



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 294401 **Name:** Bachelor's Thesis

Credits: 12,00 **ECTS Year:** 4 **Semester:** 2

Module: DEGREE'S FINAL DISSERTATION

Subject Matter: DEGREE'S FINAL DISSERTATION **Type:** Final Degree Project

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

DEGREE'S FINAL DISSERTATION

Subject Matter	ECTS	Subject	ECTS	Year/semester
DEGREE'S FINAL DISSERTATION	12,00	Bachelor's Thesis	12,00	4/2

Recommended knowledge

The Final Degree Project must be carried out in the final phase of the study plan and will be aimed at the evaluation of the competences associated with the degree.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Being able to perform a psychological evaluation in different professional contexts.
- R2 Being able to plan psychological interventions in different professional contexts.
- R3 Being able to develop skills, techniques and psychological intervention strategies in the school, clinical, social and business environments.
- R4 Being able to perform the job individually and in group.
- R5 Being able to perform the professional practice in the different professional contexts.
- R6 Being able to develop attitudes and personal skills that allow them to assess and or perform psychological interventions in the school, clinical, social and business environment.
- R7 Being able to use new technologies and information and communication technologies.
- R8 Being able to produce and defend a Degree's Final Dissertation that incorporates the competencies acquired in the Psychology Degree.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE1 Analyzing needs and requests of addressee functions in different contexts.				X
CE4 Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				X
CE5 Identifying differences, problems and needs.				X
CE7 Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.		X		
CE8 Identifying group and inter-group problems and needs.		X		
CE9 Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.				X
CE10 Identifying organizational and inter-organizational problems and needs.				X
CE11 Analyzing the context in which personal behaviors, group and organizational processes take place.				X
CE12 Selecting and correctly using tools, products and services and identifying those people and group concerned.		X		
CE13 Designing and adapting tools, products and services to requirements and restrictions.	X			
CE15 Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).				X
CE21 Planning programmes and intervention assessment.				X
CE22 Selecting and designing indicators and measuring techniques to assess programmes and interventions.				X



CE24	Analyzing and interpreting assessment results.								X
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions								X
CE26	Writing oral and written reports.								X
CE27	Knowing and adapting to the psychology code of ethics.								X
CE28	To know the functions, characteristics and limitations of the different theoretical models of Psychology.								X
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.								X
CE36	To know different research design methods, the procedures of formulation and contrast of hypothesis and the interpretation of the results.								X
CE37	To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.								X

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.				X
CT2	Capacity to organize and plan.				X
CT3	Mastering Spanish oral and written communication.				X
CT4	Command of a foreign language.		X		
CT5	Knowing and applying Basic ITC skills related to Psychology.		X		
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)				X
CT7	Problem solving.				X
CT8	Decision making.				X



CT9	Capacity to work in team.				X	
CT13	Understanding multicultural and diverse environment.	X				
CT14	Critical capacity.					X
CT15	Ethics.					X
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.					X
CT18	Capacity to produce new ideas (creativity).					X
CT20	Knowing foreign cultures.			X		
CT21	Taking initiatives and enterprising spirit.					X
CT22	Knowing how to guarantee high quality tasks and services.					X
CT24	Taking responsibility					X
CT25	Self-criticism ability: being able to critically assess one's performance.					X
CT26	Assessing our behavior and knowing our competences and limits.					X
CT29	Interpreting other's intentions.					X
CT30	Social commitment.			X		
CT31	Sensitivity to problems facing mankind.					X
CT32	Sensitivity to personal, environmental and institutional injustices.					X
CT33	Showing concern for the development of individuals, communities and people.					X
CT35	Being able to develop audio-visual presentations.					X
CT36	Being able to collect information using different kinds of sources.					X



CT37 Being able to collect information from other people.

X





Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8	10,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R2, R3, R4, R5, R6, R7, R8	30,00%	Oral presentation of assignments.
R1, R2, R3, R4, R5, R6, R7, R8	60,00%	Final individual assignment.

Observations

In order to deliver and defend the End of Degree Project, it is necessary to have passed 90% of the credits of the Degree in Psychology (216 ECTS) and to approve each of the parts (Follow-up of the work, written work and oral defense). In the face-to-face mode, the delivery of the final work (60%) will correspond to the completion of a written work following one of the possible modalities (empirical work, bibliographic review, single case, intervention program or project), assistance and active participation the follow-up sessions with the tutor and the seminars will correspond to 10% of the final grade and the oral presentation of the work (30%) will be valued in the public defense of the same

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	0,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
R1, R2, R3, R4, R5, R6, R7, R8	30,00%	Attendance and participation in synchronic communication activities.

Observations

In order to deliver and defend the Final Degree Project it is necessary to have passed 90% of the credits of the Degree in Psychology (216 ECTS) and approve each of the parts (Follow-up of work,



written work and oral defense). In the online mode the final evaluation (70%) will correspond to the completion of a written assignment following one of the possible modalities (empirical work, bibliographic review, single case, program or project intervention, 60%) as well as with the evaluation of the monitoring of the work by the tutor (10%). Attendance and participation in synchronous communication activities (30%) were They will value through the oral defense of the work

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.



- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R1, R2, R3, R4, R5, R6, R7, R8	20,00	0,80
SEMINAR Supervised monographic sessions with shared participation. M3	R3, R4, R5, R6, R7	5,00	0,20
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4, R5, R6, R7	28,00	1,12
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4, R5, R8	2,00	0,08
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M9	R1, R2, R3, R4, R5, R6, R7, R8	20,00	0,80
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3, R4, R5, R6, R7, R8	220,00	8,80
TOTAL		240,00	9,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
Virtual practical session (distance learning) M11	R1, R2, R3, R4, R5, R6, R7, R8	20,00	0,80
Seminar and virtual videoconference (distance learning) M11	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4, R5, R6, R7, R8	2,00	0,08
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4, R5, R6, R7, R8	28,00	1,12
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R4, R5, R6, R7, R8	220,00	8,80
Teamwork (distance learning) M12	R4, R6, R7	20,00	0,80
TOTAL		240,00	9,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Block I. Presentation of the Final Degree Project	Presentation of the Teaching Guide for the Final Degree Project. Description of the regulations. Formal and methodological characteristics. Description of the evaluation rubrics
Block II. Updating of knowledge on the chosen topic and design of the Work	Choosing the subject on which the Final Degree Project will be carried out with the student. Carrying out the index and structure of the work. Project design. Carrying out bibliographic and content searches.
Block III. Theoretical framework	Description of the content of the introduction or Framework Theoretical. Structuring and realization of the content.
Block IV. Experimental setting or work development	Description of the structure and development of the Framework Experimental, Clinical Case or Program / Project.
Block V. Defense of the End of Work Degree	Oral presentation, accompanied by a visual presentation of the TFG before the members of the tribunal



Temporary organization of learning:

Block of content	Number of sessions	Hours
Block I. Presentation of the Final Degree Project	1,00	2,00
Block II. Updating of knowledge on the chosen topic and design of the Work	1,00	2,00
Block III. Theoretical framework	1,00	2,00
Block IV. Experimental setting or work development	1,00	2,00
Block V. Defense of the End of Work Degree	1,00	2,00



References

Basic Bibliography

American Psychological Association (2010). Publication Manual of the American Psychological Association. (7ª ed.). Washington, DC: American Psychological Association.

American Psychological Association (2010). Manual de Publicaciones de la American Psychological Association. (3ª Ed.). Méjico, D.F.: Manual Moderno.

Buela-Casal, G. y Sierra, J.C. (2002). Normas para la redacción de casos clínicos. Revista Internacional de Psicología Clínica y de la Salud, 2 (3), 525-532.

Day, R., (2005). Como escribir y publicar trabajos científicos. (3ª ed). Washington, D.C.: OPS

Virués-Ortega, J. y Moreno, R., (2008). Guidelines for clinical case reports in behavioral clinical Psychology. International Journal of Clinical and Health Psychology, 8 (3), 765-777.

Ferrer, V; Carmona, M. y Soria, V. (Eds.) (2012) El trabajo de Fin de Grado: guía para estudiantes, docentes y agentes colaboradores. McGraw-Hill. Madrid.

* The basic bibliography will depend on the Topic of the Final Degree Project and the methodology used. For this reason it will be recommended by the tutor assigned to each student

Recommended bibliography Alcina, J. (1994). Aprender a investigar: métodos de trabajo para la redacción de tesis doctorales (Humanidades y Ciencias Sociales). Madrid: Compañía Literaria.

Blaxter, L., Hughes, C. y Tight, M. (2000). Cómo se hace una investigación. Barcelona:

Gedisa. Carreras Panchón, A. (Coord.) (1994). Guía práctica para la elaboración de un trabajo científico. Bilbao: CITA, Publicaciones y Documentación.

Cue, M., Díaz, G., Díaz, A. G. y Valdés, M. E (2008). El artículo de revisión. Revista Cubana de Salud Pública, 34(4), 0-0. Disponible

en: http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0864-34662008000400011&lng=es&nrm=iso

De Miguel, M. (2010). La evaluación y mejora de los estudios de doctorado. Revista de Educación, 352, 569-581.

García de la Fuente, O. (1994). Metodología de la investigación científica. Madrid: Ediciones CEES.

Merlo Vega, J, y Sorli Rojo, A. (2002). Bases de datos y recursos en Internet sobre tesis doctorales. Revista española de documentación científica, 25 (1), 95-106.

Moralejo Álvarez, M. (2000). Las tesis doctorales de las universidades españolas: control bibliográfico y acceso. Revista General de Documentación e Información, 10 (1), 235-243.

Orea, L. (2003). La edición digital de tesis doctorales: hacia la resolución de problemas de accesibilidad. Revista interamericana de Bibliotecología, 26 (1), 11-35.

Sierra Bravo, R. (1999). Tesis doctorales y trabajos de investigación científica. (5ª edición). Madrid: Paraninfo.

Úriz, Mª J., Ballester, A., Viscarret, J.J. y Ursúa, N. (2006) Metodología para la investigación. Pamplona: Ediciones, Eunate.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: