

DESCRIPTION OF THE COURSE OF STUDY

Course code	0912.4.LEK.A.YM	
Name of the course in	Polish	Zarządzanie sobą w czasie
	English	Yourself management

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	Medicine
1.2. Mode of study	Full-time
1.3. Level of study	Uniform Master's studies
1.4. Profile of study*	General academic
1.5. Person preparing the course description	Mgr Laura Oseka
1.6. Contact	laura.oseka@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	English
2.2. Prerequisites*	

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	Classes: 30h(including 10h of e-learning)	
3.2. Place of classes		
3.3. Form of assessment	Credit with grade	
3.4. Teaching methods	Classes Multiple Discussion (group), Activating Learning-Case Studies, Simulation Method Project Work.	
3.5. Bibliography	Required reading	Abdaal, A. (2023). <i>Feel-Good Productivity: How to Do More of What Matters to You</i> . William Collins. Burkeman, O. (2021). <i>Four Thousand Weeks: Time Management for Mortals</i> . Farrar, Straus and Giroux. Harvard Business Review Press. (2018). <i>HBR's 10 Must Reads on Managing Yourself (Updated and Expanded Edition)</i> . Harvard Business Review Press. Newport, C. (2024). <i>Slow Productivity: The Lost Art of Accomplishment Without Burnout</i> . Portfolio.
	Further reading	Clear, J. (2018). <i>Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones</i> . Avery. Duhigg, C. (2012). <i>The Power of Habit: Why We Do What We Do in Life and Business</i> . Random House. Scott, S. J. (2014). <i>Habit Stacking: 97 Small Life Changes That Take Five Minutes or Less</i> . CreateSpace Independent Publishing Platform.

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED TEACHING OUTCOMES

4.1. Course objectives (including form of classes)

Knowledge

1. Explain the principles of learning, unlearning, and their connection to "Good Work" and mindset.
2. Describe the characteristics of a productive mindset, including the sources of habits that can hinder personal goals.
3. Identify the signs and triggers of stress, and distinguish between "good stress" and "bad stress."
4. Recognize the key components of effective team performance, such as responsibility and alignment.

Abilities

1. Apply productivity-enhancing systems and digital tools to improve personal effectiveness and manage time.
2. Analyze and unlearn habits that hinder their personal and professional goals, and align their actions with their personal vision.
3. Implement strategies for managing stress and reducing barriers to productivity.

Social Competencies

1. Collaborate with team members by applying a systemic lens to "Good Work," recognizing and addressing both alignment and misalignment.
2. Engage in professional networking to build a supportive community and advance their careers.
3. Communicate their personal brand effectively in professional settings.

E-Learning:

Knowledge

1. Define productivity metrics and systems for personal effectiveness.
2. Explain the concepts of personal branding and its digital applications.
3. Identify different types of professional networks and the benefits of each.
4. Describe the relationship between mindset and personal effectiveness.

Abilities

1. Integrate digital tools to measure and improve personal productivity.
2. Conduct a self-reflection exercise to identify and unlearn habits.
3. Develop a personal vision statement and align their goals with it.

4.2. Detailed syllabus (including form of classes)

Classes

1: Familiarization with the detailed syllabus, learning outcomes, the subject requirements in connection with the explanation of the project. Discussion about basic areas of life which will be discussed in class

2 : Foundations of Self-Management

- Introduction to Good Work: Defining excellence, engagement, and ethics in a professional context; Mindset and Habits; The Unlearning Process

3: Personal Effectiveness & Productivity

- Productivity Systems; Time Management in a Digital Age; Digital Tools; Metrics for Productivity

Stress and Emotions Management

- The Nature of Stress; Identifying Stress and Emotional Triggers; Coping Mechanisms; Emotional Regulation; Work-Life Integration

5: Team Collaboration & Responsibility

- Systemic Lens on Good Work; Roles and Responsibility

E-Learning

Unlearning and Self-Reflection

- Self-Assessment Quizzes; Interactive Activities; Guided Journaling

Time and Resource Management

- Video Tutorials; Simulations

(including e-learning)

4.3. Education outcomes in the discipline

Code	A student, who passed the course	Relation to teaching outcomes
within the scope of KNOWLEDGE :		
W01	... The psycho-physical development of a person from birth to death, including the specifics of physical, emotional, cognitive, and social development;	D.W1.
W02	...Human behaviors that promote health and the principles of motivating patients towards health-promoting behaviors (Prochaska and DiClemente's change model, motivational interviewing);	D.W3.
within the scope of ABILITIES , the graduate knows how to:		
U01	...Demonstrate responsibility for improving one's qualifications and sharing knowledge with others;	D.U4.
U02	... Develop and refine self-awareness, the ability for self-reflection, and self-care, and contemplate with others one's own communication and behavior;	D.U7.
within the scope of SOCIAL COMPETENCE :		
K01	...recognize his/her own limitations and self-evaluate educational deficiencies and needs;	K.S5.
K02	...use reliable information sources;	K.S7.
K03	...take responsibility for own decisions made during professional activities including own safety and safety of other people;	K.S11.

4.4. Methods of assessment of the intended teaching outcomes

Teaching outcomes (code)	Method of assessment (+/-)																				
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* Observation		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes		
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01																					
U01																					
K01-K03																					

*delete as appropriate

4.5. Criteria of assessment of the intended teaching outcomes

Form of classes	Grade	Criterion of assessment
Classes (C) (including e-learning)	3	Demonstrates knowledge of the basic principles and their uses, and demonstrates both enough ability and willingness to use this knowledge for a minimally passing grade 61%-68%
	3,5	Knows and understands some concepts, and shows willingness and basic understanding of its use 69%-76%
	4	Knows the material and shows promise of using this knowledge satisfactorily in the future 77%-84%
	4,5	Knows and understands the material and demonstrates a working ability to use this knowledge 85%-92%
	5	Knows, understands, and shows thorough comprehension of the material and has excellent abilities 93%-100%

5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload
	Full-time studies
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/	30

Participation in lectures*	
Participation in classes, seminars, laboratories*	30
Preparation in the exam/ final test*	
Others*	
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	20
Preparation for the lecture*	
Preparation for the classes, seminars, laboratories*	20
Preparation for the exam/test*	
Gathering materials for the project/Internet query*	
Preparation of multimedia presentation	
Others*	
TOTAL NUMBER OF HOURS	50
ECTS credits for the course of study	2

***delete as appropriate**

Accepted for execution (date and signatures of the teachers running the course in the given academic year)

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