

**COURSE DATA****Data Subject**

Code	42743
Name	Quality of working life and psychological well-being
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
2126 - M.D. in Human Resources Management	Faculty of Social Sciences	1	Second term

Subject-matter

Degree	Subject-matter	Character
2126 - M.D. in Human Resources Management	3 - Functions of human resources management	Obligatory

Coordination

Name	Department
MOLINER CANTOS, CAROLINA P.	306 - Social Psychology

SUMMARY

"Quality of working life and psychological well-being" is a four-month and compulsory course taught in the second semester of the first year of the "Master in Human Resources Management." Its workload is 3 ECTS credits.

The present course aims to provide the knowledge related to the worker's well-being and quality of working life necessary to carry out an appropriate professional activity in management of human resources.



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 students should have the knowledge included in the official programs of the degrees required to access to the present program.

OUTCOMES

2126 - M.D. in Human Resources Management

- 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 be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.
- Students should be able to prepare reports and make oral presentations related to human resources management.
- Students should have assertive communication and negotiation skills. This means being able to carry out negotiations related to the direction and management of human resources, and being able to carry out a mediation activity that facilitates an adequate management of human resources.
- Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.
- Students should be able to read a normative text or an application decision, critically and inferring its consequences in the field of business.
- Students should know the basic concepts of labour legislation and social protection needed to understand the contents of the master's degree and to carry out human resources management tasks.
- Students should know the fundamental characteristics of the labour market in Spain, its trends and structural changes.



- Students should be able to plan, implement, develop and evaluate human resources management in accordance with scientific models and procedures and in compliance with the ethical criteria of the profession.
- Students should be able to design and manage induction programmes for new staff and to design and implement equal opportunities programmes, promoting quality of life and professional development at work.
- Students should be able to interpret and apply labour, occupational health and social protection regulations insofar as they affect the company's human resources.

LEARNING OUTCOMES

English version is not available

DESCRIPTION OF CONTENTS

1. Quality of working life and Occupational Health Psychology

The "Occupational Health Psychology discipline. Concept of quality of working life. Quality of working life as philosophy of organizational management. Quality of working life and occupational health.

2. Work stress

What is work stress? Antecedents, mediators and consequents of stress. Coping strategies. Individual and collective stress. Stress from the Positive Psychology. Prevention of stress.

3. Burnout

Burnout and engagement. Antecedents, consequents and intervention strategies.

4. Mobbing at work

Definition of mobbing. Causes, consequences. Intervention strategies.

5. Work-family balance

Definition of work-family balance. Causes, consequences of work-family conflict. Intervention strategies.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	18,00	100
Tutorials	6,00	100
Classroom practices	6,00	100
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	5,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

Given the theoretical and practical/applied character of the competences to acquire, the teaching-learning methodology to use will consist of several activities: lectures with the students' participation, seminars and practical activities supervised by the professor (cases analysis, presentation of assignments...).

EVALUATION

The individual and team work performed by the students will be evaluated, both in terms of the acquisition of generic competences and in relation to the module's own knowledge. The following assessment systems will be used:

SE1 An objective or semi-objective test (80% of the mark)

SE2 The student's attitude in the development of the tasks and activities related to the competences will be evaluated through the observation of the teacher (10% of the note). Participation and involvement of students will also be assessed through oral discussions or presentations in the classroom (10% of the grade)

To add the grade of the SE2 assessment to the score of the SE1 system, the student must obtain at least a 5 out of 10 on the objective or semiojective test (SE1)

Due to the characteristics of a continuous evaluation system, the SE2 evaluation system is not recoverable in the second call.



