

**Psychopedagogy in Organisations**

Code: 42979  
ECTS Credits: 10

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

**Contact**

Name: Antonio Pérez Romero

Email: Antonio.Perez.Romero@uab.cat

**Teachers**

Pilar Pineda Herrero

Sonia Fajardo Martínez

**Use of languages**

Principal working language: catalan (cat)

**Prerequisites**

There are not special requirements to attend this Course once you have accessed the Master.

**Objectives and Contextualisation**

The Psychopedagogy in Organizations Course has three basic characteristics that define its design:

1. The first thing to note is that this is an optional course.
2. It focuses on internal or institutional perspective of educational and labour organizations, thus it is essential to have a elementary knowledge about the structure, objectives, dynamics and relationships established in educational institutions and organizations; since these subject will be developed around organizational elements of the content and strategies.
3. It is intended to provide tools to describe, develop and innovation programs, educational psychology units and services in educational institutions and organizations. It also aims to acquire skills in managing people, projects and psychology care resources.

**Skills**

- Advise teaching professionals on measures for attention to diversity in the organisation and the design, implementation and evaluation of teaching and learning processes.
- Analyse the organisation and functioning of schools in order to coordinate personal, academic and professional guidance for all pupils and the educational community.
- Continue the learning process, to a large extent autonomously
- Critically analyse one's own work and use resources for professional development.
- Manage and engage educational teams to provide an appropriate response to the educational psychology needs of pupils, groups and organisations.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

- Work in and with multidisciplinary or interdisciplinary teams and participate actively as a member of the community.

## Learning outcomes

1. Analyse the functionality of schools' organisational development.
2. Collaborate in managing and developing the work of teaching staff so as to give a coordinated response that is effective from the perspective of educational psychology.
3. Continue the learning process, to a large extent autonomously
4. Critically analyse one's own work and use resources for professional development.
5. Design actions that help to engage social and educational teams in attending to the varying educational needs of individuals and groups.
6. Design proposals to promote teamwork among schoolteachers.
7. Draw up intervention plans on educational guidance and counselling on the basis of the school's institutional analysis.
8. Implement and evaluate programmes of diagnosis, evaluation, guidance and counselling aimed at optimising teaching-learning processes.
9. Involve them jointly all management teams, teachers and educational specialists, formal and informal institutions, the assessment of educational needs, considered both individually and in groups.
10. Promote management of teaching teams work and collaborate in psychoeducational performances from the horizontal organization of secondary schools.
11. Set up and plan guidance and counselling programmes/services with the aim of optimising teaching-learning processes and the academic performance of secondary-school pupils.
12. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
13. Streamline computer task in detection, referral and commitment of teaching performance as regards the primary educational needs of students and groups of early childhood education
14. Work in and with multidisciplinary or interdisciplinary teams and participate actively as a member of the community.

## Content

Content selection and sequence take into account objectives, competences and course overview.

The contents are intended to provide a holistic perspective of the subject. For this reason, table of contents is organized following a spiral sequence instead of a linear sequence.

The course's topics are as follow, although they will be not always covered in the same order:

1. Organizations linked to innovation and quality.
2. Organizations and human resources nowadays
3. Departments of human resources and psychology: organization and management.
4. Human resources policies and the role of the Psychopedagogical professional in organizations: job description, selection, welcome, performance evaluation ...
5. Human resources policies and professional development: training, human resources development and career planning.
6. Stages of organizational development.
7. Design and development of programs and services oriented to change in organizations. Education commissions and training departments.
8. Design and develop programs and services for individuals. Tutorial action plans.
9. Networks and cooperative organizations.
10. The role of the Psychopedagogical professional in organizations.

## Methodology

'Psychopedagogy in organizations' course combines several methodological strategies. On one hand, lecture sessions are planned and students are expected to participate in and lead class discussions.

On the other hand, required and recommended readings for each course topic will be provided. Several case studies will be analysed as a part of course assessment, either with a real case on human resources policy or with a case study focused on Psychopedagogical professional in organizations.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Case study and good practices presentation	10	0.4	5, 11, 7
Discussion of texts and audiovisual materials	10	0.4	1
Guest speaker's conferences (if applicable)	10	0.4	6, 10
Introduction and content presentation	30	1.2	1, 7
<b>Type: Supervised</b>			
Case study and good practices solving	40	1.6	1, 6, 8
Literature review	15	0.6	1
Literature review and written assignments	10	0.4	10
<b>Type: Autonomous</b>			
Case solving	75	3	6
Formal learning activities	25	1	8
Literature review	25	1	1

## Evaluation

There are two major requirements for this class:

**A) ATTENDANCE** (10% of grade)

**B) SELF-ASSESSMENT** (5% of grade)

**C) THEORETICAL AND PRACTICAL REPORT ON A POLICY OF HUMAN RESOURCES** (40% of grade)

One of the in-class HR policies will be selected to make a theoretical study. An actual case or best practice related to the same HR will be seek at the same time in order to analyze its implementation and to make improvements to it. Assignment guidelines will be provided.

**D) PORTFOLIO** (45% of grade)

Self-assessment report: including Professor Antonio Pérez Romero classroom's sessions summary and evaluation, readings, class attendance and participation, etc.

Students must highlight achieved competences, learning outcomes and critical reflection based on professional career advantages gained from the Course.

The deadline assignments are as follows:

- Professor Pilar Pineda and Sonia Fajardo

Theoretical and practical report on Human Resources policy.

Submission deadline: March 28<sup>th</sup>.

- Professor Antonio Pérez Romero:

Portfolio, including the analysis of two required readings (3 + 3 = 6 pages), class sessions report (12 pages) and a report on a case study.

Submission deadline: May 30<sup>th</sup>.

May 2<sup>th</sup> session will be dedicated to discuss written assignments and portfolio and to solve Course questions and doubts.

'Not presented' status will be applied for students missing one of the two assignments.

Both evidences have to be presented in order to pass the Course.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance	10%	0	0	4, 5, 6, 3
Portfolio	45%	0	0	4, 1, 11, 8, 12, 3, 14
Self-assessment	5%	0	0	4, 1, 5, 6, 11, 12, 3
Theoretical and practical report on a policy of human resources	40%	0	0	2, 13, 5, 6, 7, 9, 10, 12

## Bibliography

ALLES, M. (2008). Desarrollo del talento humano basado en competencias. Buenos Aires: Granica.

ALVAREZ, V. y LÁZARO, A. (2002). Calidad de las Universidades y Orientación Universitaria. Málaga: Aljibe.

DEAN, J. (1997). Supervisión y asesoramiento. Madrid: La Muralla.

GAIRÍN, J. (2012). La organización y atención a la diversidad en centros de educación secundaria en Iberoamérica. Santiago de Chile: Santillana.

GOMEZ MEJÍA, L. y otros. (2008). Gestión de recursos humanos. Madrid: Pearson-Prentice Hall.

GORDILLO, M. V. (1986). Manual de orientación educativa. Madrid: Alianza Editorial.

LORENZO, M. (2011). Organización y gestión de centros educativos. Granada: Universitas.

MONEREO, C. y SOLE, I. (1996). El asesoramiento psicopedagógico: una perspectiva profesional y constructivista. Madrid: Alianza.

OLTRA, V. (Coord.) (2005). Desarrollo del factor humano. Barcelona: Editorial UOC.

PINEDA, P. (Coord.) (2002). Formación en las organizaciones. Barcelona: Ediciones Gestión 2000.

Revista CAPITAL HUMANO. Wolters Kluwer.

