

**Language and Psychopathology**

Code: 101733  
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	2

**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

**Other comments on languages**

If the student has justified difficulties in understanding the tests written in Catalan, he can request the test in Spanish before week 4 and in writing to the coordination of the subject.

**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 scientific article in English.

**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**

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate knowledge of the limits of competence and be able to identify whether interdisciplinary treatment is required.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
4. Correctly use the terminology of the psychological evaluation, as well as various medical specialisations.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Explain how patients' psychological disorder, and the associated family and social circumstances may condition speech-therapy intervention.
7. Explain the explicit or implicit code of practice of one's own area of knowledge.
8. Explain the interplay between the specific genetic, cultural and socioeconomic determinants of the patient and his/her mental pathology.
9. Explain the need for interdisciplinary treatment for patients with certain secondary language pathologies.
10. Identify situations in which a change or improvement is needed.
11. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
12. Identify those specialists to whom patients should be referred when presenting non-speech-therapy pathologies associated with language disorders.
13. Propose new experience-based methods or alternative solutions.
14. 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.
15. 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.
16. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
17. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
18. Use strategies to enable communication with patients having certain limitations.
19. 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.
20. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

## 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.

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			
Directed activity	12	0.48	5, 2, 1, 3, 6, 7, 8, 9, 12, 11, 10, 20, 13, 17, 16, 14, 15, 4, 18, 19
Directed activity	24	0.96	5, 2, 1, 3, 6, 7, 8, 9, 12, 11, 10, 20, 13, 17, 16, 14, 15, 4, 18, 19
Type: Supervised			
Supervised activity	83	3.32	5, 2, 1, 3, 6, 7, 8, 9, 12, 11, 10, 20, 13, 17, 16, 14, 15, 4, 18, 19
Type: Autonomous			
Autonomous activity	25	1	6, 8, 9, 12, 17, 16, 14, 15, 4, 18

## 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. Second evaluation period, no date.

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.

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

<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	5, 2, 1, 3, 6, 7, 8, 9, 12, 11, 10, 20, 13, 17, 16, 14, 15, 4, 18, 19
Ev2: Practical submission 2	10	1.5	0.06	5, 2, 1, 3, 6, 7, 8, 9, 12, 11, 10, 20, 13, 17, 16, 14, 15, 4, 18, 19
Ev3: Test 1	40	1.5	0.06	2, 1, 6, 8, 9, 12, 10, 17, 16, 14, 15, 4, 18
Ev4: Test 2	40	1.5	0.06	2, 1, 6, 8, 9, 12, 10, 17, 16, 14, 15, 4, 18

## Bibliography

Manual de referència:

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

American Psychiatric Association (2022). *DSM-5-TR. Diagnostic and statistical manual of mental disorders. Text revision*. American Psychiatric Association.

Bibliografia complementària:

Aguilar-Mediavilla, E. & Igualada, A. (2019). *Dificultades del lenguaje en los trastornos del desarrollo (3 Vols.)*. Editorial UOC.

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.

## **Software**

Not applicable.