INTERVENTION AND TREATMENT IN SOCIAL, WORK AND OCCUPATIONAL PSYCHOLOGY– Code: 800171

Academic Year 2018-19

COURSE INFORMATION

Undergraduate Studies: 0812 – Degree in Psychology   (Studies Plan 2009-10)
Type: Compulsory
ECTS: 6.0
Module: Basic psychological training
Area: Intervention and psychological treatment
Year: Fourth
Semester: 1

INSTRUCTOR INFORMATION

Name: Professor Jose María Prieto Zamora
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Office hours: Thursday 12 to 14, 15:30 to 17:30h,

SYNOPSIS

COMPETENCIES

General competencies
GC7: Know and understand the different methods of psychological evaluation, diagnosis and treatment in different areas involving the application of psychology.
GC8: Identify recipients' needs and demands in the different areas of application and establish goals for psychological action.
GC9: Identify the relevant characteristics of individual behaviour.

Transversal competencies
TC1: Analysis and synthesis.

Specific competencies
SC1: Identify needs and demands of the recipients of work performed by the psychologist in the different areas of application.
SC4: Be able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes).
SC5: Be able to identify differences, problems and needs.
SC6: Be able to diagnose in accordance with professional criteria.
SC11: Know how to select and manage instruments, products and services and be able to identify interested persons and groups.
SC19: Know how to appropriately and accurately provide feedback to recipients.GC2: Know and understand the basic laws of the different psychological processes.

TEACHING ACTIVITIES

- **Lectures:** A task-centered approach is built up and thus the master class is avoided. Participatory lectures prevails a) highlighting present day issues, challenges or dilemmas in the topic or the problem under consideration, b) examining recorded interviews and presentations made by leading researchers and authors on the topic available online, c) paying attention to articles, chapters, cases, social experiments, documentaries, videoclips, sequences of movies, d) discussing and advancing suggestions or protocols for intervention or treatment.

- **Practical exercises:** One exercise per week. Finding out new trends in Educational, Social, Occupational Psychology, a talent assessment and career development plan, a 3-5 minutes videoclip on how to enhance the marketing of yourself internationally.

- **Field work:** Youtube, TED, Talks at Google, audiovisual materials made available by universities, or international agencies such as UNESCO, WHO, ILO, UN etc. are reliable sources to carry out field work on topics approached in the syllabus. Interviews, online lectures made by leading researchers or best sellers authors in psychology and related fields. APA divisions and contents of ICP like Yokohama 2016 are also the target.

  Bilingual students do not rely their progress on translations, they are used to deal with original versions, with enlarged treasure's islands of advance materials in the field of applied psychology in educational, occupational and social settings.

- **Exhibitions:** As agreed and planned with the professor.

- **Oral presentations:** As agreed and planned with the professor: the talent assessment and career development plan to obtain the GOOD (Notable) mark.

- **Other activities:** Active learning spelled out as "understanding the implications of new information for both current and future problem-solving and decision-making" fixes the framework and we shall pay attention to direct or indirect consequences of theoretical model and findings to produce intervention and treatment procedures in applied social, occupational and educational psychology.

ECTs break-down

TEACHING ACTIVITIES	Hours	% of total credits	Attendance
Class sessions	45	30%	100%
Tutorials	24	16%	50%
Students' work (class assignments and time of study)	50	33%	0%
Assessment activities	28	18.7%	100%

BRIEF DESCRIPTION:

Applying psychology in social, educational, occupational and counselling settings. O* Net Center profiles, Eluded profiles such as Economic Psychology, Psychology of Terrorism or Managerial Psychology. Skills such as Active Learning, Speaking and Active Listening, Career development plans, Marketing oneself, Talent management and expertise, mind-sets, leadership, culture of safety, humour in the workplace, meditation and mindfulness, the role of superstition versus rationality in the workplace. Divergent thinking comes out on top of convergent thinking,

Classes will be a mixture of theory and practical work. English will be the only language used for lectures, homework, exercises and projects. Students will be encouraged to participate during each class, especially through the written practice exercises provided along the course.

PRE-REQUISITES

1. Fluency in English.

2. Highly recommended courses: Social Psychology, Psychology of Organizations, Work Psychology, Individual Differences Psychology, Educational Psychology and Psychological assessment.

