

# Work Psychology

Faculty of Psychology and Neuroscience

## PSY4961

Period 1:

**1 Sep 2025**

**24 Oct 2025**

Credits:

**5.0**

Coordinator:

**U.R. Hülshager**

Teaching methods:

**PBL, Lecture(s), Presentation(s)**

Assessment methods:

**Written exam**

Keywords:

**Job design, work stress, recovery from work, emotional labour, workplace mistreatment, work-life interface**

## Full course description

This course focuses on people at work in organisations. It will provide answers to questions as ‘Why do some people flourish while others suffer at work?’, ‘How does work affect our health and well-being?’, or ‘Is remote a blessing or a curse?’. These questions will be addressed by discussing theories of work design, work stress, and occupational health. Using this knowledge, it will be discussed how jobs can (or should) be changed, to optimise individual performance and the well-being of the job incumbent. At the end of this course students should be able to provide answers to questions as: What are important work characteristics? How can health and well-being be fostered in organizations? How can people optimally recover from the demands of work? What are effective occupational health interventions?

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

Students are able to:

- explain and compare different theories of job design, work stress, emotional labor, workplace mistreatment, and the work-life interface;

- apply this theoretical knowledge to understand and suggest solutions to work-related problems;
- understand and critically evaluate research methodologies used in research studies;
- propose optimal research designs to study research questions;
- present scientific articles to peers.

# Human Resources

Faculty of Psychology and Neuroscience

## PSY4962

Period 1:

**1 Sep 2025**

**24 Oct 2025**

Credits:

**5.0**

Coordinator:

**M.W.J. van de Wiel**

Teaching methods:

**PBL, Lecture(s), Assignment(s), Work in subgroups, Presentation(s)**

Assessment methods:

**Written exam, Final paper, Participation, Presentation, Assignment**

Keywords:

**Human resource management practices, job analysis, selection and recruitment, training, performance appraisal and management, professional and career development, compensation, employee relations, Talent Management, employee retention, strategic human resource management, evidence-based practice, Job analysis, Training**

## Full course description

People are the core of organisations. They set the goals, plan, design, organise and carry out the work and run the business. To be successful, organisations need to find, develop, and retain the best possible employees. In this course, students will reflect upon psychological research and theories that may contribute to human resource management (HRM) practices in organisations. The practices discussed in this course are job analysis, recruitment, personnel selection and assessment, training, performance appraisal and performance management, continuous professional development, career development, talent management, compensation, employee relations and employee retention. The use of a strategic approach to human resource management means that the practices listed above need to be coordinated to achieve organisational goals, since they form sequential, but interdependent steps in employing personnel in an organisation. The organisational goals therefore need to be translated into criteria for employee behaviour, attitudes, and performance. Subsequently, instruments need to be selected or developed to measure whether the criteria are met. Students will discuss how these criteria can be set and tested and how the usefulness of HRM practices can be evaluated to improve organisational performance.

The course aims to connect research, theory and practice. Therefore, students must apply their knowledge to specific problems and complete assignments whilst using and discussing real-life examples of HRM practices. In addition, students gain insight into the field of Work and Organizational Psychology and HRM by following guest lectures by practitioners and an HRM consultancy. Finally, students identify a gap in the existing literature and write a research proposal in a group.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## **Course objectives**

Students are able to

- critically think about strategic human resource management and how the practices interact in a system view to achieve organisational goals;
- understand psychological research and theories related to the human resource management practices of job analysis, recruitment, personnel selection and assessment, training, performance appraisal and performance management, continuous professional development, career development, compensation, employee relations, talent management and employee retention in order to be able to design and evaluate these practices;
- apply psychological research and theories to these human resource management practices in line with an evidence-based approach to decision making;
- provide 360-degree feedback and self-assess tutorial group functioning on the basis of predefined criteria and reflect upon and discuss the outcomes to be able to improve in the next period.
- to identify gaps in the existing research and develop a research proposal.

# Introduction

Faculty of Psychology and Neuroscience

## PSY4966

Period 1:

**1 Sep 2025**

**24 Oct 2025**

Credits:

**0.0**

Coordinator:

**U.R. Hülshager**

Teaching methods:

**PBL, Lecture(s), Work in subgroups**

Assessment methods:

**Presentation, Attendance**

Keywords:

**Work and organizational psychology, research, team building, reflection, planning**

## Full course description

This course provides an overview of this master and introduction to the respective contributions of the partnering university departments to the master. Students will engage in team building exercises, and they will be acquainted with their peers and teachers. They will also reflect on how work and organizational psychology and research skills can help to address the challenges of a future world of work. In addition, students will be prepared for studying in a PBL environment, and they will receive information that allows them to successfully plan their study while in Maastricht, Lüneburg and Valencia.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

## Course objectives

Students are able to:

- understand how partner universities engage in research in Work and Organizational Psychology in a Dutch, German and Spanish context;
- work together in a culturally diverse team;
- understand how the master courses interrelate across the three universities
- plan their two year master programme.

