

Work Psychology

Code: 102588
ECTS Credits: 6

2024/2025

Degree	Type	Year
2502443 Psychology	OT	4

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

This is a fourth-year subject, which means that it builds on the knowledge and perspectives acquired on all the previous courses. Of particular importance is the knowledge acquired in the subjects *Social Influence and Groups* and *Psychology of Organizations*.

Objectives and Contextualisation

The objective of the optional subject *Psicologia del Treball*, is to provide the theoretical and practical knowledge necessary to understand and analyze psychological processes in the work environment. It is intended that the student body develop critical analysis and reflection skills on topics such as: job motivation and satisfaction, psychosocial risk factors and occupational health, the impact of technology at work, and psychological intervention in the workplace. Additionally, ethical aspects and professional responsibility in the field of Work Psychology will be addressed.

Learning objectives:

- Use the basic vocabulary and categories of analysis and intervention in the field of social psychology applied to work and labor relations.
- Describe the sociohistorical development of work and labor relations.
- Recognize the construction of work as a central category of subjectivity.
- Explain the psychosocial impact of the occupational situation and working conditions.
- Discuss epistemological, theoretical, ethical and methodological aspects of research and psychosocial intervention in the field of work and its organization.
- Identify different types of psychosocial risk factors in the contemporary work environment.
- Describe and assess the psychosocial impact of the different types of risk factors analyzed.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.

- Apply strategies and methods for direct intervention in contexts: construction of healthy scheme, etc.
- Communicate efficiently, using the appropriate media (oral, written or audio-visual) taking into account diversity and all elements that may ease communication or make it more difficult.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
2. Adapt the content and methodology of communication to different situations.
3. Analyse a situation and identify its points for improvement.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Coordinate actions and actors involved in the intervention.
8. Develop strategies for preventative intervention in the area of health in the workplace.
9. Develop techniques aimed at negotiating mediation and conflict resolution.
10. Identify situations in which a change or improvement is needed.
11. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
12. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
13. Identify the variables involved in psychosocial risks.
14. Organize and implement the intervention plan.
15. Plan actions and resources required for intervention.
16. Propose new experience-based methods or alternative solutions.
17. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
18. Propose viable projects and actions to boost social, economic and/or environmental benefits.
19. Recognise the indicators of poorly designed workplaces.
20. Relate organisational factors with personal needs.
21. Use appropriate terminology to people with whom you interact.
22. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

The contents of the course will revolve around the following topics:

Topic 1. Introduction to Psychology of work (definition, historical evolution, concept of work, modalities and dimensions).

Topic 2. Paid work and theories of work (classical theories of work, contemporary theories of work, critical theories).

Topic 3. Liberalism and Neoliberalism (self-employment, privatization of public organizations, new public management, managerialism).

Topic 4. Psychology of work and technology (industrial revolutions, psychopolitics, surveillance capitalism).
 Topic 5. The challenges of work in the 21st century (ODS, telework and gender inequality from the psychology of work).

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D1. Lectures	24	0.96	7, 8, 14, 15, 19, 20
D2. Seminars	12	0.48	9, 12, 1, 18
Type: Supervised			
S1. Group Assessment	10	0.4	2, 4, 6, 11
S2. Individual Assessment	4	0.16	
Type: Autonomous			
A.1 Reading relevant literature	25	1	3, 10
A2. Individual work	33	1.32	6, 21
A3. Collective work	40	1.6	22, 16, 17, 21, 5

The teaching methodology of the subject is aimed at promoting the autonomy, reflection and critical attitude of the student body. Those contents that, by their nature, allow it, will be addressed from a gender perspective. Likewise, throughout the course equal participation in the subject will be promoted.

Following the order of the training activities presented, the autonomous activities will consist of the individual review of bibliographic and documentary material, which will lead to the creation of diagrams, concept maps and summaries, which will be used later in individual and group work.

The directed activities will be of two types: master classes and classroom group sessions. In both cases, the sessions will last 2 hours, but, although the master classes will be held weekly, the classroom group sessions will be held, for the most part, biweekly. Both will incorporate teaching innovations such as problem-based learning, debates and round tables, or the implementation, by the student body, of the roles of researchers and facilitators in the classroom.

However, the development of the activities directed in the classroom will contemplate:

- 12 master classes: Where, basically, the theory will be addressed.
- 6 classroom group sessions: where 4 sessions will be held in which, in small groups, epistemological, methodological and intervention and/or resolution aspects will be reflected and worked on through real cases that, in the last 2 sessions, these same groups They will present in the classroom.

Finally, the supervised activities will revolve around issues associated with the design and preparation of the classroom group sessions.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1. Multiple alternative exam on the contents of the theory program	30	2	0.08	7, 8, 9, 13, 14, 15, 19, 20
Ev2. Individual work: case analysis	30	0	0	2, 3, 13, 10, 5
Ev3. Group work: report and its presentation	40	0	0	2, 4, 3, 6, 9, 12, 11, 10, 1, 22, 16, 17, 18, 21, 5

The achievement of the competences in this subject will be evaluated through the following evidence, contemplated in the evaluation guidelines of the Faculty of Psychology:
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Evidence Code	Denomination	Weight	Format	Autorship	Via	Week
Ev1	Multiple alternative exam on the contents of the theory program	30%	Written	Individual	Presential	Second evaluation period
Ev2	Individual work: case analysis	30%	Written	Individual	Presential	Between weeks 7 and 10
Ev3	Group work: practical case that includes the delivery of a report and its presentation	40%	Written	Group	Presential	Between weeks 10 and 12

In order to pass the subject with the continuous evaluation, a minimum score of 5 must be obtained in the final weighted grade.

