

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

**Code:** 44849  
**Name:** Basic intervention methods and evaluation  
**Cycle:** Master's Degree  
**ECTS Credits:** 4  
**Academic year:** 2026-27

**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	Methodology. Introduction to intervention	COMPULSORY

**COORDINATION**

GONZALEZ ROMA VICENTE

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**SUMMARY**

The purpose of this course is to learn the procedures to implement and evaluate rigorously interventions in Work, Organizational and Personnel Psychology (WOP-P). It aims the learning of methodological techniques, procedures, and approaches to be used in these interventions.

After reviewing the main concepts and intervention approaches, the course focuses on action research, which integrates general and local knowledge as well as the views of all relevant stakeholders. It covers qualitative techniques for data collection such as semi-structured interviews and focus groups, and quasi-experimental designs for intervention evaluation. In this last case, attention is paid to the moderating role of culture in multinational firms.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



## OTHER REQUIREMENTS

This course assumes that graduated students have a working knowledge of basic statistics, including descriptive statistics (central tendency, variability), and covariance, correlation and simple regression.

## COMPETENCES / LEARNING OUTCOMES

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

Que los estudiantes sean capaces de elaborar informes en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de evaluar criterios de rendimiento, bienestar y relaciones sociales en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de evaluar la efectividad de las intervenciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de planificar la evaluación de programas e intervenciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de proporcionar retroalimentación a diferentes actores 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

This course develops knowledge and skills in methodologies involved in intervention processes in different areas of the discipline (e.g., design and use of interviews, focus groups, evaluation design). Specifically, it is divided into two parts:



**Part I. Action Research and Intervention in Organizations**

1. Origins of the Action Research Approach
2. Principles and Assumptions
3. Phases: Information Gathering, Planning, Implementation, and Evaluation
4. Methods and Techniques of the Action Research Approach
5. Action Research in Practice: Problems, Advantages, and Limitations
6. Development of an Action Research Project: Initial Diagnosis and Intervention Plan

**Part II. Quasi-Experimental Designs for Intervention Evaluation**

1. Introduction to Quasi-Experimental Designs
2. The Validity of Quasi-Experimental Designs: Internal and External Validity, Causality
3. Quasi-Experimental Strategies and Designs in Intervention Evaluation
4. Designs Ex post facto: retrospective and prospective designs.
5. Advantages and limitations of different designs
6. Communication of evaluation results.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	40,00
<b>Total hours</b>	<b>40,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	5,00
Individual or group project	15,00
Independent study and work	10,00
Preparation of lessons	10,00



Preparation for assessment activities	10,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>60,00</b>

## TEACHING METHODOLOGY

- Master classes.
- Oral presentations by students.
- Readings.
- Case studies.
- Guided individual and/or group exercises
- Individual and/or group tutorials

## EVALUATION

Students will be evaluated on a scale of 0 to 10. The following sections are considered:

- Portfolio preparation, compiling the various results related to student activities during a specific course or training activity, as well as evidence of the skills developed. 20%
- Quality of student oral presentations. 10%
- Preparation of assignments for the integration of knowledge or for the analysis of a relevant topic. 30%
- Critical analysis of articles and other materials. 10%
- Critical analysis of case studies. 10%
- Solving specific exercises (e.g., statistical analysis). 20%

### Additional considerations:

Cheating or plagiarism of any assessment assignment will result in the inability to pass the course.

## REFERENCES

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- Mertler, C.A. & Vannatta, R.A. (2010). *Advanced and Multivariate Statistical Methods 4th Edition, (Chapter 5 on ANCOVA)*. Pyrczak Publishing.
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- Fitz-Gibbon, & Morris, L.L. (1987). *How to design a program evaluation*. Newbury Park, CA: Sage.



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