Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292015 **Name:** Preventive Intervention and Early Stimulation

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: OPTIONAL

Subject Matter: Educational psychology **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Basic, Social, and Neuropsychology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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| OP31 | Catalina Patricia Morales Murillo **(Profesor responsable)** | cp.morales@ucv.es |

Module organization

OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	0, 4/1
		-Disorders of Eating Behavior	6,00	4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	0, 4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		Mediation and familiar orientation	6,00	3/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		-Prevention and Treatment of Addictive Behavior	6,00	0, 2, 3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 24/25
		-Psychology, Grieving and Palliative Care	6,00	4/1

Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 24/25
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 24/25
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 24/25
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Religion	6,00	This elective is not offered in the academic year 24/25
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 24/25
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 24/25
		Scientific English II	6,00	This elective is not offered in the academic year 24/25

Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 24/25
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 24/25
		Education for Interculturality	6,00	This elective is not offered in the academic year 24/25
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 24/25
		-Occupational Guidance	6,00	This elective is not offered in the academic year 24/25
		Preventive Intervention and Early Stimulation	6,00	2/1
		-School Psychology	6,00	2, 3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 24/25
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 24/25
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 24/25

Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 24/25
		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 24/25
		-Negotiation and Conflict Resolution	6,00	0, 4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Media	6,00	This elective is not offered in the academic year 24/25

Community psychology and social intervention		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1
		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 24/25
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 24/25
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	0/1
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 24/25
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 24/25

Recommended knowledge

There are no prerequisites.

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad entre las asignaturas activadas en el curso académico.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   Know the main concepts, theories and models of Psychology in the educational field

R2   Being able to design appropriate psychological intervention plans in the different contexts of the field of educational psychology

R3   Know and acquire the necessary skills for an adequate management of the therapeutic relationship.

Universidad
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**Course
guide**

Year 2024/2025
292015 - Preventive Intervention and Early Stimulation

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are
(please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	The ability to work in interdisciplinary teams.				x
CG2	The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards.				x
CG3	Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality.	x			
CG4	Being able to evaluate one's personal performance and knowing one's competencies and limitations.			x	

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.	x			
CE2	Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.	x			
CE3	Planning and carrying out interviews.	x			
CE4	Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				x
CE5	Identifying differences, problems and needs.				x
CE6	Diagnosing following professional principles.				x
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.	x			
CE8	Identifying group and inter-group problems and needs.	x			

Code	Competency			
CE9	Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.	x		
CE11	Analyzing the context in which personal behaviors, group and organizational processes take place.	x		
CE12	Selecting and correctly using tools, products and services and identifying those people and group concerned.	x		
CE15	Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).			x
CE16	Choosing adequate psychological intervention techniques.		x	
CE17	Mastering strategies and techniques to get adressees involved.	x		
CE18	Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...	x		
CE19	Putting into practice direct intervention strategies and methods in contexts: building healthy environment...	x		
CE21	Planning programmes and intervention assessment.	x		
CE23	Analyzing and collecting important data for intervention assessments.	x		
CE24	Analyzing and interpreting assessment results.		x	
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions			x
CE26	Writing oral and written reports.		x	
CE27	Knowing and adapting to the psychology code of ethics.		x	
CE32	To know the psycho-social principles of group operation and of organisations.	x		
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.	x		
CE37	To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.	x		

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.	x			
CT2	Capacity to organize and plan.			x	
CT3	Mastering Spanish oral and written communication.			x	
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)			x	
CT7	Problem solving.			x	
CT8	Decision making.			x	
CT9	Capacity to work in team.		x		
CT10	Capacity to work in interdisciplinary teams.				x
CT12	Interpersonal skills.			x	
CT13	Understanding multicultural and diverse environment.				x
CT14	Critical capacity.	x			
CT15	Ethics.	x			
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.				x
CT17	Capacity to adapt to new situations.	x			
CT18	Capacity to produce new ideas (creativity).	x			
CT20	Knowing foreign cultures.	x			
CT21	Taking initiatives and enterprising spirit.	x			
CT23	Sensitivity to environmental issues	x			

CT24	Taking responsibility	x			
CT25	Self-criticism ability: being able to critically assess one's performance.		x		
CT26	Assessing our behavior and knowing our competences and limits.	x			
CT27	Capacity to express feelings.	x			
CT28	Capacity to overcome possible frustrations.	x			
CT29	Interpreting other's intentions.	x			
CT30	Social commitment.	x			
CT31	Sensitivity to problems facing mankind.	x			
CT32	Sensitivity to personal, envirnomental and institutional injustices.	x			
CT33	Showing concern for the development of individuals, communities and people.	x			
CT34	Professional relationships: being able to build and maintain relationships with other professionals and important organizations				x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R2, R3	20,00%	Presentation of practical activities.
R1, R2	10,00%	Oral presentation of assignments.
R1, R2	10,00%	Group assignments.

