

**COURSE DATA****DATA SUBJECT**

**Code:** 33309  
**Name:** Social psychology of work  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	2	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1319 - Degree in Psychology	Social psychology of work	COMPULSORY

**COORDINATION**

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**SUMMARY**

Social Psychology of Work is a compulsory lecture included in the first semester of second academic year at the Degree in Psychology, with 6 ECTS.

This matter follows the ENOP (European Network of Organizational Psychology), which describes the contents, methods and minimum requirements for the professional training in Work, Organization and Personnel Psychology in Europe. Social Psychology of Work studies the activity of workers, who individually or in a collective manner perform the tasks derived from the work processes that take place in modern organizations.

The matter aims to provide students the theoretical knowledge and the abilities required to interpreting, measuring, explaining and diagnosing the main processes related with labor activities. Contents of Social Psychology of Work are closely related with those of Organizational Psychology, included in the third academic year at the Degree in Psychology. Their contents are complemented with those of the following optional lectures: Human Resources Psychology (Personnel Psychology), Social Psychology of Organizational Change and Development, and Economic and Consumer Psychology, inside the mention in Work, Organizations and Personnel Psychology.

**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 advisable to have knowledge of Social Psychology (I & II) and Statistics.

## COMPETENCES / LEARNING OUTCOMES

### 1319 - Degree in Psychology

Be able to describe and measure the psychosocial variables involved in work and the processes of group interaction.

Be able to identify differences, problems and needs.

Be able to prepare oral and written reports.

Know how to analyse and interpret the results of assessment.

Know the main theories about work and the basic psychological processes of the work activity.

Know the personal, gender, group and context factors that influence the work activity.

## DESCRIPTION OF CONTENTS

### 1. Psychological approach to studying work in a changing environment

- Definition and delimitation of the Work and Organizational Psychology
- Work as a social phenomenon and human activity.
- Psychological approach to the study of work
- Transformations in the socio-economic environment and the labor market.
- Technological advances and transformations: influence on the content, design and study of work and working activities
- Changes at work and their implications for work activity.

### 2. Work socialization and the meaning of work.

- The concept of work.
- Psychosocial functions of work.
- Work socialization. Socialization tactics
- Concept of meaning of work.
- Centrality and importance of work.



- Societal norms and beliefs about work.
- Work values.

3. Work design: Jobs and roles

- Tasks, positions, roles, and occupations: conceptual delimitation.
- The study of tasks and jobs.
- The study of roles.
- Performance: conceptual delimitation.
- Role and extra-role behaviors.

4. Work motivation

- Introduction: Work activity as motivated behavior.
- Motivating aspects of work: work environment and work content.
- Motivational constructs of work related to work activity.
- Main theories of work motivation.

5. Job satisfaction

- Job satisfaction. Definition and theoretical delimitation.
- Models and theories on job satisfaction.

6. Team work

- The concept of working group. Group and collective task.
- The concept of team work.
- Group processes.
- Group effectiveness.

7. Stress and health at work

- Conceptual delimitation of stress and interpretive models.
- Coping with work stress.
- Conceptual delimitation of the burnout syndrome and explanatory models.
- Organizational intervention for the prevention and management of work stress.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	60,00



	<b>Total hours</b>	<b>60,00</b>
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### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	25,00
Preparation of lessons	0,00
Preparation for assessment activities	35,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

The teaching methodology includes presentations by the teacher, exercises, case studies, presentation of reports, realization of practical work, discussions and debates in class, and other teaching activities that may be proposed by the teaching staff.

The involvement and active participation of the student in the learning process is required.

The evaluation requires the completion of the activities proposed in class, the completion of reports and passing a written knowledge test.

The use of mobile phones, tablets and personal computers should be limited to the activities related with this course, following the methodology established by the lecturer.

### EVALUATION

Learning assessment will be carried out using the following criteria and methodologies:

- Evaluation of theoretical and practical content through written tests, either multiple-choice or short-answer. The results will account for 60% of the final grade for the course.
- Preparation and oral or written presentation of two reports, projects, and/or qualitative or quantitative studies, completed individually or in groups. The results will account for 20% of the final grade for the course. Some of these activities take place in class, focusing on practical and experiential group processes. These activities develop specific skills related to the course content and therefore cannot be made up. To be included in the assessment, students must attend the in-person portion of these activities (except in cases of force majeure). If absences exceed one-third of these sessions, they will not be considered in the assessment.

Reports and assignments must be written at a university level to be evaluated (spelling, grammar, semantics, etc.). Handwritten reports will not be accepted. Evaluation will be based on the rubric available in the virtual classroom, or, if applicable, in the specific syllabus for each group of the subject. The professor may require in-class presentations, and passing grades require a passing score (5 out of 10) for both the content of the submitted report and its presentation (5 out of 10 in each part). If a presentation needs to be resubmitted, the professor will explain the process in class.



- Completion and active participation in various activities, to be determined by the professor (between 3 and 5 activities). The results will account for 20% of the final grade for the subject. These activities are carried out in class, focusing on practical and experiential group processes, and develop specific competencies.

To obtain Honors, a minimum grade of 9 is required. Beyond this grade, the decision to award Honors rests with the professor, who may assign an additional activity to achieve it, in addition to considering the work completed throughout the course.

In the event of an early graduation exam, the evaluation will consist of taking the corresponding exam and preparing the internship reports as determined by the professor.

Requirements for passing the course.

- Obtaining at least a 5 out of 10 on the exam. If the exam grade is lower, the grades for the activities and reports will not be included, and the student will have to take the exam again.

- The sum of all components must be at least 5 out of 10.

- In the second exam period, only the exam can be retaken. The exam follows the same criteria as in the first exam period. If a grade of at least 5 out of 10 is obtained, the grades previously obtained for the reports and activities will be added.

Declaration of responsible use of Artificial Intelligence (AI) tools.

The author(s) must explicitly declare the use of any AI tools in their work. This declaration must be included in the section titled "Declaration of AI Use" in the Appendices section of the work, after the references.

1. The author must provide the following information:

- Name and version of the AI tools used
- Brief description of how the AI was used, for example, to generate parts of the text, assist in the literature review, edit and revise the draft, analyze data, translate, or perform other functions.

2. Citation

Author(s) must properly cite the AI tool used in the references section, following the journal's standard citation format. For example:

OpenAI. (2024). ChatGPT GPT-4o [Large language model]. <https://chat.openai.com/chat>

Anthropic. (2024). Claude 3.5 Sonnet [Large language model]. <https://www.claude.ai/>

3. Limitations of Use

- Generative AI should not be used to create or manipulate research data.

- The use of AI does not exempt author(s) from their responsibility for the content of the manuscript. Author(s) must carefully review and edit any AI-generated text to ensure its accuracy and relevance, especially given the risk of hallucinations inherent in generative AI.

Applicable Regulations.

Detection of plagiarism in one or more of the assignments to be developed by the student in the course (activities and/or reports, both individual and group) will result in an automatic failing grade for the author(s) of the work. In cases of fraudulent practices, the procedures established in the University of Valencia's Protocol for Action Against Fraudulent Practices (ACGUV 123/2020) will be followed: <https://www.uv.>



es/sgeneral/Protocols/C83sp.pdf.

The grading of the subject will be subject to the provisions of the Regulations for Assessment and Qualification of the University of Valencia for Degree and Master Degrees (ACGUV 108/2017 of May 30, 2017): <http://www.uv.es/graus/normatives/2017108reglamentavaluacioqualificacio.pdf>.

The University's regulations on challenging exams will apply.

## REFERENCES

### Basic references:

- Alcover de la Hera, C. M.; Martínez Íñigo, D.; Rodríguez Mazo, F.; Domínguez Bilbao, R. (2004). *Introducción a la psicología del trabajo*. McGraw-Hill.
- Chmiel, N. (ed.) (2008). *An introduction to work and organizational psychology: A European perspective*, 2nd ed. Blackwell.
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- Gil-Monte, P. R. y Prado-Gascó, V. J. (2021). *Manual de Psicología del Trabajo*. Pirámide.
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- Osca, A. (ed.) (2004). *Psicología del Trabajo y de las Organizaciones*. Sanz y Torres.
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- Quintanilla, I (2013) *Psicología social del trabajo*. Pirámide.
- Woods, S.A. y West, M.A. (2010). *The Psychology of Work and Organization*. Cengage Learning EMEA.

### Supplementary references:

- Agullo, E. y Ovejero, A. (Coord) (2001). *Trabajo, Individuo y Sociedad. Perspectivas psicossociológicas sobre el futuro del trabajo*. Pirámide.
- Gálvez, Ana María i Tirado, Francisco (2012). *Capitalisme i treball: Problemàtiques socials del*



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- Palací Descals, F. J. et al. (2004). Psicología de la organización. Pearson Educación.
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- Salanova, M. y Schaufeli, W. B. (2009). El "engagement" en el trabajo: cuando el trabajo se convierte en pasión. Alianza.
- Trechera, J. L. (2003). Introducción a la psicología del trabajo. Desclée de Brouwer.