

**COURSE DATA****Data Subject**

Code	33345
Name	Psychobiology of stress
Cycle	Grade
ECTS Credits	4.5
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	Second term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	44 - Psychobiology of stress	Optional

Coordination

Name	Department
SALVADOR FERNANDEZ-MONTEJO, OTILIA ALICIA	268 - Psychobiology

SUMMARY

The subject "psychobiology of stress" is focused on stress from an integrative perspective, analyzing the human response to stressful events. Here, we first address the general stress response, from conceptualization to evaluation. Thus, the subject treated extensively how our body reacts to acute or chronic stressors on the psychological level, autonomic, endocrine and immune systems. On the other hand, to examine the individual differences by analyzing the strategies and coping styles and their effects on general health issues. Finally, we address the issue of stress control and its effects on cardiovascular, endocrine and immune systems. All this issues will be related to previously acquired knowledge in the subjects of Psychoneuroendocrinology, Physiological Psychology I and II and Fundamentals of Psychobiology. This course is built into the itinerary of the Psychology of work and organizations, so that its content is always related to these contexts of human reality. In this regard, and considering that job stress is a major cause of cardiovascular disease according to WHO and to complement its therapy within the Law on Prevention of Occupational Risks, this course provides the student with work tools can use in their work as psychologists in organizations and for research.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No previous knowledge is required, involving necessarily have passed one or more materials from previous courses.

OUTCOMES

1319 - Degree in Psychology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Know how to provide appropriate feedback to patients.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.
- Value the contributions made by scientific research to knowledge and professional practice.
- Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.
- Know the biological foundations of stress processes.
- Be able to describe and measure cognitive, emotional, psychobiological and behavioural variables and processes related to stress.



- Be able to identify the different types of stress, as well as the main strategies for dealing with stressful situations. Identify the effects of stress on health and offer some tools to control them.

LEARNING OUTCOMES

Identify the components of psychobiological stress response
To assess the psychobiological stress response, including individual differences and coping styles.
Identify the implications of stress on health in social contexts
Identify the variables relevant to stress management

DESCRIPTION OF CONTENTS

1. Concept of stress. Classification.

Concept of stress: From homeostasis to allostasis
Models of work stress.
Types of job stressors.
Sources of information on stress

2. Psychobiological response of stress

The work stress psychobiology.
Psychological aspects: indicators and measurement
Autonomic Nervous System: indicators and measurement
Neuroendocrine System: indicators and measurement
Immune system: indicators and measurement
Integrated response to stress: overall evaluation of the response of organisms
Metabolic syndrome
Methodology: Field and laboratory

3. Individual differences and coping styles

Introduction
Styles and strategies of coping: evaluation
Individual differences: perception of stress, emotions and learning
Psychobiological indicators of stress in work context



4. Stress and health in social contexts

Stress at work: key models.
Stress and occupational settings.
Biological rhythms and shift work.
Work and family.
Stress and unemployment.

5. Stress management

Stress and risk prevention.
Occupational health.
Stress control methods: from prevention to intervention.
Effects of techniques in the stress management on psychobiological variables

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Study and independent work	65,00	0
TOTAL	110,00	

TEACHING METHODOLOGY

Lectures given by the teacher to be developed in various issues, while promoting participatory involvement of students through the resolution of the issues that arise throughout the exhibition.

Theoretical and practical classes with audiovisual support, links to different websites with content related to this matter, textbooks and scientific articles and other readings and materials.

Scheduled tutoring individual or group to supervise practical work, guidance and resolution of doubts.

Practical sessions in laboratories and seminars aimed at applied aspects in which the student, individually or in groups, working with the material that is provided (tests, articles, scientific equipment to record variables) to achieve a goal.



EVALUATION

Assessment of theoretical and practical tests using oral, written or performance skill: 50% of the final grade.

Oral or written reports, individual and group work, case studies, problem resolution and management of diagnostic tests: 45% of the final grade

Active participation in class activities, seminars and workshops and motivation for the quality of learning outcomes: 5% of the final grade.

WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken.

Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents.

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SCHEME

The qualification of the subject as well as the review of and appeal against the allotted grades will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.



The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for each element are met.

Subject records will include the mark obtained at the first attempt according to the following rules:

- If the element of assessment with the highest weighting has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but any of the remaining elements does not, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.

For the second attempt, the following rules shall apply:

- The mark of ABSENT can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.
- If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10 point scale will be used.
- If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.
- If two elements of assessment meet the minimum requirements and a third element has not been assessed, the subject will be given a mark of FAIL and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.
- If the element of assessment with the highest weighting meets the minimum requirements but any of the remaining elements has not been assessed, the subject will be graded as FAIL. The elements will be added and: a) if the result is less than 5, the subject will be given that mark; b) if the result is more than 5, the subject will be given a mark of 4.9.

Review of and appeals against assessment results shall be subject to the Regulations for Appealing against Marks (ACGUV of 29 April 2008).



(<http://www.uv.es/=sgeneral/Reglamentacio/Doc/Estudis/C9.pdf>)

REFERENCES

Basic

- Serrano, M.A. & Salvador, A. (2015). Psicobiología del Estrés. Pearson Custom

Serrano, M.A., Alacreu-Crespo, A. & Abad-Tortosa, D. (2016). Prácticas de Psicobiología del Estrés. Apunts Tirant Lo Blanch.

Sapolsky, R.M. (2008). ¿Por qué las cebras no tienen úlcera? Alianza.

Serrano, M.A., Moya-Albiol, L., y Salvador, A. (2008). Una perspectiva psicobiológica en el estudio del estrés. Revista de Psicología General y Aplicada, 61(4), 405-424.

