

COURSE GUIDE2024/25

Faculty231 - Faculty of Psychology

Cycle.

DegreeGLOGOP20 - Bachelor's Degree in Speech Therapy

YearFirst year

COURSE

28498 - Psychological Processes

Credits, ECTS:6

COURSE DESCRIPTION

This course aims to be a first approach to the study and understanding of those basic psychological processes which are considered to be universal to all human beings. It therefore examines the diverse range of cognitive processes, including perception, attention, learning, memory, motivation, emotion, thought and language and other related phenomena as well as their functioning and biological and psychological bases.

Speech therapy has as its main objective the assessment, diagnosis, and treatment of disorders of speech, voice, non-verbal oral functions, oral and written language, and other forms of communication in people of any age. It is also an important function of the speech therapy professional to plan and execute preventive interventions to reduce the incidence of these disorders and to improve verbal and communicative functions in pathological and non-pathological population. In order to be able to assess and treat speech and other related disorders it is important to acquire a solid knowledge about the origin and functioning of language and its components. However, language and all the encompassed components and abilities are tightly related with other cognitive processes such as perception, attention, and others. In fact, we, as humans, do not speak, learn, see, attend or memorize as separate activities. Therefore, it is important to delve in the understanding of the functioning as well as the biological and psychological bases of those cognitive processes that are interconnected and sometimes underlie language and speech to acquire a wider and more comprehensive understanding of a person's functioning.

Understanding the functioning of human basic psychological processes is key to reinforce speech therapists' capability to identify, discern and treat language and speech pathologies and, eventually, it will improve their knowledge and clinical practice. Thus, this course provides a framework which will help the students to lay down their further specialized training.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

RCO5.1. To learn and integrate the methodological foundations for research in Speech Therapy.

RCO9. To learn 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 non-verbal oral functions.

RCO9.2. To learn and integrate the psychological foundations of Speech Therapy: language development, psychological development, Neuropsychology of language, basic processes and Psycholinguistics

RHT2. To acquire and master the terminology that would allow the student to interact and work effectively with other professionals.

RHT5. To be able to manage communication and information technologies.

Theoretical and Practical Contents

1. Introduction to Cognitive Psychology
2. Perception
3. Attention
4. Learning
5. Memory
6. Motivation
7. Emotion
8. Thought
9. Language

TEACHING METHODS

Lectures:

The purpose of the lectures is to convey critical information and theories regarding the content to be presented in the course as well as to answer all the questions that can arise from the students.

Practices and workshops:

Practices and workshops serve to increase students involvement and practice by means of exercises of different modalities (scientific reading, videos...) to be performed both individually and in groups.

Tutoring:



Face-to-face or virtual tutoring must be requested by email.

Scenario of confinement:

Theoretical-practical classes will be held online through E-room, Webex or similar and there will also be virtual tutoring sessions. Students will have access to all the basic material on the E-gela platform.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	40		10				10		
Horas de Actividad No Presencial del Alumno/a	60		15				15		

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test 70%
- Individual assignments 15%
- Teamwork assignments (problem solving, Project design) 10%
- Oral presentation of assigned tasks, Reading 5%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Theoretical exam - Multiple-choice written test (70%).

Practices and workshops: individual and group works and presentations (30%).

To pass the lesson, student must get at least 3.5 points in the multiple-choice written test and 1.5 points in the practical part.

Failing to take the theoretical exam or not submitting the practices will be sufficient for resignation from the call.

Scenario of confinement:

The evaluation will be adjusted and adapted to the confinement.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students who have failed the course in the ordinary call, regardless of the evaluation system selected, will have the right to take part on the extraordinary call.

Scenario of confinement:

The evaluation will be adjusted and adapted to the new situation.

MANDATORY MATERIALS

Material and documents presented in class, notes, exercises and basic scientific bibliography specified by the teaching staff in charge of the subject.

BIBLIOGRAPHY

Basic bibliography

- Sternberg, R. & Sternberg, K (2014). Cognitive Psychology (7th edition). Cengage Learning.
- Goldstein, E.B. & Cacciamani, L. (2006). Sensation and Perception (11th edition). Wadsworth Publishing Co Inc.
- Domjan, M. (2014). The Principles of Learning and Behavior (7th edition). Wadsworth Publishing Co Inc.
- Baddeley, A., Eysenck, M.W. & Anderson, M.C. (2014). Memory. Psychology Press.
- Cuetos, F., González, J., & de Vega, M. (2018). Psicología del lenguaje. Editorial Médica Panamericana S.A.
- Pinel, J. & Barnes, S. (2021). Biopsychology (11th edition). Pearson.

Detailed bibliography

- Pineño, O., Vadillo, M.A. & Matute, H. (2007). Psicología del aprendizaje. Abecedario.
- Kahneman, D. (1997). Attention and Effort. Prentice Hall.
- Kalat, J. W. y Shiota, M. N. (2007). Emotion. Thomson-Wadsworth.

Journals

In English:

- Behavioral and Brain Sciences.

- Behavioural Processes.
- Comparative Cognition and Behavior Reviews.
- Learning and Behaviour.
- Learning and Motivation.
- Cognition and emotion
- Emotion
- Motivation and emotion
- Journal of Memory and Language
- Memory
- Memory & Cognition
- Speech communication
- Ear and hearing
- American Journal of Speech-Language Pathology
- Brain and Behavior

- In Spanish:
- Revista de investigación en logopedia
 - Revista de neurología
 - Psicológica.
 - Revista de Metodología y Psicología Experimental.
 - Psicothema.
 - Anales de Psicología.
 - Revista Española de Motivación y Emoción

Web sites of interest

OBSERVATIONS