

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Psychology/ All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Stress and Coping
Course Code	: PSY3019
Department	: Psychology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Basic Principles of Psychology (or equivalent)
Medium of Instruction	: EMI
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills

3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to introduce students to the concepts and empirical evidence of human stress and coping. Topics include theoretical approaches to stress and coping, biological bases of stress, the impact of stress and coping on physical and mental health, sociocultural and developmental aspects of stress and coping, coping with traumatic stress, and methodological issues in stress and coping research. Students will learn and critically evaluate the contributions of psychobiological knowledge to the understanding of human stress and coping processes through lectures and participation in hands-on activities.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Understand the major concepts, theories, and research findings in stress and coping research;
- CILO₂ Describe the biological bases of stress and coping;
- CILO₃ Evaluate critically the current evidence on the association of stress and coping with physical and mental health;
- CILO₄ Demonstrate understanding of the research design and methodology for studying processes in stress and coping;
- CILO₅ Apply the knowledge in stress and coping to understand the adjustment of different groups of people in different settings.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction; The concept of stress	CILO _{1,2,5}	Lecture and discussions
Stress and the central nervous system	CILO _{1,2,4}	Lecture, discussions, and videos
Stress and the endocrine and immune system	CILO _{1,2,4}	Lecture, discussions, and videos
Stress: physical and mental health	CILO _{1-3,5}	Lecture, discussions, and videos
The concept of coping	CILO _{1,2,5}	Lecture, and discussions
Coping: physical and mental health	CILO _{1-3,5}	Lecture, discussions, and videos

Sociocultural aspects of stress and coping	CILO _{1,3,5}	Lecture, discussions, and activities
Stress and coping: a developmental perspective	CILO _{1,3,5}	Lecture, discussions, and videos
Understanding and coping with traumatic stress	CILO _{1,3,5}	Lecture, discussions, and videos
Design and measurement issues in stress and coping research	CILO ₃₋₅	Lecture and discussions

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Presentation - Students will work in groups (6-9 students/group) to critically analyze one of the key references. Students need to make reference to theoretical frameworks and updated empirical studies. To detect individual efforts and learning outcomes and avoid unbalanced contributions, students will rate the contribution of each group member including themselves.	20%	CILO ₁₋₅
b. Individual Essay - Students will write individually a 1,500-word essay. In the essay, students need to (1) critically analyze selective stressors, personal and social/environmental factors, and coping strategies among a specific group of people, e.g., fellow university students, and (2) offer in-depth discussions on specific area(s) with reference to major theoretical frameworks and empirical evidence.	50%	CILO ₁₋₅
c. Test - The in-class test will cover all the course materials and consist of multiple-choice and short questions.	30%	CILO ₁₋₅

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Harrington, R. (2013). *Stress, health and well-being: Thriving in the 21st century*. Cengage Learning.*

Aldwin, C. M. (2007). *Stress, coping, and development: An integrated perspective* (2nd ed.). Guilford Press.*

7. Recommended Readings

Lovullo, W. R. (2015). *Stress and health: Biological and psychological interactions* (3rd ed.). Sage Publications.*

Olpin, M., & Hesson, M. (2020). *Stress management for life: A research-based, experiential approach* (5th ed.). Cengage Learning.

8. Related Web Resources

Nil

9. Related Journals

American Journal of Psychiatry

Biological Psychiatry

Biological Psychology

Brain, Behavior, and Immunity

Development and Psychopathology

Health Psychology

Hormones and Behavior

Journal of Affective Disorders

Journal of Consulting and Clinical Psychology

Journal of Traumatic Stress

Proceedings of the National Academy of Sciences of the United States of America

Psychological Medicine

Psychoneuroendocrinology

Nature Neuroscience

NeuroImage

NeuroReport

Psychophysiology

Stress: The International Journal on the Biology of Stress

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil