

Introduction to Scientific Methodology and to Basic Psychological Processes

Code: 101729
ECTS Credits: 6

| Degree | Type | Year | Semester |
|------------------------|------|------|----------|
| 2500893 Speech therapy | FB | 1 | 1 |

Contact

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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.

Teachers

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Guillermo Parra Lorenzo

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Managing communication and information technologies.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Analyse and synthesise.
3. Assess and judge the adequacy of the methodology used in specific research.
4. Assess and judge the results of a specific scientific research in an area of speech therapy.
5. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
6. Correctly use the terminology and methodology characteristics of scientific research.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Explain the explicit or implicit code of practice of one's own area of knowledge.
9. Identify and assess the adequacy of scientific productions on the acquisition and development of language.
10. Identify key inputs from scientific processes related to psychological processes that support the professional development of speech therapists.
11. Managing communication and information technologies.
12. Propose new experience-based methods or alternative solutions.
13. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
14. 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.
15. Understand, integrate and relate new knowledge deriving from autonomous learning.
16. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

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.

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 | | | |
| Face to face and virtual teaching with big group. | 28.5 | 1.14 | 10, 6, 4, 3 |
| Teaching face to face with small groups (seminars / practices). | 24 | 0.96 | 9, 6, 11, 4, 3 |
| Type: Supervised | | | |
| . | 12.5 | 0.5 | 2, 9 |
| Type: Autonomous | | | |
| Exercises of self-evaluation , readings Complementary and study of the contents of the master's. | 78.5 | 3.14 | 15, 11 |

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 (2023-24) will be applied: :
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>*

In the event that the student has difficulty in understanding the exam papers written in Catalan for Catalan due to reasons such as having spent a stay at the UAB through an exchange program, having exchange program, having lived in Catalonia for a short period of time, etc. can request that the exam be translated into Catalan. to have the exam translated from Catalan into Spanish, as long as you formally request it in writing to the UAB's in writing to the coordination of the teaching team of the course, at the latest on week 4 of the current semester.

SINGLE ASSESSMENT

Conditions for students who have registered with the Academic Administration their registration for the single assessment:

- It will take place coinciding in date, starting time and place with Evidence 2.
- It will consist of three tests; a) test of 12-14 questions of reflection and/or analysis of cases corresponding to the seminars b) test of synthesis type test of topics 1 to 4 c) test type test of topics 5 to 7.
- The weight of each test will be the same as that established for the continuous assessment.
- The estimated duration of the single assessment is 3'30-4h.

Continuous assessment: The same resit process as the continuous assessment will be applied.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--|-----------|-------|------|--------------------------------|
| EV2 First evaluation period- First test summary Topics 1 to 4 | 40% | 2 | 0.08 | 10, 13, 14, 6, 4, 3 |
| Ev1a-Ev1j reflection exercises of the virtual campus of the Seminars from 3 to 12. | 25% | 2.5 | 0.1 | 2, 15, 5, 8, 9, 12, 13, 14, 11 |
| Ev3 Second avaluation period- Test summary Topics 5 to 7 | 35% | 2 | 0.08 | 7, 2, 1, 15, 10, 6, 16 |

Bibliography

Basic bibliography

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

Myers, G.D. (2011) Psicología. (9ªa Ed.). Buenos Aires: Editorial Médica Panamericana, S.A.

Further reading

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.

Software

no specific software is required