

**COURSE DATA****DATA SUBJECT****Code:** 44855**Name:** Winter School: Personnel Psychology**Cycle:** Master's Degree**ECTS Credits:** 12**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	Annual

SUBJECT-MATTER

Degree	Subject-matter	Character
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Joint unit of intensive learning (International winter school)	ELECTIVES

COORDINATION

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SUMMARY

The Joint Intensive Learning Unit (Winter School) in Personnel Psychology is a 12-credit ECTS annual course that provides an intensification of knowledge and intervention skills in the psychology of work, organizations, and human resources. It pays special attention to the design and development of new models, strategies, methodologies, and tools.

It is divided into three phases. The first two phases take place during the first semester, and the third one in the second semester.

1. First phase. Virtual teamwork related to the review of topics related to the psychology of work, organizations, and human resources, review of scientific journals and international documents, etc. (6 credits)
2. Second phase. Intensive in-person student work and participation in a two-week training period with international teaching staff (4 credits).



3. The third phase takes place during the second semester of the academic year and carries a load of 2 credits. In this phase, students develop an outline for the design and development of an intervention and the press release or advertising material necessary for its marketing.

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

COMPETENCES / LEARNING OUTCOMES

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

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 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 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 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 establecer y mantener relaciones con clientes.

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.

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 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.

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 aims to promote work competencies in an international context and the design of intervention competencies included in the Europsy and the Advanced Certificate for Work, Organizational, and HR Psychology. To this end, it follows an intervention approach that refers to the promotion of effective and positive change, based on scientific knowledge and professional experience. It focuses on the theoretical design and intervention skills in HR Psychology.

The theories and skills in intervention prepare students for the planning, implementation, monitoring, and evaluation of changes and interventions aimed at improving behavior, situations, and psychological processes in the field of HR Psychology. This type of knowledge and skills also prepares students for the design of new models, strategies, methods, and tools.

It includes the following contents:

1. Analysis of international contextual factors, paying particular attention to those factors that have a clear impact on HR Psychology.
2. Review of the available literature to prepare a state-of-the-art report on a relevant topic of intervention in HR Psychology.
3. Acquisition of knowledge, skills, and attitudes to design interventions in organizations, paying special attention to issues of HR Psychology.
4. Learning and practicing how to implement an intervention in HR Psychology.
5. Awareness and consideration of issues of justice and equity, as well as the ethical principles that guide professional interventions.
6. Integration of the above knowledge and skills. Development of a final integration project.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Other activities	120,00
Total hours	120,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
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Attendance at other activities	72,00
Individual or group project	0,00
Independent study and work	48,00
Preparation of lessons	15,00
Preparation for assessment activities	30,00
Resolution of case studies	15,00
Total hours	180,00

TEACHING METHODOLOGY

- Lectures.
- Readings.
- Oral presentations.
- Design of instruments and interventions.
- Guided individual and/or group exercises.

EVALUATION

- Quality of student oral presentations. (10%)
- Preparation of papers for the integration of knowledge or for the analysis of a relevant topic. (40%)
- Critical analysis of articles and other materials. (10%)
- Quality in the use and design of instruments. (10%)
- Quality in the design of interventions. (30%)

Given the characteristics of the subject and the emphasis on skill development, an exam is not considered, as the acquisition of such skills cannot be adequately assessed through it.

REFERENCES

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