

**Master Thesis**

Code: 42600  
ECTS Credits: 6

Degree	Type	Year	Semester
4313402 Psychosocial Research and Intervention	OB	0	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**Contact**

Name: Jesus Rojas Arredondo  
Email: Jesus.Rojas.Arredondo@uab.cat

**Use of Languages**

Principal working language: spanish (spa)

**Other comments on languages**

The Final Master's Thesis (TFM) can be written in Catalan, Spanish or English.

**Teachers**

Francisco Javier Elejabarrieta Olabbari  
Lupicinio Iñíguez Rueda  
José Luis Lalueza Sazatornil  
Margot Pujal Llombart  
Joan Pujol Tarrés  
Félix Vázquez Sixto  
Joel Feliu Samuel Lajeunesse  
Jenny Cubells Serra  
Marisela Montenegro Montenegro Martinez  
Isabel Pellicer Cardona  
Silvia Camps Orfila  
Francisco Javier Tirado Serrano  
Lidia Arroyo Prieto  
Remedios Rubio Garcia

**Prerequisites**

To have completed all the modules of the master's degree

**Objectives and Contextualisation**

- To synthesise all the learning obtained in the understanding of psychosocial research and intervention.

- To integrate the experience of approaching the field of psychosocial phenomena through a theoretically oriented analysis.
- To publicly defend theoretical and methodological arguments specific to the activity carried out

## Competences

- Consider the institutional, ethical and political context of psychosocial practice, assessing and responding to the implications of performing responsible professional relationships with institutions, groups and populations.
- Continue the learning process, to a large extent autonomously.
- Defend and justify arguments with clarity and precision, so appropriate to the context, valuing the contributions of others.
- Establish operational objectives substantiated theoretically and socially relevant to take into account the complexity of the psychosocial reality.
- Identify, relate and apply concepts, theories and perspectives in the theoretical and practical approach to psychological reality.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Selecting and applying necessary for collection, analysis and presentation of empirical material qualitative techniques.
- Teamwork, creating synergies in working environments that involve different people working in a coordinated and collaborative.
- Theoretically guide the definition of objectives, design and analysis in understanding the psychosocial phenomena.
- Using information technology and communication in the collection, processing and transmission of knowledge.
- Using theoretical, methodological and epistemological resources development and reflective approach to professional practice in relation to understanding and improving the psychosocial well.

## Learning Outcomes

1. Analyze and evaluate the research objectives or previously established intervention.
2. Analyze and present the concrete experience of research or psychosocial intervention developed
3. Analyze the ethical and political principles of research or social intervention, based on their own experience
4. Apply research perspectives or psychosocial intervention from a critical and reflective view.
5. Continue the learning process, to a large extent autonomously.
6. Defend and justify arguments with clarity and precision, so appropriate to the context, valuing the contributions of others.
7. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
8. Integrate theoretical and practical aspects of research or psychosocial intervention
9. Publicly justify the relevance of the instruments selected for the addressed psychosocial phenomenon.
10. Rate analytical techniques for collecting empirical material
11. Teamwork, creating synergies in working environments that involve different people working in a coordinated and collaborative.
12. Using information technology and communication in the collection, processing and transmission of knowledge.

## Content

The Master's thesis consists of an original work in the format of a scientific article in which the approach to a specific psychosocial phenomenon or problem is presented. The master's thesis (TFM) integrates the different competences of the master's degree, and necessarily includes a theoretical approach, definition of the social relevance of the psychosocial phenomenon considered, reflection and methodological approach, empirical analysis, presentation of results and psychosocial implications of the results obtained.

## Methodology

### M6: Methodology of the Master's Final Project (TFM)

In the Master's thesis, the student must integrate the knowledge acquired during the Master's studies. It is an original work, in the format of a scientific article, in which a theoretically based analysis of a psychosocial theme or problem will be carried out. This work will be written by each student under the supervision of one of the master's degree lecturers. The assessment of this work will be carried out by a committee of three lecturers from the same master's degree in a public session and without the participation of the person who has supervised the work.

To assign a tutor, the following steps must be followed:

Check on the virtual campus of Module M6 (Moodle) the TFM project sheets. Each file provides a description of the project, the lecturer responsible, the basic bibliography and, in the case of projects in the social intervention pathway, the work placement centre.