3. Get-up-and-go in the use of new information and communication technologies

OBJECTIVES

1. Using O*Net Center as a theoretical and operational framework to fix and follow up the following profiles: Industrial and Organizational Psychology, School Psychology, Counselling Psychology as well as Social Psychology related facets.
2. Paying attention to important and relevant skills to succeed professionally in the above mentioned areas of psychological expertise using the terminology of O*Net.
3. Identifying new directions and challenges in national or international divisions in psychological associations as well as trending topics in international congresses where these areas of intervention and treatment play an important role in the final program.
4. Spotting and studying new theoretical and operational frameworks, based on psychological research and related disciplines, that make sense or may be applied either to all these areas of expertise (better) or at least in one.
5. Clarifying the distinction between intervention and treatment under the umbrella of problem solving approaches in these areas of know what and know how in applied psychology where the target is normal people.
6. Finding out ways of generating a career development plan and a strategy to build their professionally minded self and marketing it effectively. This is a group of bilingual or trilingual students and the target is thus the international arena.
7. Taking advantage of online materials available in English getting students used to learn about theories and models of intervention and treatment through those psychologists who are the authors who lecture on their one topic, or are interviewed. They speak by themselves. They may be understood though themselves.

TOPICS

1. Applying psychology: social, educational and occupational settings

    1.1. Convergent versus divergent thinking, facts versus values, pragmatism.
    1.2. Mind-sets, expertise, talent assessment and management,
    1.3. Tacit knowledge, practical intelligence and expert intuition, fast vs slow thinking.
    1.4. Directive versus shared leadership
    1.5. Culture of safety
    1.6. Economic psychology versus behavioural economy
    1.7. Consultant psychologists and managerial psychology
    1.8. Psychology of Terrorism: exploring what is the contribution of Applied Psychology.
    1.9. Mindfulness, zen meditation, spiritual wellbeing

2. Career development in social, educational and occupational psychology

    2.1. O*net center: an occupational online database
    2.2. Marketing yourself: building your profesional self.
    2.3. Career development plan: looking for 3 to 5 years ahead. . .
    2.4. Relevant skills: speaking, active listening, active learning, persuasion.

3. Professional tools in social, educational and occupational psychology

    3.1. Effective and avant-garde presentations. TED talks and talks at google

    3.2. Visual thinking, storytelling, metaplan, nominal group technique, IDEAL problem solving, thinking in metaphors.

    3.3. Bullying and cyberbullying

    3.4. Humor in organizations.

3.5.   Superstitious thinking versus rationality in interactions and compliance

3.6.   Prescriptive vs descriptive ethics in social, occupational and educational psychology.

ASSESSMENT

Modality A:

Addressed to regular students (70% of more of attendance) that participate actively in activities carried out in the classroom, analyses and discussions of data, findings and presentations examined together may proceed this way.

1. To obtain the mark SUFFICIENT (that is APTO) each student
    a. will submit the weekly 1-2 pages report of each of the exercises started in the classroom and ended at home. This is also a way of verifying regularity, input and performance.
    b. will select and agree with the professor (by October 1st) a TED talk on a cutting-edge topic that makes sense in educational, social or occupational psychology.

        Each student will submit a 12 page double space report (just after Christmas) highlighting strategies used by the lecturer: a) emotional vs cognitive appeal, b) convergent vs. divergent thinking, c) rational vs intuitive thinking, d) jaw dropping moments, e) storytelling, f) facts vs. values, g) time & h) credibility management i) diagram of argument, j) qualitative & quantitative data audience, j) visual vs auditory effects, k) emotional reactions from audience, l) basic information about the lecturer, m) bibliographic and internet references

2. To obtain the GOOD mark (NOTABLE) students will organize themselves in work groups of up to 3 persons to produce a talent assessment and a career development plan in one of these fields of expertise: social, educational, occupational or counseling psychology. The context must be international and the profile may be focused on an agreed professional self.

    A Power Point or an Adobe presentation will be made in January 10th. Group members and professional self-profile must be agreed with the professor by October 12th.

    The presentation will be available to all students, to all groups once handed electronically to the professor

3. The VERY GOOD mark (SOBRESALIENTE) will be linked to a videoclip of 3-5 minutes on how to market yourself effectively or on a topic that appears in the syllabus.

    a. It is a videoclip submitted by an individual but may be assisted (in the production process) by 2-3 colleagues that may appear as collaborators.
    b. By default self-presentations is the standard. The exception is a videoclip centered on a topic or notion: a) it must be one included in the syllabus of this course and b) it must be agreed previously with the professor.
    c. The outcome will be submitted in January 10th (in a pen drive, in the professor office) and contents (self-presentation or topic) must be agreed by November 15th with the professor. The field of expertise is social, occupational and educational psychology but also other such as counseling psychology, economic psychology and psychology of terrorism are welcome.

4. Students will have the opportunity of reviewing the final mark with the professor.

5. Delivery dates will be advanced by the professor.

6. Only printed versions of the TED report and the group presentation slides (marketing yourself) will be evaluated by the professor. The name of the author and the topic approached must be highlighted in the title page.

7. The videoclip will be evaluated by the professor and made available internally to all students.

Modality B:

1. Students with less than 70% of attendance will have an exam that includes theoretical contents included in the program. Sufficient or APTO is the mark.

