



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

The psychosocial context of health [N2IBiJ1-BiZK>PKZ]

### Course

Field of study

Safety and Quality Engineering

Year/Semester

1/2

Area of study (specialization)

Safety and Crisis Management

Profile of study

general academic

Level of study

second-cycle

Course offered in

Polish

Form of study

part-time

Requirements

elective

### Number of hours

Lecture

10

Laboratory classes

0

Other

0

Tutorials

10

Projects/seminars

10

### Number of credit points

4,00

### Coordinators

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### Lecturers

### Prerequisites

The student has basic knowledge of ergonomics and occupational safety, is able to interpret the relationships occurring in the human-technical object system, as well as to organize work taking into account the reduction of physical and mental loads on the human body. In addition, the Student is aware of the social role of a technical graduate and understands the legitimacy of health protection and prevention activities in this area.

### Course objective

Explain the essence of the psychosocial context of health in light of the main theories and concepts on the relationship of psychosocial factors to the health and well-being of workers in work situations, including emergencies.

### Course-related learning outcomes

Knowledge:

1. The student has an in-depth knowledge of development trends and the best practices for managing the safety and health of workers in a crisis situation in the organization, both locally and globally [K2\_W04].

2. The student has an in-depth knowledge of the fundamental dilemmas of modern civilization, including legal, political, economic, ethical and moral transformations related to safety engineering, which affect the safety and psychosocial well-being of employees in the organization in crisis management processes [K2\_W11].

#### Skills:

1 The student is able to properly select sources, including literature sources 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 health safety [K2\_U01].

2. The student is able to identify changes in requirements, standards, regulations, innovations and technical progress and economic reality and use them appropriately in solving health safety problems in safety engineering and emergency management [K2\_U06].

3. The student is able to identify and recognize hazards in the work environment, assess their impact on the individual, the organization and its stakeholders, and identify methods of action aimed at minimizing the effects of hazards on the health and psychosocial well-being of employees [K2\_U10].

#### Social competences:

1. The student correctly identifies and resolves dilemmas related to health security in the broadest sense, understands the need to make the public aware of the need to shape health safety, with particular attention to the psychosocial context of health [K2\_K02].

2. The student is prepared to reliably perform professional roles resulting from current economic and social needs, taking into account the principles of safety and responding to the need for health and psychosocial well-being of employees [K2\_K06].

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

#### Formative assessment:

Lecture: knowledge is verified by short colloquia after the second and fourth teaching units on the solution of a problem task. Credit threshold: 51%.

Exercises: skills and social competencies are verified through partial grades, resulting from the performance of work in teams, bonus activity and independent problem solving. Credit threshold: 50%+1.

Project: evaluation of individual stages of the project. Passing threshold: 51%.

#### Summative assessment:

Lecture: knowledge is verified by an oral exam covering basic concepts related to the psychosocial context of health, including health safety management processes in the work environment. Passing threshold: 51%.

Exercises: average of partial grades. Passing threshold: 51%.

Project: evaluation of the Program for reducing the stress of an emergency situation prepared by the students. Passing threshold: 51%.

#### Rating scale:

91-100 - 5

81-90 - 4,5

71-80 - 4

61-70 - 3,5

51-60 - 3

### Programme content

Lecture: Evolution of the concepts of health and illness. The concept of mental well-being versus the positive definition of health. Social determinants of mental health. Selected pathologies of the work environment - escalation of occupational stress and related consequences: bullying, discrimination, harassment, professional burnout. PTSD - Post Traumatic Stress Disorder. Crisis intervention - providing material, informational and emotional support. Psychological First Aid in a health emergency - organizational activities. Concept: "5 ways to feel good" according to the New Economics Foundation. Exercises: Identification of modern threats to health. Identification of processes and situations for personal development and well-being. Identification of the causes and consequences of the main problems of employee health, Identification of methods to prevent selected pathologies and promote

employee health and well-being.

Project: guidelines for the project. Editorial requirements. Analysis of the 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

Psychosocial risk as a health challenge in the 21st century. Mental well-being and positive health psychology. Selected methods to prevent contemporary pathologies of the work environment.

## Teaching methods

Lecture: multimedia presentation illustrated with examples, informative lecture, conversational lecture. The lecture is conducted using distance learning techniques in a synchronous mode. Acceptable platforms: eMeeting, Zoom, Microsoft Teams.

Exercises: multimedia presentation illustrated with examples, practical exercises, chat, expository methods (film, demonstration), panel discussion, simulation of expert debates, case study, staging, brainstorming.

Project: multimedia presentation illustrated by examples given on the blackboard and performance of project tasks.

## 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. Wojtczak A., Aktualne wyzwania zdrowotne społeczeństw, CeDeWu, Warszawa 2018.

Additional:

1. Sadłowska-Wrzesińska J. (red.), Bezpieczeństwo XXI wieku. Szanse - Zagrożenia - Perspektywy. Aspekty bezpieczeństwa pracy. Wydawnictwo Naukowe Silva Rerum, Poznan 2020.
2. Dolińska-Zygmunt G., Podstawy psychologii zdrowia. Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław, 2001.
3. Straś-Romanowska M., Lachowicz-Tabaczek K., Szmajke A. (red.), Jakość życia w badaniach empirycznych i refleksji teoretycznej. Warszawa: Komitet Naukowy PAN, Warszawa 2005
4. Antonovsky A., Rozwikłanie tajemnicy zdrowia. Jak radzić sobie ze stresem i nie zachorować, Instytut Psychiatrii i Neurologii, Warszawa 2005.
5. Sadłowska-Wrzesińska J., Nejman Ž. (2019). Zaangażowanie pracowników jako predyktor bezpiecznych zachowań w organizacji, [w:] Sadłowska-Wrzesińska J., Bezpieczeństwo XXI Wieku Szanse - Zagrożenia - Perspektywy” - Aspekty bezpieczeństwa pracy, Wydawnictwo Silva Rerum.

## Breakdown of average student's workload

	Hours	ECTS
Total workload	100	4,00
Classes requiring direct contact with the teacher	30	1,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	70	3,00