

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	Compulsory
Language(s)	English
Delivery mode	Face-to-face classes
Semester	S1
Academic year	2025-2026
Coordinating professor	Rocío Lana Blond
Professor	Rocío Lana Blond, Víctor Estal Muñoz, Ashley Navarro McCarthy

2. PRESENTATION

The course is designed to offer students a comprehensive introduction to the key elements of communication, enabling them to enhance the communication skills essential for personal development and professional practice. Students will develop the ability to communicate effectively both in writing and verbally, and choose the appropriate communication formats and technological resources for various situations.

3. LEARNING OUTCOMES

KNOWLEDGE

KN05: Identify concepts related to skills necessary for communication in personal development and professional practice.

- Describe concepts related to the skills necessary for communication in personal development and professional practice.

SKILLS

SK01: Effectively communicate the results of scientific research (scientific publications, reports, scientific poster, etc.

- Develop sufficient abilities to communicate effectively both in writing and orally, being able of selecting appropriate communication formats and technological resources for each situation.

COMPETENCES

CP03: Know the main processes and stages of psychological development throughout the life cycle in terms of normality and abnormality in the field of Health Psychology

CP04: Know the biological foundations of human behavior and psychological functions

CP10: Know how to analyze the needs and demands of the recipients of the function in different contexts.

CP11: Be capable of establish the goals of psychological intervention in different contexts, proposing and negotiating the goals with the recipients and stakeholders.

CP17: Being able to identify group and intergroup problems and needs

CP19: Know how to identify organizational and inter-organizational problems and needs

CP20: Know how to analyze the context where individual behaviors, group and organizational processes are developed

CP28: Be able to apply strategies and direct intervention methods on contexts: construction of healthy scenarios...

CP34: Be able to provide feedback to recipients appropriately and accurately

CP35: Be able to prepare oral and written reports

CP36: Understand and adhere to the ethical obligations of Psychology.

CP37: Ability to practice the profession using English and/or Spanish, both with specialized and nonspecialized audiences.

4. CONTENT

- Lesson 1. Basic Principles of Communication
- Lesson 2. Elements of Communication
- Lesson 3. Levels of Communication
- Lesson 4. Spelling, Diction, Synthesis, and Argumentation
- Lesson 5. Writing and Presentation
- Lesson 6. Use of Support in Communication
- Lesson 7. Effective Communication
- Lesson 8. Electronic Communication and Report Writing
- 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

- 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:

Learning activity	Number of hours
Lectures	17h
Case analysis	20h
Asynchronous lectures	13 h
Role playing	20h
Face-to-face tutoring	5 h
Debates	10h
Autonomous work	50h
Formative assessment	3h
Research	10h
Face-to-face test of knowledge	2h
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. The exam will consist of a multiple-choice test with 30 questions, each offering three answer options and only one correct choice.	35%
Case analysis and problem solving: Students must show the ability to solve problems that are presented throughout the course, e.g., by studying a chosen topic and presenting it in a specific format (TedTalk)	20%

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. <ul style="list-style-type: none"> ○ Oral presentation of a scientific poster (15%) ○ Mandatory attendance to 3 simulations and their debriefing at the HS based on communication abilities (10%) 	25%
Portfolio: Students will show evidence of their own learning process throughout the course: Scientific writing demonstration in a final formal report.	10%
Participation in debates and forums: class attendance and participation in debates and forums will be taken into consideration.	10%

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

Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

7.1. First exam period

To pass the course in the regular exam session, you must obtain a score of 5.0 or higher out of 10.0 in the final grade (weighted average) of the course. It is necessary to obtain a grade of 5.0 or higher in the exam. To pass the course in the first exam period, you must also obtain a final course grade of at least 5 out of 10 in **each one of the following active methodologies**: (1) Case analysis and problem solving; (2) Performance observation; (3) Portfolio and (4) Participation in debates and forums.

PLAGIARISM AND USE OF IA

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

AI-Generated Content: AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible in any case for the written content in the assignment. The use of AI must be authorized by the instructor for each

activity. If a student has used these tools to develop any part of their assignment, their use must be described in detail in the work. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for improving spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

Delayed submission of mandatory activities

Late submissions of mandatory assignments will result in the activity not being graded, and a numerical grade of 0 will be assigned.

Simulations

Uniform Requirement for Simulation Sessions: Whenever simulation activities are conducted, students are required to wear the appropriate uniform (grey scrub top and trousers) in the simulated hospital. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session. There will be a limit on the number of absences from simulation

sessions, regardless of whether they are justified or not, as missing these sessions prevents students from acquiring the necessary competencies through this methodology.

You are allowed to miss only one simulation (with justification according to the UEM regulations and approved by the Academic Advisor). The student's absence from 2 or more simulation sessions will result in a failing grade for the performance observation module of the course. -

7.2. Second exam period

To pass the course in the second exam session, you must obtain a score of 5.0 or higher out of 10.0 in the final grade (weighted average) of the course. It is necessary to obtain a grade of 5.0 or higher in the exam. To pass the course in the second exam period, you must also obtain a final course grade of at least 5 out of 10 in **each one of the following active methodologies**: (1) Case analysis and problem solving; (2) Performance observation; (3) Portfolio and (4) Participation in debates and forums.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

Second attempt for simulations and other activities (second exam period)

- Debate: A discussion between the teacher and the student, in which the latter can demonstrate critical thinking on the subject.
- Portfolio: students will have to rewrite the scientific report. They may choose to repeat the topic used in the ordinary call.
- Case Analysis and Problem solving: Students are required to re-do their TED Talk..
- Performance observation:
 - Oral presentation: students must do an oral presentation of a poster.
 - Simulations: For any missed simulations, students must record a video demonstrating each of the required missed activities of the course.

8. SCHEDULE

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

Assessable activities	Deadline
Participation in debates and forums	5 th and 6 th week
Portfolio (written report)	10 th week
Performance Observation	11 th week
Participation in debates and forums	7 th , 12 th and 14 th week
Case Analysis and problem solving	September to December

Exam (Individual knowledge exam)	January
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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. BIBLIOGRAFÍA

The main references and recommended Bibliography are:

- Bijou, S. W., Umbreit, J., Ghezzi, P. M., & Chao, C.-C. (1986). Psychological linguistics: A natural science approach to the study of language interactions. *The Analysis of Verbal Behavior*, 4(1), 23–29. <https://doi.org/10.1007/BF03392812>
- 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 L. & Daly, J. (Eds.) (2011) *The SAGE Handbook of Interpersonal Communication* (4th edition). Sage Publications.
- Ruiz, M. (2013). *Comunicarse bien para ser feliz: Saber relacionarse es una de las mejores herramientas para alcanzar la felicidad*. Barcelona: Península.
- Skinner, B. F. (1986). The Evolution of Verbal Behavior. *Journal of the Experimental Analysis of Behavior*, 45(1), 115. <https://doi.org/10.1901/jeab.1986.45-115>
- 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. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.