

DEREE COLLEGE SYLLABUS FOR: PS 4723 STRESS AND WELL-BEING		3/0/3		
(Previously PS 4723 STRESS AND COPING) (Updated Spring 2022)		UK LEVEL6 UK CREDITS:15		
PREREQUISITES:	PS 1000 Psychology as a Natural Science – L 4 PS 1001 Psychology as a Social Science – L 4 PS 2236 Human Learning & Memory – L4 PS 2260 Introduction to Statistical Thinking-L4 PS 2347 Analysis of Quantitative Data– L4 PS 3630 Biological Psychology – L5 BI 1000 Introduction to Biology I – L4			
CATALOG DESCRIPTION:	The scientific study of the causes, consequences, and coping mechanisms of stress. Adjustments in interpersonal relationships, college life, and in the workplace are examined. Societal implications for mental capital and wellbeing are explored.			
RATIONALE:	This module offers an in-depth study of stress and stress management, applying recent scientific information to life situations. It is aimed at both psychology majors, and other students interested in the study of stress and overall wellbeing. It complements knowledge possessed by students in business and management, examining occupational stress, and spill over effects in work-life balance and personal wellbeing.			
LEARNING OUTCOMES:	Upon completion of this module, the student should be able to: <ol style="list-style-type: none"> 1. Evaluate the main life stressors, and relate theories, and empirical findings to the underpinnings and development of this scientific field. 2. Demonstrate in depth understanding of the physiological and psychological responses to stress in humans. 3. Critically evaluate the process of stress, strain and wellbeing in various domains of the life cycle, as well as within the context of various interpersonal relationships and cultural settings. 4. Critically discuss strategies and techniques for decreasing stressful behaviours. 			
METHOD OF TEACHING AND LEARNING:	In line with the teaching and learning strategy of the college, the following tools will be used: <ul style="list-style-type: none"> ➤ Class lectures and discussions ➤ In-class experiential exercises ➤ Office hours ➤ Use of Blackboard Site 			
ASSESSMENT:	Summative: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1st assessment: Individual Project</td> <td style="width: 30%; text-align: center;">40%</td> </tr> </table>		1st assessment: Individual Project	40%
1st assessment: Individual Project	40%			

	<table border="1" data-bbox="686 195 1430 359"> <tr> <td data-bbox="686 195 1252 226">choice 1 out of 2 thematic subjects</td> <td data-bbox="1252 195 1430 226"></td> </tr> <tr> <td data-bbox="686 226 1252 296">2nd assessment: Application Assignments</td> <td data-bbox="1252 226 1430 296">10%</td> </tr> <tr> <td data-bbox="686 296 1252 359">Final assessment: Examination Essay questions</td> <td data-bbox="1252 296 1430 359">50%</td> </tr> </table> <p data-bbox="686 394 1373 485">The 1st assessment tests Learning Outcomes: 1,2,3. The 2nd assessment tests Learning Outcomes: 1,2,3,4. The final assessment tests Learning Outcomes: 1,2,3,4.</p> <p data-bbox="686 520 1495 705">The final grade for this module will be determined by averaging all summative (major) assessment grades, based on predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is above 40, students are not required to resit any failed assessments.</p>	choice 1 out of 2 thematic subjects		2nd assessment: Application Assignments	10%	Final assessment: Examination Essay questions	50%
choice 1 out of 2 thematic subjects							
2nd assessment: Application Assignments	10%						
Final assessment: Examination Essay questions	50%						
<p data-bbox="245 772 548 804">INDICATIVE READING:</p>	<p data-bbox="686 772 976 804">REQUIRED READING:</p> <p data-bbox="686 835 1495 898">Greenberg, Jerrold, S. <i>Comprehensive Stress Management</i>. NY: McGraw-Hill, latest edition.</p> <p data-bbox="686 961 1052 993">RECOMMENDED READING:</p> <p data-bbox="686 1024 1495 1087">Acker, S., and Armenti, C. (2014). Sleepless in Academia. <i>Gender and Education</i>, 16 (1) 3-24.</p> <p data-bbox="686 1119 1446 1213">Band, E., & Weisz. (1988) How to feel better when it feels bad: Children's Perspectives on Coping with Everyday Stress. <i>Developmental Psychology</i>, 24, 247-53.</p> <p data-bbox="686 1245 1446 1339">Bevan, S., Brinkley, I., Bajorek, R., & Cooper, C.L. (2018). <i>21st Century Workforces and Workplaces</i>. London: Bloomsbury Business.</p> <p data-bbox="686 1371 1446 1465">Burke, R. J. (1984) Beliefs and Fears Underlying Type A Behaviour: What makes Sammy run so fast and aggressively? <i>Journal of Human Stress</i>, 10, 174-182.</p> <p data-bbox="686 1497 1446 1560">Cooper, C.L. Field, J., Goswami, U., Jenkins, S. (2009). <i>Mental Capital and Wellbeing</i>. Oxford: Wiley-Blackwell.</p> <p data-bbox="686 1591 1438 1623">Cooper, C.L. (2009). <i>Stress and Wellbeing</i>. Wiley Publication.</p> <p data-bbox="686 1654 1393 1749">Cooper, C.L. (2013). <i>From Stress to Wellbeing: Stress Management & Enhancing Wellbeing</i>. Volume 2. Palgrave Macmillan UK.</p> <p data-bbox="686 1780 1471 1875">Donaldson-Fiedler, E., Yarker, J. & Lewis, R. (2011). <i>Preventing Stress in Organizations: How to Develop Positive Managers</i>. Wiley.</p>						

