

Introduction to Scientific Methodology and to Basic Psychological Processes

Code: 101729
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	FB	1	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Guillermo Parra Lorenzo
Isabel Oliveras Boté
Jaume Vives Brosa

Prerequisites

There are no prerequisite.

Objectives and Contextualisation

This course gives basic knowledge about documentation and scientific methodology, as well as competences for understanding and using scientific research terminology and methodology appropriately. Student will also acquire skills on identifying scientific main advances on the psychological processes linked with speech-therapist's professional development.

Student will understand, integrate and relate psychological processes' knowledge, based on autonomous learning. It will also be capable of analyzing and synthesize information acquired through different learning methodologies, using communication and information technologies when needed. These competences will give students new and efficient action perspectives, when facing professional world.

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.
- Managing communication and information technologies.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

Learning Outcomes

1. Analyse and synthesise.
2. Assess and judge the adequacy of the methodology used in specific research.
3. Assess and judge the results of a specific scientific research in an area of speech therapy.
4. Correctly use the terminology and methodology characteristics of scientific research.
5. Identify and assess the adequacy of scientific productions on the acquisition and development of language.
6. Identify key inputs from scientific processes related to psychological processes that support the professional development of speech therapists.
7. Managing communication and information technologies.
8. Understand, integrate and relate new knowledge deriving from autonomous learning.

Content

1. Scientific documentation
 - 1.1. Bibliographic Search: PsycINFO, Medline and ISI-WoK (WoS and JCR)
 - 1.2. Citation and referring norms
 - 1.3. Software for bibliography management
 - 1.4. Structure of a scientific report
2. Principles of research methodology
 - 2.1. Evidence-based practice
 - 2.2. Quantitative and qualitative methodologies
 - 2.3. Constructs: Operationalization and measurement
 - 2.4. Types of variables
 - 2.5. General view of research methods, designs and techniques in Speech Therapy
 - 2.6. Selection and assignment concepts
 - 2.7. Introduction to the threats to internal validity
 - 2.8. Control techniques
 - 2.9. Experimental one-factor designs
3. Conditioning and Learning
 - 3.1. Classical Conditioning: Foundations and Main Behavioral Phenomena
 - 3.2. Instrumental conditioning: Foundations and Basic Procedures
 - 3.3. Observation learning
4. Motivation: general features
 - 4.1. Physiological motivation
 - 4.2. Extrinsic and intrinsic motivation

4.3. Cognitive motivation

5. Emotion

5.1. General characteristics

5.2. Components of the emotional response

5.3. Emotional stimuli processing

5.4. Emotion and cognition

6. Attention and Perception

6.1. Physiological basis

6.2. Measures of sensory sensitivity

6.3. Perceptual organization

6.4. Perceptual constancy and illusions

6.5. Perception in context

7. Memory

7.1. Memory model

7.2. Sensory register or sensory memory

7.3. Short term Memory (MCT)

7.4. Long term Memory (MLT)

7.5. Forgetting

Methodology

- Lectures with ICT support and debate in large groups
- Classes with small groups (seminars / practices)
- Tutoring online of activities proposed in the virtual classroom.
- self-evaluation exercises.
- Readings and videos for complementary content.

The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty

Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Face to face and virtual teaching with big group.	28.5	1.14	6, 4, 3, 2
Teaching face to face with small groups (seminars / practices).	24	0.96	5, 4, 7, 3, 2
Type: Supervised			
.	12.5	0.5	1, 5
Type: Autonomous			
Exercises of self-evaluation , readings Complementary and study of the contents of the master's.	78.5	3.14	8, 7

Assessment

PASS: When the final weighted sum of all the evidences is equal to or greater than 5.

Those students who have done evidence with a weight of less than 40% of the final grade will be "Not assessed."

Following criteria should be accomplished for resit:

a) *having done evidences with a weight of at least 75%*

b) *a final score of between 3.5 and 4.9.*

The resit test will assess those competences with unsatisfactory results. For each student, teacher will design the appropriately resit process.

The grade of the resit test can be "pass" or "not pass". When passing the resit test, the final course grade will be 5.

*Faculty of Psychology assessment guidelines (2019-20) will be applied: :
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>*

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
First test summary Topics 1 to 4	40%	2	0.08	6, 4, 3, 2
Second test summary Topics 5 to 7	35%	2	0.08	1, 8, 6, 4
Seminars from S3 to S12.	25%	2.5	0.1	1, 8, 5, 7

Bibliography

Topic 1

Portell, M. i Vives, J. (2014). Introducció als dissenys experimentals, quasi-experimentals i ex post facto. Sèrie Materials #229. Bellaterra: Servei de Publicacions UAB.

Topic 2

Domjan, M. (1998) Bases del aprendizaje y el condicionamiento. Jaen: del Lunar. Caps. 1, 4, 6 i 12.

Topic 3

Reeve, J. (1994) Motivación y Emoción. Madrid: McGraw-Hill.

Topic 4

Aguado, L.(2005) Emoción, afecto y motivación. Madrid: Alianza Editorial

Topic 5

Goldstein, B.E. (2009) Sensación y Percepción (6ª Ed). Madrid: Thomson Editores. Paraninfo. Luria, R.A. (1979) El Cerebro en Acción. Barcelona: Martínez Roca. Caps. I i II.

Manning, S.A., i Rosentock, E.H. (1971) Elaboración de escalas de actitudes y psicofísica clásica. México: Trillas. Cap. 1.

Matlin, M.W., i Foley, H.J. (1996) Sensación y Percepción. México: Prentice Hall Hispanoamericana. Cap. 2

Topic 6

Ruiz-Vargas, JM (2010) Manual de Psicología de la Memoria. Madrid:Editorial Síntesis.

The following manual is recommended for the general follow-up of the subject: Myers, G.D. (2011) Psicología. (9ª Ed.). Buenos Aires: Editorial Médica Panamericana, S.A.