VNIVERSITAT ID VALÈNCIA

COURSE DATA

Data Subject	
Code	33309
Name	Social psychology of work
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	2	First term

Subject-matter		
Degree	**Subject-matter**	**Character**
1319 - Degree in Psychology	10 - Social psychology of work	Obligatory

Coordination	
Name	**Department**
RAMOS LOPEZ, JOSE	306 - Social Psychology
RODRIGUEZ MOLINA, ISABEL	306 - Social Psychology

SUMMARY

Social Psychology of Work is a compulsory lecture included in the first semester of second academic year at the Degree in Psychology, with 6 ECTS.

This matter follows the ENOP (European Network of Organizational Psychology), which describes the contents, methods and minimum requirements for the professional training in Work, Organization and Personnel Psychology in Europe. Social Psychology of Work studies the activity of workers, who individually or in a collective manner performs the tasks derived from the work processes that take place in modern organizations.

The matter aims to provide students the theoretical knowledge and the abilities required to interpreting, measuring, explaining and diagnosing the main processes related with labor activities. Contents of Social Psychology of work are closely related with those of Organizational Psychology, included in the third academic year at the Degree in Psychology. Their contents are complemented with those of the following optional lectures: Human Resources' Psychology (Personnel Psychology), Social Psychology of Organizational Change and Development, and Economic and Consumer Psychology, inside the mention

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in Work, Organizations and Personnel Psychology.

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 to have knowledge of Social Psychology (I & II) and Statistics.

OUTCOMES

1319 - Degree in Psychology

- Be able to identify differences, problems and needs.
- Know how to analyse and interpret the results of assessment.
- Be able to prepare oral and written reports.
- Know the main theories about work and the basic psychological processes of the work activity.
- Know the personal, gender, group and context factors that influence the work activity.
- Be able to describe and measure the psychosocial variables involved in work and the processes of group interaction.

LEARNING OUTCOMES

To define work as a psychosocial phenomenon and the changes in the concept of work

To identify attitudes toward work and occupational values

To identify and promote the factors associated to work involvement

To identify the gender issues relevant to occupational dimensions

To describe the process of occupational socialization and roles' acquisition

To identify and assess tasks, jobs, roles and occupations

To design work programs and systems and job analysis

To define new forms of working organization, at individual and group levels, as well as to define teamwork

To increase work motivation and performance

To assess job satisfaction and other job outcomes

To identify and assess factors relevant to stress, burnout and occupational health

DESCRIPTION OF CONTENTS

1. Psychological approach to studying work in a changing environment

Definition and delimitation of the Psychology of Work and Organizations
Work as a social phenomenon and human activity.
Transformations in the socio-economic environment and the labor market.
Changes at work and their implications for work activity.
The study of work from Psychology.

2. Work socialization and the meaning of work.

The concept of work.
Psychosocial functions of work.
Work socialization. Socialization tactics
Concept of meaning of Work.
Centrality and importance of work.
Societal norms and beliefs about work.
Work values.

3. Work design: Jobs and roles

Tasks, positions, roles, and occupations: conceptual delimitation
The study of tasks and jobs
The study of roles.
Performance concept.
Role and extra-role behaviors.

4. Work motivation

Introduction: Work activity as motivated behavior.
Motivating aspects of work: work environment and work content.
Motivational constructs of work related to work activity.
Main theories of work motivation

5. Job satisfaction

Job satisfaction concept.
Models and theories on job satisfaction.

6. Team work

The concept of working group. Group and collective task
The concept of team work
Group processes.
Group effectiveness.

7. Stress and health at work

Conceptual delimitation of stress and interpretive models.
Coping with work stress.
Conceptual delimitation of the burnout syndrome and explanatory models.
Organizational intervention for the prevention and management of work stress.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	20,00	0
Development of individual work	10,00	0
Study and independent work	15,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	35,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching methodology includes presentations by the teacher, exercises, case studies, presentation of reports, realization of practical work, discussions and debates in class, and other teaching activities that may be proposed by the teaching staff.

The involvement and active participation of the student in the learning process is required.

The evaluation requires the completion of the activities proposed in class, the completion of

reports and passing a written knowledge test.

EVALUATION

The assessment of this matter will be developed through the following criteria and methods:

-Assessment of theoretical and practical contents from the matter, through written exams (test or short questions). Results from these exams or tests will weigh the 60% of the final grade.

- Development and oral or written presentation of two reports, practical assignments of qualitative or quantitative studies. Results from these assignments will weigh the 20% of the final grade. Part of these activities will be developed during the classroom sessions (practical and experiential front-teaching methodology), and address specific competencies directly related with the contents of the subject, thus they cannot be delivered on second call. Students must attend the classes to receive this part of the grade. To be accounted for in the evaluation, the student must attend the face-to-face part of them (except for force majeure). If absences exceed a third of these sessions, they will not be considered in the evaluation.

- Active participation and elaboration of practical activities developed during the front-teaching sessions along the course. This part will weigh the 20% of the final grade. These activities will be developed during the classroom sessions (practical and experiential front-teaching methodology), and address specific competencies directly related with the contents of the subject, thus they cannot be delivered on second call. Students must attend the classes to receive this part of the grade. To be accounted for in the evaluation, the student must attend the face-to-face part of them. If absences exceed a third of these sessions, they will not be considered in the evaluation.

Requirements to pass the course:

- Get at least a 5 out of 10 on the exam. If the exam grade is lower, the grade of the activities and reports will not be added, and the student will have to go to the second call.

- The sum of all parts must be at least 5 points out of 10.

- On second call, the student can only recover the exam. The exam follows the same criteria as in the first call. If at least a 5 out of 10 is obtained, the grade previously obtained in the reports and activities will be added.

To be awarded with honors, students must have a minimum grade of 9.5. From this grade, the decision to award with honors will depend on the teacher based on the work done throughout the course.

The detection of plagiarism in one or more of the works to be carried out by the student in the subject (activities and / or reports, both individual and group), will automatically suspend the subject of the author/ s of the work.

In case of advancement of evaluation for finishing the grade, the matter assessment will consist in the corresponding exam and the elaboration of practical reports established by the teacher.

Marks in this matter are subject to University Rules (Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster, ACGUV 108/2017 de 30 de maig de 2017).

(http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

For claims and appeals from qualifications, University Rules, and usual procedures disposed by University of Valencia will be of application.

REFERENCES

Basic

- Alcover de la Hera, C. M.; Martínez Íñigo, D.; Rodríguez Mazo, F.; Domínguez Bilbao, R. (2004). Introducción a la psicología del trabajo. Madrid: McGraw-Hill.

  Chmiel, N. (ed.) (2008). An introduction to work and organizational psychology: A European perspective, 2nd ed. Malden, MA: Blackwell.

  Gil-Monte, P.R. (Coord.) (2014), Manual de Psicosociología aplicada al trabajo y a la prevención de los riesgos laborales. Madrid; Pirámide.

  Muchinsky, P. (2004). Psicología aplicada al trabajo. Madrid: Paraninfo.

  Osca, A. (ed.) (2004). Psicología del Trabajo y de las Organizaciones. Madrid: Ed. Sanz y Torres.

  Peiró Silla, J. M. y Prieto, F. (Dirs.) (1996). Tratado de psicología del trabajo. Vol. 1 y 2. Madrid: Síntesis.

  Quintanilla, I (2013) Psicología social del trabajo. Madrid: Pirámide.

  Woods, S.A. y West, M.A. (2010). The Psychology of Work and Organization. Cheriton House, Hampshire: Cengage Learning EMEA.

Additional

- Agullo, E. y Ovejero, A. (Coord) (2001). Trabajo, Individuo y Sociedad. Perspectivas psicosociológicas sobre el futuro del trabajo. Madrid: Pirámide.

  García Izquierdo, M (1999) Psicología del trabajo y de las organizaciones: fundamentos psicosociales del comportamiento en las organizaciones. Murcia: DM.

  Gil-Monte, P. R. (2005). El síndrome de quemarse por el trabajo (burnout): una enfermedad laboral en la sociedad del bienestar. Madrid: Pirámide.

  Munduate, L. (1992). Psicosociología de las Relaciones Laborales. Barcelona: PPU.

  Ordóñez Ordóñez, M. (Coord.) (1997). Psicología del trabajo y gestión de recursos humanos. Madrid: AEDIPE.

