

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

<b>Code</b>	44855
<b>Name</b>	Winter School: Personnel Psychology
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	12.0
<b>Academic year</b>	2023 - 2024

**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	14 - Joint unit of intensive learning (International winter school)	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
MOLINER CANTOS, CAROLINA P.	306 - Social Psychology
PEIRO SILLA, JOSE MARIA	306 - Social Psychology
RODRIGUEZ MOLINA, ISABEL	306 - Social Psychology

**SUMMARY**

The Joint Unit Intensive Learning Unit in Personnel 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 Personnel 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 Personnel 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 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 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 will have to be able to:

Understand and analyze the factors of the international context that have an impact on the intervention in the psychology of human resources.

Review a topic of intervention in human resources psychology.

Design interventions in human resources psychology.

Be aware of the ethical aspects of the profession in the psychology of human resources.

Integrate knowledge and competences in a job, the psychology of human resources

## DESCRIPTION OF CONTENTS

### 1. Joint Intensive Learning Unit in Personnel 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 Human Resources policies and practices
2. Review of the literature available to prepare a state of the art on one intervention topic relevant for Personnel Psychology.
3. Learning of knowledge, skills and attitudes to design interventions in organizations paying special attention to HR issues.
4. Learning and practicing how to implement an intervention.
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
<b>TOTAL</b>	<b>300,00</b>	

**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 teacher in charge of each topic will evaluate the learning achieved by students on this issue taking into account the work done during the first phase and the work done during the stage of "boarding". The professors of the Universitat de València will evaluate the final works (Assignments) and provide detailed feedback to the students. In the evaluation of learning, the following will be taken into account:

Quality of the oral presentations of the students.

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

Critical analysis of articles and other materials.

Quality in the use and design of instruments.

Quality in the design of interventions.

Due to the characteristics of the subject and the emphasis on the development of competences, the performance of an examination is not considered adequate. It is considered that the acquisition of the competences that are intended to be developed can not be evaluated correctly by means of this evaluation system.

Sugerir un cambio

## REFERENCES



### Basic

- - Anderson, N., Ones, D., Kepir Sinangil, H., & Viswesvaran, C. (eds.) (2001). Handbook of Industrial, Work & Organizational Psychology. Volume 2. Chapters: 9, 17, 18, 19, 20 and 21.
- - Guest, D., Isaksson, K. and De Witte, H. (eds). Employment Contracts, Psychological Contracts and Worker Well-Being: An International Study. Oxford: Oxford University Press.
- - Roe, R. A. (2007). The design of selection Systems. Principles and Applications. Maastricht: Maastricht University, Faculty of Economics & Business Administration, 54.

### Additional

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