



Universitat de Lleida

# DEGREE CURRICULUM **CHILD DEVELOPMENT AND EARLY CARE**

Coordination: PETREÑAS CABALLERO, CRISTINA

Academic year 2020-21

## Subject's general information

Subject name	CHILD DEVELOPMENT AND EARLY CARE			
Code	102931			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Psychology	4	OPTIONAL	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	1		1
Coordination	PETREÑAS CABALLERO, CRISTINA			
Department	PSICOLOGIA			
Important information on data processing	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
PETREÑAS CABALLERO, CRISTINA	cristina.petrenas@udl.cat	3	
VENDRELL SERÉS, MARIA CONCEPCIÓ	conxita.vendrell@udl.cat	3	

## Learning objectives

1. Deepen on the processes of psychological development in the childhood period of 0 – 6 years, both in the social and family context.
2. Understand the current concept of early childhood care and its historical evolution.
3. Understand and reflect on the different theoretical models that suport early childhood care.
4. Identify and understand the conditions involved on the prenatal, perinatal and post natal development, as well as the importance of early detection and intervention.
5. Know the basic aspects of early childhood care.
6. Acquire resources for enabling the socioeducational process of children with difficulties.

## Competences

Basic skills:

CB2 Apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated by developing and defending arguments and solving problems within their area of study.

CB3 Ability to gather and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 Ability to convey information, ideas, problems and solutions to both specialized and non-specialized audiences).

General Competencies:

CG1 Developing the ability to adapt to new situations and solve problems effectively.

CG8 Identify and evaluate own competences, skills and knowledge according to the standards of the profession.

CG9 Recognizing diversity and difference as a structural element of the human being, while recognizing, understanding and respecting the cultural complexity of today's society.

CG10 Respecting the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values.

Specific Competencies:

CE1 Identifying and analysing the characteristics and needs of people, groups and organisations, as well as the relevant contexts for the service requested.

CE2 Plan the evaluation of programmes and/or psychological interventions, selecting the appropriate indicators and techniques.

CE3 Apply the techniques for collecting information, obtaining relevant data for the evaluation of programs and/or psychological interventions.

CE5 Design and apply a psychological intervention strategy/plan, according to the contexts or services requested.

CE6 Respond and act in an appropriate and professional manner, taking into account the attitudes and values of the profession, as well as its code of ethics and deontology, in each and every one of the intervention processes.

CE7 Provide information to users and establish an adequate interpersonal relationship, taking into account the different contexts of professional relations.

CE9 To use the different documentary sources in psychology, to show a mastery of the necessary strategies to access the information and to assess the need for documentary updating.

CE10 Manage, analyse and interpret data within the framework of the disciplinary knowledge of the different fields of psychology.

Transversal competences:

CT1 Acquiring adequate oral and written comprehension and expression in Catalan and Spanish.

CT3 To acquire training in the use of new technologies and information and communication technologies.

CT5 To acquire essential notions of scientific thought.

## Subject contents

Unit 1. A review of child development from 0 to 6 years.

Unit 2. Theoretical foundations of early childhood care.

Unit 3. Target population for early attention (disabilities, prematurity, ASD, Language disorders) and areas of action (Education, social and Health services)

Unit 4. Assessment, diagnosis and intervention in early care.

Unit 5. Early attention to families.

## Methodology

The classes will include both a theoretical and a practical content. Different methodologies will be used: lectures, seminars, reverse class, case resolution, lecture videos, debates, visit of professionals, among others. It is mandatory for the student to **actively and reflectively** participate during classes. Experienced work will be carried out so that students can make a self-knowledge process about their characteristics, potentialities and limitations as teachers.

Individual tutorials will be used as a tool to support the learning process.

Sakai will be considered as a tool for **debate** and as a platform to **share resources** that may be interesting for the learning process.

The classes will promote the participation and the self-management of the student's learning process.

## Development plan

RELEVANT DATES	Due dates
May 19	Delivery of evidence 1- Scientific article
May 18 and 19	Poster and oral presentation of the article
May 25 (15h-17h)	Written exam

## Evaluation

### CONTINUOUS EVALUATION

The evaluation is continuous; therefore, the regular attendance to class and the elaboration and delivery within the established dates of the tasks that are specified as evidences of evaluation of the subject are mandatory to pass the course.

The **evidences of the evaluation** are:

#### **A1. Elaboration of a scientific article based on a case study.**

**Weighted value:** 29% of the final grade

#### **A2. Poster and oral presentation of the article.**

**Weighted value:** 17% of the final grade

#### **A3. Seminars and practical activities.**

**Weighted value:** 25% of the final grade

#### **A4. Written exam.**

**Weighted value:** 29% of the final exam's grade

### **REQUIREMENTS TO PASS THE COURSE**

- The evaluation criteria for assessing the evidences A1, A2 and A3, will be uploaded from the beginning of the course in the virtual campus
- As the 4 evidences are worth less than a 30% none of them can be recovered.
- To pass the course is essential to approve all the evidences of evaluation with a grade equal or higher than 5.

*The linguistic and formal correction on written assignments area an indispensable requirement (<http://www.fce.udl.cat/Recursos/guias/guiatreballs.pdf>). The theoretical framework of the written assignments must stick to the academic requirements including proper citation under APA guidelines. Explicit errors or incorrect presentation will affect the grade of the course.*

### **EVALUATION ONLY FOR STUDENTS WITH ACREDITED WORK**

This type of evaluation only applies for students who have approval of the relevant commission and the permission to perform this single assessment.

The evidences of evaluation are the same evidences of continuous evaluation.

### **EVALUATION FOR STUDENTS WITH SEN (Special Educational Needs)**

*Condition: Certificate of disability or certificate of presenting any learning difficulty.*

The professors in charge of the course may modify the assessment system and decide whether or not to carry out face to face activities depending of the Special Educational Needs of every student. Any decision taken will be always guided and guaranteed by the UdL Attention to Diversity Commission.

## Bibliography

Aranda, R. (2008). *Atención temprana en educación infantil*. Bilbao: Wolters Kluwer

Berger, K.S. (2007). *Psicología del Desarrollo. Infancia y Adolescencia*. Madrid: Editorial Medica Panamericana

Cristóbal, C., Fornós, A., Giné, C., Mas, J. y Pegenaute, F. (2010). *La atención temprana. Un compromiso con la infancia y sus familias*. Barcelona: Editorial UOC.

Pérez- López, J. y Brito de la Nuez, A. (2004). *Manual de Atención Temprana*. Madrid: Ediciones Piramide

Robles, M. A. y Sánchez- Teruel, D. (2011). *Evaluación e intervención en atención infantil temprana: hallazgos recientes y casos prácticos*. Jaén: Universidad de Jaén.