# UNIVERSIDADE DA CORUÑA

| **Teaching Guide** | | | | |
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| **Identifying Data** | | | | **2020/21** |
| **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** | Espinosa Breen, Pablo | **E-mail** | pablo.espinosa.breen@udc.es | |
| **Lecturers** | Espinosa Breen, Pablo | **E-mail** | pablo.espinosa.breen@udc.es | |
| | Reig Botella, Adela Milagro | | 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 | | | |
| **Contingency plan** | 1. Modifications to the contents<br>No changes<br>2. Methodologies<br>*Teaching methodologies that are maintained<br>All the methodologies are maintained.<br>*Teaching methodologies that are modified<br>If classes can not be held face to face, they will be held through Teams application with the same schedule.<br>3. Mechanisms for personalized attention to students<br>If tutorials cannot be held:<br>The tutorial schedule will be the same. Students must request tutorials by email at least 48 hours in advance.<br>At the time agreed, the student must be connected to Teams and will receive a video call to hold the tutorial.<br>It is possible to hold group tutorials<br><br>4. Modifications in the evaluation<br>There are no modifications.<br>*Evaluation observations:<br>There are no evaluation observations<br>5. Modifications to the bibliography or webgraphy<br>No modifications added. | | | |

| **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** |
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| Learning outcomes | Study programme competences / results | | |
|---|---|---|---|
| - 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 | |
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| Topic | Sub-topic |
| 1. Communication: an introduction | - Nature of communication process. Transactional, affective and personal nature. <br> - Instrumental and consummatory functions of communication. <br> - Definition of the communication process. Features. Research strategies. <br> - Multifunctionality of communication. |
| 2. Interpersonal communication and social interaction | - Interpersonal communication. <br> - Styles of communication: assertive, aggressive and passive <br> - Social relations:Components, properties, and effects of relations. <br> - Relation between groups. |
| 3. Non verbal communication | - Non verbal communication. <br> - Environment, territoriality and personal space. <br> - Physical appearance, body movement, and body position. <br> - Tactile behaviour and face epressions. <br> - Visual  behavior and paralinguistic behavior. |
| 4. Persuasion and mass communication | - Persuasion and communication. <br> - Variables in persuasive communication. <br> - Contexts of persuasion. Interpersonal persuasion. <br> - Persuasion in organizations. <br> - Persuasion in mass media. |

| Planning | | | | |
|---|---|---|---|---|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Document analysis | A2 A11 C6 | 4 | 20 | 24 |
| Directed discussion | A30 C6 | 6 | 10 | 16 |
| Workbook | A30 | 1 | 4 | 5 |
| Supervised projects | A2 A8 A26 C6 | 4 | 36 | 40 |
| Oral presentation | A2 A26 C6 | 6 | 20 | 26 |

| Personalized attention | | 1.5 | 0 | 1.5 |
|---|---|---|---|---|

| Methodologies | |
|---|---|
| **Methodologies** | **Description** |
| Document analysis | ANALYSIS OF DOCUMENT SOURCES<br><br>- Analysis of documents as a basis for the production of the programme.<br><br>- Bibliography, films.<br><br>- Internet, films with practical cases, interviews, and lectures. |
| Directed discussion | CHAIRED DISCUSSION<br><br>- Discussion in group of relevant aspects of the contents of the programme with regard to the four main sections.<br><br>- Work groups an discussion on partial aspects.<br><br>- Discussion in group.<br><br>- Conclusions.<br><br>- Analysis and discussion of results from relevant research. |
| Workbook | READINGS<br><br>- Preparation of readings for developing and understanding the contents of the programme.<br><br>- Selection and preparation of readings for discusson and group work.<br><br>- 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<br>Document analysis<br>Workbook<br>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.<br><br>- 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 / Results** | **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<br> Analysis of documents as a basis for the production of the programme.<br>- Bibliography, films.<br>- Internet, films with practical cases, interviews, and lectures. | 10 |
| 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. | 20 |

| 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 |
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| Assessment comments |
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| A) 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<br>- Cameron, M. (2012). El lenguaje secreto del cuerpo. Barcelona: Obelisco<br>- Littlejohn, S.W. &amp;amp; Foss, K.A. (2011). Theories of Human Communication.. Long Grove, IL: Waveland Press Inc.<br>- Wiemann, M. (2011). La comunicación en las relaciones interpersonales. Madrid: Aresta.<br>- Davis, Flora (2011). La comunicación no verbal. Alianza editorial<br>- Ekman, P. (2010). Cómo detectar mentiras. Paidós Ibérica<br>- Anolli, L. (2012). Iniciación a la Psicología de la Comunicación. Barcelona: Universidad de Barcelona<br>- Díaz Méndez, D.  (2017). Psicología de la Comunicación. Madrid: Centro de Estudios Financieros<br>- Ballenato Prieto, G. (2013). Comunicación eficaz. Madrid: Pirámide<br>- Pease B., Pease A. (2014). The definitive book of body language. Nueva York: Bantam Books<br>- 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.<br>- Hook, D., Franks, B., Bauer, M. (2016). The Social Psychology of Communication. Londres: Palgrave Macmillan<br>- Beattie, G. Ellis, A.  (2014). The Psychology of language and communication. New York: Taylor and Francis Group<br>- Bogel, C. (2019). El secreto de la Psicología de la comunicación: verbal y no verbal. Venezuela: Babelcube<br>- Fernández-Abascal, E.  (2016). Emociones positivas. Madrid: Ediciones Pirámide<br>- 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<br>- Vikan, A. (2017). A fast road to the study of emotions. EE.UU: Springer<br>- Lench, H. (2018). The function of emotions. EE.UU: Springer |
| Complementary | |

| Recommendations |
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| 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 |
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| 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.