

Degree	Type	Year
2500893 Speech therapy	FB	2

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

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

Activities and Methodology

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

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.

Assessment

Continuous 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

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
 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\

It must be borne in mind that the single assessment does NOT imply that the student does not attend class or the

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 5,0 points and t

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

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 5,0 (out of 10).

The single assessment is requested electronically (E-Form) in the specific period (more information on the Facult

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

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

The delivery of the translation of the face-to-face assessment tests will be carried out if the requirements establis

Bibliography

Basic bibliography:

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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.

Gutierrez, F.; García Madruga, J.A. i Carriedo, N. (2006) *Psicología evolutiva II. Desarrollo cognitivo y lingüístico*. Madrid: Universidad Nacional de Educación a Distancia

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.

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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.

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

Software

Not applicable

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	112	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	113	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed