

COURSE GUIDE

2024/25

Faculty

231 - Faculty of Psychology

Cycle

.

Degree

GLOGOP20 - Bachelor's Degree in Speech Therapy

Year

First year

COURSE

25074 - Developmental Psychology I

Credits, ECTS: 6

COURSE DESCRIPTION

The purpose of this course is to learn about the process of intellectual development from birth to old age, as well as to explore the conditioning factors of this development in order to optimize it throughout the life cycle. The subject is part of a teaching innovation project entitled: "Promotion of scientific, creative and autonomous disposition in Psychology students through eclecticism in teaching methodologies" whose code is (IKD i³ 23-44) prototype LORETU promoted by the Vice-rectorate for Innovation, Social Commitment and Cultural Action. The main objective of this project is to seek the improvement of our teaching performance through the consideration and contrast of different methodologies that aim to analyze whether methodological eclecticism is valid to promote critical thinking, improve the capacity for abstraction and the capacity for inductive analysis of students.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Knowledge
RCO9. Know and be able to integrate the biological (anatomy and physiology), psychological (processes and evolutionary development), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, voice and nonverbal oral functions.
RCO9.2. Know and integrate the psychological foundations of speech therapy: language development, psychological development, neuropsychology of language, basic processes and psycholinguistics.
Competences
RC2. To be able to develop skills such as: problem solving, critical reasoning and adapting to new situations.

Theoretical and Practical Contents

1. Basic concepts of the models and theories of human development.
2. Methodology of research in developmental psychology.
3. Child growth, brain development, and physical and motor development during childhood and adolescence.
4. Cognitive development in early childhood.
5. Cognitive development in the preschool age.
6. Cognitive development at school age.
7. Cognitive development in adolescence.
8. Language acquisition and development.
9. Physical-biological and cognitive development in adulthood and old age.

TEACHING METHODS

PRACTICAL PROGRAM:

CLASSROOM PRACTICES AND WORKSHOPS.

The objective is to consolidate contents, establish relationships and develop the capacity to analyze, describe and critically aspects of human development in a critical way. Competencies 2 and 4 are worked on.

Classroom practices consist of viewing audiovisual documentary material related to the subject and reading research articles related to the topic taught that week.

Workshops: In them the analysis of the articles and videos indicated will be carried out, by means of guide cards and guided debate, as well as self-evaluations related to each topic and the follow-up of the group work. The content of the practices and workshops will be evaluated in the final exam.

SEMINARS

Seminars are aimed at integrating theoretical information, encouraging group work, and developing writing and oral communication skills.

- Seminar 1 (competencies 1, 2, and 4): Group preparation of a report, following the outline of a scientific article, based on a Piagetian experiment centered on one of the four stages studied in the theory (sensorimotor, preoperational, concrete operational, formal operational) or on alternative topics linked to the areas of study of the subject.

- Seminar 2 (competencies 2 and 4): review and public presentation of the experiments carried out through a mini-

conference.

The groups will be formed by between 6 and 8 people. The work will be supervised by the professor during the tutorial hours and the three hours of workshops. The same will be delivered the last week of teaching (Deliverable).

REMARKS:

- The necessary silence will be required during the interventions of the teacher and/or students in class. Active participation will be encouraged.
- Attendance to all classes is not compulsory but it is important to take into account that decisions (or possible changes) during the course will be taken in the classroom during class hours. Each student must be responsible for them (in the way he/she deems appropriate) and comply with them.

TUTORING SCHEDULES OF THE TEACHERS:

They will be available on the website.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	32	2	17				9		
Horas de Actividad No Presencial del Alumno/a	48	3	25,5				13,5		

- Legend:
- M: Lecture-based

GL: Applied laboratory-based groups

TA: Workshop

S: Seminar

GO: Applied computer-based groups

TI: Industrial workshop

GA: Applied classroom-based groups

GCL: Applied clinical-based groups

GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test 75%
- Individual assignments 25%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EVALUATION SYSTEM:

The evaluation consists of the sum of the grade of the May final exam and the group work.

Final grade: theory and content of the practicals and workshops are part of the exam and constitute 75% of the final grade; group work and oral presentation constitute 25% of the final grade.

CONTINUOUS EVALUATION

- A)
- THEORY: Type of exam: objective test at the end of the course.
- Notes, manual, photocopies, recommended references.
- CLASSROOM PRACTICES AND WORKSHOPS: the contents of these will be evaluated through a series of questions on the contents worked and discussed.
- questions on contents worked and discussed, which will be included in the final exam (they constitute 20% of the exam questions).
- B)
- SEMINARS: 25% of the total grade corresponds to group work. Work on a Piagetian experiment to choose, designed and supervised by the teacher in the hours of tutoring and seminars. To be handed in the last week of teaching (Deliverable).

