

Degree programme	Type	Course
Speech therapy	OP	4

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

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

Objectives

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 relevant skills and knowledge for the professional practice as SLP.

Learning outcomes

- CM26 (Critically interpret the results of the evaluations carried out, relating them to alterations in thinking and memory and their effects on language.) Critically interpret the results of the evaluations carried out, relating them to alterations in thinking and memory and their effects on language.
- CM27 (Assess the results of research on the processes involved in thinking and memory.) Assess the results of research on the processes involved in thinking and memory.
- KM65 (Explain the effects of brain illnesses or traumatic brain injuries on memory and thinking processes.) Explain the effects of brain illnesses or traumatic brain injuries on memory and thinking processes.
- KM66 (Describe the processes and systems involved in memory and thinking.) Describe the processes and systems involved in memory and thinking.
- KM67 (Relate emotional and rational factors to reasoning and decision-making processes, and memory processes to language.) Relate emotional and rational factors to reasoning and decision-making processes, and memory processes to language.
- SM48 (Correctly use the terminology and methodology of research on higher cognitive functions in the

field of speech therapy.) Correctly use the terminology and methodology of research on higher cognitive functions in the field of speech therapy.

- SM49 (Apply different strategies to enhance cognitive functions.) Apply different strategies to enhance cognitive functions.
- SM50 (Propose appropriate designs to intervene in the different processes and phenomena involved in memory and thought.) Propose appropriate designs to intervene in the different processes and phenomena involved in memory and thought.

Contents

The syllabus of the subject Superior Cognitive Functions: Thought is structured around the following themes which 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

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Individualized tutoring	8	0.32	
Practical classes	12	0.48	
Autonomous activity	98	3.92	
Lectures	24	0.96	
Group follow-up tutoring	8	0.32	

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.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Ev 4. Learners experiences collection	30	0	0	CM26, KM66, KM67, SM48
Ev 3 . Oral presentation	25	0	0	CM27, KM65, KM66, SM48, SM49
Ev 1. What do we want to learn?	15	0	0	KM66, KM67
Ev 2. Intervention workshop	30	0	0	CM26, KM67, SM48, SM49, SM50

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)	Authorship (individual, group or both)	1. Via (face-to-face, virtual or both)	2. Feed-back	EV duration
EV1	Whats do we want to learn?	15	both	group	1. both	2. both, at week 6	It starts at week 1 and ends at week 3 with the exhibition. It is compulsory to go to the exhibition
EV2	Intervention workshop	30	both	both	1. both	2. both, at week 19	It starts at week 5 and ends at week 16
EV3	Oral presentation	25	both	both	1. face to face	2. both, at week 14	It starts at week 8 and ends at week 13 with the exhibition. It is compulsory to go to the exhibition
EV4	Learners experiences collection	30	written	individual	1. virtual	2. virtual, at week 20	It starts at week 1 and ends at week 15

Attendance is required in order to complete these assessment activities.

A student will be considered to have passed the course if, across the four assessment activities, they obtain an overall score of 5.0 or higher and achieve at least 4.0 in Assessment Activity 4 (Learning Portfolio). Students who do not submit all assessment activities will not pass the course, even if their overall grade is 5.0 or higher.

Students who do not attend any of the talks included in Assessment Activity 4 (AA4) will not be able to complete the activities associated with that talk, nor will they be able to make them up. AA4 consists of approximately three talks.

Once the course has been passed (grade ≥ 5.0), no mechanisms may be established to improve the final grade after the course/module has been passed (based on Article 116, Section 5 of the UAB Regulations).

A student who has submitted learning activities accounting for 4.0 points (40%) or more of the final grade will be recorded as "assessable".

The resit examination may only be taken by students whose continuous assessment grade is at least 3.5 but below 5.0. To be eligible for this examination, students must previously have been assessed through activities whose combined weight represents at least two-thirds of the total course grade.

This resit examination will correspond to the assessment activities that were not passed and cannot be used to improve the grade of a student who has already passed the course.

The highest final grade that a student can obtain in the course after taking the resit examination is 5.0.

Definition of a pass: In accordance with the Faculty's assessment guidelines, for a course to be considered passed through continuous assessment, on a 0-10 scale, students must obtain a minimum overall grade of 5.0 and a grade of at least 4.0 in each in-person assessment activity that contributes 20% or more to the final continuous assessment grade. If these requirements, as well as any other requirements established by the course, are not met, the maximum grade that may be recorded in the academic transcript will be 4.5.

Students enrolled for the second or subsequent time will not be assessed through a single non-recoverable comprehensive examination.

This course does not offer a single-assessment option.

The translation of in-person assessment tests will only be provided if the requirements established in Article 263 are met and the request is submitted electronically (e-form) during Week 4 (more information on the Faculty website).

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches and text correction. Students must clearly identify which parts have been generated using these technologies, specify the tools used, and include a critical reflection on how they influenced the process and the final outcome of the activity. Failure to disclose the use of AI in an assessed activity will be considered a breach of academic integrity and may result in a partial or total grade penalty, or more severe sanctions in serious cases.

COPYING OR PLAGIARISM: According to Article 116, Section 10 of the UAB Regulations, if a student commits any irregularity (copying, plagiarism, impersonation, forgery of signatures on attendance lists, or any other dishonest academic conduct) that may significantly affect the grade of an assessment activity, that activity will be graded 0.0. If several irregularities occur in the assessment activities of the same course/module, the final course grade will be 0.0.

More information on assessment regulations:

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

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*.

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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	first semester	afternoon
(SCC) Clinical case seminars	111	Catalan	first semester	afternoon
(SCC) Clinical case seminars	112	Catalan	first semester	afternoon