

1. BASIC INFORMATION

Course	Developmental social work and organisations
Degree Program	Bachelor's degree in psychology
School	Health Sciences
Year	3
ECTS	6
Credit Type	Compulsory
Language(s)	English / Spanish
Delivery mode	On campus/ Virtual
Semester	5
Academic Year	2025 – 2026
Coordinating professor	Valeria Farriol Baroni

2. PRESENTATION

The course *Psychology of Work and Organizations* is a compulsory subject taught in the first semester of the fourth year of the Psychology degree and the fifth year of the Dual Degree in Psychology and Criminology. This course provides students with a general overview of Work Psychology as a scientific discipline, offering a psychosocial perspective to understand, analyze, and interpret human behavior in business settings.

The objective is for students to be able to understand psychosocial processes and intervention strategies necessary within organizations.

3. LEARNING OUTCOMES

Knowledge

- KNO01. Know the functions, characteristics and limitations of the different Psychology theoretical models.
- KNO02. Know the basic laws of the different psychological processes.
- KNO03. Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality.
- KNO04. Know the biological foundations of human behaviour and of psychological functions.
- KNO12. Be able to identify group/intergroup problems and needs.
- KNO13. Know how to identify organisational/interorganisational problems and needs.

Skills

- SK01. Know how to analyse the needs and demands of recipients from a psychological perspective.

SK03. Know how to analyse the context where individual behaviour and group/organisational processes develop.

Competences

CP01. Be able to establish psychological action goals in different contexts, proposing and negotiating the goals with recipients and relevant parties.

CP05. Know how to describe and measure interaction processes, dynamics and organisational/interorganisational structure.

CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.

CDC07. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

LEARNING OUTCOMES

- Define work as a psychosocial phenomenon and changes in the concept of work.
- Identify attitudes and values regarding work.
- Describe the process of occupational socialisation and the process of role acquisition.
- Identify and evaluate tasks, jobs, roles and occupations.
- Foster work motivation, performance and output.
- Evaluate job satisfaction and other experiences resulting from work.
- Know the main theoretical approaches to the study of organisational psychology.
- Analyse the context in which behaviours develop in organisations.
- Understand, describe, evaluate and diagnose organisational structure, climate, culture and processes.
- Identify problems and needs of organisations.
- Identify/assess organisational outcomes.

4. CONTENT

- Psychological approach to the study of work in a changing work environment
- Attitudes and values toward work
- Work design: positions, roles, and work socialization
- Motivation, job satisfaction, and performance
- Stress and occupational health
- Theoretical approaches in the study of organizations
- Organizational structure and organizational processes
- Organizational climate and culture

5. TEACHING AND LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Problem-Based Learning (PBL)

- Lectures
- Student oral presentations
- Practical assignments

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Practical exercises	10
Essays, text commentaries, and critical analyses	3
Formative evaluation (feedback on tests)	5
Research projects	20
Lectures	42
Problem-solving	15
In-person tutorials	5
Independent study	50
TOTAL	150

Virtual mode:

Learning activity	Number of hours
Online seminars (debates and discussions)	5
Online forums	10
Formative evaluation (webconference feedback)	5
Research (scientific/case studies) and projects	20
Virtual seminars	40
Problem-solving	15
Virtual tutorials	5
Independent study	50
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment System	Weight
Case analysis and problem-solving	10%
Reports and written assignments	10%
Face-to-face knowledge tests	60%
Research papers	20%

Virtual mode:

Assessment System	Weight
Case analysis and problem-solving	10%
Reports and written assignments	10%
Virtual knowledge tests	60%
Research papers	20%

When you access the course on the Campus Virtual, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. Ordinary call period

Campus-based mode:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in each of the assessment systems of the course.

If cases of plagiarism are detected in any of the activities delivered, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, **a minimum of 50% of class attendance is required. Absence excuses do not imply the elimination of such absences in any case.**

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification

of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam period the student will have a global grade of the course, thus consuming call for entries.

Virtual delivery:

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

If cases of plagiarism are detected in any of the activities submitted, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.

7.2. Extraordinary call period

Campus-based mode:

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5.0 out of 10.0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that in the Extraordinary callperiod will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.

Virtual delivery:

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

On-campus mode:

Assessable activities	Dedline
Case analysis and problem-solving	Week 6 Week 1 - 13
Reports and written assignments	Week 8
Face-to-face knowledge tests	January 2026
Research papers	Week 15

Virtual mode:

Assessable activities	Dedline
Case analysis and problem-solving	Week 6 Week 1 - 13
Reports and written assignments	Week 8
Virtual knowledge tests	Febuary 2026
Research papers	Week 15

This schedule may be subject to changes due to logistical reasons related to the activities. Any changes will be communicated to the student in a timely and appropriate manner.

