



COURSE DATA

DATA SUBJECT

Code: 43317
Name: Advanced methods of research, design and analysis
Cycle: Master's Degree
ECTS Credits: 2.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Theoretical and methodological principles of psychological intervention in social spheres	COMPULSORY

COORDINATION

FUENTES DURAN MARIA DEL CASTILLO

SUMMARY

The subject of **Advanced Research, Design, and Analysis Methods** is included in the first module of advanced basic training, *Theoretical and Methodological Foundations of Psychological Intervention in Social Settings*. This module, in turn, groups another methodology subject, a subject on theoretical and axiological bases, and another on the design and evaluation of psychosocial intervention programs.

The Advanced Research, Design, and Analysis Methods subject is taught in the first semester of the first year of the master's program. It aims for students to know and understand the methodological foundations in the context of psychosocial and community intervention, and to acquire the ability to apply this knowledge in their professional practice.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.



OTHER REQUIREMENTS

It is advisable for students to have basic knowledge of Statistics (descriptive and inferential), Psychometrics (reliability and validity), and Computer Skills (basic computer use, internet navigation, office programs like Word, Excel, PowerPoint, and the SPSS statistical software package).

COMPETENCES / LEARNING OUTCOMES

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Ser capaz de identificar, analizar y evaluar de una manera crítica y reflexiva las necesidades, problemas y demandas sociales de poblaciones de riesgo e interés, propios de la intervención psicosocial

DESCRIPTION OF CONTENTS

1. Basic Prior Concepts in Data Processes

Prior Basic Concepts Related to Data Processing, Statistics, Psychometrics, and Research Designs at the Undergraduate Level.

2. Research Designs in Psychosocial Intervention

Research Designs in Psychosocial Intervention. Main Types. Basic Characteristics. Internal and External Validity.

3. Quasi-experimental Research Designs

Designs with Nonequivalent Control Group. Regression Discontinuity Design. Interrupted Time Series Design. Other Designs.

4. Hypothesis Testing and Validity of Statistical Inference

Null Hypothesis Testing. Validity of Statistical Inference. Assumptions for the Application of Parametric Tests. Data Analysis Techniques in Inter-, Intra-, and Mixed Designs.

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	7,00
Theoretical and practical classes	11,00
Computer classroom practice	7,00
Total hours	25,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	12,00
Preparation of lessons	2,00
Preparation for assessment activities	8,00
Resolution of case studies	5,50
Total hours	37,50

TEACHING METHODOLOGY

In-person Sessions. These consist of the exposition of the corresponding theoretical topic. This is the lecture model that allows the instructor to present the most relevant aspects of each topic. Participation will be encouraged as knowledge is offered.

Non-in-person Sessions. These aim to foster knowledge construction by the student. The goal is to guide students in activities geared towards their own learning. These activities will focus on solving different cases related to the various designs covered.

Tutorial hours. Students have access to a generous number of tutorial hours during which instructors guide them individually or in small groups in constructing their knowledge. They provide guidance on assignments and resolve doubts or difficulties related to the subject matter.

EVALUATION

Assessment will be based on two complementary criteria: results evaluation and learning process evaluation.

1) Results evaluation will take place at the end of the module *Theoretical and Methodological Foundations of Psychological Intervention in Social Settings*. This will be a multiple-choice exam with four answer options. The standard correction formula for four-option tests will be applied: $A-(E/3)$, with no penalty for omissions. For each subject within the module, there will be approximately four questions per credit. It will be necessary to answer at least 50% of the questions from each subject. This exam will account for 40% of the final grade (4 points).

2) The learning process evaluation (continuous assessment) for each subject will be conducted through



activities and assignments (individual and/or group) carried out in or outside the classroom. This section will account for 60% of the final grade (6 points). These activities and assignments may include:

- Reading recommended texts and subsequent critical analysis.
- In-class practical exercises and report writing.
- Presentations, conferences, visits, film forums.
- Solving hypothetical situations and practical cases.
- Applied assignments on the subject content.
- Empirical research projects on the subject content.

Final Grade: To pass the *Theoretical and Methodological Foundations of Psychological Intervention in Social Settings* module, it is essential to obtain a minimum score of 2 out of 4 on the final exam (results evaluation) and 3 out of 6 on the activities and assignments for each and every subject (process evaluation). If a student does not pass the continuous assessment for one or more subjects within the module, they must retake that part of the subject. The entire module will not be considered passed until that specific part has been successfully completed.

In cases of fraudulent practices, action will be taken as determined by the Protocol for Action in Cases of Fraudulent Practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

As established in Article 13. d) of the 'University Student Statute' (RD 1791/2010, of 30 December), students must refrain from using or cooperating in the use of fraudulent procedures in assessment tests, in the work carried out or in official university documents. The teaching staff will check with the means available to the Universitat de València if plagiarism or total or partial copying has taken place. If it is detected, the student will be suspended from the subject and the disciplinary measures established in the current regulations will be initiated.

The qualification of the subject will be subject to the provisions of the Regulation of Evaluation and Qualification of the Universitat de València for Bachelor's and Master's degrees (ACGUV 108/2017 of 30 May 2017). http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

The use of AI or other technological supports in the different works must be duly justified and explained in the corresponding annex, the use of such tools without the inclusion of such explanation will result in the failure of the activity in question.

REFERENCES



- Corbeta, P. (2007): Metodología y técnicas de investigación social. Madrid: Mc Graw-Hill.
- Llobell, J. P., Navarro, D. F., y Pérez, J. F. G. (1995). Métodos de investigación [Research methods]. En J. M. Latorre (Ed.). Ciencias psicosociales aplicadas I (Vol. 7, pp. 43-60). Madrid: Síntesis.
- León, O. G., Montero, I. y Gambara, H. (2010). Métodos de investigación en Psicología y Educación + CD de ejercicios. McGraw-Hill: Madrid.

Complementary References

- Cea d Ancona, M. A. (2001): Metodología cuantitativa. Estrategias y técnicas de investigación social. Madrid: Síntesis.
- Navas, M.J. (2001). Métodos, diseños y técnicas de investigación en psicología. U.N.E.D: Madrid.
- Shaughnessy, J.J., Zechmeister, E.B. y Zechmeister, J.S. (2007). Métodos de investigación en Psicología (7ª edición). McGraw Hill. Méjico.