

**Bachelor's Degree Final Project**

Code: 101699  
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OB	4	A

## Contact

Name: Olga Soler Vilageliu

Email: [olga.soler@uab.cat](mailto:olga.soler@uab.cat)

## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Prerequisites

This subject does not have prerequisites, although it is recommended to complete it after 3rd year of the Degree, when the student enrolls in the last 60 credits or less to finish the Degree.

Our advice is to follow the course 104141 Recursos Metodològics per a l'Elaboració del Treball de Final de Grau (Methodological Resources for Developing the Bachelor's Degree Final Project).

## Objectives and Contextualisation

The main objective of the Final Degree Project (TFG) is for the student to demonstrate that he/she has the capacity to establish relationships between different subjects of the degree, and it has an eminently professional character. This implies that it must be an original work in which the student develops his capacity to address current problems with appropriate methodologies to the discipline.

The TFG is carried out through a largely autonomous activity, based on a theme agreed upon with the professor who will oversee its implementation.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Advise on the development and implementation of care and education policies on issues relating to speech therapy in school, welfare and medical teams.
- Carry out patient-centered management in health economics and ensure the efficient use of health resources in addition to the effective management of clinical documentation, with particular attention to confidentiality.

- Demonstrate an understanding of how the profession works, and the legal status of the speech therapist.
- Design, implement and evaluate actions aimed at preventing communication and language disorders.
- Ethically commit oneself to quality of performance.
- Express oneself fluently, coherently and suitably following established norms, both orally and in writing.
- Find, evaluate, organise and maintain information systems.
- Identify, analyze and solve ethical problems in complex situations.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Practise the profession, respecting patients' autonomy, their genetic, demographic, cultural and economic determinants, applying the principles of social justice and comprehending the ethical implications of health in a changing global context.
- Present adequate speech production, language structure and voice quality.
- Project design and management.
- Reflect on and research into language and its treatment so as to help develop the profession.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Analyse original elements of reflection and/or research on language and other communicative aspects.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and/or environmental dimensions.
3. Demonstrate a good knowledge of diagnosis and care resources in the public and private health systems.
4. During the oral presentation of a project, show good diction and correct syntactic and discourse structuring.
5. Ethically commit oneself to quality of performance.
6. Express oneself fluently, coherently and suitably following established norms, both orally and in writing.
7. Identify situations in which a change or improvement is needed.
8. Identify, analyze and solve ethical problems in complex situations.
9. In the Degree-Final Project, include an element likely to result in the design or implementation of preventive actions in communication and language disorders.
10. Include elements capable of influencing the care and education policies for issues related to speech therapy in school, welfare, health and/or social health areas.
11. Justify issues, taking into account the regulatory aspects governing profession praxis.
12. Organise and plan with the aim of establishing a plan for development within a set period.
13. Project design and management.
14. Project the knowledge and skills and acquired throughout undergraduate study to promote a society based on the values ??of freedom, justice, equality and pluralism.
15. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
16. Propose projects and actions that incorporate the gender perspective.
17. Search, evaluate, organise and maintain information systems.
18. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
19. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

20. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
21. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

## **Content**

There are three types of TFG: (a) theoretical review, (b) research, (c) professional or intervention project.

Theoretical or revision work is understood as any work that provides an update on the state of the matter around an applied topic proposed by the teaching staff, following the guidelines of a systematic search.

Research work is understood as any work that presents an empirical investigation to answer some current and applied research question in Speech Therapy proposed by the teaching staff.

It is understood by professional work or project of intervention all that work that poses a project that contributes improvements or solutions to some problematic of any scope of application of the Speech Therapy, being based on the theoretical and empirical knowledge of the discipline.

## **Methodology**

The Bachelor's Degree Final Project course does not have direct teaching activities. That is why the virtual classroom is the space to exchange information between the coordination team and the student, in addition to being the space to submit the various different assessments that are set during the course. It is essential, therefore, that the student consults the virtual classroom periodically, as well as the email address associated with it, to guarantee that they receive all the necessary information to undertake an effective follow-up.

To undertake their Bachelor's Degree Final Project, students will have to submit a request for their preferences in relation to the topics proposed by the faculty (which will supervise their work). The proposed topics represent the different optional subjects on the degree. After careful review, the faculty will assign the final bachelor's topic for each student.

The methodology of the undergraduate project is divided into monitored work, independent work, and evaluation activities.

There are 6 hours of monitored sessions scheduled from the start (divided into 4 sessions) which must be carried out by all students who are undertaking the Bachelor's Degree Final Project. The supervisory sessions programmed are training in nature and will also be assessed, since they must serve to assess the competences corresponding to the task.

Three different stages can be distinguished in the Bachelor's Degree Final Project in Psychology: an initiation stage during which the work is specified and proposed (workload of approximately 25 hours of student work), a development stage of the work (workload of approximately 75 hours), and an end and closing stage culminating in the presentation of a report and the public defence of the final work (workload of approximately 50 hours).

