

Degree	Type	Year
2500893 Speech therapy	OT	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no prerequisites.

## Objectives and Contextualisation

By studying the different psychological processes in the first year you have seen the importance of memory in the construction of the identity of the person and its relationship with the other psychological processes. In this subject we will deepen into the structures, functions and processes of human memory and especially in its relation to language.

## Competences

- 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.
- 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.
- 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 and synthesise.
2. Consider designs that are suitable for practice on different processes and phenomena involved in memory and thinking.

3. Correctly use the terminology and methodology of research into higher cognitive functions in the field of speech therapy
4. Critically interpret the results of evaluations conducted, relating these to disorders of thought and memory and their effect on language.
5. Critically interpret the results of research into the processes involved in thought and memory.
6. Describe and apply different strategies for enhancing cognitive functions.
7. Describe the main processes and systems involved in memory and thinking.
8. Describe the main techniques and assessment tools of thought and memory.
9. Explain the effects of certain diseases or brain traumas on memory and thought processes.
10. Express oneself fluently, coherently and suitably following established norms, both orally and in writing.
11. Organise and plan with the aim of establishing a plan for development within a set period.
12. Prepare and write reports based on the results of experiments into thinking and memory.
13. Relate the processes of memory with language.
14. Understand, integrate and relate new knowledge deriving from autonomous learning.

## Content

1. Memory: concept, type, anatomy and interaction with language
2. Memory systems
3. Processes of memory
4. Amnesia, relationship with speech therapy
5. Evaluation and speech therapy rehabilitation programs

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	24	0.96	3, 4, 5, 6, 7, 8, 9, 13
Workshop	12	0.48	2, 3, 4, 5, 8, 10, 11, 12, 14
Type: Supervised			
Individual attention to students	4.5	0.18	10, 11, 14
group attention to students	12	0.48	4, 10
Type: Autonomous			
Autonomous work	95.5	3.82	1, 9, 11, 14

## Methodology

- Directed activities

Lectures with support of ICT.

Workshops for analyzing and discussing specialized papers and cases.

- Supervised activities

Attention to students

- Autonomous activities

Reading papers

Individual study and homework preparation

Autonomous search of information

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Written work and participation in workshops	25 %	0	0	1, 2, 3, 4, 8, 10, 11, 12, 13, 14
EV2. Written work and oral presentation	35 %	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
EV3. Exam	40 %	2	0.08	3, 6, 7, 8, 9, 13, 14

In the case of requesting the test in Spanish, the delivery of the test's translation will be done if the requirements established in article 263 are fulfilled and the solicitud is done telematically the week number 4 (EFORM) (more information on the Faculty website).

The following learning evidences (with the following weight in the course final grade) must be presented:

LE1: written work, and participation in conferences (group and individual) (weight: 25%) (first and second assessment period) (face to face and virtual)

LE2: written work and oral presentation (group) (weight: 35%) (second assessment period) (written work virtual, oral presentation face to face)

LE3: Exam (individual) (weight: 40%) (second assessment period) (face to face)

Students will pass the course if both of the following conditions apply: (1) they have obtained at least 5,0 points (0-10 scale) as a result of the weighted mean of learning evidences, and (2) they have passed at least two out of the three evidences.

A student who has presented learning evidences representing a weight below 4 points (40%), will be qualified as Non Assessable (NA).

If the criteria to pass the course specified above are not met, students will have the opportunity to resit EV2 and EV3 in the following cases: (a) the final grade is equal to or greater than 3.5 and is below 5 (0-10 scale), and (b) have been previously assessed on a set of learning activities with a minimum weight of 66.6% of the final grade of the course.

The maximum grade that can be obtained from retaken examinations is 5,0

This subject does not consider single assessment.

General assessment guidelines:

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

## Bibliography

Main Bibliography:

BRUNA, O., ROIG, T., PUYUELO, M., JUNQUÉ, C., i RUANO, A. (2011). *Rehabilitación neuropsicológica: intervención y práctica clínica*. Barcelona: Elsevier.

RUIZ-VARGAS, J.M. (2010). *Manual de Psicología de la memoria*. Madrid: Síntesis.

Further Reading:

ANDRADE, J. (Ed.) (2002). *Working Memory in Perspective*. Hove (UK): Psychology Press.

BADDELEY, A.D. (1998). *Memoria humana. Teoría y práctica*. Madrid: McGraw Hill

BADDELEY, A. (2004). *Your memory: A user's guide (New illustrated edition)*. London: Carlton Books.

BADDELEY, A.D., EYSENCK, M.W. i ANDERSON, M.C. (2009). *Memoria*. Madrid: Alianza, 2010.

NEATH, I. i SURPRENANT, A. (2002). *Human Memory (Second edition)*. New York: Wadsworth Publishing.

PAPAGNO, C. (2008). *La arquitectura de los recuerdos: Cómo funciona la memoria*. Barcelona: Paidós.

PICKERING, S. i PHYE, G.D. (Eds.) (2008). *Working Memory and Education (Educational Psychology)*. London: Academic Press.

RUIZ-VARGAS, J.M. (1991). *Psicología de la Memoria*. Madrid: Alianza.

SAIZ, D., SAIZ, M. i BAQUES, J. (1996). *Psicología de la memoria. Manual de Prácticas*. Barcelona: Avesta.

SÁNCHEZ CABACO, A. i BEATO, M. S. (Coord) (2001). *Psicología de la memoria: Ámbitos aplicados*. Madrid: Alianza.

SCHACTER, D. L. (2001) *The seven sins of memory: How the mind forgets and remembers*. New York: Houghton Mifflin Co. (Traducció a: SCHACTER, D. (2003). *Los siete pecados de la memoria: la memoria es la clave de la inteligencia*. Barcelona: Ariel.).

## Software

N/A

## Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	111	Catalan/Spanish	first semester	afternoon
(TE) Theory	1	Catalan/Spanish	first semester	afternoon

PROVISIONAL