2. They must also demonstrate an expertise in the use of O*Net Resource Center bringing into play data linked to these profiles: School Psychology, Industrial & Organizational Psychology, and Counselling Psychology. Good or NOTABLE is the mark.
3. These students must submit a report on a specific TED talk agreed with the professor before October 1st. They must follow the same guidelines outlined above. It must be handed the day scheduled for the exam and it is considered a practical exercise. Very Good or SOBRESALIENTE is the degree.

Evaluation criteria

In what concerns weekly exercises the OK of the professor of the1-2 pages report based on the set of instructions that appear in the section final product of each exercise.

The TED talk report is evaluated using a check list that follows and verifies the presence of absence of the set of strategies described in section Assessment Modality A.

Exercises and TED talk together generate the Sufficient Grade or Apto - aprobado

The Career development plan is evaluated taking into consideration both contents as well as presentation made and a check list that combines output and performance. It is the Good Grade or Notable.

The video clip is evaluated using four criteria that are listed and published in the material available in the Moodle classroom and it produces the Very Good Grade or SOBRESALIENTE.

RESOURCES

Textbooks:

Anderson, C. (2016). *The official TED for Public Speaking*. N.Y. Houghton Mifflin Harcourt

Bransford J.D. & Stein, B.S. (1993). *The Ideal Problem Solver,* N.Y. W.H. Freeman.

Clark, R.C. (2015). Evidence-based training methods: a guide for training professionals. Alexandris, VA: ASTD

Collins, S.C. & Kneale, P. (2001). *Study skills for psychology students.* London. Arnold.

Duarte, N. (2012). *Persuasive presentations*. Cambridge: Harvard Business Review

Dweck, C.S. (2006). *Mindset: how you can fulfil your potential.* N.Y. Random House.

Edenborough, R. & Edenborough M. (2012). *The Psychology of talent: exploring and exploding the myths.* N.Y. Hogrefe.

Ericsson, K.A., Charness, N., Feltovich, P.J. & Hoffman, R.R. (2006). *The Cambridge handbook of expertise and expert performance.* N.Y. Cambridge University Press

Guirdham, M: (1990). *Interpersonal skills at work*. N.Y. Prentice.

Kahneman, D. (2011). *Thinking fast and slow*. N.Y. Farrar, Straus and Giroux

Prieto, J. M. et alii. (2012) *Ethical/Deontological Issues in Work and Organizational Psychology,* in Leach M, Stevens, M Lindsay, G.Ferrero, A & Korkut, Y. The Oxford Handbook of International Psychological Ethics, Oxford University Press.

Sternberg, R.J, Kaufman J.C. & Grigorenko, E.L. (2008). *Applied intelligence*. Cambridge, UK: Cambridge UP

Sternberg, R.J. (2006). *Career paths in Psychology*. Washington, APA

West M. (2016). *The Psychology of Meditation*. Oxford, UK: Oxford University Press.

Woods, S. A. & West M.A. (2014). *The psychology of work and organizations*. Andover: UK Cengage learning.

Basic references

Beebe, S.A., Mottet, T.P. & Roach, K.D. (2011) Training and development: communicating for success. Boston: Pearson.

Burnard, P. (1992). Interpersonal skills training: a sourcebook of activities for trainers. London: Kogan.

Chabris C. & Simons, D. (2010). The invisible gorilla: how our intuitions deceive us. NY. MJF

Christopher, E.M. & Smith, L.E. (1993). Leadership training: a sourcebook of activities. London: Kogan.

Cooper, C.L. & Locke, E.A. (2000). Industrial and Organizational Psychology. Oxford: Blackwell.

Coyle, D. (2009) The talent code: greatness isn't born, it is grown. N.Y. Bantam.

Coyle, D. (2012) The little book of talent: 52 tips for improving your skills. N.Y. Bantam.

Csikszentmihalyi, M. (1990) Flow: the psychology of optimal experience. N.Y. Harper.

Dainow, S. & Bailey, C. (1988). Developing skills with people. Chichester: Wiley.

Duggan, W. (2008). Strategic intuition: creative spark in human echievement. NY. Columbia

Epstein, S. (2003). Cognitive experiential self-theory of personality, in T. Milton & M.J. Learner, Comprehensive handbook of psychology, volume 5: Personality and Social Psychology. Hoboken, NJ. Wiley, 159-184.

Gallo, C. (2014). Talk like TED. London: MacMillan.

Gilbert, D. & Rozé, Y. (1990). 52 jeux d'roles pour donner de la vie a vos seminaires. Paris: Images pour la Formation.

Gladwell, M. (2005). Blink: the power of thinking without thinking. N.Y. Time Warner

Hood, B. M. (2010) The science of superstition: how the developing brain creates supernatural beliefs. N.Y. HarperOne.