Serrano, M.A., Moya-Albiol, L., y Salvador, A. (2009). Estrés laboral y salud: indicadores cardiovasculares y endocrinos. Anales de Psicología, 25(1), 150-159.

Chandola, T., Heraclides, A., & Kurami, M. (2010). Psychosocial biomarkers of workplace stressors. Neuroscience and Biobehavioral Reviews, 35, 51-57.

Danhof-Pont, M., Van Heen, T., & Zitman, F.G. (2011). Biomarkers in burnout: a systematic review. Journal of Psychosomatic Research, 70(6), 505-524.

CONRAD CH D (ed) The Handbook of Stress. Wiley-Blackwell, 2011.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENIDOS

Teniendo en cuenta la reducción de la presencialidad, que ha afectado a, aproximadamente, la mitad de horas presenciales, y la dificultad para impartir determinados contenidos prácticos se han eliminado los contenidos prácticos que no han podido impartirse por necesitar material de laboratorio y la presencia de los estudiantes para estudiar el fenómeno.

Por tanto, el contenido para la evaluación será:

CONTENIDOS TEÓRICOS

- Tema 1: Concepto de estrés



- Tema 2: Respuesta psicobiológica de estrés
- Tema 3: Diferencias individuales y estilos de afrontamiento
- Tema 4: Estrés y contextos situacionales
- Tema 5: Control de estrés

CONTENIDOS PRÁCTICAS

- Práctica de relajación
- Trabajo grupal.

2. VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA

El contenido de las clases presenciales no impartidas presencialmente se sustituye por clases virtuales y trabajo autónomo del estudiante tutorizado. Concretamente, el cambio de metodología docente supondrá que las horas de clase presenciales se sustituyen por:

- clases locutadas (asincrónicas; serán grabadas y enlazadas en el aula virtual)
- horas de lectura y estudio del material de las clases (apuntes-diapositivas y manual de asignatura).

Todo ello, se complementará una actividad semanal entregable sobre dicha materia. Con el fin de ajustar el número de horas dicha actividad conlleva el uso de bases de datos para actualizar los contenidos. Además, en cada periodo se reforzará la participación en el foro para resolver las cuestiones.

Dichas actividades estarán supervisadas mediante las tutorías virtuales como a través del foro.

Por tanto, el número de horas presenciales impartidas será de 21 horas (ya impartidas) más 10 horas aproximadamente de clases virtuales. A ello hay que sumar las 79 horas de trabajo autónomo por parte de los estudiantes (65 horas previstas en la guía docente inicial más 14 horas por la no presencialidad).

3. METODOLOGIA DOCENTE

Desde que se inició el estado de alarma se ha sustituido las clases presenciales por clases locutadas (modo asincrónico), trabajo autónomo, mediante la lectura y estudio del manual de la asignatura, potenciando las tutorías como medio de resolución de dudas y dar explicaciones adicionales.

Complementariamente se ha realizado:

1. Subida de materiales al Aula virtual (visionado de videos) para la explicación de contenidos actualizados



2. Se ha continuado con las tutorías mediante correo electrónico, aula virtual, con la posibilidad de tutorías mediante videoconferencia (a petición del estudiante).

3. Se potenciará el uso del forum en Aula Virtual

4. Desarrollo de proyectos: con el fin de adquirir las competencias de la asignatura se potenciará el desarrollo de proyectos/comentarios críticos a través de cuestiones propuestas en el aula virtual.

Las tutorías presenciales se han sustituido por las tutorías virtuales reforzando el número de horas dedicadas a las mismas y respondiendo en periodos menores de 24 horas.

4. EVALUACIÓN

Inicialmente, la evaluación de esta asignatura tenía dos partes:

- presencial mediante examen (50%)
- trabajo grupal (50%)

La parte del trabajo grupal se mantiene dado que la situación actual no afecta al mismo.

La evaluación mediante examen, se sustituye por evaluación continua que se realizará mediante un trabajo guiado mediante preguntas abiertas que deben ser resueltas y entregadas vía aula virtual por los/as estudiantes en plazos determinados.

Este trabajo consiste en lectura del material obligatorio y la posterior actualización del contenido mediante diferentes materiales contenidos en las bases de datos suscritas por la universidad con el fin de ofrecer una visión integrada de aspectos relevantes de la asignatura. Este trabajo podrá ser tutorizado y guiado a petición del estudiante.

La evaluación de ambas partes de la asignatura se basará en los siguientes criterios:

- Lenguaje formal y vocabulario profesional.
- Contenido:

Justificación/razonamiento del contenido

Integración de conocimientos

Actualización

Fuentes documentales utilizadas

- Bibliografía (uso de estilo APA)



En cualquier caso, el profesor podrá requerir entrevistas individuales o en pequeños grupos para comprobación de algunos aspectos del trabajo. Además, todos los trabajos presentados se someterán al programa Urkund para la detección de plagios.

Con el fin de optimizar el desarrollo de la asignatura, los informes tendrán fecha de entrega (ajustada a las horas de clase y al trabajo autónomo) para evitar la acumulación de trabajo. En el caso que los estudiantes no entreguen en la fecha determinada, podrán entregar como máximo hasta las fechas de examen de ambas convocatorias.

5. BIBLIOGRAFIA

La bibliografía para superar la asignatura consiste en los apuntes (diapositivas comentadas) y el manual de la asignatura. Ambos materiales se encuentran disponibles en el aula virtual.

Para la actualización de los temas (para las actividades a realizar) los estudiantes podrán acceder a las bases de datos de la Universitat de València, accediendo a través de la VPN.