

COURSE PROGRAMME

1. Information about the programme

1.1 University	University “Alexandru Ioan Cuza” of Iași
1.2 Faculty	Faculty of Philosophy and Social-Political Sciences
1.3 Department	DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND HUMAN RESOURCES
1.4 Domain	Social work
1.5 Cycle	Masters
1.6 Programme / Qualification	Lifelong Well-Being and Healthy Aging

2. Information about the course

2.1 Course Name	Managementul stresului / Stress management						
2.2 Course taught by	Assoc. Prof. PhD Irina Crumpei-Tanasă						
2.3 Seminary / laboratory taught by	Assoc. Prof. PhD Irina Crumpei-Tanasă						
2.4 Year	I	2.5 Semester	I	2.6 Type of evaluation	E	2.7 Course type*	Opt

*OB – Obligatory / OP – Optionally / F – Facultative

3. Total hours (estimated per semester and activities)

3.1 Number of hours per week	3	3.2 course	2	3.3 seminary/laboratory	1
3.4 Total number of hours	42	3.5 course	28	3.6 seminary/laboratory	14
Distribution					hours
Individual study using textbooks, course notes, bibliography items, etc.					23
Supplementary study (library, on-line platforms, etc.)					35
Individual study for seminary/laboratory, homeworks, projects, etc.					36
Tutoring					10
Examination					4
Other activities					
3.7 Total hours of individual activity					108
3.8 Total hours per semester					150
3.9 Credit points					6

4. Pre-requisites (if necessary)

4.1 Curriculum	It is not necessary
4.2 Competencies	It is not necessary

5. Conditions (if necessary)

5.1 Course	It is not necessary
5.2 Seminary / Laboratory	It is not necessary

6. Specific competencies acquired

Professional	
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competencies	<p>CP1. In-depth knowledge of theories, methodologies, and practical approaches specific to stress management, mental health, and well-being throughout life, aimed at improving quality of life.</p> <p>CP2. Appropriate use of professional language specific to stress management and mental health in communication with professionals from various fields (psychology, social work, human resources, healthcare, etc.).</p> <p>CP3. Application of highly specialized knowledge based on original thinking and research in the field of stress, resilience, and coping strategies to enhance mental and emotional well-being.</p> <p>CP4. Integrated use of knowledge in stress management and related fields—psychology, health, law, economics, sports sciences, digitalization, sociology, human resources—to address and solve new theoretical and practical problems.</p> <p>CP5. Proper use of knowledge in stress, health, and well-being, combined with relevant insights from related fields, to conduct research and innovation in developing new methods and techniques for stress management.</p> <p>CP7. Use of specific skills to assume responsibility for contributing to the development of professional knowledge and practices in stress management, supporting individual and organizational well-being.</p>
Transversal competencies	<p>CT1. To be able to apply professional research standards;</p> <p>CT5. Advanced computer skills and be able to use IT technologies in professional activity;</p> <p>CT8. To be able to do an empathetic approach on interactions with beneficiaries / clients, colleagues and partners;</p> <p>CT9. To be able to consider issues related to public and general welfare within his activity;</p> <p>CT10. To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations;</p> <p>CT11. To be able to clarify and systematically assess his mandate, skills, roles and personal expectations;</p> <p>CT12. To be able to apply longitudinal self-evaluations on the learned processes, the acquired skills and the professionalisation needs;</p> <p>CT13. To be able to do prospective design of professional objectives;</p> <p>CT14. To be able to diversify learning styles and forms.</p>

7. Course objectives (from the accumulated specific competency grid)

7.1 General objective	This course aims to support the acquisition of knowledge and skills related to stress management across the life course, promoting lifelong well-being.
7.2 Specific objectives	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Critically analyse stress-related challenges and develop effective coping strategies. • Assess the social impact of stress management interventions on individuals and communities. • Recognize the active role of individuals in managing their own stress within different social and professional contexts. • Apply a holistic approach to stress management, integrating physical, emotional, and psychological well-being. • Support the well-being of children, youth, adults, and older adults by applying tailored stress management strategies. • Incorporate health and well-being practices into professional and personal life to foster resilience and stress prevention. • Utilize appropriate preventive approaches for managing stress across the lifespan, promoting long-term health and well-being.