FINAL EVALUATION

Exam: objective test at the end of the course that will contain questions related to the contents explained in the lectures, classroom practices and workshops and will constitute 100% of the grade.

*Those students who waive the continuous evaluation will be evaluated in the exam with 100% of the subject. The teacher must be informed in writing at least one month before the date of the exam.

*In order to be able to grade the student, it is essential to have passed the group work (or the questions related to this part in the exam, in its absence) and to have passed the exam (the part common to all students). Once these two requirements are fulfilled, the grade will be weighted accordingly (75% exam + 25% group work).*Students who have



done the group work of the seminar in previous academic years and who can prove it are not obliged to repeat it. Likewise, those who adequately perform the group work but do not pass the exam, will keep the value of the same until they reach or exceed the pass mark in the written exam.

*Those students who have passed the exam and fail the group work will keep the grade until the next exam. If they do not pass the work, they will have to re-enroll in the course and go through the entire evaluation process again.

*Additional rules regarding the waiver of the exam session
In this course, not taking the exam will be enough to waive the exam.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation criteria in the extraordinary call will be the same as in the ordinary call, unless eventually and depending on the circumstances of the course, another evaluation method is agreed upon.

MANDATORY MATERIALS

For each chapter of the syllabus, the specific bibliography and supplementary materials will be published on the MOODLE platform.

BIBLIOGRAPHY

Basic bibliography

ARRANZ, E. (1998). Modelos del desarrollo psicológico humano. Bilbao: UPV/EHU Servicio Editorial.
BERGER, S. K. y THOMPSON, R. A. (1998). Psicología del desarrollo: infancia y adolescencia. Madrid: Médica Panamericana.
BERMEJO, V. Edit. (1994). Desarrollo Cognitivo. Madrid: Síntesis Psicología.
FLAVELL, J. H. (1963). La Psicología Evolutiva de J. Piaget. Barcelona: Paidós.
KAIL, R. V. y CAVANAUGH, J.C. (2006). Desarrollo Humano. Madrid: Thomson
LEFRANCOIS, G. L. (2000). El ciclo de la vida. Madrid: Thompson.
LIZASO, I. y APODAKA, M. (2008). Giza garapen psikologikoaren ereduak I. Bilbo: Udako Euskal Unibertsitatea.
LIZASO, I. y APODAKA, M. (2008). Giza garapen psikologikoaren ereduak II. Bilbo: Udako Euskal Unibertsitatea.
PALACIOS, J. MARCHESI, A. Y COLL, C. (1999). Desarrollo psicológico y Educación. Vol. 1. Desarrollo cognitivo y social del niño. Vol. 2. Desarrollo psicológico y educación. Vol.3: Psicología Evolutiva. Madrid: Alianza Editorial.
PALACIOS, J., MARCHESI, A., COLL, C. (1999). Garapen psikologikoa eta hezkuntza. Leioa: UPV/EHU.
PAPALIA, D. E. y OLDS, S. (2009). Psicología del desarrollo de la infancia a la adolescencia. Madrid McGraw-Hill.
RICE, R. (1997). Desarrollo Humano. Estudio del Ciclo Vital. México: Prentice-Hall.
SANTROCK, J.W. (2006). Psicología del Desarrollo. El ciclo vital. Madrid: Mc Graw Hill.
SHAFFER, D. (2000). Psicología del desarrollo: infancia y adolescencia. México: International Thomson.
STASSEN BERGER, K Y THOMPSON, R.A. (1995). Psicología del desarrollo: Infancia y adolescencia. Madrid: Panamericana.

Detailed bibliography

FLAVELL, J. H. (1963). La Psicología Evolutiva de J. Piaget. Barcelona: Paidós.

Journals

Infancia y Aprendizaje
Child Development
Revista de la Psicología General Aplicada
Developmental Psychology
Journal of Adult Development
Aging and Society.
Geriatrka.
<http://psicothema.com>
http://ub.es/piscolog/infancia/inf_apr.htm
<http://um.es/analesps>
<http://uv.es/psicologica>
Human Development
Psychology and Aging
Revista Española de Geriatria y Gerontología.
The Gerontologist.
The Journals of Gerontology

Web sites of interest

<http://piaget.org>
<http://www.imersomayores.csic.es/basesdedatos/index.jsp>
<http://www.vigotsky.idoneos.com/>
www.apa.org
www.cop.es
www.etxadi.org
www.ueu.org
www.uztaro.com

OBSERVATIONS