# Practical Training: The Future of Work - Part 1

Faculty of Psychology and Neuroscience

## PSY4968

Period 1:

**1 Sep 2025**

**24 Oct 2025**

Credits:

**1.0**

Coordinator:

**W.K.J. Wehrt**

Teaching methods:

**Work in subgroups**

Assessment methods:

**Final paper**

Keywords:

**the future of work, future literacy, artificial intelligence, robotics, Corporate Social Responsibility, sustainable employability, virtual work, decent work, changing skill demands, flexible work arrangements**

## Full course description

How can artificial intelligence (AI) help organizations operate efficiently in the 21st century? How will it affect organizations and their employees and customers? How does the introduction of robots change daily work? How do organizations deal with demographic change and changing skill demands? How do organizations cope with increasing demands to implement flexible work practices such as telecommuting? What do organizations do to become more environmentally sustainable? These are some of the key questions work and organizational psychologists are facing now and in the near future. In this practical, students will address these and related questions in small groups-via a case study. They will describe such organizational practices and evaluate them considering the work and organizational psychology literature.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

Students are able to:

- acquire information about and analyse organizational practices;
- integrate organizational practices with scientific literature;
- critically evaluate organizational practices;

- contribute to group assignments; write a coherent report.

# Organizational Psychology

Faculty of Psychology and Neuroscience

## PSY4963

Period 2:

**27 Oct 2025**

**19 Dec 2025**

Credits:

**5.0**

Coordinator:

**R.L.J. Rutten**

Teaching methods:

**PBL, Lecture(s), Assignment(s), Presentation(s)**

Assessment methods:

**Final paper, Presentation, Attendance, Assignment**

Keywords:

**strategy, leadership, innovation, teamwork, organizational climate and culture, change management**

## Full course description

With this course, we aim to provide students with structured scientific knowledge of the main topics of organizational psychology and to develop their ability to apply this knowledge to practical day-to-day problems organizations face. They will learn about the main theories and concepts related to strategy, leadership, teamwork, innovation, organizational culture and climate, and change management. We designed the problems as cases that resemble real organizations. Students will be asked to take the viewpoint of a consultant applying these theories and concepts to these problems.

Two important aspects are considered for all problems throughout this course: 1) The interrelatedness between topics and 2) the multilevel structure of organizations. First, the different concepts and topics do not stand on their own but are interrelated. For instance, leadership can affect an organizational culture and vice versa. Therefore, it is important to explicate such connections between the different concepts and problems and to develop an overview of how all topics relate to each other.

Second, processes in organizations occur at multiple levels. For instance, innovation occurs at the individual, team, and organizational level. Moreover, concepts at these different levels can influence each other both bottom-up and top-down. As a bottom-up example, individual level creativity is

essentially required for a team and an organization to be creative. As a top-down example, an organization's climate for innovation is likely to affect individual level creativity. Therefore, we explicitly take a multilevel perspective, examining constructs at the micro (individual), meso (team), and macro (organizational) levels. Importantly we also discuss relationships among constructs at these three levels and stress the importance of being able to provide clear, coherent, and theory- or evidence-based argumentation for these relationships/linkages.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## **Course objectives**

Students are able to

- summarize and explain current research findings on strategy, leadership, teamwork, innovation, organizational culture and climate, and change management;
- compare and contrast studies in organizational psychology and find research gaps;
- translate scientific findings into practical everyday language.
- contribute to group assignments that require generating an intervention proposal
- prepare a consultancy intake session
- present scientific articles to peers.

# Motivation and Performance

Faculty of Psychology and Neuroscience

## PSY4964

Period 2:

**27 Oct 2025**

**19 Dec 2025**

Credits:

**5.0**

Coordinator:

**A.L.T. Walkowiak**

Teaching methods:

**PBL, Lecture(s), Paper(s)**

Assessment methods:

**Written exam, Final paper, Attendance**

Keywords:

**Motivation, goal setting, effort regulation, dynamic performance, flow, counterproductive work behaviour, organizational citizenship behaviour, aging**

## Full course description

Performance and motivation are central themes in the field of work and organizational psychology. For organizations, it is important that employees can perform in an optimal way, and in this course we will address factors that influence the performance and motivation levels of employees, while at the same time also taking the perspective of the employee by also focusing on the link between performance and wellbeing. Hence, this course focuses on the factors that affect employee performance and motivation in the work environment. Students will learn about different factors that influence performance and motivation and they will develop an understanding of different topics with a focus on the underlying models and theories, and the employed methodologies and measurement instruments.

