



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

Information safety culture [N2IBiJ1-JiEwBP>KBI]

### Course

Field of study

Safety and Quality Engineering

Year/Semester

1/2

Area of study (specialization)

Quality and Ergonomics in Work Safety

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

0

Projects/seminars

10

### Number of credit points

2,00

### Coordinators

dr hab. Joanna Sadłowska-Wrzesińska prof. PP  
joanna.sadlowska-wrzesinska@put.poznan.pl

### Lecturers

### Prerequisites

The student has basic knowledge of occupational safety and IT and information systems. The student is able to recognize cause-and-effect relationships in the broadly understood area of security. The student is aware of the importance of a strong safety culture in the process of ensuring communication security.

### Course objective

Providing knowledge of information security culture, essential for the proper design, management, and improvement of security systems, and developing skills in solving security problems. Raising awareness of information security threats in an environment of information overload and the accelerated pace of development of information and communication technologies, with particular emphasis on qualitative and ergonomic conditions for occupational safety.

### Course-related learning outcomes

Knowledge:

1. The student has an in-depth knowledge of the economic, legal, ethical, social and psychological aspects considered in professional activities in the area of communication determinants in safety engineering and crisis management [K2\_W10].

2. The student has an in-depth knowledge of the principles of information flow and communication specific to the field of safety management of organizations [K2\_W15].

#### Skills:

1. The student is able to communicate on issues specific to security engineering and crisis management, is able to adapt the form of communication to a diverse audience, and is able to debate and participate in the debate on safety in the broad sense [K2\_U11].
2. The student is able to interact with others in teamwork to solve a social communication problem specific to the field of safety engineering and crisis management, as well as take leadership roles in these teams [K2\_U13].

#### Social competences:

- 1 The 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 a high culture of information security and counteract disinformation [K2\_K02].
2. The student is ready to perform tasks related to the management of communication in the organization in a safe and ethical manner, to urge others to adhere to the principles of professional ethics and to develop professional values in the field of social communication [K2\_K05].

### 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 first and third teaching units on the solution of a problem situation. Credit threshold: 51%.

Project: skills and social competencies are verified by giving partial grades, resulting from the successive parts of the project presented on the due date. Passing threshold: 51%.

#### summative assessment:

Lecture: knowledge is verified by a summative test on basic concepts and problems in the area of communication in security. 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%.

#### Grading scale:

91-100 - 5

81-90 - 4,5

71-80 - 4

61-70 - 3.5

51-60 - 3

### Programme content

Lecture: The 21st century as the age of information. Communication as a tool in the security process. Culture in society. Culture of the organization. Work culture. Culture of safety. Study of safety culture. Social potential for safety. Formation of pro-safety behavior in society and social responsibility. Role of the individual, role of the group, role of the employer. Work techniques (individual/team). Emotions and motivation in/for work and commitment to safety improvement. Social competencies necessary in information security processes, emotional competence, ethical sensitivity, interpersonal communication. Communication at the operational level: ability to argue, persuade, resolve conflicts, lead discussions, make presentations. Communication in difficult and/or crisis situations. Communicating about disaster, victims, death of loved ones. Social support in traumatic stress reduction. Risk management in information security, the process of risk management in information security and how it works, risk estimation, risk handling, acceptable risk, residual risk, risk monitoring and review, methods of assessing the effectiveness of safeguards in information security). Safety culture in an information saturation environment. Information culture in an information warfare environment. Formation of information security culture. The role of the media in the process of forming information security culture. The risk of infodemia. Project: preparation of a project entitled How to counter infodemia in a crisis organization? 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

Issues of shaping the culture of safety and quality in the modern work environment, taking into account practical measurement methods.

## 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.

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

## Bibliography

Basic:

1. Sadłowska-Wrzesińska J., Znaczenie komunikacji interpersonalnej w procesie kształtowania wysokiej kultury bezpieczeństwa pracy, w: Kunas M. (red.), BPM vs. HRM, Seria: Zarządzanie procesami w teorii i praktyce, Zeszyt nr 4, Szczecin, 2016.
2. Sadłowska-Wrzesińska J., Kultura bezpieczeństwa pracy. Rozwój w warunkach cywilizacyjnego przesilenia, Aspra, Warszawa, 2018.
3. Batorowska H., Kultura bezpieczeństwa informacyjnego w środowisku walki o przewagę informacyjną. Wydawnictwo Libron, Kraków 2021.
4. Nejman Ż., Sadłowska-Wrzesińska J., The use of information and communication technologies in the process of introducing incentive schemes. Informatyka Ekonomiczna - 2019, nr 4(54), s. 46-59.

Additional:

1. Sadłowska-Wrzesińska J. (red.), Bezpieczeństwo XXI wieku. Szanse - Zagrożenia - Perspektywy. Aspekty bezpieczeństwa pracy. Wydawnictwo Naukowe Silva Rerum, Poznan 2020.
2. Babik, Ekologia informacji a bezpieczeństwo człowieka i informacji we współczesnym świecie. [w:] Walka informacyjna. Uwarunkowania-Incydenty-Wyzwania, H. Batorowska (red.), UP, Kraków 2017, s.160-169.

## 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