



## "Psychological stress: development and overcoming"

### The work program of the academic discipline (Silabus)

#### 1. Details of the credit module

Level of higher education	<i>third (educational and scientific)</i>
Branch of knowledge	<i>05 Social and behavioral sciences</i>
Specialty	<i>053 Psychology</i>
Educational program	<i>Psychology</i>
Credit module status	<i>Selective</i>
Form of study	<i>daily / remote</i>
Year of preparation, semester	<i>2nd year, autumn (first) semester</i>
The volume of the credit module	<i>3 credits. ECTS / 90 hours</i>
Semester control / control measures	<i>Exam</i>
Class schedule	<i>Lectures:</i>  <i>Practical classes:</i>
Language of instruction	<i>Ukrainian</i>
Information about the course leader / lecturers	<i>Lecturer and practical: PHD in Psychological Sciences, associate Professor of Psychology and Pedagogy, Blokhina Iryna Oleksandrivna</i>
Course placement	<i>blokhina.iryana@lil.kpi.ua, +38(067)-686-85-02</i>

## 2. Details of the credit module

### 1. Description of the discipline, its purpose, subject of study and learning outcomes

The subject of the discipline "Psychological stress: development and overcoming" is the psychological content of the processes of stress, its models, resources, stress prevention, strategies and styles of overcoming it.

In accordance with the requirements of the SNP, the purpose of the discipline is the formation of graduate students:

- ability to rethink existing and create new holistic psychological knowledge;
- ability to conduct critical analysis, evaluation and synthesis of new ideas and socio-psychological phenomena;
- ability to use rational methods of individual stress prevention;
- ability to analyze the impact of personality traits on the development of psychological stress;
- ability to provide self-development and self-improvement through scientific reflection of current theoretical and methodological problems of psychology.

According to the requirements of the educational and scientific program, postgraduate students after mastering the discipline must demonstrate the following learning outcomes:

#### **knowledge:**

- principles of systematic knowledge of the essential properties of phenomena, the establishment of their patterns, causal relationships and interaction (KN 4);
- features of mental phenomena, the history of the doctrine of stress, the importance of models of stress and its effects on the individual (KN 9);
- individual psychological properties and personality traits, patterns of development of mental personality traits and personality traits of resistance to stress (KN 12);
- principles of organization of developmental influences on the personality psyche, methods of external stress correction and methods of mental self-regulation (stress correction); (KN 13);
- modern trends, directions and patterns of development of domestic and world psychological science in the context of globalization and internationalization (KN 17);

**skills:**

- to apply the acquired knowledge in professional activities (SK 1);
- to choose the best research approaches and methods for the analysis of a specific socio-psychological phenomenon (SK 10);
- to identify problems and contradictions, analyze psychological phenomena and processes of social reality (SK 14);
- to be able to critically comprehend theories and models of psychological stress, to identify the psychological preconditions for the occurrence of stress (SK 6);
- to be able to analyze complex socio-psychological phenomena, link general psychological problems with solving problems that arise in professional activities (SK 13);
- to identify problems and contradictions, analyze psychological phenomena and processes of social reality (SK 14);
- to analyze the psychological features of the living environment (SK 10);
- to use knowledge of socio-cultural and pragmatic paradigms to optimize intercultural interaction (SK 17);
- to have active methods of stress prevention, personal self-development and self-improvement, actualization of their potential and further self-realization (SK 9).

**As a result of mastering the discipline graduate students will be able to:**

- conduct a critical analysis of the theory of psychological stress, evaluation and synthesis of new and complex ideas and socio-psychological phenomena (FC 1);
- identify, systematize, solve and predict current psychological problems, factors and trends in the functioning and development of individuals, groups and organizations at different levels of psychological research (FC 1);
- critically evaluate the results of research work, determine the prospects for further research with due academic and professional integrity (FC 2);
- use adequate methods of effective interaction with representatives of different groups (social, cultural and professional) (FC 13);
- analyze and generalize the ways of human activity in conditions of stress, to carry out cognitive restructuring of stressful situations, to adapt and generalize the results of modern psychological research to solve scientific and practical problems (FC 16);
- use the existing opportunities of the educational environment and design new conditions, including information, to solve research problems (FC 18).

Communication with the lecturer is possible and encouraged in the classroom, as well as in the framework of consultations with the lecturer, which are carried out according to the schedule available on the website of the Department of Psychology and Pedagogy. In addition, for more effective communication in order

to understand the structure of the academic discipline and master the material, the e-mail [blokhina.iryana@lil.kpi.ua](mailto:blokhina.iryana@lil.kpi.ua) and the Telegram messenger [t.me/blokhinairina](https://t.me/blokhinairina) are used.

## **2. Prerequisites and postrequisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)**

To study the discipline of a graduate student, it is desirable to have the skills to use a text editor on a computer, skills to work with electronic databases of research institutes and libraries.

The discipline is studied after mastering the disciplines "Philosophical principles of scientific activity" and "Foreign language for scientific activity", "Methodology of scientific research", "Theoretical and methodological problems of psychology", "Environmental psychology", "Psychology of scientific and technical creativity". to the cycle of obligatory (normative) disciplines of scientific program.

Names of sections and topics	Number of hours			
	Total	including		
		Lectures	Practical (seminar)	independent work
1	2	3	4	5
<b>Section 1. Basic approaches to the study of stress</b>				
Topic 1.1. The doctrine of psychological stress	14	2	-	12
Topic 1.2. Features of the development of psychological stress	14	-	-	14
Topic 1.3. Models and theories of stress	14	-	2	14
<b>Section 1.</b>	<b>42</b>	<b>2</b>	<b>2</b>	<b>38</b>
Section 2. Theoretical approaches to the study of stress management				
Topic 2.1. Problems of "overcoming stress"	12	-	-	12
Topic 2.2. Methodology of overcoming stress	14	2	-	12
Topic 2.3. Models and mechanisms of coping with stress	14	-	2	12
Topic 2.4. Processes and resources to	14	-	2	12

overcome stress				
Topic 2.5. Strategies and styles for overcoming stress	14	2	-	12
Section 2.	<b>68</b>	<b>4</b>	<b>4</b>	<b>60</b>
Section 3. Prevention and coping with stress				
Topic 3.1. The role of personality in the development and overcoming of psychological stress	14	-	2	12
Topic 3.2. Psychological stress management techniques	14	2	-	12
Topic 3.3. Techniques of group stress prevention	12	-	-	12
Section 3.	<b>40</b>	<b>2</b>	<b>2</b>	<b>36</b>
Hours in general	<b>150</b>	<b>8</b>	<b>8</b>	<b>134</b>

#### 4. Training materials and resources

For successful study of the discipline it is enough to study the educational material, which is taught in lectures, as well as to get acquainted with:

##### 4.1 Basic literature

1. Ababkov V. Adaptation to stress: the basics of theory, diagnosis, therapy [Electronic resource] / V. Ababkov, M. Perre. - СПб. : Речь, 2004. - 166 с. - Access mode: <http://klex.ru/gtg>
2. Bodrov V. The problem of overcoming stress. Part 3: Strategies for overcoming stress [Electronic resource] / VA Bodrov // Psychological Journal. - 2006. - V. 23, № 3. - P. 106–116. - Access mode: <http://www.twirpx.com/file/473234/>
3. Breslav G. Psychology of emotions / G. Breslav. - М.: Смысл: Академия, 2004. - 544 p.
4. Vasiliev V. Health and stress / V. Vasiliev. - М.: Знание, 1991. - 160 p.
5. Vasilyuk F. Psychology of experience: analysis of overcoming critical situations [Electronic resource] / F. Vasilyuk. - Moscow: Izd-vo Mosk. University, 1984. - 200 p. - Access mode: <http://www.psylib.org.ua/books/vasif01/index.htm>
6. Greenberg J. Stress Management [Electronic resource] / J. Greenberg. - 7th ed. - СПб: Питер, 2002. - 469с. - Access mode: [http://www.e-reading.club/bookreader.php/1023461/Grinberg\\_-\\_Upravlenie\\_stressom.html](http://www.e-reading.club/bookreader.php/1023461/Grinberg_-_Upravlenie_stressom.html)
7. Izard K. Emotions of man [Electronic resource] / K. Izard. М.: Izd-vo Mosk. University, 1980. - 439 p. - Access mode:

[http://www.dolit.net/author/3949/ebook/11497/izard\\_kerrol\\_e/emotsii\\_cheloveka/read](http://www.dolit.net/author/3949/ebook/11497/izard_kerrol_e/emotsii_cheloveka/read)

8. Kirilenko T. Psychology: the emotional sphere of personality: textbook. way. [Electronic resource] / TS Kirilenko. - К. : Либідь, 2007. - 256 p. - Access mode: [http://scienceandeducation.pdpu.edu.ua/journals/2010/NiO\\_9\\_2010/1\\_razd/Kiril.htm](http://scienceandeducation.pdpu.edu.ua/journals/2010/NiO_9_2010/1_razd/Kiril.htm)

9. Prokhorov A. Psychology of mental states [Electronic resource] / AO Prokhorov // Psychology of state: textbook / comp. : T. Vasilieva, G. Sh. Gabdreeva, A. Prokhorov; under ed. A. Prokhorov. - M., 2004. - P. 496–512. - Access mode: <http://www.klex.ru/hf7>

10. Selye G. Stress without distress [Electronic resource] / G. Selye. - M.: Progress, 1979. - 124 p. - Access mode: [http://www.lib.ru/PSIHO/SELYE/distree.txt\\_with-big-pictures.html](http://www.lib.ru/PSIHO/SELYE/distree.txt_with-big-pictures.html)

11. Semichenko V. Psychology of emotions: module. course: (lectures, practical classes for independent work): for teachers and students / V. Semichenko. - K.: Maricrp-S, 1998. - 128 p.

