



Universitat de Lleida

DEGREE CURRICULUM
**HEALTHY DEVELOPMENT IN
EARLY CHILDHOOD II**

Coordination: RAMOS PLA, ANA ISABEL

Academic year 2020-21

Subject's general information

Subject name	HEALTHY DEVELOPMENT IN EARLY CHILDHOOD II			
Code	100708			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	3	COMMON	Attendance-based
	Bachelor's Degree in Pre-School Education	2	COMMON	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	4		2
Coordination	RAMOS PLA, ANA ISABEL			
Department	PSICOLOGIA			
Teaching load distribution between lectures and independent student work	The weekly teaching load is distributed between the three hours of face-to-face theoretical credits in addition to three voluntary tutorials throughout the semester. The rest is non-contact self-employment.			
Important information on data processing	Consult this link for more information.			
Language	Català i/o castellà			
Distribution of credits	PETRA:10,4 DOE: 5,2			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MARSELLES VIDAL, MARIA ANGELES	mariangels.marselles@udl.cat	0	
MORA TOSQUELLA, ESTHER	e.mora@pip.udl.cat	6	
RAMOS PLA, ANA ISABEL	anabel.ramos@udl.cat	5,4	
URIETA SABATE, PATRICIA	patricia.urieta@udl.cat	4,2	

Learning objectives

- Identify the basic principles of biopsychosocial development from 0 to 6 years.
- Assess the importance of prevention and care in early childhood for the integral development of the individual.
- Analyze and assess the importance of detection and evaluation in developmental and mental health disorders.
- Use observation and analysis strategies to detect and collaborate in the prevention of psychosomatic disorders and disorders.
- Know the essential inter and transdisciplinary approach in the early stages of life.
- Apply in different developmental contexts the appropriate methods to enhance multisensory skills in children from 0 to 6 years

Competences

- Identify sleep disorders, eating, psychomotor development, attention and auditory and visual perception from a holistic view of development.
- Know and propose strategies and resources to prevent, detect, assess and respond to the needs of children from 0 to 6 years.
- Express oneself correctly orally and in writing.
- Use and apply ICT in the appropriate context

Subject contents

BLOCK A (4 credits):

- UNIT 1.- BIOPSYCHOSOCIAL CONCEPT OF THE DEVELOPMENT
- UNIT 2.- THE PREVENTION IN THE FIRST YEARS OF LIFE
- UNIT 3.- RISK FACTORS IN THE DEVELOPMENT
- UNIT 4.- THE PRIMARY CARE AND THE CHILDREN'S EDUCATION 0-6
- UNIT 5.- THE DETECTION AND THE INTERDISCIPLINARY EVALUATION
- UNIT 6.-THE INTEGRAL CARE TO THE CHILD AND HIS FAMILY. .

BLOCK B (2 credits):

- UNIT 7: AGING GUIDELINES
- UNIT 8: THE ESTABLISHMENT OF THE LINK AND GRIPPING
- UNIT 9: SCHOOL AND LEARNING EDUCATIONAL STYLES: DIVERSITY AND INCLUSION

Methodology

Attended

- Proposal and discussion of practical cases.
- Teacher's presentations: oral and multimedia.
- Oral and multimedia student presentations.
- Presentation and discussion of life stories linked to different contexts.

Not in person**Individual Activities**

- Reading and analysis of documents.
- Preparation of student presentations.
- Search for information.
- Individual tutorials (as appropriate)
- Knowledge extension seminars.
- Elaboration of works and synthesis.

Group activities: in most cases students will do their homework in this section.

- Elaboration of works / actions and syntheses in group Group tutorials.
- Use of virtual platforms.
- Coordination with other professionals and making observations and assessments in different life contexts.

At the beginning of the course, the teachers will specify more specifically all the above. Both class attendance and assignments, internships or visits will be mandatory.

in the event that face-to-face classes cannot be given, the sessions will be broadcast by videoconference respecting the same established schedule. The different options of the videoconferencing tool will be used so that the sessions can remain participatory and can perform the same tasks planned for the classroom. The sessions can be recorded.

Development plan

It will start with block A of contents until completing the hours corresponding to the first 2 credits. From here, block B will continue until the end of the semester.

Evaluation

EVALUATION SYSTEM

Taking into account the regulations for the Evaluation and Qualification of teaching in the Degrees and Masters of the UDL approved by the Governing Council in 2014, amended by agreement 111/2016 of the Governing Council of 27 April 2016 and by the agreement 231/2016 of the Governing Council of October 25, 2016, the modality of continuous evaluation includes:

MORNING GROUP

The evaluation is continuous and includes the two content blocks (A + B).

1. Written test. It will be done within the official exam period, up to 25%
2. Participation in face-to-face and / or virtual classes, up to 25%
3. Individual synthesis / conclusion of the achieved objectives (Self-knowledge badge) within the Creative Management project, up to 25%
4. Group work where teamwork is put into practice throughout the course within the Creative Management project (Alterity badge): 25%

To pass the course, all parts must be passed with a minimum score of 5.

To obtain the badges in Creative Management, the subject must be approved and to pass the subject, the individual work (badges) must be approved.

LATE GROUP CONTINUOUS EVALUATION (For people who regularly attend class)

It is noted that this subject consists of two blocks, each carried out by different teachers. This involves separate evaluations in some activities; in others such as the common written test, the contents will be represented in a proportion similar to the duration of the 60/40 blocks. In the evaluation of block B, the following competence and learning criteria will be taken into account:

- KNOW- Written test up to 25%. It will be done within the official exam period.
- KNOW-HOW - Carrying out work, preferably in groups, up to 25%.
- KNOW HOW TO BE / KNOW HOW TO BE- Participation in face-to-face and / or virtual classes up to 25%.
- KNOW / KNOW HOW / KNOW HOW TO BE- Participate in activities and practices of medium groups, up to 25%.

To pass the subject it is necessary to obtain a minimum score of 5 in the weighted average mark of each one of the sections that evaluate and of each professor.

ALTERNATIVE EVALUATION (Exclusive for students who have accepted the alternative assessment):

- 25%, written exam
- 25%, non-contact activities.
- 25%, individual work.
- 25%, assignments that the rest of the students have done in class.

EVALUATION OF STUDENTS WHO HAVE APPROVED THE MENTION OF ATTENTION TO DIVERSITY

Since these students have worked on the contents of this subject in the subject, Attention in Diversity II of the Mention in Special Education, to pass they will have to present.

Bibliography

PART A

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