Observations

The final exam will be in a test and/or essay format.
The final grade (once approved in each of the parts) will be obtained by adding all the grades. If the approval is not obtained –in all the parts evaluated–, the grade that will appear in the "minutes" will be a weighted grade lower than five.Criteria for awarding Honors: better results from 9.5 in the final grade, and demonstrating levels of excellence in practical activities, as well as in attendance and active participation in class.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3	5,00%	Periodical assessment through questionnaires
R2, R3	20,00%	Attendance and participation in synchronic communication activities.

Observations

The final exam will be in a test and/or essay format.
To pass the course, the student will have to separately pass the final evaluation (at least 3.75 points) and the presentation of thedifferent practices (at least 1 point). The grade obtained in the approved part (theoretical or practical) will be saved for the second call.
Criteria for awarding the Honor Roll:"Show levels of excellence in all skills and learning outcomes."

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).

M2   Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).

M3   Supervised monographic sessions with shared participation.

M4   Application of interdisciplinary knowledge.

M6   Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.

M7   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M8   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.

M9	Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
M11	Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
M12	Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
M13	Monographic sessions throughout the course, focused on current aspects and applications of the subject.
M14	Set of oral and/or written tests employed in initial, training or summative assessment of the student.
M15	Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
M16	Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
M17	Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
M18	Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
M19	Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3	25,00	1,00
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2, M6	R1, R2, R3	25,00	1,00
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M2, M8	R1, R2	10,00	0,40
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3	7,50	0,30
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3	2,50	0,10
TOTAL		**70,00**	**2,80**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R2	20,00	0,80
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3	60,00	2,40
TOTAL		**80,00**	**3,20**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3	25,00	1,00
Virtual practical session (distance learning) M12, M19	R1, R2, R3	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R2, R3	6,00	0,24
In-person or virtual assessment (distance learning) M14	R1, R2, R3	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3	7,50	0,30
Discussion forums (distance learning) M18	R1, R3	1,50	0,06
Continuous assessment activities (distance learning) M14	R1, R2, R3	5,00	0,20
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3	60,00	2,40
Teamwork (distance learning) M17	R1, R2, R3	30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Didactic Unit I	Introduction to Early Childhood Intervention. ·Historical evolution and legal framework of early childhood intervention. ·Key concepts about development and warning signs in early childhood. ·Principles, recommended practices, approaches, and models of early childhood intervention.
Didactic Unit II	Early Childhood Intervention from a Bio-Psycho-Social Perspective. ·The International Classification of Functioning, Disability, and Health for Children and Youth (ICF-CY; WHO, 2007). ·Quality of life, confidence, competence, and family empowerment in early childhood intervention. ·Contexts in which early childhood intervention is carried out (early intervention center, home, educational center, community, among others).
Didactic Unit III	The Early Childhood Intervention Process. ·Screening and eligibility. ·Assessment and intervention planning. ·Intervention and evaluation of goal achievement. ·Transition to other services.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Didactic Unit I	8,00	16,00
Didactic Unit II	7,00	14,00
Didactic Unit III	20,00	40,00

