

Degree programme	Type	Course
Communication and Language Disorders	OP	1

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.

Objectives

To provide students with both theoretical and practical content that enables their qualification and specialization in the social aspects relevant to the development of language and communication.

Learning outcomes

- CA19 (Work in teams in the field of social cognition and communication.) Work in teams in the field of social cognition and communication.
- CA20 (Make decisions and solve problems autonomously on social cognition skills in communication and language.) Make decisions and solve problems autonomously on social cognition skills in communication and language.
- KA16 (Acquire more in-depth knowledge of social cognition in communication and language) Acquire more in-depth knowledge of social cognition in communication and language
- SA26 (Intervene on the facilitators of social cognition skills for effective communication) Intervene on the facilitators of social cognition skills for effective communication

Contents

1. Social Cognition
2. Social Cognition and Language Skills
3. Social Cognition and Language Skills: Atypical Development
4. Maladaptive Behaviors and Communication
5. Maladaptive Behaviors and Communication: Intervention

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Tutorías	6	0.24	CA19, CA20
Lecture, Debate, Problem-Based Learning through clinical case studies	15.75	0.63	CA19, CA20, KA16
Writing assignments, preparing oral presentations, reading relevant articles and reports, and individual study.	53.25	2.13	CA19, CA20, SA26

The face-to-face sessions will combine master lectures by expert teachers and practical exercises where the students can put the exposed theory into practice and discuss it. Subsequently, the student will perform various assessment tasks in a non-face-to-face manner.

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
EV2. Project of an evidence-based intervention	30%	0	0	CA19, CA20, SA26
EV4. Classroom activities	20%	0	0	CA19, CA20, SA26
EV1. Exam	20%	0	0	KA16
EV3. Design an evidence-based intervention	30%	0	0	CA19, CA20, SA26

EV1: Exam (individual; 20% of the final grade). To be taken in the last session.

EV2: Project of an evidence-based intervention (in group; 30% of the final grade). To be submitted in the 3rd or 4th session.

EV3: Design an evidence-based intervention (in group; 30% of the final grade). To be submitted in the last session.

EV4: Class activities such as case studies or problem-solving (group or individual, 20% of the final grade). These will be carried out throughout the seminars.

Type of Feedback

Assessment (EV) and Type

Written - EV1	One week after the last session.
Digital tool - EV3	One week after submission.
In-class - EV2 and EV4	EV2: one week after submission. Feedback for EV4 is provided at the time of the activity.
Tutorial	-

Final Grade

The final grade for the course will be the weighted average of the scores obtained in each of the learning assessments. A grade of 5 or higher is required in those assessments with a weight greater than 20%.

Resits / Recovery

If the final grade for the module is below 5 (out of 10), students must resubmit the assessments that were not passed (i.e., any learning evidence with a score below 5). EV4 cannot be retaken. The maximum grade that can be obtained after resubmission is 5 out of 10.

Definition of "Not Assessable"

Students who do not participate in any of the assessments, or who participate in several but the total weight of those assessments is less than 50% of the final grade, will receive the qualification "Not Assessable."

Synthesis Test

For students enrolled for the second or subsequent time, the same continuous assessment process will apply. Therefore, a single non-recoverable synthesis test is not foreseen.

Use of Artificial Intelligence (AI)

The use of AI technologies is permitted in this course exclusively for support tasks, such as literature or information searches, text correction, or translations. Students must clearly identify which parts were generated using AI, specify the tools used, and include a critical reflection on how these tools influenced the process and the final outcome of the activity. Lack of transparency in the use of AI in any assessed activity will be considered academic dishonesty and may result in partial or total penalties in the activity's grade, or more severe penalties in serious cases.

Bibliography

Barkley, R. A. (2013). *Defiant Children*. Guilford Press.

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Morgan, G., Curtin, M., & Botting, N. (2021). The interplay between early social interaction, language and executive function development in deaf and hearing infants. *Infant Behavior and Development*, 64, 101591. <https://doi.org/10.1016/j.infbeh.2021.101591>

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Tomasello, M. (2008). *Origins of Human Communication*. MIT Press.

Volkmar, F. R., Paul, R., Klin, A., & Cohen, D. (2005). *Handbook of Autism and Pervasive Developmental Disorders*. Wiley.

Wellman, H. M. (2014). *Making Minds: How Theory of Mind Develops*. Oxford University Press.

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
(TEm) Theory (master)	1	Catalan	second semester	afternoon