Kahneman, D. (2009). Conditions for intuitive expertise: a failure to disagree. American Psychologist. 64, (6), 515-526.

Karia A. (2012) How to deliver a great TED talk. Create Space

Klein, G. (2004) The Power of Intuition: How to Use Your Gut Feelings to Make Better Decisions at Work. N.Y. Random House - Currency.

Klein, G. (2011). Streetlights and Shadows: Searching for the Keys to Adaptive Decision Making. Cambridge, MA. MIT - Bradford.

Kirby, A. (1992). Games for trainers, vol 1 &2, Hants, UK: Gower.

Koffel,L. (1994). Teaching workplace skills. Houston, TX: Gulf.

Lewis, D. (2013). Impulse:why we do what we do without knowing why. London: Random

Martin, D: (2000). Manipulating meetings: how to get what you want, when you want it. London: Pearson.

Meyers, C (1986). Teaching students to think critically. SF: Jossey-Bas.

Milletre, B. (2013). Exercises pratiques pour utiliser votre intuition. Paris: Payot

Myers, D. G. (2002). Intuition: its powers and perils. Cumberland, RI. Yale UP

Noe, A. (2010) Out of our heads: why you are not your brain. N.Y. Hill & Wang

Plester, B. (2009). Healthy humour: using humor to cope at work. Kōtuitui: New Zealand Journal of Social Sciences, 4, 89-102, available online.

Pugh, S.L., Hicks, J.W. Davis, M. & Venstra, T. (1992). Bridging. A teacher's guide to metaphorical thinking. Urbana, IL. National Council of Teachers of English. Available online.

Pugh, S.L., Hicks, J.W. Davis, M. (1997). Metaphorical ways of knowing. Urbana, IL. National Council of Teachers of English. Available online.

Robinson, K. (2014). Finding your element: How to discover your talents and passions and transform your life. London, Penguin.

Rose, E. (1997). Presenting and training with magic. N.Y. McGraw Hill

Steernberg, R.J. (1999) Intelligence as developing expertise, Contemporary Educational Psychology, 24, 359-375.

Sternberg, R.J. (2000) Guide to Publishing in Psychology Journals. Cambridge, Uk:

Sternberg, R. J. (2003). Why smart people may be so stupid. Cumberland, RI: Yale UP S

Stolovitch, H.D. & Keeps, E.J. (2011). Telling ain't training. Alexandris, ASTD.

Tallent, N. (1994). Psychological report writing. Englewood, NJ: Prentice Hall.
Vyse, S.A. (2013) Believing in magic: psychology of superstition. Oxford: Oxford University Press

Wood, R.E, Beckmann, N. & Pavlakis, F. (2007). Humor in organizations: no laughing matter. In J. Langan-Fox, C.L. Cooper & R.J. Klimoski. Research companion to the dysfunctional workplace. Massachusets: Edward Edgard, 216-232. Available online

Wood, R.E, Beckmann, N. & Rossiter, J.R. (2011). Management humor: asset or liability?, Organizational Psychology Review. 1 (4), 316-338, available online

Supplementary references

This ISO standard 10667 must be kept in mind in professional practice on a regular basis and at http://www.iso.org/iso/iso_catalogue/catalogue_tc/catalogue_detail.htm?csnumber=56441 it is available online as Assessment service delivery -- Procedures and methods to assess people in work and organizational settings -- Part 1: Requirement for the client, Part 2: Requirements for service providers.

There is a new profile in Psychology for those graduates not interested in research, academic, practitioners posts. It affects psychologists interested in getting and maintaining a job profile of managers, in public or private organizations. These are two frames of reference:

• Society of Psychologists in Management at http://www.spim.org/ and a brief summary at http://en.wikipedia.org/wiki/Society_of_Psychologists_in_Management

• The Psychologist-Manager Journal at http://www.tandfonline.com/toc/hpmj20/current

This is the list of scientific and professional associations backing the O*net Project http://www.onetcenter.org/endorsements.html and their members have contributed information to the program and the occupational profile identified. It is the outcome of public funding.

Regarding ethical matters this is the link to the book published by BBVA on "values and Ethics in the 21st century". This is the English version and in the same website the Spanish version is available. Both free... both may be downloaded at your convenience at

http://www.bbvaopenmind.com/book/en/70/values-and-ethics-for-the-21st-century/

http://www.bbvaopenmind.com/book/valores-y-etica-para-el-siglo-xxi/

Other resources

The international Declaration of Ethical Principles for Psychologists available at
http://www.iupsys.net/about/governance/universal-declaration-of-ethical-principles-for-psychologists.html

The international declaration of core competences in profesional Psychology at
http://www.iupsys.net/dotAsset/1fd6486e-b3d5-4185-97d0-71f512c42c8f.pdf