

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

<b>Code</b>	44852
<b>Name</b>	Professional report
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	4.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Faculty of Psychology and Speech Therapy	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	13 - Expert report	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
PEIRO SILLA, JOSE MARIA	306 - Social Psychology

**SUMMARY**

The Professional Report is prepared by the Erasmus Mundus student in WOP-P once he/she has finished the Professional Stage or Practicum. This report should represent the integration between the theoretical and research evidence studied in the different units/courses of the Master, together with the practice carried out at the professional stage/Practicum.

This strategy is congruent with the Scientific-Professional model. This document is really useful in order to find out what are the contents taught and learned during the Master courses that are used afterwards in professional stage/practicum. Teachers use these materials for didactic purposes only if the anonymity of the company/organization is assured and the student gives his or her consent.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No specific previous knowledge is required

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

### 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 elegir una estrategia apropiada para gestionar los problemas planteados basándose en una reflexión sobre la situación profesional y en las competencias primarias que uno mismo posee.
- Que los estudiantes sean capaces de actualizar y desarrollar sus competencias, conocimientos y habilidades de acuerdo con los cambios de la profesión y los estándares y requisitos de la profesión psicológica, y la normativa nacional y europea.
- Que los estudiantes sean capaces de establecer y mantener un sistema de garantía de calidad para la práctica en su conjunto.
- 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 planificar intervenciones 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.



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

At the end of the educational and learning process, the student must be able to:

1. Reflect critically on the practical activities developed during the Practicum.
2. Establish the relationship, in a critical way, between the experiences of the Pràcticum and the theoretical and research contents studied in the master's degree.
3. Analyze the competences activated during the work experience developed in a real and professional environment.

[Sugerir un cambio](#)

## DESCRIPTION OF CONTENTS

### 1. Professional Report

The professional report is the integration between the theoretical and research evidence studied in the different units/courses of the Master, together with the practice carried out at the professional stage/Practicum. This strategy is congruent with the Scientific-Professional model. This document shows what are the contents taught and learned during the Master courses that are used afterwards in professional stage/practicum.

Considering the diversity of experiences and contexts of the Practicum, it is neither possible nor suitable to fix the specific contents of the Professional Report. Nevertheless, general contents should be included as a reflection or deep thought on the contents of the Master, its relation with the professional activities developed on-site the companies, the integration of the targets of the area of RH with other organizational targets, the ethical aspects, etc.



## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	40,00	100
Development of individual work	50,00	0
Readings supplementary material	10,00	0
<b>TOTAL</b>	<b>100,00</b>	

## TEACHING METHODOLOGY

- Lectures of papers related to epistemology and psychology
- Individual & group exercise under supervision (e.g., group discussions on the relationship between organizational practices and academic research, mainly in the domain of HRM)
- Reports

## EVALUATION

The Professional Report should be presented individually. The evaluation of this professional report will be based mainly on the quality of the integration between the theoretical and research contents of the Master and the professional experience during the professional stage or practicum. Specifically a critical and reasoned argumentation is expected, instead of a simple description of organizational policies.

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.

## REFERENCES

### Basic

- Cone, J.D. i Foster, S.L. (2006). Dissertations and Theses From Start to Finish: Psychology and Related Fields. 2a edició. APA Publications.
- Diaz Quijano, S. (2009). «I+D+I de la Psicología del Trabajo», en AEDIPE (ed.), Psicología del Trabajo: Historia y perspectivas de futuro (p. 397-432). Madrid: Pearson Prentice Hall.



### Additional

- - Cascio, W.F. (2007). «Evidence-based management and the marketplace for ideas». The Academy of Management Journal, 50(5), 1009-1012.
- - Collins, F.L. Jr., Callahan, J.L. i Klonoff, E.A. (2007). «A scientist-practitioner perspective of the internship match imbalance: The stairway to competence». Training and Education in Professional Psychology, 1(4), 267-275. doi:10.1037/1931-3918.1.4.267.
- - Latham, G.P. (2007). «A speculative perspective on the transfer of behavioral science findings to the workplace:"The Times They are A-changin'"». The Academy of Management Journal, 50(5), 1027-1032.