

STRESS, COPING AND HEALTH
GS/PSYC 6465 3.0 (W)
2009 - 2010

Tuesday 11:30 - 2:30
BSB 328A

Purpose:

This is a research based course that reviews research in the area of stress and coping from a *social psychological perspective*. We will critically examine existing theory, methods, and findings on stress and coping in relation to physical and mental health and quality of life. During the course, we will compare the impact of various classes of stressors (e.g., major life events, hassles, traumas), consider competing conceptualizations of coping (e.g., as response, as style, as adaptive or maladaptive), and review the role of both personality and social factors in outcomes. We will be examining work stress, burnout, work-family conflict and the role of social support and coping in relation to stressors in all of these spheres. The role of gender differences will be incorporated into most of the topics. We will also study some of the specific stressors in women and how they affect their health.

Course Instructor:

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Student Background :

This course is available to Master's and Doctoral students in psychology, nursing, health policy and management, and kinesiology and health science.

Course Format

Each class will have required readings that will form the basis of the class discussion. Students are expected to read the materials before the class. The course instructor will lead the discussions. Time will be allocated to allow students to lead the discussions in later classes.

Course Text / Readings

Readings for the course include selected chapters from the following two books, both of which are in the bookstore and on reserve in the library:

Taylor, Shelley E. 2006. (Sixth Edition). *Health Psychology*. New York: McGraw-Hill.

Linden, W. (2005). *Stress Management, From Basic Science to Better Practice*, London: Sage.

In addition, selected journal articles and book chapters are assigned each week and can be found in the course outline below. Students are expected to be familiar with the required readings before class.

Evaluation

1. Seminar discussion leader 25%
2. Critical analysis of a journal article 15%
3. Major Paper 50%
4. Participation 10%

Requirements

1. Seminar discussion leader. Each student will be asked to choose a topic (different from the major paper), make a short presentation to the class and lead a discussion on the topic. Readings can be assigned the week before. Evaluation will be based on clarity of the presentation and responses to questions.

2. Critical analysis. Students are asked to choose a journal article and critically analyze the article in 3 pages + references. This review is due on **February 23, 2010**

3. Major Paper. This is a research paper that should go into detail on a topic related to the course, excluding the topic of the critical analysis. The paper itself should not exceed 12 typewritten pages (including references), and should be well integrated, well researched, and referenced. References should be mainly journal articles consisting of empirical studies. Theoretical material should also be included in the paper. Review articles should be avoided. Evaluation will be based on ability to integrate and concisely present material, critically evaluate the material presented, and suggestions for future research. APA style should be used throughout. <http://owl.english.purdue.edu/owl/resource/560/01/>

The paper is due on **March 30, 2010.**

4. Participation. Evaluation is based on student involvement in class discussion.

Expanded Course Outline:

Date

Topic

January 5, 2010

First class

Introductions. Course format, student evaluation and goals for the course. Social psychological basis of the study of stress and coping. Methodological and theoretical approaches to the study of stress and coping. The relationship between health psychology and stress and coping. The importance of conducting rigorous research in the area of stress and coping.

Readings:

Taylor, Chapter 1

January 12 Definitions of stress and pathways to disease. Understanding stress and coping from a social psychological perspective

Readings:

Linden, Chapter 1

Taylor, Chapter 6

January 19 The stress process, buffers of stress, moderators of the stress experience

Readings:

Linden, Chapters 2 and 3

Taylor, Chapter 7

January 26 Coping- Theoretical and empirical considerations

Readings:

Folkman, S., & Moskowitz, J.T. (2004). Coping: Pitfalls and promise. *Annual Review of Psychology*, 55, 745-774.

Coyne, J. C., & Racioppo, M. W. (2000). Never the twain shall meet? Closing the gap between coping research and clinical intervention research. *American Psychologist*, 55, 655-664.

Greenglass, E. (2002). Proactive coping. In E. Frydenberg (Ed.), *Beyond coping: Meeting goals, vision, and challenges* (pp. 37-62). London: Oxford University Press,

February 2 Stress and Social Support in the Elderly

Readings

Krause, N. (2007). Longitudinal study of social support and meaning in life. *Psychology and Aging*, 22, 456-469.

Ostir, G.V., Ottenbacher, K. J., & Markides, K. S. (2004). Onset of frailty in older adults and the protective role of positive affect. *Psychology and Aging*, 19, 402-408.

Greenglass, E. R., Fiksenbaum, L., & Eaton, J. (2006). The relationship between coping, social support, functional disability and depression in the elderly. *Anxiety, Stress and Coping: An International Journal*, 19, 15-31.

February 9 Job stress and work-family conflict

Readings:

Greenglass, E. (2002). Work stress, coping and social support: Implications for women's occupational well-being. In D. L. Nelson & R. J. Burke (Eds.), *Gender, work stress and health*. (pp. 85-96). Washington: APA.

Ford, M. T., Heinen, B. A., & Langkamer, K. L. (2007). Work and family satisfaction and conflict: A meta-analysis of cross-domain relations. *Journal of Applied Psychology*, 92, 57-80.

Boyer, S. L., Mosley Jr., D. C., & Carson, C. M. (2007). The development and validation of scores on perceived work and family demand scales. *Educational and Psychological Measurement*, 67, 100-115.

February 13 - 19 Reading Week

February 23 Job burnout and implications for health

Greenglass, E. R., Burke, R. J. & Konarski, R. (1997). The impact of social support on the development of burnout in teachers: Examination of a model. *Work and Stress, 11*, 267-278.

Schaufeli, W. B., & Greenglass, E. R. (2001). Introduction to Special Issue on burnout and health. In W. B. Schaufeli & E.R. Greenglass (Guest Eds). *Psychology and Health, 16*, 501-510.

Shirom, A., & Melamed, S. (2006). Does burnout affect physical health? A review of the evidence. In A.-S. G. Antoniou & C. L. Cooper (Eds.), *Research Companion to Organizational Health Psychology* (pp. 600-622). Northampton: Edward Elgar.

March 2 Stress and positive psychology: The role of mood and positive affect

Readings:

Folkman, S., & Moskowitz, J. T. (2000). Positive affect and the other side of coping. *American Psychologist, 55*, 647-654.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American Psychologist, 56*, 218-226.

Greenglass, E. R., & Fiksenbaum, L. (2009). Proactive Coping, Positive Affect, and Well-Being: Testing for Mediation Using Path Analysis. *European Psychologist, 14*, 29-39.

Aspinwall, L. G. (1998). Rethinking the role of positive affect in self-regulation. *Motivation and Emotion, 22*, 1-32.

March 9 Vigor and engagement: Implications for health

Readings:

Greenglass, E. R. (In press). The Role of dedication, coping and social support as predictors of burnout. In D. Chadee (Ed.), *Research in Social Psychology*. UWI Press.

Greenglass, E. R. (2006). Vitality and Vigor: Implications for Healthy Functioning. Invited chapter, In P. Buchwald (Ed.), *Stress and Anxiety – Application to Health, Community, Work Place and Education* (pp. 56-86). Newcastle: Cambridge Scholars.

Schaufeli, W. B., Salanova, M., Gonzalez-Roma, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A confirmative analytic approach. *Journal of Happiness Studies*, 3, 71-92.

Shirom, A. (2007). Explaining vigor: On the antecedents and consequences of vigor as positive affect at work. In D. Nelson and C. Cooper (Eds.), *Positive Organizational Behavior* (pp. 86- 100). London: Sage.

March 16 Student Presentations

March 23 Student Presentations

March 30 Summary and new directions for research
(Last Class)
