

Developmental Psychology 2: from Adolescence to Old Age

Code: 101727
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	FB	2	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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 Cañamares
G. Pilar Escotorin Soza

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 ones 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.

"N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty".

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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 continuous, there will be activities of analysis, synthesis, preparation of written reports and exam

All activities will be weighed regardless of whether they are approved or not.

Evidence of learning will be of two types:

1. Works: these may be prepared individually or in small groups, some in
 2. Exams: There will be two written exams, one that corresponds to the i
- Consequently, the final grade of the course will be formed as follows: E\
- Definition of passing the subject: a student has passed the subject when

Definition of Non-assessable in the subject: A student who has not submitted Recovery tests: Students who have not met the established criteria to pass "Students with 2^a or later enrollment are not expected to be assessed by <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-13457225258>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Test part I (first evaluation week) and EV2. Test part II (second evaluation week)	60	0	0	2, 3
EV3. Works (individually or in small group in the evaluations weeks)	40	0	0	4, 2, 1, 3, 5, 6

Bibliography

Basic bibliography:

Carretero, M., Palacios, J. i Marchesi, A. (1985) *Psicología Evolutiva.3. Adolescencia, Madurez y senectud*. Alianza psicología.

Delval, J. (1994) *El desarrollo humano*. Madrid: Siglo XXI Editores.

Fernández-Ballesteros, R. (Dir.) (2009) *Psicología de la vejez. Una psicogerontología aplicada*. Madrid: Psicología Pirámide.

Complementary bibliography:

Fernández-Ballesteros, R. (Dir.) (2009) *Envejecimiento activo. Contribuciones de la Psicología*. Madrid: Psicología Pirámide.

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

Perinat, A. (2003) *Los adolescentes en el siglo XXI*. Barcelona: Editorial UOC.

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

Silvestre, N., Solé, M.R., Pérez, M. i Jodar, M. (1996) *Psicología Evolutiva: Adolescencia, edad adulta y vejez*. Ediciones CEAC. Barcelona.

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.

<http://www.injuve.migualdad.es/injuve/contenidos.item.action?id=1531688780&menuId=1627100828>

Software

Not applicable