REFERENCES

Basic

- Agencia Europea para la Seguridad y Salud en el Trabajo. (2002). Acoso moral en el trabajo. Luxemburgo: Oficina de Publicaciones Oficiales de las Comunidades Europeas. Retrieved November 21, 2008, from <http://osha.europa.eu/es/publications/factsheets/23>
- Calera, A. A., Esteve, L., Torada, R., Roel, J. M., Uberti-Bona, V., & Rodrigo, F. (2006). Factores psicosociales y estrés. En Instituto Sindical de Trabajo, Ambiente y Salud (ISTAS) (Ed.), La prevención de riesgos en los lugares de trabajo. Guía para una intervención sindical (4ª ed., pp. 303-320). Paralelo Edición S.A.
Disponible en: [http://www.psicologiacentifica.com/bv/psicologia-78-1-el-sindrome-de-quemarse-por-el-trabajo-\(sindrome-de-burnout\).html](http://www.psicologiacentifica.com/bv/psicologia-78-1-el-sindrome-de-quemarse-por-el-trabajo-(sindrome-de-burnout).html)
- Dolan, S., García, S., Díez-Piñol, M. (2005). Autoestima, estrés y trabajo. McGraw Hill.
- Fornés, J. (2002). Mobbing: La violencia psicológica como fuente de estrés laboral. [Electronic version]. Enfermería Global, 1, 1-10.
- Frone, M. R. (2003). Work-family balance. In J. C. Quick, & L. E. Tetrick (Eds.), Handbook of occupational health psychology (Vol. 7, pp. 143-162)
- Gil-Monte, P. (2001). El síndrome de quemarse por el trabajo (síndrome de burnout): aproximaciones teóricas para su explicación y recomendaciones para la intervención. Revista Psicología Científica.com, 3(5).
- Góngora, J. J., Lahera, M., & Rivas, M. L. (2002). Acoso psicológico en el trabajo. "mobbing"

Additional

- Cooper, C. L., Dewe, P. J., & O'Driscoll, M. P. (2001). Organizational stress: A review and critique of 14 theory, research, and applications (Foundations for organizational science). Thousand Oaks, CA, US: Sage Publications
- Corral, A., & Isusi, I. (2005). Quality of life in the Spanish workplace. Dublin: European Foundation for the Improvement of Living and Working Conditions
- Di Martino, V., & Musri, M. (2001). Guidance for the prevention of stress and violence at the workplace. Lumpur: Department of Occupational Safety and Health Malaysia.
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- Hakim, C. (2005). Modelos de familia en las sociedades modernas: Ideales y realidades. Madrid: Centro de investigaciones sociológicas
- Korabik, K., Lero, D. S., & Whitehead, D. L. (2008). Handbook of work-family integration: Research, theory, and best practices. Amsterdam: Academic Press
- Moreno-Jiménez, B., Rodríguez Muñoz, A., Garrosa Hernández, E., & Morante Benadero, M. E. (2004). Acoso psicológico en el trabajo: Una aproximación organizacional. [Workplace mobbing: An organisational approach] Revista de Psicología del Trabajo y de las Organizaciones, 20(3), 277-289
- Parcel, T. L. (2006). Managing work and family: Insights from Europe and the United States. Work and Occupatio



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. Contenidos

Se mantienen los contenidos inicialmente recogidos en la guía docente.

2. Volumen de trabajo y planificación temporal de la docencia

Mantenimiento del peso de las distintas actividades que suman las horas de dedicación en créditos ECTS marcadas en la guía docente original.

3. Metodología docente

Videoconferencia síncrona BBC_sustituir a las clases.

Transparencias locutadas_sustituir a las clases.

Forum en Aula Virtual_sustituir al debate en clase.

4. Evaluación

Se mantienen los mismos porcentajes previsto en la guía de la asignatura.

SE1 Se realizará una prueba objetiva o semiobjetiva (80% de la nota)

SE2 Se evaluará a través del seguimiento del profesor (observación directa en las sesiones presenciales y a través de participación en el foro en las no presenciales), la actitud de los/as estudiantes en el desarrollo de las tareas y actividades relacionadas con las competencias. (10% de la nota) así como la participación e implicación de los estudiantes . (10% de la nota)

Para sumar la nota de la evaluación SE2, a la nota del sistema SE1, el estudiante deberá obtener al menos un 5 sobre 10 en la prueba objetiva o semiobjetiva (SE1)

La evaluación del SE2 que se realizó de forma presencial no será recuperable

El examen se realizará mediante pruebas objetivas (tipo test) en aula virtual

Si el día/hora de examen algún estudiante tuviera dificultades técnicas (limitaciones en disposición de equipamiento, fallos de conexión...) deberá escribir inmediatamente a su profesor/a un correo usando la cuenta @alumni.uv.es, identificándose y describiendo las dificultades, a fin de que se le comunique un horario alternativo para proceder mediante examen oral a la mayor brevedad. Así mismo, el profesorado indicará con qué herramienta se realizaría la conexión, la cual se podrá establecer también mediante telefonía usando herramientas de videoconferencia y será grabada.

El profesorado podrá requerir entrevistas individuales o en pequeño grupo mediante videoconferencia para verificar el grado de participación y la consecución de los objetivos que se persigan en cualquier sistema de evaluación. Declinar esta verificación por parte del estudiante supondrá no superar la evaluación en cuestión.



5. Bibliografía

La bibliografía recomendada se mantiene pues es accesible.

