

BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	THE ART OF STRESS MANAGEMENT				
Type of Course	MDC 1				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The objective of a stress management course is to understand, prevent, and efficiently cope with stress. It aims to equip individuals with the knowledge and skills necessary to navigate life's challenges effectively, ultimately contributing to a healthier and more fulfilling life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the nature and key definitions of stress and symptoms associated with being stressed.	U	C	Written assessments.
CO 2	Practice stress risk assessment	U& Ap	C	Assessment/ Discussion
CO3	Practice stress management techniques	An	P	Role play

CO4	Identify the stressful situations and demonstrate the stress management techniques.	Ap	M	Develop and present various real-life scenarios / case studies
CO5	Practise stress management in personal and professional life	E	P	Analysis of skills in different life situations

CO6	Create life skill-based interventions for different age groups- child, adolescent, adult and old age.	An	P	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36+9)	Marks (50)
I	Introduction to Stress		8	10
	1	Stress- Key Definitions	2	
	2	Stressors and its types- (physical, psychological, environmental)	2	
	3	Types of Stress-Eustress, Distress, Acute, Chronic	2	
	4	Symptoms of stress -physical, emotional, psychological, behavioural	2	
II	Sources of Stress		8	10
	5	Sources of stress Frustration and its sources -(internal and external)	2	
	6	Conflict and its types-(Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	7	Pressure	2	
	8	Life events- daily hassles	2	
III	Models of Stress		8	15
	9	Flight or fight response , General Adaptation Syndrome	2	
	10	Cognitive appraisal model- Primary and Secondary Appraisal	2	
	11	Diathesis stress model	2	
	12	Stress and immune system	2	
	Stress Management Techniques		12	15
	13	Coping mechanisms- Emotion-focused and problem-focused	2	
	14	Relaxation exercises- muscular exercises- breathing- mental relaxation	2	

IV	15	Meditation and yoga	2	
	16	Mindfulness	2	
	17	Healthy lifestyles	1	
	18	Biofeedback	1	
	19	Cognitive Behaviour Therapy	2	
V	Open Ended Module: Application of stress management.- --Students are expected to submit a report of any two of the following Activities.		9	
		<p>Teachers can choose stress management activities using a combination of direct and indirect methods. Students can actively participate in activities designed by the teacher, with continuous assessment of their performance. An interactive teaching method can be preferred to engage students effectively.</p> <ul style="list-style-type: none"> ● E.g. Encourage students to engage in reflective exercises where they can express their feelings, identify stressors, and explore coping strategies. ● Use self-assessment surveys or questionnaires to allow students to reflect on their stress levels and stress management practices. <p>Suggested activities for different modules (Demonstrate any two)</p> <p>Module 1:</p> <ul style="list-style-type: none"> ● Analyzing the signs and symptoms of stress – to identify the physiological and psychological changes in body and mind. The teacher or students can observe self/ others to evaluate the stressful situations that may be positive/negative. Group activities like surveys, interviews to understand the stress level of individuals. <p>Module 2</p> <ul style="list-style-type: none"> ● Explore the various types of conflict in real life situations /Stories/ Cinema. Categorize them in to each type of conflict. E.g. an approach –approach example is when a person is offered a job that has a good salary and benefits but denies the individual time for 		

		<p>oneself and family.</p> <p>Module 3</p> <ul style="list-style-type: none"> ● Do role play, group activities based on cognitive appraisal theory. ● E.g. ask the participants to count backwards from 1000 by reducing 7 like 993,986,979. Consider those who perceive it as threat as first group and who see it as challenging as second group. Find out the physiological responses of both groups in before and after counting. ● Make group discussions on cultural influences on cognitive appraisal. ● E.g. work – life balance, parent- child interaction patterns. <p>Module 4</p> <ul style="list-style-type: none"> ● Activities – Practice laughter therapy/Guided imagery. ● Identifying and observing one’s stressors, stressful situations, and signs, and handling it / Self-evaluation of own stress. ● Assign students an assignment where they must conduct a survey of stress among college students /any other group. ● How do you manage stress- compare between students- unique ways of managing stress- discussion ● Awareness sessions on importance of developing resilience and coping skills with the mix of stress relievers like breathing exercises, time management, connect with others ,sleep, diet and exercise. ● Analyse a case study and make a report on it. 		
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Books and References:

Baron, R. A. (2004). Psychology. (5th ed). New Delhi: Prentice Hall of India Pvt Ltd.

Ciccarelli, S.K., & Meyer, G. E. (2008). Psychology: South Asian Edition, Pearson Education India.

Ghosh, M. (2014). Health Psychology: Concepts in Health and Well-being. Pearson Education India.

Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.

Taylor, S. E., Sirois, F. M., & Molnar, D. S. (1995). Health psychology (p. 474). New York: McGraw-hill.

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	-	2	-	1	-	-	-	2
CO 2	-	2	-	-	2	-	-	-	-	-	3	-	-
CO 3	-	-	-	3	3	-	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	2	-	3	3
CO 5	1	-	3	-	-	3	-	-	-	-	-	-	-
CO 6	-	2	-	-	2	-	-	3	-	-	2	-	-
CO7	2	-	-	-	-	-	-	-	2	3	-	2	2
CO8	-	-	-	-	2	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High