



## COURSE DATA

### DATA SUBJECT

**Code:** 44858  
**Name:** Research and master thesis I  
**Cycle:** Master's Degree / Doctorate  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Facultat de Psicologia i Logopèdia	1	Indefinite (Individuals)
3152 - PhD in Human Resources Psychology	Escola de Doctorat		Indefinite (Individuals)
3152 - PhD in Human Resources Psychology	Escola de Doctorat		Indefinite (Individuals)

### SUBJECT-MATTER

Degree	Subject-matter	Character
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Research training	MASTER THESIS PROJECT
3152 - PhD in Human Resources Psychology		
3152 - PhD in Human Resources Psychology		

### COORDINATION

TORDERA SANTAMATILDE MARIA NURIA

RAMOS LOPEZ M AMPARO

## SUMMARY

The preparation of the master's thesis is structured into three distinct work phases: the position paper (6 ECTS), the research paper (14 ECTS), and the master's thesis (4 ECTS). Specifically, the first phase of research training (position paper/work proposal) is called "Research and Master's Thesis I" and aims to provide initial project preparation. Each student is assigned a tutor who guides them throughout their training process.

During the second semester, students also receive support from a host tutor at the consortium university where they will undertake their mobility period during the first year of their master's program.

## PREVIOUS KNOWLEDGE



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

In general, the students should have knowledge to introduce to the general process of training in research. These are related to:

- Methodology, multivariate analysis, basic uses of software to develop statistic analysis, SPSS,
- Research design in social sciences and WOP (Work and Organizational Psychology).
- Data bases and electronic resources to be used in the master
- Introduction to the general process of research training.

## COMPETENCES / LEARNING OUTCOMES

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Que los estudiantes sean capaces de analizar datos de investigación en psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de elaborar informes en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de formular preguntas de investigación, estrategias de investigación, cuestiones de diseño de investigación (fiabilidad, validez, etc.) y cuestiones de diseño de investigación en psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de presentar oralmente trabajos de integración en psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de proporcionar retroalimentación a diferentes actores en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de recopilar datos para la investigación en psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de redactar trabajos de investigación en psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de revisar la literatura, formular hipótesis y poner a prueba dichas hipótesis en psicología del trabajo, de las organizaciones y de los recursos humanos.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.



Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

## DESCRIPTION OF CONTENTS

An initial preparation of the project and the research paper will be carried out.

With the help of their advisors, they must prepare a manuscript that reflects how the research question will be addressed (e.g., formulation of a research problem, review of the literature on the topic, development of a research design, and sampling). The project document is submitted for review by other researchers with expertise in the discipline, who provide the students with detailed feedback on the proposal submitted, enabling them to advance to the next phase of the research training process.

The document is approximately 4,000-8,000 words in length. It usually contains the following sections: home page (research affiliation, project title, author, tutors and participating universities), abstract, introduction (main concepts, interests, motivation of the research topic or problem, the state of the art of the research), the objectives to be achieved and the contribution of said research to the existing knowledge on the subject, references and a table or graphic representation with the tasks and steps corresponding to the research that will be carried out in the following phases (e.g. timeline).

In summary, the content focuses on:

- Review of the literature on a specific topic.
- Formulation of research questions.
- Formulation of research hypotheses.
- Design of an empirical study.
- Preparation and presentation of a work proposal.
- Database management.
- Quantitative and qualitative data analysis techniques.
- Design of public presentations.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at supplementary activities	0,00
Monitoring and tutoring of the master's thesis	55,00
Presentation and defence of the master's thesis	5,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
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Independent preparation of the master's thesis	45,00
Preparation of the master's thesis project	45,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

- Readings
- Oral presentations
- Article Analysis
- Individual and/or group tutorials
- Written reports and manuscripts

## EVALUATION

Students will be evaluated considering two central aspects:

- Quality of student oral presentations (15%)
- Quality of research reports (research manuscript, master's thesis) (85%)

## REFERENCES

- Arnold, J., Dries, N. & Gabriel, Y. (2021). EJWOP Special Issue: Enhancing the Social Impact of Research in Work and Organizational Psychology Beyond Academia. *European Journal of Work and Organizational Psychology*, 30, 3, 329-338.
- Bem, D. J. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), *The complete academic: A career guide* (pp. 185-219). American Psychological Association.
- Carpenter, T. (2020, December 22). *Writing Like a (Psychological) Scientist: A Student Guide to Scientific Writing*. <https://doi.org/10.31234/osf.io/r4sfz>
- Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publication
- Denzin, N. K., & Lincoln, Y. S. (2005). *The SAGE handbook of qualitative research*. Thousand Oaks: Sage Publications.
- Fernández-Rios, L. & Buela-Casal, G. (2009). Standards for the preparation and writing of Psychology review articles. *International Journal of Clinical and Health Psychology*, 9, 2, 329-344.
- Fletcher, E. (2015). Interpreting qualitative data. *International Journal of Research & Method in Education*, 38:4, 452-453.
- Grand, J. A., Rogelberg, S. G., Allen, T. D., Landis, R. S., Reynolds, D. H., Scott, J. C., Tonidandel, S., & Truxillo, D. M. (2018). *A Systems-Based Approach to Fostering Robust Science in Industrial-Organizational Psychology*. Psychology Faculty Publications. 2418. [https://scholarcommons.usf.edu/psy\\_facpub/2418](https://scholarcommons.usf.edu/psy_facpub/2418)
- Hernández, R. (2018). *Metodología de la investigación: Las rutas cuantitativa, cualitativa y mixta*. McGraw-Hill.



- Kerlinger, F.N. (1991). *Investigación del comportamiento*. McGraw-Hill (2ª edición).
- Kliewer, M. A. (2005). Writing it up: a step-by-step guide to publication for beginning investigators. *AJR. American Journal of Roentgenology*, 185(3), 591-596.
- León, O. (2020). *Cómo redactar textos científicos para TFG, TFM, tesis doctorales y artículos de investigación*. Garceta Grupo Editorial.
- Materials are provided to students on an ad-hoc basis, including guidelines for analyzing research articles, suggestions on preparing and presenting a position paper, and FAQs (Frequently Asked Questions) to guide research and Master's thesis development.
- Molina-Azorin J.F., Bergh D.D., Corley KG, & Ketchen D.J. (2017) Mixed Methods in the Organizational Sciences: Taking Stock and Moving Forward. *Organizational Research Methods*, 20(2):179-192.
- Moreno, R., Martínez, R. & Chacón, S. (2000). *Fundamentos metodológicos en Psicología y ciencias afines*. Madrid: Pirámide.
- Murillo-Repiso, F.J., Martínez-Garrido, C. & Belavi-Achard, G. (2017). Sugerencias para Escribir un Buen Artículo Científico en Educación. REICE. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 15(3), 5-34.
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- *Publication Manual of the American Psychological Association*, Seventh Edition.
- Ramos-Álvarez, M., Moreno-Fernández, M., Valdés-Conroy, B. & Catena, A. (2008). Criteria of the peer review process for publication of experimental and quasi-experimental research in Psychology: A guide for creating research papers. *International Journal of Clinical and Health Psychology*, 8, 3, 751-764.
- Silverman, D. (2006). *Interpreting qualitative data: methods for analyzing talk, text, and interaction*. London: SAGE Publications.
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