	<p>Fotinos-Ventouratos, R.S.J. (2019). <i>The Psychological and Social Implications of the Gender Wage Gap</i>. In. Women, Business and Leadership. Cooper, C.L., Antoniou, A.S., and Gattrell, C. Edward Elgar Publishing: Cheltenham, UK. Northampton, MA, USA.</p> <p>Fotinos-Ventouratos, R.S.J & Cooper, C.L. Sir (2015). <i>The Economic Crisis and Occupational Stress</i>. Edward Elgar Publishing: Cheltenham, UK. Northampton, MA, USA.</p> <p>Furness, P. (2018). <i>A Practical Guide to Well-Being: Live Well & Stress Free</i>. Practical Guide Series.</p> <p>Kato, T. (2012). Development of the Coping Flexibility Scale: Evidence for the coping flexibility hypothesis. <i>Journal of Counselling Psychology</i> 59, 262-273.</p> <p>Lewis, S., & Cooper, C.L. (2005). <i>Work-Life Integration</i>. Wiley.</p> <p>Madelon L., M., Hooff, V. and De Pater, R.E. (2019). Daily associations between basic psychological need satisfaction and well-being at work. The moderating role of need strength. <i>Journal of Occupational and Organizational Psychology</i>. Vol. 92, Part 4, 1027 – 1035.</p> <p>Palmer, S. & Cooper, C.L. (2010) <i>How to Deal with Stress</i>. London: Kogan Page.</p> <p>Park, C.L. (2004). The notion of growth following stressful life experiences: Problems and prospects. <i>Psychological Inquiry</i> 15, 69-76.</p> <p>Ryckman, R.M., & Hourston, D. M. (2003). Value priorities in American and British female and male university students, <i>Journal of Social Psychology</i>, 143 (1), 127-138.</p> <p>Strawbridge, W.J. Deleger, S., Roberst, R.E., and Kaplan, G.A (2002). Physical Activity Reduces the Risk of Subsequent Depression for Older Adults. <i>American Journal of Epidemiology</i> 156, 328-334.</p> <p>Quick, J.C., Murphy, L.R., Hurrell, J.J. (1992). Stress and Well Being at Work. Assessment and Interventions for Occupational Mental Health. <i>American Psychological Association</i>. Washington DC.</p> <p>Worrall, L. And Cooper C.L. (2012). <i>The Quality of Working Life 2012: Managers' Wellbeing, Motivation and Productivity</i>. London: Chartered Management Institute (CMI).</p>
INDICATIVE MATERIAL:	REQUIRED MATERIAL: N/A

<p>(e.g. audiovisual, digital material, etc.)</p>	<p>RECOMMENDED MATERIAL:</p> <p>British Journal of Psychology.</p> <p>Cox, T. <i>Stress</i>. Macmillan: London, latest edition.</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➤ Office hours. ➤ Full use of the library is mandatory.
<p>SOFTWARE REQUIREMENTS:</p>	<p>MS Office, Blackboard, Search Engines</p>
<p>WWW RESOURCES:</p>	<p>The British Psychological Society www.bps.org.uk</p> <p>The American Institute of Stress www.stress.org</p> <p>The American Psychological Association www.apa.org</p>
<p>INDICATIVE CONTENT:</p>	<ol style="list-style-type: none"> 1. The Scientific and theoretical Concept of Stress 2. Stress Psychophysiology and Links to Illness and Disease 3. The Process of Stress-Strain examined. 4. Stress and Adjustments in the context of interpersonal relationships, occupational settings and college life. 5. Life-situation and perception interventions 6. Comprehensive stress management and well-being strategies applied.