



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

Organization of psychological help

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### Course

Field of study

Safety Engineering

Area of study (specialization)

Safety and Crisis Management

Level of study

Second-cycle studies

Form of study

full-time

Year/Semester

1/1

Profile of study

general academic

Course offered in

Polish

Requirements

elective

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### Number of hours

Lecture

15

Laboratory classes

Other (e.g. online)

Tutorials

15

Projects/seminars

### Number of credit points

1

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### Lecturers

Responsible for the course/lecturer:

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Responsible for the course/lecturer:

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### Prerequisites

The student has basic knowledge of contemporary security problems. The student has the skills of logical thinking and the use of knowledge. The student demonstrates cognitive openness to humanistic and social aspects of ensuring security.

### Course objective

Acquiring basic knowledge and elementary skills in organizing psychological help in difficult / crisis situations.

### Course-related learning outcomes

#### Knowledge

1. The student knows the issues of public health, insurance systems, in connection with the issues of psychological security [P7S\_WG\_04]

#### Skills

1. The student is able to correctly select the sources and information derived from them and use them to analyze, evaluate and reason in the field of security psychology [P7S\_UW\_01]

2. The student is able to notice and formulate in the engineering tasks systemic, non-technical, socio-technical, organizational aspects - emphasizing the importance of psychosocial well-being of working people [P7S\_UW\_03]

3. Student is able to make a critical analysis of the functioning of individual organizational subsystems taking into account deficits in the field of psychosocial security foundations [P7S\_UW\_06]

4. Student is able to plan and carry out research, including measurements and simulations, performing a prognostic function in relation to the development of difficult and crisis situations [P7S\_UO\_01]

#### Social competences

1. Student is aware of the recognition of cause and effect relationships in the implementation of organizational goals and tasks, taking into account the assumptions and legitimacy of the organization of psychological assistance [P7S\_KK\_01]

2. Student is aware of the recognition of the importance of humanistic knowledge in solving problems in the field of security engineering and continuous improvement in the work environment [P7S\_KK\_02]

3. Student is aware of the responsibility for own work and readiness to work in interdisciplinary teams to promote mental health [P7S\_KR\_02]

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

forming assessment:

Lecture: knowledge is verified by short tests after the after the fourth and sixth teaching unit - short test + problem task. Pass mark - 50% + 1.



Exercises: social skills and competences are verified by issuing partial grades resulting from: teamwork; rewarding activity; independent problem solving. Pass mark - 50% + 1.

Summative rating:

Lecture: knowledge is verified by a written test on the basic concepts of the organization of psychological assistance. Pass mark - 50% + 1.

Exercises: average of partial grades. Pass mark - 50% + 1.

### Programme content

Lecture: Psychological assistance as one of the basic links of the public security system. Defining safety: from spatial-territorial categories to sector-problem categories. Subjective and subjective understanding of safety. Personal and social safety. Threats of individual's safety. Prosocial and antisocial behaviors. Cognitive model of helping developed by Latany and Darley. Crisis intervention - providing material, informational, and emotional support. Model of seven steps in crisis intervention. Tasks of Crisis Intervention Centers. Selected social pathologies - escalation of occupational stress and its consequences: mobbing, discrimination, molesting, professional burnout, workaholism. Violence in the family. PTSD - Post Traumatic Stress Disorder.

Exercises: Psychologically difficult situations. Psychological First Aid. Basic principles, methods and techniques. Model of intervention recommended by the World Health Organization. Conducting supportive interview. Communicating unfavorable information. Support in crisis.

### Teaching methods

Lecture: multimedia presentation illustrated with examples, informative lecture, conversational lecture.

Exercises: multimedia presentation illustrated with examples, practical exercises, chat, exposing methods (film, show), panel discussion, simulating expert debates, case study, brainstorming

### Bibliography

Basic

1. Sadłowska-Wrzesińska J., Lewicki L., Podstawy bezpieczeństwa i zdrowia w pracy, Wydawnictwo WSL, Poznań 2018.
2. Konieczny J., Wawrzynowicz H., Mydlarska J., Psychologia bezpieczeństwa, Poznań 2011.
3. Zimbardo Ph., Gerrig R., Psychologia i życie, Wydawnictwo Naukowe PWN, Warszawa 2016.
4. Sadłowska-Wrzesińska J. (red.), Bezpieczeństwo XXI wieku. Szanse – Zagrożenia – Perspektywy. Aspekty bezpieczeństwa pracy. Wydawnictwo Naukowe Silva Rerum, Poznan 2020.



Additional

1. Czajkowski W., Psychologia bezpieczeństwa. Wyzwania i zagrożenia, Kraków 2017.
2. Bańka A., Psychologia pracy, [w:] Psychologia. Podręcznik akademicki t.3, red. J.Strelau, GWP, Gdańsk, 2000.
3. Sadłowska-Wrzesińska J., Nejman Ż, Zaangażowanie pracowników jako predyktor bezpiecznych zachowań w organizacji, [w:] Sadłowska-Wrzesińska J., Bezpieczeństwo XXI Wieku Szanse – Zagrożenia – Perspektywy” – Aspekty bezpieczeństwa pracy, Wydawnictwo Silva Rerum 2019.

**Breakdown of average student's workload**

	Hours	ECTS
Total workload	45	1,0
Classes requiring direct contact with the teacher	30	0,5
Student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests) <sup>1</sup>	15	0,5

<sup>1</sup> delete or add other activities as appropriate