



## COURSE DATA

### Data Subject

<b>Code</b>	42743
<b>Name</b>	Quality of working life and psychological well-being
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2023 - 2024

### Study (s)

Degree	Center	Acad. Period year
2126 - Master's Degree in Human Resources Management	Faculty of Social Sciences	1 Second term

### Subject-matter

Degree	Subject-matter	Character
2126 - Master's Degree 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.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2126 - Master's Degree 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)**

Students will deepen, at an advanced level, the processes involved in human resource management functions. They will know how to use methods for the improvement of quality of life and psychological well-being.

## **DESCRIPTION OF CONTENTS**

### **1. Quality of working life and Occupational Health Psychology**

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

### **2. Job stress**

Concept of work stress. Individual and collective stress. Emotional contagion. Stress from the positive psychology of work. Antecedents, mediators and consequences of stress. Psychosomatic complaints. Stress coping strategies. Programs for stress management and prevention.

### **3. The burnout syndrome**

Burnout syndrome and psychological involvement at work (engagement). Antecedents, mediators and consequences of burnout syndrome. Intervention strategies.

### **4. Psychological harassment at work**

Concept of psychological harassment at work. Antecedents, mediators and consequences of psychological harassment at work. Intervention strategies. Assistance programs.



**5. Workplace Wellness Programs: Work-Life Balance**

Concept of work-life balance. Background, mediators and consequences of work-life 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
<b>TOTAL</b>	<b>75,00</b>	

**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 done by the students will be evaluated, both in terms of the acquisition of generic competencies and in relation to the knowledge of the module.

For this purpose, the following evaluation systems will be used:

- SE1\_ It will be evaluated through the resolution of a case in team (40% of the grade).
- SE2\_ It will be evaluated through an individual work consisting in the elaboration of a portfolio through the different sessions of the subject the activities related to the competences to be acquired (40% of the grade).
- SE3\_ The participation and involvement of the students will also be evaluated through the activities proposed during the sessions (20% of the grade).



- Students must attend at least 80% of the face-to-face sessions in order to be able to present the activities that will be carried out during the sessions and that allow obtaining the grade for SE2 and SE3.
- To add the grade of the evaluation systems SE1 and SE2 it will be necessary to reach a 5 out of 10 in each of them. Due to the characteristics of a continuous evaluation system, the evaluation system SE3 is not recoverable in the second call and therefore the grade obtained in this system in the first call will be maintained.
- The honors degree will be awarded to students who achieve a mark of 10. If necessary, an additional test will be designated.

The grading of the course will be subject to the provisions of the Grading Regulations of the University of Valencia (ACGUV 12/2004). [<http://www.uv.es/graus/normatives/Reglamentqualificacions.pdf>]

In the case of fraudulent practices, copying or plagiarism, the procedure will be as established by the Protocol of action in the case of fraudulent practices of the University of Valencia (ACGUV 123/2020): [<https://www.uv.es/sgeneral/protocols/c83.pdf>]

## REFERENCES

### Basic

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- Góngora, J. J., Lahera, M., & Rivas, M. L. (2002). Acoso psicológico en el trabajo. "Mobbing"
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### Additional

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