

Subject card

Subject name and code	Diagnosis and Prevention of Stress (PTSD) as a Tool for Shaping Job Satisfaction, PG_00167382						
Field of study	Finance and Accounting, Information Science and Econometrics, Management, , Sport Management						
Date of commencement of studies	October 2023		Academic year of realisation of subject		2024/2025		
Education level	undergraduate studies		Subject group		Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		English English		
Semester of study	4		ECTS credits		2.0		
Learning profile	academic		Assessment form				
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Tomasz Kawka				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	15.0	0.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	15		0.0		0.0	15
Subject objectives	The modern and contemporary organization requires improving the quality of work and puts constant pressure on performance and competence development, especially of young employees. The purpose of the course is to prepare and mentally support the entry of young employees of generation Z into the labor market. The class is to have a workshop character and is to present the methodology of activities for reducing the sense of stress by stressed and reducing the experience of traumas associated with entering the labor market. Such behavior coincides with the concept of Post Traumatic Stress Disorder (PTSD). Therefore, in order to achieve the goals in the human capital model, it is very important to take care of employees' mental health, which translates into job satisfaction. Therefore, the long-term goal of the proposed course is to show the essence and importance of PTSD prevention, especially for the youngest generation Z. The classes will be interactive in nature with a profile that is not only lecture, but also workshop.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[ZARZL3_W13] The student knows advanced methods and techniques of managerial analysis to support the process of economic decision-making, and is familiar with sources of data and information from various fields of social sciences, especially management and quality sciences.	Knows advanced methods and techniques for building mental resilience in employees	[SW3] text preparation/written work
	[ZSSML3_K06] The student is ready to work in, co-create or manage a group. The student is able to think and act in an entrepreneurial manner.	Is able to think and act in an entrepreneurial manner to achieve the goals of caring for the mental health of employees, which translates into job satisfaction.	[SK6] demonstration of practical skills
	[liEL3_U03] The student is able to identify institutional-legal and social constraints on the functioning of economic structures and institutions and reflect them in modelling, forecasting and optimization.	Is able to identify the conditions for preparation and mental support of young generation Z employees as they enter the labor market	[SU5] implementation of a problem task
	[ZSSML3_U05] The student can correctly select and apply methods and tools used in management and quality sciences.	Is able to correctly select and apply methods and tools for building metabolic resilience and stress management.	[SU5] implementation of a problem task
	[ZISZL3_W01] Student has basic knowledge in the discipline of management and quality science and understands its relationship with other social sciences.	Has basic knowledge about the determinants of psychological threats in the work environment in the context of various social sciences	[SW4] test/exam - oral or written
	[ZISZL3_U10] He/she has the ability to prepare written works, multimedia presentations, presentations and conduct discussions (in Polish and a foreign language).	Has the ability to prepare presentations on the conditions and mechanisms of building mental resilience of employees	[SU6] demonstration of practical skills
	[ZISZL3_K08] He/she is ready to work in a team / teams, to co-create and manage them.	Is able to work in a team, co-create it and manage it in order to organize effective group work, reducing the level of traumatization at work	[SK6] demonstration of practical skills
	[ZARZL3_U05] The student can correctly select and apply advanced methods and tools used in management and quality sciences.	Is able to correctly select and apply methods and tools for building mental resilience and managing stress	[SU5] implementation of a problem task
	[FiRL3_K06] Creativity: - thinks creatively, is able to go beyond the usual patterns, - is able to think and act in an entrepreneurial manner, - is able to adapt flexibly to the requirements of the environment.	Able to think and act creatively under organizational stress	[SK1] oral statement/conversation/discussion
	[liEL3_K03] The student can work in, co-create and manage a team; adapts his/her behavior and conduct to his/her role in it; is ready to take responsibility for the team and bear the consequences; understands the necessity of regularity and consistency in action; is open to other team members and critical of himself.	Is able to work in a team, co-create it and manage it in order to organize effective group work, reducing the level of traumatization at work	[SK5] implementation of a problem task
	[ZSSML3_W13] The student knows advanced methods, techniques of management analysis to support the process of economic decision-making, as well as sources of data and information from various fields of social sciences.	Knows advanced methods and techniques for building mental resilience in employees	[SW4] test/exam - oral or written
	[liEL3_W03] The student has advanced knowledge of man as an entity that creates economic structures and institutions.	Has advanced knowledge about humans and their determinants of decision-making in organizational stress conditions	[SW1] oral statement/conversation/discussion

