

Stress, Coping and Health

Code: 43875
ECTS Credits: 6

Degree	Type	Year	Semester
4316222 Research in Clinical and Health Psychology	OT	0	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)

Other comments on languages

Some of the readings will be in English

Teachers

Jenny Moix Queralto
Antoni Sanz Ruíz

Prerequisites

No previous requirements

Objectives and Contextualisation

The objective of this module is to provide students with an expert knowledge of current models of stress and coping research that allow them to analyze and evaluate applications in the health field, as well as design research protocols in this field.

Competences

- Analyze critically the most current theories, models and methods of psychological research in the field of clinical and health psychology.
- Apply the outstanding ethical principles and act accordingly to the deontological code for the profession in the scientific research practice.
- Continue the learning process, to a large extent autonomously.
- Pose relevant and new research questions in clinical and health psychology depending on the bibliography consulted.
- Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
- Select adequate instruments of psychological assessment for the objectives of a research project in clinical and health psychology in different fields: medical or other.

- Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Learning Outcomes

1. Apply stress models to little-researched health problems in interdisciplinary areas.
2. Apply the outstanding ethical principles and act accordingly to the deontological code for the profession in the scientific research practice.
3. Continue the learning process, to a large extent autonomously.
4. Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
5. Understand and know how to apply assessment instruments for stress and confrontation.
6. Understand and relate theoretical models which guide research in the area of stress.
7. Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Content

Stress study models (psychological, psychosocial and transactional)

Methodology of stress assessment (objective, self-report and ecological longitudinal measurements).

Stress and risk of illness.

Stress and chronic diseases.

Stress and disability.

Stress and work.

Stress and cognitive performance.

Stress management strategies.

Methodology

The teaching will be taught online, students will find the readings and exercises to be performed each week.

A group work will be carried out with a collaborative methodology that will consist of developing a research project in the field of stress, coping and health.

Synchronous online sessions are held with the whole group, or with subgroups, to track activities.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminar	37.5	1.5	1, 2, 6, 5, 7
Type: Supervised			
Collaborative work	7.5	0.3	1, 4, 5, 3
Type: Autonomous			

Assessment

The final grade will set up of:

- Ev 1. Student's portfolio. Weight: 40% Portfolio of the student that gathers the evidences of autonomous learning, summary of the readings and sessions of the seminar. Online submission of written evidence. Week 13.
- Ev 2. Collaborative work. Weight: 40% Collaborative work: It includes the elaboration process and the results in written online presentation. Week 16.
- Ev 3. Collaborative work: presentation. Weight: 20%. Online face-to-face presentation of collaborative work along with contributions and criticisms to the rest of the works. Week 17.

It is considered approved as of the grade of 5. Once the subject has been passed (grade 5), any action cannot be established to improve the final grade. Whoever has given evidence of learning with a weight equal to or greater than 4 points (40%) will be considered as evaluable. Those who have passed a minimum of 2/3 of the total grade and have not passed the course can opt for recovery, which will consist of complementary activities or a synthesis exam that will assign each student the module coordinator. The maximum score that can be obtained in the recovery test is a 5.

In any case, the Guidelines for the evaluation of the qualifications of the Psychology Faculty 2019-209 will be applied:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev 1. Student's portfolio	40%	0	0	1, 2, 5
Ev 2. Collaborative work	40%	0	0	2, 4, 6, 5, 3
Ev 3. Presentation of collaborative work.	20%	0	0	3, 7

Bibliography

Main book: Fernández-Castro, J. (2020). *Leibérate del Estres*. Barcelona: RBA.

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Gutiérrez, T., Raich, R.M., Sánchez, D. y Deus, J. (2003). *Instrumentos de evaluación en Psicología de la Salud*. Madrid: Alianza.

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Robles, H. y Peralta, M.I. (2007). *Programa para el control del estrés*. Madrid: Pirámide.

Sapolsky, R. M. (2008). *¿Por qué las cebras no tienen úlcera? La guía del estrés*. Madrid: Alianza.

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Taylor, S.E. and Stanton, A. (2007). Coping Resources, Coping Processes, and Mental Health. *Annu. Rev. Clin. Psychol.* 3:377-401

Valdés, M. (2016). *El estrés. Desde la biología hasta la clínica*. Barcelona: Siglantana.

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WEB:

http://cancer.ucsf.edu/people/folkman_susan.php (Comprehensive cancer center. university of California)

<http://www.star-society.org/index.html> (Stress and Anxiety Research Society)

<http://www.deakin.edu.au/research/acqol/index.htm> (Australian center on quality of life)