

**SYLLABUS**
**Information about the program**

1.1 Higher education institution	West University of Timișoara
1.2 Faculty	Sociology and Psychology Faculty
1.3 Department	Psychology
1.4 Study field	Psychology
1.5 Cycle of study	MASTER
1.6 Study program / qualification	Organizational and Occupational Health Psychology

**2. Data about the Subject**

2.1 Subject's Name	<b>WORK, STRESS AND HEALTH</b>						
2.2 Course Coordinator	Professor Mona Vintilă, PhD						
2.3 Practical activities coordinator	Professor Mona Vintilă, PhD						
2.4 Year of study	2	2.5 Semester	1	2.6 Type of final evaluation	C	2.7 Type of discipline	C

**3. Total estimated time (hours of teaching activities per semester)**

3.1 Number of hours per week	2	of which: 3.2 course	2	3.3 seminar/laboratory	0
3.4 Total number of hours from the study plan	28	Of which: 3.5 course	28	3.6 seminar/laboratory	0
<b>Total time distribution:</b>					<b>hours</b>
Study of the manual, course material, bibliography and notes					45
Additional documentation in the library, on the specialized electronic platforms / field					35
Preparation for the seminars / labs, homework's, essays, portfolios					22
Tutoring					14
Examinations					6
Other activities.....					--
<b>3.7 Total hours of individual study</b>					<b>122</b>
<b>3.8 Total hours per semester</b>					<b>150</b>
<b>3.9 Number of credits</b>					<b>6</b>

**4. Preconditions (where applicable)**

4.1 related to the curriculum	<ul style="list-style-type: none"> <li>any course of organisational behaviour and/or communication</li> </ul>
4.2 related to competencies	<ul style="list-style-type: none"> <li>not applicable</li> </ul>

**5. Conditions (where applicable)**

5.1 for the course	<ul style="list-style-type: none"> <li>not applicable</li> </ul>
5.2 for the seminar / laboratory	<ul style="list-style-type: none"> <li>being present in at least 50% of the seven seminars represents a condition for the the final evaluation</li> </ul>

**6. Specific built up competences**

Professional competences	<p><b>Competencies in needs analysis and goal defining</b> Description of relevant concepts, models, theories and norms for organizational requirements and needs Use of specialty knowledge for interpretation of specific organizational situations, problems, opportunities.</p> <p><b>Competencies in evaluation and diagnosis</b> Providing arguments of techniques, procedures, evaluation methods relevant for interpretation of specific organizational facts. Analysis and interpretation of the psychological evaluation and organizational diagnosis results with the purpose of optimizing the organizational activity.</p> <p><b>Competencies in intervention design/instrument development</b> Description of relevant theoretical support for designing the intervention and the development of effective methodologies within organizational context. Development of an intervention plan accommodated to the organizational characteristics. Optimizing strategies, methods and techniques of intervention.</p> <p><b>Competencies in intervention</b> Implementation of organizational intervention methods, techniques and procedures in specific contexts</p> <p><b>Competencies in process evaluation/ results</b> Critical analysis of the process and the results of the implemented intervention.</p>
Transversal competences	<p>Personal development (autonomy, self-efficacy, problem-solving) Understanding and development of ethics at work</p>

### 7. Objectives of discipline (emerged out of the specific built up competences grid)

7.1 Overall objective	<ul style="list-style-type: none"> <li>✓ This course focuses on the role of workplace factors in employee health and well-being. Both the potential negative consequences, i.e. mental and physical health problems, and the positive consequences, i.e. engagement, personal growth/learning, will be addressed.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>✓ To discuss new concepts of health psychology that future graduates will be able to apply in practical work and which they will meet very often in current practice.</li> <li>✓ To understand concepts introduced through direct confrontation with problems related to somatic diseases due to stress in job, but also in everyday life.</li> <li>✓ To emphasize the aspects of prevention in everything that involves psychosomatic.</li> <li>✓ To acquire scientific up-to-date knowledge on the area of occupational stress</li> <li>✓ To be familiar with the most prominent occupational stress models.</li> </ul>

