

## Scheme of work: Stress (Option 2)

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The following is a scheme of work for the second year of the A-level. It has been created on the basis that students choose Stress as their optional topic from 7182/3 Option 2. It is based on the spring term, teaching for 6 weeks. In addition, the number of teaching hours per week is four and a half.

The specimen exam papers are referred to in this scheme of work. The first and second set of sample exam papers are available on our [website](#). The third set of sample exam papers is located on [eAQA](#). These can be used as mock exams.

To find out more about our A-level Psychology specification, visit [aqa.org.uk/7192](http://aqa.org.uk/7192)

## Option 2 (Schizophrenia or Eating behaviour or Stress)

### Stress 4.3.7

Teach after Approaches 4.2.1 Biopsychology, 4.2.2 Research methods 4.2.3, Issues and debates 3.3.1

Specification content	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Week 15</p> <p>Stress as a transaction between person and the external world (Lazarus &amp; Folkman 1984).</p> <p>The physiology of stress:</p> <ul style="list-style-type: none"> <li>• Selye's General Adaptation Syndrome</li> <li>• Sympathomedullary pathway (SAM)</li> <li>• The hypothalamic pituitary-adrenal system (HPA)</li> <li>• The role of ACTH and corticosteroids, adrenalin and nor adrenalin, in the stress response</li> </ul> <p>The role of stress in illness.</p>	<p>Terminology and concept development</p> <p>Using ICT to investigate physiological explanations</p> <p>Using ICT to develop a learning game</p> <p>Explanation of complex biological processes</p> <p>Application to scenarios</p> <p>Selection of material to respond to specific questions</p> <p>Independent research skills</p> <p>Analytic skills</p>	<p>Develop understanding of the physiology of stress and the role of stress in illness.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe physiological processes involved in stress using appropriate terminology – GAS, Alarm resistance exhaustion, SAM, Adrenal medulla adrenaline and nor adrenaline, HPA of hypoythalamus, Pituitary gland, adrenocorticotrophic hormone, adrenal cortex and corticosteroids/ cortisol.</li> <li>• Explain strengths and weakness of GAS.</li> <li>• Explain the role of ACTH and corticosteroids in persistent stress.</li> </ul>	<p><b>A1</b> Starter activity. Set class potentially stressful task. Give enough time for stress response to be felt. Class to note down all their physiological responses and rate the intensity or degree of stress felt, their thoughts and expectations about how successful they would be, the consequences of failure, eg what if ... their perception of the gap between demands of the task and their perceived resources.</p> <p>Discuss the experience and their reactions.</p> <p>Introduce Lazarus transactional model to provide a context for the option.</p> <p><b>A2</b> Teacher led review of GAS, SAM, HPA.</p>

<ul style="list-style-type: none"> <li>• Stress response and immunosuppression</li> <li>• The role of stress in cardiovascular disorder (eg coronary heart disease and hypertension/stroke)</li> </ul>	<p>Transformation skills creating IT or paper based learning game</p>	<ul style="list-style-type: none"> <li>• Explain the role of adrenalin and nor adrenalin, in the acute stress response.</li> <li>• Explain the role of stress in immunosuppression <ul style="list-style-type: none"> <li>- Natural immunity The role of NK cells</li> <li>- Specific immunity and the role of Lymphocytes (T cells and B cells).</li> </ul> </li> <li>• Describe and evaluate research into stress and immune system.</li> <li>• Describe and evaluate research into stress and cardiovascular disorder, eg coronary heart disease, hypertension, eg Williams 2000, Russek 1962, Sheps et al 2002, Krantz 1991, Rozanski 1999, Cobb &amp; Rose 1973.</li> <li>• Use a range of criteria and knowledge of methodology, issues and debates to evaluate research evidence.</li> </ul>	<p>Students to work in pairs and develop a set terminology and process test flash cards – terms on one side, definition on the other. These can then be used to build HPA, SAM, GAS. Alternatively students develop an IT or paper based game to consolidate learning of physiological responses. Pairs swap tests/games.</p> <p><b>A3</b> Students to locate and summarise research into stress and the immune system. Vary demand by the range of sources of stress investigated (chronic v acute).</p> <p>Eg Kiecolt-Glaser et al 1984, reduced NK activity and social isolation in medical students.</p> <p>Cohen 1993, resistance to viral infection/cold.</p> <p>Evans 1994, short term stress.</p> <p>Marucha (punch biopsy in mouth). Meta analysis</p> <p>Seegerstrom &amp; Miller, upregulation and acute time limited stressors and down regulation of immune function in response to chronic stress.</p>
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			<p>Students take turns to report on method and findings. Record full list on white board. Class discussion of the strengths and limitations of the research. Post on VLE.</p> <p><b>A4</b> Provide students with a series of exam questions, multi choice application, short answer and extended writing titles. Students have to identify the material from the A3 VLE they would select to use for each title.</p> <p>Homework - students have to answer selected questions. Teacher identifies the questions for each student to focus on the skills they need to develop.</p>
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Resources
<p>Useful site with a good range of resources for stress including tests /measures</p> <p><a href="#">Psychotron: Biological psychology - Stress</a></p> <p><b>A2</b> Animated stress response HPA and SAM</p> <p><a href="#">YouTube: Stress Response in Animation</a></p> <p><b>A3</b></p> <p><a href="#">NCBI Resources Segerstrom &amp; Miller</a></p>