Download the form from the module's virtual campus and indicate in order of preference the three projects (within the research or intervention pathway) that you are interested in participating in.

Upload the form to the M6 virtual campus. The assignment of projects will be made on the basis of the preferences indicated. In case a project has a large number of applications, the tutor will decide the most suitable candidate. Subsequently, the definitive list of project awards will be published.

Once the tutor has been assigned, contact them to start the work.

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: Supervised			
Work monitoring counselling	45	1.8	3, 2, 1, 4, 6, 8, 9, 7, 5, 11, 12, 10
Type: Autonomous			
Realisation of TFM	105	4.2	3, 2, 1, 4, 6, 8, 9, 7, 5, 11, 12, 10

## Assessment

The evaluation process includes the following steps:

The assessment of the work will be carried out by panels made up of three lecturers from the same master's degree (the tutor who supervised the work will not take part in these committees), one of whom will act as the coordinator of the panel. The examining board will assess the fulfilment of the competences that make up the Master's degree on the basis of the work carried out and the materials that the committee considers appropriate.

Each panel will be responsible for the assessment of several TFMs and will be guided by a rubric (which must be available to students) designed for this purpose. This evaluation process is similar to that carried out by the editorial boards of scientific journals to determine whether an article meets the criteria for publication. This evaluation will be carried out in the following way:

The totality of the papers received will be distributed among the boards to be assessed.

If the panel detects any form of plagiarism or similar malpractice, the tutor of the paper and the student will be

informed, the defence will be prevented and the student will be suspended.  
 Each examining board, once the work has been assessed, will enter the numerical mark, adding any appropriate comments to the students. The numerical mark must conform to the following scale:

- The article is not publishable: Failed (3-4).
- The article is not of sufficient quality to be published in this journal and should be sent to another journal of lesser quality: Pass (range 5-6).
- The article is returned but it is recommended that to be re-submitted for evaluation in the future: Approved (range 7).
- The article would be publishable, but with major revisions: Notable (range 8).
- The article is publishable with minor revisions: Excellent (range 9).
- The article is publishable as it is: Excellent (10).

Once the assessments have been issued and published, the students will proceed to the presentation and public defence of the TFM.  
 The presentation and defence of the TFM is a public act that will take place on the days indicated by the coordination of the master's degree and will be announced at the beginning of the course. In this presentation and defence, the mark obtained previously is confirmed/validated but may be modified upwards or downwards by the examining board. This defence will take place in front of the same examining board that assessed the written work beforehand. If necessary, the presentation and defence of the TFM can be carried out by videoconference.  
 The coordination of the TFM module, on the basis of their assessments and, if necessary, in a meeting with the Master's teaching staff, will decide whether any of the students in the two specialisations deserve an honours degree.  
 Finally, the marks will be entered in the minutes for closure.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Memory of TFM	80%	0	0	3, 2, 1, 4, 6, 8, 9, 7, 5, 11, 12, 10
Oral defense of TFM	20%	0	0	2, 6, 9, 12

### Bibliography

#### Basic Bibliography

- Ashmore, M. (1989). *The Reflexive Thesis. Writing Sociology of Scientific Knowledge*. Chicago: The University of Chicago Press.
- Ballenger, B. P. (2004). *The curious researcher : A guide to writing research papers (4th ed.)*. New York: Pearson/Longman.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The craft of research (2nd ed.)*. Chicago: University of Chicago press.
- Kaufer, D. S. (2004). *The power of words : Unveiling the speaker and writer's hidden craft*. Mahwah, N.J. ; London: Lawrence Erlbaum.
- Locke, David (1992). *La ciencia como escritura*. Madrid: Cátedra.
- Lakoff, George y Johnson, Mark (1980). *Metáforas de la vida cotidiana*. Madrid: Cátedra, 2001.

Smyth, T. R. (2004). The principles of writing in psychology. Houndmills, Basingstoke, Hampshire ; New York, N.Y.: Palgrave Macmillan.

Veit, R. (2004). Research : The student's guide to writing research papers (4th ed.). New York: Pearson/Longman.

Web: <http://owl.english.purdue.edu/workshops/hypertext/ResearchW>

## **Software**

No specific software is required, although we encourage the use of open software whenever possible.