The first part of this course focuses on motivation and effort regulation. Different types of motivation will be discussed, as well as motivational theories. Related to this, the role of mental effort and resources will be discussed. Next, the focus will be on (interruptions on) work flow and the role of concentration. We will also discuss different types of performance (such as organizational citizenship behaviour and counterproductive work behaviour). Students will study the concept of job performance not only as a static construct, but also as a dynamic process, in which we will focus on

learning and adaptation. Lastly, the link between performance and wellbeing at work will also be discussed.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## **Course objectives**

Students should be able to:

- read and understand literature that describes research related to the cognitive processes underlying topics;
- understand and discuss the employed method and results of the empirical studies in the course literature;
- create a relationship between real-world occupational issues, theories of underlying cognitive mechanisms and related empirical research;
- use the awareness of this relationship to formulate sensitive approaches to occupational issues.

# Practical Training: Collaboration for the Common Good

Faculty of Psychology and Neuroscience

## PSY4969

Period 2:

**27 Oct 2025**

**19 Dec 2025**

Credits:

**1.0**

Coordinator:

**R.L.J. Rutten**

Teaching methods:

**Assignment(s), Work in subgroups, Presentation(s)**

Assessment methods:

**Final paper, Presentation, Attendance, Assignment**

Keywords:

**Intercultural awareness, diversity, social sustainability, corporate communication**

## Full course description

In line with global sustainability goals, most organizations nowadays produce social sustainability or DEI statements expressing that they view diversity, equity, and inclusion as cornerstones of their corporate culture. They typically state that they are dedicated to creating an environment where every individual feels valued and can flourish. Meanwhile, increasing divides, a lack of inclusion, populism and science scepticism impact the dynamics of polarization and inclusion and sometimes trigger fierce “woke” vs. “anti-woke” debates. The purpose of this assignment is to hone your intercultural awareness and perspective taking skills by analysing challenges to intersectional belonging that can arise from cultural differences in organizations. This assignment encourages you to leverage your diverse cultural backgrounds, reflect on the challenges of managing the dynamics of polarization and inclusion, and explore actionable strategies for organizations to navigate these challenges in a globalized world.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

## Course objectives

Students can

- reflect on and improve collaboration with international peers in teams;
- experience and analyse cultural differences through social and academic interactions;

- analyse how (multinational) organizations manage social sustainability challenges;
- produce clear, visually compelling communication materials and present findings effectively

# Practical Training: The Future of Work - Part 2

Faculty of Psychology and Neuroscience

## PSY4970

Period 2:

**27 Oct 2025**

**19 Dec 2025**

Credits:

**1.0**

Coordinator:

**B.P.I. Fleuren**

Teaching methods:

**Work in subgroups**

Assessment methods:

**Presentation, Assignment**

Keywords:

**Artificial intelligence, the future of work, robotics, industry 4.0, machine learning, future literacy**

## Full course description

How can artificial intelligence (AI) help organisations operate efficiently in the 21st century? How will it affect organisations and their employees and customers? How does the introduction of robots change daily work? These are some of the key questions work and organisational psychologists are facing now and in the near future. In this practical, students will address these and related questions in small groups. Students will explore how organisations already use AI in practice and how this affects issues related to work and organisational psychology. They will describe such organisational practices and evaluate them considering the work and organisational psychology literature. In the second part, students focus on the societal and ethical implications of trends in the future of work. The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

Students are able to:

- analyse ethical implications of organizational practice;
- develop scenarios about future developments;
- contribute to group assignments;
- present findings to a professional audience in an attractive way.

# Statistics and Research Methodology

Faculty of Psychology and Neuroscience

## PSY4967

Period 3:

**5 Jan 2026**

**30 Jan 2026**

Credits:

**7.0**

Coordinator:

**A. Nübold B.P.I. Fleuren**

Teaching methods:

**PBL, Lecture(s), Assignment(s)**

Assessment methods:

**Written exam, Assignment**

Keywords:

**Methodology, statistics, experimental design, survey research**

## Full course description

Students will learn the basic methodological and statistical skills to conduct empirical research.

