



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 292015 **Name:** Preventive Intervention and Early Stimulation

**Credits:** 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:** 1

**Module:** OPTIONAL

**Subject Matter:** Educational psychology **Type:** Elective

**Field of knowledge:** Ciencias de la salud

**Department:** -

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

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	4/1
		-Disorders of Eating Behavior	6,00	3, 4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 23/24
		Mediation and familiar orientation	6,00	3, 4/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 23/24
		-Prevention and Treatment of Addictive Behavior	6,00	3/1
		-Psychogerontology	6,00	3/1
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 23/24
		-Psychology, Grieving and Palliative Care	6,00	4/1
		-Psychopharmacology	6,00	4/1



Health psychology		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 23/24
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 23/24
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 23/24
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 23/24
		-Psychology of Religion	6,00	This elective is not offered in the academic year 23/24
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 23/24
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 23/24
		Scientific English II	6,00	This elective is not offered in the academic year 23/24
Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 23/24



Educational psychology		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 23/24
		Education for Interculturality	6,00	This elective is not offered in the academic year 23/24
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 23/24
		-Occupational Guidance	6,00	This elective is not offered in the academic year 23/24
		Preventive Intervention and Early Stimulation	6,00	This elective is not offered in the academic year 23/24
		-School Psychology	6,00	2/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 23/24
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 23/24
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 23/24
		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 23/24



Psychology of work and human resources		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 23/24
		-Negotiation and Conflict Resolution	6,00	4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 23/24
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	2/1
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 23/24
		-Psychology of the Media	6,00	This elective is not offered in the academic year 23/24
		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1



Community psychology and social intervention		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 23/24
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 23/24
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	This elective is not offered in the academic year 23/24
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 23/24
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 23/24

## Recommended knowledge

There are no prerequisites.

## Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad entre las asignaturas activadas en el curso académico.



## 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 Know the main concepts, theories and models of Psychology in the educational field
- R2 Being able to design appropriate psychological intervention plans in the different contexts of the field of educational psychology
- R3 Know and acquire the necessary skills for an adequate management of the therapeutic relationship.



## 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	The ability to work in interdisciplinary teams.	X			
CG2	The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards.				X
CG3	Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality.	X			
CG4	Being able to evaluate one's personal performance and knowing one's competencies and limitations.			X	

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.	X			
CE2	Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.	X			
CE3	Planning and carrying out interviews.	X			
CE4	Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				X
CE5	Identifying differences, problems and needs.				X
CE6	Diagnosing following professional principles.				X
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.	X			
CE8	Identifying group and inter-group problems and needs.	X			





CE9	Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.	x		
CE11	Analyzing the context in which personal behaviors, group and organizational processes take place.	x		
CE12	Selecting and correctly using tools, products and services and identifying those people and group concerned.	x		
CE15	Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).			x
CE16	Choosing adequate psychological intervention techniques.		x	
CE17	Mastering strategies and techniques to get addressees involved.	x		
CE18	Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...	x		
CE19	Putting into practice direct intervention strategies and methods in contexts: building healthy environment...	x		
CE21	Planning programmes and intervention assessment.	x		
CE23	Analyzing and collecting important data for intervention assessments.	x		
CE24	Analyzing and interpreting assessment results.		x	
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions			x
CE26	Writing oral and written reports.		x	
CE27	Knowing and adapting to the psychology code of ethics.		x	
CE32	To know the psycho-social principles of group operation and of organisations.	x		
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.	x		
CE37	To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.	x		



TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.	X			
CT2	Capacity to organize and plan.			X	
CT3	Mastering Spanish oral and written communication.			X	
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)			X	
CT7	Problem solving.			X	
CT8	Decision making.			X	
CT9	Capacity to work in team.		X		
CT10	Capacity to work in interdisciplinary teams.	X			
CT12	Interpersonal skills.			X	
CT13	Understanding multicultural and diverse environment.				X
CT14	Critical capacity.	X			
CT15	Ethics.	X			
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.				X
CT17	Capacity to adapt to new situations.	X			
CT18	Capacity to produce new ideas (creativity).	X			
CT20	Knowing foreign cultures.	X			
CT21	Taking initiatives and enterprising spirit.	X			
CT23	Sensitivity to environmental issues	X			



