



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1171109 **Name:** Psychology of attention and perception.

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: Basic Training

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

Field of knowledge: Psychology

Department:

Psychology

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1171A Alma Maria Bueno Cayo (**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	1/1
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

No previous 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 understand the concept of education and to have an integral vision of educational psychology in the contexts of formal and informal education.
- R2 To describe the educational phenomenon from the point of view of the Psychology of Education.
- R3 To recognize the possibilities and difficulties of introducing the current perspectives in the different educational contexts and specifically in the current school system .
- R4 Understand the empirical evidence supporting each theoretical construct in the field of Perceptual Psychology.
- R5 To become familiar with experimental hypothesis testing methods.
- R6 Approach learning in an active way, through self-development of material, reading, viewing and critical analysis of visual material texts.



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
R1, R2, R3, R4, R5, R6	70,00%	Oral and/or written tests: exams, reports, resolution of internships.
R2, R4, R6	10,00%	Attendance, participation, continued work.
R1, R2, R3, R4	10,00%	Performance and/or presentation of individual theoretical and practical activities.
R1, R2, R3, R4, R6	10,00%	Performance and/or presentation of theoretical and practical group activities.

Observations

Final Exam

This will consist of a written exam in which students can demonstrate that they have achieved the learning outcomes for the course. This exam may include objective questions, short essay questions, and neuroanatomical diagrams.

Training Practices and Practical Assessment

Students must complete a series of mandatory training practices, both in the classroom and independently outside of class time. Submitting all practices by the established deadlines is an **essential requirement for the assessment of the practical part of the course**, and their grade will be included in the final grade.

Attendance

In justified cases in which the student cannot meet the **40% attendance requirement**, they should consult the current regulations and request a single assessment from the instructor, who will adapt the activities and assessment criteria. Important: To pass the course, students must separately complete the different assessment systems (attendance, training practices, and exam).

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ALTERNATIVE ASSESSMENT

Students who, for justified reasons, cannot regularly attend in-person sessions must inform the instructor at the beginning of the academic year and will be offered an alternative assessment option, which will ensure the acquisition of the planned practical skills. This alternative assessment will consist of substitute activities with an equal workload and level of challenge, designed to be completed remotely.



Honours with Distinction

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.

CITATION AND ATTRIBUTION CRITERIA

- Any use of Artificial Intelligence (AI) tools must be explicitly stated in the submitted document (for example, in a footnote or an appendix).
- The name of the tool, the purpose of its use (e.g., grammar check, organization of ideas, writing sample), and the section of the work where it was used must be indicated.
- Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty.

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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
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. M1	R1, R2, R3, R4	40,00	1,60
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. M2	R2, R4, R6	10,00	0,40
TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process M6	R1, R2, R3, R4	4,00	0,16
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. M1, M3	R1, R2, R3, R4, R6	6,00	0,24
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 delivered in theory classes, practical classes or small group tutorials. M1, M2, M3, M6	R2, R4, R6	20,00	0,80
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. M1, M3, M6	R1, R2, R3, R4	70,00	2,80
TOTAL		90,00	3,60

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Block 1	DU 1. Introduction to the Psychology of Cognitive Processes
Block 2. Psychology of perception	DU 2. Sensation and perception DU 3. Psychophysics DU 4. Visual perception DU 5. Auditory perception. Touch, smell and taste DU 6. Perception disorders and alterations
Block 3. Psychology of attention	DU 7. Attention DU 8. Alterations and disorders of attention DU 9. Assessment of attention



Temporary organization of learning:

Block of content	Number of sessions	Hours
Block 1	2,00	4,00
Block 2. Psychology of perception	13,00	26,00
Block 3. Psychology of attention	15,00	30,00

References

- Fuentes, L. y García Sevilla, J. (2008). **Manual de Psicología de la Atención: una perspectiva neurocientífica**. Madrid: Síntesis.
- Goldstein, E. B. & Brockmole, J. R. (2017). **Sensation and perception** (10th ed.). United Kingdom: Cengage Learning.
- Johnson, A. & Proctor, R. W. (2015). **Atención: Teoría y Práctica**. Madrid: Ramón Areces.
- Kolb, B. y Whishaw, I.Q. (2015). **Neuropsicología humana** (8ª edición). Madrid: Editorial Médica Panamericana.
- Lezak, M.D., Howieson, D.B., Bigler, E.D. and Tranel, D. (2012). **Neuropsychological assessment**. 5th Edition, Oxford University Press, New York.
- Mestre, J.M. y Palmero, F. (2011). **Procesos psicológicos básicos**. Madrid: McGraw-Hill.
- 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.
- Serrano, I., Sierra, V. & Lo'pez, L. E. (2014). **Psicología de la Percepción. Prácticas**. Madrid: Editorial Síntesis.
- Tirapu, J. Ríos, M. y Maestu, F. (2011). **Manual de neuropsicología humana** (2ª ed.). Madrid: Viguera.
- Trivino, M., Bembibre, J. y Arnedo, M. (2019). **Neuropsicología de la percepción**. Madrid: Síntesis.