



Universitat de Lleida

DEGREE CURRICULUM
**OCCUPATIONAL HEALTH AND
SAFETY**

Coordination: BLANCH PLANA, ANGEL

Academic year 2019-20

Subject's general information

Subject name	OCCUPATIONAL HEALTH AND SAFETY			
Code	102925			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Psychology	4	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	1		1
Coordination	BLANCH PLANA, ANGEL			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BLANCH PLANA, ANGEL	angel.blanch@udl.cat	6	

Learning objectives

1. Analyze the reference legislation on occupational health (OH);
2. Know and use information sources about OH;
3. Identify and evaluate generic labor risks;
4. Identify and evaluate specific labor risks;
5. Plan the development of preventive measures;

Competences

CB2 Applying knowledge to work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within the area of study.

CB5 Knowing how to develop those learning skills that are necessary to undertake further studies with a high degree of autonomy.

CG1 Developing the ability to adapt to new situations and solve problems effectively.

CG3 Showing abilities for interpersonal relationships.

CG4 Recognizing the different theoretical perspectives in relation to the topics worked, comment on the conclusions and make decisions.

CG5 Demonstrating critical capacity to make relevant decisions.

CG6 Reflecting on the own limitations in a self-critical way and contemplating the possibility of seeking interdisciplinary collaborations.

CG7 Acting with creativity, research culture and professional communication.

CG10 Respecting the fundamental rights of equality between women and men, the promotion of Human Rights and the values of a culture of peace and democratic values.

CE1 Identifying and analyzing the characteristics and needs of people, groups and organizations, as well as relevant contexts for the requested service.

CE3 Applying information collection techniques and obtain relevant data for the evaluation of psychological programs and / or interventions.

CE5 Designing and implementing a psychological intervention strategy / plan, depending on the contexts or services requested.

CE7 Providing information to users and establish an adequate interpersonal relationship, considering the different contexts of professional relationship.

CE8 Preparing technical, oral and written reports, of the results of the evaluation process, of the investigation or the services demanded, respecting the ethical commitment that demands the diffusion of psychological knowledge.

CE9 Using the different documentary sources in psychology, show a mastery of the strategies necessary to access the information and assess the need for documentary update.

CE10 Managing, analyzing and interpreting data in the frameworks of the disciplinary knowledge of the different fields of psychology.

CE12 Disseminating knowledge derived from the theoretical reviews and the results of the psychological investigation.

CT1 Acquiring an adequate oral and written comprehension and expression in Catalan and Spanish.

CT2 Acquiring a significant command of a foreign language, especially English.

CT3 Acquiring training in the use of new technologies and information and communication technologies.

CT5 Acquiring essential notions of scientific thought.

Subject contents

The course contents are structured into three main modules:

MODULE 1. Basic concepts. Health and occupational risks. Occupational accidents and illnesses. Insecure actions and working conditions. Prevention of occupational hazards (POH). The management of POH in the company.

MODULE 2. Preventive techniques. Security, industrial hygiene, ergonomics, and applied psychosociology. Work medicine. Education. Information. Evaluation of occupational risks. Planning of preventive measures.

MODULE 3. Psychosocial factors. Work stress models. Stress results. Individual differences. Prevention of workplace stress.

Methodology

Exhibition of theoretical concepts;
 Reading and synthesis of materials;
 Practical exercises;
 Analysis of audiovisual material;

Development plan

Week. Activities

1. Presentation of the subject and start of Module 1
2. Exposition of theoretical contents (Module 1)
3. Practical exercises and problem solving
4. Correction and review of exercises
5. Continuous assessment test 1
6. Exposition of theoretical contents (Module 2)
7. Start continuous assessment test 2
8. Exposition of theoretical contents (Module 2)
9. Review and analysis of practical activities
10. Exposition of theoretical contents (Module 2) - Field work
11. Review of continuous assessment test 2
12. Exposition of theoretical contents (Modules 2, 3)
13. Practical exercises. Correction
14. Final continuous assessment test 2
15. Preparation of continuous assessment test 3
16. Continuous assessment test 3
17. Assessment review
18. Assessment review

Evaluation

The evaluation of the course is continuous and sumative, with 2 La evaluación de la asignatura es continúa y sumativa, with 2 continuous assessment tests (CATs). The specific weight of each test on the global rating (Q), as well as the content evaluated is shown in the Table below.

	CAT 1	CAT 2

MODULE 1	PRACTICAL ASSIGNMENT 5	PRACTICAL ASSIGNMENT 5
MODULE 2	EVALUATION OF LABORAL RISKS	PLANNING OF PREVENTIVE MEASURES
MODUL3 3		

The final mark (Q) of the course is obtained with $Q = CAT1 + CAT2$. To pass the course it is necessary to obtain $Q > 5.00$. The characteristics of each CAT will be shown in the classroom.

Alternative evaluation: CAT 1 AND CAT 2.

Bibliography

LEGISLATION

Ley 31/1995, de 8 de noviembre de Prevención de Riesgos Laborales. BOE, 10 de noviembre de 1995.

Real Decreto 39/1997, de 17 de enero, del Reglamento de los Servicios de Prevención. BOE, 31 de enero de 1997.

Real Decreto 485/1997, 14 de abril, sobre disposiciones mínimas en materia de señalización de seguridad y salud en el trabajo.

Real Decreto 486/1997, de 14 de abril de 1997, por el que se establecen las disposiciones mínimas de seguridad y salud en los lugares de trabajo. BOE, 23 de abril de 1997.

Real Decreto 487/1997, de 14 de abril de 1997, sobre disposiciones mínimas de seguridad y salud relativas a la manipulación manual de cargas que entrañe riesgos, en particular dorso-lumbares, para los trabajadores. BOE, 23 de abril de 1997.

Real Decreto 488/1997, de 14 de abril de 1997, sobre disposiciones mínimas de seguridad y salud relativas al trabajo con equipos que incluyen pantallas de visualización. BOE, 23 de abril de 1997.

Real Decreto 1215/1997, de 18 de julio por el que se establecen las disposiciones mínimas de seguridad y salud para la utilización por los trabajadores de los equipos de trabajo.

Real Decreto 1/1995, de 24 de marzo de 1995, por el que se aprueba el texto refundido de la ley del estatuto de los trabajadores. BOE, 29 de marzo de 1995.

PREVENTIVE TECHNIQUES

Bestratén Belloví, M. (1996). Observaciones planeadas del trabajo. *Notas Técnicas de Prevención*, 386. Instituto Nacional de Seguridad e Higiene en el Trabajo.

Bestratén Belloví, M., & Pareja Malagón, F. (1993). Sistema simplificado de evaluación de riesgos de accidente. *Notas Técnicas de Prevención*, 330. Instituto Nacional de Seguridad e Higiene en el Trabajo.

Chavarría Cosar, R. (1988). Evaluación de las condiciones de trabajo: Método de los perfiles de puestos. *Notas Técnicas de Prevención*, 176. Instituto Nacional de Seguridad e Higiene en el Trabajo.

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Villar Fernández, M.F., Begueira Latorre, P.A. (1989). Pantallas de visualización de datos (PVD): Fatiga postural. *Notas Técnicas de Prevención*, 232. Instituto Nacional de Seguridad e Higiene en el Trabajo.

PSICOSOCIAL FACTORS

Blanch, A., & Aluja, A. (2012). Social support (family and supervisor), work-family conflict, and burnout:

Sex differences. *Human Relations*, 65(7), 811-833.

Blanch, A., & Aluja, A. (2013). A regression tree of the aptitudes, personality, and academic performance relationship. *Personality and Individual Differences*, 54(6), 703-708.

Blanch, A., Aluja, A. & Biscarri, J. (2002). Síndrome de quemarse en el trabajo (Burnout) y estrategias de afrontamiento: Un modelo de relaciones estructurales. *Revista de Psicología del Trabajo y de las Organizaciones*, 18, 57-74.

Blanch, A. Torrelles, B., Aluja, A., & Salinas, J.A. (2009). Age and lost working days as a result of an occupational accident: A study in a shiftwork rotation system. *Safety Science*, 47, 1359-1363.

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Peiró, J.M. (1992). *Desencadenantes del estrés laboral*. Madrid: Eudema, S.A.

Peiró, J.M. & Salvador, A. (1993). *Control del estrés laboral*. Madrid: Eudema, S.A.

Vega, S. (2003). Riesgo psicosocial: El modelo demanda-control-apoyo social (I). *Notas Técnicas de Prevención*, 603. Instituto Nacional de Seguridad e Higiene en el Trabajo.

Vega, S. (2003). Riesgo psicosocial: El modelo demanda-control-apoyo social (II). *Notas Técnicas de Prevención*, 604. Instituto Nacional de Seguridad e Higiene en el Trabajo.