Students will learn how to plan and evaluate a research study, including choosing a research question and corresponding methodological design and creating questionnaires/measurement instruments and the corresponding documentation. They also learn how to get started with statistical analysis software (SPSS, Mplus), once data has been collected (data entry, recoding, computing scales, reliabilities, descriptive statistics, restructuring data for multilevel analyses). This course will also cover basic as well as more advanced statistical analyses, such as T-tests, ANOVA, ANCOVA, and RM-ANOVA, regression analysis, multilevel analysis, as well as coding of qualitative data.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

Students are able to:

- understand and critically analyse the methodological design of experimental and survey research in Work and Organizational Psychology;
- design questionnaires / measurement scales with documentation;
- create documentation;
- prepare data for statistical analysis;

- apply basic and more advanced statistical techniques
- apply basic and more advanced statistical techniques

# Critical Reading in Work and Organisational Psychology

Faculty of Psychology and Neuroscience

## PSY4971

Semester 2:

**2 Feb 2026**

**3 Jul 2026**

Credits:

**10.0**

Coordinator:

Teaching methods:

**Assignment(s), Work in subgroups, Presentation(s)**

Assessment methods:

**Presentation, Assignment**

Keywords:

**reflections on work and organization research**

## Full course description

This seminar is a rigorous reading seminar. It will provide the students with the scientific underpinnings of the areas of Human Resource Management and Organizational Behavior. It focuses on creating and improving the understanding of how science is developing in these areas and substantial contributions are made. By reading research articles (e.g., foundational articles, intervention studies, theory based studies, newest studies in this area) students will learn how to discuss and analyze the scientific contributions, what could have done better (theoretical and methodological perspective). During the course students will elaborate and develop an own study design in a research proposal. Each student proposal will be reviewed by other students. The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

Students will learn how to evaluate a scientific research report and how to potentially improve these studies. Students will gain knowledge in study designs and substantial contributions to the OB and HR literature. Students will be taught how to create own study designs, write research proposals, and write reviews.

Students will improve their social competencies by critically reviewing other students' research proposals without being offensive. Students will learn social competencies in face-to-face

interactions and in written correspondence. Students will also be provided with self- and time-management skills in order to handle significant workload.

# International Human Resource Management

Faculty of Psychology and Neuroscience

## PSY4972

Semester 2:

**2 Feb 2026**

**3 Jul 2026**

Credits:

**5.0**

Coordinator:

Teaching methods:

**Assignment(s), Work in subgroups, Presentation(s)**

Assessment methods:

**Presentation, Assignment**

Keywords:

**International HRM**

## Full course description

This course explores the importance of international business management in the context of international human resource management, including topics on culture, compensation and benefits, international organisations and their structures, international assignment management and the legal and regulatory considerations that global organizations face. This course will help students identify differences in operating a domestic versus and international business and how business practices will need to be adapted to operate successfully in foreign markets.

The following topics will be presented (starting literature):

1. Globalization of HR Management (Briscoe, ch. 1)
2. Creating the international organization: Strategy and structure (Briscoe, ch. 2)
3. International HRM and culture (Briscoe, ch. 3)
4. Sourcing HR for global markets – Staffing, recruitment, and selection (Dowling, ch. 5)
5. International training and development and careers (Dowling, ch. 7)
6. International industrial relations (Dowling, ch. 9)
7. Global compensation, benefits, and taxes (Briscoe, ch. 7)
8. International employee performance management (Briscoe, ch. 8)

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

Students will gain knowledge by actively participating in the presentation of the different topics. Students will be provided with empirical results from the most recent relevant scientific literature as well as textbooks on International HRM (e.g., Briscoe et al., Dowling et al.). Additionally, students will be responsible for running interactive sessions with their fellow students about selected topics under guidance of the professor. Students will benefit from academic and training feedback from the professor as well as from their fellow students. Students learn how to identify the most recent peer-reviewed literature using databases, e.g., Web of Knowledge, PsychInfo etc.

The objective of this course is to help students gain insight into and appreciation for the complexities and differences of operating a business in an international context as it applies to HRM. Upon completion of this course, the students will gain an understanding of the:

1. Various facets of the IHRM function, including:

- Global workforce planning
- International assignee selection and management
- Performance management
- Compensation and benefits
- Training, teams and management development

2. Legal and regulatory environment and implications of operating in an international organization:

- International laws and regulations,
- Extra-territorial US laws
- Important foreign laws, including specific EU requirements
- Regulatory bodies
- International ethics

3. The intricacies of global organizations:

- International orientation and strategies along with modes of entry
- Organizational design and structure
- Cultural implications and differences
- Global HR structure and support

In interactive course sessions, Students will improve their social competencies by critically discussing and presenting latest cutting edge research. Students will learn social competencies in face-to-face interactions and presentations.

# Work and Organizational Psychology in International and Intercultural Contexts

Faculty of Psychology and Neuroscience

## PSY4973

Semester 2:

**2 Feb 2026**

**3 Jul 2026**

Credits:

**5.0**

Coordinator:

Teaching methods:

**Lecture(s), Skills, Assignment(s), Presentation(s)**

Assessment methods:

**Written exam, Presentation**

Keywords:

**Culture; Diversity, Equity, and Inclusion (DEI)**

## Full course description

Recent research in work and organizational psychology and organizational behavior with a focus on international and intercultural issues is discussed. Example topics that will be addressed include ethnic diversity, immigration, and racism in the workplace, as well as corporate social responsibility, and organizational sustainability.

