Universitat Autònoma de Barcelona

2022/2023

Superior Cognitive Functions: Thought

Code: 101714
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	1

Contact

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Use of Languages

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

Teachers

María José Gómez Romero

Prerequisites

There are no prerequisites but it is advisable for students to have a good reading level in English.

Objectives and Contextualisation

This subject explores the knowledge of one of the most important cognitive functions: human thought and the relationship with language. The general aim is to work in the development of critical thinking and relevants skills and knowledge for the professional practice as SLP.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and synthesise information.
- Demonstrate an understanding and correct use of the terminology and methodology of speech-therapy research.
- Evaluate the scientific production that supports speech therapists' professional development.
- Express oneself fluently, coherently and suitably following established norms, both orally and in writing.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Integrate the foundations of biology (anatomy and physiology), psychology (evolutionary processes and development), language and teaching as these relate to speech-therapy intervention in communication, language, speech, hearing, voice and non-verbal oral functions.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand, integrate and relate new knowledge deriving from autonomous learning.
- Use the exploratory techniques and instruments pertaining to the profession, and register, synthesise and interpret the data provided by integrating this into an overall information set.

Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Analyse and synthesise.
3. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
4. Consider designs that are suitable for practice on different processes and phenomena involved in memory and thinking.
5. Correctly use the terminology and methodology of research into higher cognitive functions in the field of speech therapy
6. Critically interpret the results of evaluations conducted, relating these to disorders of thought and memory and their effect on language.
7. Critically interpret the results of research into the processes involved in thought and memory.
8. Describe the different thought processes involved in thinking.
9. Describe the main processes and systems involved in memory and thinking.
10. Describe the main techniques and assessment tools of thought and memory.
11. Explain the effects of certain diseases or brain traumas on memory and thought processes.
12. Express oneself fluently, coherently and suitably following established norms, both orally and in writing.
13. Identify situations in which a change or improvement is needed.
14. Organise and plan with the aim of establishing a plan for development within a set period.
15. Prepare and write reports based on the results of experiments into thinking and memory.
16. Propose new experience-based methods or alternative solutions.
17. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
18. Relate emotional and rational factors with the processes of reasoning and decision-making.
19. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
20. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
21. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
22. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
23. Understand, integrate and relate new knowledge deriving from autonomous learning.
24. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
25. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

The syllabus of the subject Superior Cognitive Functions: Thought is structured around the following themes wich also include seminars and practical classes

Theme 1: Conceptual aspects of thought

Theme 2: Thinking and Language: Relationship

Theme 3: Thinking and Language: therapeutic skills

Theme 4: Language difficulties and thought

Methodology

DIRECTED ACTIVITY

- Theoretical classes, practical and seminars
- Lectures with ICT support and debate in a large group
- Practical classes to discuss basic concepts through small exercises
- Seminars for discussion of cases or papers in small groups
- Workshops for proposals for intervention or rehabilitation
- Throughout the course, equal participation in class will be fostered.

SUPERVISED ACTIVITY

- Individual tutoring with the teacher.
- Follow-up tutoring in small groups.
- Individual and group writing tasks
- Tutoring of work (individual or group) in person and/or online.

AUTONOMOUS ACTIVITY

- Document search, reading and synthesis.
- Definition of search strategy in databases, close reading and preparation of synopses of the material read.
- Preparation of reports and public presentation of papers.
- Preparation of reports on individual or group practicals.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	24	0.96	8, 9, 15, 5, 11, 4, 18
Practical classes	12	0.48	2, 23, 8, 9, 10, 15, 5, 12, 6, 7, 14, 4
Type: Supervised			
Group follow-up tutoring	8	0.32	2, 23, 12, 7, 14
Individualized tutoring	8	0.32	2, 23, 15, 12, 14
Type: Autonomous			
Autonomous activity	98	3.92	23, 10, 15, 5, 12, 6, 7, 14, 4

Assessment

The competencies of this subject will be evaluated by means of different pieces of evidence to be held in different weeks:

Evidence 1. What do we want to learn? 15% (In class, before the 1st evaluation period)

