



COURSE DATA

DATA SUBJECT

Code: 46458
Name: Organisational Psychology Interventions
Cycle: Master's Degree
ECTS Credits: 5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2248 - International Joint Research Master Work and Organizational Psychology	Facultat de Psicologia i Logopèdia	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2248 - International Joint Research Master Work and Organizational Psychology	Organizational psychology interventions	COMPULSORY

COORDINATION

MARTINEZ TUR VICENTE A

SUMMARY

With this course, we aim to provide you with structured scientific knowledge of interventions in organizational change psychology. As this is the course for International Joint Master on Research in Work and Organizational Psychology students, there will be a special emphasis on developing ideas on research strategies for intervention. Thus, the main goal of the present course is that students acquire knowledge and develop competencies regarding organizational change and development based on evidence and scientific rationale.

To this end, this course focuses on four objectives. First, students should be able to diagnose types and conditions for changes. Second, they should analyze the main theories and concepts about organizational change. Third, they will analyze a specific area related to organizational change processes as justice perceptions. Because organizational change call for change in processes and resource allocations, issues of justice are implicit in readiness for change and organizational change. Organizational justice framework helps to integrate the outcomes of organizational change and the methods used to achieve it, including perceptions about the treatment of those affected by the change. Finally, students will be able to propose an organizational intervention design based on the action research approach.

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 previous requirements.

COMPETENCES / LEARNING OUTCOMES

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Be able to analyse, evaluate, interpret and synthesize research methods, data, theories and publications in the field of work and organisational psychology.

Be able to communicate effectively in English, both orally (group discussions, presentations) and in writing, on topics related to work and organisational psychology.

Be able to design and conduct quality scientific research in the field of work and organisational psychology (including the abilities to select and apply appropriate research and statistical methods).

Be able to formulate and develop an original and feasible research question and research proposal.

Be able to read, understand, integrate and critically reflect on scientific communications, professional reports and new developments.

Be able to relate results to existing literature and to make realistic assessments of the implications and significance of research results.

Be able to work in an international team.

Students have the knowledge and understanding that provide a basis or an opportunity for originality in developing and/or applying ideas, often within a research context.

DESCRIPTION OF CONTENTS

One of the main areas of research within organizational psychology intervention is organizational change and development. Organizational change refers to an empirical observation of difference in form, quality, or state over time in an organizational entity (Van de Ven and Poole, 1995, p. 512)¹. Both superficial and deep changes can be continuously observed, describing one of the basic characteristics of organizations.

Researchers try to understand and measure change efforts and their consequences. For example, downsizing can have an effect on emotional reactions of workers and their performance. Peiró and Martínez-Tur (2008) reviewed theories for intervention, differences between convergent and divergent



1. Organizational Psychology Interventions

One of the main areas of research within organizational psychology intervention is organizational change and development. Organizational change refers to an empirical observation of difference in form, quality, or state over time in an organizational entity (Van de Ven and Poole, 1995, p. 512)¹. Both superficial and deep changes can be continuously observed, describing one of the basic characteristics of organizations. changes, and conditions for change (internal vs. external) to understand organizational change. Oreg, Vakola, and Armenakis (2011)² presented a model for the understanding of organizational change with three types of variables: a) antecedents (characteristics of recipients, internal context of the organization, change process, perceived benefit; and change content); b) reactions of employees (affective, cognitive, and behavioral); and c) consequences of changes (work-related and personal). In addition, organization change is investigated from quasi experimental (Morgeson, Johnson, Campion, Medsker, and Mumford, 2006) and field survey approaches (Martin, Jones, and Callan, 2005).

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	50,00
Total hours	50,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	0,00
Preparation of lessons	75,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	75,00

TEACHING METHODOLOGY

Problem and project base learning [PBL]. It is a learner-centered pedagogical strategy that start with a problem structured to mirror the complexity of real life, using projects. From the starting point of the problem students conduct research and work on solutions. Students elaborate and present conclusion of the problem-solving process. In this process the teacher will act as facilitator while students plan their learning. All the elements of the intervention' assignment are designed so that students can experience first-hand what it is like to be a practitioner researcher in the field. Student engage in groups discussion, scientific discourse, joint planning, critical reflection, constructive problem solving and communicating scientific findings.

Action Research. It is a participative and context-bound method or approach to managing effective change in specific practical contexts. It is about generating practical knowledge to produce solutions to practical



problems by engaging in research about the problem, creating new forms of understanding and implementing practical solutions. It is a collaborative process that usually involves all the stakeholders including users as well as professionals and quite often can be started by an external facilitator. It implies action, evaluation, and critical reflection before applying findings, aiming the change of the situation to improve the system with which they work.

Lectures. Lectures will provide relevant theoretical background information that helps to understand the topics of this module. The lectures are intended to introduce the course and to elaborate on important themes of the course. It reports what is known and not known about the topic of interest.

Tutorial meetings. The tutorial group meetings are important in building your knowledge. If you cannot attend a meeting we ask you to inform your tutor.

EVALUATION

This module will be evaluated with a diversity of methods carried out both individually and in groups.

- Active participation and attendance to sessions/meetings [Individual]
- Individual Article Reading and Analysis [Individual]
- Tutorial meetings [Team and/or individual]
- Written group intervention proposal [Team]
- Group presentation [Team]

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