The six attendance-based sessions will be divided into three stages. During the first compulsory session (S1, September), the coordinating team of the course will present detailed information to all students about the specific Bachelor's Degree Final Project procedures, as well as the schedule of the main milestones to provide the student with an overview of the course. The second compulsory session (S2, to be held approximately before the first half of the first semester), corresponds to the supervising faculty, and should serve to establish the specific objective of the work, and the follow-up methodology. The third compulsory supervisory point (S3, approximately beginning or middle of December) will serve to evaluate the progression of the project, and will therefore have an assessment character as well being training. At the fourth compulsory supervisory point (S4, approximately at the beginning of the second semester), the progress/development of the Bachelor's Degree Final Project will be evaluated in order to determine which state the project is in and help with the last stage to prepare the final assessment assignment to be submitted.

The final assessment will include a fifth compulsory session of final supervision of the work done (S5, approximately in the middle of the second semester), the writing of an executive summary aimed at non-experts on the subject and a press release for dissemination, all of them compulsory assessments. Finally, in the sixth compulsory session, students must undertake an oral presentation of their Bachelor's Degree Final Project in a joint session with other students who will have worked in related subjects (S6, during the last teaching week of the second semester established by the faculty).

Each type of Bachelor's Degree Final Project will require that the student develops and applies a series of specific and transversal competences, among all those that are part of this subject, which will be reflected in some 30 learning outcomes to be evaluated during their execution, and which will be communicated to the student at the start of the academic year.

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: Supervised			
Scheduled supervision	7.5	0.3	1, 11, 17, 5, 3, 13, 6, 10, 9, 4, 12, 14
Unscheduled supervision	7.5	0.3	1, 11, 17, 5, 3, 13, 6, 10, 9, 4, 12, 14
Type: Autonomous			
Autonomous work	133.5	5.34	1, 11, 17, 5, 3, 13, 6, 8, 10, 9, 4, 12, 14

## Assessment

Five evaluative stages are programmed: the first three corresponding to the project stage and the last two to the diffusion of the work done. All evidence documents will be delivered in the virtual classroom.

Evidence 1a (Project) and S3: The students must submit a written assessment on the project they wish to undertake, answering questions from the supervisory faculty during the follow-up session.

Evidence 1b (Development) and S4: The students must submit a written assessment on the introduction and methodology of their work, and answer the questions of the supervisory faculty during the follow-up session in relation to the development of the work and the planning of the results.

Evidence 1c (Final report) and S5: The students must submit a written assessment in the form of the final report and answer questions from the supervisory faculty during the follow-up session.

Evidence 2a and 2b (Executive summary and press release): The students must submit the written assessment of the executive report and the press release that will be graded by a member of the faculty (who must not be in any case the person who has supervised the work).

BEWARE: EV2a and EV2b must be undertaken and submitted individually (I), regardless of whether the Bachelor's Degree Final Project is undertaken in pairs (P). Not doing so implies a penalty in the grading for these assessments.

Evidence 2c and 2d

(S6: oral presentation and peer-assessment): Students will have to do a 5-15 minute oral presentation of their work (depending on the format), using audiovisual support, a poster or another format (in this last case, it should be approved by supervisory faculty and/or the coordinating team), the file must also be submitted via the virtual classroom. This assessment will be graded by the same person as assessments 2a and 2b. In this presentation, the student must also evaluate other classmates that present in the same session (Assessment 2d), following the same guidelines as the grading teaching staff. Peer assessment must be submitted via the

virtual classroom after the session and although this 2nd assessment does not directly affect the final grade, failure to submit peer assessments will result in a penalty of the total grade.

**BEWARE:** Ev2d must be undertaken and submitted individually, regardless of whether the Bachelor's Degree Final Project is undertaken in pairs. Not doing so implies that it will be considered as not submitted, and the final mark will have a % penalty (as detailed in the Table below).

In order to pass the Bachelor's Degree Final Project, students must:

- a) Undertake the four follow-up sessions with the supervising faculty in person (except exchange students, who could do it virtually), one in each of the four stages programmed (S2, S3, S4 and S5).
- b) Obtain at least 3.25 points (of the 6.5 possible) on the project (assessments 1a, 1b and 1c)
- c) Undertake the presentation corresponding to assessment 2c (S6) and submit, by the set deadlines and via the virtual classroom, the documents corresponding to all mandatory assessments (1a, 1b, 1c, 2a, 2b and 2c)
- d) Obtain a final grade of 5.0 points or more in the total of all assessments
- e) In the event of any breach of these requirements, the overall mark that will be stated will be a maximum of 4 points.
- f) A change of subject that has not been previously agreed with the supervisor will result in the failure of the part of the report and, consequently, in the failure of the whole subject.

The assessment is designed to show whether the student proves certain competences at different times of the process, it is understood that it is important to determine the state of these competences at those specific moments when they are assessed. The final grade is obtained by the sum of the scores reached over time and it is representative of the achievements at each moment, it is understood that the moment to demonstrate each achievement is not indifferent, and that each one has its moment.

