

**COURSE DATA****Data Subject**

Code	35276
Name	Basic Psychological Processes and Language Psychology
Cycle	Grade
ECTS Credits	9.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	1	Second term

Subject-matter

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	4 - Psychology	Basic Training

Coordination

Name	Department
D'OCON GIMENEZ, ANA MARIA	300 - Basic Psychology
DOLZ SERRA, LAURA	300 - Basic Psychology

SUMMARY

It is a subject assigned to the Department of Basic Psychology, which consists of 9 theoretical-practical credits equivalent to 225 hours of student work. It is broken down into two parts: Basic psychological processes and Psychology of language. It is taught in the first year of the degree of Speech therapy in the second quarter. In the part corresponding to the Basic Psychological Processes, its objective is to equip the student with relevant knowledge to the perception, learning, memory and motivation, that allow to describe, to predict and to explain the cognitive and behavioral activity of the human being. In the second semester the subject is focused on the Psychology of language part. The subject aims to enable the student to be able to apply the theoretical contents to different vital and professional areas. Likewise, the subject has the purpose of providing the theoretical and applied bases on which the remaining theoretical contents of the degree will be placed. This knowledge is of great utility to understand processes related to the linguistic field (acquisition, disorders and intervention). Their study is done from the cognitive approach, incorporating more recent approaches such as Cognitive Neuropsychology and Connectionism. In addition, the knowledge that this discipline provides has important implications in the educational field (acquisition and disorders of reading and writing) and in the diagnosis and treatment of aphasias and other



linguistic disorders. It also has applications in the area of gerontopsychology (Aging and language) and clinical (language in dementia and schizophrenia). Therefore, it is linked in a special way to the subjects: Psychology of development and language acquisition, Educational fundamentals of speech therapy; General Neuropsychology and Language Linguistic Foundations of Speech Therapy. And those related to language pathologies and to the intervention of said pathologies.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

35292 Intervención logopédica en atención Temprana

OUTCOMES

1203 - Degree in Speech Therapy

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.
- Use the exploration techniques and instruments typical of the profession and record, synthesize and interpret the data provided by integrating them into the information set.
- Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.
- Know the limits of their field of activity and learn to identify when an interdisciplinary treatment is necessary.
- Understand and be able to integrate the biological principles (anatomy and physiology), psychological principles (evolutionary development and processes), linguistic principles and pedagogical principles of speech therapy into communication, language, speech, hearing, voice and non-verbal oral communication.
- Understand and critically evaluate the terminology and research methodology of speech therapy.
- Know the psycholinguistic processes and other basic psychological processes that support the techniques of speech therapy.



- Be familiar with the profession and the legal status of the speech therapist.

LEARNING OUTCOMES

To define the concepts of stimulus, sensation, perception, attention, cognition and action perceptual processes Describe Define the process of care, varieties and attentional dysfunctions and impaired attention Define instincts and reflexes. Describe habituation and sensitization Describe the basic learning models: classical and operant conditioning, social learning and learning of motor skills. Differentiate between intrinsic and extrinsic motivation and motivational strategies recognize the main memory Define classes. Describe the steps of receiving speech and perception of written language from the Cognitive Neuroscience. To interpret, from Cognitive Neuroscience, data from the study of aphasic patients or functional neuroimaging.

DESCRIPTION OF CONTENTS

1. INTRODUCTION TO HUMAN INFORMATION PROCESSING.

UNIT 1: INTRODUCTION TO HUMAN INFORMATION PROCESSING.

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Definition of Psychology: Origins and evolution. Basics: stimulus, sensation, perception, attention, cognition and action.

2. BASIC PSYCHOLOGICAL PROCESSES: PERCEPTUAL PROCESSES AND ATTENTION.

Perceptual systems: general and differences. The attention process: dysfunction and impaired attention.

3. BASIC PSYCHOLOGICAL PROCESSES: LEARNING PROCESS, NATURE, AND APPLICATIONS. LEARNING PROCESS, NATURE, AND APPLICATIONS.

Instincts and reflexes, habituation and sensitization. Basic models: Classical Conditioning, Operant Conditioning, Social Learning

4. BASIC PSYCHOLOGICAL PROCESSES. MOTOR-PERCEPTUAL LEARNING.

Automation of motor skills. Observational learning of motor skills.

