 UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2022/23**
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	O obxectivo da materia é que o/o alumno/para poida aplicar ao seu traballo os coñecementos adquiridos sobre como funciona o proceso de comunicación. Ao mesmo tempo, trátase de prover ao logopeda da ferramentas necesarias para o manexo e identificación da comunicación verbal e non verbal			

Study programme competences	
Code	**Study programme competences**
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**		
- Adquiring 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 comunication 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	- Nature of communication process. Transactional, affective and personal nature.
	- Instrumental and consummatory functions of communication.
	- Definition of the communication process. Features. Research strategies.
	- Multifunctionality of communication.
2. Interpersonal communication and social interaction	- Interpersonal communication.
	- Styles of communication: assertive, aggressive and passive
	- Social relations:Components, properties, and effects of relations.
	- Relation between groups.
3. Non verbal communication	- Non verbal communication.
	- Environment, territoriality and personal space.
	- Physical appearance, body movement, and body position.
	- Tactile behaviour and face epressions.
	- Visual behavior and paralinguistic behavior.
4. Persuasion and mass communication	- Persuasion and communication.
	- Variables in persuasive communication.
	- Contexts of persuasion. Interpersonal persuasion.
	- Persuasion in organizations.
	- Persuasion in mass media.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Document analysis	A2 A11 C6	12	23	35
Directed discussion	A30 C6	6	10	16
Workbook	A30	5	0	5
Supervised projects	A2 A8 A26 C6	4	30	34
Oral presentation	A2 A26 C6	7	14	21
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	ANALYSIS OF DOCUMENT SOURCES
	- Analysis of documents as a basis for the production of the programme.
	- Bibliography, films.
	- Internet, films with practical cases, interviews, and lectures.
Directed discussion	CHAIRED DISCUSSION
	- Discussion in group of relevant aspects of the contents of the programme with regard to the four main sections.
	- Work groups an discussion on partial aspects.
	- Discussion in group.
	- Conclusions.
	- Analysis and discussion of results from relevant research.
Workbook	READINGS
	- Preparation of readings for developing and understanding the contents of the programme.
	- Selection and preparation of readings for discusson and group work.
	- Selection and preparation of readings for the final examination.

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.

Personalized attention	
Methodologies	**Description**
Oral presentation Document analysis Workbook Supervised projects	- 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 tuthory sessions, with personalized attention. - With the aim of verify the degree of understanding an the progrress 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.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Oral presentation	A2 A26 C6	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.	20
Document analysis	A2 A11 C6	ANALYSIS OF DOCUMENT SOURCES Analysis of documents as a basis for the production of the programme. - Bibliography, films. - Internet, films with practical cases, interviews, and lectures.	15
Workbook	A30	READINGS.- Comprehension and competence of the student in adquiring knowledge will be evaluated, as well as his/her ability to make synthesis and commented abstracts of the recommended readings.	15
Supervised projects	A2 A8 A26 C6	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.	50

Assessment comments
For the students with a partial dedication and dispenses academician of exemption of assistance: the student has to communicate it to the responsible professor of the subject at the beginning of the course.

Sources of information

Basic	- Mehrabian, A. (2017). Non verbal communication . New York:Routledge
	- Cameron, M. (2012). El lenguaje secreto del cuerpo. Barcelona: Obelisco
	- Littlejohn, S.W. &amp; Foss, K.A. (2011). Theories of Human Communication.. Long Grove, IL: Waveland Press Inc.
	- Wiemann, M. (2011). La comunicación en las relaciones interpersonales. Madrid: Aresta.
	- Davis, Flora (2011). La comunicación no verbal. Alianza editorial
	- Ekman, P. (2010). Cómo detectar mentiras. Paidós Ibérica
	- Anolli, L. (2012). Iniciación a la Psicología de la Comunicación. Barcelona: Universidad de Barcelona
	- Díaz Méndez, D. (2017). Psicología de la Comunicación. Madrid: Centro de Estudios Financieros
	- Ballenato Prieto, G. (2013). Comunicación eficaz. Madrid: Pirámide
	- Pease B., Pease A. (2014). The definitive book of body language. Nueva York: Bantam Books
	- Turchet,, P. (2014). The secrets of body language: an illustrated guide to knowing what peopel are really thinking and feeling. Londres: Constable & Robinson Ltd.
	- Hook, D., Franks, B., Bauer, M. (2016). The Social Psychology of Communication. Londres: Palgrave Macmillan
	- Beattie, G. Ellis, A. (2014). The Psychology of language and communication. New York: Taylor and Francis Group
	- Bogel, C. (2019). El secreto de la Psicología de la comunicación: verbal y no verbal. Venezuela: Babelcube
	- Fernández-Abascal, E. (2016). Emociones positivas. Madrid: Ediciones Pirámide
	- López Pérez, R., Gordillo León, F. y Grau Olivares, M. (2019). Comportamiento no verbal: más allá de la comunicación y el lenguaje. Madrid: Ediciones Pirámide
	- Vikan, A. (2017). A fast road to the study of emotions. EE.UU: Springer
	- Lench, H. (2018). The function of emotions. EE.UU: Springer
Complementary	- Castanyer, O. (2010). Por qué no logro ser asertivo?. Bilbao : Desclée De Brouwer, 2010.
	- Caballo, Vicente E. (2015). Manual de evaluación y entrenamiento de las habilidades sociales. Madrid : Siglo XXI
	- Ekman, P. (2015). El rostro de las emociones : cómo leer las expresiones faciales para mejorar sus relaciones. Barcelona : RBA

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 expositive classes as to the interactive ones.The attendance to the classrooms, the realization of all the activities planned in these and the participation in academic and non-academic acts, organized by the teacher who teaches the subject as well as by the Faculty of Educational Sciences, without prejudice to attendance at events organized by other institutions. For contributing to a responsible environment, from this matter, it is intended to contribute, by not using more than the essential role, in the case of examinations and some important works, everything else will be done by telematic means, so it is going to ensure that the students acquire skills for healthy lifestyles, and healthy habits and routines. The subject will be taught at a gender angle, so that the student is sensitized with equality.