

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PSYCHOLOGY		
<b>LEVEL OF STUDIES</b>	PRE-GRADUATE		
<b>COURSE CODE</b>	<b>Ψ4602</b>	<b>SEMESTER</b>	<b>7<sup>th</sup></b>
<b>COURSE TITLE</b>	STRESS MANAGEMENT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES AND VIDEO PRESENTATIONS	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT (WORKSHOP)		
<b>PREREQUISITE COURSES:</b>	PSYCHOLOGY AND HEALTH (Ψ3601) OR ADULT PSYCHOPATHOLOGY (Ψ4602; RESEARCH METHODOLOGY		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=113">https://elearn.uoc.gr/course/view.php?id=113</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>In this workshop, students will learn stress management skills and knowledge about how to organize related intervention programs. The workshop builds on basic theoretical approaches in the field of Clinical Psychology – Health Psychology that were taught in background courses (e.g., Psychology and Health, Psychopathology). It focuses on and delves into those fields of study in Psychology and Health that relate to stress, its management, and its importance for better adaptation to stressful conditions. In addition to transferring specific skills, it delves into the scientific basis of stress and stress management theories and related scientific research.</p> <p>During the meetings, students are expected to:</p> <ul style="list-style-type: none"> <li>• be trained in the use of basic stress management strategies,</li> <li>• understand how to use stress management to facilitate adaptation to stressful situations,</li> <li>• understand how to develop comprehensive stress management programs.</li> </ul>

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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Search for, analysis and synthesis of data and information, with the use of the necessary technology

Team work

Decision-making

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of new ideas

Production of free, creative and inductive thinking

### (3) SYLLABUS

The course content is linked to the five core areas of the curriculum: (Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Rehabilitation [5])

Week 1: Presentation of the workshop organization. Review of stress theories [1, 2]

Week 2: Basic principles of stress management [2, 3, 5]

Week 3: Strategies for reducing arousal (e.g., neuromuscular relaxation, autogenic exercises) [2, 3, 4]

Week 4: Strategies for reducing arousal – review and continuation [4]

Week 5: Clarification of stressful situations. Problem-solving strategies – part 1 [3, 4]

Week 6: Problem-solving strategies – part 2. Mindfulness. [4]

Week 7: Cognitive stress management strategies – general principles. Review of strategies for reducing arousal. Mindfulness. [2, 3]

Week 8: Cognitive stress management strategies – From automatic thoughts to schemas. Mindfulness. [3, 4]

Week 9: Cognitive stress management strategies – Challenging and changing dysfunctional thinking patterns [4]

Week 10: Specific emotion management techniques [2, 4]

Week 11: Presentation of team assignments [2, 3, 4]
Week 12: Presentation of team assignments [2, 3, 4]
Week 13: Conclusions, review of key points, and feedback [2, 3, 5]

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching.  Use of e-class for the support of teaching and the achievement of learning outcomes, and for communicating with students.		
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Teaching methods</b>	<b>Workload</b>	<b>ECTS credits</b>
	Lectures	39 hours (13 lectures x 3 h)	1,56
	Team work	45 hours	1,80
	Individual homework (skills)	35 hours	1,40
	Preparation of the team work presentation	16	0,64
	Feedback on team work	3 hours	0,12
	<b>Total</b>	<b>138 hours</b>	<b>6</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Individual homework (25%)  Presentation of team assignments during class (25%)  Team assignment (approximately 7000-8000 words, 50%)		

#### (5) Recommended Reading

Contrada, R.J., & Baum, A. (Eds.) (2011). *The handbook of stress science*. New York: Springer.

Lehrer, P.M., Woolfolk, P.L., & Sime, W.E. (Eds.) (2007). *Principles and practice of stress management* (3rd edition). Guilford.

Stress management exercises/strategies related material provided by the instructor.