Dimensions of national culture (Hofstede's 6-D Model, GLOBE project) are introduced. Based on this, the course will deal with empirical findings on the role of (national) culture in work and organizational psychology phenomena (e.g., work motivation, work values, work performance, leadership, and teamwork). The course will deal with psychological processes on the intra- and interindividual level (e.g., diversity, trust, cooperation, conflict, equity). Students will reflect on their acquired theoretical and empirical knowledge based on practical exercises (e.g., from cross-cultural, from improv, and from diversity trainings). In addition, the role of other contextual factors (e.g., organizational culture) will be discussed. The course provides knowledge on both the individual and the managerial perspective on the issues discussed.

Students will reflect on current directions in international work and organizational psychology research with a focus on empirical studies conducted in different parts of the world. These empirical studies will be linked to current reports on diversity, equity, and inclusion in the media. Similarly, students will reflect on issues around globalization and deglobalization, corporate social

responsibility, and organizational sustainability, introducing a managerial perspective on work and organizational psychology in international and intercultural contexts.

In sum, the course will reflect on specific characteristics of work, management, and organizations on the international and intercultural level, will discuss recent directions of work and organizational psychology research particularly with a focus on international and intercultural studies and topics, and will provide exercises for the students to reflect upon their own intercultural experiences.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## **Course objectives**

Students will gain an overview of work and organizational psychology research focusing on international and intercultural issues (e.g., ethnic diversity, immigration, and organizational responsibility and sustainability). Based on this knowledge students learn to critically discuss empirical studies being recently published in this field of research.

Students will learn to link relevant theory to real world issues based on current media reports. Students will be introduced to the specific characteristics of ethnic diversity in teams and organizations. Through their participation in practical exercises, students will experience psychological processes in working in heterogenous teams as well as will improve their social, communication and leadership skills. Students' awareness is raised for intercultural issues in a globalized world of work.

# Research and Design

Faculty of Psychology and Neuroscience

## PSY4974

Semester 2:

**2 Feb 2026**

**3 Jul 2026**

Credits:

**5.0**

Coordinator:

Teaching methods:

**Lecture(s), Assignment(s)**

Assessment methods:

**Written exam, Assignment**

Keywords:

**advanced statistical methods in work and organizational psychology**

## Full course description

The students learn advanced statistical methods in psychological and management research. The course focuses on quantitative methods. The students learn mediation and moderation, moderated mediation and mediated moderation, and multi-level analyses.

Based on various papers discussing or presenting sophisticated and new research designs or methodological approaches, the students learn to understand and how to use the following methods:

- Basic regression analyses and ANOVA
- Moderated mediation / mediated moderation
- Multi-level analyses
- Growth modelling including dynamic mediated growth models and discontinuous growth models
- Combining field studies and experiments
- Diary studies and experience sampling methods

Finally, the course provides an introduction to writing a scientific paper.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

The students will improve and gain substantial knowledge in psychological and management research methods. Students will be provided with knowledge on the latest advances and foundations in quantitative psychological methodology. Students will learn how to present methodological

approaches, research designs, and findings in class. They will thus learn to develop, apply, and report the findings of a particular design/method. The main focus of the module is on a general understanding and the application of the methodological approaches.

The students will learn social competencies in small group interactions and improve their presentation skills.

## **Prerequisites**

Basic knowledge in descriptive and inferential statistics is required.

# Group Research Project

Faculty of Psychology and Neuroscience

## PSY4975

Semester 2:

**2 Feb 2026**

**3 Jul 2026**

Credits:

**5.0**

Coordinator:

Teaching methods:

**Lecture(s), Paper(s), Assignment(s), Research, Presentation(s)**

Assessment methods:

**Final paper, Presentation, Assignment**

Keywords:

**research methods, academic writing, presentation**

## Full course description

1 Seminar (3 academic hours / week). This seminar will enable the students to experience all steps of the research process—from developing interesting research questions, over hypothesizing, preregistering predictions, applying research methods and designs, implementing and conducting the research project, collecting data, analyzing the data, evaluating the results, writing a scientific paper, and presenting the findings. The student research groups will go through all of these stages under supervision and with the guidance of the professor. By applying their theoretical knowledge and methodological skill sets to their own empirical research project, each group will improve and extend their overall research skills.

Full-time Teachers: Prof. Dr. David Loschelder

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

You will gain knowledge and skills in extracting interesting research questions and in transferring those questions to appropriate research designs. You will extend your overall research skills in specified areas of research.

