Universitat Autònoma de Barcelona

2023/2024

Methodological Resources for Developing the Bachelor's Degree Final Project

Code: 104141
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	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

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- Reflect on and research into language and its treatment so as to help develop the profession.
- 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.
- 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 a situation and identify points for improvement.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and/or environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Argue suitably using within the framework of statistical thought.
5. Assess the usefulness of various theoretical models of language pathology, and methods and tools derived from each of these.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Consider how gender stereotypes and roles impinge on the exercise of the profession.
8. Critically and thoughtfuly evaluate scientific literature, placing it within an epistemological framework.
9. Discriminate between applied research using different research methods and techniques to search for evidence in speech therapy.
10. Draw reasoned conclusions on the advantages and limitations of different methodological approaches to addressing applied problems.
11. Explain critically and in a reflective manner the characteristics, advantages and limitations of scientific methodology in the field of speech therapy.
12. Explain the application of the scientific method for obtaining and accumulating evidence in speech therapy.
13. Formulate and test hypotheses about the demands and needs of recipients, and concerning research.
14. Identify situations in which a change or improvement is needed.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
17. Interpret the content and scope of a claim by scientific evidence and the most adequate type of study to address this.
18. Managing communication and information technologies.
19. Properly identify the key components that are involved and participate in the process of scientific research.
20. Search, evaluate, organise and maintain information systems.
21. Set out reasoned proposals on methods of acquiring new evidence in speech therapy.
22. 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.
23. 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.

24. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
25. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
26. Use strategies pertaining to scientific method in the search for evidence in speech therapy.
27. 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

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.

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	20, 9, 10, 11, 12, 21, 13, 19, 17, 4, 26, 18, 8, 5
Type: Supervised			
Supervised: Tutoring	7.5	0.3	9, 10, 13, 19, 17, 4, 8, 5
Type: Autonomous			
Autonomous: Reading texts and articles, conceptual abstracts, preparation and completion of work and personal study.	100.5	4.02	20, 9, 10, 11, 12, 21, 13, 19, 17, 4, 26, 18, 8, 5

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, both in the case of continuous assessment (CA) and single assessment (SA) their type and their weight in the final qualification:

- Evidence 1 (Ev1; CA: 1st assessment period; SA: 2nd assessment period). Written individual or couple work delivered through Moodle. Contents: Scientific documentation and systematic reviews. Up to 2,5 points.

- Evidence 2 (Ev2; CA: 1st assessment period; SA: 2nd assessment period). Written individual classroom test. Duration: 2h. Contents: Creation and adaptation of tests and questionnaires. Up to 3,5 points.

- Evidence 3 (Ev3; CA & SA: 2nd assessment period). Written individual classroom test. Duration: 2h. Contents: Data analysis. Up to 4 points.

In the case of the SA, the learning evidences will be carried out on the same day and in the same place as the evidence of the 2nd assessment period and with the same duration; Ev3 will be carried out first and then Ev2; the Ev1 will also be delivered on the same day.

Assessable students (CA & SA): when they have presented learning evidences with a weight greater than or equal to 4 points; otherwise it will appear in final grade sheets as "Not Asessable (NA)".

Course passed (CA & SA): when they have obtained a minimum score of 5 points and all the proposed learning evidences have been assessed.

Resit examination (CA & SA): for those students that have not achieved the established criteria to pass the course and have obtained a minimum total score of 3,5 points. Students who have followed the CA must 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. All learning evidences are retrievable.

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
Ev1. (First assessment period). Written individual or couple work delivered through Moodle. Contents: Scientific documentation and systematic reviews	2,5 points	2	0.08	2, 3, 1, 20, 6, 9, 16, 15, 14, 25, 24, 22, 23, 4, 26, 18, 7, 8, 27, 5
Ev2. (First assessment period). Written individual classroom test. Contents: Creation and adaptation of tests and questionnaires	3,5 points	2	0.08	6, 11, 21, 13, 25, 24, 22, 23, 5
Ev3. (Second assessment period). Written individual classroom test. Contents: Data analysis	4 points	2	0.08	6, 10, 11, 12, 21, 13, 19, 17, 25, 24, 22, 23

Bibliography

Basic bibliography

Students will have access through moodle to the documents in pdf format that constitute the basic bibliography and reference manuals 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.

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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

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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 Zotero (https://www.zotero.org/) will be used to carry out the bibliographic management.

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