COURSE DATA

Data Subject

Code	35276
Name	Basic Psychological Processes and Language Psychology
Cycle	Grade
ECTS Credits	9.0
Academic year	2023 - 2024

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

Necessary subject to take 35292 Speech therapy intervention in early attention.

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

Define memory classes and their operation.

Describe the steps of speech perception from Cognitive Neuroscience.

Define the functions, characteristics and limitations of the different theoretical models of the Psychology of Language, as well as the data on which each model is based.

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.

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 evaluation** will be adjusted 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, will be carried out at the end of the face-to-face period and will represent 7**0% of the mark for the theoretical part and 10% of the practical part of the subject**. This part of the course may be recoverable.
- **Continuous or progress evaluation** of the work carried out by the students throughout the course will be made from the reports and written and oral comments made in the practical classes and/or in the collective or individual tutorials, as well as in the different activities. carried out in theoretical sessions. This part of the evaluation is of a formative nature, since it allows a feedback process representing 20% of the course grade, of which **10% attendance and 10% delivery of reports**. This part of the course may be recoverable.

Minimum requirements in each section:

- Minimum of 3.5 points out of 7 in the theoretical part of the Official Call Exam.
- Minimum of 0.3 points out of 1 in the practical part of the official exam.
- Minimum of 1 point out of 2 in classroom activities.

In the second call, the mark of the parts of the subject that meet the minimum requirements mentioned will be maintained. The option to enroll with honors will be from a grade of 9.5.

Grades are kept for a single academic year. Therefore, in case of exceeding any of the two parts (practice reports or exam), these qualifications will not be taken into account in the next academic course.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): https://www.uv.es/sgeneral/Protocols/C83.pdf

REFERENCES

Basic

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- Papalia, E.D. y Olds, S.W. (2005): Psicología. McGraw-Hill.

- Cuetos, F., González, J. y De Vega, M. (2020). Psicología del Lenguaje. Madrid: Editorial médica Panamericana.

Additional

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- Harley, T.A. (2009). Psicología del lenguaje. Madrid: McGraw-Hill.

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- Baddeley, A. (1999): Memoria humana. McGraw-HillInteramericana.

- Carretero, M. y Asensio, M. (2004): Psicología del Pensamiento. Madrid Alianza.

- De Vega. M. (1989). Introducción a la Psicología cognitiva. Madrid: Alianza.

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- Fernández-Abascal, E.G., Jiménez Sánchez, Mª P. Y Martín Díaz, Mª D. (2003): Emoción y motivación. Vol I y II. Editorial Centro de Estudios Ramón Areces.

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- Carroll, D.W. (2006). Psicología del Lenguaje. Madrid: Thomson.