### 8. Content

8.1 Course	Teaching methods	Observations
1. Stress Definition, characteristics and ethical issues (2 hours)	lecture	References: <ul style="list-style-type: none"> <li>Francis, R., D. (2009). <i>Ethics for Psychologists</i>. Malden: Blackwell Publishing</li> <li>King, M., (2005). <i>Surviving work related stress</i>, Crewew (United Kingdom): Trafford Publishing.</li> <li>Stranks, J., (2005). <i>Stress at Work</i>, Butterworth Heinemann Publishing.</li> </ul>
2. Causes of Stress and Stress Agents (2 hours)	lecture, conversation	References: <ul style="list-style-type: none"> <li>King, M., (2005). <i>Surviving work related stress</i>, Crewew (United Kingdom): Trafford Publishing.</li> <li>Stranks, J., (2005), <i>Stress at Work</i>, Butterworth Heinemann Publishing.</li> </ul>
3. General Coping Syndrome (4 hours).	lecture, conversation	References: <ul style="list-style-type: none"> <li>Hill Rice, V., (2000). <i>Handbook of Stress Coping and Health</i>, Thousand Oaks, California: Sage Publications.</li> </ul>
4. Consequences and Effects of Stress (2 hours)	lecture, conversation	References: <ul style="list-style-type: none"> <li>Wieinstein, R., (2004). <i>The Stress Effect</i>, New York: Penguin Group.</li> <li>Leka, S., Griffiths, A., Cox, T., (2003). <i>Work Organisation and Stress</i>, Notthingam: World Health Organisation.</li> </ul>
5. Personality and Stress (2 hours)	lecture, conversation	References: <ul style="list-style-type: none"> <li>Cooper, C.L., Payne, R., (1991). <i>Personality and Stress: individual differences in the Stress Process</i>, California: Wiley, John &amp; Sons, Incorporated.</li> <li>Homayouni, A., Aghajanipour, H., Nikpour, G.A., Khanmohammadi, A., (2009). Personality and stress: Personality factors that effect on emerge of stress. <i>European Psychiatry</i>, Volume 24, Supplement 1</li> </ul>
6. Stress and Cardiovascular Diseases (4 hours)	lecture, conversation	References: <ul style="list-style-type: none"> <li>Mccabe, P., Schneiderman, N., Field, T.M., Wellness, A.R., (2000). <i>Stress, Coping, and Cardiovascular Disease</i>, Psychology Press, Lawrence Erlbaum Associates, Publishers 2000 Mahwah, New Jersey London.</li> <li>Turner, J.R., (1994). Cardiovascular Reactivity and Stress: Patterns of Physiological Response, <i>International Journal of Stress management</i>, Vol. 1, No.4.</li> <li>Matthews, K.A., Weiss, S.M., Faulkner, B.M., Dembroski, T., Detre, T., (1996), <i>Handbook of Stress, Reactivity, and Cardiovascular Disease</i>, Wiley, John &amp; Sons, Incorporated.</li> </ul>
7. Stress and Digestive Diseases (2 hours)	lecture, conversation	References: <ul style="list-style-type: none"> <li>Naliboff, B.D. et al., (2004). The effect of life stress on symptoms of heartburn. <i>Psychosomatic Medicine</i>. 2004. 66: 426-434.</li> <li>Savitt, R.A., (1977). Conflict and somatization: psychoanalytic treatment of the psychophysiological resins in the digestive tract, <i>The Psychoanalytic quarterly</i>, 46, n.4, p.605-622.</li> </ul>
8. Stress and Allergic Diseases (4 hours)	lecture, conversation	References: <ul style="list-style-type: none"> <li>Deutsch, F., (1980). Psychosomatic medicine from a psychoanalytic viewpoint, <i>Journal of the American Psychoanalytic Association</i>, vol. 28, nr.3, p. 653-702</li> </ul>
9. Stress and Female Psychosexual Diseases	lecture, conversation	References: <ul style="list-style-type: none"> <li>Pryde, N., Longstaff, J., (1998). Common Psychosexual</li> </ul>

