Academic Year/course: 2022/23

31224 - Psychology of Work and Organizations

Syllabus Information

Academic Year: 2022/23

Subject: 31224 - Psychology of Work and Organizations

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 613 - Degree in Psychology

ECTS: 6.0

Year: 3

Semester: Second semester

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

The subject and its expected outcomes respond to the following approaches and objectives. objectives:
The course is structured as a learning process of theoretical-practical competences where students can develop the
e s s e n t i a l
The course is structured as a theoretical-practical learning process in which students can develop the essential learning processes and concepts related to the psychology of work and organisations, which are also oriented towards and organisations and which are also oriented towards intervention in different areas of psychology. psychology. To this end, the conceptual development of basic theoretical contents is contemplated, and exposure and applied work in these areas, which will provide students with the basic competences. b a s i c c o m p e t e n c e s .
The general objective of this subject is to provide students with the acquisition and development of a series of knowledge and skills in psychology. development of a series of knowledge and skills, both theoretical and practical, of a psychosocial nature, necessary for the psychosocial character, necessary for an adequate performance of the professional competences assigned to the competences assigned to the Bachelor's Degree in Psychology. In particular, training in Work and Organisational Psychology Psychology of Work and Organisations must contribute to the knowledge of such essential a s p e c t s i n t h e w o r l d o f b u s i n e s s a s
in the business world, such as attitudes and motivation at work, group processes in general, and the group processes in general and those related to communication, leadership, decision making, work-family conciliation, work environment and climate, among others. It is also intended to to encourage students to develop an integrated and dynamic point of view on the structure, processes, functions, roles and dynamic point of view on the structure, processes, functions and culture of the organisation from a psychosocial psychosocial point of view. The general objective is to provide the students with a c o n c e p t u a l , t e r m i n o l o g i c a l a n d
The general objective is to provide students with a conceptual, terminological, heuristic and methodological basis, which will provide them with an understanding of the behaviour of the person at work, as well as knowledge of the psychosocial and organisational dimensions in which this behaviour develops. All this with an important applied aspect, with special emphasis on the acquisition of skills and intervention techniques in the psychosocial processes of continuous improvement, organisational health and psychosocial risk prevention. To this end, the following specific objectives are the following specific objectives:

Knowledge of the different paradigms and theoretical approaches in psychology and their application to the work context.
Knowledge of the process of job analysis and ergonomic assessment in each and every one of its preventive and corrective phases. and each and every one of its preventive and corrective phases.
Design, based on the study of a real organisation, of psychosocial interventions in organisations in order to contribute to improving the levels of communication and creativity. and creativity.
Study of the psychosocial factors involved in the prevention of occupational risks, in particular psychosocial risks. occupational risks, in particular psychosocial risks.
Training to develop a plan for the prevention of work-related stress and other related experiences, taking into account the r e p e r c u s s i o n s o f t h e w o r k e n v i r o n m e n t .
related experiences, taking into account the impact on workers' performance. W o r k e r s ' p e r f o r m a n c e .
Acquisition of the knowledge, skills and attitudes necessary to coordinate the different work teams that exist in organisations.
Knowledge of the factors that improve communication in organisations.
Ability to analyse the subject-organisation relationship and the influence of cultural misalignments between them.
Knowledge of the dimensions that make up culture and work climate, as well as how to evaluate them. how to evaluate them.
Understanding of the theories of workplace leadership and the factors that ensure employee commitment and loyalty. employee commitment and loyalty.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (https://www.un.org/sustainabledevelopment/es/), so that the acquisition of the subject's learning

learning outcomes of the subject provide training and competence to contribute to some extent to their achievement.
contribute to some extent to their achievement.
- Goal 3: Health and well-being.
- Goal 4: Quality education.
- Goal 5: Gender equality.
- Goal 10: Reduction of inequalities.
- Goal 16: Peace, justice and strong institutions.

1.2. Context and importance of this course in the degree

The subject Psychology of Work and Organisations is present in the 3rd year of the Psychology Degree Syllabus, within the Social Psychology pathway. This allows the learning developed in the subjects of this area, as well as others from different areas, to be complemented with knowledge that, later on in professional practice, will show the transversality of this area. This allows the learning developed in the subjects of this area, as well as in other areas, to be complemented with knowledge that, later in professional practice, will show the transversality of this subject in different contexts of intervention.