5. BASIC PSYCHOLOGICAL PROCESSES. THE PSYCHOLOGY OF MEMORY.

Types of Memory Memory and language. Interpretation of memory from cognitive neuroscience.



6. BASIC PSYCHOLOGICAL PROCESSES: MOTIVATION OF BEHAVIOR.

Intrinsic and extrinsic motivation. Motivational strategies

7. INTRODUCTION of THE PSYCHOLOGY OF THE LANGUAGE: WHAT IS THE PSYCHOLOGY OF THE LANGUAGE.

First approaches to the study of language: Chomsky's hypothesis, the behavioral explanation, the psychology of language to day. Methods of study in the psychology of language. Fundamental questions about language processing: Processing in series and parallel. Automatic and controlled processes. Modularity

8. PROCESSES IN THE USE OF THE LANGUAGE: PERCEPTION OF SPEECH.

Main issues in speech perception: segmentation and variability of the signal, the acoustic properties of speech signal. Perception of phonetic segments isolated: perception of vowels, consonants perception. Studies on categorical perception. Continuous speech perception: effect of coarticulation, lexical and syntactic factors in the perception of words. Models of speech perception.

9. PROCESSES IN THE USE OF THE LANGUAGE. RECOGNITION OF WORDS.

Spoken word recognition, lexical primitive, experimental methods in word recognition, factors that influence access and organization of the words often formal and semantic similarity, lexical access: theories and models.

10. PROCESSES IN THE USE OF THE LANGUAGE. UNDERSTANDING THE LANGUAGE I.

Processing of speech: structural properties of sentences, syntactic processing, lexical ambiguity and syntactic sentence processing models, influence of context, experimental methods in sentence processing.

11. PROCESSES IN THE USE OF THE LANGUAGE. UNDERSTANDING THE LANGUAGE II.

Discourse processing and text: consistency. Inferences. Report of speech. Models. Schemes. Educational implications.

12. PROCESSES IN THE USE OF THE LANGUAGE: PRODUCTION AND PLANNING.

Data sources in the study of speech production planning: spontaneous speech errors, pauses or disfluencies in speech; TOT phenomenon. Evidence from the study of aphasia. Production models. Conversational interaction. Implications for speech therapy.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Classroom practices	30,00	100
Study and independent work	135,00	0
TOTAL	225,00	

TEACHING METHODOLOGY

In order for the student to acquire the fundamental objectives of the subject as well as the specific competences, they propose: Theoretical classes. It will be used, fundamentally, the master lesson to present the contents of the subject. Powerpoint schemes will be available well in advance on the virtual platform. At the same time, the participatory intervention of the students is promoted with the purpose of enabling critical dialogue that at the same time dynamizes the rhythm of the class. Practical classes. The main purpose of these is twofold: on the one hand, to be able to participate in small experiments related to the concepts presented in the theoretical classes; And, on the other hand, demonstrate the ability to work in groups as well as interpersonal communication skills. Whenever necessary, individualized and grouped tutorial sessions will be held in which students will be supervised so that they can carry out an adequate follow-up of the training activities. The materials to be used will include: manuals, articles, chapters, reports and other types of scientific documentation. The individual and group work, will be presented in the expected date in the form of reports that will follow the models that for this purpose will be available in the virtual classroom. It will be necessary to use the virtual classroom, the e-learning platform chosen by the University of Valencia to favor teaching-learning processes, as well as teacher-student interaction. It is a simple to use platform that offers multiple possibilities of interaction. The access address to this platform is the following: <http://aulavirtual.es>

EVALUATION

The information to obtain the final grade of the subject will be obtained through two basic procedures: final individual assessment (final exam) and continuous assessment or progress (activities carried out in class, reports and / or individual and group work). The individual final assessment will be tailored to the specific objectives of the teaching guide. This evaluation, which will reflect the overall effort of the student and the level reached at the end of the learning process of the subject, will be done at the end of the face-to-face period of the course and will represent 70% of the grade of the subject. The final test to evaluate the specific objectives of the subject will be written of objective type. Continuous or progress evaluation of the work done by the students throughout the course will be based on the written and oral reports and comments made in the practical classes and / or in the collective or individual tutorials as well as in the different activities carried out in The theoretical sessions. This part of the evaluation is of a formative nature, since it allows a feedback process for both the teacher and the student, and will represent 30% of the grade of the subject. This part of the subject will be recoverable by means of a



development examination to be carried out in the official announcement. As a requirement the student must obtain a minimum of 3,5 in the theoretical test to pass the subject and 1,5 in the practices. The option to honor enrollment will be from the 9.5 grade.