References

Basic References Arnaiz Sánchez, P., Rabadán Martínez, M. y Vives Peñalver, I. (2008). La psicomotricidad en la escuela: una práctica preventiva y educativa. Ediciones AljibeBernaldo de Quirós, M. (2012). Psicomotricidad. Guía de Evaluación e intervención. (EBOOK).Ediciones PirámideCandel, I. Prevención desde el ámbito educativo: patologías no evidentes. En: Pérez-López, J., Brito de la Nuez, A. G. (Ed.) Manual de atención temprana. Madrid: Pirámide, 2004, p. 119-132.Giné, C., Gràcia, M., Vilaseca, R. y Balcells, A. (2008). Trabajar con las familias en Atención Temprana. *Revista interuniversitaria de formación del profesorado*, 65, (23,2), 95-113Grupo de Atención Temprana. GAT (2000). Libro Blanco de la Atención Temprana. Serie Documentos 55/2000. Real Patronato de Prevención y Atención a Personas con Minusvalía. Ministerio de Trabajo y Asuntos Sociales. MadridGrupo de Atención Temprana. GAT (2005). Organización Diagnóstica para la Atención Temprana. Real Patronato de Prevención y Atención a Personas con Minusvalía. Ministerio de Trabajo y Asuntos Sociales. MadridGrupo de Atención Temprana. GAT (2005). Recomendaciones Técnicas para el desarrollo de la Atención Temprana. Real Patronato sobre Discapacidad. Ministerio de Trabajo y Asuntos Sociales. MadridGrupo de Detección y Atención Temprana (Programa INTER-IMSERSO) (2004). Guía de estándares de Calidad en Atención Temprana. Observatorio de la Discapacidad. Colección Estudios e Informes. Serie Estudios nº 13. Ministerio de Trabajo y Asuntos Sociales. Imserso.MadridMora, F. (2013). Neuroeducación. Solo se puede aprender aquello que se ama. Aliaza editorialPérez-López, J. ,Martínez-Fuentes, Mª T. , Díaz-Herrero, A.,& Brito de la Nuez, A. G. (2012). Prevención, promoción del desarrollo y atención temprana en la Escuela Infantil. *Educ. rev.* (43)https://doi.org/10.1590/S0104-40602012000100003Perpiñan, S. (2018). Atención temprana y familia: Cómo intervenir creando entornos competentes: 184. NarceaPrieto, J.A. (2012). Estimulación Temprana y Psicomotricidad. WanceulenRobles, M.A., Sánchez, D y Candel, I. (2018). Casos clínicos en Centros de desarrollo de Atencióntemprana. EOSSousa, D. (Edit.) (2014). Neurociencia educativa. Mente, cerebro y educación. NarceaSugrañes, E. y Ángel, M.A. (Coords.). (2006). La Educación Psicomotriz (3-8 años). Cuerpo, movimiento, percepción, afectividad: una propuesta teórico-práctica. GraóVaca, M. y Varela, M.S. (2008). Motricidad y aprendizaje. El tratamiento pedagógico del ámbito corporal (3-6). GraóVerdugo, M.A., Rodríguez, A. y Sainz, F. (2012). Escala de calidad de vida familiar. Manual de aplicación. Salamanca: INICO

Supplementary References Ajuriaguerra, J. (2002). Manual de psiquiatría infantil. MassonAucouturier, B., Darrault, I. y Empinet, J.L. (1985). La práctica psicomotriz. Reeducación y terapia. Barcelona. Científico MédicaDa Fonseca, V. (2006). Psicomotricidad. Paradigmas del estudio del cuerpo y de la motricidad humana. TrillasGarcía, J.A. y Berruezo, P.P. (1994). Psicomotricidad y Educación Infantil. CEPEGutiez, P. (2005). Atención temprana: prevención, detección e intervención en el desarrollo (0 a 6 años) y sus alteraciones. Editorial ComplutenseLapierre, A. y Aucouturier, B. (1985). Simbología del movimiento. Científico MédicaLe Boulch, J. (1997). La educación por el movimiento en la edad escolar. PaidósLe Boulch, J. (1999). El desarrollo psicomotor desde el nacimiento hasta los 6 años.PaidósLlorca

Llinares, M. y Sanchez Rodríguez, J. (2008). Recursos y estrategias en psicomotricidad. AljibeLucerga, R. y Gastón, E. (2004). En los zapatos de los niños ciegos (Guía de desarrollo de 0 a 3 años). Madrid. ONCEMasson, S. (1985). La reeducación psicomotriz y el examen psicomotor. GedisaPiaget, J. (1978). Desarrollo de la noción de tiempo en el niño. México, Fondo de Cultura Económica (FCE)Picq, L. y Vayer, P. (1969). Educación psicomotriz y retraso mental.Científico MédicaWallon, H. (1978). Del acto al pensamiento. PsiqueWinnicott, D.W. (1979). Realidad y juego. Gedisa