You will improve your social competencies by working in small groups to conduct a research project within one semester. In order to complete the group research project successfully, you are going to learn how to coordinate, organize, and lead teams to complete the research project on time.

## **Prerequisites**

Substantial knowledge in research design and methodology.

# Interventions in Human Resources

Faculty of Psychology and Neuroscience

## PSY5961

Semester 1:

**1 Sep 2025**

**31 Jan 2026**

Credits:

**5.0**

Coordinator:

Teaching methods:

**Lecture(s), Assignment(s), Presentation(s)**

Assessment methods:

**Participation, Presentation, Assignment**

Keywords:

**Human resources, interventions, personnel selection, training and development, performance appraisal, compensation**

## Full course description

Intervention is in the essence of human resources management. The main practices of human resources management (training, personnel selection, performance appraisal...) are oriented to implement, change or improve something. Interventions in HR management are carried out by professionals (HR managers, HR technicians, consultants...) on a daily basis.

Research about these interventions is critical to build knowledge and know how, to identify successful and not so successful practices, and factors that can contribute to the success or failure of different interventions in different contexts.

This research should be an input for HR professionals in order to behave according to the scientific-professional model and implement evidence-based interventions. Researchers should contribute to this area identifying research gaps, and designing and carrying out intervention research projects.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

The general objective of this course is that students acquire knowledge and develop competencies regarding research on intervention in human resources. More specifically, at the end of the course the students will be able to:

- Know the different approaches to HRM interventions (universalistic, contingency, and configurational). Understand its implications for designing interventions and the different roles that HRM professionals can adopt.
- Explain what sustainable human resources management (SHRM) is and the main differences regarding strategic human resources management.
- Discuss about the relation between SHRM and corporate social responsibility, how HRM can contribute to the triple bottom line and differences regarding similar concepts, such as green human resource management.
- Explain the internal and external role of SHRM.
- Analyse critically the “state of the art” about SHRM and about intervention research in SHRM, what is known and where the main research gaps are.
- Explain the “state of the art” of the different interventions performed to promote pro-environmental behaviours among employees and classify the different interventions according to several criteria.
- Review, assess and constructively criticize intervention research papers on SHRM practices.
- Be able to apply the knowledge acquired about SHRM to design an intervention.
- Understand what HR Analytics is and identify the main factors measured by HR Analytics in organizations.
- Know the main methods used by HR Analytics and be able to explain differences between them.
- Be able to apply the knowledge acquired on HR Analytics to a case.

# Interventions in Work Psychology: Work Design and Work Teams

Faculty of Psychology and Neuroscience

## PSY5962

Semester 1:

**1 Sep 2025**

**31 Jan 2026**

Credits:

**5.0**

Coordinator:

Teaching methods:

**Lecture(s), Assignment(s), Presentation(s)**

Assessment methods:

**Participation, Presentation, Assignment**

Keywords:

**Work psychology, interventions, work design, innovation, effectiveness, work groups**

## Full course description

The main purpose of this course is to provide students with theoretical and methodological tools for reviewing, criticizing and assessing interventions on work psychology, elaborate quality requirement for the design and implementation of new interventions and to contribute to conceptual developments for quality interventions.

The course aims to develop student competences through autonomous learning for identifying different kinds of work psychology interventions, detecting the criteria for effectiveness on these interventions, assessing the effectiveness, efficiency and non-intended effects of such interventions and defining, distinguishing evidence-based interventions and analyzing and defining needs for intervention theory and development.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

The students should

- review and identify critical interventions in work psychology.
- assess intervention proposals regarding different criteria:
- effectiveness.
- evidence-based interventions.

- identify quality requirements for interventions in work psychology, barriers to implementation and non-intended results.
- identify good practices for implementing interventions in work psychology.
- analyse needs and goals for effective interventions in work psychology.
- design interventions that fulfil quality requirements, detected needs and evidence- based criteria in the field of work psychology.
- identify relevant stake-holders and policy makers for work psychology interventions (unions, managerial boards, professional bodies, governmental agencies, ...).

# Organizational Psychology Interventions

Faculty of Psychology and Neuroscience

## PSY5963

Semester 1:

**1 Sep 2025**

**31 Jan 2026**

Credits:

**5.0**

Coordinator:

Teaching methods:

**Lecture(s), Assignment(s), Presentation(s)**

Assessment methods:

**Participation, Presentation, Assignment**

Keywords:

**Organizational changes, interventions, organizational development**

## Full course description

One of the main areas of research within the organizational psychology intervention is organizational change and development. Organizational change refers to “an empirical observation of difference in form, quality, or state over time in an organizational entity” (Van de Ven and Poole, 1995, p. 512). Both superficial and deep changes can be continuously observed, describing one of the basic characteristics of organizations.

Researchers try to understand and measure change efforts and their consequences. For example, downsizing can have an effect on emotional reactions of workers and their performance. Peiró and Martínez-Tur (2008) reviewed theories to understand organizational change, theories for intervention, differences between convergent and divergent changes, and conditions for change (internal vs. external). Oreg, Vakola, and Armenakis (2011) presented a model for the understanding of organizational change with three types of variables:

- a) antecedents (characteristics of recipients, internal context of the organization, change process, perceived benefit; and change content);
- b) reactions of employees (affective, cognitive, and behavioral); and
- c) consequences of changes (work-related and personal).

In addition, organization change is investigated from quasi experimental (Morgeson, Johnson, Campion, Medsker, and Mumford, 2006) and field survey approaches (Martin, Jones, and Callan, 2005).

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## **Course objectives**

During this course, we aim that students acquire knowledge and develop competencies regarding organizational change and development, focusing the attention on research. To this end, some specific objectives are proposed:

- Students will be able to apply change theories to real processes of change.
- Students should be able to diagnose conditions for change, distinguishing between conditions for convergent vs. divergent change and between quick vs. gradual change.
- Students will be able to identify and describe variables involved in processes of change, including antecedents of change, reactions, and consequences.
- Students will be able to design a change plan based on evidence and scientific rationale

# Interventions in Occupational Health Psychology

Faculty of Psychology and Neuroscience

## PSY5964

Semester 1:

**1 Sep 2025**

**31 Jan 2026**

Credits:

**5.0**

Coordinator:

Teaching methods:

**Lecture(s), Assignment(s), Presentation(s)**

Assessment methods:

**Participation, Presentation, Assignment**

Keywords:

**Occupational health psychology, interventions, occupational stress, evidence-based**

## Full course description

Occupational health and safety reflect the effect of the work environment on employees, groups and work units in organizations, and organizations as a whole (Tetrick and Peiró, 2012).

According to the Journal of Occupational Health Psychology, there are three major domains of Occupational Health Psychology (OHP): the work environment; the individual; and the interface between work and non-work relative to employees' safety, health, and well-being. OHP takes a primary prevention perspective, focusing on the elimination of risks to employees' safety and health (Quick and Tetrick, 2003).

In this context, Tetrick and Peiro (2012) recommend that future research should focus on (a) incorporate the realities of today's work environments, and (b) integrate a positive approach with countervailing interventions (Kelloway et al., 2006), so as not to just focus on prevention but also on enhancement and development of workers, the work environment, and the interaction between workers and the environment (Tetrick and Peiró 2016).

The main purpose of this course is to provide students with theoretical and methodological tools for reviewing, criticizing and assessing interventions on OHP, elaborate quality requirement for the design and implementation of new interventions.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

The general objective of this course is that students acquire knowledge and develop competencies regarding research on intervention in OHP. More specifically, at the end of the course the students will:

- Know the “state of the art “of intervention in OHP and identify the main research gaps. Reviewing scientific journals and also best practices reports.
- Be able to assess and evaluate intervention research in the main OHP interventions, identifying the more relevant factors and issues that should to be included in an intervention plan in this area.
- Be able to design their own research projects in intervention in OHP, taking into account new research design and measures (observational, qualitative, etc.), learning about and taking into account:
- A broader conception of research.
- The areas/topics of the research aiming to develop interventions and changes (especially intended changes grounded on scientific knowledge)
- Needs and demands identification and formulation and stakeholder analysis.
- The theories that inspire those intervention programs and how these theories have informed the design of the programs, methods, tools, etc.
- The process and rationale of the intervention design
- The design of the study: type (prototype testing, piloting, and implementation) and its evaluation and then the (formative, summative) evaluation of those interventions, and programs.
- The study implementation and results obtained.
- Discussion of achievements: (e.g., generalizability of the knowledge, tools, methods, and their applicability in other contexts). Future gaps and opportunities.
- Beyond the study: Showing social impact, bringing a product into the market, etc

# Advanced Research Skills

Faculty of Psychology and Neuroscience

## PSY5965

Semester 1:

**1 Sep 2025**

**31 Jan 2026**

Credits:

**6.0**

Coordinator:

Teaching methods:

**Lecture(s), Assignment(s), Work in subgroups, Presentation(s)**

Assessment methods:

**Written exam, Participation, Assignment**

Keywords:

**Organizational changes, interventions, organizational development**

## Full course description

As a natural science, Psychology produces knowledge about natural objects and phenomena (e.g., how memory works and some stored information can be retrieved). However, as an artificial science (Simon, 1996), Psychology also creates knowledge about artificial objects and phenomena (e. g., how and why an intervention program aimed to reduce job stress works). Some of these artificial phenomena that are relevant for WOP-Psychology are intervention programs aimed to improve organizational performance and employee well-being.

