

**COURSE DATA****DATA SUBJECT****Code:** 44845**Name:** Intervention in work psychology**Cycle:** Master's Degree**ECTS Credits:** 4**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Facultat de Psicologia i Logopèdia	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Psychology of work. Introduction to intervention	COMPULSORY

COORDINATION

ZORNOZA ABAD ANA

SORIANO RIPOLL AIDA

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 optimization 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; to Learn the importance of an ergonomic perspective when designing work in a team; and to acquire basic knowledge on the development of an intervention program.

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.

COMPETENCES / LEARNING OUTCOMES

2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho

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 implantar productos y servicios 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 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 realizar intervenciones indirectas en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

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.

DESCRIPTION OF CONTENTS

1. Psychosocial intervention

- Conceptual delimitation
- Types of intervention
- Application contexts

2. Enhancing teams' effectiveness methods and collaborative work

- Teams and team effectiveness
- Team Development Interventions (TDIs)
- The impact of TDIs on team effectiveness over time

3. Methods and strategies for psychosocial risk prevention

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

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	40,00
Total hours	40,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	10,00
Preparation of lessons	10,00
Preparation for assessment activities	15,00
Resolution of case studies	0,00



TEACHING METHODOLOGY

- Master classes.
- Readings.
- Oral presentations.
- Simulations.
- Guided individual and/or group exercises.

EVALUATION

The elements and evaluation criteria considered are:

- Quality of students: oral presentations (10%)
- Critical analysis of articles and other materials (20%)
- Development of conceptual maps (10%)
- Preparation of Portfolios, compiling various outcomes related to students: activities during a specific course or training program, along with evidence of the competencies acquired (60%)

REFERENCES

- Eurofound and EU-OSHA (2014). Psychosocial risks in Europe: Prevalence and strategies for prevention, Publications Office of the European Union, Luxembourg.
- EUROPEAN AGENCY FOR THE SAFETY & HEALTHY WORK :<http://osha.europa.eu>
- EUROPEAN FRAMEWORK FOR PSYCHOSOCIAL RISKS MANAGEMENT (PRIMA-EF):www.prima-ef.org
- INSTITUTO PARA LA SEGURIDAD E HIGIENE EN EL TRABAJO (INSHT): www.insht.es
- International Labour Office (2012). Stress prevention at work checkpoints: Practical improvements for stress prevention in the workplace. Geneva.
- International Labour Office (2016). Workplace stress: A collective challenge ¿ World day for safety and health at work. Geneva.
- INTERNATIONAL LABOUR OFFICE: www.ilo.org
- 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
- Shuffler, M. L., Diazgranados, D., Maynard, M. T., & Salas, E. (2018). Developing, sustaining, and maximizing team effectiveness: An integrative, dynamic perspective of team development interventions. Academy of Management Annals, 12(2), 688-724.
- THE NATIONAL INSTITUTE FOR OCCUPATIONAL SAFETY & HEALTH (NIOSH):www.cdc.gov/niosh