Evidence 2. 30 % intervention plan (In class, before the 2nd evaluation period)

Evidence 3. Oral presentation 25% (In class, before the 2nd evaluation period)

Evidence 4. Learners experiences collection 30% (Second Evaluation Period)

Evidence Code	Denomination	Weight	Format (oral, written or both)	Author gr
EV1	Whats do we want to learn?	15	both	
EV2	Intervention workshop	30	both	
EV3	Oral presentation	25	both	
EV4	Learners experiences collection	30	written	

ASSESSMENT OF THE SUBJECT

It will be considered that a student has passed the subject if in the set of the 4 pieces of evidence he/she obtains a score equal or superior to 5, and at least in the evidence 4 (learners experiences collection) obtains a mark of 3. Those students who do NOT present all the evidence will NOT pass the subject, although the total score is equal or superior to 5.

Once the subject has been passed (grade $\geq$ 5), the final grade can not be improved through works or other activities.

A student who has presented pieces of evidence of learning with a weight equalto or greater than 4 points (40%) will be considered for evaluation.

Students who have not passed the course but inthe continuous assessment have obtained a grade of 3.5 or higher but less than 5, can present to a new written test of the part not passed. To do this test or exam it is necessary that students have been previously evaluated in a set of activities, the weight of which equals a minimum of 2/3 of the total rating of the subject.

This new exam will consist of written questions corresponding to the evidence not approved and does not serve to improve the final score of the subject if a student has already approved it. The maximum score that can be obtained in the subject in this new exam is 5.

No unique final synthesis test for students who enrol for the second time or more is anticipated

COPYING OR PLAGIARISM: According to Article 116, Section 10 Regulations UAB, if the student performs any irregularity (copy, plagiarism, impersonation or forgery of the signature on the face-to-face attendance list and/or other dishonest academic conduct...) that could lead to a significant variation of the qualification of an act of evaluation, will be rated with 0 this act of evaluation. If there are several irregularities in the evaluation acts of the same subject the final mark will be 0.

"N.B. The proposed teaching and assessment methodologies may experience some modifications as a resultof 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 ".

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev 1. What do we want to learn?	15	0	0	2, 1, 23, 3, 15, 5, 12, 13, 6, 7, 14, 4, 25, 16, 17, 22, 21, 19, 20, 24
Ev 2. Intervention workshop	30	0	0	2, 23, 3, 10, 5, 12, 13, 6, 14, 4, 25, 16, 17, 24
Ev 3 . Oral presentation	25	0	0	2, 1, 23, 3, 15, 5, 12, 13, 7, 14, 4, 25, 16, 17, 22, 21, 19, 20, 24
Ev 4. Learners experiences collection	30	0	0	2, 1, 23, 3, 8, 9, 10, 15, 5, 11, 12, 13, 6, 7, 14, 4, 25, 16, 22, 21, 19, 20, 18

Bibliography

Basic bibliography

Boroditsky, L. (2011). How language shapes thought. Scientific American, 304(2), 62-65.

Cerezo, F. G. (2011). Psicología del pensamiento. Editorial UOC.

De Profesionales, F. E. D. A. (2013). La primera noticia. Estudio sobre los procedimientos profesionales, las vivencias y las necesidades de los padres cuando se les informa de que su hijo tiene una discapacidad o un trastorno del desarrollo.

Eussen, M. L., de Bruin, E. I., Van Gool, A. R., Louwerse, A., van der Ende, J., Verheij, F., ... & Greaves-Lord, K. (2015). Formal thought disorder in autism spectrum disorder predicts future symptom severity, but not psychosis prodrome. European child & adolescent psychiatry, 24(2), 163-172.

Lupyan, G., Rahman, R. A., Boroditsky, L., & Clark, A. (2020). Effects of language on visual perception. Trends in cognitive sciences.ç

Trejos, L. M. J. (2020). Análisis e interpretación de casos clínicos como herramienta para entender la teoría y desarrollar pensamiento crítico. Documentos de trabajo Areandina, (2).

Throughout the course, the teacher will provide another specific bibliography of some of the topics and seminars that are discussed in class.

Software

Not applicable