

**INTERVENTION AND TREATMENT IN SOCIAL, WORK AND EDUCATIONAL PSYCHOLOGY– Code: 800171 21-229492**  
**Academic Year 2022-23**

**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 number:** 2222  
**Office hours:** Each Monday 12 to 13h and specific requests by email

**SYNOPSIS**

**COMPETENCIES**

**General competencies**

GC7: Know and understand the different methods of psychological intervention and treatment either in social, educational or occupational psychology. Also counseling psychology is welcome, but not clinical or neuropsychology, this is another profile and course.

GC8: Identify fields of expertise where social, educational or occupational psychologists are welcome because new kind of applications and developments enact goals for psychological action.

GC9: Identify the relevant characteristics of individual and groups behaviours in social, educational and occupational settings.

**Transversal competencies**

TC1: Analysis and synthesis.

**Specific competencies**

SC1: Identify needs and demands of the recipients of work performed by the psychologist in social, educational or occupational settings. Counseling psychology is also welcome, but not clinical or neuropsychology, because this is another profile and course.

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**

- **Tasks centered learning:** A task-centered approach is built up and thus the master class is avoided. Participatory interactions prevail 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 of 3 hours per week and 5-10 written tasks in each weekly exercise. Aim: finding out new trends in Educational, Social, Occupational Psychology, carrying out a case study of a TED lecturer and psychologist communication skills and a talent assessment and career development plan. Between 12 & 13 exercises during the semester.
- **Field work:** Youtube, TED talks and 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.
- **Presentations:** As agreed and planned with the professor: the talent assessment and career development plan to obtain the VERY GOOD (Sobresaliente) 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	% Total	Attendance
Task-centered learning in-person or via online exercises	45	30%	80%
Tutorials in-person or via email or teleconference	24	16%	40%
Assignments to students, field work & studying time)	50	33%	60%
Continuous Evaluation, 1 term paper 12 presentations	28	21%	80%

#### **BRIEF DESCRIPTION:**

Applying psychology in social, educational, occupational and counselling settings. O\* Net Center profiles, Eluded profile: Economic 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 professional e-learning, e-lecturing and e-interviewing ecosystem, divergent thinking versus convergent thinking, case study, Five years ahead standards in educational, occupational and social psychology profiles.

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.

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### 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
4. Expertise in the use of Moodle and New Information and Communication Technologies

### OBJECTIVES

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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.
8. Learning to use online interfaces to promote training and supervision of employees or costumers in social, educational and occupational psychology.

### TOPICS

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1. Applying psychology: social, educational and occupational settings
    - a. Convergent versus divergent thinking, facts versus values, pragmatism.
    - b. Mind-sets, expertise, talent assessment and management,
    - c. How professional psychologists e-learn and interact teleworking

- d. Directive versus shared leadership
- e. Culture of safety
- f. Economic psychology and behavioral economy
- g. Mindfulness, meditation and spirituality

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## 2. Career development in social, educational and occupational psychology

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- a. O\*net center: an occupational online database
- c. Marketing yourself: building your professional self.
- d. Career development plan: looking for 3 to 5 years ahead. . .
- e. Relevant skills: speaking, active listening, active learning, persuasion.

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## 3. Professional tools in social, educational and occupational psychology

- a. Effective and avant-garde presentations. TED talks and talks at google
  - b. Visual thinking, storytelling, thinking in metaphors,
  - c. Humor in organizations
  - d. APA division profiles related to Social, Educational and Occupational Psychology
  - e. Prescriptive versus descriptive ethics in social, occupational and educational psychology.
4. A specific topic on the nexus between **psychology and suicide**, in the context of covid, **in social, educational and occupational** settings is under consideration. A plan/scheme will be agreed with interested students. Cfr. [https://www.copmadrid.org/web/ Hablemos de suicidio](https://www.copmadrid.org/web/Hablemos%20de%20suicidio).

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## EVALUATION

### Modality A:

Evaluation is graded in three escalated marks: up to **Sufficient** (*Apto o Aprobado*, up to 6,95 out of 10) , **Good** (*Notable* 7.00 to 8.95) and **Very Good** (*Sobresaliente*, 9,00 to 9,95), The highest grade = 10,00 = **Honour** (*Matricula*) The target are regular students (70% of more of attendance, either in-person or online).

Continuous evaluation is the standard to obtain the **SUFFICIENT mark**. Each week students submit a two pages' report (about 500 words) answering 2-3 questions specified in the last section of each exercise and they receive written feedback from the professor during the week and it is graded to a maximum score of 1 point. It means that, all things considered, 12 or13 points are the maximum score during the semester and these points are transformed arithmetically from 0,00 to 6,95, that is **Sufficient** (*Apto, Aprobado*).

To obtain the **GOOD mark** (*Notable*) each student will submit a 12 page double space report highlighting strategies used by a TED Talk's lecturer and psychologist. It must be a cutting-edge topic that makes sense in educational, social or occupational psychology. Delivery, PDF in January.

The purpose is not summarizing the content. This TED talk (selected by the student and agreed with the professor in November) will be examined as a case study of successful communication with the audience paying attention to : a) the major idea highlighted, b) the reason to care about, c) use of familiar concepts, d) how worth sharing was enhanced, e) time (introduction, body, conclusion) and credibility management, f) qualitative v.s. quantitative feedback via ted.org and Youtube g) spontaneous reactions, h) one psychological application of the main idea, i) basic information about the lecturer, j) bibliographic and internet references. TEDx talks are not adequate but may be justified to obtain the OK of the professor. The maximum score is 1,95 added to the **Sufficient mark**.

The TED talk report is evaluated using a check list that follows and verifies the presence of absence of the above set of strategies described in the document Criteria selection TED talks in Moodle.

To obtain the **VERY GOOD mark** (*Sobresaliente*) students will organize themselves in work groups of

up to 3 persons to produce

**Option a)** 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. The maximum score is 1,00 and it is added to the **Sufficient and Good marks**.

**Option b)** a cognitive map finding out research and intervention actions generated in social, educational, occupational or counselling psychology settings where **suicide in the context of covid-19** has been a nightmare in the field selected by team members (up to 3). The maximum score is 1,00, added to the **Sufficient and Good marks**.

A Power Point or an Adobe presentation will be made in a date fixed by the professor. Group members and professional profile must be agreed with the professor by the end of November. This year, probably, it will be an in-person presentation to all students and the professor will evaluate it using a check list. Under specific COVID restrictions it may be available online.

The Career development plan on the nexus **Psychology and suicide** in the context of covid 19 will be evaluated by the professor taking into consideration contents, strengths and weaknesses either in Educational, Social, Occupational Psy. using a check list.

Students will have the opportunity of reviewing the final mark with the professor. Delivery dates will be advanced by the professor.

#### **Modality B:**

During the official first semester exam (January) and the extraordinary exam (July)

1. Students with less than 70% of attendance will have an open questions 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**, that is exercises 1 to 3.
3. These students must submit a report on a specific TED talk agreed with the professor in November. 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 mark.

## **RESOURCES**

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#### **Audiovisuals:**

In each weekly exercise are listed videos available online in different sources, for instance, the American Psychological Association, universities, departments, youtube, scientific or professional associations of psychology. These link are made available and updated by the professor. The large majority of the audiovisuals have been tested in the in-person or online classroom during the past 10 years. Every year a new group of videos are added.

#### **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, at

[https://www.tntech.edu/cat/pdf/useful\\_links/idealproblemsolver.pdf](https://www.tntech.edu/cat/pdf/useful_links/idealproblemsolver.pdf)

