

Developmental Psychology 2: from Adolescence to Old Age

Code: 101727
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	FB	2	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Maria Esther Arozarena Cañameres

Prerequisites

This subject goes into the knowledge of the development of the person in three major stages of the life cycle that

Objectives and Contextualisation

The subject starts from the conception that the person develops throughout his life, therefore, is immersed in a process of continuous change, changes that affect different areas of the person, physical, cognitive, emotional and psychosocial

Therefore, the subject follows an approach of the person's development throughout his life cycle.

Training objectives of the subject:

- Deepening in human development from adolescence to old age.
- To promote the knowledge of the changes and continuities that take place in the physical field from adolescence to aging.
- To foster awareness of the changes and continuities that occur in the cognitive sphere from adolescence to the end of the life process.
- To foster awareness of the changes and continuities that occur in the emotional and psychosocial field from adolescence to old age.
- To promote in the students the rational knowledge and the critical sense towards the present reality, so that it can understand the society and know transmit it in a way comprehensible to the others.

- Be able to analyze material related to the subject.

Competences

- Adapt one's communication to various audiences in accordance with age, pathology, etc.
- Evaluate the scientific production that supports speech therapists' professional development.
- Integrate the foundations of biology (anatomy and physiology), psychology (evolutionary processes and development), language and teaching as these relate to speech-therapy intervention in communication, language, speech, hearing, voice and non-verbal oral functions.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

Learning Outcomes

1. Identify key inputs from scientific processes related to psychological processes that support the professional development of speech therapists.
2. Identify key psychological processes together with their biological substrate and link them with evolutionary aspects and speech therapy.
3. Infer the implications of evolutionary-development processes on language, speech, hearing, voice and non-verbal oral functions.
4. Understand, integrate and relate new knowledge deriving from autonomous learning.
5. Use strategies appropriate to presenting oral arguments on issues covered in class.
6. Using communication strategies appropriate to the age of the interlocutors.

Content

Didactic module 1. Development during adolescence

1. The notion of adolescence and approach to the study of adolescence
2. Physical development in adolescence
3. Cognitive development in adolescence
4. Affective and psychosocial development in adolescence

Didactic module 2. Development during adulthood

1. The notion of adulthood and approach to the study of adulthood
2. Physical development in adulthood
3. Cognitive development in adulthood
4. Affective and psychosocial development in adulthood

Didactic module 3. Development during the old age

1. The notion of aging and approach to the study of old age
2. Physical development in old age
3. Cognitive development in old age
4. Affective and psychosocial development in old age

Methodology

The teaching methodology will be the following: a) Master classes b) Self-employed work c) Analysis of materials d) Development of projects e) Tutorials f) Search of telematic documentation g) Preparation of reports

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class Module 1, 2 and 3	21	0.84	2, 1
Seminars	24	0.96	2, 1
Type: Supervised			
Analysis of texts and audiovisual material	15	0.6	4, 1, 5, 6
Type: Autonomous			
Written tests, writing reports, reading texts, writing work rural area	90	3.6	4, 5, 6

Assessment

The evaluation is continued, analysis, synthesis, writing reports and exams will be carried out. There are activities of individual elaboration and of other groups.

All activities will be considered regardless of whether or not they have been approved. The learning evidences will be of two types:

1. Works: these can be made individually or in small groups and not all will have the same weight within the final grade.
2. Tests: There will be two examinations, one corresponding to the introductory elements of the subject and the didactic module I, and the other exam that corresponds to the didactic modules II and III.

Consequently, the final grade of the subject will be composed as follows: the work represents 40% of the final mark and the examinations are 60% of the final grade.

Definition of passing the subject: a student has passed the subject when it has been presented in all the tests of proven learning evidence and has obtained a minimum score of 5 points in the evidence of type-based learning and one Minimum mark of 4 points in the evidence of learning type examination. The qualification obtained in the type examination test will not be counted in the final mark if the student has not passed each of the two tests with a minimum score of 4.

Definition of Non-evaluable in the subject: A student who has not given evidence of learning with a weight equal to or greater than 40% will be considered as "Not evaluable."

Recovery tests: Those students that have not achieved the established criteria to pass the subject and who have previously been evaluated in a set of activities will be able to perform any of the recovery tests whose weight equals to a minimum of Two thirds of the total grade of the subject. A minimum mark of 3.5 points out of 10 will be required.

Assessment Activities



Title	Weighting	Hours	ECTS	Learning Outcomes
Test	60	0	0	2, 3
Works (individually or in small group)	40	0	0	4, 2, 1, 3, 5, 6

Bibliography

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Santrock, J.W. (2004) *Adolescencia. Psicología del desarrollo*. Mc Grau-Hill.

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Shaffer, D. (2000) *Psicología del desarrollo. Infancia y adolescencia*. Madrid: Thomson editores.

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Stassen, K. I Thompson, R. (1998) *Psicología del desarrollo: adultez y vejez (4a edición)*. Madrid: Panamericana.

Triadó, C. i Villar, F. (coords.) (2006) *Psicología de la Vejez*. Madrid: Alianza.

Vega Vega, J.L. i Bueno Martinez, B. (1995) *Desarrollo adulto y envejecimiento*. Síntesis. Madrid.

Villar Posada, F. i Triadó, C. (2006) *El estudio del ciclo vital a partir de historias de vida: una propuesta práctica*. Barcelona: Publicacions i edicions de la Universitat de Barcelona.

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