Methodological Resources for Developing the Bachelors Degree Final Project

Code: 104141
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	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

Eduardo Doval Diéguez

Prerequisites

There are no specific prerequisites.

Objectives and Contextualisation

The general objective of this course is to offer students the necessary skills to carry out in a methodologically correct way Bachelor's degree final project aimed at the scientific production in the field of communication and language.
To achieve this general objective, the student must be able to:
- Understand the structure and methodological contents of prototypical research papers published in the field of communication and language.
- Learn to write scientific reports based on the prototypical patterns that are provided.

Competences

- 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.
- Find, evaluate, organise and maintain information systems.
- Managing communication and information technologies.
- Reflect on and research into language and its treatment so as to help develop the profession.

Learning Outcomes

1. Argue suitably using within the framework of statistical thought.

2. Assess the usefulness of various theoretical models of language pathology, and methods and tools derived from each of these.
3. Critically and thoughtfuly evaluate scientific literature, placing it within an epistemological framework.
4. Discriminate between applied research using different research methods and techniques to search for evidence in speech therapy.
5. Draw reasoned conclusions on the advantages and limitations of different methodological approaches to addressing applied problems.
6. Explain critically and in a reflective manner the characteristics, advantages and limitations of scientific methodology in the field of speech therapy.
7. Explain the application of the scientific method for obtaining and accumulating evidence in speech therapy.
8. Formulate and test hypotheses about the demands and needs of recipients, and concerning research.
9. Interpret the content and scope of a claim by scientific evidence and the most adequate type of study to address this.
10. Managing communication and information technologies.
11. Properly identify the key components that are involved and participate in the process of scientific research.
12. Search, evaluate, organise and maintain information systems.
13. Set out reasoned proposals on methods of acquiring new evidence in speech therapy.
14. Use strategies pertaining to scientific method in the search for evidence in speech therapy.

Content

The course reviews the fundamental methodological aspects of the three main types of Bachelor's degree final project aimed at scientific production:
- Revision works: systematic reviews with narrative and basic metanalytic results analysis.
- Empirical works that involve data collection and statistical analysis: experimental, quasi-experimental, single-case or observational (survey, ex-post facto or systematic observation).
- Creation or adaptation of tests and questionnaires.
All the contents are presented through prototype published searches and standardized reporting structures.

Methodology

Traditional didactic techniques are combined with other resources aimed at encouraging meaningful learning.

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.

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.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed: Presentations and activities in the classroom	36	1.44	12, 4, 5, 6, 7, 13, 8, 11, 9, 1, 14, 10, 3, 2
Type: Supervised			
Supervised: Tutoring	7.5	0.3	4, 5, 8, 11, 9, 1, 3, 2
Type: Autonomous			

Autonomous: Reading texts and articles, conceptual abstracts, preparation and completion of work and personal study.	100.5	4.02	12, 4, 5, 6, 7, 13, 8, 11, 9, 1, 14, 10, 3, 2

Assessment

In this course the assessment is intended to fulfill a pedagogical function and not just accreditation, and all the evidences are programmed so that they can achieve the corresponding formative return.

Below are the learning evidences that the student will have to contribute, their type and their weight in the final qualification:

- Evidence 1. (First assessment period). Written individual or couple work delivered through Moodle. Contents: Scientific documentation and systematic reviews. Up to 3 points.

- Evidence 2. (First assessment period). Written individual classroom test. Contents: Creation and adaptation of tests and questionnaires. Up to 3,5 points.

- Evidence 3. (Second assessment period). Written individual Moodle test. Contents: Data analysis. Up to 3,5 points.

Assessable students: a student is considered assessable when he/she has presented evidences of learning with a weight greater than or equal to 4 points; otherwise it will appear in final grade sheets as "Not Asessable (NA)".

Course passed: students has passed the course when they have obtained a minimum score of 5 points and all the proposed learning evidences have been assessed.

Resit examination: for those students that have not achieved the established criteria to pass the course and who have previously been assessed on a set of activities whose weight equals to a minimum of two thirds of the total score of the course and have obtained a minimum total score of 3,5 points.

No unique final synthesis test for students who enrole for the second time or more is anticipated.

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence 1. (First assessment period). Written individual or couple work delivered through Moodle. Contents: Scientific documentation and systematic reviews	3 points	2	0.08	12, 4, 1, 14, 10, 3, 2
Evidence 2. (First assessment period). Written individual classroom test. Contents: Creation and adaptation of tests and questionnaires	3,5 points	2	0.08	6, 13, 8, 2
Evidence 3. (Second assessment period). Individual written Moodle test. Contents: Data analysis	3,5 points	2	0.08	5, 6, 7, 13, 8, 11, 9

Bibliography

Basic bibliography

Students will have access through moodle to the documents in pdf format that constitute the basic bibliography of the course.

Complementary bibliography

Abad, F., Olea, J., Ponsoda, V. i García, C. (2011). Medición en Ciencias Sociales y de la Salud. Madrid: Síntesis.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

American Psychological Association Publications and Communications Board Working Group on Journal Article Reporting Standards (2008). Reporting standards for research in psychology. Why do we need them? What might they be? *American Psychologist, 63*(9), 839-851.

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.

Atkins D.C., Bedics J.D., McGlinchey J.B., & Beauchaine T.P. (2005). Assessing clinical significance: does it matter which method we use? *Journal of Consulting and Clinical Psychology, 73(5)5,* 982-989. doi: 10.1037/0022-006X.73.5.982

Babbie, E. (2000). *Fundamentos de la investigación social.* México: Thomson.

Botella, J. & Sánchez Meca, J. (2015). *Meta-análisis en ciencias sociales y de la salud.* Madrid: Síntesis.

Botella-Ausina J., Suero-Suñe M., & Ximénez-Gómez C. (2012). *Análisis de datos en Psicología I.* Madrid: Ediciones Pirámide.

Espelt, A., Viladrich, C., Doval, E., Aliaga, J., García-Rueda, R. i Tárrega, S. (2014). Uso equitativo de tests en ciencias de la salud. Gaceta Sanitaria, 28, 408-410. doi: 10.1016/j.gaceta.2014.05.001

Guardia-Olmos J., Freixa-Blanchart M., Peró-Cebollero M., & Turbany-Oset J. (2010). *Análisis de Datos en Psicología* (2a Ed). Madrid: Deltapublicaciones.

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Higgins, J.P. T. & Green, S. (Eds.) (2011). Cochrane handbook for systematic reviews of interventions Version 5.1.0. The Cochrane Collaboration. Disponible a: www.cochrane-handbook.org. Versió española disponible a: http://www.cochrane.es/?q=es/node/269

Jacobson N, & Truax P. (1991). Clinical significance: a statistical approach to defining meaningful change in psychotherapy research. *Journal of Consulting and Clinical Psychology, 59 (1),* 12-19. doi:10.1037/0022-006x.59.1.12.

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León, O. y Montero, I. (2003). *Métodos de investigación en Psicología y Educación* (3ª ed.). Madrid: McGrawHill.

Martínez Arias, M.R., Hernández, M.J. i Hernández, M.V. (2006). Psicometría. Madrid: Alianza Editorial.

Martínez-Arias R, Castellanos-López MA, & Chacón-Gómez JC. (2015). *Análisis de Datos en Psicología y Ciencias de la Salud. Volumen I: Exploración de Datos y fundamentos.* Madrid: EOS Universitaria.

Meneses, J. (Co.). (2013). Psicometría. Barcelona: FUOC.Martínez-Arias R, Castellanos-López MA, & Chacón-Gómez JC. (2015). *Análisis de Datos en Psicología y Ciencias de la Salud. Volumen II: Inferencia Estadística.* Madrid: EOS Universitaria.

Moreno, R.; Martínez, R.J. y Chacón, S. (2000). *Fundamentos metodológicos en psicología y ciencias afines.* Madrid: Pirámide.

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Software

The free access software jamovi (https://www.jamovi.org/) will be used to perform statistical and psychometric analyses presented in the course.