REFERENCES

Basic

- Lahey, B.B. (1999): Introducción a la Psicología. McGraw-Hill.
- Morris, C.G. y Maisto, A.A. (2002): Psicología. Prentice Hall.
- Papalia, E.D. y Olds, S.W. (2005): Psicología. McGraw-Hill.
- Harley, T.A. (2008). Psicología del lenguaje. Madrid: McGraw-Hill.
- Cuetos, F., González, J. y De Vega, M. (2020). Psicología del Lenguaje. Madrid: Editorial médica Panamericana.

Additional

- Wade, C. y Travis, C. (2003): Psicología. Pearson. Prentice Hall.
- Worschel, S. y Sheldis, W. (1997): Psicología. Fundamentos y Aplicaciones. Prentice Hall.
- Baddeley, A. (1999): Memoria humana. McGraw-Hill Interamericana.
- Carretero, M. y Asensio, M. (2004): Psicología del Pensamiento. Madrid Alianza.
- De Vega, M. (1989). Introducción a la Psicología cognitiva. Madrid: Alianza.
- Espino, O (2004) Pensamiento y razonamiento. Madrid Pirámide.
- Fernández-Abascal, E.G., Jiménez Sánchez, M^a P. Y Martín Díaz, M^a D. (2003): Emoción y motivación. Vol I y II. Editorial Centro de Estudios Ramón Areces.
- Reeve, J. (2004): Motivación y emoción. McGrawHill.
- Tarpy, R.M. (1999): Aprendizaje. Teoría e investigación contemporáneas. Madrid. McGraw-Hill.
- Carroll, D.W. (2006). Psicología del Lenguaje. Madrid: Thomson.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

ADDENDUM SHEET TO THE TEACHING GUIDE 2nd semester COURSE 2020-21



Titulació	Degree in Speech Therapy
Subject code	35276
Name of the subject	Basic psychological processes and language psychology

1. CONTENTS

There are no modifications regarding the contents that appear in the teaching guide for the subject.

2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING

The volume of work will be adapted to the current model at all times.

3. TEACHING METHODOLOGY

Theoretical classes, in accordance with the provisions for the entire degree, will be taught non-face-to-face. The practical sessions will be adapted to the online format and will be extended for the time determined by the Academic Degree Committee in accordance with the guidelines received from the Rector's Office. Whenever the health situation allows it, a hybrid blended teaching model will be followed.

The materials will be made available to students through the Virtual Classroom and classes will be taught synchronously according to the class schedule established by the faculty.

The tutorials will be carried out through the institutional email of the University of Valencia. If deemed appropriate, tutorials may be held by videoconference in the Virtual Classroom environment.

4. EVALUATION

The variation in the presence of practical sessions could lead to changes in the weighting of the evaluation systems. If the weighting contemplated in the addendum were modified due to this circumstance, it would be notified by the teaching staff publicly through a virtual classroom at most in the week after finishing the practices.

The final tests will be held in accordance with the regime determined by the agreements of the Governing Council in force at all times. In the event that health circumstances prevent the realization of face-to-face evaluation tests, these will be articulated through the virtual classroom.



The information to obtain the final grade for the course will be obtained through two basic procedures:

-Individual final evaluation (final exam): 70% of the grade for the subject.

-continuous or progress evaluation (activities carried out in face-to-face class, reports and / or individual and / or group assignments): 30% of the grade for the subject.

5. BIBLIOGRAPHY

To what is already indicated in the Teaching Guide, the following is added:

The UV Library Service makes available to students access to online manuals. In addition, a compilation of materials available online will be included in the Virtual Classroom.