

**COURSE DATA****DATA SUBJECT**

Code: 43348
Name: Master's final project
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	2	Indefinite (Individuals)

SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Master's final project	MASTER THESIS PROJECT

COORDINATION

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SUMMARY

After completing the master's coursework, students will carry out a Master's Thesis (6 ECTS credits) during the second semester of the second academic year. The thesis includes a public oral presentation and defence, with two scheduled calls for defence. The Master's Thesis may consist of basic and/or applied research in any of the relevant areas of psychosocial intervention at the individual, family, group, organisational, or community level. It may also take the form of integrative reviews or specialised papers focused on theoretical advances or methodological issues in psychosocial intervention (e.g. instrument validation, programme evaluation). The Master's Thesis may follow a scientific article format, and if it meets the academic standards required for publication, it may be submitted to a national or international scientific journal. In this way, the Master's Thesis becomes not only a mandatory subject within the teaching plan required to obtain the degree in Psychological Intervention in Social Settings, but also a valuable contribution to the graduate's academic and professional development. Alternatively, the thesis may follow the traditional research report format (similar to a predoctoral research paper).

The procedure for allocating Master's Theses (TFM) will be as follows:

- 1) Any faculty member holding a PhD and teaching in the programme may serve as a supervisor, proposing topics aligned with their area of expertise or related to their professional or research activities.
- 2) Faculty members at the Universitat de València who hold the categories of Full Professor, Associate



Professor, Permanent Lecturer or Assistant Professor must offer at least one thesis supervision per academic year. Each faculty member may supervise between one and four students.

3) Between late June and early July, students who have completed the first year of the master's programme will receive a list of research lines/topics and available supervisors.

4) During the same period, students will also be informed of their current average grade for the first academic year.

5) Based on academic merit, in descending order of GPA, students will select their preferred supervisor from the list of topics and available faculty.

6) Alternatively, the supervisor may be selected through a prior agreement between student and faculty member. This agreement must arise from a prior collaborative and/or research involvement of the student with the supervisor and will not require selection based on GPA ranking.

7) The Academic Coordination Committee (CCA) will ensure the appropriate allocation of supervisors and topics. It will also establish mechanisms to resolve any issues that may arise during the thesis process.

8) During the first teaching semester, prior to the beginning of the supervision (which starts in the second semester), students must contact their assigned supervisor to introduce themselves and initiate first contact.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Successful completion of all modules of the Master's programme.

COMPETENCES / LEARNING OUTCOMES

2151 - Master's degree in Psychological Intervention in the Social Environment

Capacidad de búsqueda y de gestión de la información a través de diferentes fuentes documentales especializadas.

Capacidad para exponer en público con rigor conceptual y con el uso adecuado del vocabulario específico de la disciplina.

Capacidad para plantear y elaborar un trabajo escrito comprensible, organizado y coherente.

Capacidad para trabajar en equipo sobre la base de la colaboración, respeto por las diferencias y resolución negociada de conflictos.

Conocer y saber aplicar los modelos y conceptos teóricos de la psicología de la intervención social y comunitaria, para evaluar las realidades sociales con múltiples criterios de valor.

Conocer y saber aplicar métodos y técnicas de análisis cualitativo y cuantitativo para obtener, integrar y valorar información individual, grupal y/o comunitaria.



Conocer y saber identificar los factores psicosociales relacionados con la promoción del bienestar psicológico y social de las personas, grupos, comunidades y poblaciones en general.

Conocer y saber organizar, desarrollar, adaptar y valorar servicios y programas de asesoramiento e intervención psicosocial de acuerdo con las demandas y el contexto en el que se aplican.

Conocer y saber utilizar las tecnologías de la Información y la Comunicación (TICs) con distintos objetivos para la mejora de la competencia profesional en intervención psicosocial (obtención de información, difusión de conocimiento, relaciones con otros profesionales, etc.)

Conocer y ser capaz de identificar recursos, estrategias y técnicas individuales, microsociales y/o macrosociales, aplicadas a la intervención psicológica en ámbitos sociales.

Diseñar y gestionar los canales de marketing y las actividades logísticas

Entender las bases biológicas de los procesos psíquicos y comportamientos tanto en su funcionamiento normal como patológico así como los principios y elementos básicos para la aplicación de técnicas de intervención aplicadas a la salud física y mental.

Poseer las habilidades de aprendizaje que permitan continuar estudiando de un modo que deberá ser en gran medida autodirigido y autónomo en el área de estudio de la psicología de la intervención social y comunitaria.

Saber aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con el área de estudio de la intervención psicosocial.

Saber comunicar en el contexto de la intervención psicológica en ámbitos sociales, las conclusiones (y los conocimientos y razones últimas que las sustentan) a públicos especializados y no especializados de un modo claro y sin ambigüedades.

Saber informar y formar en materia de campañas de marketing social sobre temas sociales dirigidos a sectores propios de la intervención psicológica en ámbitos sociales, ciudadanos en general e instituciones en especial.

