



Teaching Guide				
Identifying Data				2018/19
Subject (*)	Communication Psychology	Code	652G04029	
Study programme	Grao en Logopedia			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Optional	4.5
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Psicoloxía			
Coordinador	Reig Botella, Adela Milagro	E-mail	adela.reig@udc.es	
Lecturers	Reig Botella, Adela Milagro	E-mail	adela.reig@udc.es	
Web				
General description	El objetivo de la asignatura es que el/la alumno/a pueda aplicar a su trabajo los conocimientos adquiridos sobre como funciona el proceso de comunicación. Al mismo tiempo, se trata de proveer al logopeda de la herramientas necesarias para el manejo e identificación de la comunicación verbal y no verbal			

Study programme competences / results	
Code	Study programme competences / results
A2	Coñecer e integrar os fundamentos psicolóxicos da Logopedia: o desenvolvemento da linguaxe, o desenvolvemento psicolóxico, a Neuropsicoloxía da linguaxe, os procesos básicos e a Psicolingüística.
A8	Coñecer os fundamentos do proceso de avaliación e diagnóstico.
A11	Redactar un informe de avaliación logopédica.
A26	Adquirir un coñecemento práctico para a avaliación logopédica.
A30	Coñecer a actuación profesional e os contornos onde se desenvolve a práctica.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.

Learning outcomes			
Learning outcomes		Study programme competences / results	
- Acquiring abilities in understanding the psychology of non verbal communication, with special focus in the study of the role of the environment, the movement, the tactile behaviour, facial expression, visual and paralinguistic behaviour.	A2		
- Knowledge and understanding of psychosocial processes and effects involved into the communication. Emotions, social perception, attitudes, etc. Differences regarding the type of communication.	A2 A30		
- Knowledge of the interpersonal communication features, as well as the communication an social relations theories, and the study of their components, properties, and effects of the interpersonal and intergroup relations.	A2		C6
- Knowledge of the variables and dimensions allowing the understanding of social interaction, as well as the role that environment plays in the explanation of communicative behaviour.	A2		C6
- Knowledge of conceptual and functional aspects of human communication.	A2		
- Analysis of the more relevant variables of persuasive communication, with special focus in the organizations and mass media.	A8 A11 A26 A30		

Contents	
Topic	Sub-topic



1. Communication: an introduction	<ul style="list-style-type: none"> <li>- Nature of communication process. Transactional, affective and personal nature.</li> <li>- Instrumental and consummatory functions of communication.</li> <li>- Definition of the communication process. Features. Research strategies.</li> <li>- Multifunctionality of communication.</li> </ul>
2. Interpersonal communication and social interaction	<ul style="list-style-type: none"> <li>- Interpersonal communication.</li> <li>- Styles of communication: assertive, aggressive and passive</li> <li>- Social relations: Components, properties, and effects of relations.</li> <li>- Relation between groups.</li> </ul>
3. Non verbal communication	<ul style="list-style-type: none"> <li>- Non verbal communication.</li> <li>- Environment, territoriality and personal space.</li> <li>- Physical appearance, body movement, and body position.</li> <li>- Tactile behaviour and face expressions.</li> <li>- Visual behavior and paralinguistic behavior.</li> </ul>
4. Persuasion and mass communication	<ul style="list-style-type: none"> <li>- Persuasion and communication.</li> <li>- Variables in persuasive communication.</li> <li>- Contexts of persuasion. Interpersonal persuasion.</li> <li>- Persuasion in organizations.</li> <li>- Persuasion in mass media.</li> </ul>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Document analysis	A11 C6	3	14	17
Directed discussion	A30	5	10	15
Workbook	A30	1	5	6
Supervised projects	A2 A26	2	12	14
Oral presentation	A26	6	36	42
Mixed objective/subjective test	A8 C6	1	0	1
Guest lecture / keynote speech	A8 A30	8	8	16
Personalized attention		1.5	0	1.5

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

Methodologies	
Methodologies	Description
Document analysis	<p>ANALYSIS OF DOCUMENT SOURCES</p> <ul style="list-style-type: none"> <li>- Analysis of documents as a basis for the production of the programme.</li> <li>- Bibliography, films.</li> <li>- Internet, films with practical cases, interviews, and lectures.</li> </ul>
Directed discussion	<p>CHAIREDISCUSSION</p> <ul style="list-style-type: none"> <li>- Discussion in group of relevant aspects of the contents of the programme with regard to the four main sections.</li> <li>- Work groups an discussion on partial aspects.</li> <li>- Discussion in group.</li> <li>- Conclusions.</li> <li>- Analysis and discussion of results from relevant research.</li> </ul>



Workbook	<p>READINGS</p> <ul style="list-style-type: none"> <li>- Preparation of readings for developing and understanding the contents of the programme.</li> <li>- Selection and preparation of readings for discussion and group work.</li> <li>- Selection and preparation of readings for the final examination.</li> </ul>
Supervised projects	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning ?how to do things? and on encouraging students to become responsible for their own learning.
Oral presentation	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.
Mixed objective/subjective test	Mixed test consisting of essay-type and objective test questions. Essay section consists of open (extended answer) questions; objective test may contain multiple-choice, ordering and sequencing, short answer, binary, completion and/or multiple-matching questions.
Guest lecture / keynote speech	<p>MASTER SESSION</p> <ul style="list-style-type: none"> <li>- Master sessions with presentations of the contents of the programme will be carried out. They will allow to understand and to structure mentally the scheme of theoretical and practical development of the subject.</li> <li>- Other master sessions will be carried out by invited outstanding lecturers.</li> </ul>

### Personalized attention

Methodologies	Description
Document analysis Workbook Supervised projects	<ul style="list-style-type: none"> <li>- With the aim of analyzing how the student is involved into the reading process, as well as how he/she processes the knowledges and methodology for making synthesis and discussion of relevant aspects, readings and synthesis will be discussed in individual tutory sessions, with personalized attention.</li> <li>- With the aim of verify the degree of understanding an the progress of the students with the contents, personalized attention will be paid also to the readings used for producing commented work, abstracts or thematic/author reviews.</li> </ul>

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Oral presentation	A26	Se requerirá la presentación oral del trabajo tutelado	15
Guest lecture / keynote speech	A8 A30	MASTER SESSION.- Attendance and participation of students in the master sessions will be evaluated, as well as their participation in colloquiums and discussions with adequate questions within the subject of the session.	5
Mixed objective/subjective test	A8 C6	Proba que integra preguntas tipo de probas de ensaio e preguntas tipo de probas obxectivas. En canto a preguntas de ensaio, recolle preguntas abertas de desenvolvemento. Ademais, en canto preguntas obxectivas, pode combinar preguntas de resposta múltiple, de ordenación, de resposta breve, de discriminación, de completar e/ou de asociación.	60
Supervised projects	A2 A26	- Los trabajos se realizarán sobre las temáticas propuestas en clase. Podrán ser individual o en grupo	20

### Assessment comments



A) it will be necessary to approve the part of the theoretical examination to be able to pass the subject (3 on 6), then, this part will add the activities made in the interactive part. All the students have to deliver all the activities, before the date of the exam in order to be evaluated. The mark of the interactive part of June will be saved for the exam of July.

In second and successive registrations will not compute the qualifications of the interactive part of the previous courses. In case you don't do the test exam, the qualification will be "No Presented".

B) Students who can not assist regularly to class and it can be justified with a document; the student will have the possibility to present exclusively to the mixed proof final, in the dates fixed by the Board of Centre. The assessment in this case of the final proof will be 10 points. The student will have to get in touch with the professor of the subject

C) The qualification of MH will be given automatically to the student that obtain 10 in the qualification of the subject. Depending on the number of MH that the Faculty gives; if there are more students with this qualification, they have to do a specific proof, that consists in a new examination of similar characteristics to the one of the mixed proof made before. It happens the same to students that get an upper qualification to 9.0 after requesting it to the professor and making the proof described before.

D) For the students with a partial dedication and dispenses academican of exemption of assistance: the student has to communicate it to the responsible professor of the subject at the beginning of the course. The student only will have the possibility to do the mixed proof final written, in the dates fixed by the Board of Faculty. The assessment in this case of the final proof will be of 10 points.

E) Opportunity advanced of evaluation: The student that is included in the rules of academic management of the UDC will have the option to pass the subject doing an exam that is explained before. The assessment in this case of the final proof will be of 10 points



<b>Basic</b>	<ul style="list-style-type: none"> <li>- Riggio, R.E. &amp; Feldman, R.S. (2005). Applications of non verbal communication. New York: Psychology Press</li> <li>- Mehrabian, A. (2017). Non verbal communication . New York:Routledge</li> <li>- Cameron, M. (2012). El lenguaje secreto del cuerpo. Barcelona: Obelisco</li> <li>- Littlejohn, S.W. &amp; Foss, K.A. (2011). Theories of Human Communication.. Long Grove, IL: Waveland Press Inc.</li> <li>- Van-der Hofstadt Román, C.J. (2005). El libro de las habilidades de comunicación. Madrid: Díaz de Santos</li> <li>- Wiemann, M. (2011). La comunicación en las relaciones interpersonales. Madrid: Aresta.</li> <li>- Davis, Flora (2011). La comunicación no verbal. Alianza editorial</li> <li>- Fernández Abasca, E., Chóliz, M. (2007). La expresión facial de las emociones. universidad Nacional de educación a Distancia</li> <li>- Ekman, P. (2010). Cómo detectar mentiras. Paidós Ibérica</li> <li>- Anolli, L. (2012). Iniciación a la Psicología de la Comunicación. Barcelona: Universidad de Barcelona</li> <li>- Díaz Méndez, D. (2017). Psicología de la Comunicación. Madrid: Centro de Estudios Financieros</li> <li>- Ballenato Prieto, G. (2013). Comunicación eficaz. Madrid: Pirámide</li> <li>- Pease B., Pease A. (2014). The definitive book of body language. Nueva York: Bantam Books</li> <li>- Turchet,, P. (2014). The secrets of body language: an illustrated guide to knowing what peopel are really thinking and feeling. Londres: Constable &amp; Robinson Ltd.</li> <li>- Hook, D., Franks, B., Bauer, M. (2016). The Social Psychology of Communication. Londres: Palgrave Macmillan</li> <li>- Beattie, G. Ellis, A. (2014). The Psychology of language and communication. Nnew York: Taylor and Francis Group</li> </ul>
<b>Complementary</b>	

**Recommendations**

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

Basic Psychological Processes/652G04002

Psychology of Language Development/652G04007

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

**Subjects that continue the syllabus**

Therapeutic Communication Skills/652G04043

Sociolinguistics/652G04044

**Other comments**

It is recommended that the students carry out the subject updated, so much regarding the classes expositivas as to the interactive ones.

(\*)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.