Re-assessment is continuous and is included within the development of the course. It is not contemplated at the end of the course.

Students who have submitted assessments with a weight equal to or greater than 4 points (40%) cannot be classified on file as "non-evaluable".

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

Link to the guidelines of assessment of the Faculty of Psychology 2022-23 (approved in Permanent Board of 06.05.2019): <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment 1a (S3) Project: individual/pairs; written/face-to-face; virtual submission; qualified by supervisor; weeks 11-13 of 1st sem.	15%	0	0	1, 17, 13, 7, 8, 12, 15, 16
Assessment 1b (S4) Development: individual/pairs; written/face-to-face; virtual submission; qualified by supervisor; weeks 3-4 of 2nd sem.	20%	0	0	1, 2, 17, 13, 8, 21, 15, 18
Assessment 1c (S5) Final report: individual/pairs; written/face-to-face; virtual submission; qualified by supervisor; weeks 13-14 of 2nd sem.	30%	0	0	1, 2, 11, 5, 3, 13, 8, 10, 9,

Assessment 2a (Executive summary) and Assessment 2b (Press release); only individual; written; virtual submission; qualified by grading faculty; week 16 of 2nd sem.	10% + 5%	0	0	1, 11, 6, 4, 12, 14, 19
Assessment 2c (S6) Oral presentation: individual/pairs; face-to-face (and virtual submission of the file); qualified by grading faculty; week 18 of 2on sem.	20%	1.5	0.06	1, 11, 6, 4, 12, 14, 15, 19, 18
Assessment 2d (S6) Peer-assessment (unique non-mandatory evidence); only individual; written; virtual submission; qualify students as peers; week 19 of 2nd sem.	-5% (if not delivered)	0	0	17, 6, 7, 4, 21

## Bibliography

### Textbook:

Equip coordinador del TFG de la Facultat de Psicologia (2019). *Manual del Treball de Fi de Grau (TFG) de la Facultat de Psicologia. Grau de Psicologia i de Logopèdia (UAB)*. Document accessible a l'aula virtual de l'assignatura i al web de la facultat.

### General readings:

APA (American Psychological Association). (2020). *Publication manual of the American Psychological Association (7th ed.)* [4<sup>a</sup> reimpressió]. Washington, DC: Autor.

En castellà: APA (American Psychological Association). (2020). *El Manual de Publicaciones de la American Psychological Association (4a edición, 7a edición en inglés)*. American Psychological Association. ISBN:9786074488562

Bassi Follari, Javier Ernesto (2016). La escritura académica: 30 errores habituales y cómo abordarlos. *Quaderns de Psicologia*, 18(1), 119-142. <http://dx.doi.org/10.5565/rev/qpsicologia.1342>

Bassi Follari, Javier Ernesto (2017). La escritura académica: 14 recomendaciones prácticas. *Athenea Digital* 17(2): 95-147. <http://dx.doi.org/10.5565/rev/athenea.1986>

Clanchy, John y Ballard, Brigid (1992). *Cómo se hace un trabajo académico. Guía práctica para estudiantes universitarios*. Zaragoza: Prensas Universitarias de Zaragoza.

Creame, Phyllis y Lea, Mary (2003). *Writing at University: A Guide for Students*. Maidenhead, Berks: Open University Press.

Dintel, Felipe (2003). *Cómo se elabora un texto. Todos los pasos para expresarse por escrito con claridad y precisión*. Barcelona: Alba Editorial, 2<sup>a</sup> ed.

Ferrer, Virginia, Carmona, Moisés y Soria, Vanessa (Eds.) (2013). *El Trabajo de Fin de Grado. Guía para estudiantes, docentes y agentes colaboradores*. Madrid: McGraw Hill.

Golanó, Conxita y Flores-Guerrero, Rordrigo (2002). *Aprender a redactar documentos empresariales*. Barcelona: Paidós.

Román, Arquimedes (1992). *Informes para tomar decisiones*. Madrid: Deusto.

Sancho, Jordi (2014). *Com escriure i presentar el millor treball acadèmic*. Barcelona: Eumo. (Disponible al moodle)

Sarafini, María Teresa (2007). *Cómo se escribe*. Barcelona: Paidós. ISBN: 978-84-493-1959-4

Walker, Melissa (2000). *Cómo escribir trabajos de investigación*. Barcelona: Gedisa.

Links to develop linguistic, communicative and writing competences:

<http://www.upc.edu/slt/comcomunicar/>

[http://wuster.uab.es/web\\_argumenta\\_obert/](http://wuster.uab.es/web_argumenta_obert/)

<http://comunicaciencia.unirioja.es/>

<http://www2.udg.edu/biblioteca/Comcitardocuments/tabid/23146/language/ca-ES/Default.aspx>

<http://www.uab.cat/doc/llenguatge>

## **Software**

The software to be used depends on the project's subject.