

**Stress, Coping and Health**

Code: 43875  
ECTS Credits: 6

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

## Contact

Name: Antonio Sanz Ruíz

Email: antonio.sanz@uab.cat

## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Jordi Fernández Castro

Joana Moix Queralto

## 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

This module will be developed in two parts, the first will be an update of research in the field of stress, coping and health. In these sessions, part of the time will be devoted to the presentation of the teachers, another to the discussion of readings provided prior to moodle and the remaining time (approximately a half of the total) to the realization of individual or group exercises.

The second part of the module will be carried out with a collaborative methodology that will consist of developing, as a group, a research project in the field of stress, coping and health. The sessions will consist of group meetings supervised by teachers.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## 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			
Readings and assignments	105	4.2	4, 6, 3

## 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. Around week 13.
  - Ev 2. **Collaborative work.** Weight: 30% Collaborative work: It includes the elaboration process and the results in written online presentation. Around week 16.
  - Ev 3. **Collaborative work: presentation.** Weight: 30%. Online face-to-face presentation of collaborative work. Around 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 subject's coordinator. The maximum score that can be obtained in the recovery test is a 5.
- This subject does not allow unique assessment.
- 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	30%	0	0	2, 4, 6, 5, 3
Ev 3. Presentation of collaborative work.	30%	0	0	3, 7

## Bibliography

Main book: Fernández-Castro, J. (2020). Libérate del Estrés. Barcelona: RBA.

Avia, M.D. i Vázquez, C. (1998). Optimismo inteligente. Madrid: Alianza editorial.

- Taylor, S.H. (2007). *Psicología de la Salud (7ª Edición)*. México: McGraw-Hill.
- Álava, M. J. (2003). *La inutilidad del sufrimiento*. Madrid: La esfera de los libros.
- Brannon, L. y Feist (2001). *Psicología de la Salud*. Madrid: Paraninfo.
- Fernández-Abascal, E.G. (Ed.) (2009). *Emociones Positivas*. Madrid: Pirámide.
- Fernández-Abascal, E.G. i Palmero, F. (Eds.) (1999). *Emociones y Salud*. Barcelona: Ariel.
- Fernandez-Castro, J., Rovira, T., Doval, E., Edo, S. (2009). Optimism and perceived competence: The same or different constructs? *Personality And Individual Differences*, 46(7), 735-740.
- Gil-Monte, P. y Peiró, J.M. (1997). *Desgaste psíquico en el trabajo: El síndrome de quemarse*. Madrid: Síntesis.
- Gutiérrez, T., Raich, R.M., Sánchez, D. y Deus, J. (2003). *Instrumentos de evaluación en Psicología de la Salud*. Madrid: Alianza.
- Jones, Fiona & Bright, Jim (2001). *Stress. Mith, theory and Research*. Harlow (UK): Pearson-Prentice Hall.
- Kemeny, M.E. (2003). The Psychobiology of Stress. *Current directions in psychological science*, 12(4), 124-129.
- Lazarus, R.S. (1999). *Stress and emotion: A new synthesis*. New York, US: Springer Publishing Company.
- Marks, D.F. (2002). Freedom, Responsibility and Power: Contrasting Approaches to Health Psychology . *Journal of Health Psychology*, 7(1), 5-19.
- Morrison, V. y Bennett (2008). *Psicología de la Salud*. Madrid: Pearson.
- Murray, M. and Campbell C. (2003). Living in a material World: Reflecting on some assumptions of Health. *Psychology. Journal of Health Psychology*, 8(2), 231-236.
- Ogden, J. (2005) *Health Psychology*. London: McGraw- Hill Education
- 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.
- Smith, Jonathan (1993). *Understandig stress and coping*. New York: MacMillan Publising company.
- Taylor, S.E. (1991). *Health Psychology*. New York: McGraw-Hill.
- 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.
- Vázquez, C., Hervás, G. (2009). *La Ciencia del bienestar : fundamentos de una psicología positiva*. Madrid: Alianza

WEB:

[http://cancer.ucsf.edu/people/folkman\\_susan.php](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)

## **Software**

Students must have TEAMS and the data analysis programs used in this master's degree.