Appendix No. 1.5 to the Resolution No. 7/2023

of the Rector of the University of Rzeszów

**SYLLABUS**

**regarding the qualification cycle FROM 2024TO2026**

1.Basic Course/Module Information

|  |  |
| --- | --- |
| Course/Module title | *Psychology of stress and coping mechanisms* |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | *College of Social Sciences* |
| Name of the unit running the course | *Institute of Psychology* |
| Field of study | *Psychology, Education, Sociology, Economics, Political Sciences, Law* |
| Qualification level  | *BA, MA* |
| Profile |  |
| Study mode | *Full time* |
| Year and semester of studies | *2024, summer semester* |
| Course type | Classes |
| Language of instruction | English |
| Coordinator | Tomaszek Katarzyna, PhD |
| Course instructor | Tomaszek Katarzyna, PhD |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Laboratories | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| 2 | - | 10 | - | - | - | - | - | 2 |

1.2. Course delivery methods

Classes conducted in a traditional way

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

Pass with a grade

2.Prerequisites

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| Basic knowledge on psychological terms and conceptsIntermediate- advanced English proficiency  |

3.Objectives, Learning Outcomes, Course Content, and Instructional Methods

The course offers an introduction to stress and coping psychology, including analyzing positive and negative consequences of stress in human lives. The topics discussed during classes cover such as the stress definitions, classical and modern stress approaches in psychology, stress and human health, burnout syndrome, ways of supporting people with chronic stress.

3.1.Course/Module objectives

|  |  |
| --- | --- |
| O1 | *Acquainting students with the knowledge of stress concepts and psychological stress theories* |
| O2 | *Acquainting students with the knowledge of the impact of stress on human, health, emotional, cognitive and social functioning* |
| O3 | *Acquainting students with the knowledge of stress management theories* |
| O4 | *Acquiring skills to understand and identify the process of burnout and its different patterns in children, adolescents and adults* |
| O5 | *Acquiring the skill of using knowledge to support people with chronic stress*  |

3.2.Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Student will define basic terms from psychology of stress: definitions, types, theories |  |
| LO\_02 | Student will understand psychological theories of stress, coping, and burnout syndrome |  |
| LO\_03 | Student will list and recognize symptoms of stress and its impact on human functioning |  |
| LO\_o4 | Student will be able to analyze various consequences of chronic stress and ineffective coping strategies  |  |
| LO\_05 | Student will be able to suggest ways of interventions for children, adolescents and adults suffered from chronic stress  |  |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| --- |
| Content outline |
| - |
| - |
| - |

1. Classes, laboratories, seminars, practical classes

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| --- |
| Content outline  |
| 1.Psychological understanding of stress as a response, stimulus, and *transaction*.  |
| 2.Stress types, common causes, and protective factors |
| 3.Stress impact on human body, cognitive processes (thinking, memory abilities, attention), emotional processes (emotional regulation) |
| 4.Classical and new theories of stress and coping: Selye's theory of `systemic stress*’*; T**ransactional theory of stress and coping** (TTSC) by Lazarus and Folkman; Hobfoll’s Conservation of Resources (COR*)* Theory Brosschot’s Generalized Unsafety Theory of Stress (GUTS) ; Stress mindset theory |
| 5. Burnout syndrome: symptoms, risk factors, adverse consequences throughout the life span |
| 6. Psychological interventions supporting people with chronic stress |

3.4.Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments*

Text analysis, Discussion, Case study, Practical project, Group work**,** Students presentations, didactic film, reading assignments, demonstrations

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | Attendance and discussion during the classes based on the obligatory literature, Students presentation, Group work. Written test | classes |
| LO-o2 | Attendance and discussion during the classes based on the obligatory literature, Students presentation, Case study, Practical project, Group work, Written test | classes |
| LO-o3 | Attendance and discussion during the classes based on the obligatory literature, Text analysis Students presentation, Written test, | classes |
| LO-o4 | Attendance and discussion during the classes based on the obligatory literature, Students presentation, Practical project, Text analysis, Case study | classes |
| LO-o5 | Attendance and discussion during the classes based on the obligatory literature , Students presentation , Practical project, Case study | classes |

4.2 Course assessment criteria

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| --- |
| **1. Final test:** There will be a test at the end of the classes (test: multiple choice, true/false and open cloze). The test will cover the text and lecture material.0-50% - 2.0 50-59%-3.0 60-69% -3.570-79%-4.0 80-89% - 4.5 90-100%-5.0 2. Individual Project – students’ presentation : Based on the literature student will have to prepare a presentation on the selected issue i.e. theory of stress or coping 3. Practical project - Case Study: Student will write a case report of a person struggling with exam stress and propose ways of supporting 4. Attendance: 100% attendance on classes5. Active participation in exercises during classes |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Course hours | 10 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 |
| Non-contact hours - student's own work (collected material and preparation for classes) | 15 |
| Non-contact hours - student's own work: on the basis of the collected material to prepare a case study based on the given criteria. | 20 |
| Total number of hours | 50 |
| Total number of ECTS credits | 2 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| --- | --- |
| Number of hours | *-* |
| Internship regulations and procedures | *-* |

7. Instructional materials

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| Compulsory literature:* Adrian Kennedy, Savita Date. *Health Psychology & Stress Management*.
* Cary L. Cooper and James Campbell Quick , *The handbook of stress and health. A guide to research and practice.*
* Verane Braissand**.** Stress Management. Approaches for preventing and reducing stress. Harvard Health Publications
* Keller Hellen *The Nature of Stress. Chapter 1.*
* Charles Stangor and Jennifer Walinga*, Introduction to Psychology, Chapter 16: Health, Stress and Coping.* [*https://opentextbc.ca/introductiontopsychology/chapter/15-2-stress-and-coping/*](https://opentextbc.ca/introductiontopsychology/chapter/15-2-stress-and-coping/)
* Crum, A.J.; Salovey, P.; Achor, S. (2013). Rethinking stress: The role of mindsets in determining the stress response. J. Personal. Soc. Psychol., 104, 716–733.
* Articles prepared by the lecturer
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| Complementary literature: * Articles prepared by the lecturer
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Approved by the Head of the Department or an authorised person