  Osca Segovia, A. (ed.) (2004). Prácticas de psicología del trabajo y de las organizaciones. Madrid: Sanz y Torres.

  Palací Descals, F. J. et al. (2004). Psicología de la organización. Madrid: Pearson Educación.

  Peiró, J. M. (2000). Desencadenantes del estrés laboral. Pirámide.

  Quintanilla, I. (2002) Empresas y personas. Gestión del conocimiento y capital humano. Madrid: Díaz de Santos.

  Quintanilla, I. (2002) Empresas y personas. Gestión del conocimiento y capital humano. Madrid: Díaz de Santos.

Salanova, M. y Schaufeli, W. B. (2009). El "engagement" en el trabajo: cuando el trabajo se convierte en pasión. Madrid: Alianza.

Trechera, J. L. (2003). Introducción a la psicología del trabajo. Desclée de Brouwer.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS

Contents included in the academic syllabus remain without changes.

2. WORKLOAD AND TIME PLANNING

The classes will be adapted to the hybrid or online will be extended for the time determined by the Academic Committee of the Degree, in accordance with the guidelines received from the Rectorate. The volume of work will be adapted to the model in force at any given moment.

The workload is modified to adapt it to new circumstances. Next, the table with the hours of work dedicated to each activity is presented:

LEARNING ACTIVITIES	Front-teaching hours	On-line teaching hours	Autonomous work hours
Theory lectures		30	
Preparing theory lectures			30
Preparing reports	6		40
Assessment activities	8		6
Study and autonomous tasks			30

TOTAL: 6 ECTS (150 hours)	14	30	106

3. TEACHING METHODOLOGY

-The required materials for preparing theory lectures as well as other activities and learning tasks will be uploaded at the virtual platform. Documents will be uploaded or information to find the documents will be otherwise reported.

- Theory lectures will be developed online through video-conferences (synchronic BBC).

-Reports and activities will include some front-teaching lectures and sessions. Remaining work will be performed individually or in groups. For team-work, students will have available the own resources of the University (virtual platform, Microsoft Teams software, etc.). Tasks and assignments will be delivered through the virtual platform. Students could be required for delivering tasks and assignments in synchronic form (BBC).

- Tutoring will be developed online through virtual platform, following the forum, video-conferencing or e-mail tools.

4. ASSESSMENT

The syllabus is modified on the following points:

- **Exam:** A test (25 questions) with three answer options. Its weight changes from the 60% to the 30% (3 points over final qualification). This exam will be taken in person. If sanitary circumstances prevent the performance of a face-to-face exam, it would be carried out through the virtual platform.

  -**Reports/assignments:** the 3 reports will weigh the 40% (4 points over 10). Part of the reports will be developed into the front-teaching lectures. The professor will inform about the specific days to be devoted to these reports.

   Report 1: 1.5 points. Group assignment about meaning of working, work values and work goals from a simple obtained by all members of the classroom.

   Report 2: 1.5 points. Group assignment about work motivational and satisfaction, analyzing a specific job through the JDS questionnaire.

   Report 3: 1 point. Individual assignment, developing a Deep structured interview about work stress to one individual employee.

- **Activities**: Students will fulfil at least five activities presented by the professor. With a weight of 30% (3 points over 10). Part of these activities will be performed at front-teaching lectures. For an activity to be considered at the final marks, the student should attend the front-teaching lectures where the activity is performed (except for "force majeur" causes). The professor should inform about the specific dates for performing each activity. These activities, as they involve group processes of practical and experiential nature about specific competences, are not available for recovery at the second period of assessment.

Requirements to pass this course:

- Obtaining at least 3,5 points from 10 in the exam. If the exam marks are lower, this mark will not be computed in the final qualification. In such case, the student should attend the second period of exams.

- The sum from all assessment activities (exam, reports, classroom activities) should be at least 5 points from 10.

Second period of exams:

During the second period of evaluation, the exam and the reports assignments failed by the student could be recovered. Classroom activities will not. The professor will specify the required criteria for the reports in the second period, if different from the first period. At least 3,5 points from 10 are required in the second period to be summed to the reports and activities scores.

Detecting plagiarism in some of the assessment activities (exam, reports, and classroom activities) implies automatically to fail the assessment of this course for the author(s).

5. BIBLIOGRAPHY

Recommended references are available and maintained from the original syllabus.