12. Shcherbatykh, Yu. V. Psychology of stress and methods of correction [Electronic resource] / Yu. V. Shcherbatykh. - СПб. : Питер, 2006. - 256 p. - Access mode: <http://www.klex.ru/ext>

#### 4.2 Supporting literature:

1. Andreeva I. Emotional intelligence: a study of the phenomenon / I. Andreeva // Questions of psychology. - 2006. - № 3. - P. 78–85.

2. Velichkovsky B. Complex diagnosis of individual resistance to stress in the model "state - a stable trait" / B. Velichkovsky, M. Marin // Bulletin of Moscow University. - 2007. - № 2. - P. 34–47.

3. Kruzheva T. Psychophysiological determinants of stress resistance of persons with special needs in the learning process / T. Kruzheva, L. Pipchenko // Actual problems of psychology: collection. Science. etc. / Inst. of Psychology. G. Kostyuk, Academy of Pedagogical Sciences of Ukraine; for order. Maksymenko SD - K., 2005. - Vol. 5: Psychophysiology. Medical psychology. Genetic psychology, part 2. - P. 96–102.

4. Leonova A. Professional stress in the process of organizational change / A. Leonova, I. Motovilina // Psychological Journal. - 2006. - V. 27, № 2. - P. 79–92.

5. Sudakov K. Estimation of stress in the workplace: a systematic campaign / K. Sudakov // Occupational medicine and industrial ecology. - 1996. - T. 12. - S. 5–10.

6. Sudakov K. Psycho-emotional stress: ways to overcome / K. Sudakov // Medical newspaper. - 1995. - June 25 (№ 48). - P. 7.
7. Tsyganchuk T. Dynamics of experiencing stress by students: individual psychological characteristics / T. Tsyganchuk // Actual problems 19 of psychology: collection. Science. etc. / Inst. of Psychology. GS Kostyuk NAPS of Ukraine; for order. Maksimenko SD - K., 2010. - T. Kh., Vip. 16. - P. 564–574.
8. Tsyganchuk T. To the problem of research of psycho-emotional stress states of youth in the learning process / TV Tsyganchuk // Problems of general and pedagogical psychology: collection. Science. etc. / Inst. of Psychology. GS Kostyuk NAPS of Ukraine; for order. Maksimenko SD - K., 2007.T. - IX, part 4. - P. 399–404.
9. Tsyganchuk T. Increasing stress resistance in university students / T. Tsyganchuk // Practical psychology and social work. - K., 2010. - № 8. - P. 18-30.
10. Chepeleva N. Psychological mechanisms of understanding and interpretation of personal experience / N. Chepeleva // Actual problems of psychology: psychol. hermeneutics / ed. N. Chepeleva. - K., 2002. - T. 2, vip. 2. - P. 3–13.
11. Yurchenko V. Psychic states of man: system description: monograph / V. Yurchenko. - Rivne, 2006. - 574 p.

## Educational content

### 5. Methods of mastering the discipline (educational component)

#### Lectures

№	Topics of the lecture and a list of key issues (tasks for independent student work)
1	<p style="text-align: center;"><b>Topic 1.1. The doctrine of psychological stress</b></p> <p>The concept of psychological stress. History of the doctrine of stress. Approaches to the study of stress. Basic provisions on stress (general adaptation syndrome) by G. Selye. Theories and models of psychological stress. General idea about stressors. Stress reactivity.</p> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Define the concept of stress.</li> <li>2. Describe the functions of stress.</li> <li>3. To reveal the concept of adaptive energy.</li> <li>4. Describe the historical background of the doctrine of stress.</li> <li>5. Analyze the main models of stress.</li> <li>6. Identify ways to measure voltage.</li> <li>7. Describe the concept of "coping" by R. Lazarus</li> </ol>

2	<p><b>Topic 2.2. Methodology of overcoming stress</b></p> <p>The concept of "overcoming stress". Social aspects of overcoming: change of social character, social support. Overcoming, adaptation and emotional reaction. Classification of ways to overcome. Problem-oriented approach. Cognitive approach.</p> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Describe the main approaches to defining the concept of "overcoming stress".</li> <li>2. Describe the main social aspects of coping with stress.</li> <li>3. Analyze the classification of ways to overcome stress.</li> <li>4. To reveal the specifics of stress management, given in the problem-oriented approach.</li> <li>5. To reveal the specifics of coping with stress, given in the cognitive approach.</li> <li>6. Compare problem-oriented and cognitive approaches to coping with stress.</li> <li>7. Define the principles for the development of specific actions aimed at overcoming a stressful situation.</li> <li>8. Describe the possibilities of integrated stress management.</li> </ol>
3	<p><b>Topic 2.5. Strategies and styles for overcoming stress</b></p> <p>Characteristics of the main strategies for overcoming stress: proactive, collective, creative, existential, spiritual. Ineffective stress management strategies. Successful ways to overcome stress. The main styles of coping with stress: following the rules, changing the rules, protective avoidance, vigilance.</p> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Formulate general recommendations for successful ways to overcome stress.</li> <li>2. Describe proactive, collective, creative, existential, spiritual stress management strategies.</li> <li>3. Compare and determine the effectiveness of each strategy.</li> <li>4. Describe ineffective strategies for overcoming stress.</li> <li>5. Describe the main styles of coping with stress.</li> <li>6. Determine the effectiveness of such styles of coping with stress: compliance with the rules, change of rules, protective avoidance, vigilance</li> </ol>
	<p><b>Topic 3.2. Techniques for managing the state of psychological stress</b></p> <p>Classification of methods of managing the state of psychological stress. Functional state management: energy, sensory, informational, affective, activation components. Psychological bases of self-regulation. Features of the application of exercises with deep breathing and visualization. Using exercises to reduce arousal and change negative emotions to positive ones.</p>

	<p>Development of actions aimed at overcoming stress.</p> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Describe the basic techniques of stress management.</li> <li>2. Describe the methods of managing the functional state of psychological stress.</li> <li>3. Determine the effectiveness of energy, sensory, information, affective, activation components of the management of the functional state of psychological stress.</li> <li>4. To analyze the psychological features of self-regulation in a state of stress.</li> <li>5. Determine the features of the application of exercises with deep breathing and visualization.</li> </ol>
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### Seminar (practical) classes

The main tasks of the cycle of seminars (practical) classes, to form in graduate students:

- ability to work with psychological literature, prepare speeches, formulate and defend their position, take an active part in the discussion;
- conduct critical analysis, evaluation and synthesis of psychological phenomena;
- experience of active discussion management techniques.
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№	The name of the topic of the lesson and a list of main questions (list of didactic support, questions for current control and tasks for independent work)
1	<p><b>Topic 1.3. Models and theories of stress</b></p> <ol style="list-style-type: none"> <li>1. Describe the model of opposite processes.</li> <li>2. Describe the model of increasing deviations.</li> <li>3. Highlight the features of the model of chaos theory.</li> <li>4. Describe the concept of stress (R. Hockey).</li> <li>5. Analyze the P. Hamilton's concept of stress.</li> <li>6. Describe the concept of stress (R. Lazarus).</li> <li>7. Analyze the concept of stress G. Selye</li> <li>8. Highlight the features of the concept of stress K. Gurevich.</li> </ol> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Compare the following models of stress: opposite processes and increasing deviations.</li> <li>2. Highlight the characteristics of the model of chaos theory.</li> <li>3. Describe W. Wendy's model of stress</li> <li>4. Describe V. Zazykin's model of stress.</li> </ol>
2	<p><b>Topic 2.3. Models and mechanisms of coping with stress</b></p> <ol style="list-style-type: none"> <li>1. Describe the model of Ego-psychology.</li> <li>2. Highlight characterological features of the model of a characteristic trait or predisposition.</li> </ol>

	3. Describe the contextual model. 4. Analyze the main mechanisms of activating stress management. 5. Describe the classification of ways to overcome stress, which is based on the focus of coping on evaluation; the problem; emotions. 6. Describe the models of indirect and mitigating action. <b>Tasks for independent work:</b> 1. Describe the concept of "coping". 2. Describe the following styles of response in stressful situations: problem-oriented and subjective-oriented. 3. Describe the types of cognitive activity in a state of stress.
3	<b>Topic 2.4. Processes and resources for coping with stress</b> 1 Analyze coping as a process. 2. Determination of coping with stress. 3. Describe personal factors in coping with stress. 4. Describe social factors in coping with stress. 5. Identify resources for coping with stress. Types of resources. <b>Tasks for independent work:</b> 1 Describe the interaction of personal and social factors in coping with stress. 2. Determine the role of resources in the regulation of the process of coping with stress.
4	<b>Topic 3.1. The role of personality in the development and overcoming of psychological stress</b> 1. Describe personality traits that positively affect the ability to overcome stress. 2. Identify personality traits that prevent stress. 3. Analyze the relationship between personality traits and stress characteristics. 4. Determine the impact of personal characteristics on overcoming psychological stress. 5. Describe the models of characteristics or predispositions. <b>Tasks for independent work:</b> 1. To characterize individual-typological features of personality and their influence on overcoming stress. 2. Describe the possibilities of methods of self-education in the process of overcoming stress.

