

<b>Course Title</b>	:	Stress Management, Health and Life Balance
<b>Course Code</b>	:	BEH110/GED110
<b>Recommended Study Year</b>	:	1
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Lecture/Tutorial
<b>Class Contact Hours</b>	:	42 hours (3 hours per week)
<b>Category in Major Prog.</b>	:	General Education/ Elective in Cluster “Management and Society” of the Core Curriculum/ Elective for Associate Degree in Behavioural Science
<b>Discipline</b>	:	Behavioural Science, Psychology, Management
<b>Prerequisite(s)</b>	:	None
<b>Co-requisite(s)</b>	:	None
<b>Exclusion(s)</b>	:	None
<b>Exemption Requirement(s)</b>	:	None

### **Brief Course Description**

Rapid changes in this century will see enormous transformations in global and local economic, social and cultural development. These changes may present challenges to young university students, particularly in managing stress. This course will acquaint our first year students with knowledge about stress management to help cope with changes, stress, and burnout in university and wider social life.

### **Aims**

The purpose of this course is to provide basic theories of stress and burnout, research, and intervention evidence related to coping strategies at individual, university and societal levels. This course will combine theories and practices by introducing effective ways of coping physical and emotional stress. More specifically, the course will address (a) theories of stress and burnout; (b) issues related to student stress and burnout; (c) effective coping strategies; and (d) interventions.

### **Learning Outcomes**

On completion of this course students should be able to:

Knowledge:

K1) To recall the basic concepts of acute and chronic stress, and student burnout

- K2) To understand how stress impact on both physical and mental health, particularly affective and mood disorders
- K3) To understand EQ as the corner stone to prevent stress
- K4) To comprehend the four dimensions of health
- K5) To develop critical thinking with logical reasoning to analyse health issues and ways to achieve a balanced life
- K6) To synthesize knowledge and practice about effective stress management

**Skill:**

- S1) To approach fundamental issues of health by multi-perspectives
- S2) To apply theories and practices to address and cope with daily hassles and every everyday stress
- S3) To apply knowledge and skills in stress management intervention studies
- S4) To enhance analytical abilities and formal presentation skills.
- S5) To strengthen interpersonal communication skills and teamwork.
- S6) To have self evaluative skills on self and significant others' stress level
- S7) To improve sleep quality with a busy schedule
- S8) To develop relaxation skills in managing stress and pressure
- S9) To use self hypnosis to manage emotion

**Values:**

- V1) To appreciate change and stress are unavoidable in life and an incremental stress can be a motivating force
- V2) To appreciate the value of health in modern life
- V3) To appreciate the value and practice of a balanced life
- V4) To show empathy to others and concern the health and well-being of others
- V5) To help students to show more enthusiasm to personal and social life

**Indicative Content**

- I. Theories of Stress and Burnout
  - Stress is a response
  - Stressors
  - Interaction model of stress
  - Components of burnout
  - Student burnout
  
- II. Costs and Effects of Stress
  - Physical health outcomes (major and minor)
  - Mental health outcomes (major and minor)
  - Behavioural & Emotional outcomes

### III. Stress Moderators (theories and practices)

- Coping strategies
- Personality variables
- Behavior therapy
- Cognitive approaches(ABCDE Model, Cognitive behavior Therapy)
- Spiritual approaches

### IV. Five-Step Model of Stress Management

- From job burnout to work-family/life balance
- Work-life integration

### V. Research findings and Intervention Studies on stress, burnout & work-family/life balance

- in university
- in workplace

### **Teaching Method**

Lectures combined with tutorials. Students are encouraged to choose topics relating to individual and group behaviour of Chinese people for presentation during tutorials. Practical stress management skills will be taught in some tutorials. Guest speaker(s) will be invited to provide training on stress management. Audio-visual aids such as videos will be supplemented during lectures and tutorials.

