

Postgraduate Diploma

Occupational and Organizational Psychology





Postgraduate Diploma Occupational and Organizational Psychology

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-certificate-occupational-organizational-psychology

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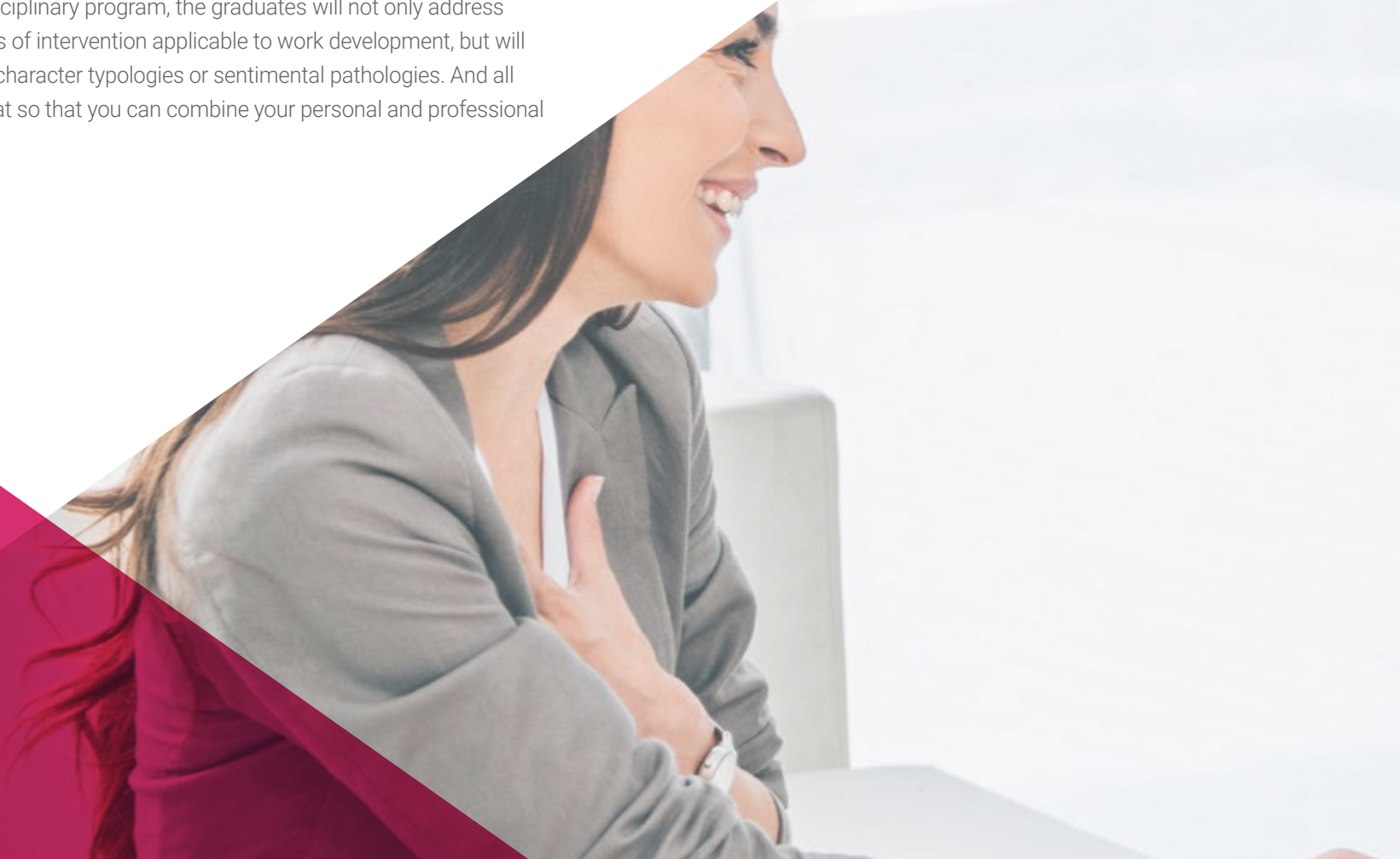
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01

Introduction

Mental health in the workplace is a key factor in the optimal performance of professionals. For this reason, more and more companies and organizations are concerned about the psycho-emotional stability of their employees by hiring experts in psychology in work environments. For this reason, TECH has developed this program, so that psychologists can update their knowledge and delve into the latest developments in the sector. Thus, through a dynamic and multidisciplinary program, the graduates will not only address different strategies and methods of intervention applicable to work development, but will also delve into aspects such as character typologies or sentimental pathologies. And all this in a completely online format so that you can combine your personal and professional life with your studies.





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It offers an effective and quality service to companies and organizations that are looking for a psychologist specialized in work environments thanks to this Postgraduate Diploma"

This TECH Postgraduate Diploma has been designed under the premise of the high demand for psychology professionals specialized in this field. Therefore, it aims to boost the career of psychologists to the deepening in the most updated theoretical and practical methods in the market. Thus, the students will be prepared to intervene with real working capacity and with optimal results in work environments.

In this sense, the students will delve into social psychology, delving into concepts such as motivation, affection and emotions, and will develop activities related to stereotypes, prejudice, discrimination and aggressive and violent behavior. It will also address character typologies, existing family types and explanatory theories on the origins and prosocial tendencies, among other issues. A set of extensive knowledge presented on a virtual platform accessible 24 hours a day.

To facilitate learning, TECH presents its programs with a Relearning methodology, with which the student will acquire knowledge progressively, delving into the most important concepts throughout the study. In addition, thanks to the 100% online format of this program, you have complete flexibility to combine your personal and work responsibilities with learning. You will only need an electronic device with Internet access to launch your career one step further. A program that is in line with the current times and with all the guarantees to position the psychologist in an ever-growing sector.

This **Postgraduate Diploma in Occupational and Organizational Psychology** contains the most complete and up-to-date program on the market. The most important features include:

- ◆ The development of case studies presented by experts in Occupational and Organizational Psychology
- ◆ The graphic, schematic and practical contents of the book provide technical and practical information on those disciplines that are essential for professional practice
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Its special emphasis on innovative methodologies
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



*A completely online program,
adapted to your pace of life and
your work obligations. Don't miss it"*

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Analyze the context where individual behaviors, group and organizational processes are developed and become the expert psychologist that companies are looking for”

The program’s teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

Enroll now and acquire knowledge in a progressive and natural way with TECH's exclusive Relearning methodology.

You only need an electronic device and Internet connection to study from wherever and whenever you want with access to the virtual platform 24 hours a day.



02

Objectives

This Postgraduate Diploma will enable the graduates to become a professional specialist in work environments, which guarantees them access to new and great opportunities in prestigious entities and organizations. Thus, they will be prepared to apply intervention strategies and methods, identify organizational problems and needs, prepare oral and written reports or put into practice the detection of risk situations through numerous instruments. Therefore, you will acquire all the necessary competences to be updated in the key aspects of Occupational Psychology.





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Take a step further in your career and aspire to new and great job opportunities”



General Objective

- ◆ Provide graduates with the most exhaustive and innovative information related to Psychology specialized in occupational and organizational psychology
- ◆ Enable specialists to intervene with real working capacity and optimal results in working environments
- ◆ Provide professionals with the most up-to-date and useful theoretical and practical knowledge for the performance of their profession



With this Postgraduate Diploma you will master the choice of appropriate psychological intervention techniques and offer an effective and quality service"





Specific Objectives

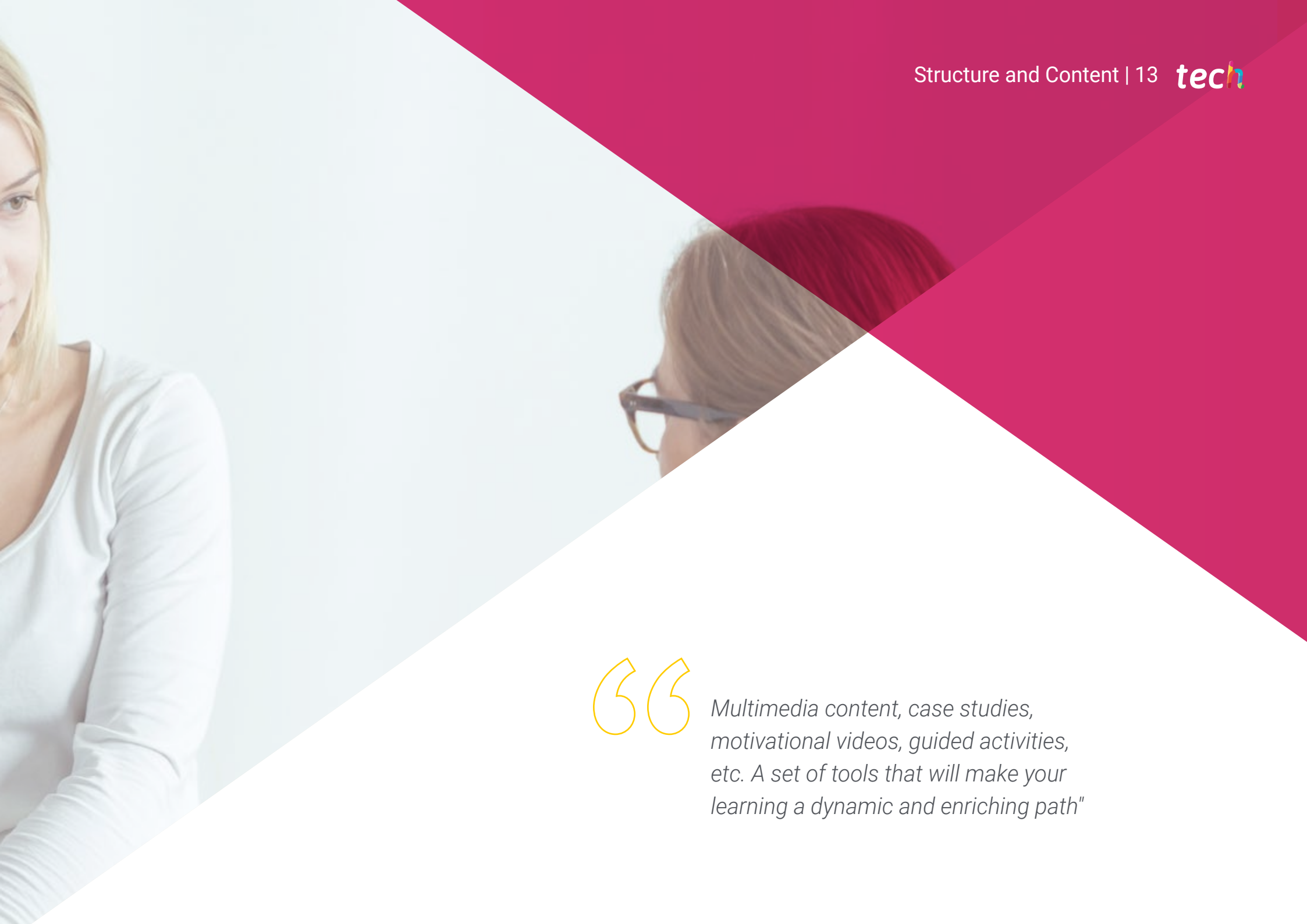
- ◆ Describe and measure interaction processes, group dynamics, and group and intergroup structure
- ◆ Describe and measure organizational and inter-organizational interaction processes, dynamics and structure
- ◆ Identify organizational and inter-organizational problems and needs
- ◆ Analyze the context in which individual behaviors, group and organizational processes are developed
- ◆ Prepare oral and written reports
- ◆ Know the theoretical framework of reference aimed at evaluating and modifying the psychosocial and cognitive processes involved in individual behavior
- ◆ Possess the ability to interpret social data and indicators in their relationship with the human compartment
- ◆ Understand human behavior from the individual and collective point of view
- ◆ Justify why human behavior is less rational than assumed, addressing the social concepts of leadership, influence and collective behavior
- ◆ Possess knowledge about the persons and the societies in which they develop
- ◆ Contrast with the different anthropological schools that are presented
- ◆ Learn basic knowledge derived from philosophical anthropology, cultural anthropology, and ethnology
- ◆ Describe the timeline of the dynamics occurring in the person of anthropology
- ◆ Learn how the person is a creation of culture and a creator of culture and the specific role of psychology in this regard
- ◆ Understand cultural differences and their contributions to a broader understanding of the person and society
- ◆ Get to know the theories and psychosocial processes involved in social interaction, as well as the models, concepts and methods by which these processes are articulated
- ◆ Reflect on their own internal social interaction processes (identity training, self-concept and emotions) and on those linked to the contexts in which the individual is sustained (family and culture)
- ◆ Know the instruments that help to detect risk situations for social behavior
- ◆ Delve into strategies, concepts and ideas to promote such healthy social behavior
- ◆ Obtain a global vision of what can lead to a given behavior and, more importantly, facilitate social behaviors with more adaptive processes
- ◆ Analyze individuals' needs and demands with respect to work
- ◆ Identify differences, problems and needs related to organizations and employees
- ◆ Select and manage tools, products and services and be able to identify stakeholders and interested parties
- ◆ Define the objectives and elaborate the basic intervention plan according to the characteristics of the organization and the employees
- ◆ Choose the appropriate psychological intervention techniques to achieve business objectives
- ◆ Apply indirect intervention strategies and methods through people linked to the individual's work development
- ◆ Provide feedback to stakeholders in an appropriate and accurate manner

