primaria*. Madrid. Pirámide.
- Papalia, D.E. & Wendkos, S. (2001). *Psicología del desarrollo*. Madrid: McGraw - Hill.
- Pérez, N. (2011). *Psicología del desarrollo humano: del nacimiento a la vejez*. Editorial Club Universitario.
- Perinat, A. (2014). *Psicología del Desarrollo. Un enfoque sistémico*. Editorial UOC.
- Santrock, J. W. (2006). *Psicología del desarrollo. El ciclo vital* (10^a ed.). Madrid: McGraw-
- Tranes, M.V. (2012). *Psicología de la Educación y del Desarrollo en contextos escolares*. Madrid: Ed. Pirámide.
- Upton, P. (2011). *Developmental Psychology*. Sage.



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
- Blackboard Collaborate Ultra
- 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
- Blackboard Collaborate Ultra
- 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: