Required readings:

Required readings will be available on Blackboard. If you prefer, you may also borrow hard copies of the readings from the instructor for photocopying.

Overview

This course focuses on theories, methods and applications of stress and coping research. The goals of the course are to a) provide an understanding of the conceptual and methodological definitions of stress and coping; b) delineate the physiological and psychological responses to stress in humans; c) examine the moderators and effectiveness of the stress and coping process; and d) allow each student to develop an expanded knowledge of a specific area within stress and coping, including but not limited to clinical, health, industrial/organizational, developmental and/or neuroscience, as well as applications to the fields of medicine, public health, and nursing. The course is presented in seminar format.

Attendance policy:

You are expected to attend all class meetings (barring illness or other reasons deemed legitimate at the instructor’s discretion) and contribute to the discussion each week. Class attendance and participation will be considered in assigning grades.

Grading:

Grades in this course will be derived from your performance in the following three areas: class attendance and participation (10%), completion of weekly written comments on required reading assignments (10%), quality of your term paper (40%), and quality of your oral presentations (40%). An explanation of each requirement follows:

Weekly commentaries: You will be required to submit a short review, approximately 2 paragraphs single-spaced on each individual reading, every week. The assignments are to be completed in 1 double spaced page or less. PAPERS THAT EXCEED THIS LENGTH WILL NOT BE ACCEPTED. You may point out the strengths or weakness of the reading, ask questions generated by the readings, discuss the implications for future research, and/or make connections to other areas of psychology. Commentaries are due by Monday morning at 8 am to the person leading the discussion (myself and the student discussant). You may miss turning in one review without penalty.

Oral Presentations. You will be responsible for leading a discussion of one or more of the required readings. You will be expected to discuss: 1) the study’s theoretical background and hypotheses; 2) the methods and results; 3) the theoretical and/or clinical implications of the study and; 4) directions for future research. You should be prepared to provide and respond to questions and comments about the study with the class. Discussants are strongly encouraged to review some of the articles cited in these readings in order to obtain and communicate relevant background information.

During the applications section of the course you will be asked to develop and lead a course discussion regarding a topic of your choice. The topic will most likely be the same as the topic of your term paper. Your topic is pending my approval, however, and you should meet with me relatively early in the semester to choose your topic. You will assign a reading for the class, prepare a short presentation, and lead a discussion. Overall your presentations should be around 45 minutes in length. You can be creative with your presentations. Feel free to use any audiovisual aids or handouts. I can have any short handouts copied, but you are responsible for preparing any audiovisual aids.

Term Paper: you are expected to complete a term paper (approximately 15-20 pages plus references, double-spaced) by 12/4/01. I suggest that you meet with me early in the semester to discuss your topic. The paper is due no later than 5 pm on Friday, December 9th.
Note taking and recording:  You are encouraged to take notes on the lectures and are permitted to tape-record class sessions for your own purposes. However, you are not permitted to take notes or tape-record for purposes of sale and distribution. Failure to comply with this rule will result in referral to the Student Affairs Disciplinary Office.

"I" Grade Policy: An “I” grade indicates incomplete coursework. It may be awarded to only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. Requests for “I” grades must be approved by me by the last day of the course and not after. I will tell you that I very rarely give incomplete grades, and if I do, it is only for the most extreme of unforeseen circumstances. For more information regarding University policy on “I” grades, please refer to page 41 of the undergraduate catalog, section entitled “‘I’ Grade Policy.”

Religious Preference Absence Policy: If you anticipate being absent from class due to a major religious observance, please provide notice of the date(s) to me, in writing, by the 2nd class meeting.

Academic Assistance for Students with Disabilities: If you have a disability that requires special needs for lectures, assignments or exams, I will accommodate you. First you must identify yourself with The Office of Student Disability Services, SVC 1133, Voice: (813) 974-4309; TDD: (813) 974-5651, http://www.sa.usf.edu/sds/. Once you have met their requirements, please bring me a memorandum from SDS explaining your disability and needs and we will coordinate. You must identify your disability to me by the second class of the semester so we can coordinate early.

Academic honesty:

Academic honesty is critical to the academic process. It is essential that students and faculty abide by the highest ethical standards with regards to the origin of ideas, the accuracy of data, and similar matters. Academic and personal integrity is based on a commitment to honesty and ethics.

Academic dishonesty occurs when a student or faculty violates the principals of honesty and ethics. The following is a list of activities that constitute academic dishonesty that are relevant to this course. This is not a complete list, and ignorance of academic dishonesty is not an excuse.

1. Cheating on exams: This includes but is not limited to illicitly using notes or other sources of information while taking an exam, obtaining information about an exam prior to the time it is give, copying answers from another student, having another person take the exam for you, and changing answers on an exam that has been graded and returned by the instructor.

2. Plagiarizing: This includes but is not limited to presenting as our own some or all of the work of others without appropriate attributions or citations of your sources(s), paying someone to write your paper, copying all or part of someone else’s paper (includes papers downloaded from the internet).

3. Providing false excuses: This includes but is not limited to lying about why one cannot take an exam or why an assignment is late and forging a legal or medical excuse.

4. Falsifying information: This includes but is not limited to making up or altering data, making up content for a paper and presenting information drawn from a review or abstract as if you have read the original source.

5. Colluding on assignments: This includes but is not limited to working with other students on an assignment without the instructor’s approval.
9/12: History and overview of stress concept(s)

Required:


Additional Resources:


9/19: Endocrine and autonomic stress responses

Required:

Lovallo, W. R. (1997). *Stress & Health: Biological and Psychological Interactions*

Chapter 4: Normal physiological regulation: The autonomic nervous system and endocrine outflow. (pp. 35-54).

Chapter 5: Physiological regulation during physical and psychological stress. (pp. 55-74).


Additional Resources:


9/26: Immune responses to stress

Required:
Lovallo, W. R. (1997). *Stress & Health: Biological and Psychological Interactions*


Additional Resources:


10/3: Psychological responses to stress

Required:


Additional Resources:


10/10: Laboratory stress paradigm

Required:


Additional Resources:


10/17: Visit to Cardiovascular Psychophysiology Laboratory

Required:


10/24: Measuring coping

Required:


Additional Resources:


10/31: Moderators of stress and coping

Required:


Additional Resources:


11/7: Stress management

Required:


Additional Resources:


11/14: Is coping effective?

Required:


Additional Resources:


Proposed Class Schedule

This is a preliminary schedule. It may change based on the background and interests of students enrolled in the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
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<tbody>
<tr>
<td>8/29</td>
<td>Introduction to course</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td><strong>LABOR DAY HOLIDAY</strong></td>
<td></td>
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<tr>
<td>9/12</td>
<td>History and overview of stress concept</td>
<td>Mason, 1975; Lazarus &amp; Folkman, 1984, Ch 2; Hobfoll, 1989</td>
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<tr>
<td>10/10</td>
<td>Laboratory stress paradigms</td>
<td>Krantz &amp; Manuck, 1984; Tomaka, et al., 1993; Smith et al., 1998</td>
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<tr>
<td>10/17</td>
<td>“Field trip” to Cardiovascular Psychophysiology Laboratory</td>
<td>Steptoe &amp; Vögele, 1991</td>
</tr>
<tr>
<td>10/31</td>
<td>Moderators of stress &amp; coping</td>
<td>Bolger &amp; Zuckerman, 1995; Busjahn, et al., 1999; Monroe et al., 1986</td>
</tr>
<tr>
<td>11/7</td>
<td>Stress management</td>
<td>Bishop, 2002; McCubbin, et al., 1996; Roth &amp; Holmes, 1987</td>
</tr>
<tr>
<td>11/21</td>
<td>Student presentations</td>
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<tr>
<td>11/28</td>
<td>Student presentations</td>
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</tr>
<tr>
<td>12/5</td>
<td>Student presentations</td>
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Last day to withdraw without academic penalty is Nov. 4, 5:00 pm.