



COURSE DATA

Data Subject

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| Code | 44854 |
| Name | Winter School: Organizational Psychology |
| Cycle | Master's degree |
| ECTS Credits | 12.0 |
| Academic year | 2022 - 2023 |

Study (s)

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

Subject-matter

| Degree | Subject-matter | Character |
|---|---|-----------|
| 2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus | 14 - Joint unit of intensive learning (International winter school) | Optional |

Coordination

| Name | Department |
|-----------------------------|-------------------------|
| MOLINER CANTOS, CAROLINA P. | 306 - Social Psychology |
| PEIRO SILLA, JOSE MARIA | 306 - Social Psychology |

SUMMARY

The Joint Unit Intensive Learning Unit in Organizational Psychology (International Winter School) has an intervention approach. This approach refers to the promotion of effective and positive change, based on the scientific knowledge and the professional experience. Its focus is on Theoretical design and intervention competences in Organizational Psychology.



Theories and intervention skills prepare students for the planning, implementation, monitoring and evaluation of changes and interventions that aim to improve behavior, situations and psychological processes in the area of Organizational Psychology. This knowledge and competences also prepares students to design new models, strategies, methods and tools.

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

OUTCOMES

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

- Students can apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students are able to integrate knowledge and handle the complexity of formulating judgments based on information that, while being incomplete or limited, includes reflection on social and ethical responsibilities linked to the application of their knowledge and judgments.
- Students can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences, clearly and unambiguously.
- Students have the learning skills that will allow them to continue studying in a way that will be largely self-directed or autonomous.
- Students have the knowledge and understanding that provide a basis or an opportunity for originality in developing and/or applying ideas, often within a research context.
- Que los estudiantes sean capaces de desarrollar nuevos productos y servicios que tengan el potencial de satisfacer las necesidades presentes o futuras de los clientes y de generar nuevos negocios.
- Que los estudiantes sean capaces de informar de los productos y servicios existentes y nuevos a los clientes actuales o potenciales.
- Que los estudiantes sean capaces de establecer y mantener relaciones con clientes.
- 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 definir servicios o productos y análisis de sus requisitos en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de diseñar servicios o productos en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de realizar un estudio para comparar instrumentos (por ejemplo, tests, escalas de calificaciones), técnicas y métodos, y establecer su viabilidad, fiabilidad y validez, efectividad y beneficios, costes.
- Que los estudiantes sean capaces de evaluar servicios o productos en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

LEARNING OUTCOMES

At the end of the teaching-learning process, the student must be able to:

1. Understand and analyze the factors of the international context that have an impact on the intervention in the psychology of organizations.
2. Review a topic of intervention in psychology of organizations.
3. Design interventions in the psychology of organizations.
4. Be aware of the ethical aspects of the profession in the psychology of organizations.
5. Integrate knowledge and skills in a final work on the psychology of organizations.

DESCRIPTION OF CONTENTS

1. Joint Intensive Unit in Organizational Psychology

In order to promote competencies to work in an international context and also to promote the design of intervention competences included in the Europsy and in the Advanced Certificate for WOP- Psychology, the following contents are considered for the Joint Intensive Learning Unit:

1. Analysis of the international contextual factors, specially paying attention to those factors that have a clear impact on Organizational Psychology.
2. Review of the literature available to prepare a state of the art on one intervention topic relevant for Organizational Psychology.
3. Learning of knowledge, skills and attitudes to design interventions in organizations paying special attention to Organizational Psychology issues.
4. Learning and practicing how to implement an intervention in Organizational Psychology.
5. Becoming aware and knowledgeable about justice and fairness issues as well as ethical principles guiding professional interventions.
6. Being able to integrate the previous knowledge and skills, developing a final integration paper.



WORKLOAD

| ACTIVITY | Hours | % To be attended |
|--|---------------|------------------|
| Other activities | 120,00 | 100 |
| Study and independent work | 80,00 | 0 |
| Preparation of evaluation activities | 50,00 | 0 |
| Preparing lectures | 25,00 | 0 |
| Preparation of practical classes and problem | 25,00 | 0 |
| TOTAL | 300,00 | |

TEACHING METHODOLOGY

The learning process takes place using two main systems, through the Virtual Classroom at the University of Valencia with the tutoring by teachers, and by sessions of oral presentations and working group's activities. Specifically the learning methodology to be used mainly are as follow:

TRAINING ACTIVITIES

Seminars taught by guest professors

Individual and / or group activities

Participatory processes (debates, discussions, etc...) with the involvement of students and teachers.

Oral presentations by students.

Reading articles reports and other materials related to the research and practice of Psychology of Organizations.

Use and design of assessment tools in Organizational Psychology.



Participation in tutorials for training in different parts of the Master.

TEACHING METHODS

Master Classes;

Readings

Oral presentations

Design of tools and interventions

Guided exercises individually or/and in group

EVALUATION

The teaching staff evaluates the learning achieved by students taking into account the work done during the first phase and the work done during the in-residence phase. The teaching staff evaluates the final report or assignments and provides detailed feedback to students. In the assessment of learning process is taken into account:

Quality of students' oral presentations

Preparation of "assignments" for the integration of knowledge or analysis of a topic relevant



Critical analysis of articles and other materials

Quality of use and design of instruments

Quality in the design of interventions.

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

- - Roe, R. A. (2007). The design of selection Systems. Principles and Applications. Maastricht: Maastricht University, Faculty of Economics & Business Administration, 54.
- - Briner, R. B., Denyer, D. & Rousseau, D.M. (2009). Evidence-based management: Construct clean-up time? *Academy of Management Perspectives*, 23, 4, 19-32.
- - DAmato, A., & Zijlstra F.R.H., (2008). Psychological Climate and Individual Factors as Antecedents of Work Outcomes. *European Journal of Work and Organizational Psychology*, 17, 33-54.

Additional

- - Steiner, & D. P. Skarlicki (Eds.), *Emerging Perspectives on Managing Organizational Justice* (pp. 225-278). Greenwich, CT: Information Age Publishers.
- - Andriessen, J. H. Erik, & Fahlbruch, B. (2004). *How to manage experience sharing. From organisational surprises to organisational knowledge*. Oxford, UK: Elsevier.