

Master's Degree Dissertation

Code: 43613
ECTS Credits: 12

Degree	Type	Year	Semester
4315497 Communication and Language Disorders	OB	0	A

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)

External teachers

Josep Maria Vila

Prerequisites

No prerequisites are required

Objectives and Contextualisation

Develop a work of evaluation, intervention, a research project or conduct a systematic theoretical review of some areas of communication and language disorders related to external practices or with the research lines of the masters' teaching staff .

Upon completion of the TFM, students are expected to be able to:

Set a problem or identify a need in the field of communication and language disorders.

Request and analyze relevant information about the state of the matter in relation to the subject.

Design and develop a series of objectives and actions that respond to the problem or opportunity.

Communicate to different partners the relevance of the problem or opportunity, as well as the relevance and viability of the solution or response developed. The expected products of the TFM include a written report with the design and development of the project and an oral presentation of the project and its results.

Competences

- Apply the scientific method in professional practice.
- Collect, analyze and critically use sources of information necessary for the evaluation and speech therapy.
- Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
- Master the skills and resources necessary to teamwork and multidisciplinary groups.

- Students can communicate their conclusions and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
- That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
- That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.
- That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

Learning Outcomes

1. Ask relevant questions and define appropriate research objectives and hypotheses in the context of the final project work to solve performance problems.
2. Conduct a research plan in the context of work to master minimizing threats to validity.
3. Conduct a systematic review in the context of the final project work to synthesize the best available scientific evidence.
4. Design and conduct presentations in the context of work to master.
5. Discriminate what methods, quantitative, qualitative or mixed, and research designs are better suited to meet a goal or hypothesis raised in the context of the final project work.
6. Interpret critically, in the context of the final project work, the results of assessment instruments and techniques and exploring more relevant for speech therapy.
7. Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
8. Manage, analyze and interpret data optimally an investigation in the context of work to master.
9. Selecting, evaluating their quality, procedures, techniques and tools most appropriate measure in terms of the objectives or hypotheses raised in the context of the final project work.
10. Students can communicate their conclusions and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
11. That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
12. That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.
13. That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
14. Use the documentary sources to obtain relevant for the purpose of research information, evaluation or speech therapy intervention in the context of work to master, selecting the most appropriate and arguing screening criteria and quality of them.
15. Used critically, in the context of work to master the tools and techniques relevant evaluation and exploration for speech therapy.
16. Write reports in the context of the final project work adapting to the standards of major scientific associations.

Content

-Resolution of cases that require professional action in the area of evaluation and / or intervention.

-Empirical research projects proposed by the student or related to the lines of work offered by the masters' teaching staff.

-Theoretical research works proposed by the student or related to the lines of work offered by the masters' teaching staff

Methodology

Tutorials on demand of the student. It will be the responsibility of the student to get in touch with his tutor or her tutor.

There will be three evidence of learning:

1. TFM follow-up tutor's report (20%)
2. Assessment of the TFM memory (50%)
3. Presentation and public defense of the TFM (30%)

"N.B. 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
Type: Directed			
EV2: Written work	279	11.16	5, 3, 1, 8, 6, 11, 13, 12, 2, 9, 7, 15, 14
EV1: Personalized tutorials	19	0.76	10, 13, 12
EV3: Oral presentation and defense	2	0.08	4, 16, 10

Assessment

Three evidence of evaluation:

1. Follow-up tutorials
2. Final work
3. Presentation and defense of the final work

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Tutor follow-up report	20%	0	0	4, 11, 10

Final work	50%	0	0	5, 4, 3, 1, 8, 6, 11, 13, 12, 2, 9, 7, 15, 14
Oral presentation and defense	30%	0	0	4, 16, 10

Bibliography

Laguna, S.; Caballero-Urbe, C.; Lewis, V.; Mazuera, S.; Salamanca, J.; Daza, W. I Fourzali, A. (2007): Consideraciones éticas en la publicación de investigaciones científicas. *Salud Uninorte. Barranquilla (Col.)* 2007; 23 (1): 64-78

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