2022/2023

Developmental Psychology 1: Early Childhood

Code: 101728
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	FB	1	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

Prerequisites

None.

Objectives and Contextualisation

- Knowing the general lines of human development from birth to pre-adolescence.

- Determining the main milestones in the developmental process.

- Knowing the processes involved in the development in a variety of sociocultural contexts.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate an understanding and correct use of the terminology and methodology of speech-therapy research.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and/or environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Correctly use the terminology and methodology characteristics of scientific research.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Identify situations in which a change or improvement is needed.
9. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
10. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
11. Infer the implications of evolutionary-development processes on language, speech, hearing, voice and non-verbal oral functions.
12. Propose new experience-based methods or alternative solutions.
13. Propose new ways of measuring visibility, success and failure in the implementation of innovative proposals or idees.
14. Propose viable projects and actions to boost social, economic and/or environmental benefits.
15. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
16. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
17. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
18. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

Block 1. Introduction to the study of human development. Basic concepts and main approaches to Developmental Psychology

Block 2. Physical and motor development.

Block 3. Cognitive development.

Block 4. Social and afective development.

Block 5. Development of personality and pycho-sexual development.

Block 6. Family and school along infancy.

Methodology

Lectures will be combined with practical lessons in the classroom where knowledge will integrate through participative activities.

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			
Classroom practical lessons	30	1.2	11, 6
Theoretical lessons	22.5	0.9	11, 6
Type: Supervised			
Expositions	0.5	0.02	11, 6
Follow-up of group activities	1	0.04	11, 6
Type: Autonomous			
Contents' study	48	1.92	11, 6
Practical work	48	1.92	11, 6

Assessment

The weight of the theory is 60% of the final mark while practical lessons provide the remaining 40%.

Activities 01 to 03 will be delivered individually, though they can be executed either individually or in a group. Activity 04 will be performed in a group. All evidences will be presented in Catalan and Spanish and evidence two also in English. en la segona evidència).

The final mark will be the addition of the marks obtained in the evaluation activities 01 to 04, pondered by the specified percentages (see "Assessment activities" table). The course will be passed whenever the sum of scores, pondered by the percentages, yields a result of five or greater. Hence theory and practices do not have to be passed independently.

To access to the recuperation, it is compulsory to have delivered at least two of the four activities, provided that they would permit to access to at least the 60% of the course mark. If the delivered activities are lesser than two, the course will be considered as NON-EVALUABLE. The recovery of the theory will consist in a forty questions, multiple-choice test concerning the contents delivered. The recovery of the practices will consist in the delivery of the report previewed in activity 04.

It is not previewed that students who enrolled for a second or further time were evaluated by a single, no recoverable, synthesis test.

Faculty regulations: https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
01. Online examination on introductory contents (week 6)	20 %	0	0	7, 3, 4, 9, 11, 17, 6, 5, 18
02. Online conceptual map (week 11)	20 %	0	0	2, 1, 10, 8, 11, 13, 12, 14, 17, 15, 16, 6
03. Online analysis of a video-content (week 15)	20 %	0	0	7, 2, 3, 4, 10, 9, 11, 14, 17, 15, 16, 6, 5, 18
04. Practices report (December)	40 %	0	0	7, 2, 3, 1, 4, 10, 9, 8, 11, 13, 12, 14, 17, 15, 16, 6, 5, 18

Bibliography

COMPLEMENTARY READINGS

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Specific documents

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Software

The necessary software to execute the evidences will be made available at the Campus Virtual website. They consist on the computer programs "Tester" and "Mapper" that run on Windows systems.