



FICHA DE UNIDADE CURRICULAR 2023/2024

Ciclo de Estudos Master in Psychology of Human Resources, Work and Organizations

Name Stress and Well-being in Work and Organizations
Teaching staff Vânia Sofia Carvalho (Professor in charge) Maria José Chambel Manuel Rafael
ECTS 6
Functioning 3 weekly hours
Learning Goals 1. Analyze the main theories and empirical research on occupational stress, its antecedent factors and consequences, as well as the main models for preventing stress and promoting well-being in the context of work and organizations. 2. Understand the importance of integrating a positive view in the analysis of the repercussions of work and its context in the lives of workers. 3. Understand the relationship between work and family (personal life) as an important element to understand the stress and well-being of worker. 4. Select instruments to assess stress and well-being. 5. Design an investigation in the area of stress and well-being. 6. Write a report of diagnosis of stress and well-being in an organizational context.
Skills to be developed Understand the organizational and work factors that can influence workers' stress and well-being. Choose the best tools for diagnosing stress levels and well-being. Apply ethical and deontological rules in the assessment of psychosocial risks in an organizational context. Investigate in the area of stress and well-being at work and in organizations.
Prerequisites (precedences) * NA
Contents



- Quality of Life at Work: importance, models, investigations and intervention
- Evolution of conceptions and models of stress and professional well-being
- Relief from the study of stress and professional well-being in the current context
- Factors that trigger stress and well-being in the context of work and organizations
- The relationship between work and family: from conflict to enrichment
- The importance of managing the boundaries between professional and family (personal) life
- Consequences of stress and professional well-being
- Interventions to prevent and professional stress and promote well-being in the context of work and organizations

Bibliografia

- Allen T. D. & Eby L. T. (Eds.) (2016). *The Oxford handbook of work and family*. Oxford University Press.
- Cartwright, S., & Cooper, C. (2009). *The Oxford handbook of organizational well-being*. Oxford University Press.
- Chambel, M.J. (2016). *A psicologia da saúde ocupacional*. Pactor.
- Chambel, M. J., & Ribeiro, M.T. (Ed.) (2014). *A relação entre o trabalho e a família: Do conflito ao enriquecimento*. RH Editora.
- Neto, H. V., Areosa, J., & Arezes, P. (Ed.) (2014). *Manual sobre riscos psicossociais no trabalho*. Civeri Publishing.

Teaching methods

Theoretical exposition; analysis and discussion of theoretical texts and investigations, assessment instruments and theoretical exposition programs; analysis and discussion of theoretical and research texts, assessment tools and intervention programs; Participation in an investigation; Case studies. intervention; Participation in an investigation; Case studies.

Evaluation Regimes

The evaluation form is the General Regime.

Evaluation Elements

- 1 - Group work (in very small groups) presented in class; the presentation in classes will take place on dates to be defined in the first session (25%);
- 2 - Participation (individual) in the discussion of group work (5%);
- 3- An individual work of bibliographic research, which must be presented in writing in the format of introduction and theoretical development of a scientific article in the context of Stress and Well-being at Work and in Organizations (40%). It must be delivered on the day stipulated for start of exams (1st season);
- 4 - Accomplishment of 3 practical tasks to be carried out during the practical classes (15%), which must be delivered at the end of the respective session (these works can only be performed by the students who



attended the respective sessions);

5 - Participation in an investigation carried out by the teachers (15%), existing as an alternative for students who wish to carry out a critical review on a recently published article (2021-23) on one of the themes of the UC.

The continuous assessment work (points 1 and 4) can only be carried out during the classes and within the deadlines stipulated by the teachers.

Rules for grade improvement

The grade improvement can only be carried out by students who have been evaluated in elements 1, 3 and 5 and through an exam on all contents, at 2nd data (100% of the classification). Alternatively, students will be able to attend and carry out all the required assessment elements again in the following academic year.

Rules for students having previously failed the course unit *

NA

Requirements on attendance and punctuality

Attendance of at least 75% of the classes given is mandatory. Failure to comply with this criterion may imply the impossibility of carrying out the Curricular Unit.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Language of instruction

Portuguese.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;



i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable