



Subject card

Subject name and code	Well-being: Personal, Professional and Planetary Perspective, PG_00066597						
Field of study	Mathematics						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2024/2025		
Education level	second-cycle studies	Subject group			Humanistic-social subject group		
Mode of study	Full-time studies	Mode of delivery			e-learning		
Year of study	1	Language of instruction			English		
Semester of study	2	ECTS credits			2.0		
Learning profile	general academic profile	Assessment form			assessment		
Conducting unit	Department Of Management -> Faculty Of Management And Economics -> Wydziały Politechniki Gdańskiej						
Name and surname of lecturer (lecturers)	Subject supervisor		dr inż. Magdalena Fabjanowicz				
	Teachers		dr inż. Magdalena Fabjanowicz				
Lesson types and methods of instruction	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 30.0						
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	30		2.0		18.0	50
Subject objectives	<p>This course is based on the idea that achieving sustainable well-being requires a holistic approach, aligning personal, professional, and planetary welfare. It aims to foster wellness across these three dimensions by empowering individuals with the necessary knowledge and skills to enact meaningful action.</p> <p>Students will examine strategies for achieving well-being in three dimensions: personal, professional and planetary not only for the benefit of their own, but also for the broader community and environment. Through a combination of theoretical frameworks and practical applications, the course aims to promote holistic well-being that integrates the three dimensions.</p>						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[K7_W71] has general knowledge in humanistic, social, economic or legal sciences, including their fundamentals and applications		knows how to create a work culture supporting well-being at work		[SW2] Assessment of knowledge contained in presentation		
	[K7_K71] is able to explain the need to apply knowledge from humanistic, social, economic or legal sciences in order to function in a social environment		knows how to improve the awareness and skills of analysing the link between personal and planetary well-being		[SK5] Assessment of ability to solve problems that arise in practice		
	[K7_U71] is able to apply knowledge from humanistic, social, economic or legal sciences in order to solve problems		knows how to successfully implement short activities to improve their personal well-being (both physical and mental) in everyday life		[SU3] Assessment of ability to use knowledge gained from the subject		

Subject contents	<p>Module 1: Personal well-being</p> <ol style="list-style-type: none"> 1. Introduction to mindfulness, resilience, and mental health. 2. Strategies for maintaining physical health. 3. Role of personal values and goals in achieving well-being. <p>Module 2: Professional well-being</p> <ol style="list-style-type: none"> 1. Dynamic changes in working life and connection between resilience and professional wellbeing. 2. JD-R model and Job Crafting 3. Work-life balance and stress management. 4. Building culture supporting employee well-being. <p>Module 3: Planetary well-being</p> <ol style="list-style-type: none"> 1. Global challenges and strategies; absolute sustainability and planetary boundaries concept definition 2. Systematic view on planetary health 3. Sustainable consumption and production: from global to individual level 4. Environmental impact, economic/social cost of consumption <p>Module 4: Integration and Application</p> <ol style="list-style-type: none"> 1. Developing personal and professional well-being plans. 2. Implementing sustainable practices in daily life and career paths. 3. Case studies and group projects on creating a positive social and environmental impact. 											
Prerequisites and co-requisites	None.											
Assessment methods and criteria	<table border="1" data-bbox="448 799 1493 904"> <thead> <tr> <th data-bbox="448 799 794 835">Subject passing criteria</th> <th data-bbox="794 799 1141 835">Passing threshold</th> <th data-bbox="1141 799 1493 835">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 835 794 871">Learning diary</td> <td data-bbox="794 835 1141 871">60.0%</td> <td data-bbox="1141 835 1493 871">60.0%</td> </tr> <tr> <td data-bbox="448 871 794 904">Presentation</td> <td data-bbox="794 871 1141 904">60.0%</td> <td data-bbox="1141 871 1493 904">40.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Learning diary	60.0%	60.0%	Presentation	60.0%	40.0%
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Recommended reading	<p>Basic literature</p> <p>1) Jacob, J., Jovic, E., & Brinkerhoff, M. B. (2009). Personal and Planetary Well-being: Mindfulness Meditation, Pro-environmental Behavior and Personal Quality of Life. <i>Social Indicators Research</i>, 93(2), 275-294.</p> <p>2) Morrow, L. (2012). <i>People & Permaculture: Designing Personal, Collective and Planetary Well-being</i>. East Meon: Permanent Publications.</p> <p>3) Irvine, K. N., & Warber, S. L. (2002). Greening Healthcare: Practicing as if the Planet Mattered. <i>Journal of Environmental Psychology</i>, 22(3), 287-298.</p> <p>4) Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The Job Demands-Resources Model of Burnout. <i>Journal of Applied Psychology</i>, 86(3), 499-512. https://doi.org/10.1037/0021-9010.86.3.499</p> <p>5) Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources Model: State of the Art. <i>Journal of Managerial Psychology</i>, 22(3), 309-328. https://doi.org/10.1108/02683940710733115</p> <p>6) Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a Job: Revisioning Employees as Active Crafters of Their Work. <i>Academy of Management Review</i>, 26(2), 179-201. https://doi.org/10.5465/amr.2001.4378011</p>											

	Supplementary literature	<p>Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. (2012). The challenge of defining well-being. <i>International Journal of Wellbeing</i>, 2(3), 222-235. https://doi.org/10.5502/ijw.v2i3.4</p> <p>Benn, S., Dunphy, D., & Griffiths, A. (2014). <i>Organizational Change for Corporate Sustainability</i> (3rd ed.). Routledge.</p> <p>Kabat-Zinn, J. (1990). <i>Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness</i>. Bantam Dell.</p> <p>Bateson, G. (1972). <i>Steps to an Ecology of Mind: Collected Essays in Anthropology, Psychiatry, Evolution, and Epistemology</i>. University of Chicago Press.</p> <p>Stibbe, A. (Ed.). (2015). <i>The Handbook of Sustainability Literacy: Skills for a Changing World</i>. Green Books.</p> <p>O'Brien, C. (2016). <i>Education for Sustainable Happiness and Well-Being</i>. Routledge.</p> <p>Helliwell, J. F., Layard, R., & Sachs, J. D. (Eds.). (2020). <i>World Happiness Report 2020</i>. Sustainable Development Solutions Network.</p> <p>Seligman, M. E. P. (2011). <i>Flourish: A Visionary New Understanding of Happiness and Well-being</i>. Free Press.</p> <p>Raworth, K. (2017). <i>Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist</i>. Chelsea Green Publishing.</p> <p>Brown, K. W., & Kasser, T. (2005). Are psychological and ecological well-being compatible? The role of values, mindfulness, and lifestyle. <i>Social Indicators Research</i>, 74(2), 349-368. https://doi.org/10.1007/s11205-004-8207-8</p>
	eResources addresses	<p>Adresy na platformie eNauczenie:</p> <p>Well-being: Personal, Professional and Planetary Perspective - Moodle ID: 44137</p> <p>https://enauczenie.pg.edu.pl/moodle/course/view.php?id=44137</p>
Example issues/ example questions/ tasks being completed	<p>Self-exercise, aiming at adoption of positive daily routines and habits that enhance mental and physical well-being and describing it in a learning diary.</p> <p>The work ability house model, self-leadership and reflection, and sustainable leadership.</p> <p>Setting job-crafting goals into practice at studies and reflect on its success.</p>	
Work placement	Not applicable	

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