

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-

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.
Geriatría.
<http://psicothema.com>
http://ub.es/pisicolog/infancia/inf_apr.htm
<http://um.es/analesps>
<http://uv.es/psicologica>
Human Development
Psychology and Aging
Revista Española de Geriatría y Gerontología.
The Gerontologist.
The Journals of Gerontology

Web sites of interest

http://piaget.org
http://www.imsersomayores.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