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

Collins, S.C. & Kneale, P. (2014). *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. (2018). *The Cambridge handbook of expertise and expert performance*. N.Y. Cambridge University Press
- Hackman J.R. (2011). *Collaborative Intelligence: using teams to solve hard problems*. Berret -Koehler
- Kahneman, D. (2011). *Thinking fast and slow*. N.Y. Farrar, Straus and Giroux
- Kahneman D., Sibony, O. & Sunstein C.R. (2021) *Noise: a flaw inhuman judgment*, N.Y. HarperCollins
- 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. (2016). *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.
- Chabris C. & Simons, D. (2010). *The invisible gorilla: how our intuitions deceive us*. NY. MJF
- Clark T. C. (2020) *The 4 stages of psychological safety: defining the path to inclusion and innovation*, Berret-Koehler pub.
- 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.
- Davey G.C. (2012) *Applied Psychology*. Oxford : Blackwell
- Doverspike, D. (2019) *Becoming an Industrial and Organizational Psychologist*, N.Y. Routledge
- Duggan, W. (2008). *Strategic intuition: creative spark in human achievement*. 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.
- Graf P.&Dozois, D.J.A. (2021)*Handbook on the state of the art in Applied Psychology*. Hoboken, NJ: Wiley
- Hofstader, D.& Sander M. (2013). *Surfaces & essences. Analogy as the fuel and fire of thinking*. N.Y. Basic
- Jansson D. (2018) *Leading musically*. N.Y. Routledge
- Jordan-O'Reilly M. (2013). *Basic study skills and TIPS for Psychology students*. Version kindle
- 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.
- Lewis, D. (2013). *Impulse: why we do what we do without knowing why*. London: Random
- Millette, B. (2013). *Exercices pratiques pour utiliser votre intuition*. Paris: Payot
- Myers, D. & Twenge, J. (2018). *Social Psychology*. NY, McGraw Hill
- 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.
- Ormrod J.E, Anderman E.M. & Anderman L.H. (2019). *Educational psychology: developing learners*, London: Pearson.
- 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.
- Steenberg, R.J. (1999) *Intelligence as developing expertise*, *Contemporary Educational Psychology*, 24, 359-375.
- 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.
- Swan N. (2019) *Handbook of Occupational Psychology*. London: Willford
- Weiten W, (2017), *Psychology applied to modern life: adjustments in the 21st century*, Cengage Learning
- 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*. Massachusetts: 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](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 at [http://en.wikipedia.org/wiki/Society\\_of\\_Psychologists\\_in\\_Management](http://en.wikipedia.org/wiki/Society_of_Psychologists_in_Management) a brief summary.
- At <http://www.tandfonline.com/toc/hpmj20/current> The Psychologist-Manager Journal.

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 professional Psychology at <http://www.iupsys.net/dotAsset/1fd6486e-b3d5-4185-97d0-71f512c42c8f.pdf>

### **Other relevant information**

#### **a) In what concerns teaching activities**

Moodle is the platform supporting the learning activities to be carried out during the semester. Twenty years of experience using online materials in the in-person computer classroom, week after week, is the tested background.

The asynchronous scheme is preferred because not all students may devote three hours without interruption to an exercise per week that covers a specific subject, for instance, the first one, O\*Net center, <https://www.onetcenter.org/> that is, an occupational information system that includes tools as questionnaires (in English and Spanish) and an online database <https://www.onetonline.org/> that gathers psychometrical information about 1,200 professional profiles, among them, thirteen in the area of applied psychology, updated almost every two years since 1990 and sponsored by the US Department of Labor, Employment and Training. This first exercises includes 14 task to be performed and an outcome is requested: a 2 pages report commenting the profile (Social, Educational or Occupational Psychology) selected by the student and answering two specific questions that summarize his or her findings.

I include, below, the double entry table that summarizes the 13 exercises carried out in the academic year 2019/2020 and their connection to Occupational, Social and Educational or Counseling Psychology. This semester we have thirteen Mondays.

There are, however, students that may devote three hours without interruption in the in-person classroom as scheduled and thus it is a synchronous activity carried out by those present. This is what is expected in the first semester of 2021/22



In each exercise each task is written and described in detail and connections to online documents, questionnaires, protocols, documentaries, interviews, training workouts obtained via Google, Youtube, TED talks, lectures in universities or in the APA, BPS, APS.