## 6. Independent work of graduate students

Postgraduate students independently study the following issues:

Topic 1.2. Features of the development of psychological stress

Causes of stress. Criteria for stress. Classification of stress. Areas of stress in everyday life: interpersonal, intrapersonal, family, environmental, work.

#### Topic 2.1. Problems of "overcoming stress"

The concept of "overcoming stress". Changing social character and social support as social aspects of coping with stress and stressful situations. Overcoming, adaptation and emotional reaction. Active ways to increase the overall resilience of the individual in a state of stress: physical factors of influence; autogenic training, psychotherapy, hypnosis; biologically active substances.

#### Topic 3.3. Techniques of group stress prevention

Ensuring a favorable socio-psychological climate in the team. Mastering the skills of nonverbal and verbal interaction in the team. Ergonomic design of activity. Assessment of professional suitability. Preparation and adaptation to work.

### **Policy and control**

#### **7. Policy of academic discipline (educational component)**

Working on the study material of the credit module "Psychology of social phenomena ", graduate students perform an individual semester task by preparing an abstract. The purpose of writing an abstract is to confirm the level of mastery of graduate students of the basic principles of the chosen topic, demonstration of knowledge of relevant literature, the ability to analyze the material, make generalizations and independent conclusions.

Work on the abstract involves in-depth study of the selected psychological problem, modern scientific literature, as well as mastering the skills of logical analysis and generalization of the material, its systematic presentation. The topic of the abstract is chosen by the graduate student independently within two weeks from the beginning of the semester, based on the proposed list. In addition to the proposed, graduate students can choose the topic of the abstract, be sure to agree it with the teacher. Approximate topics of abstracts and requirements for content and design are contained in Appendix 1/

Postgraduate students submit an essay to the Department of Psychology and Pedagogy two weeks before the exam.

#### **Attendance and performance of tasks**

Attendance at lectures is not evaluated, but is desirable, as the study material is presented in an accessible form and there is an opportunity to discuss issues and clarify unclear points. For applicants for higher education who want to demonstrate excellent learning outcomes, active work in lectures is simply necessary. However, it is not necessary to work off the missed lectures.

Active participation of a graduate student in seminars is mandatory. The graduate student's rating will be largely formed based on the results of his work in

seminars. Each missed seminar (regardless of the reasons for skipping) reduces the final rating of the graduate student in the discipline. If you miss a seminar, it is important to study the topics and complete all the tasks. The control of knowledge (understanding) by the graduate student of the missed topics (performance of tasks) will take place during communication with the teacher according to the schedule of consultations available on the website of the Department of Psychology and Pedagogy, or during a break in the class. The graduate student who completes the relevant tasks (answer the questions) will receive the appropriate points for the rating depending on the quality of the answers (task completion).

The graduate student in the seminar can use the written notes prepared by him on the topic of the lesson (or provided by the task), but to express a position by reading from a sheet of paper is not necessary.

### **Forms of work**

Lectures, seminars. Topics of lectures are covered in the work program (syllabus) of the discipline. Questions from graduate students to the lecturer are welcomed during the lecture. Dialogue between graduate students and the lecturer is allowed and welcomed at the lecture. In practical classes, graduate students focus on the analysis of socio-psychological phenomena in society and master active techniques of discussion management.

### **University policy**

#### **Academic integrity**

The main types of academic responsibility are established by the Law of Ukraine "On Education".

According to Part 6 of Article 42, the main types of academic responsibility of students include: re-assessment (test, exam, test, etc.); re-passing the relevant educational component of the educational program; deductions from educational institutions; deprivation of an academic scholarship; deprivation of education benefits provided by the educational institution.

The policy, standards and procedures for the observance of academic integrity are contained in the following regulatory documents of the KPI. Igor Sikorsky, published on the website of the University: Code of Honor of KPI. Igor Sikorsky <https://kpi.ua/files/honorcode.pdf>, Regulations on the system of prevention of academic plagiarism <https://rb.gy/agihij>, as well as legal documents, official recommendations, orders and directives, sociological research KPI them . Igor Sikorsky, methodical materials, educational courses <https://kpi.ua/academic-integrity>.

Among the technological solutions in the framework of combating violations of academic integrity in the study of the course "Psychology of Social Phenomena" can be noted: checking the prepared abstract for plagiarism. The check is carried out in the System of detection of coincidences / identity / similarity of the text from the Unichek company. In case of detection of academic plagiarism in the works of employees and applicants for higher education of the

University, the authors are responsible in accordance with current legislation, including those provided by the Law of Ukraine on Education.