9. BIBLIOGRAPHY

The main reference work for this subject are:

- Auar, R. M., Villagrasa, P. J. R., del Rio, E. F., Arroyo, J. A. G., & Soria, M. S. (2023). *Psicología de las Organizaciones: Conceptos básicos y nuevos retos*. EDITORIAL SANZ Y TORRES SL.
- Gil-Monte, P. R., & Prado-Gascó, V. J. (2021). *Manual de psicología del trabajo*. Comercial Grupo ANAYA, SA.
- Vargas, J. D. P., Contrera, J. D. M., Franco, L. A. G., Álviz, A. M., & De Largeo, A. C. M. (2022). *Psicología organizacional y del trabajo: Miradas actuales*. Universidad del Norte.

The recommended Bibliography are:

- T1: Roe, R. A. & Peiró, J. M. (2020). La aproximación psicológica al trabajo en un entorno laboral cambiante. [La aproximación psicológica al trabajo en un entorno laboral cambiante - Dialnet](#)
- T2: García Arroyo, J. & Cárdenas Moncayo, I. (2015). Perspectivas actuales en psicología organizacional. [Perspectivas actuales en psicología organizacional - Dialnet](#)
- T3 – T6 : Martínez, S. F. et al. (2022). Diseño del trabajo, bienestar y salud mental: revisión de literatura. [Diseño del trabajo, bienestar y salud mental: Revisión de literatura](#)
- T4: Cortez Rodríguez, N. N. (2023). Clima organizacional en satisfacción laboral: una revisión sistemática. [Clima organizacional en satisfacción laboral: una revisión sistemática](#)
- T5: Abdelmoteleb, S. A. (2020). Los valores del trabajo y el esfuerzo de los empleados: una perspectiva del ajuste necesidades-recursos. [Los valores del trabajo y el esfuerzo de los empleados: una perspectiva del ajuste necesidades-recursos](#)
- T7: De la Cruz Portilla, A. C. (2020). Influencia de la inteligencia emocional sobre la satisfacción laboral. <https://dialnet.unirioja.es/descarga/articulo/8083728.pdf>
Vera Álvarez, A. R. (2022). Teorías de motivación y su relación en el ámbito laboral. <https://dialnet.unirioja.es/descarga/articulo/8625447.pdf>
Ruiz, E. D. et al. (2023). La motivación laboral y su relación con el desempeño laboral. https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-74672023000100139
- T8: Acosta Carrillo, M. (2021). La psicología organizacional como perspectiva para la mejora del desempeño. https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-78902021000300016
- T9: Macaya-Sandoval, X. et al. (2024). Ambiente y estrés laboral en trabajadores de la salud. https://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S0465-546X2024000400001
Farias-Macías, Á. A. et al. (2021). El ambiente de trabajo y su influencia en la satisfacción laboral. <https://dialnet.unirioja.es/descarga/articulo/8384030.pdf>
Buitrago-Orjuela, L. A. et al. (2021). Estrés laboral: causas, consecuencias y estrategias. <https://dialnet.unirioja.es/servlet/articulo?codigo=8367372>
Pecina Rivas, E. M. et al. (2020). El estrés laboral y sus dimensiones. <https://dialnet.unirioja.es/descarga/articulo/7808651.pdf>

Relevant websites:

- Revista de Psicología del Trabajo y de las Organizaciones: <https://journals.copmadrid.org/jwop/>
- SciELO España – Psicología del Trabajo: https://scielo.isciii.es/scielo.php?script=sci_serial&pid=1576-5962&lng=es
- Dialnet – Psicología del Trabajo: <https://dialnet.unirioja.es/servlet/revista?codigo=1207>
- Redalyc – Psicología del Trabajo: <https://www.redalyc.org/revista.oa?id=2313>
- INESem – Psicología del Trabajo: <https://www.inesem.es/revistadigital/educacion-sociedad/psicologia-del-trabajo-y-de-las-organizaciones/>
- Fundación Universidad de América – Clima organizacional: <https://repository.uamerica.edu.co/bitstreams/6234e5b0-5180-4743-8a22-e1e03e02bbad/download>

Associations and organizations in Spanish:

- Consejo General de la Psicología de España – PTORH: <https://www.ptorh.cop.es/>
- CDPUE – Psicología del Trabajo: <https://www.cdpue.es/ambitos-profesionales/psicologia-del-trabajo-y-de-las-organizaciones/>
- Nodo POT – ASCOFAPSI (Colombia): <https://pot.ascofapsi.org.co/nosotros/>

International associations and organizations (English):

- Alliance for Organizational Psychology (AOP): <https://alliancefororganizationalpsychology.com/>
- Society for Industrial and Organizational Psychology (SIOP): <https://www.siop.org>
- IAAP Division 1 – Work and Organizational Psychology: <https://www.iaapsy.org/division-1>
- APA – Global Psychology Alliance: <https://www.apa.org/international/networks/global-psychology-alliance>

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
1. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
1. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
1. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11.ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.