COURSE DESCRIPTION CARD - SYLLABUS

Course name
Psychosocial risk management [S1IBiJ1>ZRP]

Course

Field of study
Safety and Quality Engineering

Year/Semester
3/6

Area of study (specialization)
–

Profile of study
general academic

Level of study
first-cycle

Course offered in
Polish

Form of study
full-time

Requirements
elective

Number of hours

Lecture
15

Laboratory classes
0

Other
0

Tutorials
15

Projects/seminars
0

Number of credit points

2,00

Coordinators

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Lecturers

Prerequisites

A student beginning this course should have basic knowledge of management of organizations, and of the analysis and evaluation of ulcer. He should have the ability to identify hazard factors and know the basic causes of occupational accidents and diseases.

Course objective

The aim of the course is to familiarize students with the sources and consequences of psychosocial risks in the context of building a safe working environment. In addition, develop skills to analyze and minimize psychosocial risks and design preventive actions in this risk area.

Course-related learning outcomes

Knowledge:
1. The student has advanced knowledge of technical safety systems, including occupational health and safety rules, and understands how these systems prevent threats and minimize their effects [K1_W02].

2. The student has advanced knowledge of issues related to the identification, analysis and estimation of psychosocial risk [K1_W03].
3. The student knows the fundamental dilemmas of modern civilization and development trends as well as best practices in the field of psychosocial risk prevention [K1_W10].

Skills:
1. The student is able to properly select sources and information derived from them, and on their basis, analyze, synthesize and evaluate communication problems in safety and quality engineering [K1_U01].
2. The student is able to use various techniques to communicate in a professional environment regarding psychosocial risk [K1_U02].
3. The student is able to identify changes in requirements, standards, regulations, technical progress and the reality of the labor market, and on their basis determine the need to supplement knowledge [K1_U12].

Social competences:
1. The student is able to notice cause-and-effect relationships in the implementation of set goals and use ranks in relation to the importance of alternative or competing tasks [K1_K01].
2. The student is aware of the importance of knowledge in solving problems in the field of safety and quality engineering and continuous improvement [K1_K02].
3. The student is able to demonstrate professionalism and follow the principles of professional ethics, promoting respect for diversity and building a safety and quality culture [K1_K06].

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Lecture: knowledge is verified through colloquia after the third and sixth teaching unit (problem tasks) and the activity during the conversational lectures. The threshold for passing: 50% +1 points.
Exercises: a colloquium (multiple choice test), oral responses, work in teams and activity during the classes. Pass mark: 50% + 1.

Programme content

Psychosocial risks in the work environment and their consequences. Occupational stress. Formation of psychological safety in the workplace.

Course topics

Lecture: Types of psychosocial occupational hazards- stress, bullying, discrimination, job burnout. Sources of psychosocial occupational hazards - psychosocial hazards related to the content of work; psychosocial hazards related to the context of work. Consequences of psychosocial occupational hazards - personal, organizational, social. Psychosocial occupational risk management model. Prevention of psychosocial stress at work. ISO 45003:2021 standard as a response to the need of shaping psychological safety at work.
Exercises: Stages of psychosocial risk management. Physiological consequences resulting from exposure to psychosocial occupational hazards. Psychological consequences resulting from exposure to psychosocial occupational hazards . Behavioral level consequences resulting from exposure to psychosocial occupational hazards. Counteracting the negative effects of stress.

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., Zagrożenia psychospołeczne w środowisku pracy. W: Istotne aspekty bhp, L. Lewicki, J. Sadłowska-Wrzesińska (red.).Poznań,Wyższa Szkoła Logistyki, 2014 - s. 257-295.
2. Sadłowska-Wrzesińska J., Stachowiak A., Psychospołeczne konsekwencje zwinnego zarządzania w obszarze logistyki, Difin, Warszawa 2020.

3. Sadłowska-Wrzesińska, Lewicki L. (red.), Podstawy bezpieczeństwa i zdrowia w pracy, Wydawnictwo WSL, Poznań 2018.
4. Nejman Ż., Influence of Employees 'Burnout on Work Motivation. Proceedings of the 37th International Business Information Management Association Conference (IBIMA), 30-31 May 2021, Cordoba, Spain. Innovation Management and information Technology impact on Global Economy in the Era of Pandemic / red. Soliman Khalid: IBIMA Publishing, 2021 - s. 4499-4507
5. Terelak J F., Stres zawodowy: charakterystyka psychologiczna wybranych zawodów stresowych, Wydawnictwo Uniwersytetu Kardynała Stefana Wyszyńskiego, Warszawa 2006..

Additional:
1. Sadłowska-Wrzesińska J., Ryzyko psychospołeczne wyzwaniem dla specjalisty bhp. W: Techniczne i społeczne aspekty bezpieczeństwa pracy i ergonomii, G. Dudarski, I. Gabryelewicz (red.). Zielona Góra, Oficyna Wydawnicza Uniwersytetu Zielonogórskiego, 2014, s. 56-68.
2. Sadłowska-Wrzesińska J., Nejman Ż., Zaangażowanie pracowników jako predyktor bezpiecznych zachowań w organizacji [w:] Bezpieczeństwo XXI Wieku Szanse - Zagrożenia - Perspektywy - Aspekty bezpieczeństwa pracy, Sadłowska-Wrzesińska J. (red.), Wydawnictwo Naukowe Silva Rerum, 2020.
3. Sęk H. Pasikowski T. (red.). Stres - Zasoby - Zdrowie, Wydawnictwo Fundacji Humaniora, Poznań, 2000.

Breakdown of average student's workload

	Hours	ECTS
Total workload	50	2,00
Classes requiring direct contact with the teacher	30	1,50
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	20	0,50