Universitat de Lleida

DEGREE CURRICULUM
CHILD DEVELOPMENT AND EARLY CARE

Coordination: PETREÑAS CABALLERO, CRISTINA

Academic year 2023-24

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	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK
Important information on data processing	Consult this link for more information.
Distribution of credits	First part: Cristina Petreñas Second part: Eduard Baro

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BARO ATIENZA, EDUARD	eduard.baro@udl.cat	1,6	
GARZÓN MORROS, ROSA MARIA	rosa.garzon@udl.cat	1,4	
PETREÑAS CABALLERO, CRISTINA	cristina.petrenas@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.

- Psychomotor development
- Cognitive development
- Linguistic development
- Socioaffective development
- Alarm signs
- Scales of Development

Unit 2. Early Attention

- Theoretical foundations of early childhood care.
- Target population for early attention (disabilities, prematurity, ASD, Language disorders) and areas of action (Education, social and Health services)
- Assessment, diagnosis and intervention in early care.
- 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 reflective** 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

ASSESSMENT	DEADLINE
Case Studies	Case 1- **2 of march** Case 2- **26 of may** Case 3- **26 of may**
Challenge	1st deliverable- **9 of march** 2nd deliverable- **26 of may**
Challenge's improvement	Oficial calendar
Exam	Oficial calendar
Scientific paper (alternative assessment)	**26 of may**

Evaluation

CONTINUOUS EVALUATION

The evaluation is continuous; therefore, **the regular attendance to class (80%) 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:

INDIVIDUAL EVIDENCES OF THE EVALUATION	%	GROUP EVIDENCES OF THE EVALUATION	%
Cases analysis and resolution (4 cases)	45%	Challenge resolution: The creation of our CDIAP	30%
Test (to assess theoretical concepts)	25%		
INDIVIDUAL	**70%**	**GROUP**	**30%**

Block 3 is summative.

Blocks 1 and 2 are an essential requirement to pass the subject. A grade of 5 points is required to overcome each block. Both blocks are recoverable. The maximum mark that can be achieved in the recovery of block 1 is 6 points, and block 2 of 5 points.

In the event that block 1 and/or 2 are suspended, even though the average of the remaining blocks gives approved, the subject will be suspended, and a grade of 4.9 will be recorded.

The linguistic and formal correction on written assignments area an indispensable requirement (http://www.fce.udl.cat/Recursos/guies/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.

B1- 50%. Cases analysis and resolution (4 cases)

B2- 50%. Test (to assess theoretical concepts)

Blocks 1 and 2 are an essential requirement to pass the subject. A grade of 5 points is required to overcome each block. Both blocks are recoverable. The maximum mark that can be achieved in the recovery of the two blocks is 5 points.

EVALUATION FOR STUDENTS FROM UDLXTOTHOM

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

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- Berger, K.S. (2016). *Psicología del Desarrollo. Infancia y Adolescencia (9ª ed.)*. 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.
- Moreno Rosset, C. y Ramírez Uclés, I. (2019). *Evaluación Psicológica: Proceso, Técnicas y Aplicaciones en Áreas y Contextos.* Editorial Sanz y Torres, S.L.
- Perinat, A., Lalueza, JL. i Sadurní, M. (2007). *Psicología del desarrollo. Un enfoque sistémico*. Barcelona: Editorial UOC.
- Perinat, A., Miras, M. i Onrubia, J. (2014). *Psicologia del desenvolupament I*. Barcelona: Editorial UOC.
- Pérez- López, J. y Brito de la Nuez, A. (2004). *Manual de Atención Temprana.* Madrid: Ediciones Piramide.
- Robles, M. A., Sánchez Teruel, D. y Candel Gil, I. (2018*). Casos clínicos en centros de desarrollo de atención temprana: servicios integrados en los ambitos de salud, educación y social.* Editorial EOS.
- Robles, M. A. y Sánchez- Teruel, D. (2011). *Evaluación e intervención en atención infantil temprana: hallazgos recientes y casos prácticos.* Jaén: Universidad de Jaén.
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