CT24	Taking responsibility	x			
CT25	Self-criticism ability: being able to critically assess one's performance.		x		
CT26	Assessing our behavior and knowing our competences and limits.	x			
CT27	Capacity to express feelings.	x			
CT28	Capacity to overcome possible frustrations.	x			
CT29	Interpreting other's intentions.	x			
CT30	Social commitment.	x			
CT31	Sensitivity to problems facing mankind.	x			
CT32	Sensitivity to personal, environmental and institutional injustices.	x			
CT33	Showing concern for the development of individuals, communities and people.	x			
CT34	Professional relationships: being able to build and maintain relationships with other professionals and important organizations				x



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

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R2, R3	20,00%	Presentation of practical activities.
R1, R2	10,00%	Oral presentation of assignments.
R1, R2	10,00%	Group assignments.

### Observations

The final grade (once approved in each of the parts) will be obtained by adding all the grades. If the approval is not obtained –in all the parts evaluated–, the grade that will appear in the “minutes” will be a weighted grade lower than five. Criteria for awarding Honors: better results from 9.5 in the final grade, and demonstrating levels of excellence in practical activities, as well as in attendance and active participation in class.

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3	5,00%	Periodical assessment through questionnaires
R2, R3	20,00%	Attendance and participation in synchronic communication activities.

### Observations

To pass the course, the student will have to separately pass the final evaluation (at least 3.75 points) and the presentation of the different practices (at least 1 point). The grade obtained in the approved part (theoretical or practical) will be saved for the second call.

Criteria for awarding the Honor Roll: "Show levels of excellence in all skills and learning outcomes."



## Learning activities

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

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.



- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3	25,00	1,00
<b>PRACTICAL CLASSES</b> 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, M6	R1, R2, R3	25,00	1,00
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2, M8	R1, R2	10,00	0,40
<b>OFFICE ASSISTANCE</b> 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. M6	R1, R2, R3	7,50	0,30
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3	2,50	0,10
<b>TOTAL</b>		<b>70,00</b>	<b>2,80</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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 M8	R2	20,00	0,80
<b>INDEPENDENT WORK</b> 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. M9	R1, R2, R3	60,00	2,40
<b>TOTAL</b>		<b>80,00</b>	<b>3,20</b>





## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3	25,00	1,00
Virtual practical session (distance learning) M12, M19	R1, R2, R3	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R2, R3	6,00	0,24
In-person or virtual assessment (distance learning) M14	R1, R2, R3	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3	7,50	0,30
Discussion forums (distance learning) M18	R1, R3	1,50	0,06
Continuous assessment activities (distance learning) M14	R1, R2, R3	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3	60,00	2,40
Teamwork (distance learning) M17	R1, R2, R3	30,00	1,20
<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 I	Background on preventive intervention and early stimulation- Definition of prevention. Types- Concept of early stimulation. Historical evolution
Didactic Unit II	Early care- History of early care- Objectives and functions of early care. Early Care Libro Blanco
Didactic Unit III	Preventive intervention: risk factors and their early detection
Didactic Unit IV	Assessment and diagnosis in early care- Importance of early assessment and intervention. Purposes and levels- Assessment techniques. Tests / Development scales: Utilitation techniques, functional techniques and skillstechniques. Observational Techniques
Didactic Unit V	Early care programs. Early care and family- Types of Early Care Programs- Modalities of application in early care programs- Structure of an early care program- Importance of the Family in Early Care. Programs
Didactic Unit VI	Early care and education system- Early care programs and their implementation in the different educational stages. Characteristics and objectives



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Didactic Unit I	5,00	10,00
Didactic Unit II	5,00	10,00
Didactic Unit III	6,00	12,00
Didactic Unit IV	7,00	14,00
Didactic Unit V	7,00	14,00
Didactic Unit VI	5,00	10,00



## References

**Basic References** Arnaiz Sánchez, P., Rabadán Martínez, M. y Vives Peñalver, I. (2008). La psicomotricidad en la escuela: una práctica preventiva y educativa. Ediciones Aljibe Bernaldo de Quirós, M. (2012). Psicomotricidad. Guía de Evaluación e intervención. (EBOOK). Ediciones Pirámide Candel, I. Prevención desde el ámbito educativo: patologías no evidentes. En: Pérez-López, J., Brito de la Nuez, A. G. (Ed.) Manual de atención temprana. Madrid: Pirámide, 2004, p. 119-132. Giné, C., Gràcia, M., Vilaseca, R. y Balcells, A. (2008). Trabajar con las familias en Atención Temprana. *Revista interuniversitaria de formación del profesorado*, 65, (23,2), 95-113 Grupo de Atención Temprana. GAT (2000). Libro Blanco de la Atención Temprana. Serie Documentos 55/2000. Real Patronato de Prevención y Atención a Personas con Minusvalía. Ministerio de Trabajo y Asuntos Sociales. Madrid Grupo de Atención Temprana. GAT (2005). Organización Diagnóstica para la Atención Temprana. Real Patronato de Prevención y Atención a Personas con Minusvalía. Ministerio de Trabajo y Asuntos Sociales. Madrid Grupo de Atención Temprana. GAT (2005). Recomendaciones Técnicas para el desarrollo de la Atención Temprana. Real Patronato sobre Discapacidad. Ministerio de Trabajo y Asuntos Sociales. Madrid Grupo de Detección y Atención Temprana (Programa INTER-IMSERSO) (2004). Guía de estándares de Calidad en Atención Temprana. Observatorio de la Discapacidad. Colección Estudios e Informes. Serie Estudios nº 13. Ministerio de Trabajo y Asuntos Sociales. Imserso. Madrid Mora, F. (2013). Neuroeducación. Solo se puede aprender aquello que se ama. Alianza editorial Pérez-López, J., Martínez-Fuentes, Mª T., Díaz-Herrero, A., & Brito de la Nuez, A. G. (2012). Prevención, promoción del desarrollo y atención temprana en la Escuela Infantil. *Educ. rev.* (43) <https://doi.org/10.1590/S0104-40602012000100003> Perpiñán, S. (2018). Atención temprana y familia: Cómo intervenir creando entornos competentes: 184. Narcea Prieto, J.A. (2012). Estimulación Temprana y Psicomotricidad. Wanceulen Robles, M.A., Sánchez, D y Candel, I. (2018). Casos clínicos en Centros de desarrollo de Atención temprana. EOS Sousa, D. (Edit.) (2014). Neurociencia educativa. Mente, cerebro y educación. Narcea Sugrañes, E. y Ángel, M.A. (Coords.). (2006). La Educación Psicomotriz (3-8 años). Cuerpo, movimiento, percepción, afectividad: una propuesta teórico-práctica. Graó Vaca, M. y Varela, M.S. (2008). Motricidad y aprendizaje. El tratamiento pedagógico del ámbito corporal (3-6). Graó Verdugo, M.A., Rodríguez, A. y Sainz, F. (2012). Escala de calidad de vida familiar. Manual de aplicación. Salamanca: INICO

**Supplementary References** Ajuriaguerra, J. (2002). Manual de psiquiatría infantil. Masson Aucouturier, B., Darrault, I. y Empinet, J.L. (1985). La práctica psicomotriz. Reeducción y terapia. Barcelona. Científico Médica Da Fonseca, V. (2006). Psicomotricidad. Paradigmas del estudio del cuerpo y de la motricidad humana. Trillas García, J.A. y Berruezo, P.P. (1994). Psicomotricidad y Educación Infantil. CEPE Gutiez, P. (2005). Atención temprana: prevención, detección e intervención en el desarrollo (0 a 6 años) y sus alteraciones. Editorial Complutense Lapierre, A. y Aucouturier, B. (1985). Simbología del movimiento. Científico Médica Le Boulch, J. (1997). La educación por el movimiento en la edad escolar. Paidós Le Boulch, J. (1999). El desarrollo psicomotor desde el nacimiento hasta los 6 años. Paidós Llorca



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Picq, L. y Vayer, P. (1969). Educación psicomotriz y retraso mental. Científico Médico  
Wallon, H. (1978). Del acto al pensamiento. Psique  
Winnicott, D.W. (1979). Realidad y juego. Gedisa



## 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:





## ONLINE 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: