

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE	
Board of Studies in Psychology	
UG First Year Programme	
Semester	I
Title of Paper	Credits 2/ 4
I) Stress Management II	2
From the Academic Year	2024-25

OE2: Stress Management II

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	The course is designed to understand stress, response to stress, coping and various coping mechanisms that people in general use in various settings in life. It introduces to a important connection between stress and stress management with physical and mental health. The course provides a guideline for managing stress in work, family and personal life. It also tries to bring upon aspects of Indian life and its association with stress and its management. Various interventions discussed are useful for people in general and psychologist and in particular. The four units include stress and stress psychophysiology and Stress and Illness/Disease and Intervention; Intrapersonal and interpersonal life-situation Interventions and Relaxation techniques; Exercise and strategies for decreasing stressful behaviors and Occupational Stress; Stress: Family and Elderly
2	Vertical :	Major/Minor/ Open Elective / Skill Enhancement / Ability Enhancement/Indian Knowledge System
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1) To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context 2) Understand role of Exercise and strategies for decreasing stressful 3) To learn about psychophysiology and Stress and Illness/Disease 4) To understand the concept of Exercise and strategies for decreasing stressful behaviors and Occupational Stress 5) To learn about the impact of stress on family and elderly and role of family.	

8	Course Outcomes: 1) Students describe various types of occupational stress and its impact. 2) Students can demonstrate various techniques to deal with the occupational stress. 3) Students can compare different types of stressors and contrast to them to different kind of situations. 4) Students can evaluate role of family and elderly with reference to stress. Students can describe different interventions for family, an interview with reference to stress.
9	Modules:- Module 1: Exercise and strategies for decreasing stressful behaviors and Occupational Stress (15 Hours) 1. Exercise and Health, the Healthy Way to Exercise, Principles of Exercise, Assessing Cardio-respiratory Fitness, Starting an Exercise Program, Choosing an Exercise Program, Exercise and the elderly, Where to get more information, Exercise – keep it going 2. Strategies for decreasing stressful behaviors: Health and lifestyle behaviours, health-behaviour assessment, selected lifestyle behaviours, barriers to action, locus of control, various methods for decreasing stressful behaviours, application of behaviour change techniques 3. Occupational Stress Cycle, What is occupational stress, Why is occupational stress of concern, Gender and occupational stress, Disease and Occupational Stress, Occupational Stressors 4. The Workaholic, Burnout, Women and Work Outside the Home, Sexual Harassment at Work, Working in the Home. Interventions. Managing Occupational Stress Module 2: Stress: Family and Elderly (15 Hours) 1. The Family, Marriage, Cohabitation, Divorce, Single-Parent Families, Nuclear and Joint families. Urban and Rural families. Gay and lesbian families. Family Stressors 2. A Model of Family Stress, Interventions for family. 3. The Elderly: A Description, Test of Knowledge About the Elderly, Adjustment in the Later Years, Exercise and the elderly 4. Retirement, Care-giving; Death, Dying and Grief. Interventions for elderly and family.
10	Text Books: Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications.

11	Reference Books: 1) Olpin, M. & Hesson, M. (2021). Stress Management for Life: A Research-Based Experiential Approach. 5th Edition 2) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt Ltd. 3) Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt Ltd. 4) Rice, P.L. (1999). Stress and Health. (3rd ed). Brooks/Cole publishing co.	
12	Internal Continuous Assessment: 40% 20 Marks	External, Semester End Examination 60% Individual Passing in Internal and External Examination 30 Marks
13	Continuous Evaluation through: (20 marks) a) Question Paper Pattern for Class Test Examination (10 Marks) 1. Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory): 5 Marks 2. Short Notes (Any Three out of Five) 5 Marks b) Completion of following activities as a part of CIE (10 Marks) Classroom Presentations/ Assignments /Movie Review / Essay Submission/ Book review/ Field Visit Report / Educational Activity Report/ Presentation / Role play/ creative writing assignment: 10 Marks	
14	(B) External / Semester End Examination Marks: 30 Time: 1 Hours Each question is for 15 marks. Two out of Three questions to be attempted. Q.1 Fill in the blanks (Based on all units). Marks 15 Q.2 Essay Type Questions (Based on Unit I). Marks 15 Q.3 Essay Type Questions (Based on Unit II). Marks 15	

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