



## 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:** Speech Therapy

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

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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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	1/1
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Developmental psychology	6,00	1/1
		Language development	6,00	1/2
		Psycholinguistics	6,00	2/1
		Psychology of attention and perception.	6,00	1/2
		Psychology of Learning and Memory	6,00	2/1
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1

## Recommended knowledge

None



## 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 analyze the life cycle perspective and identify the biosocial, cognitive and psychosocial domains, as well as the different contexts in which the development of the person takes place.
- R2 To describe the theories of life cycle development.
- 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):

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis	X			
CG2	Organize a work plan being able to carry it out within a specified period				X
CG3	Find, evaluate, organize and manage information systems			X	
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction		X		
CG5	Make decisions and being responsible for them				X
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
CE6	To understand the fundamentals of the evaluation and diagnostic process.	X			
CE29	To acquire practical training in individual, group, cooperative and mediation facilitator contexts			X	
CE32	Using information technology and communication		X		
CE33	Final project involving transversally applicable material; to be carried out in association with different subjects	X			



CE38	To design and carry out speech therapy treatments, both individual and collective, establishing objectives and stages, with the most effective and appropriate methods, techniques and resources, and taking into account the different evolutionary stages of the human being.				X
CE48	Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions	X			
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures	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			
CT2	Critically evaluate own job performance and that of other professionals to improve results		X		
CT7	Having an open and flexible attitude to lifelong learning			X	



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

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Oral and/or written tests: exams, reports, resolution of internships.
	10,00%	Attendance, participation, continued work.
	10,00%	Performance and/or presentation of individual theoretical and practical activities.
	10,00%	Performance and/or presentation of theoretical and practical group activities.

### Observations

Note 1. It will be necessary to pass each of the evaluation blocks (rating from 5 based on 10) to be able to average all of them. If one of the blocks is suspended, the subject will be suspended.

Note 2. There are two types of assessment: ordinary (40% minimum attendance) and only (alternative). The only assessment is an exceptional assessment for those students who, for justified reasons, cannot meet the minimum attendance criteria. The student must request this option in writing to the subject instructor. Communicating this situation does not imply a change in the assessment. Acceptance of the single assessment must be approved and communicated in writing by the instructor. If such communication is not received, it will be understood that the ordinary assessment criteria established in the teaching guide have been accepted, and subsequent modifications will not be accepted.

Note 3. The regular assessment will consist of a written theoretical test and a practical section to be conducted in the classroom and submitted exclusively through the platform (unless otherwise indicated) within the established timeframe and date. Their submission and participatory attendance during the synchronous sessions will be assessed. . Those who do not pass the practical section in the first sitting must take a practical exam in the second sitting, which will be weighted at the same percentage as the total of the practical sections (30%).

Note 4. The only assessment will consist of a theoretical and practical exam of the subject, both in the first and second sittings. The weighting of the theoretical section will be 70% and the practical section 30%.

Note 5. The partial grades achieved will be valid for one academic year, being necessary to obtain new grades in successive calls or subsequent academic years.

Note 6. Failure to comply with the rules and deadlines established for carrying out academic activities will invalidate the grade.



Note 7. The criteria for granting Honor Certificates are subject to demonstrating levels of excellence in all competencies and learning outcomes.

Note 8. Regarding the use of artificial intelligence, the following citation and attribution criteria must be taken into consideration:

- Any use of AI tools must be explicitly declared in the submitted document (for example, in a footnote or an appendix).
- The name of the tool, the purpose of its use, and the part of the work in which it was used must be indicated.
- Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

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

- |    |   |
|----|---|
| M1 | Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.  |
| M2 | Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge. |
| M3 | Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.                  |



- M4 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M5 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.





## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1</p>	R1, R2, R3, R4	32,00	1,28
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M2, M3, M6</p>	R1, R2, R3, R4	16,00	0,64
<p>LABORATORY PRACTICES: Laboratory activities for obtaining, analyzing and interpreting samples. Learning of measurement techniques by means of instruments. Learning of safety measures.</p> <p>M2, M6</p>	R3	4,00	0,16
<p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M1, M2, M3, M6</p>	R1, R2, R3, R4	4,00	0,16
<p>EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.</p> <p>M1, M3</p>	R1, R2, R3, R4	4,00	0,16
<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 delivered in theory classes, practical classes or small group tutorials. M1, M2, M3	R1, R2, R3, R4	30,00	1,20
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M2, M3, M6	R1, R2, R3, R4	60,00	2,40
<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
UNIT I. DEVELOPMENTAL PSYCHOLOGY	Concept of Developmental Psychology, object of study, development contexts, explanatory models and theories of development
UNIT II. BASIC PROCESSES AND CONTEXTS OF DEVELOPMENT	Physical, motor, cognitive, linguistic, social and affective development at an early age
UNIT III. BASIC PROCESSES AND CONTEXTS OF CHILD DEVELOPMENT	Physical, motor, cognitive, linguistic, social and affective development in childhood
UNIT IV. BASIC PROCESSES AND CONTEXTS IN ADOLESCENCE	Physical, cognitive and social development in adolescence



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT I. DEVELOPMENTAL PSYCHOLOGY	4,00	8,00
UNIT II. BASIC PROCESSES AND CONTEXTS OF DEVELOPMENT	9,00	18,00
UNIT III. BASIC PROCESSES AND CONTEXTS OF CHILD DEVELOPMENT	9,00	18,00
UNIT IV. BASIC PROCESSES AND CONTEXTS IN ADOLESCENCE	8,00	16,00



## References

### Basic:

- Berger, K. S. (2016). *Psicología del desarrollo: Infancia y Adolescencia* (9º ed.). Madrid: Médica Panamericana.
- Berger, K. S. (2007). *Psicología del desarrollo: Infancia y Adolescencia* (7º ed.). Madrid: Médica Panamericana.
- Papalia, D.E. y Martorell, G. (2016). *Desarrollo humano* (13ª ed.). Madrid: McGraw - Hill.
- Papalia, D.E. y Wendkos, S. (2001). *Psicología del desarrollo*. Madrid: McGraw - Hill.
- Shaffer, D. y Kipp, K., (2013). *Developmental Psychology Childhood and Adolescence*. Cengage Learning.
- Santrock, J. W. (2006). *Psicología del desarrollo. El ciclo vital* (10ª ed.). Madrid: McGraw-Hill.
- Santrock, J. Navarro, B. Quintana, S. y 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

### Complementary:

- Berk, L. E. (2001): *Desarrollo del niño y del adolescente*. Madrid: Prentice-Hall.
- Corral, A. y 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.
- 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* (10ª ed.). Madrid: McGraw-
- Trianes, M.V. (2012). *Psicología de la Educación y del Desarrollo en contextos escolares*. Madrid: Ed. Pirámide.
- Upton, P. (2011). *Developmental Psychology*. Sage.