



Faculty of Social Sciences

**PSYE27, Psychology: Performance under Stress, 15 credits**  
*Psykologi: Att prestera under stress - teori och tillämpningar, 15*  
*högskolepoäng*  
**First Cycle / Grundnivå**

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### Details of approval

The syllabus is an old version, approved by the board of the Department of Psychology on 2013-11-12 and was last revised on 2016-09-14 by Committee for Single Subject Courses at the Department of Psychology. . The revised syllabus applied from 2017-01-16. , spring semester 2017.

### General Information

The course is offered as a freestanding course and can be included in a Bachelor's degree specialising in psychology or in a programme in accordance with the programme syllabus.

*Language of instruction:* Swedish

*Main field of studies*

Psychology

*Depth of study relative to the degree requirements*

G1N, First cycle, has only upper-secondary level entry requirements

### Learning outcomes

On completion of the course, the student shall be able to demonstrate

#### Knowledge and understanding

- knowledge of relevant theories that describe the relationship between different types of acute stress and different forms of human performance
- knowledge of current stress research and of methods of measuring different aspects of stress and performance
- knowledge of concepts of relevance to understanding the relationship between stress and performance, such as attention, memory, motor function and decision making
- understanding of how individual differences in cognitive capacity and personality

relate to performance in general and to performance under stress in particular

- understanding of how different professional categories are affected by high stress situations in their professional practice and actual performance
- knowledge of the concept of risk and how it is related to stress
- understanding of how organisational culture and incorrect communication may increase the risk of accidents and disasters
- understanding of how interventions at the levels of individuals and organisations can be used to manage and process performance-inhibiting stress
- the ability to distinguish between situations in which stress increases performance and situations in which it has a negative impact

### **Competence and skills**

- the ability to discern how different forms of stress may affect performance differently
- the ability to integrate the perspectives on stress and stress impact highlighted in the course
- the ability to apply knowledge of stress in applied situations in working life by:
  - planning training/education in stress management
  - discovering unnecessary risks that can arise in high stress situations

### **Course content**

Module 1. Basic Theories of Stress, Performance Psychology and Decision Making (6 credits)

The module enables the student to acquire basic psychological knowledge about the concepts of stress and performance. Different ways of defining stress are presented and related to performance measurement of different kinds, including social, physiological and cognitive ones. Furthermore, the module highlights the relationship between physiological responses to stress and performance. The students will also acquire knowledge about basic theories of decision making and the relationship between decision-making and performance under stress. Moreover, students will be trained in observing how individual differences in personality and cognitive capacity are related to the ability to perform under stress. Finally, the student will acquire knowledge about the effect of extreme forms of stress on cognitive performance.

Module 2. Stress and Its Effects in Application (6 credits)

The module deals with the concepts of risk and stress and their links to the workplace organisation, mainly within professions that work with risk-related activities or in so-called high stress environments. The module will enable students to acquire basic knowledge of the factors that increase the risk for errors, mistakes and accidents in the workplace organisation as well as strategies to counteract them. Furthermore, the student will be introduced to leadership under stress, accident analysis and how to build a resilient organisation. The student will also acquire knowledge of different interventions at the levels of individuals, groups and organisations level that can be used to handle and process risks and performance-inhibiting stress.

## Module 3: Project (3 credits)

The student executes a project specialising in a field of relevance to the course and linking theories to practical examples.

### Course design

The teaching consists of lectures, seminars and group exercises. Unless there are valid reasons to the contrary, compulsory participation is required in seminars and group exercises. Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re-take compulsory components. This also applies to students who have been absent because of duties as an elected student representative. In the case of such absence, the student is to contact course director.

### Assessment

The assessment is based on written exams, a written report based on group work and a presentation of the group work. Three opportunities for examination are offered in conjunction with the course: a first examination and two re-examinations. Two further re-examinations on the same course content are offered within a year of a major change or discontinuation of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

### Grades

Marking scale: Fail, E, D, C, B, A.

The following grades are used: A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

At the start of the course students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

The final grade on the course is based on a weighting of the grades on the modules in which an average is calculated for the modules with differentiated grades (in which A=5, B=4, C=3, D=2 and E=1). For a grade of Pass (at least E) on the whole course, the student must have been awarded a grade of E on all components with differentiated grades and completed all compulsory components.

## **Entry requirements**

General and courses corresponding to the following Swedish Upper Secondary School Programs: Social Studies 1b/1a1 + 1a2

## Subcourses in PSYE27, Psychology: Performance under Stress

### Applies from V22

- 2201 Performance under Stress, Theor. and Applied Perspectives, 6,0 hp  
Grading scale: Fail, E, D, C, B, A
- 2202 Risk, Stress and Performance in the Work-Organization, 6,0 hp  
Grading scale: Fail, E, D, C, B, A
- 2203 Individual Paper, 3,0 hp  
Grading scale: Fail, Pass

### Applies from H13

- 1301 Performance under Stress, Theor. and Applied Perspectives, 6,0 hp  
Grading scale: Fail, E, D, C, B, A
- 1302 Risk, Stress and Performance in the Work-Organization, 6,0 hp  
Grading scale: Fail, E, D, C, B, A
- 1303 Individual Paper, 3,0 hp  
Grading scale: Fail, E, D, C, B, A