

**Language and Psychopathology**

Code: 101733  
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Prerequisites**

Know the basic technical language associated with speech therapy; know the usual dynamics of a session of speech therapy. Be able to read and understand a technical article.

**Objectives and Contextualisation**

Know the clinical and general characteristics of some psychopathological disorders that occur in children and adults. The main objective is to study some of the most common mental disorders, in order to allow detection and referral to another professional if necessary, and in order to acquire the knowledge to adapt performance to the characteristics of each case.

**Competences**

- Demonstrate knowledge of the limits of competence and be able to identify whether interdisciplinary treatment is required.
- Manage sociocultural diversity and the limitations associated with distinct pathologies.
- Master the terminology that facilitates effective interaction with other professionals.
- Practise the profession, respecting patients autonomy, their genetic, demographic, cultural and economic determinants, applying the principles of social justice and comprehending the ethical implications of health in a changing global context.

**Learning Outcomes**

1. Correctly use the terminology of the psychological evaluation, as well as various medical specialisations.
2. Explain how patients psychological disorder, and the associated family and social circumstances may condition speech-therapy intervention.
3. Explain the interplay between the specific genetic, cultural and socioeconomic determinants of the patient and his/her mental pathology.
4. Explain the need for interdisciplinary treatment for patients with certain secondary language pathologies.

5. Identify those specialists to whom patients should be referred when presenting non-speech-therapy pathologies associated with language disorders.
6. Use strategies to enable communication with patients having certain limitations.

## Content

### 1. Introduction

### 2. Attachment disorders

Concept of attachment. Attachment theories. Types of attachment and consequences in social and emotional development.

### 3. Behavioral disorders

Oppositional defiant disorder. Conduct disorder.

### 4. Affective disorders

Depressive disorders. Bipolar disorders.

### 5. Anxiety disorders

Separation anxiety disorder. Generalized anxiety disorder. Panic disorder. Phobias. Post-traumatic stress disorder. Obsessive-compulsive disorder.

### 6. Schizophrenia and other psychotic disorders

### 7. Personality disorders

## Methodology

Master classes and video viewing. Summary, analysis and discussion of the content.

### DIRECTED ACTIVITY

Theoretical classes and seminars: master classes and seminar sessions for case analysis.

### SUPERVISED ACTIVITY

Optional tutorial hours: follow-up of the learning.

### AUTONOMOUS ACTIVITY

Comprehensive reading of materials and articles.

Study: drawing up diagrams and summaries.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Directed activity	12	0.48	2, 3, 4, 5, 1, 6
Directed activity	24	0.96	2, 3, 4, 5, 1, 6
Type: Supervised			
Supervised activity	83	3.32	2, 3, 4, 5, 1, 6
Type: Autonomous			
Autonomous activity	25	1	2, 3, 4, 5, 1, 6

## Assessment

Ev1: Practical submission 1 (seminars). 10% of final grade. Group, written and face-to-face submission. Week 4.

Ev2: Practical submission 2 (seminars). 10% of final grade. Group, written and face-to-face submission. Week 6.

Ev3: Test 1 (exam). 40% of final grade. Individual, written and face-to-face submission. First evaluation period.

Ev4: Test 2 (exam). 40% of final grade. Individual, written and face-to-face submission. Week 14.

The subject will be considered PASSED when the grade obtained in the assessment activities equal to or greater than 5 (scale 0-10).

Students who have submitted evaluation activities with a weight equal to or greater than 4 points (40%) will not be able to be recorded in acts as 'non-assessable'.

Final Reassessment exam: Students who have not achieved the criteria established by pass the subject and have been previously assessed for a set of activities whose weight it is equivalent to a minimum of two thirds of the total grade of the subject. In addition, the final grade obtained from these activities must be at least 3.5 points. It will consist of a multiple-choice exam with questions about theory and seminars, and the mark obtained will only be applicable when it represents an improvement of that achieved during the course.

From the second enrolment, the evaluation will also be continued, with the follow-up of the activities described.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1: Practical submission 1	10	1.5	0.06	2, 4, 5, 1, 6
Ev2: Practical submission 2	10	1.5	0.06	2, 4, 5, 1, 6
Ev3: Test 1	40	1.5	0.06	2, 3, 4, 5, 1, 6
Ev4: Test 2	40	1.5	0.06	2, 3, 4, 5, 1, 6

## Bibliography

Manual de referència:

American Psychiatric Association (2014). *DSM-5. Manual diagnóstico y estadístico de los trastornos mentales*. Editorial Médica Panamericana S.A.

Bibliografía complementària:

Chow, J.C. & Hollo, A. (2020). Supporting Students With Co-Occurring Language and Behavioral Deficits in the Classroom. *Teaching Exceptional Children*, 52 (4), 222-230.

Ezpeleta, L. i Toro, J. (2014). *Psicopatología del desarrollo*. Madrid: Pirámide.

Hollo, A., Chow, J.C. & Wehby, J.H. (2019). Profiles of Language and Behavior in Students With Emotional Disturbance. *Behavioral Disorders*, 44(4), 195-204.

Im-Bolter, N. i Cohen, N.J. (2007). Language impairment and psychiatric comorbidities. *Pediatric Clinics of North-America*, 54(3), 525-542.

ZERO TO THREE (2016). *Diagnostic classification of mental health and developmental disorders of infancy and early childhood: Revised edition (DC:0-5)*. Washington, DC: Author.