

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

|                      |                                 |
|----------------------|---------------------------------|
| <b>Code</b>          | 44845                           |
| <b>Name</b>          | Intervention in work psychology |
| <b>Cycle</b>         | Master's degree                 |
| <b>ECTS Credits</b>  | 4.0                             |
| <b>Academic year</b> | 2021 - 2022                     |

**Study (s)**

| <b>Degree</b>   | <b>Center</b>                            | <b>Acad. year</b> | <b>Period</b> |
|---|--|-------------------|---------------|
| 2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus | Faculty of Psychology and Speech Therapy | 2                 | First term    |

**Subject-matter**

| <b>Degree</b>   | <b>Subject-matter</b>                                | <b>Character</b> |
|---|--|------------------|
| 2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus | 6 - Psychology of work. Introduction to intervention | Obligatory       |

**Coordination**

| <b>Name</b>               | <b>Department</b>       |
|---------------------------|-------------------------|
| ORENGO CASTELLA, VIRGINIA | 306 - Social Psychology |
| ZORNOZA ABAD, ANA         | 306 - Social Psychology |

**SUMMARY**

The "Intervention in Work Psychology" is a four-month and compulsory course taught in the first semester of the second year of the Master on Work, Organizational, and Personnel Psychology. Its workload is 4 ECTS credits.

This course devoted to the learning of technological and change theories and intervention skills, in the discipline of Work Psychology. It is delivered in all partner institutions. It offers know-how concerning interventions in the field of work psychology as well as an overview of approaches for intervention related to the (re)design of work and the optimisations of human work activity.

The student will be able to learn the intervention skills related to work psychology. Thus, the general objective of this course is to provide the student with a review on the approaches and / or methods for intervention in the work context within the Organizational Development framework. This objective translates into the following specific objectives: To know methods and techniques useful for the correct identification of all those elements relevant to the promotion of occupational health, prevention of risks



and promotion of the quality of work life. To learn and use some fundamental methodologies for the development of equipment, in order to increase their potential and improve their performance. Learn the importance of an ergonomic perspective when designing work in a team. To know some group techniques of ergonomics. Acquire basic knowledge on the development of an intervention program. This course provides theories, methodologies and tools about interventions in the area of work psychology, as well as a review of approaches to interventions related to work (re) design, quality of work life, prevention of psychological risks at work And optimization of human work.

## 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 necessary to have a good knowledge of English that allows the reading of texts and oral and written expression. In addition, student must have studied the subjects Advanced Course in Work Psychology and Psychology of health and quality of working life, taught in the first year.

## OUTCOMES

### 2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus

- 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 realizar intervenciones indirectas en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de elaborar, en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos, una propuesta oral o escrita con los objetivos de su actividad y el modo de alcanzarlos, proponiendo criterios para evaluar los resultados de las mejoras.
- Que los estudiantes sean capaces de planificar intervenciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.



- Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la persona en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la situación en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de implantar productos y servicios en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

## LEARNING OUTCOMES

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

1. To understand and to propose interventions in ergonomic factors and of prevention of psychosocial risks.
2. Understand and use strategies for the development of work teams.

## DESCRIPTION OF CONTENTS

### 1. Psychosocial intervention

1. Conceptual delimitation
2. Types of intervention
3. Application contexts

### 2. Enhancing teams effectiveness methods and collaborative work

- Psychosocial risks intervention as an organizational strategy
- Implementation process of a risk prevention strategy
- How to design an intervention process (evidence based)
- Analysis of good practices

### 3.

**WORKLOAD**

| ACTIVITY                                     | Hours         | % To be attended |
|--|---------------|------------------|
| Theory classes                               | 40,00         | 100              |
| Attendance at events and external activities | 2,00          | 0                |
| Development of group work                    | 10,00         | 0                |
| Development of individual work               | 5,00          | 0                |
| Study and independent work                   | 5,00          | 0                |
| Readings supplementary material              | 5,00          | 0                |
| Preparation of evaluation activities         | 10,00         | 0                |
| Preparing lectures                           | 5,00          | 0                |
| Preparation of practical classes and problem | 12,00         | 0                |
| Resolution of case studies                   | 5,00          | 0                |
| Resolution of online questionnaires          | 1,00          | 0                |
| <b>TOTAL</b>                                 | <b>100,00</b> |                  |

**TEACHING METHODOLOGY**

In general, the development of the class is structured around four axes: the classroom, preparation for the class, the tutorials and the development of the final project.