- The student body that has delivered evidence of learning with a weight equal to or greater than 40% may not be recorded as "not evaluable".
- A recovery test may be carried out in the case of NOT having passed the continuous assessment, provided that the completed evidence accounts for two-thirds or more of the total grade and a final grade below 5 points but greater than or equal to 3.5 points has been achieved. This test will consist of an exam covering the entire subject matter. The maximum final grade that can be obtained through recovery is a 5.
- It is not foreseen that the students of 2nd or later registration will be evaluated by means of a single non-retrievable synthesis test.

The single evaluation will be carried out on the same day and time as the test of the second evaluation period of the subject, and will include all its contents. Therefore, in the single assessment, the multiple alternative exam, the individual report and the development and individual practical case will be carried out. T

- The final grade for the subject will be obtained as described with the continuous assessment.
- The same recovery system will be applied as that of the continuous evaluation.

Evidence Code	Denomination	Weight	Duration	Data
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Ev1	Multiple alternative exam	30%	Second evaluation period
Ev2	Individual report: theoretical-empirical assessment	30%	
Ev3	Individual cases: practical case	40%	

Copying or plagiarism: According to Art 116, point 10 of the UAB Regulations, in the event that the student body performs any irregularity (copying, plagiarism,...) that may lead to a significant variation in the qualification of an evaluation act, this will be scored with a 0. In the event that there are several irregularities in the evidence of learning or use of AI in the preparation of their answers, the final grade will be 0. In the case of written evidence (EV2 and EV3), it will use the Urkund program to verify possible plagiarism.

Bibliography

Sources of basic information:

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- Blanch, J. M. (2012). *Trabajar y Bienestar*. Barcelona: UOC.
- Foucault, M. (2009). *Nacimiento de la biopolítica: curso del Collège de France (1978-1979)*. Akal.
- Gálvez, A. i Tirado, F. (2012) *Capitalismo y trabajo*. Problemàtiques socials del món contemporani. Barcelona: Editorial UOC.
- Garrido, A. (coord.). (2004). *Sociopsicología del Trabajo*. Barcelona: Editorial UOC.
- García-Ramos, T., Díaz-Juarbe, R., i Santiago-Estrada, S. (2013). Historicidad crítica de la psicología industrial/organizacional: hacia una nueva psicología del trabajo y las organizaciones. *Psicología desde el Caribe*, 30(1), 146-176. Retrieved June 25, 2023, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-417X2013000100008&lng=en&tlng=es.
- Han, B. C. (2014). *Psicopolítica: neoliberalismo y nuevas técnicas de poder*. Herder.
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- Romero Caraballo, M. (2017). Significado del trabajo desde la psicología del trabajo. Una revisión histórica, psicológica y social. *Psicología desde el Caribe*, 34(2), 120-138. <https://doi.org/10.14482/psdc.33.2.72783>
- Selva, C. i Tresserra, O. (2014). Flexibilidad global, sinécdoque de progreso. *Athenea digital*, 14(2).
- Saura, G., & Bolívar, A. (2019). Sujeto académico neoliberal: Cuantificado, digitalizado y bibliometrificado. *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 17 (4), 9-26.
- Tirado, F., Gálvez, A. i Baleriola, E. (2017). *Las organizaciones en el siglo XXI. Un enfoque psicosocial y político*. Barcelona: Editorial UOC.
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- Zuboff, Soshana. (2020). *La Era del Capitalismo de la Vigilancia*. Paidós.

Specialized information journals:

- *Archivos de Prevención de Riesgos Laborales*
- *European Journal of Work and Organizational Psychology*
- *International Journal of Organisational Behavior*
- *Journal of Occupational Health Psychology*
- *Journal of Organizational Behavior*
- *Revista de Psicología del Trabajo y las Organizaciones. Journal of Work and Organizational Psychology*

Relevant institutions:

- European Foundation for the Improvement of Living and Working Conditions <http://www.eurofound.europa.eu/publications>
- International Labour Organization (ILO). <http://www.ilo.org/global/publications>
- Instituto Nacional de Seguridad e Higiene en el Trabajo <http://www.insht.es/portal/site/Insht/menuitem>
- Ministerio de Trabajo e Inmigración: <http://www.mtin.es>
- Ministerio de Trabajo y Asuntos Sociales <http://www.mtas.es>
- European Agency for Safety and Health at Work. <http://osha.europa.eu/publications>
- U.S. Department of Labor Office of the Assistant Secretary. Occupational Safety and Health Administration. <http://www.osha.gov/>
- Society for Industrial and Organizational Psychology (SIOP). www.siop.org/gtp/ Association of Work and Organizational Psychology (EAWOP). <http://www.eawop.org/web/> European

Software

Not Applicable: No specific software will be used.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed