Syllabus of an educational component of a degree programme

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| Name of unit conducting a component | *Doctoral School of Social Sciences* |
| Name of an educational component | **Mental health in academia** |
| Language of education | English |
| Goals of education | There are two main goals of this course – familiarization of the PhD students with potentially psychologically challenging and protecting factors of working in academia and equipping them with tools that may improve their psychological wellbeing in the process of acquiring a PhD.  During this course we will discuss both systemic (such as e.g. various academic bad practices, experiences of unequal treatment, discrimination) and individual (e.g. impostor syndrome, excessive self-criticism or perfectionism) factors contributing to mental health challenges in academia from interdisciplinary point of view. The discussions will be based on research papers, columns in periodicals devoted to higher education (e.g. Nature) and participants’ experiences. Finally, we will discuss practical ways of creating a supportive studying environment and specific psychological skills that can facilitate the process of obtaining a PhD without compromising mental health status of the student. |

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| Learning outcomes of an educational component | W2 Knows and understands the main issues related to mental health and academia  U1 Is able to use knowledge from various fields of science, including primarily the area of social sciences, to creatively identify, formulate and innovatively solve complex problems related to mental health in academia  K4 Is ready to think and act in an entrepreneurial way, create new ideas and seek - in cooperation with people representing other disciplines - innovative solutions in order to solve problems related to mental health in academia |
| Verification methods and assessment criteria of learning outcomes obtained by students | Group project: writing and disseminating a short report devoted to evidence-and-experience-based  recommendations for mental health prophylaxis and selfcare in academia |
| Type of an educational component (obligatory/optional) | Optional |
| Year of study | I - IV |
| Semester | Winter |
| Name and surname of the coordinator of a component and/or person/s conducting a component | Dr Joanna Grzymała-Moszczyńska  Dr Weronika Kałwak |

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| Name and surname of person/s conducting an examination or granting credit in the case when this sposóis other person than conducting a component | as above3 |
| Manner of completion | Workshop |
| Preliminary and additional requirements | None |
| Type and number of hours of courses requiring direct participation of academic  staff and students, if in a given component such courses are included | Workshop – 30 h |
| Number of ECTS credits assigned to a component | 2 ECTS |
| Balance of ECTS credits | Classes: 30 hours  Student's own work: 30 hours   * *preparing for classes: 15 hours* * *final project preparation: 15 hours* |
| Applied teaching methods | Workshop, discussion, group projects |

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| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component | In order to pass the course students will be obliged to participate in a group project. The aim of the project is preparing and disseminating a short report devoted to evidence-and-experience-based recommendations for mental health prophylaxis and self-care in academia.  Attendance includes reading assigned paper(s). Every student is expected to think critically about the reading and contribute to the discussion. Max. one absence without consequences. For every additional, justified absence the student will be obliged to write a short essay (~300 words) connected with the topic covered during the class. |
| Content of an educational module  (with division into forms of courses completion) | * Symptoms of burnout, anxiety and depression, imposter syndrome, perfectionism as expressions of academic settings * Individual and systemic sources of healthy coping strategies * PhD studies from the developmental perspective * Prevention of discrimination and sexual harrasment in academia * Studies, researchers’ testimony and individual experience as a base for mental health self-care and prophylaxis in academia |
| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component | Else, H. (2017). Academics face higher mental health risk than other professions. *Times Higher Education.*  Fowler, S. (2015). Burnout and depression in academia: A look at the discourse of the university. *Empedocles: European Journal for the Philosophy of Communication, 6*(2), 155-167.  Jaremka, L. M., Ackerman, J. M., Gawronski, B., Rule, N. O., Sweeny, K., Tropp, L. R., ... & Vick, S. B. (2020).  Common Academic Experiences No One Talks About:  Repeated Rejection, Impostor Syndrome, and Burnout.  *Perspectives on Psychological Science, 15*(3), 519-543.  Nagoski, E., & Nagoski, A. (2020). *Burnout: The secret to unlocking the stress cycle.* Ballantine Books.  Powell, K. (2017). Work–life balance: Break or burn out. *Nature 545*, 375–377.  Kim, Y. J., & Faber, E. (2019). What medicine can teach academia about preventing burnout. *Nature*.  Samardzic, K. (2019). What I wish my friends and family knew about my PhD. *Nature.* |