<b>Prof. José M. Prieto</b>	<b>APLICACIONES in Psychology 2021-2022</b>		
<i>Exercises</i>	<b><i>Occupational</i></b>	<b><i>Social</i></b>	<b><i>Educational</i></b>
1. What is O* Net Center	Yes	Yes	Yes
2. Your main psychological profile	Yes	Counseling	Yes
3. Your secondary psychological profile	Yes	Yes	Yes
4. Skill – speaking – talks strategies	Yes	Yes	yes
5. Skill – active listening	Yes	yes	yes
6. Marketing yourself	Yes	Yes	Yes
7. Talent and expertise	Yes	Yes	Yes
8. Mindsets – Carol Dweck	Yes	Yes	Yes
9. Leadership & shared leadership	Yes	Yes	Yes
10. Culture of safety Swiss Cheese Model	Yes	Yes	Yes
11. Humor in the workplace	Yes	Yes	Yes
12. Meditation –mindfulness	Yes	Yes	Yes
13. Economic Psychology, Behavioral Economy	Yes	Yes	Yes
<b>2021-2022 Intervention and Treatment in Occupational, Social and Educational Psychology</b>			

The main innovation this 2022/2023 is inviting students to generate a cognitive map by finding out research and intervention actions generated by applied psychologists in social, educational, occupational or counselling settings where suicide in the context of covid-19 or the Russia- Ukraine war is a nightmare in the field selected by team members (up to 3).

Tutorship will be provided in- person in the office, just after the class, or via email because each week students get a feedback to their written report.

Teleconference is another possibility as long as the professor has an adequate and advanced equipment, just in case it might be needed. However, in the past academic year 2020/2021 students enrolled in my classroom during the pandemic acknowledged that my written instructions and examples and links are user-friendly.

**b) In what concerns evaluation.**

The target are regular students, that is, 70% of more attendance, either in-person or online. They follow the **modality A** of evaluation.

Those with less than 70% follow **modality B**, that is, the day scheduled during the official exams dates, that is February and July.

Sufficient grade, Aprobado:

- Under **modality A**, continuous evaluation request students a 2 pages' report, double space, (about 500 words) answering 2-3 questions (at the bottom of each weekly exercise) and they get weekly feedback from the professor and a maximum score of 1 point. The addition of these 1 points generates arithmetically the

**Sufficient** score.

- Under modality **B**, an open questions exam based on contents and tasks carried out in written exercises generate the **Sufficient** grade.

Good grade, Notable:

- Under **modality A**, the student examines, (as a case study), a TED talk by a professor of psychology to identify her or his communication strategies to connect and inform or persuade the audience. A 12 pages report (about 3,000 words will be evaluated with a check list.
- Under **modality B** the student shows expertise in the use of O\*Net Resource Center bringing into play data linked to one of these profiles: School Psychology, Industrial & Organizational Psychology, and Counselling Psychology. That is, exercises 1-3

Very good grade, Sobresaliente:

- Under **modality A**, students organized in teams of 2-3 persons generate a career development plan or a cognitive map on the nexus between applied psychology and suicide in the context of covid 19 in the profile of their choice, either in social, occupational or educational settings.
- Under **modality B** a 12 pages double space report on a TED talk by a professor of psychology examined as a case-study of his or her communication strategies with the audience. There is a check list used by the professor. The author and theme must be agreed with the professor by the student before December 1<sup>st</sup>.

**c) In what concerns bibliography**

There is a frequent connection between books and lecturers available online, specially for bilingual students. Here are some examples.

- The book of Chris Anderson on the secrets of TED talks and his presentations on the subject in TED talks website.
- The book of Carol Dweck on Mindsets and her talks on the subject in Youtube and videos generated by her disciples.
- Daniel Kahneman's book on thinking fast and slow and his lectures on the subject in Youtube or in Google talks.
- J. Richard Hackman's book on Collaborative Intelligence and his talks on the subject recorded in Harvard University
- The Swiss Cheese Model on accidents prevention by British psychologist James Reason and the set of different videos produced by himself and followers in social or educational or hospital settings, available in specific institutional websites.