03

Structure and Content

The syllabus of this program has been designed by a highly prestigious teaching team in accordance with the latest updates in the sector. Thus, the syllabus offers the graduates a broad perspective of psychology applied to the work environment, which guarantees a broadening of knowledge from module 1 onwards. Therefore, the students have hundreds of hours of high quality material presented in formats such as detailed videos, research articles, complementary readings, etc. A unique opportunity to grow professionally and aspire to new professional challenges.





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Multimedia content, case studies, motivational videos, guided activities, etc. A set of tools that will make your learning a dynamic and enriching path"

Module 1. Social Psychology

- 1.1. Concept of social psychology
 - 1.1.1. Historical evolution of social psychology
 - 1.1.2. Basic psychosocial needs: keys to understanding human behavior
 - 1.1.3. The power of the situation to explain human behavior
 - 1.1.4. Main contributions of social psychology
- 1.2. Social Cognition
 - 1.2.1. Introduction
 - 1.2.2. Objectives of Social Cognition Psychology
 - 1.2.3. Role of prior knowledge in information processing
 - 1.2.4. Elaborate processing and logical thinking
 - 1.2.5. Motivation, affect and emotions
 - 1.2.6. Automatic thinking
- 1.3. Perception of people and their actions
 - 1.3.1. Introduction
 - 1.3.2. Non-Verbal Communication
 - 1.3.3. Formation of impressions
 - 1.3.4. Attribution of causality
 - 1.3.5. Applications
- 1.4. Attitudes
 - 1.4.1. Definition, nature and measurement of attitudes
 - 1.4.2. The problem of consistency between attitudes and behavior
 - 1.4.3. Attitude change and persuasion
 - 1.4.4. Festinger's theory of cognitive dissonance (1957)
- 1.5. Social Influence Processes
 - 1.5.1. Social Influence and Attitude Change
 - 1.5.2. Conformism
 - 1.5.3. Obedience to authority
 - 1.5.4. Influence of minorities: conversion processes
- 1.6. Interpersonal manipulation techniques
 - 1.6.1. Techniques using the decision trap
 - 1.6.2. Techniques using bait and switch
 - 1.6.3. Others Interpersonal manipulation techniques
 - 1.6.4. Combined Techniques



- 1.7. Self-Concept and Social Identity
 - 1.7.1. Introduction
 - 1.7.2. Self-Concept and Social Identity
 - 1.7.3. Relationship between personal identity and social identity
- 1.8. Social psychology of groups
 - 1.8.1. Definition of group
 - 1.8.2. Group structure
 - 1.8.3. Group psychology and social influence: leadership
 - 1.8.4. Identity Theory
 - 1.8.5. Intergroup Relationships
- 1.9. Collective behavior
 - 1.9.1. Social facilitation and social loafing
 - 1.9.2. Deindividuation
 - 1.9.3. Group polarization
 - 1.9.4. Groupthink
 - 1.9.5. The Individual and the sects
- 1.10. Stereotypes, prejudices, discrimination and the psychology of aggressive and violent behavior
 - 1.10.1. Social psychology of prejudice
 - 1.10.2. Racism: psychological mechanisms and processes
 - 1.10.3. How to reduce prejudice and racism
 - 1.10.4. Aggressive and violent behavior
 - 1.10.5. Roots of aggressive behaviors
 - 1.10.6. Human wickedness and the banality of evil
 - 1.10.7. Harassment at work

