

COURSE UNIT INFORMATION SHEET (SYLLABUS)

Name OCCUPATIONAL STRESS AND WELL BEING 2020-21
Teaching staff Vânia Carvalho (Professor in charge) Maria José Chambel Manuel Rafael
ECTS 6
Theoretical synchronous sessions through the zoom platform; Face-to-face practical sessions in alternating weeks of classes 1 and 2
Main Objectives / Skills to develop General - Analyze the most relevant theories and empirical research on occupational stress, its antecedents and consequences, as well as the main models for prevention of stress and promotion of well-being in work and organizations; - To develop research skills applied to Quality of Life and occupational stress research in the field of human resources; Specific Acquire knowledge and understand, criticize and / or apply: - models of quality of life at work - the main conceptual models of stress and professional well-being; - the different factors that can facilitate the appearance of stress and well-being in the context of work and organizations; - the consequences of stress and professional well-being in the context of work and organizations; - the importance of considering the relationship between professional and personal and family life to understand well-being and stress at work; - the importance of diagnosing psychosocial risks in different work contexts; - the different intervention strategies in the context of work and organizations, with a view to preventing stress and promoting well-being at individual, group and organizational levels. Skills to develop Identify and discuss relevant topics for research and intervention on Quality of Life at work, Well-being and Occupational Stress; Oral and written communication; Ability to think creatively and develop new ideas and concepts; Learning about research bibliographic databases, scientific literature review and research designs and development.

Prerequisites (precedences) *

Bibliography

Allen T. D. & Eby L. T. (Eds.) (2016). *The Oxford handbook of work and family*. Oxford: Oxford University Press.

Cartwright, S., & Cooper, C. (2009). *The Oxford handbook of organizational well-being*. New York: Oxford University Press.

Chambel, M.J. (2016). A psicologia da saúde ocupacional. Lisboa: Pactor.

Chambel, M. J., & Ribeiro, M.T. (Ed.) (2014). *A relação entre o trabalho e a família: Do conflito ao enriquecimento*. Lisboa: RH Editora.

Neto, H. V., Areosa, J., & Arezes, P. (Ed.) (2014). *Manual sobre riscos psicossociais no trabalho*. Porto: Civeri Publishing.

Teaching methods

The teaching and learning objectives involve the active participation of students in the classroom sessions. To that aim, teachers will apply different methodologies, including theoretical exposition, analysis and discussion of theoretical writings and research, assessment tools and intervention programs.

Some teaching methods have a more expository nature and aim to contribute to the development of objectives / skills related to knowledge acquisition, for which it is also expected the contribution of individual and group assignments performed by students, as well as case studies' analyses and discussion. With regard to more transversal competencies (oral and written communication, thinking creatively and developing new ideas and concepts; literature review; developing students' autonomy) teaching methodologies include the carrying out of work either individually or in group that imply literature review, search for new solutions, as well as oral and written communication.

Evaluation Regimes

General and Alternative

Evaluation Elements

General:

1- Group work (in very small groups) presented in class; the presentation in classes will take place during the month of October (25%);

2 - Participation (individual) in the discussion of group work (5%);

3- An individual work of bibliographic research, which must be presented in writing in the format of introduction and theoretical development of a scientific article in the context of Stress and Well-being at Work and in Organizations (40%). It must be delivered by January 6, 2021;

4 - Accomplishment of 3 practical tasks to be carried out during the practical classes (15%), which must be delivered at the end of the respective session (these works can only be performed by the students who attended the respective sessions);

5 - Participation in an investigation carried out by the teachers (15%), existing as an alternative for students who wish to carry out a critical review on a recently published article (2016-19)

Continuous assessment work (points 1 and 4) can only be carried out during the classes and within the deadlines set by the teachers.

B) The **Alternative Final Regime** consists of two elements:

1- an individual work of bibliographic research, which must be presented in writing in the form of a scientific article in the context of Stress and Well-being at Work and in Organizations (30%). It must be delivered by January 6, 2021;

2 - A written exam on all syllabus (70%)

Assessment modalities - alternative plan to be adopted in the event of a new state of emergency

Taking into account the situation of the evolution of the pandemic, and the consequent assessment of the risk situations of teachers (belonging to teachers at risk groups) and students, some classes may be taught through distance learning, using the Zoom, Moodle platforms or others that are deemed appropriate. For the same reasons, the expected presentations of face-to-face assignments by students may also be made through the Zoom platform, as well as assessments through written exam (which may be by videoconference). Students will be notified in good time about the forms adopted (in person or at a distance). In any case, synchronous sessions will be privileged.

Rules for grade improvement

Written exam (100%);

In both regimes, the grade improvement, such as the realization of the UC for students of the general regime who have not obtained the minimum classification, can occur through the realization of a final written exam (100%)

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

There is a general evaluation scheme available for all students and an alternative evaluation scheme only available for special students.

Language of instruction

Portuguese. Exceptionally, Erasmus students can be authorized to present their work in other languages.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable