COURSE DATA

Data Subject	
Code	44840
Name	Psychology of health and quality work life
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	1	Annual

Subject-matter

Degree	Subject-matter	Character
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	2 - Psychology of work. Explanatory introduction	Obligatory

Coordination

Name	Department
SUBIRATS FERRER, MONTSERRAT	306 - Social Psychology
ZORNOZA ABAD, ANA	306 - Social Psychology

SUMMARY

"Psychology of health and quality of work life" is a four-month and compulsory course taught in the first semester of the first year of the Master on Work, Organizational, and Personnel Psychology. Its workload is 4 ECTS credits.
An explanatory approach to work psychology area of training is developed. Explanatory refers to the knowledge of theory and up-to-date and comprehensive empirical evidence aiming to explain human behaviour in its context. So, this course offers to the student theoretical knowledge and skills to be able to describe, assess, diagnose, explain and interpret the main phenomena and psychosocial processes related to health and quality of working life in the work area.
The acquisition of such knowledge and basic skills will enable the student to develop, in the second year of the master, the skills needed to carry out interventions in the field of organizations and work.
In order to achieve these general goals the students will learn:

The main concepts, history, developments, and areas of Occupational Health Psychology
The main theoretical models of occupational stress, the biological basis related to them and the empirical evidence available that permit to ground on the evidence-based professional practice.
Some specific areas especially relevant in the field of psychosocial risk analysis.
The strategies to identify the conceptual mapping that should support the design of a Psychosocial risk analysis.
The main knowledge, skill and competencies in the process of performing a psychosocial risk analysis for an organization.

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 very convenient that the students have studied different basic subjects of Psychology, such as: Social psychology, social groups psychology, social work psychology, psychometry and data processes applied to behavioural sciences.
Also, a fluent level of English is essential.
The most important prior knowledge is:

- General knowledge of the main psychosocial and psychophysiological processes:
- Risk factors: working conditions, work-family interaction, job insecurity and unemployment, rupture o

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

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

- Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
- To be able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- Know how to communicate your conclusions (and the underlying knowledge and reasons) to both specialist and non-specialist audiences in a clear and unambiguous way.
- Possess the learning skills that will allow them to continue studying in a way that will be largely self-directed or autonomous.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.

- Que los estudiantes sean capaces de entrevistar a clientes o directivos para analizar sus necesidades y problemas, identificando necesidades y problemas subyacentes y clarificándolos de tal forma que sean comprendidos y aceptados por los clientes o directivos.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de individuos en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que els estudiants siguin capaços de seleccionar i aplicar instruments, tècniques i mètodes per a l'avaluació de grups en el context de la psicologia del treball, de les organitzacions i dels recursos humans.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de organizaciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación situacional en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

At the end of the course, the student will be able to:

- Understand and evaluate stress at work.
- Understand and evaluate psychosocial risks at work.

DESCRIPTION OF CONTENTS

1. OCCUPATIONAL STRESS MODELS IN AN MULI, INTERCULTURAL AND GLOBAL CONTEXT

- Conceptual issues and definition
- Coverage and scope
- Brief history.
- New trends and developments in research and professional practice.

2. WORK STRESS

1. The integrative approach to work stress: components and mechanisms of the psychobiologic response to stress.
2. The models of work stress and its psychophysiological indicators.
3. Individual characteristics and coping.
4. The burnout syndrome or psychological weariness.
5. Work stress and Positive Psychology.

3. MAIN COMPONENTS OF THE PROCESS TO PERFORM A PSYCHCOSOCIAL RISK ANALYSIS

- Psychosocial risk factors: Conceptualization and categorization.
- AMIGO model
- Evaluation of psychosocial risks

4. PSYCHOSOCIAL RISKS: WORK-FAMILY INTERFACE, VIOLENCE AT WORK, UNCERTAINTY AND DIVERSITY, SAFETY AND SECURITY, MULTICULTURAL CONTEXT.

1. Work-family conciliation/conflict
2. Safety and hazards
3. Violence and mobbing at work

5. PSYCHOSOCIAL RISKS ASSESSMENT METHODS

- Identifying the needs, setting the goals and planning the assessment
- Designing the assessment and determining the tools, conditions, etc.
- Delivering and reporting the 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
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparing lectures	10,00	0
TOTAL	**100,00**	

TEACHING METHODOLOGY

The development of the course is structured around four axes: the face-to-face classes, the preparation of the classes, the tutorials and the elaboration of the final work.

1. Classes: there will be two types of classroom classes.

- sessions whose purpose is to contextualize the topic and offer the student the opportunity to discuss all aspects related to a specific topic. Likewise, it will be indicated those resources more advisable for the later preparation of the subject in depth.

- sessions in which the students will present and analyze the work on the subject. The idea is not to give a detailed summary of the readings made but to integrate the readings into a coherent review. Articles should be linked and strengths and weaknesses sought, suggesting future lines whenever possible. PowerPoint will be used to help highlight the main points. Likewise, techniques such as simulations, role plays, conceptual mapping, etc. will be performed.

2. Study and preparation of class work: the preparation of classes by the student is essential for the learning of the discipline. Given the philosophy that underlies the approach and development of this master, the knowledge, skills, and skills to be acquired by the student must be achieved through an interactive approach and joint collaboration between the teacher and the student. Therefore, it is considered that the participation and active dedication on the part of the student, before the attendance to the classroom classes, is a basic requirement as a methodological axis.

3. Tutorials are conceived as activities with the main purpose of solving doubts, commenting on progress, reviewing research questions, providing documentation and monitoring the work and learning of each student. The tutorials will be done at both individual and group level, forming a substantial part of the development of the work carried out by the students.

The following teaching techniques will be used:

- Oral presentations by the instructor.
- Oral presentations by the students.
- Study and preparation of work for the class
- Use and analysis of tools
- Small group discussion
- Build a conceptual map of psychosocial risks
- Develop a workshop (eg.one phase of psychosocial risk assessment)
- Lectures

EVALUATION

The evaluation scale goes from 0 to 10, with 5 being the minimum grade to pass the subject. The final assessment will be made according to the workload that the students have had in the different parts of this subject.

There is no difference between the first and the second call. In the second call the student will have the possibility to go back to doing those activities that he did not perform at the first call or that he had done insufficiently, due to which he had suspended in the first call. All activities are, therefore, recoverable. Given the characteristics of the subject and the emphasis on the development of competences, an examination is not considered, to consider that the acquisition of such competences cannot be evaluated correctly by means of the exam.

The specific instructions for each job and the evaluation criteria will be explained in the material provided by each teacher. The elements and evaluation criteria considered are:

· Quality of oral presentations of students: the logic of the argumentation used, use of theories, quality of critical thinking, leadership and guidance of the discussion with the class. (15%)

· Preparation of assignments for the integration of knowledge or for the analysis of a relevant topic (50%)

· Critical analysis of articles and other materials (25%)

· Development of concept maps. (10%)

In order to obtain the final grade of this subject, two aspects will be taken into account: on the one hand, punctuality in delivery (the first day of delay in delivery implies a reduction of 10% in the grade and each day of additional delay A 5% reduction and, on the other hand, the out-of-range delivery in question of size, which will be evaluated by the teacher and decrease by 10% of the grade.

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