

ADAPTATION PROCESSES AND WELL-BEING

2021/2022

Study Programme: Graduation

<p>Name</p> <p>Adaptation Processes and Well-Being</p>
<p>Teaching staff</p> <p>Alexandra Marques Pinto (Professor in charge) and Maria João Alvarez</p>
<p>ECTS</p> <p>6 ECTS</p>
<p>Functioning</p> <p>Discipline offered in the 1st semester as an option for graduation students.</p> <p>Classes are theoretical (2 hours) and practical (2 hours).</p> <p>The tutoring hours of Professor Alexandra Marques Pinto (D-253 cabinet) and of Professor Maria João Alvarez (D-311 cabinet) will be set annually.</p>
<p>Learning goals</p> <p>This course sets out to promote:</p> <ol style="list-style-type: none"> 1) Knowledge and critical reflection on the main conceptual models of stress-coping and well-being, from a bio psychosocial perspective. 2) Analytical and critical reflection capacities on the main trends and lines of research in the areas of stress-coping and well-being. 3) Empirical knowledge about developmental differences in stress coping processes and well-being. 4) Empirical knowledge on the adaptive challenges associated with different contexts of life. 5) Understanding of the relationships and impacts of stress-coping processes on health and well-being.
<p>Skills to be developed</p> <p>Students should acquire skills that enable them to:</p> <ol style="list-style-type: none"> a) Know the theoretical models and the results of empirical research on the processes of stress - coping and well - being. b) Know the different lines of research in the study of stress coping and well-being, critically analyse its limitations and understand future trends c) Know the processes of stress and coping in children, adolescents, adults and the elderly d) Know the adaptive challenges associated with different contexts of life: family, school and work e) Understand the relationships between stress coping processes and their health / wellbeing impacts and the role of different moderating variables in these relationships f) Develop oral and written scientific communication skills

Prerequisites (precedencies) * Not applicable

Contents

I - Theoretical models and research trends in the field of adaptation processes

1. The relevance of stress and coping models in the study of adaptation processes
2. Evolution of conceptions and models of stress and coping
 - 2.1 Stimulus models
 - 2.2 Response models
 - 2.3 Transactional models
 - 2.4 The Holistic Model of Stress and the conceptualization of the role of savoring in the processes of adaptation
3. Relationship between stress-coping and health / well-being.
 - 3.1 Stress / coping impact pathways in health / well-being.
 - 3.2 Impacts of stress / coping on physical and mental health, performance and positive well-being.
 - 3.3 Moderating variables
4. Current research trends in the study of stress and coping:
 - 4.1 Methodological limitations in the study of stress and coping
 - 4.2 Guidance for future research
 - 4.2.1 Study of the positive results of the adaptation processes
 - 4.2.2 Models of Social Coping
 - 4.2.3 Future-oriented Coping Models

II - Processes of adaptation throughout the life cycle and in context

5. Stress and coping throughout the life cycle:
 - 5.1 Contributions from clinical, developmental and Positive Psychology perspectives
 - 5.2 Stress factors and coping strategies in childhood, adolescence, adulthood and the elderly.
6. Adaptation processes in different contexts
 - 6.1 Challenges and resources in a family context: from conjugality to parenthood
 - 6.2 Stress factors and coping strategies in school transitions: from pre-school to higher education. Demands and resources in the work context: from the individual to the organization.

III - Adaptation and well-being

7. Conceptions and models of positive well-being:
 - 7.1 Positive development throughout the life cycle
 - 7.2 Emotional well-being,
 - 7.3 Psychological well-being
 - 7.4 Social well-being
 - 7.5 Integrative Models - the Flourishing Model

<p>Bibliography</p> <p>Aldwin, C. M., & Werner, E. E. (2007). <i>Stress, coping, and development: An integrative perspective</i>. The Guilford Press.</p> <p>Bornstein, M., Davidson, L., Keyes, C. & Moore, K. (Eds.) (2003). <i>Well-Being: Positive development across the life course</i> (pp. 1-12). Lawrence Erlbaum Associates.</p> <p>Lazarus, R.S., & Folkman, S. (1984). <i>Stress, appraisal and coping</i>. Springer.</p> <p>Marques Pinto, A., & Lopes da Silva, A. (Coords.) (2005). <i>Stress e bem-estar: Modelos e domínios de aplicação</i>. Climepsi.</p> <p>Silbereisen, R. K., & Lerner, R.M. (Eds.) (2007) <i>Approaches to positive youth development</i>. SAGE.</p>
<p>Teaching methods</p> <p>Theoretical classes involve thematic exposition in order to present the contents listed in the program. These contents will serve as support for the analysis and critical reflection to be promoted essentially in the practical classes. Individual and group reflection exercises are proposed in the practical classes and group discussion as well as presentations of individual and group assignments carried out by the students outside the teaching time, are encouraged.</p>
<p>Evaluation Regimes (General and/or Alternative)</p> <p>General or Alternative</p>
<p>Evaluation Elements</p> <p>1) The evaluation of students according to the general system consists of:</p> <p>An individual written assignment (100% of final grade) involving the organization of a portfolio (maximum of 30 pages, letter 12, 1.5 spaces).</p> <p>The portfolio must include the assignments proposed in 7 of the 11 classes of this course and carried out in person in class or outside of the teaching time. These 7 assignments must be related to subjects addressed in classes that the student attended. All the assignments included in the portfolio should be supported in the literature and include the bibliographical references consulted. The portfolio should include a brief introduction and final synthesis and personal reflection on the work developed throughout the course.</p> <p>2) The evaluation of students according to the alternative system involves an individual final exam (100% of final grade).</p>
<p>Rules for grade improvement</p> <p>Students can obtain the grade improvement by conducting an individual exam in the 2nd season of exams.</p>
<p>Rules for students having previously failed the course unit * Not applicable</p>
<p>Requirements on attendance and punctuality</p> <p>Students according to the general system must attend 2/3 of the classes.</p> <p>Students according to the alternative system have no mandatory attendance.</p>
<p>Rules for special students (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *</p> <p>Not applicable</p>
<p>Language of instruction</p> <p>Portuguese</p>

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviours 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