8. Contents

8.1	Course	Teaching methods	Remarks (number of hours, references)
1.	Understanding stress	Lecture, creative teaching and learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	Enhancing awareness about managing stress		
3.	Relaxation		
4.	Effective communication		
5.	Managing anger and resolving conflicts		
6.	Coping with anxiety		

7	Efficient time management		

Bibliography

1. Romas, J. A. & Sharma, M. (2017). Practical stress management: A comprehensive workbook 7th edition. London: Academic Press - Elsevier Inc
2. Contrada, R. J., & Baum, A. (2011). The handbook of stress science: Biology, psychology, and health. New York, NY: Springer Pub.
3. Sapolsky, R. M. (2004). Why zebras don't get ulcers. New York: Henry Holt and Company.
4. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). American Psychiatric Association.
5. Lehrer, P. M., & Woolfolk, R. L. (Eds.). (2021). Principles and practice of stress management (4th ed.). Guilford Press.
6. Amanvermez, Y., Zhao, R., Cuijpers, P., de Wit, L. M., Ebert, D. D., Kessler, R. C., ... & Karyotaki, E. (2022). Effects of self-guided stress management interventions in college students: A systematic review and meta-analysis. *Internet Interventions*, 28, 100503.
7. Rogerson, O., Wilding, S., Prudenzi, A., & O'Connor, D. B. (2024). Effectiveness of stress management interventions to change cortisol levels: A systematic review and meta-analysis. *Psychoneuroendocrinology*, 159, 106415.
8. Hathaiaard, C., Wannarit, K., & Pattanaseri, K. (2022). Mindfulness-based interventions reducing and preventing stress and burnout in medical students: A systematic review and meta-analysis. *Asian Journal of Psychiatry*, 69, 102997.
9. Svärdman, F., Sjöwall, D., & Lindsäter, E. (2022). Internet-delivered cognitive behavioral interventions to reduce elevated stress: A systematic review and meta-analysis. *Internet Interventions*, 29, 100553.

8.2	Seminary / Laboratory	Teaching methods	Remarks (number of hours, references)
1.	Stress awareness	creative learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	Relaxation techniques		
3.	Cognitive restructuring		
4.	Assertive communication		
5.	Time management and procrastination		
6.	Mindfulness and stress reduction		
7.	Developing a stress reduction plan		

Bibliography

1. Romas, J. A. & Sharma, M. (2017). Practical stress management: A comprehensive workbook 7th edition. London: Academic Press - Elsevier Inc
2. Contrada, R. J., & Baum, A. (2011). The handbook of stress science: Biology, psychology, and health. New York, NY: Springer Pub.
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9. Coordination of the contents with the expectations of the community representatives, professional associations and relevant employers in the corresponding domain

The course meets the expectations for training, participation, and understanding of stress management strategies relevant to mental health professionals, workplace well-being specialists, public and private healthcare providers, policymakers, professional associations, and employers.

10. Assessment and examination

Activity	10.1 Criteria	10.2 Modes	10.3 Weight in the final grade (%)
10.4 Course	participation in the final exam and obtaining at least 50% of the score;	The final exam will be a multiple-choice test based on the material discussed in class.	60%
10.5 Seminary / Laboratory	- carrying out the works at the seminar and obtaining at least 50% of the score	<p>Each seminar topic will be prepared by a team of students selected at the beginning of the semester. They will act as experts, responsible for preparing and conducting two stress management counseling sessions on a specific topic.</p> <p>The experts will be responsible for:</p> <ul style="list-style-type: none"> • Presenting theoretical concepts supported by peer-reviewed journal articles to justify their intervention and explain how the technique works to their colleagues. • Preparing handouts that include both theoretical information and practical exercises. • Developing a structured plan for the session. <p>During the sessions, the experts will ask their colleagues questions, invite them to participate in the exercises they have prepared on the specific topic, and</p>	40%

		<p>facilitate discussions.</p> <p>The presentation grade will account for 70% of the seminar grade. The remaining 30% (up to 3 points) can be earned through active participation in seminars and lectures.</p>	
10.6 Minimal requirements			
Evaluation along the way: active participation in at least 50% courses and seminars			
The final grade will be the weighted average of the course and seminar grades.			

Date,
17.09.2024

Course coordinator,
assoc. prof. PhD Irina Crumpei-Tanasă

Seminary coordinator,
assoc. prof. PhD Irina Crumpei-Tanasă

Approval date in the department,
19.09.2024

Head of the departament,
Conf. Univ. Dr. Mihaela RĂDOI