

**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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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Esther Arozarena Cañamares

## 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- 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.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

## Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
3. Identify key inputs from scientific processes related to psychological processes that support the professional development of speech therapists.
4. Identify key psychological processes together with their biological substrate and link them with evolutionary aspects and speech therapy.
5. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
6. Infer the implications of evolutionary-development processes on language, speech, hearing, voice and non-verbal oral functions.
7. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
8. 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.
9. 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.
10. Understand, integrate and relate new knowledge deriving from autonomous learning.
11. Use strategies appropriate to presenting oral arguments on issues covered in class.
12. Using communication strategies appropriate to the age of the interlocutors.
13. 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

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.

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	4, 3
Seminars	24	0.96	4, 3
Type: Supervised			

Analysis of texts and audiovisual material	15	0.6	10, 3, 11, 12
Type: Autonomous			
Written tests, writing reports, reading texts, writing work rural area	88.5	3.54	10, 11, 12

## Assessment

The evaluation is continuous, there will be activities of analysis, synthesis, preparation of written reports and exams.

Evidence of learning will be of two types:

1. Works: these may be prepared individually or in small groups, some in class.
2. Exams: There will be two written exams, one that corresponds to the initial evaluation and another that corresponds to the final evaluation. Consequently, the final grade of the course will be formed as follows:  $E_{final} = 0.5E_{initial} + 0.5E_{final}$ .

It must be borne in mind that the single assessment does NOT imply that the student does not attend class or that they do not participate in the activities.

The duration of the evaluation can be 3 hours.

Definition of passing the subject:

The subject will always be approved when the weighted average grade is equal to or higher than 5 points and the student has submitted evidence of learning with a weight of at least 0.5.

Definition of Non-assessable in the subject: A student who has not submitted evidence of learning with a weight of at least 0.5.

Right to reassessment: To be eligible for reassessment, the following two requirements must be met: a) Not passing the subject and b) Submitted learning evidence with a weight equal to or greater than 2/3 of the total grade. Reassessment grade to be stated in the academic record will be 5 (out of 10).

The same recovery process as that of the continuous evaluation will be applied to the students who take the sing

"Students with 2<sup>a</sup> or later enrollment are not expected to be assessed by a single non-recoverable synthesis test.

The student can request that the exam be translated from Catalan to Spanish as long as it is formally addressed

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Test part I (first evaluation week)	30	0.75	0.03	1, 4, 6, 13
EV2. Test part II (second evaluation week)	30	0.75	0.03	1, 4, 6, 13
EV3. Works seminar	40	0	0	10, 2, 4, 3, 5, 6, 7, 8, 9, 11, 12

### 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