**1. Classroom- oral presentations:** there will be two types of classes.

- sessions whose objectives is to put the topic in context and offer the student the opportunity to discuss all of the aspects related to a specific topic included practical aspects. Also, these classes indicate those resources that are most suitable for further preparation of the subject in depth.

- sessions in which the student will expose and analyze the work done on the topic in question. The idea is solve case studies and designing intervention strategies through the realization of a workshop.

-sessions with a professional of a company, who will show in an applied way a process of real intervention carried out in his/her organization

**2. Study and preparation of assignments for class:** the student's preparation for class is fundamentally learning discipline. Given the philosophy underlying the approach and development of this master, the knowledge, abilities and skills to be acquired should be achieved through an interactive approach and a joint collaboration between teacher and student. Therefore, the student's participation and active dedication is considered, prior to class assistance, a basic requirement as a methodological perspective.



**3. The individual tutorials and small group discussions.** They are seen as activities whose main purpose is to resolve doubts, discuss progress, review research questions raised, offer documentation and keep each student on track with their assignments and learning.

## EVALUATION

into account the students' workload depending on the different parts of this class.

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.

In this way, the assessment of each part will be made in the following way:

- 1- Quality of individual or group oral presentations with discussion
2. Critical analysis of materials, conceptual maps related to the work intervention methods and use them to develop prevention plans or teamwork development.
  - Team building technique
3. Design and elaborate and Intervention plan in a specific work context (goals specifications, assessment, development)
  - Intervention workshop (presentation, materials used, evidence-based...)

The concrete instructions of each assignment and the grading criteria will be explained in each teacher's material provided.

In order to obtain the final qualification for this class, two relevant aspects will be discussed: on one side, punctuality of turning in the assignment (first day late results in a 10% grade reduction and 5% more for each subsequent day); and on the other side, turning in an assignment out of the size which will be determined by the professor and will subtract 10%

## REFERENCES

### Basic

- - Locke, E. (Ed.). (2011). Handbook of principles of organizational behavior: Indispensable knowledge for evidence-based management. John Wiley & Son
- - Parker, S. K. (2014). Beyond motivation: Job and work design for development, health, ambidexterity, and more. Annual review of psychology, 65, 661-691





- - Salvendy, G. (2012). Handbook of Human Factors and Ergonomics, Wiley.
- - EUROPEAN AGENCY FOR THE SAFETY & HEALTHY WORK :<http://osha.europa.eu>
- - INTERNATIONAL LABOUR OFFICE: [www.ilo.org](http://www.ilo.org)INTERNATIONAL LABOUR OFFICE: [www.ilo.org](http://www.ilo.org)
- - ISTITUTO PARA LA SEGURIDAD E HIGIENE EN EL TRABAJO (INSHT): [www.insht.es](http://www.insht.es)
- - THE NATIONAL INSTITUTE FOR OCCUPATIONAL SAFETY & HEALTH (NIOSH):[www.cdc.gov/niosh](http://www.cdc.gov/niosh)
- - EUROPEAN FRAMEWORK FOR PSYCHOSOCIAL RISKS MANAGEMENT (PRIMA-EF):[www.prima-ef.org](http://www.prima-ef.org)

#### **Additional**

- - Carayon, P. (Ed.). (2011). Handbook of human factors and ergonomics in health care and patient safety. CRC Press
- - Salmon, P. M. (2011). Human factors methods and accident analysis: Practical guidance and case study applications. Ashgate Publishing, Ltd..
- - Frese, M., & Keith, N. (2015). Action Errors, Error Management, and Learning in Organizations. Annual review of psychology, 66, 661-687.

#### **ADDENDUM COVID-19**

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

**English version is not available**