1.3. Recommendations to take this course

To take this subject it is recommended to have a basic training in Social Psychology. It is necessary to have taken and passed Social Psychology I and Social Psychology II. Social Psychology II.
In addition, interest and motivation are required, as the dynamism of the subject depends in part on the role of the students.

2. Learning goals

2.1. Competences

By passing the subject, the student will be more competent to:

(1) Know the different theoretical models of Psychology and be able to critically assess their contributions and limitations.
(5) Know and understand the cultural factors and psychosocial principles that intervene in the behavior of individuals, groups and organizations.
(6) Know the social and anthropological dimension of the human being considering the historical and sociocultural factors that intervene in the human psychological configuration
(9) Know the different fields of application of Psychology and have the necessary knowledge to influence and promote the quality of life in individuals, groups, communities and organizations in different contexts: educational, clinical and health, work and organizations and community. Respect and promote Human Rights, as well as their application to people with special educational needs, which implies the knowledge and exercise of the principles of equal opportunities, non-discrimination, universal accessibility and design for all
(16) Know how to describe and measure interaction processes, group dynamics and group and intergroup structure
(17) Being able to identify group and intergroup group and intergroup differences, problems and needs.
(18) Know how to describe and measure the processes of interaction, dynamics and organizational and interorganizational structure
(19) Know how to identify organizational and interorganizational problems and needs.
(20) Know how to analyze the context where individual behaviors, group and organizational processes develop
(21) Know how to select and manage instruments, products and services and be able to identify interested people and groups.
(22) Identify the relevant characteristics of the behavior of individuals and groups, their problems and needs, as well as plan and execute the appropriate interventions.
(23) Promote and influence the health, quality of life and well-being of individuals, groups, communities and organizations.

2.2. Learning goals

I n order to pass this subject, the student must demonstrate the following results:
1. Know the main concepts, theories and elements of communication.
2. Understand, analyse and explain the main psychosocial phenomena in which communication is present, as well as the contextual factors that affect them. 2. Understand, analyse and explain the main psychosocial phenomena in which communication is present, as well as the contextual factors that affect them.
3. Understand and know the main techniques, strategies and skills of communication, being able to apply them to different c o n t e x t s o f i n t e r v e n t i o n.
4. Know how to use the relevant documentary sources in communication psychology with a capacity for critical analysis and synthesis, as well as keeping the knowledge and skills of the profession up to date.
 5. Know how to interpret the problems and social needs related to communication competence and know how to intervene in this area.

2.3. Importance of learning goals

The ability to understand, know and apply the area of knowledge and intervention of Work and Organisational Psychology is essential both in terms of understanding, knowing and applying Psychology of Work and Organisations is essential both for a comprehensive understanding of the social dimension of the comprehensively understand the social dimension of the human being, as well as with the aim of exercising professionally in areas where social and work dynamics and organisational behaviour are especially relevant. and organisational behaviour are especially relevant. The importance of Work and Organisational Psychology in any applied context is fundamental. is fundamental. And the practical training offered by this subject, as well as making it more enjoyable, enables students to get to know the work carried out by psychology professionals in this field once they finish their studies. This can broaden their horizons and, in some cases, clarify their topics of interest for the their topics of interest for the future.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The learner must demonstrate that he/she has achieved the expected learning outcomes by through the following assessment tests.

There are two assessment modalities described below:

A) FACE-TO-FACE ASSESSMENT* CONSISTS OF 2 BLOCKS

Block I of the Continuous Assessment

Theoretical and Practical Examination which accounts for 70% of the mark for the course. The exam will have between 20-30 questions whose format and design may consist of multiple-choice questions (multiple choice -three questions). multiple-choice (three or four alternative answers), true or false (T/F) questions and/or true or false (V/F) and/or short questions.

Block II** of the Continuous Assessment Completion and evaluation of the theoretical-practical activities (up to 30% of the grade for the course): (1) Theoretical and practical activities subject): In this case, active participation in the performance of the activities will be taken into consideration, as well as the delivery activities, as well as delivery, compliance with the format and quality of the content, in order to show mastery of the instrumental skills expected of a student taking the subject. The course is designed to show mastery of the instrumental skills expected of a student taking the subject.

**Requirement: the student must attend at least 80% of the practical classes. In addition, the student must, and will be valued, his/her active participation and involvement in the practical sessions as well as the performance of the activities. and the completion of the proposed activities, which can be done in teams or individually. individual. Absences of more than 20% must be justified by documentation.

*EXIGENCY LEVEL MODALITY A): the student must obtain a mark equal to or higher than 50% in both assessment blocks. more than 50% in both evaluation blocks (Block I and Block II). Therefore, in Block I must achieve a score of at least 3.5 points out of 7 and, in Block II, a score of at least 1.5 points.

B) DISTANCE LEARNING MODALITY

The student would have to pass an exam with all the content of the subject, both theoretical and practical.
The subject is passed when a mark of at least 5 points or more out of 10 is obtained.
The exam will have between 20-50 questions whose format and design may be multiple choice (three or four options), true/false (V/F) and/or short questions.

"In any case, students will have the right to a global assessment of all the contents of the subject in which they will be able to opt for the maximum grade.

For more information, please consult the University of Zaragoza's Regulations on Learning Assessment Standards at the following link: http: http://cud.unizar.es/docs/ReglamentodeNormasdeEvaluaciondelAprendizaje.pdf".

In the event of a health scare, the teaching and assessment of the course would be carried out by telematic means, not face-to-face. telematic, not face-to-face

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following: - The learning process that has been designed for this course is based on the following The subject has an applied orientation:

The subject has an applied orientation, so that the activities proposed are focused on the understanding, assimilation and theoretical understanding, assimilation and theoretical and practical application of the main fundamentals of
the fundamentals of the psychology of communication. The sequence of activities designed includes the following modalities:
Theoretical sessions: stimulating participation and active learning on the part of the students and using the
exposition Theoretical sessions: stimulating participation and active learning on the part of the students and using lectures
as a complement.

Practical sessions: theoretical knowledge will be applied to real situations and teamwork and cooperative learning will be facilitated. and cooperative learning.

Oral presentations: there will be an oral presentation of a group practical work.

Teaching platform: the subject's moodle space will be used as a support for consultation and downloading of basic and complementary material.
Support of audiovisual methodology in the development of the contents.
Active participation of students, both in groups and individually, in order to promote meaningful and collaborative learning through the exposition and collaborative learning through the presentation of cases or examples of interest to them, reflection and critical thinking through debate, etc. critical thinking through debate, etc.
Development of assumptions and practical cases and any other methodology that develops the practical sense of the subject and the students' skills. the subject and the students' abilities.

4.2. Learning tasks

1. Theoretical sessions in which work will be carried out to stimulate participation and active learning on the part of the students, as well as reflection, reflection and active thinking.
1. Theoretical sessions in which work will be done stimulating participation and active learning on the part of the students, as well as reflection and critical thinking, in order to promote autonomy, competence and support in learning.
2. Practical sessions in which case studies will be examined and reflected upon, and in which teamwork and collaborative-cooperative learning will be especially encouraged.

In addition, it will also be possible to count on the intervention and implementation of:
- Professionals linked to the content of the subject
- Attendance at conferences, symposia
- Analysis of case studies
- Search for information and literature review
- Carrying out cooperative team work, using different participation techniques such as role-paying.
- Oral presentations by students in the classroom.
- Viewing of audiovisual material

4.3. Syllabus

The programme is designed to help learners achieve the expected results The programme comprises activities included in different blocks:
Block I: Introduction to Work and Organisational Psychology.
Block II. The individual at work.
The meaning of work and attitudes towards work.
Block III. Groups and the organisation.
Work teams, leadership and power.
Organisational culture and climate and communication.
Block IV. Working conditions and health
Psychosocial risks at work: work stress, bournout, violence at work.

4.4. Course planning and calendar

The theoretical and practical sessions of this elective complement each other in order to provide students with meaningful learning and applied students meaningful learning and applied transfer. The sequence of these sessions will be successive, each session following the corresponding block of contents. content. Likewise, the key dates are those relating to the presentation and exhibition of practical group work. exhibition of practical group work. All these dates will be informed well in advance, and will also be available in Moodle. in advance, and will also be available on Moodle. The date of the exam will be the one indicated in the official announcement.
The timetables and key dates of the subject can be consulted on the website of the
Faculty of Social and Human Sciences (http://fcsh.unizar.es/).

4.5. Bibliography and recommended resources

Pending link