	Course outcome	Subject outcome	Method of verification
	[ZARZL3_K06] The student is ready to work in, co-create or manage a group. The student is able to think and act in an entrepreneurial manner.	Is able to think and act in an entrepreneurial manner to achieve the goals of caring for the mental health of employees, which translates into job satisfaction.	[SK5] implementation of a problem task
	[FiRL3_W04] The student has advanced knowledge of human as an entity that creates economic structures and the motives of his actions.	Has advanced knowledge about humans and the mechanisms of PTSD syndrome	[SW1] oral statement/conversation/discussion
	[FiRL3_U02] The student can acquire data from various sources to analyze specific economic processes and phenomena related to finance. Is able to use information technologies.	Is able to obtain data from various sources to analyze the mechanisms of PTSD syndrome in the work environment.	[SU4] test/exam - oral or written
Subject contents	1. Essence, significance and social and organizational background of PTSD Introduction to the phenomenon of PTSD, its definition, social and organizational context. 2. Basic knowledge about attitudes and behaviors of Generation Z Characteristics of Generation Z, their values, expectations and challenges related to functioning in the labor market. 3. The significance of the problem of lack of mental resilience for Generation Z Analysis of the consequences of low mental resilience in the context of entering the labor market. 4. Behavioral assessment and decomposition of PTSD syndromes Recognition of PTSD symptoms, analysis of their impact on professional and social functioning. 5. Concepts: compassion fatigue, burnout and job satisfaction Understanding key concepts related to mental burdens at work. 6. What is trauma and how to build mental resilience? Definition of trauma, strategies for building resilience and their application in the professional context. 7. Job Satisfaction as PTSD Prevention Assumptions and Background The Impact of Job Satisfaction on Reducing Stress and Trauma in the Workplace. 8. The Importance of Job Satisfaction in Today's Organization The Role of Employee Mental Health and Well-being in Organizational Effectiveness. 9. Intervention Technique Workshops: - Raise Model - Farchis 6C Model - Parenting in 6 Channels (BASIC PH Individual) - Safe Space - Planning and Integration Based on BASIC PH 10. Discussion Panel: Contemporary Mental Threats to Generation Z Entering the Labor Market.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	test wiedzyt	51.0%	100.0%
Recommended reading	Basic literature	1. Attachment Theory and Complex PTSD, Simple, Effective Techniques for Overcoming Trauma and Post-Traumatic Stress Disorder. Overcome Fear, anxiety, depression and Improve Your Life Emily Campbell, 2013 2. Key B., Complex PTSD Trauma and Recovery, Lightning Source Inc, 2014 3. Resick P., Monson C., Chard C., Cognitive Processing Therapy for PTSD: A Comprehensive Manual, The Guilford Press, 2014 4. Huges C., Smith S.L., Recognizing and Accommodating Employees with PTSD: The Intersection of Human Resource Development, Rehabilitation, and Psychology, New Horizons in Adult Education and Human Resource Development 28(2):27-3, DOI:10.1002/nha3.20136	

	Supplementary literature	Armstrong M., Armstrong's Hanbook of HRM Practice, KoganPage, 2020 Zawadzki B., Strelau J. (2008), Zaburzenia pourazowe jako następstwo kataklizmu, Nauka, nr 2. Ogińska-Bulik N. (2013), Pozytywne skutki wydarzeń traumatycznych, czyli kiedy łzy zamieniają się w perły, Warszawa, Difin. Ogińska-Bulik N. (2015), Dwa oblicza traumy. Negatywne i pozytywne skutki zdarzeń traumatycznych u pracowników służb ratowniczych, Warszawa, Difin. Lis-Turlejska M. (1998), Traumatyczny stres: Koncepcje i badania, Warszawa, Wydawnictwo Instytutu Psychologii PA Friedman M. J., Terence M., Resick P. A. (2010), Handbook of PTSD: Science and Practice, New York, Guilford Publications Inc Bryant R., Harvey A. G. (2011), Zespół ostrego stresu. Teoria, pomiar, terapia, Warszawa, Wydawnictwo Naukowe PWN.
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	How Job Satisfaction is Created Based on PTSD Prevention The Essence, Meaning, and Social and Organizational Background of PTSD Basic Knowledge of Generation Z Attitudes and Behaviors What is Trauma and How to Build Mental Resilience?	
Work placement	Not applicable	

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