



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170405 **Name:** Bachelor's Thesis

Credits: 12,00 **ECTS Year:** 4 **Semester:**

Module: Practicum, professional skills and final degree project

Subject Matter: Final Degree Project **Type:** Final Degree Project

Field of knowledge: Speech and Language Therapy

Department: Speech Therapy

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1174A	<u>José Francisco Cervera Mérida</u> (Responsible Lecturer)	josefran.cervera@ucv.es
	<u>Alma Maria Bueno Cayo</u>	alma.bueno@ucv.es
	<u>Ana Maria Pellicer Magraner</u>	anamaria.pellicer@ucv.es
	<u>Miriam Zarzo Benlloch</u>	miriam.zarzo@ucv.es



Module organization

Practicum, professional skills and final degree project

Subject Matter	ECTS	Subject	ECTS	Year/semester
Practicum	36,00	Practicum I: Speech and language therapy Intervention	6,00	3/2
		Practicum II: Professional skills and job readiness	6,00	
		Practicum III: Preprofessional external practice	24,00	
Language	6,00	-Scientific English	6,00	1/2
Final Degree Project	12,00	Bachelor's Thesis	12,00	

Recommended knowledge

Prerequisites: Have passed 186 ECTS

Prerequisites

The Final Project should be in the final phase of the curriculum. Will be geared toward assessing the degree associated skills. The public defense will not be possible to have exceeded 75% of total degree credits (186 ECTS).



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 make an oral and written report, with technical precision and formal adequacy, on healthcare activity or any other modality of the profession of the speech therapist.
- R2 To justify with the discipline's own documentary sources and based on the Evidence-Based Practice approach.



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):

BASIC		Weighting			
		1	2	3	4
CB4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist				X
CB5	Capacity to develop those learning skills needed to undertake further studies with a high degree of autonomy				X

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
CE24	To know the concept of speech therapy, its purpose and method; the profession of speech therapist; the history of speech therapy; the deontology and the relevant legislation for the professional practice.		X		
CE33	Final project involving transversally applicable material; to be carried out in association with different subjects				X



CE37	Master the terminology that allows one to interact effectively with other professionals				X
CE42	Understand and appreciate the scientific underpinning in the professional development of speech therapy				X
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary			X	
CE44	Explain and support the selected treatment				X
CE46	Being able to develop skills such as regulating one's own learning, solving problems, thinking critically and adapting to new situations			X	

TRANSVERSAL		Weighting			
		1	2	3	4
CT4	Gain a commitment to ethics and deontology in their professional field			X	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	100,00%	Presentation before the Committee and public exposition of the trainee's report

Observations

DEFENCE OF DISSERTATION / WORK BEFORE A PANEL AND PUBLIC PRESENTATION

Single grade assigned by the panel according to criteria that will be published in rubric format or any other format. (100.00% - 100.00%)



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 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 M3	R1, R2	12,00	0,48
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	60,00	2,40
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7	R1, R2	12,00	0,48
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2	12,00	0,48
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. M5	R1, R2	18,00	0,72
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5	R1, R2	6,00	0,24
TOTAL		120,00	4,80



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	R1, R2	72,00	2,88
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	108,00	4,32
TOTAL		180,00	7,20

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
SEMINAR 0	INITIAL GROUP INFORMATION SESSION
SEMINAR I:	INFORMATION SEARCH TECHNIQUES
SEMINAR II:	EVIDENCE BASED PRACTICE
TUTORIES	REVIEW / MONITORING



Temporary organization of learning:

Block of content	Number of sessions	Hours
SEMINAR 0	2,00	4,00
SEMINAR I:	1,00	2,00
SEMINAR II:	1,00	2,00
TUTORIES	4,00	8,00

References

- American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington: American Psychological Association.
- Dintel, F. (2003). *Cómo se elabora un texto. Todos los pasos para expresarse por escrito con claridad y precisión*. Barcelona: Alba Editorial, 2a ed.
- Ferrer, V., M. Carmona y V. Soria (eds) (2012). *El trabajo de fin de grado: guía para estudiantes, docentes y agentes colaboradores*. Madrid: McGraw-Hill.