Saber justificar, diseñar, planificar, implementar, evaluar y divulgar planes y programas de intervención psicosocial con diferentes objetivos, niveles de acción y destinatarios.

Saber realizar el seguimiento de la dirección y gestión de los centros, servicios y/o programas relacionados con la intervención psicológica en ámbitos sociales.

Saber seleccionar, diseñar, adaptar y validar instrumentos de diagnóstico psicológico y social adaptados a los sectores propios de la intervención psicosocial.

Ser capaz de analizar, planificar, ejecutar y difundir trabajos teóricos y empíricos, básicos y aplicados, manejando las fuentes documentales y de información actualizadas, con fines de investigación, desarrollo e innovación, en las diferentes áreas de la intervención psicosocial.

Ser capaz de definir objetivos y de aplicar metas de intervención atendiendo a los grupos, poblaciones y contextos donde se desarrolla la intervención psicosocial.

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

Ser capaz de implementar y coordinar planes y programas inter-disciplinarios y/o inter-institucionales de intervención psicosocial.

Ser capaz de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios en el ámbito de la intervención psicosocial.

Ser capaz de trabajar y de reconocer el carácter interdisciplinario que tiene la psicología de la intervención social con otras dimensiones y servicios del sistema social (educativa, sanitaria, política, etc.)

Ser capaz de utilizar recursos, estrategias y técnicas de intervención individual, microsocia y/o macrosocia para promover el desarrollo positivo de las personas, grupos y comunidades y/o para prevenir conductas de riesgo en los sectores propios de la intervención psicosocial.

DESCRIPTION OF CONTENTS

1. Research Topics and Methodological Resources

Students will be expected to competently master the necessary resources and tools for the design, development, and execution of rigorous scientific research within the field of psychosocial intervention. These resources include:

- Information and Communication Technologies (ICTs) applied to research.
- Advanced bibliographic search and management in specialized databases.
- Design and implementation of empirical research methods, both quantitative and qualitative.
- Qualitative data collection and analysis techniques (interviews, focus groups, content analysis, etc.).
- Procedures for planning, monitoring, and evaluating research projects.

The research process will be carried out under continuous supervision and tutoring, where students must submit periodic progress reports, actively participate in scheduled sessions, and consult regularly with their tutor to resolve any questions arising during the preparation of their work.

Examples of research topics:

- Substance use among youth.
- Psychosocial intervention in Fetal Alcohol Spectrum Disorder.



- Violence against sexual freedom and indemnity.
- Treatment programs for sexual offenders.
- Employability and mental health.
- Psychological processes related to family relationships.
- Child maltreatment and criminology.
- Restorative justice: analysis of psychosocial variables, mental health, and drug use.
- Prevention of online gambling and technological addictions.
- Community needs assessment and community development.
- Social problems from the perspective of social class.
- Juvenile violence and gender-based violence in adolescents.
- Cyberviolence in adolescent couples.
- School bullying.
- Subjective well-being: happiness, life satisfaction, and positive emotions.
- Autism Spectrum Disorder (ASD) and meditation practices.
- Juvenile offenders and social rehabilitation.
- Family, social, and emotional adaptation in adoptive families.
- Migration processes and psychosocial impact.
- Prosocial behavior and empathy.
- Active and healthy aging.
- Prisoners and social reintegration.
- Family and residential foster care.
- Attachment and trauma in clinical and social contexts.
- Interventions for optimal development in adolescence and youth.
- Psychosocial programs promoting tolerance.
- Animal-assisted therapy.
- Intervention with perpetrators and attitudes toward gender-based violence.
- Psychosocial risks and relational problems in digital environments.
- Prevention and psychosocial intervention in suicidal behavior.
- Delinquency, criminology, and associated psychosocial factors.
- Emotional intelligence applied to social contexts.
- Intellectual disability: intervention and support.
- Resilience in caregivers of dependent persons.
- Sexual health promotion in social contexts.
- Consumer psychology and social marketing in sports events and services.
- Healthy lifestyles and sport.
- Child maltreatment prevention and promotion of positive parenting.
- Public stigma and self-stigma related to mental health problems.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at supplementary activities	0,00
Monitoring and tutoring of the master's thesis	5,00
Presentation and defence of the master's thesis	1,00
Total hours	6,00

NON PRESENCIAL ACTIVITIES



Activity	Hours
Independent preparation of the master's thesis	50,00
Preparation of the master's thesis project	100,00
Total hours	150,00

TEACHING METHODOLOGY

The teaching methodology is mainly structured as follows:

- Scheduled tutorials in which the master's thesis supervisor will provide direct and continuous oversight of the process carried out by the student to complete their master's thesis. The supervisor will guide the student in the construction of their knowledge, advising them during the development of their thesis and addressing any questions or difficulties related to it.
- Independent study and work by the student, including, among other activities, the reading of basic and supplementary materials necessary to complete the master's thesis and the preparation of the assessment activity for its presentation and public defense.
- Virtual classroom (<https://aulavirtual.uv.es>). In this virtual space, students will find documents, relevant information, and announcements regarding the master's thesis. Supervisors will upload all information deemed appropriate for the development of the activity. All described competencies must be acquired and refined through the completion of the master's thesis.