### **Measurement of Learning Outcomes**

- Students' recall, comprehension, analysis and synthesis of knowledge from psychological theories and management can be assessed in mid-term test and examination (K1, K2, K3, K4, K5, K6)
- Students application of practical tips for stress management, health promotion & achieving work-family/life balance in tutorial presentation, reflective journals, and final exam(S1, S2, S3,S4, S5, S6, S7,S8, S9, V1, V2, V3, V4, V5)
- Students' communication skills can be assessed by their presentations in class, and the way they handle Q & A (S4, S5)
- Students' critical thinking can be assessed by doing critiques on a chosen journal articles, evaluating the strengths and weaknesses of an intervention study on stress management in tutorials (K5, K6, S3, S4, S6)
- Students' abilities to turn to the world wide web on the internet for searching information (S4, S5)

- Students' appreciation of the values of health and a balanced life by their reflective journals (V1, V2, V3, V4, V5, S6)

### **Assessment**

Continuous Assessment : 50% (mid-term test-20%, reflective journal – 10%, tutorial presentation & attendance-20%)

Final Examination : 50%

### **Required/Essential Reading**

Cooper, C. L. & Palmer, S. (2001). *Conquer Your Stress*. London: Chartered Institute of Personnel and Development.

Rice, P. L. (1999). *Stress and Health*. Pacific Grove: Brooks/Cole Publishing.

### **Recommended/ Supplementary Readings**

Aamodt, M. G. (2004). *Applied Industrial/Organizational Psychology* (4<sup>th</sup> Ed.). CA: Wadsworth/Thomson learning.

Cartwright, S., & Cooper, C. L. (1997). *Managing Workplace Stress*. Thousand Oaks, CA: Sage.

Cartwright, S. and Cooper, C. L. (2002) *ASSET: An Organizational Stress Screening Tool, The Management Guide*, Manchester, UK: RCL Ltd.

Cooper, C.L. (Ed.) (1996). *Handbook of Stress, Medicine, and Health*. Boca Raton; London: CRC Press.

Cooper, C. L., Dewe, P. J., & O'Driscoll, M. P. (2001). *Organizational Stress: A Review and Critique of Theory, Research, and Applications*. Thousand Oaks, CA: Sage.

Cooper, C.L., Sloan, S.J., and Williams, S. (1988). *Occupational Stress Indicator Management Guide*, Nfer-Nelson, Windsor.

Davis, M., Eshelman, E.R., & McKay, M. (2000). *The Relaxation & Stress Reduction Workbook* (5<sup>th</sup> Ed.). CA, Oakland: New Harbinger Publications, Inc.

Greenberg, J.S. (2009). *Comprehensive Stress Management*, 11/e. University of Maryland--College Park. McGraw-Hill.

Jones, F., Burke, R.J., & Westman, M. (Eds.), *Work-life Balance: A Psychological Perspective*. Hove, UK: Psychology Press.

Lewis, S., & Cooper, C. L. (2005). *Work-life Integration.: Case Studies of Organizational Change*. Chichester: John Wiley & Sons Ltd.

Lovaglio, W.R. (1997). *Stress and Health: Biological and Psychological Interactions*. Thousand Oaks, Calif: Sage Publications.

Maslach, C., & Jackson, S.E. (1986). *The Maslach Burnout Inventory* (2<sup>nd</sup> ed.). Palo Alto, CA: Consulting Psychological Press.

Nevid, J., Rathus, S.A., & Rubenstein, H.R. (1998). *Health in the New Millenium*. New York: Worth Publishers.

Occupational Safety & Health Council (OSHC) (2006) (2<sup>nd</sup> Ed.). *Work Stress Management DIY Kit*. Hong Kong: OSHC.

Smith, J.C. (2002). *Stress Management: A Comprehensive Handbook of Techniques and Strategies*. New York: Springer Publishing Co, Inc.

Weiten, W., & Lloyd, M. A. (2009). *Psychology Applied to Modern Life: Adjustment to the Turn of the Century* (9<sup>th</sup> ed.). Wadsworth.

Wong, Paul T.P., & Wong, Lilian C.J. (2006). *Handbook of Multicultural Perspectives on Stress and Coping*. Springer.

Zautra, A.J. (2003). *Emotion, Stress and Health*. Oxford: Oxford University Press.

**Book chapters:**

O'Driscoll, M., Brough, P., & Kalliath, T. (2006). Work-family conflict and facilitation. In F. Jones, R. J. Burke & M. Westman (Eds.), *Work-life balance: A psychological perspective* (pp. 117-142). Hove, UK: Psychology Press.

Schaufeli, W.B., Leiter, M.P., Maslach, C., & Jackson, S.E. (1996). MBI-General Survey. In: C. Maslach, S.E. Jackson, & M.P. Leiter (Eds.), *Maslach Burnout Inventory Manual* (3<sup>rd</sup> ed.). Palo Alto, CA: Consulting Psychological Press.

**Journal articles:**

Chen, W.Q., Siu, O.L., Lu, J.F., Cooper, C.L., & Phillips, D.R.. (2009). Work Stress and Depression: The Direct and Moderating Effects of Informal Social Support and Coping. *Stress and Health*, 25, 431-443.

Lu, J.F.; Siu, O.L.; Spector, P.E.; Shi, K. (2009). Antecedents and outcomes of a fourfold taxonomy of work-family balance in Chinese employed parents. *Journal of Occupational Health Psychology*, 14(2), 182-192.

Maxwell, J. P., & Siu, O.L. (2008). The Chinese Coping Strategies Scale: Relationships with aggression, anger, and rumination in a diverse sample of Hong Kong Chinese adults. *Personality and Individual Differences*, 44, 1049-1059.

Shirom, A., & Melamed, S. (2006). A comparison of the construct validity of two burnout measures in two groups of professionals. *International Journal of Stress Management*, 13, 176-200.

Siu, O. L. (2002). Occupational Stressors and Well-being among Chinese Employees: The Role of Organizational Commitment. *Applied Psychology: An International Review*, 51(4), 527-544.

Siu, O. L. (2003). Job Stress and Job Performance among Employees in Hong Kong: Role of Chinese Work Values and Organizational Commitment. *International Journal of Psychology*, 38(6), 337-347.

Siu, O.L. (2005). Ways of Coping with Workplace Stress in Hong Kong and Beijing. *Peking U Business Review*, May 2005, 62-66. (in Chinese)

Siu, O.L., Hui, H.C., Phillips, D.R., Lin, L., Wong, T.W., & Shi, K. (2009). A study of resiliency among Chinese health care workers: Capacity to cope with workplace stress. *Journal of Research in Personality*, 43, 770-776.

Siu, O.L., & Phillips, D.R. (2007). Research on Family-friendly Employment Policies and Practices (FEPPs) - Executive Summary. Equal Opportunity Commission and Women's Commission, Hong Kong SARG

Siu, O.L., Spector, P.E., & Cooper, C. L. (2006). A three-phase study to develop and validate Chinese coping strategies scales. *Personality and Individual Differences*, 41, 537-548.

Siu, O.L., Spector, P. E., Cooper, C. L., & Lu, C. Q. (2005). Work stress, self-efficacy, Chinese work values and work well-being in Hong Kong. *International Journal of Stress Management*, 12, 274-288.

Siu, O. L., Spector, P. E., Cooper, C. L., Lu, L., & Yu, S. F. (2002). Managerial Stress in Greater China: The Direct and Moderator Effects of Coping Strategies and Work Locus of Control. *Applied Psychology: An International Review*, 51(4), 608-632.

蕭愛鈴, & 時勘. (2006). 變革時期的壓力管理, 經濟與管理研究 (*Research on Economics and Management*), No. 2, 18-20. (published by 首都经济贸易大学)