

**COURSE DATA****DATA SUBJECT****Code:** 44861**Name:** Research and master thesis III**Cycle:** Master's Degree**ECTS Credits:** 4**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	2	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

**COORDINATION**

TORDERA SANTAMATILDE MARIA NURIA

RAMOS LOPEZ M AMPARO

**SUMMARY**

The development 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). The first two phases are completed during the first year of the master's degree.

Specifically, the third phase of research training is called "Research and Master's Thesis III" and is completed during the second semester of the second year. It is the final version of the master's thesis.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**



The student must successfully complete the previous stages related to the research training of the first course (position paper and research work).

- The student must be fluent in English.

- The contents of the orientation course (4 ECTS) as they prepare and socialize the student in relation to the design and rationale.

## COMPETENCES / LEARNING OUTCOMES

### 2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho

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

Students prepare and defend the final version of their master's thesis.

This final document integrates all the student's prior research. It is a document of approximately 8,000-12,000 words and includes the following sections: identification page of the work and student (title, author, tutors, university, etc.); abstract; introduction; objectives; methodology; results; discussion; references. In addition, students must write a letter to the examining board members explaining how they incorporated previously received feedback, or the reasons why they did not.

In summary, the content focuses on:

- Improving the research project.
- Dealing with reviewers' comments.
- Preparing a response letter with theoretical and/or empirical arguments.
- Database management.
- Quantitative and qualitative data analysis techniques.
- Designing public presentations.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at supplementary activities	0,00
Monitoring and tutoring of the master's thesis	35,00
Presentation and defence of the master's thesis	5,00
<b>Total hours</b>	<b>40,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent preparation of the master's thesis	30,00
Preparation of the master's thesis project	30,00
<b>Total hours</b>	<b>60,00</b>

## TEACHING METHODOLOGY



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

## EVALUATION

- 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 Publications.
- 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)
- Hayes, A. F. (2013). *Introduction to Mediation, Moderation, and Conditional Process Analysis. A Regression-Based Approach*. Guilford Press
- Hernández, R. (2018). *Metodología de la investigación: Las rutas cuantitativa, cualitativa y mixta*. McGraw-Hill.
- 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 elaborated ad-hoc to provide: - Guidelines for analyzing research articles and - Suggestions about how to prepare and present a position paper - FAQs (Frequently Asked Questions) to guide the development of research and Master Thesis.
- Molina-Azorín J.F., Bergh D.D., Corley K.G., & Ketchen D.J. (2017) Mixed Methods in the Organizational Sciences: Taking Stock and Moving Forward. *Organizational Research Methods*, 20(2):179-192.



- *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 quasiexperimental 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
- Wilkinson, L., & The APA Task Force on Statistical Inference. (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologist*, 54, 594-604. <http://www.apa.org/journals/amp/amp548594.html>