



**LUND**  
UNIVERSITY

Faculty of Social Sciences

## **PSPR10, Course 10: Organizational and Workplace Psychology, 34.5 credits**

*Kurs 10: Psykologens arbete med och i grupper och organisationer,  
34,5 högskolepoäng*  
Second Cycle / Avancerad nivå

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### **Details of approval**

The syllabus was approved by the board of the Department of Psychology on 2014-11-11 and was last revised on 2023-05-24 by Programme Committee for the Master of Science Programme in Psychology. The revised syllabus applies from 2023-05-24, spring semester 2023.

### **General Information**

The course is a compulsory component of semester 7 and 8 of the Master of Science programme in Psychology.

*Language of instruction:* Swedish  
Some components may be in English.

### **Learning outcomes**

On completion of the course, the students shall be able to

#### **Knowledge and understanding**

- demonstrate knowledge of and ability to critically discuss key problems and theories of work and organisational psychology, and to independently monitor development in the field
- demonstrate knowledge of and ability to discuss and critically review existing models for interventions in groups and organisations
- demonstrate knowledge of and ability to discuss and critically review existing models for recruitment and staff development
- demonstrate knowledge of and ability to critically discuss current theories of management of activities based on the current research situation and circumstances in working life
- demonstrate knowledge of and ability to discuss issues of ethics and professional ethics in the psychological profession based on current circumstances and theories
- demonstrate specialised understanding of meanings and consequences of evidence-

based psychological practice in different areas of activity

### **Competence and skills**

- demonstrate the ability to describe, review and assess educational aspects of the work of psychologists, especially in schools
- demonstrate the ability to collaborate with colleagues to plan, execute and evaluate minor supervision and consultation assignments in different activities
- demonstrate the ability to interact constructively with others to solve tasks in groups.
- demonstrate the ability to analyse work environment problems, particularly with regard to stress, and propose measures to promote good health
- demonstrate the ability to analyse their own experiences in a way that supports decision-making and initiatives of relevance to the planning, leading and execution of interventions in groups and organisations
- demonstrate the ability to actively and critically reflect on one's role in consultative work and to take part in supervision in a constructive way

### **Judgement and approach**

- demonstrate the ability to critically reflect on and review their own work, the role of the psychologist and the status of the profession from the perspectives of research, ethics and theories of professions, taking the relationship between employer and client into account
- demonstrate the ability to reflect on the impact of social factors such as gender, class and ethnicity on the conditions for work in groups and organisations

### **Course content**

The course aims to prepare the future psychologist for work in organisational contexts. This includes an understanding of how organisations function and how different roles are developed as well as a familiarity with the method of using an analysis of the organisation and its environment to work in different functions in order to promote the objectives of the organisation and the health and development of the staff.

The course is divided into four modules:

Module 10:1. Organisational Analysis: Health in Working Life and Cultural Factors, 7 credits

The module starts with a specialised study of organisational theory and an introduction to organisational analysis. Major emphasis is placed on the ability to formulate connections between the individual as a social being and the requirements of the organisation for production and coordination. The importance of culture for both the individual and organisations is illustrated. Work environment and stress are addressed from the perspective of current research, and case methodology is used to train the ability of students to analyse work environments and propose measures to promote good health in working life. The research foundation of the field is continuously discussed and the research methods are reviewed. In this context, evaluation as an organisational practice is illustrated.

The work largely takes place in seminars in which required reading as well as texts selected by the students are discussed. During the module, each student is to produce a written specialisation assignment.

Module 10:2. Leadership and Development, 9.5 credits

Major emphasis is placed on enabling the future psychologist to understand how

organisations and individuals interact, including experience exercises as a key component.

The module has three components:

I: Management and Control of Activities. Exercises and reflections on experiences develop the understanding of leadership and followership from a systemic perspective. Methods for support and development of leaders and organisations are practised. The teaching is focused on problem-solving and includes case methodology.

II: Recruitment and Staff Development. The case is related to differential psychology methodology and organisational analysis.

