Universitat Autònoma de Barcelona

2023/2024

Master's Degree Dissertation II

Code: 44725
ECTS Credits: 9

Degree	Type	Year	Semester
4314949 General Health Psychology	OB	2	1

Contact

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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject.
Please note that this information is provisional until 30 November 2023.

Teachers

Albert Fornieles Deu

Albert Feliu Soler

Prerequisites

Having passed the subject of TFM-I, which implies having completed and had the feasibility report validated by th

Objectives and Contextualisation

The philosophy of the DM is to face the student with a real problem of research related to general health psychology, he/she must follow a research team to contribute to a line already endegated, or be identified, with the help from the tutor/s, a need, problem or lack of health interest. To achieve this purpose, the DM places the student in a position to deploy and combine all the skills developed in order to 1) solve the problem problem or question approached in this way, and 2) demonstrate that you have the ability to which the MUPGS will accredit you: the ability to use your knowledge and skills to solve real problems.

During the DM-II subject, the student must complete the actions foreseen in the feasibility report approved by his/her tutor within the framework of the DM-I subject.

Competences

- Acquire, develop and put into practice a concept of integral health, including all its biopsychosocial components, in line with WHO guidelines.
- Apply the principles of bioethics and the deliberation method to professional practice, in line with Law 44/2003, of 21 November, on organisation of the healthcare professions.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Communicate with other professionals and show mastery of skills needed in working in multidisciplinary teams.
- Continue the learning process, to a large extent autonomously
- Critically analyse and use clinical information sources.
- Formulate working hypotheses in research and critically assess information for problem-solving, using the scientific method.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Know healthcare personnel's duties and responsibilities regarding confidentiality and protection of patients' personal information.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Carry out a multidimensional-multilevel analysis of health-illness processes.
2. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
3. Continue the learning process, to a large extent autonomously
4. Design and give presentations in public.
5. Gather and analyse information consistently with the research objectives and hypotheses, and interpret the results obtained appropriately, acknowledging the impact on individuals and communities in the context of the master's dissertation.
6. Identify the most suitable research methods and designs for responding to a hypothesis in the context of the master's dissertation.
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 perspectives and approaches in health-illness processes.
9. Justify the sources of clinical information used (evaluation tests, clinical guidelines, informants, programmes of treatment, etc.) for the master's dissertation.
10. Know and apply quality criteria to the selected documentary sources and clinical material.
11. Plan and carry out a systematic documentary search that unearths scientific evidence.
12. Recognise and describe the factors determining health from a biopsychosocial perspective.
13. Respect the confidentiality of the data used or obtained.
14. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
15. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
16. Use documentary and bibliographic databases to obtain information relevant to the objective of the master's dissertation and to professional practice.
17. Write the master's dissertation in accordance with regulations on ethical professional practice and research in the field.

Content

The TFM can be carried out using 3 formats in accordance with the needs, interests and possibilities of each student and their tutor(s). The type of work must be freely chosen by the student and/or his/her tutor/s in order

to be able to complete a good TFM, always guaranteeing that the TFM is feasible in the time stipulated for its duration and that can be presented for evaluation and defended at the end of the MUPGS (end of the third semester).

A. The first type of work is the systematic review. The systematic review makes it possible to synthesize and report on the current state of research on a topic, using systematic and explicit procedures for the identification, selection and critical assessment of relevant research. In addition, systematic reviews make it possible to identify relationships, contradictions, absences and inconsistencies in the scientific literature, as well as to suggest new works to solve the problems raised. The bases to be followed for the development of a work of this type can be consulted at the PRISMA Institution (www.prisma-statement.org).

B. The TFM can also be an empirical study that addresses a relevant research question and will take the form of a conventional scientific article. This format helps the student to become familiar with the processes of a research (design, field work, statistical analysis, writing) and can give rise to a presentation at a congress or a publication if the final result is of sufficient quality . It is recommended to have a methodological tutor or co-tutor and edit it in accordance with APA style (www.apastyle.org).

C. Finally, it can be a product work, which would include all those works whose objective is to develop a new instrument or evaluation method, a new modality or system of intervention, the improvement of a process, new therapeutic materials, a program, a tutorial, or any other tangible consequence with direct utility for health psychology, whether in relation to patients or users, health workers or agents,or other elements of the health system susceptible to benefit from psychological knowledge.

Methodology

The TFM has four characteristics that distinguish it from other modules:

1) It has an eminently autonomous character, that is to say, the student must undertake most of the 225 hours covered by his TFM-II (209 hours of independent work).

2) TFM teaching is non-directed and is based on tutorial action. The student does not attend class but is assisted by his tutor, with whom he must carry out a minimum of 3 tutorials, in accordance with the work schedule provided in the feasibility report.

3) To do this, the student is expected to deploy and integrate a large number of previously developed skills (during the degree, the rest of the MUPGS subjects and contact with the tutor. The TFM-II has of being the proof that the student can integrate what he has learned and put it to the service of addressing a complex reality, solving problems, and showing that he can continue with his self-taught training.

4) It involves a large number of agents, since each TFM will be supervised by one or two tutors (at least one academic professor on campus and eventually an external supervisor associated with practice health centers) and subjected to evaluation before an independent tribunal .

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: Directed			
Assessment and coordination	1	0.04	7, 3, 15

Type: Supervised			
Follow-up sessions with the academic tutor	17.7	0.71	7, 3, 15
Type: Autonomous			
Developing MD work	205.3	8.21	7, 3, 15

Assessment

- The assessment of this subject is made up of 3 evidences of learning, assessed by different people:
  The final report (evidence EV1, 40% of the overall grade), which will be delivered in the first half of January 2024 in the subject's virtual classroom and will be evaluated by the tutor who has monitored the learning process of the student along the TFM-I / TFM-II continuum.
  The executive summary (evidence 2, 20% of the overall grade), which will be delivered in the first half of January 2024 in the subject's virtual classroom and will be evaluated by an evaluator other than the tutor.
  The oral defense (evidence 3, 40% of the overall grade), which will take place during the first half of February 2024 and will be evaluated by the same evaluator or evaluator of the executive summary.
- In order to pass the TFM, the student must obtain a rating of 5 out of 10 in the sum of the three pieces of evidence (oral defense, final report and executive summary).
- This subject does not provide for the single assessment system.
- Link to the Faculty's evaluation guidelines (https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html)

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Writing report (tutor)	40	0.25	0.01	10, 6, 1, 8, 9, 11, 7, 14, 3, 5, 12, 17, 13, 15, 16
EV2. Executive abstract (reviewer)	20	0.25	0.01	2, 13
EV3. Dissertation (reviewer)	40	0.5	0.02	4, 2, 13

Bibliography

www.prisma-statement.org

http://www.apastyle.org

www.coneixement.accio.gencat.cat/eines

Software

In this subject no specific software is served