(2 hours)		Disorders: Presentation and Management. <i>The Hong Kong Practitioner</i> , No1. • Munjack, D., Ozjel, L.J., (1980). <i>Sexual Medicine and counselling in office practice</i> . Boston: Little Brown & Co.
10. Stress and Male Psychosexual Diseases (2 hours)	lecture, conversation	References: • Pryde, N., Longstaff, J., (1998). Common Psychosexual Disorders: Presentation and Management. <i>The Hong Kong Practitioner</i> , No1. • Munjack, D., Ozjel, L.J., (1980). <i>Sexual Medicine and counselling in office practice</i> , Boston: Little Brown & Co
11. Stress and Endocrine Diseases (2 hours)	lecture, conversation	References: • Leclère, J., Weryha, G., (1990). Stress and Auto-Immune Endocrine Diseases, <i>Neuroendocrinology</i> 31:90-93. • Stophanos, S., (1980). Analytical psychosomatics in internal medicine. <i>The International Review of Psychoanalysis</i> , vol.7, n.2, p.219-232.
<b>Selected (main) references</b> <ul style="list-style-type: none"> <li>• Luban–Plozza, B. et al, (2000), <i>Bolile psihosomatice în practica medicală</i>, Editura Medicală, București.</li> <li>• Deutsch, F., (1980), <i>Psychosomatic medicine from a psychoanalytic viewpoint</i>, Journal of the American Psychoanalytic Association, vol. 28, nr.3, p. 653-702</li> <li>• Barbu, I., (1993), <i>Stresul și bolile interne</i>, ALL.</li> <li>• Cernea, M., Cernea, V., (1991), <i>Sănătatea femeii și familia</i>, Ed. Medicală, București.</li> </ul>		
<b>8.2 Seminar / laboratory</b>	<b>Teaching Methods</b>	<b>Observations</b>
1. Stress Definition, characteristics and causes (personal analysis) (2 hours)	Case study	Associated course themes 1 and 2
2. General Coping Syndrome (2 hours)	Case study	Associated course theme 3
3. Stress and Cardiovascular Diseases (2 hours)	Case study	Associated course theme 6
4. Stress and Digestive Diseases (2 hours)	Case study	Associated course theme 7
5. Stress and Female Psychosexual Diseases (2 hours)	Case study	Associated course theme 9
6. Stress and Male Psychosexual Diseases (2 hours)	Case study	Associated course theme 10
7. Stress and Endocrine Diseases (2 hours)	Case study	Associated course theme 11
<b>Selected (main) references</b> <ul style="list-style-type: none"> <li>• Luban–Plozza, B. et al, (2000), <i>Bolile psihosomatice în practica medicală</i>, Editura Medicală, București.</li> <li>• Deutsch, F., (1980), <i>Psychosomatic medicine from a psychoanalytic viewpoint</i>, Journal of the American Psychoanalytic Association, vol. 28, nr.3, p. 653-702</li> <li>• Barbu, I., (1993), <i>Stresul și bolile interne</i>, ALL.</li> <li>• Cernea, M., Cernea, V., (1991), <i>Sănătatea femeii și familia</i>, Ed. Medicală, București.</li> </ul>		

### 9. Corroboration of course content and expectations of epistemic community representatives, professional associations and employers representative for the program domain

The subject is designed to meet the expectations of Applied Committee of Work Psychology (Psychologists Collegium of Romania), transport psychology and psychology applied into services (along with the other 8 courses with an applied content) but also to the analysis required by the examination of occupational medicine, mandatory to all employees. The choice of topics with an applied content was done after consulting the psychological evaluation services market, both in the area of Human Resources and the one of Psychology Offices, including the clinic psychology and psychotherapy regarding the pathology occurred due to stress at work.

**10. Evaluation**

Type of activity	10.1 Evaluation criteria	10.2 Evaluation method	10.3 Percentage of the final grade
10.4 Course	Analysis and interpretation of the results of the psychological evaluation and organizational diagnosis with the purpose of optimizing organizational activity	Students are asked to assess personal work environment in terms of the level and sources of stress, coping and somatisation and then propose a plan to reduce stress at work. The evaluation and stress management plan is done by the students during the semester and is presented in a session scheduled.	100%
10.5 Seminar / laboratory			
10.6 Minimum performance standard			
As a minimum performance standard have to produce a scientifically based paper considering the evaluation of three psychological dimensions (stress source, coping and somatisation) and then to propose a applicable stress management plan.			

Date	Course coordinator signature	Seminar coordinator signature
09.09.2019	Professor Mona Vintilă, PhD	Professor Mona Vintilă, PhD

Date of approval in the department

Signature of Department Director,