

1. BASIC INFORMATION

Course	Communication Skills (Habilidades Comunicativas)
Degree program	Psychology Degree
School	School of Biomedical Sciences and Psychology
Year	3 rd year
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	Face-to-face classes
Semester	S1
Academic year	2020- 2021
Coordinating professor	Sara Vilas Sanz

2. PRESENTATION

The course is designed to provide students with a general introduction to the main elements of communication and to enable them to improve communication skills necessary for personal development and the exercise of their profession. Students should develop the capacity to communicate effectively through both writing and speaking language, and to select the formats of communication and the technological resources appropriate for each situation.

3. COMPETENCIES AND LEARNING OUTCOMES

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CBM1, CBM2, CBPS3, CBPS4 CT1, CT5, CT8, CT12, CT15 CE1, CE27, CE28	LO1: Students will be able to understand concepts related to the skills necessary for communication in personal development and in the exercise of their profession.
CBM3, CBM4, CBM5 CT1, CT2, CT4, CT5, CT8, CT10, CT11, CT12, CT14, CT15	LO2: They will also develop enough capacities to communicate effectively both in writing and orally, being able, in turn, to select the communication formats and the technological resources appropriate to each situation.

CE1, CE2, CE8, CE11,
CE19, CE25, CE26,
CE27, CE28

4. CONTENT

- Lesson 1. Basic principles of communication
- Lesson 2. Elements that participate in communication
- Lesson 3. Levels of communication
- Lesson 4. Orthography, diction, synthesis and argument
- Lesson 5. Writing and exhibition
- Lesson 6. Use of support in communication
- Lesson 7. Effective communication
- Lesson 8. Electronic communication and report elaboration
- Lesson 9. Effective presentations

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case methodology
- Cooperative learning
- Problem based learning (PBL)
- Lectures
- Simulation and role-playing activities
- Oral presentations from students
- Practical activities

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lecture	30 h
Autonomous work	50 h
Debates	10 h
Case analyses	20 h
Research exercises	10h

Formative assessment	5h
Role-playing	20h
Face-to-face tutoring	5h
TOTAL	150 h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Individual knowledge exam: We expect the student to understand all the concepts presented in this course related to communication skills.	40%
Case analysis and problem solving: Students must show the ability to solve problems that are presented throughout the course, e.g., by writing, presenting, etc., depending on the population target.	15%
Performance observation: Students will be continually evaluated throughout the course based on their performance. This will be related not only to general knowledge about communication skills, but also to their ability to communicate effectively by writing and orally in different activities.	30%
Portfolio: Students will show evidence of their own learning process throughout the course.	10%
Participation in debates and forums: class attendance and participation in debates will be taken into consideration.	5%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must get a final course grade of at least 5 out of 10 points (weighted average).

A score equal or higher to 5 out 10 is needed in both: the final exam and the weighted mean score on the active methodologies section, in order to pass the subject.

It is expected that each student is the own author of their assignments. If students plagiarize their work, they will obtain a grade of 0. If an assignment is submitted late, grades will be affected.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

To pass the course in the second exam period you should get a final score equal/higher than 5 out 10. The assessment criteria will be the same as in the first exam period, that is, getting a score equal/higher than 5 out 10 in both: the final exam and the weighted mean score on the active methodologies section.

In the second exam period, the student will have to re-do and re-submit only the activities failed in the first period (final exam, active methodologies or both). If in any of those, the student does not get a score equal/higher than 5 out 10, the subject will be considered as failed. The student must deliver the activities

failed or not submitted in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Oral presentation 1	Monday 5 th October 2020
Debate in class	Monday 19 th October 2020
Individual written report	Sunday 22 nd November 2020
Portfolio	Sunday 6 th December 2020
Oral presentation 2	Monday 14 th December 2020
Written report: scientific divulgation of psychological topics- Formal proposal	Sunday 20 th December 2020
Exam	18 th January 2021- 10.30am

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

- Cassady, J. C., & Eissa, M. A. (2008). *Emotional intelligence: Perspectives on educational and positive psychology*. New York, NY: Peter Lang.
- Glass, L. (1994). *Cómo expresarse correctamente: En las reuniones sociales y en las reuniones de negocio*. Barcelona: Paidós.
- Glendinning, E. H., & Holmström, B. A. S. (1998). *English in medicine* (2nd ed.). Cambridge: Cambridge University Press.
- Knapp, M. L., & Miller, G. R. (1994). *Handbook of interpersonal communication* (2nd ed.). California: Sage publications.
- Ruiz, M. (2013). *Comunicarse bien para ser feliz: Saber relacionarse es una de las mejores herramientas para alcanzar la felicidad*. Barcelona: Península.
- Van-der Hofstadt Roman, C. J. (2005). *El libro de las habilidades de comunicación: Cómo mejorar la comunicación personal* (2da ed.). Madrid: Díaz de Santos.
- Watzlawick, J., Bavelas, B., & Jackson, D. D. (1995). *Teoría de la comunicación humana: Instrucciones, patologías y paradojas* (10th ed.). Barcelona: Herder.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.