Module 2. Anthropological Models in Psychology

- 2.1. Nature and history of anthropology
 - 2.1.1. Definition. Branches in Anthropology
 - 2.1.2. History of Anthropology
 - 2.1.3. Anthropology in the 20th Century
 - 2.1.4. Anthropology in modern times
- 2.2. Cultural Anthropology
 - 2.2.1. Cultural Anthropology
 - 2.2.2. Ethnocentrism, Cultural Relativism and Human Rights
 - 2.2.3. Universality, Generality and Particularity
 - 2.2.4. Culture change mechanisms
 - 2.2.5. Multiculturalism
 - 2.2.6. Paradigm of cultural relativism
- 2.3. The Human Person
 - 2.3.1. The person as an end in itself
 - 2.3.2. The person in space and time
 - 2.3.3. The person as a capable being
 - 2.3.4. Human nature
- 2.4. Affectivity and human dynamics
 - 2.4.1. Emotions, feelings and passions
 - 2.4.2. Classification of emotions, passions and feelings
 - 2.4.3. Temperament, character and personality
 - 2.4.4. Nature and object of the will
 - 2.4.5. Understanding and will
 - 2.4.6. The voluntary act
- 2.5. Life as ornament: the sentimental dimension
 - 2.5.1. The superficial: living from the epidermis
 - 2.5.2. The problems of sentimentalism
 - 2.5.3. Infantilism
 - 2.5.4. Sentimental pathologies: haste, success and noise
 - 2.5.5. Virtue as sense
- 2.6. Character typologies
 - 2.6.1. The three elementary factors of character
 - 2.6.2. The active character
 - 2.6.3. Kretschmer's typologies
 - 2.6.4. Sheldon's typology
- 2.7. Language and Communication
 - 2.7.1. The anthropological foundation of language
 - 2.7.2. Linguistic conditions and foundations of language
 - 2.7.3. Differences between animal language and human language

- 2.8. Man, as a social being
 - 2.8.1. Elements and purposes of society
 - 2.8.2. Ethics as a social bond
 - 2.8.3. Approaches to society since modern times
- 2.9. Emotional Learning
 - 2.9.1. Emotional Intelligence
 - 2.9.2. Emotional literacy
 - 2.9.3. Conclusions
- 2.10. Evolution and literacy
 - 2.10.1. Rhythm and its importance in the emotional evolution
 - 2.10.2. The preventive function of emotional literacy
 - 2.10.3. Conclusions

Module 3. Social Interaction Psychology

- 3.1. Introduction to the Subject
 - 3.1.1. Why Social Interaction Processes Are Important
 - 3.1.2. Origin: Darwin
 - 3.1.3. Gaps that Have Been Filled: Further Developments in Darwinian Theory
 - 3.1.4. Evolutionary Perspective
 - 3.1.5. Competition and Cooperation
- 3.2. Cultural Context and its Influence on the Processes of Social Interaction
 - 3.2.1. Introduction
 - 3.2.2. Social and Cultural Psychology
 - 3.2.3. Conclusions
- 3.3. Emotions in Social Interaction
 - 3.3.1. Definitions of Emotion and Related Terms
 - 3.3.2. Theories of the Study of Emotion
 - 3.3.3. Social Influence and Social Context
 - 3.3.4. The Role of Others and Culture on Emotional Expression
 - 3.3.5. Emotional Regulation and Self-Control
- 3.4. Self-Concept and Social Identity
 - 3.4.1. The Study of the Self
 - 3.4.2. Self-Concept and Self-Esteem Research
 - 3.4.3. Self-Concept and Self-Esteem in Adolescence