### **Norms of ethical behavior**

Norms of ethical behavior of graduate students and employees are defined in section 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Details: <https://kpi.ua/code>, as well as in the Regulations on the Commission on Ethics and Academic Integrity of NTUU "KPI" [https://data.kpi.ua/sites/default/files/files/2015\\_1-140a1.Pdf](https://data.kpi.ua/sites/default/files/files/2015_1-140a1.Pdf)

### **7. Types of control and rating system of assessment of learning outcomes (RSO)**

Current control: [survey on the topic of the lesson, tasks](#).

Semester control: [exam](#).

#### **Evaluation and control measures**

The graduate student's rating in the discipline consists of points obtained for:

- 1) preparation of a report and presentation at a seminar, group discussion of seminar issues;
- 2) writing an abstract;
- 3) examination test.

The graduate student will receive the highest rating if he takes an active part in the seminars, mostly provides complete and reasoned answers, logically presents them, expresses his own position on discussion issues.

Proper preparation of a graduate student for a seminar will take an average of 1-1.5 hours.

Detailed criteria for assessing the results of postgraduate studies are defined in the regulations on RSO in the discipline and are presented in Annex 2.

The graduate student may appeal the lecturer's assessment by submitting a complaint to the lecturer no later than the next day after the graduate student is acquainted with the lecturer's grade. The complaint will be considered according to the procedures established by the university.

The objectivity of examiners is ensured by the application of the developed evaluation criteria, conducting examinations mainly in writing. [https://document.kpi.ua/files/2020\\_7-137.pdf](https://document.kpi.ua/files/2020_7-137.pdf).

In the Regulations on current, calendar and semester control of learning outcomes [https://document.kpi.ua/files/2020\\_7-137.pdf](https://document.kpi.ua/files/2020_7-137.pdf) (page 4) it is said that in case of a conflict situation of the applicant with the examiner before the semester control, on a reasoned application of the applicant (collective application of

applicants), the dean faculty creates a commission to conduct the planned semester control event.

Procedures for the prevention and settlement of conflicts of interest are governed by the Regulations on the resolution of conflict situations in National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". [https://document.kpi.ua/files/2020\\_7-170.pdf](https://document.kpi.ua/files/2020_7-170.pdf).

A prerequisite for admission to the exam is a rating (Rc) of at least 50% of RC, ie 20 points.

The exam is conducted in writing. The time of the examination test is 90 minutes.

The control task contains 2 questions on thematic sections of the credit module. Approximate the list of questions to the examination test is contained in Annex 3.

Table of correspondence of rating points to grades on the university scale:

<i>Number of poi</i>	<i>Assessment</i>
100-95	“excellent”
94-85	“very good”
84-75	“good”
74-65	“satisfactory”
64-60	“satisfactory”
Less than 60	“unsatisfactory”
Admission conditions are not met	not allowed

## **8. Additional information on the discipline (educational component)**

### **Recommendations for graduate students**

When studying the discipline "Psychological stress: development and overcoming ", the graduate student should use, first of all, the literature, which is defined in the main list and is in the scientific and technical library named after G. Denysenko. An additional source of information should be lecture notes. Postgraduate students are also recommended to find the latest psychological research materials via the Internet.

The content of the discipline is realized through the mastery of three blocks: theoretical, practical and block of independent work. Mastering the theoretical block is carried out in the process of working on lectures and literature. At seminars specific skills and abilities of the analysis of a modern condition of the social and psychological phenomena are developed, communicative abilities, ability to argue and defend own point of view are formed.

Mastering the discipline "Psychological stress: development and overcoming" involves a comprehensive approach to the choice of forms and methods of teaching. The essence of this approach is a combination of lectures and

various forms of independent work, including: work in a seminar; preparation of reports and presentations at seminars.

The seminar gives an opportunity to identify the level of preparation for it (speech, participation in the discussion, expression of one's opinion). Criteria for evaluating the performance of seminar tasks are: logical sequence of answers; completeness of disclosure of each issue; analytical reasoning in response; references to sources; validity of personal conclusions. In the process of working with literature and notes, it is important to record bibliographic information of the source and page numbers from which the ideas were borrowed for further reference to the sources. Previously prepared materials are processed, include their own analysis.

### **Extracurricular activities**

Possible participation of graduate students in informal circles, in particular in the open group PhD-incubator

<https://www.facebook.com/groups/2735550373369832/>

### **Distance Learning**

Synchronous distance learning using video conferencing platforms and a distance learning educational platform at the university is possible.

### **Inclusive education**

Allowed

### **Work program of the discipline (syllabus):**

Compiled by Lecturer and practical: PHD in Psychological Sciences, associate

Professor of Psychology and Pedagogy, Blokhina Iryna Oleksandrivna

Approved by the Department of Psychology and Pedagogy (protocol № \_\_\_\_ from \_\_\_\_\_)

Approved by the Methodical Commission of the faculty (protocol № \_\_\_\_ from \_\_\_\_\_)

### **Approximate topics for abstracts**

1. Information theory of stress.
2. Causes and sources of psychological stress.
3. Features of the manifestation of information stress.
4. Behavioral stress reactions.
5. Cognitive regulation of stress
6. Resistance to stress.
7. Personality and behavior to overcome stress.
8. Resource approach to stress regulation.
9. Psychometric approach to the study of stress.
10. History of the study of stress.
11. Ways to overcome stress and their classification.
12. Adaptation and overcoming stress.
13. Stress as a factor in personality development.
14. Social aspects of coping with stress.
15. Stressors of short-term and long-term action

### **Requirements for writing an abstract**

The volume of the abstract should be - 1 printed sheet (24 pages). The total volume of the work does not include appendices, glossary, list of sources used, tables and figures, which completely occupy the area of the page. But all pages of these elements are subject to continuous numbering. The text must contain references to the literature and other sources used in the preparation of the abstract.

The text of the abstract is presented in the state language on standard sheets of A-4 format (210 x 297).

The work is printed in Times New Roman font, 14 point; alignment - "Width"; line spacing "One and a half" (1.5 Lines); paragraph indent - five characters (1.25 cm); top and bottom margins - 2 cm, left - 3 cm, right - 1 cm. Paragraph indentation should be the same throughout the text and equal to five characters (1.25 cm).

Sections and subsections should contain headings that should be accurately reproduced in the table of contents. Section headings are usually placed in the middle of the line. Section names are capitalized without punctuation at the end, without underscores. Section headings should begin with a proper indent.

Page numbering must be continuous. The serial number of the page is marked with an Arabic numeral and placed in the upper right corner of the page without dots or dashes. The title page is included in the general page numbering of the written

work, but the page number on the title page is usually not affixed. Sections should also be numbered in Arabic numerals.

When using literary sources in the text of a written work there may be two versions of references to them. The first is page links (footnotes): when a source is cited on a page, a bibliographic description of the literary source is given at the bottom of the page below the main text and the page is indicated. The second - when in the case of a reference to a literary source in square brackets indicates its serial number in the bibliography and a specific page, a citation, exact numbers, data.

Illustrative material - drawings, graphics, diagrams, etc. should be placed immediately after the first reference to it in the text. If the graph, diagram, table is not placed on the page where there are links, they are submitted on the next page. Each illustrative material should be referenced in the text.

The maximum number of points for the abstract is 20 points.

Each abstract is evaluated based on an analysis of a set of the following criteria:

1. Relevance of the topic.
2. The plan and content of the abstract should systematically reveal the chosen topic.
3. Personal contribution is estimated from the presence of own analytical conclusions.
4. Used sources, ie the presence of a sufficient number of modern regulatory and scientific sources.

Annex 2

### **Rating system for assessing learning outcomes**

The rating of graduate students in the discipline " Psychology of social phenomena" consists of points obtained for:

- 1) preparation of a report and presentation at a seminar, group discussion of seminar issues;
- 2) execution of the abstract (individual task);
- 3) examination test work.

### **System of rating (weight) points and evaluation criteria:**

1. Work on seminars (maximum number of scores - 20 scores (weight point for 1 seminar is 5):

active participation in the lesson providing a complete and reasoned, logically presented report, answers, expressing one's own position on discussion issues or completely correct problem solving with appropriate justification, in combination with appropriate additions to the answers of other graduate students during the discussion	8-10
active participation in the lesson; providing correct answers or correct solution of problems with minor inaccuracies,	5-7

violations of the logic of the answer or justification when solving the problem	
providing answers with numerous significant errors or solving a problem with gross errors, solving a problem without justification	1-4

2. 2. Execution of an individual task (abstract) (maximum number of scores is 20):

the topic of the abstract is relevant, the plan and content of the abstract systematically reveal the chosen topic, there are analytical conclusions of the graduate student, in preparing the abstract used a sufficient number of regulatory and scientific sources	16-20
the topic of the essay is relevant, the plan and content of the essay systematically disclose the selected topic, when preparing the essay, a sufficient number of regulatory and scientific sources were used, but there are no analytical conclusions of the graduate student	10-15
the topic of the abstract is relevant, but the plan and content of the abstract do not sufficiently reveal the chosen topic, there are no analytical conclusions of the graduate student, a sufficient number of normative and scientific sources were used in the preparation of the abstract	5-9
the topic of the abstract is relevant, but the plan and content of the abstract do not disclose the chosen topic, there are no analytical conclusions of the graduate student, in preparing the abstract used insufficient regulatory and scientific sources	1-4

