

Syllabus

for course at advanced level

Psychobiological processes, stress and health
Psykobiologiska processer, stress och hälsa

**7.5 Higher Education
Credits**
7.5 ECTS credits

Course code:	PH003S
Valid from:	Autumn 2014
Date of approval:	2010-05-04
Changed:	2014-04-11
Department	Department of Public Health Sciences
Main field:	Public Health
Specialisation:	A1N - Second cycle, has only first-cycle course/s as entry requirements

Decision

The syllabus was approved by the board for Centre for Health Equity Studies (CHES), Stockholm University/Karolinska Institutet 2010-05-04

Prerequisites and special admittance requirements

Course structure

Examination code	Name	Higher Education Credits
T13S	Psychobiological processes, stress and health	7.5

Course content

This course provides an overview of psychobiological processes relevant for stress and /ill/ health. The course also allows students to gain further knowledge of current theories, models and concepts that relate to the area of socioeconomic differences in health. The course includes a presentation of research on stress and health and how stress can link onto socioeconomic status and the development of ill health and disease. In addition different themes are covered, including for instance a discussion of the concepts stress and /ill/ health, physiological and psychological stress reactions, coping, the development health, burnout, lifestyle, prevention, intervention and rehabilitation. Along with the focus on socioeconomic status, the course aims to promote discussion regarding the influence of gender, age, culture/ethnicity, and different periods in life. From this follows that students are given the opportunity to systematically integrate knowledge and to critically analyze complex processes, situations and research questions.

Course aims

In particular, the course aims to 1) allow students to further their understanding of psychobiological process, stress and health 2) get insights in the linkages between socioeconomic status, stress and /ill/ health, 3) offer students an opportunity to reflect critically on the influence of age, gender, culture, ethnicity, education, personality and life events on stress and health.

Learning outcomes

At the end of the course the student will be able to:

- 1) Identify, describe and critically evaluate similarities and differences between some frequently used stress

models

2) Describe the most important physiological responses to stress and explain their effects on bodily functioning

3) Critically evaluate the influence of individual differences in stress and stress-related ill health (such as age, gender, culture, ethnicity, education, personality and life events)

Education

The teaching is based mainly on lectures and seminars although the course may involve other forms of work. Students are also expected to take active part in discussions at lectures and seminars. Some lectures and seminars are compulsory.

Forms of examination

Active participation in the final seminar includes being prepared to discuss the papers that are going to be presented. This involves a brief presentation of one's own paper, reading another student's paper and preparing two or more questions. Active participation in this seminar is a course requirement (a requirement that has to be met in order for students to successfully pass the course).

Interim

Students may request an examination in accordance with this syllabus up to three semesters after the course has ceased or significantly changed.

Required reading

A list of the current course literature is found in the course description