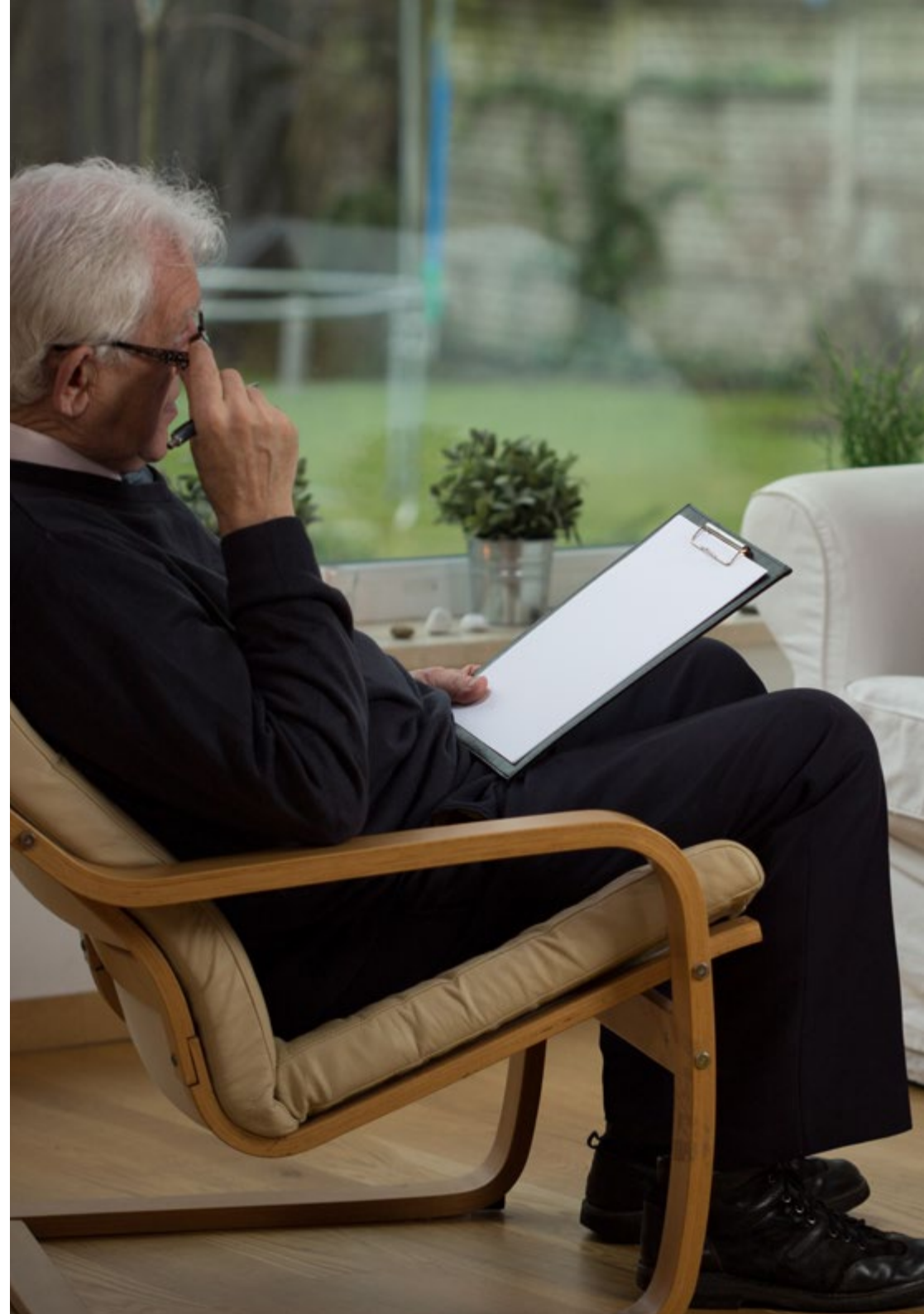




- 3.5. Couple's Relationship
 - 3.5.1. Couple's Health Indicators
 - 3.5.2. Pathology of the Couple
 - 3.5.3. Attachment
 - 3.5.4. Types of Crises that Can Occur in a Couple
- 3.6. Successful Family Relationships
 - 3.6.1. Introduction: The Systemic Model and Relevant Approaches
 - 3.6.2. Communication as the Basis for Family Relationships
 - 3.6.3. Healthy Family: A Context Favorable for More Possibilities
 - 3.6.4. Emotional Family Psychoeducation
- 3.7. Aggression and its Consequences in Today's World
 - 3.7.1. Definition
 - 3.7.2. Basic Assumptions in the Psychosocial Analysis of Aggression
 - 3.7.3. Psychosocial Theories
 - 3.7.4. Mechanisms Involved in the Aggression Process
- 3.8. Prevention and Intervention of Aggressive-Violent Behavior in Childhood and Adolescence
 - 3.8.1. Definition of the Concept of Bullying
 - 3.8.2. Theories Explaining Aggressiveness and Violent Behavior
 - 3.8.3. Contexts and Factors Involved in Peer-to-Peer Violence
 - 3.8.4. Research on the Prevalence of Peer-to-Peer Violence
- 3.9. Aid and Altruism
 - 3.9.1. History of Helping Behavior in Social Psychology
 - 3.9.2. Basic Concepts: Prosocial Behavior, Helping Behavior, Altruism and Cooperation
 - 3.9.3. Explanatory Theories on Origins and Prosocial Tendencies
- 3.10. Social Influence Processes
 - 3.10.1. Psychosocial Analysis of Social Influence
 - 3.10.2. Influence Centered on the Individual
 - 3.10.3. Group-Centered Influence
 - 3.10.4. Application of Social Influence to Different Aspects of Society

Module 4. The Psychology of Work

- 4.1. Introduction to Occupational Psychology
 - 4.1.1. Conceptual and Historical Framework
 - 4.1.2. Conceptual Framework of Occupational Psychology
 - 4.1.3. Research Techniques and Methods in Occupational Psychology
 - 4.1.4. Historical Evolution of Occupational Psychology
 - 4.1.5. Areas of Intervention within Occupational Psychology
 - 4.1.6. Legal and Economic Aspects
- 4.2. Work as a Social Phenomenon and Human Activity Within the Framework of the Occupational Psychology, Organizations and Human Resources
 - 4.2.1. Introduction: Work as a Social Phenomenon and Human Activity Within the Framework of Occupational Psychology
 - 4.2.2. Job Analysis (JA)
 - 4.2.3. Job Evaluation (JE)
- 4.3. Personnel Assessment Within Occupational, Human Resources and Organizational Psychology
 - 4.3.1. Personnel Assessment Using the Trait Approach and Employee Competency Assessment and Development
 - 4.3.2. Personnel Assessment Within Occupational Psychology
 - 4.3.3. Conclusions
- 4.4. Recruitment and Selection of Personnel
 - 4.4.1. Recruitment and Selection of Personnel Within the Framework of Work Psychology
 - 4.4.2. The Recruitment and Selection Process
 - 4.4.3. Validity, Reliability and Efficiency Criteria in the Personnel Selection Process
- 4.5. Occupational Psychology and Personnel Training
 - 4.5.1. Introduction
 - 4.5.2. Personnel Training in the Framework of Occupational Psychology
 - 4.5.3. Staff Training as a Process
 - 4.5.4. Conclusions
- 4.6. Staff Training Methods
 - 4.6.1. Teaching Methods in Classroom Training
 - 4.6.2. Teaching Methods in e-learning
 - 4.6.3. Conclusions





- 4.7. Assessment of Performance and Potential Career Planning
 - 4.7.1. Introduction
 - 4.7.2. The Performance Assessment Process
 - 4.7.3. The Annual Performance Assessment Cycle
 - 4.7.4. Assessment of Potential
- 4.8. Satisfaction and Work Climate
 - 4.8.1. Introduction
 - 4.8.2. Concept of Work Climate and Benefits of Work Climate Surveys
 - 4.8.3. Conditions for a Successful Work Climate Survey
 - 4.8.4. Work Climate Indicators
 - 4.8.5. Satisfaction and Work Climate
 - 4.8.6. Interventions for Improving the Work Climate
- 4.9. Occupational Health and Psychosocial Risks at Work
 - 4.9.1. Introduction
 - 4.9.2. The Concept of Occupational Health
 - 4.9.3. Conditions Related to Occupational Health: Psychosocial Risks
- 4.10. Work Activity Throughout the Life Cycle: Unemployment, Retirement. The Main Psychological Problems Associated with Work Activity
 - 4.10.1. Work Activity Throughout the Life Cycle
 - 4.10.2. The Main Psychological Problems Associated with Work Activity: Work-related Stress, Burnout and Workplace Harassment
 - 4.10.3. Prevention and Intervention Programs for Promoting Occupational Health



Don't think twice and bet on a program that will open the doors to a new working future"

04

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



05

Certificate

The Postgraduate Certificate in Occupational and Organizational Psychology guarantees, in addition to the most rigorous and updated training, access to a Postgraduate Diploma issued by TECH Global University.



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Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This program will allow you to obtain your **Postgraduate Diploma in Occupational and Organizational Psychology** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Occupational and Organizational Psychology**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



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