The supervisor will require the submission of drafts at three different stages: 1) initial draft (modality and topic), within 15 days of assignment; 2) intermediate draft (structure of the thesis and some developed sections) by the end of March; and 3) final draft (definitive thesis) one month before the official thesis submission date.

EVALUATION

The assessment system for the Master's Thesis (TFM) will consist of the written submission and public defense of the work before a tribunal composed of three members appointed by the academic committee of the master's program.

The evaluation will consider both theoretical and practical knowledge, as well as the competencies acquired, manifested through the following criteria:

- Preparation of the thesis: The student will develop a scientific work, including critical content, improvement proposals, and conclusion elaboration.
- Submission and oral presentation before the tribunal: Coherence, structure, originality of the approach and results, data and information search, use of research resources, and clarity in the oral presentation will be the criteria considered for evaluating the work.



The public defense of the TFM may be conducted through two modalities, which must be authorized by the corresponding tutor, who will previously review the TFM and send a signed document to the master's co-direction specifying the chosen modality of defense. This document must be submitted by the student to the director at least two weeks before the scheduled defense period.

Modality A

When the student aims for a grade higher than 8 and the tutor considers that the TFM meets all the necessary requirements for this modality, this type of presentation and public defense can be selected.

This modality, which is not binding to obtain a grade higher than 8 and will always depend on the tribunal's criteria, proceeds as follows:

Total duration: 45-50 minutes before the tribunal:

1. Presentation of the work: approximately 15-20 minutes, with audiovisual support (PowerPoint, Prezi, etc.).
2. Question session by the tribunal: approximately 15 minutes.
3. Student's response session: approximately 15 minutes.

The final grade in this modality will depend on:

- a. The quality of the master's thesis
- b. The oral presentation of the work
- c. The adequacy of the student's answers to the tribunal's questions.

Grades will be scored numerically from 0.0 to 10.0, with one decimal place. If the grade is equal to or higher than 9, an Honours mention may be proposed. If the number of Honours proposals exceeds the allowed quota, the master's academic committee will review and assign Honours based on excellence criteria.

Modality B (Brief: Poster)

When the student does not seek a grade higher than 8, or the tutor considers the TFM does not meet the requirements for a higher grade, this brief modality may be chosen.

Duration before the tribunal: 10-15 minutes:

1. Presentation of the TFM through a poster similar to those used in scientific conferences: approximately 5-10 minutes.
2. The poster will be projected in the TFM presentation room, printing on paper is not necessary.
3. The tribunal may ask questions or make comments about the poster. If a debate occurs, it may last about 5 minutes.

The final grade in this modality, which cannot exceed 8, will mainly depend on the quality of the master's thesis prepared by the student. Grades will be scored from 0.0 to 8.0, with one decimal place.

For more detailed information on the defense procedure and presentation dates (1st and 2nd calls), students should visit the TFM virtual classroom webpage.



Students from previous editions of the master's may use an extraordinary call held between January and February of the current academic year. In this case, students must notify the master's co-direction of their intention to defend the TFM in the extraordinary call during the first half of December of the same academic year.

In cases of fraudulent practices, action will be taken according to the Protocol for Action against 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



- Follow the structure of articles from <https://journals.copmadrid.org/pi/>
- Alcaín, M.D. y Román, A. (2005). Hacia una valoración integrada de las revistas españolas de ciencias sociales y humanas: las revistas de Psicología. *Psicothema*, 17, 179-189.
- Buela-Casal, G. (2003). Evaluación de la calidad de los artículos y de las revistas científicas: propuestas del factor de impacto ponderado y de un índice de calidad. *Psicothema*, 15, 23-25.
- Fernández-Ríos, L. y Buela-Casal, G- (2009). Standards for the preparation and writing of Psychology review articles. *International Journal of Clinical Health Psychology*, 9 329-344.
- Frias, M. D. (2011). Recomendaciones para elaborar el informe de investigación. En M. D. Frias (ed.), *Técnicas estadísticas y diseño de investigación*. (pp. 169-199).
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... & Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ*, 372, n71. doi: <https://doi.org/10.1136/bmj.n71>
- Servei de Biblioteques de la Universitat (2012). *Cómo elaborar citas y referencias bibliográficas*. Facultad de Psicología: Innovación docente para el plan de acción tutorial.
- Suárez, C., Del Moral, G. & González, M.T. (2013). Consejos prácticos para escribir un artículo cualitativo publicable en Psicología. *Psychosocial Intervention*, 22 (1), 71-79.

Complementary References

- Those considered by the faculty supervising the Master's Thesis, within the corresponding field of study and the line of research selected by the student.