COURSE DATA

Data Subject	
Code	44849
Name	Basic intervention methods and evaluation
Cycle	Master's degree
ECTS Credits	4.0
Academic year	2024 - 2025

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Faculty of Psychology and Speech Therapy	2	First term

Subject-matter		
Degree	**Subject-matter**	**Character**
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	11 - Methodology. Introduction to intervention	Obligatory

Coordination	
Name	**Department**
GONZALEZ ROMA, VICENTE	306 - Social Psychology
HERNANDEZ BAEZA, ANA MARIA	267 - Behavioral Sciences Methodology

SUMMARY

The purpose of this course is to learn the procedures to implement and evaluate rigorously interventions in Work, Organizational and Personnel Psychology (WOP-P). It aims the learning of methodological techniques, procedures, and approaches to be used in these interventions.

After reviewing the main concepts and intervention approaches, the course focuses on action research, which integrates general and local knowledge as well as the views of all relevant stakeholders. It covers qualitative techniques for data collection such as semi-structured interviews and focus groups, and quasi-experimental designs for intervention evaluation. In this last case, attention is paid to the moderating role of culture in multinational firms.

VNIVERSITAT Ở Đ VALÈNCIA

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

This course assumes that graduated students have a working knowledge of basic statistics, including descriptive statistics (central tendency, variability), and covariance, correlation and simple regression.

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

- 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.

- Que los estudiantes sean capaces de planificar la evaluación de programas e intervenciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

- Que los estudiantes sean capaces de evaluar criterios de rendimiento, bienestar y relaciones sociales en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

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

At the end of the learning process, students will be able to:

1. Understand and implement evaluation programs and designs to assess intervention in WOP-P, with special attention to action research, considering global and local knowledge
2. Plan the steps that must be followed in Action-Research
3. Understand and apply qualitative techniques for data collection and program evaluation (semi-structured interviews and focus groups), integrating global and local knowledge and the perspective of multiple stakeholders.
4. Understand, choose and implement specific quasi-experimental designs for interventions' evaluation, considering the advantages and limitations (internal vs. external validity), and paying attention to the potential moderating role of culture when necessary

5. Communicate the outcomes of interventions' evaluation.

DESCRIPTION OF CONTENTS

1. Part I. The Action Research approach and interventions in organizations.

1. The Origin of Action Research.
2. Principles and assumptions.
3. Phases.
4. Qualitative methods and techniques involved in research, intervention and evaluation. Semi-structured interviews and focus groups.
5. Integrating global and local knowledge
6. The role of researchers and co-researchers (integrating the views of different stakeholders)
7. Advantages and limitations.

2. Parte II. Quasi-experimental designs for intervention evaluation

1. Introduction to quasi-experimental designs
2. The validity of quasi-experimental designs: internal and external validity, causality.
3. Strategies and quasi-experimental designs in intervention evaluation.
3.1 How can we measure intervention effects?
3.2 How should we measure intervention effects?
3.3 Design Choice and analysis of data.
3.4 The interpretation of results.
3.5. The potential moderating role of culture in multinational firms
4. Ex post-facto designs: retrospective and prospective strategies.
5. Advantages and limitations.
6. Communicating evaluation results.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	40,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Resolution of case studies	10,00	0
TOTAL	100,00	

TEACHING METHODOLOGY

The following teaching techniques will be used:

- Oral presentations by the instructor.
- Oral presentations by the students.
- Oral presentations by practitioners.
- Guided exercises.
- Role-playing.
- Individual and group exercises (problem-solving).
- Reading, analysis and discussion of published research articles.
- Individual and group tutorships.
- Case studies.

EVALUATION

Students will be evaluated in a 0 to 10 scale in each part of the course.

Part 1: Action research (50% of final mark)

a)   Lessons from real cases. The classroom will be divided into 4 subgroups. Each subgroup will read and analyze one article reporting a case in which the Action Research approach was implemented. Each subgroup will prepare a 20'-PowerPoint presentation where the students will: 1. briefly summarize the case, and 2. explain the lessons they learnt from these real cases. Weight of this activity on the final grade of Part 1: 30%.

b)   Focused theme. Subgroups of students will elaborate an initial diagnosis (state of the matter) on a specific "focused theme" and propose an intervention plan to introduce some improvements in the focused theme. The information required to carry out this assignment will be collected by means of interviews and focus groups. Each subgroup will prepare a Power Point presentation in which they will show the results of the assignment. Weight of this activity on the final grade of Part 1: 70%.

Considering the nature of the competences to be assessed, they cannot be assessed by means of an exam.

Part 2. Individual test (50% of final mark):

a) Examination about theoretical and practical contents (including statistical analysis) by means of an individual test with open questions. It will represent 90% of the qualification in Part 2.

b) Presentation and discussion of the activities carried out in the course It will represent 10% of the qualification in Part 2.

Additional considerations:

1. To pass the course, students should achieve a minimum of 50% in both parts

2. If a student does not pass some of the sections in the first call, the qualifications of the other sections will be kept for the second call.

3. The copy or plagiarism of any assignment and assessment activities will suppose the impossibility to pass the course.

REFERENCES

Basic

- Referència b1: Aussems, M.E., Boomsma, A. i Snijders, T.A.B (2009). The use of quasi-experiments in the social sciences:a content analysis; Quality and Quantity.
Referència b2: Bruce, R. i Wyman, S. (1998). Changing organization: practicing action training and research. Thousand Oaks, CA: Sage.

- Referència b3: Cook, T.D. i Campbell, D.T. (1979). Quasi-experimentation: Design and analysis issues for field settings. Chicago, IL: Rand McNally.

-Referència b4: Mertler, C.A. i Vannatta, R.A. (2010). Advanced and Multivariate Statistical Methods (4a edició) (capítol 5 en ANCOVA). Pyrczak Publishing.

- Referència b5: Creswell, J. W. (2003). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2a edició). Londres: SAGE Publishers.

-Referència b6:   Fitz-Gibbon i Morris, L.L. (1987). How to design a program evaluation. Newbury Park, CA: Sage.

- Referència b7: Grant, A.M. i Wall, T.D. (2009). «The Neglected Science and Art of Quasi-Experimentation: Why-to, When-to, and How-to Advice for Organizational Researchers». Organizational Research Methods, 12, 653-686.

-Referència b8:   Griffiths A. (1999). «Organizational interventions: facing the limits of the natural science paradigma». Scand J Work Environ Health, 25, 589-96.

- Referència b9:   Lewin, K. (1946). «Action Research and Minority Problems». Journal of Social Issues, 2, 34-46.

-Referència b10:   McNiff, J. (1991). Action research: principles and practice. Londres: Routledge.

- Referència b11: Pedhazur, E. i Pedhazur, L. (1991). Measurement, Design and Analysis: An integrated approach. Lawrence Erlbaum Associates.

-Referència b12: Posavac, E. J. (1992). Program evaluation: methods and case studies. Englewood Cliffs, NJ: Prentice Hall.

- Referència b13: Ramos-Álvarez, M., Valdés-Conroy, B. i Catena, A. (2006). «Criteria of the peer-review process for publication of experimental and quasi experimental research in Psychology». International Journal of Clinical and Health Psychology, 6, 773-787.

-Referència b14: Shadish, W., Cook, T.i& Campbell, D. (2002). Experimental and quasi-experimentation design for generalized causal inference. Boston: Houghton Mifflin.

- Referència b15 Stringer, E. T. (1996). Action research: a handbook for practitioners. Thousand Oaks, CA: Sage.

Additional

- Referència c1: Argyris, C., Putman, R. i Smith, D. M. (1985). Action Science. San Francisco: Jossey Bass.

-Referència c2: Morgan, David L. (1997). Focus Groups as qualitative research (2a edició). Londres: SAGE.

-Referència c3: Symon, G. i Cassel, C. (1998). Qualitative Methods and Analysis in Organizational Research. Londres: Sage.