In order to promote evidence-based practice, it is crucial for our discipline to generate rigorous and solid scientific knowledge about the effectiveness of the aforementioned intervention programs. Thus, researchers and practitioners will be able to make sound decisions about the most appropriate interventions under varying environmental and organizational conditions.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

The general goal of this course is to equip students with the knowledge and competences that will enable them to conduct rigorous assessments about the effectiveness of organizational interventions and publish the results obtained in scientific journals. The course's specific goals are:

- Understand and distinguish the different types of quasi-experimental designs that can be applied in the evaluation of interventions in organizations
- Identify the appropriate design to evaluate a given intervention.
- Know and use appropriately the different strategies involved in statistical analysis of quasi-experimental designs
- Understand the advantages and limitations that characterize these designs.
- Apply mediation analysis to ascertain how and why an intervention yields its effects
- Use Mplus to implement mediation analysis.
- Equip students with competences and knowledge that will help them to write scientific papers.
- Understand the process involved in the publication process.

# Preparing Research Project / Master's Thesis

Faculty of Psychology and Neuroscience

## PSY5971

Semester 1:

**1 Sep 2025**

**31 Jan 2026**

Credits:

**4.0**

Coordinator:

Teaching methods:

**Research**

Assessment methods:

**Final paper, Oral exam**

Keywords:

**Research design, sample, research question, hypothesis**

## Full course description

Master Students will devote 4th semester to elaborate and present their Master Thesis. During 3rd semester, students need to prepare a proposal for their master thesis including a short state of the art about the topic they are interested on, formulate some research question, identify potential hypothesis to be addressed on their Master thesis and define requirements about sampling, variables to be considered and research design. The aim of this course is to allow students to prepare such proposal under the supervision of Master staff who will guide the allocation of Master Thesis supervision and University of destination for 4th semester.

Students will have to orally defend their thesis.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

## Course objectives

Students will be able to:

- establish a topic and a research model to elaborate a Master thesis proposal.
- Prepare a short “state of the art” about the topic chosen, identifying the cutting-edge research and the gaps to be addressed.
- Identify a relevant and of current importance regarding the topic addressed.
- Formulate different research hypotheses to be considered in the Master Thesis
- Define the requirements for sampling and research design to analyze and test the formulated hypotheses



# Advanced Research Skills and Research Ethics

Faculty of Psychology and Neuroscience

## PSY5973

Semester 2:

**2 Feb 2026**

**3 Jul 2026**

Credits:

**4.0**

Coordinator:

Teaching methods:

**Lecture(s), Assignment(s), Presentation(s)**

Assessment methods:

**Participation, Assignment**

Keywords:

**Ethics, research skills**

## Full course description

The research of most students involves empirical research with human subjects. As this is highly challenging from an ethical perspective, we will pay attention to this more extensively. Legal regulations, ethical codes of research organizations, faculties or universities are important (and strict) guidelines that describe the duties of researchers and therefore are helpful in many cases. However, in all research projects there will be moments at which ethical principles conflict or at which it is a challenge to strictly conform to the rules of the ethical research codes. In addition, the reproducibility crisis in science and practices like HARKing and p-hacking require that students are aware of the importance of scientific integrity, and of how the research community is responding to these challenges.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

- Students know the central ethical principles underlying responsible conduct of research, particularly when human subjects are involved
- Students are able to evaluate research (plans) by means of the ethical principles
- Students are able to detect and reflect on ethical dilemmas in empirical research
- Students are able to work relatively autonomously from their supervisor and are able to stand up for themselves in a respectful (and effective) manner

- Students have the disposition to follow the ethical principles in their own research

# Master's Thesis Project

Faculty of Psychology and Neuroscience

## PSY5980

Semester 2:

**2 Feb 2026**

**3 Jul 2026**

Credits:

**26.0**

Coordinator:

Teaching methods:

**Skills, Paper(s), Assignment(s), Research, Presentation(s)**

Assessment methods:

**Final paper, Participation, Presentation, Attendance, Observation**

Keywords:

**research, master's thesis**

## Full course description

During the 4th semester (period 4-6), after the proposal is approved, students commence the research project and complete the master's program by writing the thesis.

The thesis will be assessed by 1st and 2nd supervisors. The first supervisor will additionally grade the practical part, i.e., the execution of the research project.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

## Course objectives

Students will be able to:

- conduct a supervised research project;
- report on the research results via a master's thesis.

## Prerequisites

Students can only start the master's thesis project when they have obtained at least 54 credits in the programme.

