COURSE DESCRIPTION CARD - SYLLABUS

Course name
Psychological aspects of safety and quality [N2IBiJ1>PABiJ]

Course

Field of study
Safety and Quality Engineering

Year/Semester
1/1

Area of study (specialization)
–

Profile of study
general academic

Level of study
second-cycle

Course offered in
Polish

Form of study
part-time

Requirements
compulsory

Number of hours

Lecture
0

Laboratory classes
0

Other
0

Tutorials
10

Projects/seminars
10

Number of credit points

2,00

Coordinators

dr inż. Żaneta Nejman
zaneta.nejman@put.poznan.pl

Lecturers

Prerequisites

The student has a basic knowledge of safety and quality assurance processes, and is able to embed them in the framework of enterprise operations. The student has the ability to think logically and use the knowledge he or she possesses, and demonstrates cognitive openness to the psychosocial aspects of safety and quality.

Course objective

Explain the essence of the psychological aspects of safety and quality, embedded in the areas of safety management in the work environment, with particular attention to the issue of ergonomic conditions and also crisis management in the organization.

Course-related learning outcomes

Knowledge:
1. Student has an in-depth knowledge of the social and psychological aspects considered in professional activities in the field of safety engineering, quality, ergonomics and occupational safety and emergency management [K2_W10].

Skills:
1. Student is able to appropriately select sources, including literature and information from them, as well as to evaluate, critically analyze, synthesize and creatively interpret this information, formulate conclusions and comprehensively justify the opinion when presenting the results of research in the field of psychosocial aspects of security [K2_U01].
2. Student is able to formulate and test hypotheses related to simple research problems specific to psychosocial aspects of safety engineering, quality, ergonomics and occupational safety and emergency management [K2_U04].
3. Student is able to interact with others in teamwork on the solution of a problem characteristic of psychosocial aspects of safety engineering, quality, ergonomics and occupational safety, and crisis management, as well as undertake leadership functions in these teams [K2_U13].

Social competences:
1. Student is critical of his/her knowledge, is ready to consult experts when solving cognitive and practical problems related to psychosocial aspects of security management in organizations [K2_K01].
2. Student correctly identifies and resolves dilemmas related to security in the broadest sense, understands the need to make the public aware of the need to form psychosocial security in various areas of organizational functioning [K2_K02].

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Formative assessment:
Exercises: knowledge, skills and social competencies are verified by issuing partial grades, resulting from work performed in teams (taking responsibility for decisions made) oeand a final test. In addition, activity bonuses. Credit threshold: 51%.
Project: skills and social competencies are verified through the issuance of partial grades, resulting from the presentation of successive parts of the project on the due date. Passing threshold: 51%.
Summative assessment:
Exercises: are assessed by the partial grades and the grade of the final test. Passing threshold: 51%.
Project: the average of the partial grades of the substantive assessment of the project + the grade for the editing level. Passing threshold: 51%.
Rating scale:
91-100 5
81-90 4,5
71-80 4
61-70 3,5
51-60 3

Programme content

Exercise: Security and sense of safety. Threat and sense of danger. Emotions and human behavior in various social situations. Factors affecting threat perception. Collective behavior in the context of shaping security and quality. Antisocial behavior in the context of shaping security and quality. Prejudice, stereotypes and discrimination. Modeling behavior in crisis situations.
Project: preparation of a project entitled Stress reduction program in the workplace. Guidelines for the project. Editorial requirements. Analysis of theoretical assumptions for the project. Research problem and research questions. Selection of the research method and technique. Implementation of the various stages of the project.

Course topics

none

Teaching methods

Exercises: multimedia presentation illustrated with examples, practical exercises, chat, expository methods (film, demonstration), panel discussion, simulation of expert debates, case study, brainstorming.
Project: multimedia presentation illustrated with examples given on the board and completion of project tasks.

Bibliography

Basic:
1. Sadłowska-Wrzesińska J., Lewicki L., Podstawy bezpieczeństwa i zdrowia w pracy, Wydawnictwo WSL, Poznań, 2018.
2. Sadłowska-Wrzesińska J., Nejman Ż, Zaangażowanie pracowników jako predykator bezpiecznych zachowań w organizacji, [w:] Sadłowska-Wrzesińska J.,Bezpieczeństwo XXI Wieku Szanse - Zagrożenia - Perspektywy" - Aspekty bezpieczeństwa pracy, Wydawnictwo Silva Rerum 2019.
3. Konieczny J., Wawrzynowicz H., Mydlarska J., Psychologia bezpieczeństwa, Esus 2011.

Additional:
1. Sadłowska-Wrzesińska J., Stachowiak A., Psychospoleczne konsekwencje zwinnego zarządzania w obszarze logistyki, Difin, Warszawa 2019.
2. Kuczabski M., Psychologia zagrożeń i bezpieczeństwa. Tom 1. i 2. Wydawnictwo ASZWOJ, Warszawa 2020.
3. Bańka A., Psychologia pracy, [w:] Psychologia. Podręcznik akademicki t.3, red. J.Strelau, GWP, Gdańsk 2000.
4. Quick C.L., Schabracq J.C., Cooper M.J., International Handbook of Work and Health Psychology, 3rd Edition, Wiley-Blackwell, 2009.

Breakdown of average student's workload

	Hours	ECTS
Total workload	60	2,00
Classes requiring direct contact with the teacher	20	0,50
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	40	1,50