3. Exam: the examination test is carried out in writing within 90 minutes.

The maximum number of points for the examination test is 60. The examination ticket consists of two theoretical questions on the thematic sections of the course. The weight point for each question is 30.

a complete, clear, logical answer to the question, which indicates a deep understanding of the essence of the issue, familiarization of the graduate student not only with the material of the lectures, but also with the textbook and additional literature; statements by a graduate student of his own position on controversial problems, if any are violated in the question	25-30
to all the questions posed, but not completely complete or not clear enough, which indicates a correct understanding of the essence, familiarization with the graduate student of the issue of lectures and a textbook; inaccuracy in the answer	19-24

enough superficial answer to all questions; significant errors in the answer; lack of answer to one question with the correct, in general, the answer to others	10-18
the correct answer to only one question in the absence of answers to others or incorrect answers to them	5-9
incorrect answer to the questions posed, which indicates ignorance of the relevant educational material, but attempts to express their own understanding of the essence of the question posed; no answer	0-4

### Rating scale (R):

The sum of weight points of control measures during the semester is:

$$RC = 20 + 20 = 40 \text{ points}$$

The examination component of the scale is equal to 60% of R, namely:

$$RE = 60 \text{ points.}$$

Thus, the rating scale of the discipline is:

$$R = RC + RE = 100 \text{ points.}$$

A prerequisite for admission to the exam is a rating (Rc) of at least 50% of RC, ie 20 scores.

In order for a graduate student to receive the appropriate grades (ECTS and traditional), his rating (RD) is translated according to the table:

RD	ECTS	Traditional assessment
95-100	<i>“excellent”</i>	<i>“excellent”</i>
85-94	<i>“very good”</i>	<i>“good”</i>
75-84	<i>“good”</i>	
65-74	<i>“satisfactory”</i>	<i>“satisfactory”</i>
60-64	enough (meets minimum criteria)	
<b><i>RD</i> &lt; 60</b>	<i>“unsatisfactory”</i>	<i>“unsatisfactory”</i>

### **An indicative list of questions for the examination test**

1. Define the meaning and structure of the concept of "stress".
2. Describe the psychological and physiological symptoms of stress.
3. To reveal theories and models of stress.
4. Analyze empirical research and prospects for the study of stress.
5. Identify the prerequisites for stress.
6. Describe the history of the study of the phenomenon of "stress".
7. To reveal theoretical models of studying of stresses.
8. Describe the stages of stress according to G. Selye.
9. Explain the meaning of "coping".
10. Describe the main provisions of G. Selye's theory of general adaptation syndrome.
11. Describe the determinants of stress.
12. Identify the socio-psychological determinants of stress.
13. Describe the models of stress determinants.
14. To determine the interaction of gender and other socio-demographic characteristics on the occurrence and development of stress.
15. Describe the psychological conditions for prevention and coping with stress.
16. Identify individual methods of prevention and coping with stress.
17. Formulate general recommendations for taking into account individual characteristics in the process of psychoprophylaxis and overcoming stress.
18. To characterize autogenic training as a means of psychocorrectional work with stress.
19. Describe the types of relaxation exercises and the possibility of their use for psycho-correctional work with stress.
20. Describe education as a factor in psychoprophylaxis of stress.
21. To reveal methods of psychological diagnosis of stress.
22. Identify and describe the main methods of studying individual personality traits that affect the emergence and development of stress.
23. Describe the methods of diagnosing the determinants of stress associated with the activities of the organization.
24. Give the basic requirements for socio-psychological training as a means of prevention and coping with stress.
25. Describe the model of opposite processes.
26. Describe the model of increasing deviations.

27. Describe the model of chaos theory.
28. Describe the concept of stress (R. Hockey).
29. Describe P. Hamilton's concept of stress.
30. Describe the concept of stress (R. Lazarus).
31. Describe the concept of stress G. Selye
32. Describe the concept of stress K. Gurevich.
33. Describe W. Wendy's model of stress.
34. Describe V. Zazykin's model of stress.
35. Analyze the model of Ego-psychology.
36. Analyze the model of a characteristic trait or predisposition.
37. Analyze the contextual model.
38. Describe response styles in stressful situations.
39. Describe the types of cognitive activity in a state of stress.
40. Identify the role of resources in regulating the process of coping with stress
41. Describe the resources to overcome stress.
42. Describe the functions of stress.
43. To reveal the concept of adaptive energy.
44. Describe the historical background of the doctrine of stress.
45. Identify ways to measure voltage.
46. Describe the concept of "coping" by R. Lazarus.
47. To reveal the specifics of coping with stress, given in the problem-oriented approach.
48. To reveal the specifics of coping with stress, given in the cognitive approach.
49. Compare problem-oriented and cognitive approaches to coping with stress.
50. Identify the principles for the development of specific actions aimed at overcoming stressful situations.