

Degree	Type	Year
Psychosocial Research and Intervention	TFE	1

Contact

Name: Lidia Arroyo Prieto

Email: lidia.arroyo@uab.cat

Teachers

Joel Feliu Samuel Lajeunesse

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Since the TFM is the result of the knowledge and skills of the Master's, for a satisfactory development of this, at the end of the TFM, the student should have satisfactorily completed the subjects for, once delivered and defended the TFM, if this is approved, obtain the corresponding degree.

Objectives and Contextualisation

The objective of the master's thesis is for students to integrate and apply the knowledge acquired during their master's studies. This 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 made.

Learning Outcomes

1. CA28 (Competence) Generate a systematised state of the art, using scientific databases or other reliable sources, in relation to a specific field of psychosocial research or intervention, including relevant and up-to-date information.
2. CA29 (Competence) Explain the author's initial ethico-political position and the modifications generated by the research or intervention process.
3. CA30 (Competence) Present the results and conclusions of psychosocial research clearly, effectively and ethically, while adapting the presentation to different audiences and formats.
4. CA31 (Competence) Reflectively discuss the interpretation of the results, the contribution of the work and the specific limitations of the research or intervention carried out.

5. CA32 (Competence) Produce a scientific article, which is theoretically informed and methodologically rigorous, that summarises the process of psychosocial research or intervention, according to the specific requirements and guidelines of a scientific journal.
6. KA27 (Knowledge) Relate the different existing psychosocial theories and perspectives applied to the different fields of psychosocial research and intervention based on the available scientific literature.
7. SA28 (Skill) Critically apply various theoretical and methodological approaches, identifying their strengths and limitations while adapting them to the specific needs and characteristics of the population or context in which the research or professional activity is carried out.
8. SA29 (Skill) Highlight the relevant implications for psychosocial intervention of the knowledge obtained from a gender and intersectional perspective.

Content

The TFM must include, at least, a description of the theoretical framework used to understand the psychosocial phenomenon they have researched or intervened in, the methodologies put into practice and the results of the research or intervention practices carried out during the master's degree, the justification of the social relevance of the phenomenon or practice analysed, an ethical reflection on these processes and an exhaustive list of the sources used and consulted.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presentation of the TFM	1	0.04	
Type: Supervised			
Follow-up Tutorships	19	0.76	
Type: Autonomous			
Developing the TFM	205	8.2	

The Master's Thesis is oriented towards the completion of a work of reflection and/or original research, in scientific article format, on a psychosocial theme or problem, written by each student, under the periodic supervision of a tutor from among the people who participate in the teaching of the Master's degree.

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.

Assessment

Continous Assessment Activities



Title	Weighting	Hours	ECTS	Learning Outcomes
Final Master Thesis (Writing Report)	80%	0	0	CA28, CA29
Oral defense of the TFM	20%	0	0	CA28, CA29, CA30, CA31, CA32, KA27, SA28, SA29

Each Master's thesis is evaluated by a committee composed of three members of the teaching staff who supervise the TFM, none of whom is the supervisor of the thesis being evaluated.

The TFM grade will be awarded on the basis of the written work submitted (which accounts for 80% of the final grade) and the oral defence given (which accounts for 20% of the final grade).

The TFM assessment process is as follows:

a) Assessment of the written work:

Each committee will be responsible for the evaluation of several TFMs and will proceed as follows:

The student body will submit the TFM at least 20 days before the defence session. Once the work has been evaluated, each student will be informed (on the dates indicated in the Master's Calendar) of the grade obtained and will submit a report on the evaluation carried out (this report may contain questions, suggestions, comments, etc. that the committee considers relevant).

b) Evaluation of the TFM defence (has a weight of 20% of the final grade):

Once the marks and evaluation reports have been issued by the committees, the public defence of the TFM will take place: The defence of the TFM is a public act that will take place on the days indicated by the Master's Coordination and that will be given to be known at the beginning of the course.

The defence of the TFM will be carried out exclusively on the basis of the comments received by the student from the jury that has evaluated his work.

The TFM will be defended before the Commission in a public session during which the authors will respond briefly to the comments received on their work and debate with the members of the Commission in defence of their contributions.

The defence will last approximately 20 minutes.

At the end of the defence, the Court will award the grade for the exercise carried out by the student. After the defence the Board may also review the grade awarded for the written work.

After the defences have been completed, the Master's Coordination will publish the final grades.

The evaluation process of the TFM is similar to that carried out by the editorial boards of scientific journals to determine whether an article meets the necessary criteria for publication. This evaluation is carried out as follows

-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: Passed (Range 5-6)

-The article is returned, but it is recommended that it be re-evaluated in the future: Passed (Range 7)

-The article would be publishable, but with major changes (major revisions): Notable (Range 8).

-The article is publishable with minor changes (minor revisions): Excellent (Range 9).

-The article is publishable as is: Excellent (10)

If any form of plagiarism or similar malpractice is detected in advance, the supervisor and the student will be informed, the defence will not take place and the student will be suspended.

Finally, the coordination of the TFM will decide, on the basis of the grades, whether any of the students in the two specialities deserve a grade with honours.

For this subject, if generative Artificial Intelligence resources are used, the student must clearly identify which parts have been generated with this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final outcome of the activity. Lack of transparency in the use of AI may lead to a partial or total penalty in the activity's grade, or major sanctions in serious cases.

Bibliography

American Psychological Association. (2010). *Publication manual of the American psychological association* (7th ed.).

Ashmore, Malcolm. (1989). *The Reflexive Thesis: Wrihting Sociology of Scientific Knowledge*. Chicago: The University of Chicago Press.
https://www.researchgate.net/publication/301957326_The_Reflexive_Thesis_Wrihting_Sociology_of_Scientific_knowledge

Ballenger, Bruce. (2018). *The Curious Researcher: A Guide to Writing Research Papers*. *Faculty & Staff Authored Books*. https://scholarworks.boisestate.edu/fac_books/465

Basbøll, Thomas. (s.f.). *Research as a Second Language: 40 Paragraphs*. *Research as a Second Language* (blog). Accedido 17 de julio de 2024. <http://secondlanguage.blogspot.com/p/40-paragraphs.html>

Bassi Follari, Javier Ernesto. (2016). La escritura académica: 30 errores habituales y cómo abordarlos. *Quaderns de Psicologia*, 18(1), 119-142. <https://doi.org/10.5565/rev/qpsicologia.1342>

Bassi Follari, Javier Ernesto. (2017). La Escritura Académica: 14 Recomendaciones Prácticas. *Athenea Digital. Revista de Pensamiento e Investigación Social*, 17(2), 95-147.

Booth, Wayne C., Colomb, Gregory G., Williams, Joseph M., Bizup, Joseph., & FitzGerald, William T. (2016). *The Craft of Research* (4th ed.). Chicago Guides to Writing, Editing, and Publishing. Chicago, IL: University of Chicago Press. <https://press.uchicago.edu/ucp/books/book/chicago/C/bo23521678.html>

Bourdieu, Pierre. (1999). Comprender. En P. Bourdieu (dir.) *La miseria del mundo* (pp. 527-543). Buenos Aires: Fondo de Cultura Económica.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>

Charmaz, Kathy., & Thornberg, Robert. (2020). The pursuit of quality in grounded theory. *Qualitative Research in Psychology*, 18(1), 1-23. <https://doi.org/10.1080/14780887.2020.1780357>

Clanchy, John., & Ballard, Brigid. (2000). *Cómo se hace un trabajo académico: guía práctica para estudiantes universitarios*. Prensas de la Universidad de Zaragoza. <https://dialnet.unirioja.es/servlet/libro?codigo=82482>

Delgado, José Manuel., & Gutiérrez Fernández, Juan. (1995). *Métodos y técnicas cualitativas de investigación en ciencias sociales*. Síntesis. <https://dialnet.unirioja.es/servlet/libro?codigo=491811>

Denzin, Norman K., & Lincoln, Yvonna S. (2005). *The SAGE Handbook of Qualitative Research* (3rd ed.). Thousand Oaks: Sage Publications.

Feliu i Samuel-Lajeunesse, Joel. (2021). *Escriure Psicologia a la Universitat*. Servei de llengües (UAB). <https://ddd.uab.cat/record/250152?ln=ca>

García Dauder, Dau., & Ruiz Trejo, Marisa Gisele.(2021). Un viaje por las emociones en procesos de investigación feminista. *Empiria: Revista de metodología de ciencias sociales*, (50), 21-41.

Haraway, Donna. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *FeministStudies*, 14(3), 575-599. <https://doi.org/10.2307/3178066>

Harcourt, Wendy., Van Den Berg, Karijn., Dupuis, Constance., & Gaybor, Jacqueline. (Eds.). (2022). *Feminist Methodologies: Experiments, Collaborations and Reflections*. Gender, Development and Social Change. Cham: Springer International Publishing. <https://doi.org/10.1007/978-3-030-82654-3>

Harding, Sandra., & Norberg, Kathryn. (2005). New Feminist Approaches to Social Science Methodologies: An Introduction. *Signs*, 30(4), 2009-2015. <https://doi.org/10.1086/428420>

Ibáñez, Jesús. (1985). *Del algoritmo al sujeto: perspectivas de la investigación social*. <https://dialnet.unirioja.es/servlet/libro?codigo=166808>

Lea, Mary R. (s. f.). Writing at University: a Guide for Students. Accedido 18 de julio de 2024. https://www.academia.edu/21545993/Writing_at_University_a_Guide_for_Students

Quivy, Raymond., & Van Campenhoutd, Luc. (1992). *Manual de investigación en ciencias sociales* (Norma Patricia Corres Ayala, Trans.). Área Ciencias Sociales. Mexico, D.F. [etc]: Limusa.

Siochrú, Cathal Ó. (2022). *A Student Guide to Writing Research Reports, Papers, Theses and Dissertations*. London: Routledge. <https://doi.org/10.4324/9781003107965>

Smyth, T. R. (2004). *The Principles of Writing in Psychology*. London: Macmillan Education UK. <https://doi.org/10.1007/978-0-230-20886-5>

Strauss, Anselm., & Corbin, Juliet M. (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks: SAGE Publications.

Software

No specific software is required for this subject, although we recommend the use of free programs and open formats whenever possible.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.