III: Supervision in School. School and pre-school are the settings for the case, and the organisation of schools and the role of the school psychologist are presented.

Teaching as an aspect of the work of the psychologist is emphasised.

Module 10:3. Applied Organisational Psychology, 12 credits

The module includes two assignments involving direct client contact, to be completed in groups by the future psychologists. The focus of the assignment varies depending on the employer's situation.

Methods for interventions in organisations and groups are presented. Through the work on these assignments, the future psychologists acquire experience of practical work with different types of interventions. The future psychologists work in groups, enabling them to obtain a deeper understanding of and skills in knowledge development in collegial relations. The groups are supervised by experienced consultants, partly external to the department.

Module 10:4. Professional Theory, Ethics and Evidence-Based Psychological Practice, 6 credits.

The module enables the future psychologists to obtain deeper knowledge of the psychological profession and its conditions addressed in course 1 and the following courses, both from a perspective of general sociology of professions and with regard to sociopsychological interaction at the micro level. Knowledge perspectives as well as power and gender are addressed and explored. Particularly, professions are placed in organisational contexts in so-called Human Service Organisations, in which the majority of psychologists are employed today, and other knowledge-intensive organisations.

The professional ethics studied in previous courses is subjected to detailed study and its function in the system of professions is explored. This mainly takes place in the students' work on a case experienced by themselves illustrating challenges of professional ethics.

The future psychologists obtain theoretical tools to analyse the status of the psychological profession in society and in the systems of professions.

Theories and current research of evidence-based psychological practice are introduced and the future psychologists are trained in the analysis of current circumstances and formulation of a personal, theoretically informed, position on this issue.

The course is concluded with a portfolio appraisal in which the students, in dialogue with a lecturer, are to reflect on their own learning from the perspective of future professional challenges.

## Course design

The teaching consists of lectures, seminars, exercises, supervision, work on a case, and work with assignments in client organisations. Participation in exercises, seminars,

supervision, practical and experience-based components are compulsory. In the case of absence from exercises, seminars and supervision, students are to complete a written assignment.

If students are absent from the experience component on Module 10:2, the psychologists group on module 10:3, and the ethics assignment on module 10:4, they are to complete the component when the course is offered the following semester.

## **Assessment**

The assessment is based on written tests, written assignments, practical assignments and attendance at compulsory components.

The learning outcomes associated with constructive cooperation with others in order to solve tasks in groups will be examined by the examiner in consultation with the relevant module director.

Its application component on module 10:3 is assessed continuously by the module director, with regard to the professional and ethical approach. If a student is failed on the applied component in module 10:3, he or she will be offered only one further opportunity to complete it.

Students who are failed during an ongoing course because of serious errors will be assessed by the course director to determine whether their knowledge and skills are sufficient to redo the module. The assessment is based on a written and oral critical reflection, in which the student is to demonstrate a nuanced understanding of what has occurred, of his or her own role and of constructive alternatives for action. Serious errors are to be understood as shortcomings in professional and ethical approach, particularly with regard to establishing task-oriented relationships with colleagues and employers.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## **Grades**

Marking scale: Fail, Pass.

The grades awarded are Pass or Fail. For a grade of Pass, the student must have attained the learning outcomes stated for the course.

At the start of the course students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

## **Entry requirements**

To be admitted to the course, students must be admitted to the Master of Science programme in Psychology and meet the requirements for progression described in the current programme syllabus.

## Subcourses in PSPR10, Course 10: Organizational and Workplace Psychology

Applies from H15

- 1401 Organizational Analysis: Health in Work-Life, 7,0 hp  
Grading scale: Fail, Pass
- 1402 Leadership and Development, 9,5 hp  
Grading scale: Fail, Pass
- 1403 Applied Organizational Psychology, 12,0 hp  
Grading scale: Fail, Pass
- 1404 Professional Theory, Ethics & Evid. Based Psych. Practice, 6,0 hp  
Grading scale: Fail, Pass