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: Speech Therapy

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1172A	Carlos Mañez Carvajal **(Responsible Lecturer)**	carlos.manez@ucv.es

Module organization

Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Phisiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/1
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Developmental psychology	6,00	1/1
		Language development	6,00	1/2
		Psycholinguistics	6,00	2/1
		Psychology of attention and perception.	6,00	1/2
		Psychology of Learning and Memory	6,00	2/1
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1

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):

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis		x		
CG2	Organize a work plan being able to carry it out within a specified period		x		
CG3	Find, evaluate, organize and manage information systems				x
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction			x	
CG5	Make decisions and being responsible for them		x		

SPECIFIC		Weighting			
		1	2	3	4
CE5	Understand and integrate the methodological foundations for research in Speech Therapy				x
CE32	Using information technology and communication				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
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations		x		
CT2	Critically evaluate own job performance and that of other professionals to improve results		x		
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field		x		
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations		x		
CT6	Adapt to new situations arising in their profession		x		
CT7	Having an open and flexible attitude to lifelong learning		x		

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	75,00%	Oral and/or written tests: exams, reports, resolution of internships.
R1, R2, R3, R4, R5	10,00%	Attendance, participation, continued work.
R1, R2, R3, R4, R5	10,00%	Performance and/or presentation of individual theoretical and practical activities.
R1, R2, R3, R4, R5	5,00%	Performance and/or presentation of theoretical and practical group activities.

Observations

Minimum Attendance Percentage

To pass the course through ordinary assessment, a minimum attendance of 40% of classroom sessions is required.

Assessment

There are two types of assessment: ordinary assessment and single (alternative) assessment.

a) Ordinary assessment

To pass the course through ordinary assessment, a minimum attendance of 40% of classroom sessions is required.

Assessment elements:

·**Exam (75%)**: Final written exam to assess the theoretical contents of the course

·**Continuous work (10%)**: Practical exercises on searching for information in databases

·**Individual theoretical-practical activities (10%)**: Activities related to APA referencing and basic statistics

·**Group work (5%)**: Preparation and presentation of a scientific poster

To pass the course, students must **pass each assessment element separately**.

b) Single assessment

The single assessment is an exceptional option for students who, for duly justified and accredited reasons, cannot meet the minimum attendance requirement. This option must be requested in writing by the student to the course lecturer and will receive a response in the same way.

Assessment elements:

·**Theoretical exam (75%)**

·**Individual practical work (25%)**

Both elements must be passed separately. The practical work must cover information searching,

the use of citation standards, basic statistics, and the design of a research outline or applied project, in such a way that it reasonably replaces the practical classroom training and ensures that all the learning outcomes established for the course are demonstrated.

CRITERIA FOR CITATION AND ATTRIBUTION:

·Any use of AI tools must be explicitly declared in the submitted document (for example, in a footnote or in an appendix)

·The name of the tool, its purpose of use (e.g., grammar checking, idea organization, writing example) and the specific part of the work in which it was used must be indicated

·Responsible use of AI will be assessed as part of the criteria for originality and academic integrity

Criteria for the Award of Honours

The grade of **Honours (MH)** will be awarded, at the discretion of the lecturer, to those students who demonstrate excellence in all assessment elements and achieve outstanding grades.

In accordance with general regulations, only one honours distinction may be awarded per 20 students, not for fractions of 20, except in the case of groups with fewer than 20 students, where a single honours grade may be granted.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

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

M1   Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.

M2   Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.

M3   Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.

M4   Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.

M5   Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.

M6   Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes. M1	R1, R2, R3, R4, R5	24,00	0,96
PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc. M2	R1, R2, R3, R4, R5	22,00	0,88
SEMINARS. Monographic sessions with the participation of students, teachers and professionals. They focus on specific aspects related to the competencies of the module, subject or subject. They can be held in the classroom, in other academic environments or in other different ones. M1	R4	2,00	0,08
TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process M6	R1, R2, R3, R4, R5	9,00	0,36
EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included. M1	R1, R2, R3, R4, R5	3,00	0,12

TOTAL		**60,00**	**2,40**

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 delivered in theory classes, practical classes or small group tutorials. M2	R5	36,00	1,44
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M3	R1, R2, R3, R4	54,00	2,16
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Introduction to scientific research	Research Fundamentals Research process
Scientific communication and information retrieval	Documentary sources Search strategy methodology
Research Report	APA and VANCOUVER style citation
Qualitative and quantitative methodologies	Research design Data analysis

Temporary organization of learning:

Block of content	Number of sessions	Hours
Introduction to scientific research	6,00	12,00
Scientific communication and information retrieval	8,00	16,00
Research Report	6,00	12,00
Qualitative and quantitative methodologies	10,00	20,00

References

Abadal Falgueras, E., & Codina Bonilla, Ll. (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., & Simón López, T. (2018). *Métodos de investigación en logopedia*. Madrid: Síntesis.

Cordón García, J. A., López Lucas, J., & Vaquero Pulido, J. R. (2001). *Manual de investigación bibliográfica y documental: Teoría y práctica*. Madrid: Pirámide.

Cueva Martín, A. de la, Aleixandre Benavent, R., & Rodríguez i Gairín, J. M. (2001). *Fonts d'informació en ciències de la salut*. València: Universitat de València.

Ferragud, C., & 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., & Baptista, P. (2010). *Fundamentos de metodología de la investigación*. Madrid: McGraw-Hill.

Lum, C. (2002). *Scientific thinking in speech and language therapy*. Mahwah, NJ: Lawrence Erlbaum Associates.

Macía, M. A., Moreno, E., Reales, J. M., Rodríguez-Miñón, P., & Villarino, A. (2014). *Diseños de investigación y análisis de datos*. Madrid: Sanz y Torres.

Máñez Carvajal, C. (2020). Evaluación de accesibilidad web de las universidades chilenas. *Formación Universitaria, 13*(5), 85–94. https://doi.org/10.4067/S0718-50062020000500069

Máñez-Carvajal, C., Fernández-Piqueras, R., & Cervera-Mérida, J. F. (2018). Evaluation of web accessibility of higher education institutions in Chile. *International Education Studies, 11*(12), 140–148.

Pardo, A., Ruiz, M. A., & San Martín, R. (2015). *Análisis de datos en ciencias sociales y de la salud* (Vol. I). Madrid: Síntesis.

Pardo, A., Ruiz, M. A., & 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., & Macía, M. A. (2015). *Diseños de investigación*

y análisis de datos. Ejercicios y problemas. Madrid: Sanz y Torres.