



## Teaching Guide

Identifying Data					2014/15
<b>Subject (*)</b>	PROCESOS PSICOLÓGICOS BÁSICOS	<b>Code</b>	652G04002		
<b>Study programme</b>	Grao en Logopedia				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Graduate	1st four-month period	First	FB	6	
<b>Language</b>	Spanish				
<b>Prerequisites</b>					
<b>Department</b>	Psicología				
<b>Coordinador</b>	Marcos Malmierca, Jose Luis	<b>E-mail</b>	jose.luis.marcos@udc.es		
<b>Lecturers</b>	Marcos Malmierca, Jose Luis Valle-Inclan Alsina, Fernando del	<b>E-mail</b>	jose.luis.marcos@udc.es fernando.valle-inclan@udc.es		
<b>Web</b>					
<b>General description</b>	Obxectivos da materia: - Que os alumnos adquiran os contidos máis relevantes de Psicología Básica para a súa formación logopédica. - Formación práctica: Análise das implicacións e aplicacións dos contidos, métodos e técnicas ao ámbito da logopedia				

## Study programme competences

Code	Study programme competences
A2	Coñecer e integrar os fundamentos psicolóxicos da Logopedia: o desenvolvemento da linguaxe, o desenvolvemento psicolóxico, a Neuropsicología da linguaxe, os procesos básicos e a Psicolingüística.
B2	Aplicar un pensamento crítico, lóxico e creativo.
B4	Aprender a aprender.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.

## Learning outcomes

Subject competencies (Learning outcomes)	Study programme competences		
A2 Coñecer e integrar os fundamentos psicolóxicos da Logopedia: o desenvolvemento da linguaxe, o desenvolvemento psicolóxico, a Neuropsicología da linguaxe, os procesos básicos e a Psicolingüística.	A2		
B2 Aplicar un pensamento crítico, lóxico e creativo.		B2	
B4 Aprender a aprender.		B4	
C6 Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.			C6

## Contents

Topic	Sub-topic
Item 1. Definition of Basic Psychology (Basic Psychological Processes)	Definition of Basic Psychology. Philosophy and Psychology. Scientific paradigms of psychology: Behaviorism and Cognitive Psychology
Item 2. Classical Conditioning	Elements of Classical Conditioning. Basic phenomena. Semantic conditioning. Intervention procedures based on classical conditioning.
Item 3 Instrumental Conditioning	Experiment and model of instrumental conditioning. The operant response. Reinforcement. Parameters of instrumental reward conditioning
Item 4. Memory and processing	The information processing. Sensory Register. Short Term Memory. Long-term memory.
Item 5. Attention	Definition. Capacity models. Models filter. selective Attention
Item 6. Perception	Visual perception Auditory perception



Item 7. Motivation and Emotion.	Motivational concepts. Hunger, sexual motivation, need for belonging. Theories of emotion. The emotion in the body. The expression of emotions. The emotional experience.
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Planning			
Methodologies / tests	Ordinary class hours	Student?s personal work hours	Total hours
Case study	8	24	32
Laboratory practice	15	15	30
Guest lecture / keynote speech	22	44	66
Objective test	2	16	18
Personalized attention	4	0	4

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Case study	Analyze and resolve cases on issues related to the psychological processes that have been exposed during the keynote sessions
Laboratory practice	Practices conducted in both laboratory and interactive class, to reinforce knowledge and understanding of topics of special interest.
Guest lecture / keynote speech	Exposure of contents of each issue using multimedia resources
Objective test	Test of 30 to 40 multiple-choice questions on the contents exposed and case studies

Personalized attention	
Methodologies	Description
Laboratory practice Case study	The student is guided through the steps for the analysis of cases, providing monitoring and final correction  Before the session the student will be informed about each of the phases and will specify their task on it. At the end will show and explain the results

Assessment		
Methodologies	Description	Qualification
Laboratory practice	Attendance at interactive classes and labs	10
Case study	A case is presented and 4 or 5 multiple choice questions (included in the objective test) on the analysis and resolution thereof shall be made	15
Objective test	About 30 multiple choice questions, of which 4 or 5 of them correspond to a case in order to assess paragraph (or methodology) of "case study"	75

Assessment comments
Attendance, attitude and class participation (theoretical and interactive classes),as well as assistance to laboratory practice, may have a modulating effect of up to 10% of the final grade. To pass the course, students must obtain a minimum overall score of 5 out of 10 (equivalent to 50% of the total). The overall score is calculated by adding the scores on the objective test (in which questions to assess the case study are included),attendance at laboratory practice and interactive classes and the possible modulating effect of the assistance, attitude and class participation and practices.

Sources of information



<b>Basic</b>	<ul style="list-style-type: none"><li>- Leahey, T. H. y Harris, R. J. (2000). Aprendizaje y cognición. Madrid. Prentice Hall</li><li>- Caparrós, A. (1979). Introducción histórica a la psicología contemporánea. La psicología, ciencia multiparadigmática. Barcelona. Ediciones Rol</li><li>- Nilsson, L. G. y Rönnberg, J. (2006). Learning and memory. Hove, England. Psychology Press/Taylor &amp; Francis (UK)</li><li>- Campos, A. (1988). Manual de prácticas de psicología básica . Barcelona. Grupo Editor Universitario</li><li>- Domjan, M. y Bukhard, B. (2003, 5ª Ed.). Principios de aprendizaje y de conducta. Madrid. Thomson</li><li>- Smith, E. E. y Kosslyn, S. M. (2008). Procesos cognitivos. Madrid. Prentice Hall</li><li>- Myers, D. G. (2005). Psicología. Madrid. Editorial Médica Panamericana</li><li>- Ruiz-Vargas, J. M. (1998). Psicología de la memoria. Madrid. Alianza</li><li>- Marcos, J. L. (1997). Técnicas de condicionamiento humano. Madrid. Universitas</li></ul>
<b>Complementary</b>	- ( ) .

### Recommendations

#### Subjects that it is recommended to have taken before

APRENDIZAXE E PERCEPCIÓN DA FALA/652G04030

#### Subjects that are recommended to be taken simultaneously

#### Subjects that continue the syllabus

#### Other comments

Ninguna

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.