



Universitat de Lleida

DEGREE CURRICULUM  
**OCCUPATIONAL HEALTH AND  
SAFETY**

Coordination: BLANCH PLANA, ANGEL

Academic year 2020-21

## Subject's general information

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

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BLANCH PLANA, ANGEL	angel.blanch@udl.cat	3	
DE LA FUENTE ROMERO, JUAN FRANCISCO	juanfran.delafuente@udl.cat	3	

## Learning objectives

1. Analyze the reference legislation on occupational health / well-being (OHWB);
2. Know and use sources of information about OHWB;
3. Identify and evaluate generic occupational hazards;
4. Identify and evaluate specific occupational hazards (ergonomic / psychosocial);
5. Plan the deployment of preventive measures;

## Competences

### Basic skills:

CB2 Apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated by developing and defending arguments and solving problems within their area of study.

CB3 Ability to gather and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.

CB5 Ability to develop those learning skills necessary to undertake further study with a high degree of autonomy

### General Competencies:

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

CG2 Developing the ability to work in multidisciplinary teams and collaborate efficiently with other professionals.

CG3 Showing interpersonal relationship skills.

CG5 Demonstrate critical ability to make relevant decisions.

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

### Specific Competencies:

CE1 Identifying and analysing the characteristics and needs of individuals, groups and organisations, as well as the relevant contexts for the service being requested.

CE2 Plan the evaluation of programmes and/or psychological interventions, selecting the appropriate indicators and techniques.

CE6 Respond and act in an appropriate and professional manner, taking into account the attitudes and values of the profession, as well as its code of ethics and deontology, in each and every one of the intervention processes.

CE7 Provide information to users and establish an adequate interpersonal relationship, taking into account the different contexts of professional relations.

CE8 To prepare technical reports, both oral and written, on the results of the evaluation process, of the research or of the services demanded, respecting the ethical commitment that the dissemination of psychological knowledge requires.

CE12 Disseminate knowledge derived from theoretical reviews and from the results of psychological research.

### Transversal competences:

CT1 Acquiring adequate oral and written comprehension and expression of Catalan and Spanish.

CT2 To acquire a significant command of a foreign language, especially English.

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

CT4 To acquire basic knowledge of entrepreneurship and professional environments.

CT5 Acquiring essential notions of scientific thought.

## Subject contents

The contents are structured in 2 different modules:

### MODULE 1.

1. Global contextualization of occupational health and well-being. Sizing and key concepts. Impact of occupational health and well-being. Legislative framework. Risk factors. Society and welfare.
2. Organizations and occupational health. Occupational health management in organizations. Management modalities. Preventive techniques. Integration. Trends and challenges for organizations.
3. People and occupational health. Competences of people and teams. Attitudes and values around occupational health. Trends and challenges for people.

### MODULE 2.

1. Ergonomics. Anthropometry. Biomechanics. Environmental ergonomics. Cognitive ergonomics. Special needs.
2. Psychosocial factors. Antecedents. Individual differences. Moderators and mediators. Consequences. Explanatory models.
3. Ergonomics and psychosociology applied to the prevention of work stress.

## Methodology

1. Presentation of theoretical concepts;
2. Reading and synthesis of materials;
3. Practical exercises;
4. Analysis of practices and experiences;
5. Flipped class;
6. Simulations;
7. Reflections, debates;

## Development plan

Week. Activities.

1. Presentation of the subject and start of Module 1. Continuous assessment test 1 (CAT 1 group).
2. Exhibition of theoretical contents.
3. Practical exercises and problem solving.
4. Correction and revision of exercises.
5. Exhibition of theoretical contents.
6. Practical exercises and problem solving.
7. Continuous assessment test 1 (CAT 1 individual).
8. Presentation and start of Module 2. Continuous assessment test 2 (CAT 2 group).
9. Exhibition of theoretical contents.
10. Practical exercises and problem solving.
11. Correction and revision of exercises.
12. Exhibition of theoretical contents.
13. Practical exercises and problem solving.
14. Practical exercises and problem solving.
15. Continuous assessment test 2 (CAT 2 individual)

## Evaluation

The evaluation of the subject is continuous and summative, with 2 tests of continuous assessment (CATs). Both tests have the same specific weight (5 points) on the overall rating (Q). Each test is expected to consist of two exercises, one individual and one group.

	CAT 1 (5 points)	CAT 2 (5 points)
MODULE 1 MODULE 2	1. Group assignment (2.5 points); 2. Individual assignment (2.5 points);	1. Group assignment (2.5 points); 2. Individual assignment (2.5 points);

The final mark (Q) of the course is  $Q = CAT 1 + CAT 2$ . To pass the subject it is necessary to obtain  $Q > 5.00$ . The characteristics of the CATs will be presented in the classroom.

Alternative assessment: Individual assignment of the CAT 1 and the CAT 2 with 5 points for each one.

## 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.

Chavarría Cosar, R. (1989). Ergonomía: Análisis ergonómico de los espacios de trabajo en oficinas. *Notas Técnicas de Prevención*, 242. Instituto Nacional de Seguridad e Higiene en el Trabajo.

Nogareda Guixart, S. (1996). Evaluación de las condiciones de trabajo: Método del análisis ergonómico del puesto de trabajo. *Notas Técnicas de Prevención*, 387. Instituto Nacional de Seguridad e Higiene en el Trabajo.

Villar Fernández, M.F., Bogueira 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.
- Martín Daza, F. (1993). El estrés: proceso de generación en el ámbito laboral. *Notas Técnicas de Prevención*, 318. Instituto Nacional de Seguridad e Higiene en el Trabajo.
- Nogareda Cuixart, S. (1994). Fisiología del estrés. *Notas Técnicas de Prevención*, 355. Instituto Nacional de Seguridad e Higiene en el Trabajo.
- 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.

## Information resources:

Instituto Nacional de Seguridad y Salud en el Trabajo (INSST): <https://www.insst.es>

Institut Català de Seguretat i Salut Laboral (ICSSL): [https://treball.gencat.cat/ca/ambits/seguretat\\_i\\_salut\\_laboral](https://treball.gencat.cat/ca/ambits/seguretat_i_salut_laboral)