

Research Evidence and Intervention in Communication and Language Disorders

Code: 45528

Credits: 9

2026/2027

Degree programme	Type	Course
Communication and Language Disorders	OB	1

Contact lecturer

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Teaching staff

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

There are no specific prerequisites.

Objectives

The general objective of this course is to offer students the necessary knowledge and skills to carry out empirical or theoretical research in the field of communication and language disorders, as well as to apply the scientific method in professional practice.

The student learns to formulate relevant questions, to adequately define research objectives and hypotheses, and to discriminate which methods and research designs are most appropriate.

Skills related to the management, analysis and interpretation of data are developed, as well as those related to the search, selection, critical reading and synthesis of relevant information to carry out research and act professionally. The basic concepts on design and adaptation of measuring instruments are also reviewed.

Finally, the student learn to identify and discuss the practical, methodological and technical implications of the research, as well as its repercussions on the health care services and on the progress of scientific knowledge.

Learning outcomes

- CA01 (Design the plan for the collection, management and analysis of research on communication and language disorders.) Design the plan for the collection, management and analysis of research on communication and language disorders.
- KA01 (Identify the most appropriate research methods and designs to respond to an objective or hypothesis.) Identify the most appropriate research methods and designs to respond to an objective or hypothesis.
- KA02 (Identify the most appropriate data analysis techniques to respond to an objective or hypothesis.) Identify the most appropriate data analysis techniques to respond to an objective or hypothesis.
- KA03 (Review the standards for the development of measuring instruments.) Review the standards for the development of measuring instruments.
- SA01 (Use documentary sources for the identification and selection of scientific publications relevant to a research, evaluation or intervention objective in communication and language disorders.) Use documentary sources for the identification and selection of scientific publications relevant to a research, evaluation or intervention objective in communication and language disorders.
- SA02 (Carry out a critical reading of a scientific publication from the point of view of its methodological quality.) Carry out a critical reading of a scientific publication from the point of view of its methodological quality.
- SA03 (Apply the standards for the development of measuring instruments.) Apply the standards for the development of measuring instruments.

Contents

Methods, designs and research techniques applied to the field of language and communication disorders.

Skills of evaluation of methodological quality (risk of bias) and critical reading of scientific publications.

Systematic bibliographic searches, synthesis of scientific evidence, and evaluation of their quality.

Management and computerized data analysis (descriptive statistics and introduction to inference).

Fundamentals of design and adaptation of measuring instruments.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Reading texts and articles, conceptual abstracts, preparation and completion of work and personal study.	161	6.44	CA01, KA01, KA02, KA03, SA01, SA02, SA03
Presentations and activities in the classroom	47.5	1.9	KA01, KA02, KA03, SA01
Tutoring	11.5	0.46	CA01, SA02, SA03

Traditional teaching 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.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Ev3. Written individual work delivered through Moodle. Contents: Scientific documentation and systematic reviews	3 points	2	0.08	SA01, SA02
Ev1. Written individual classroom test. Contents: Data analysis	4,0 points	1.5	0.06	CA01, KA01, KA02
Ev2. Written individual classroom test. Contents: Creation and adaptation of tests and questionnaires	3 points	1.5	0.06	KA03, SA03

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: week 8; SA: week 19). Written individual classroom test. Duration: 2h. Contents: Data analysis. Up to 4 points.
- Evidence 2 (Ev2; CA: week 12; SA: week 19). Written individual classroom test. Duration: 2h. Contents: Creation and adaptation of tests and questionnaires. Up to 3 points.
- Evidence 3 (Ev3; CA: week 19; SA: week 19). Written individual work delivered through Moodle. Includes answer to a questionnaire. Contents: Scientific documentation and systematic reviews. Up to 3 points.

In the case of the SA, Ev1 will be carried out first and then Ev2; the Ev3 will also be delivered on the same day.

Feedback of learning evidence results:

Feedback type	Evidences	Week
Written	SA	19
Digital tool	Ev1 / Ev2 / Ev3	8 / 12 / 19
In the classroom	Ev1 / Ev2	8 / 12
Tutorial	SA	19

Use of Artificial Intelligence (AI): In this course, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater sanctions in serious cases.

Assessable students (CA & SA): when they have presented learning evidences with a weight greater than or equal to 4,0 points; otherwise it will appear in final grade sheets as "Not Assessable (NA)".

Course passed (CA & SA): when they have obtained a minimum score of 5,0 points and a score equal to or greater than 4,0 out of 10 points in all evidence of learning.

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. The same recovery system will be applied for the SA as for the CA.

Review of the final grade: the CA and the SA follow the same procedure.

The SA is requested electronically (e-form) in the specific period (more information on the Faculty website).

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

The delivery of the translation of the assessment tests will be carried out if the requirements established in article 263 are met and your request is made in week 4 electronically (e-form) (more information on the Faculty website).

Link to the Faculty's evaluation guidelines:
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

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.

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), 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., Però-Cebollero M., & Turbany-Oset J. (2010). *Análisis de Datos en Psicología (2a Ed)*. Madrid: Delta publicaciones.

Higgins, J. P. T., Green, S., & Cochrane Collaboration. (2008). *Cochrane handbook for systematic reviews of interventions*. Chichester, England; Hoboken, NJ: Wiley-Blackwell.

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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Viladrich, C. i Doval E. (Eds.). (2008). Psicometria. Barcelona: Editorial UOC.

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.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEm) Theory (master)	1	Catalan	first semester	afternoon