



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1171201 **Name:** Research Methodology

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 1

**Module:** Basic Training

**Subject Matter:** Psychology **Type:** Basic Formation

**Field of knowledge:** Psychology

**Department:** Neuropsychobiology, Methodology and Basic and Social Psychology

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

1172A David Melero Fuentes (**Responsible Lecturer**)

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## Module organization

### Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/2
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Basic Psychological Processes	6,00	1/1
		Developmental psychology	6,00	1/1
		Psycholinguistics	6,00	2/1
		Psychology of Education	6,00	2/2
		Psychology of language development	6,00	1/2
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1

## Recommended knowledge

Not required.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To apply the different existing elements and tools at each stage of the research process .
- R2 To identify and characterize the sources of scientific and technical information.
- R3 To design and implement strategies to retrieve relevant information from sources of scientific and technical information.
- R4 To prepare bibliographic references in APA and Vancouver style.
- R5 To identify, design and communicate the different research designs of the quantitative and qualitative paradigm.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE5 Understand and integrate the methodological foundations for research in Speech Therapy				X
CE37 Master the terminology that allows one to interact effectively with other professionals			X	
CE46 Being able to develop skills such as regulating one's own learning, solving problems, thinking critically and adapting to new situations		X		
CE50 Understand and critically evaluate the terminology and specific methodologies used in speech therapy research				X
CE54 Manage communication technologies and information			X	

TRANSVERSAL	Weighting			
	1	2	3	4
CT5 Recognize, analyze and obtain solutions to ethical problems in professional practice situations		X		
CT6 Adapt to new situations arising in their profession		X		



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	50,00%	Written exam
R1, R2, R3, R4, R5	30,00%	Practical work assignments assessment
R1, R2, R3, R4, R5	20,00%	Attendance and participation of in-person formative activities

### Observations

Students must have a minimum mark (50% of the total) on the written test and the group work so that it can be accumulate to the final grade.

MENTION OF DISTINCTION: Those who obtain a higher note 9.5 are eligible for a screening test for obtaining honors. Obtaining this mention will depend on the mark obtained in the screening test and the maximum number of distinctions that may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 On-Campus Class
- M2 Practical Class
- M3 Seminar
- M4 Laboratory
- M5 Individual Work



- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1	R1, R2, R3, R5	24,00	0,96
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M2	R1, R2, R3, R5	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7	R5	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R4	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M1	R1, R2, R3, R4, R5	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1	R1, R2, R3, R4, R5	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M6	R5	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M5	R1, R2, R3, R4	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Introduction to scientific research	Fundamentals of research Research process
Scientific communication and information retrieval	Sources of information Search strategy methodology
Research Manuscript	Key sections APA & VANCOUVER Style
Qualitative and quantitative methodologies	Research Designs Data analysis

### Temporary organization of learning:

Block of content	Number of sessions	Hours
Introduction to scientific research	5,00	10,00
Scientific communication and information retrieval	8,00	16,00
Research Manuscript	3,00	6,00
Qualitative and quantitative methodologies	14,00	28,00



## References

- Abadal Falgueras, E. y Codina Bonilla, LI. (2005). Bases de datos documentales: características, funciones y método. Madrid: Síntesis.
- Abella Espar, M. T. (2001). Técnicas documentales aplicadas a la investigación. Barcelona: UOC.
- Alvarez Cáceres, R. (1996). Método científico en las ciencias de la salud. Madrid: Díaz de Santos.
- American Psychological Association (2010). Manual de Publicaciones de la American Psychological Association. México, D.F.: El Manual Moderno.
- Bernal, C. A. (2006). Metodología de la Investigación (2ª ed.). México: Pearson Educación.
- Carrizo Sainero, G. (2000). Manual de fuentes de información (2ª ed.). Zaragoza: Cegal.
- Castellanos López, M. A., Pérez Moreno, E. y Simón López, T. (2018). Métodos de investigación en logopedia. Madrid: Síntesis.
- Cordón García, J. A., López Lucas, J. y Vaquero Pulido, J. R. (2001). Manual de investigación bibliográfica y documental: teoría y práctica. Madrid: Pirámide.
- Cueva Martín, A. de la, Aleixandre Benavent, R. y Rodríguez i Gairín, J. M. (2001). Fonts d'informació en ciències de la salut. València: Universitat de València.
- Ferragud, C., y Vidal Infer, A. (coords.) (2017). Documentación y metodología en Ciencias de la Salud. Valencia: Nau Llibres.
- García Jiménez, M. V. (2002). Métodos y Diseños de investigación científica. Ciencias Humanas: Sociales y de la Salud. Barcelona: EUB.
- García Pérez, J. F. (2006). Métodos, diseños y técnicas de investigación en las ciencias del comportamiento. Valencia: Palmero Ediciones.
- Hernández, R., Fernández, C. y Baptista, P. (2010). Fundamentos de metodología de la investigación. Madrid: McGraw Hill.
- Lum, C. (2002). Scientific thinking in speech and language therapy. Mahwah: Lawrence Erlbaum Associates.
- Macía, M.A, Moreno, E, Reales, J.M, Rodríguez-Miñón, P. y Villarino, A. (2014). Diseños de Investigación y Análisis de Datos. Ed:Sanz y Torres.
- Pardo, A., Ruiz, M. A. y San Martín, R. (2015) Análisis de datos en ciencias sociales y de la salud (Vol I). Madrid: Síntesis.
- Pardo, A., Ruiz, M. A. y San Martín, R. (2015) Análisis de datos en ciencias sociales y de la salud (Vol II). Madrid: Síntesis.
- Villarino, A., Rodríguez-Miñón, P; Reales, J.M y Macía, M.A. (2015). Diseños de Investigación y Análisis de Datos. Ejercicios y Problemas. Ed:Sanz y Torres.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

- Microsoft Teams
- Blackboard Collaborate Ultra
- Kaltura



### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Blackboard Collaborate Ultra

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: