UCLouvain

lgrbe2303
2025

Identification et évaluation des facteurs de risques psychosociaux

The version you're consulting is not final. This course description may change. The final version will be published on 1st June.

4.00 credits	40.0 h	Q1

This learning unit is not open to incoming exchange students!

Teacher(s)	. SOMEBODY ;Iweins de Wavrans Caroline ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	This course takes place over 4 days. The first day, taught by Professor Hansez, deals with the definition and taxonomies of psychosocial risks, psychosocial risk assessment methods (i.e, observation, participatory approach, focus groups, questionnaires, mixed methods), the benefit of combining quantitative and qualitative methods, assistance in relation to in-company assessment (analysis of demand, action management committee, difficulty in switching from diagnosis to actual actions). The issue of continuity of prevention methods is also addressed. Practical cases of psychosocial risk assessment and reflection on the methods of intervention, are also presented. The second day, taught by Doctor Iweins, discusses various stress models, and the models on coping strategies, the possible consequences of psychosocial risks (i.e, stress, burnout, relational difficulties at work - including bullying, conflicts, hyper-conflict), the various tools for evaluating stress and burnout (questionnaire: MBI, OLBI, UBOS, BAT, ..., clinical assessment: diagnosis tool carried out by clinical assessment, etc). Doctor Iweins also discusses the personal resources that influence the process of suffering at work (i.e., resilience, coping strategies, psychological capital,...), as well as possible prevention methods. The third day,taught by both Professor Hansez and Doctor Iweins, focuses on a method of diagnosing psychosocial risks by means of a questionnaire, the Woccq; and on the evaluation of burnout by clinical assessment. Case studies are presented on these two elements. The fourth daywill be dedicated to the assessment of group work. Following the presentation of a case of suffering at work, it is necessary to identify and analyse the individual, organizational, group and task/activity-related components and to highlight the dynamics of these components. The students will also be led to think about the methods of prevention (individual, collective, mixed) that should be considered, the people relevant to the prevention and the medical specialists that should be involved.
Learning outcomes	**At the end of this learning unit, the student is able to :** 1 The aim of this course is to get students to master the notions of stress and burnout and the various models and tools that help to identify and assess risk factors, as well as collective and individual resources. Students will also have to identify the appropriate and adapted interventions, as well as exchange information based on their practice and experience through exercises and work carried out during the course.
Evaluation methods	The students will be required to undertake a group assignment and present it orally during the final two days of the course. The purpose of this assignment is to analyze a specific case using the models and tools presented throughout the course.
Teaching methods	The course will be presented in the form of slides alternating between lectures and case illustrations. In addition, various practical exercises will be offered to students (i.e., analysis of practical cases, role-playing, group discussions).
Content	The course aims to address the assessment and prevention of collective and individual psychosocial risk factors including burnout. Specifically, the course will cover the concepts of stress and burnout, their manifestations (physically, emotionally, behaviorally, cognitively, and professionally), as well as their collective and individual causes (i.e., constraints). Individual protective factors in the face of stress situations (i.e., individual resources, including coping strategies) will also be discussed. In addition, several tools for assessing stress and burnout, as well as psychosocial risk factors, will be presented to students (questionnaires, clinical approach). We will also explore how to concretely implement this type of analysis in a company and during individual interviews with workers (e.g., identifying relevant tools based on the context, how to plan and implement this type of analysis, identify risk factors and resources in an individual situation, and learn how to write an report).

Inline resources	All information about this course is available on the Virtual University of ULB.
Bibliography	Bakker, A. B. & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. Journal of Occupational Health Psychology, 22, 273-285 Hakanen, J. J., & Bakker, A. B. (2017). Born and bred to burn out: A life-course view and reflections on job burnout. Journal of Occupational Health Psychology, 22(3), 354-364. Iweins, C. (2019). Détecter et prévenir le burnout. Facteurs de risques, évaluation et prévention en entreprise. Ed. Mardaga Karasek, R.A. (1979). Job demands, job decision latitude, and mental strain : Implications for job redesign. Administrative Science Quarterly, 24(2), 285-308. Lazarus, R.S., & Folkman, S. (1984). Stress, appraisal, and coping. New York : Springer. Maslach, C. (2017). Finding solutions to the problem of burnout. Consulting Psychology Journal: Practice and Research, 69(2), 143-152. SPF Emploi, travail et concertation sociale (2012-2013). Recherche sur le Burnout en Belgique, recherche. SPF Emploi, travail et concertation sociale.
Faculty or entity in charge	PSP

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master in Risk Management and Well-Being in the Workplace	GRB2MC	4		🔍