[NCBI Resources](#)

2004 Psychological stress and the human immune system: a meta-analytic study of 30 years of inquiry. [NCBI: Psychological Stress & the Human Immune System](#)

Specification content Week 16	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Measuring stress:</p> <ul style="list-style-type: none"> <li>Physiological measures of stress. Skin conductance response (Galvanic skin response) plus one other measure, eg heart rate (EEG), blood pressure, blood, urine and saliva samples (measuring levels of stress hormones &amp; chemicals, eg cortisol).</li> <li>Self-report scales. Social readjustment rating scale and the Hassles and uplifts scale.</li> </ul> <p>Relative merits of physiological and self-report measures.</p> <p>Sources of stress:</p> <ul style="list-style-type: none"> <li>Life changes as a source of stress.</li> <li>Daily hassles as a source of stress. Accumulation and Amplification effects.</li> </ul>	<p>Use ICT based scales to assess personality types</p> <p>Analysis and evaluation of measures of stress</p> <p>Understanding the limitations of correlational research</p> <p>Mathematical skills – interpretation of correlation coefficients</p> <p>Compare contradictory findings of research</p> <p>Using knowledge to make informed decisions</p> <p>Weighing evidence</p> <p>Developing lines of argument</p> <p>Exchange idea /having a view – ownership of knowledge</p>	<p>Develop understanding of how stress is measured.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Describe physiological measures of stress.</li> <li>Evaluate physiological measures in terms of their reliability and validity.</li> <li>Describe the structure, construction and scoring of the Social readjustment rating scale (Holmes &amp; Raha) and the Hassles and uplifts scale (Delongis et al 1982).</li> <li>Evaluate SRRS and Hassles and uplifts self-report measures of stress in terms of their reliability and validity, eg Sher 2004 in cortisol levels.</li> </ul> <p>Develop understanding of sources of stress.</p> <p>Students should be able to:</p>	<p><b>A1</b> Flipped classroom Students to view video “Stress -portrait of a Killer”. Sapolsky (56 minutes).</p> <p>Identify 5 or 6 things/issues that are discussed/have a significant effect on stress levels that students need to focus on/make a note of, eg genes and evolution, workplace stress, modern life, hassles and life events, interaction of physiology and social factors, social isolation, value of animal research.</p> <p>Divide class into groups. Each group to take responsibility for summarising for the class key points made in relation to the issue allocated to their group.</p> <p>Class discussion of implications of research into stress for everyday life, policy, practices and the economy.</p>

<ul style="list-style-type: none"> <li>Workplace stress, workload and control.</li> </ul>		<ul style="list-style-type: none"> <li>Distinguish between life changes and daily hassles as sources of stress.</li> <li>Describe and evaluate research into life changes as sources of stress.</li> <li>Describe and evaluate research into daily hassles as sources of stress, eg Delongis's 1988, Bouteyre 2007, Gervais 2005, including alternative interpretation of hassles effect, Flett et al 1995.</li> <li>Describe and evaluate research into workload and control, eg Marmot 1997, Johansson 1978.</li> <li>Explain the relationship between control and stress and between workload and control in the workplace, eg Karasek (1979), high demand low control model.</li> <li>Use a range of criteria and knowledge of methodology, issues and debates to evaluate research evidence.</li> </ul>	<p><b>A2</b> Introduce the Holmes and Rahe scale and how it was developed. Students to do and score Social readjustment rating scale original and young person's version.</p> <p>Class discussion of strengths and limitations of the scale based on their experience and on research evaluations of reliability and validity of scale, eg Brown 1974 - people who are unwell report more events to explain/justify ill health, consideration of evidence that not all life changes cause stress, eg Michael &amp; Ben-Zur 2007, not all life events correlate with ill health, Martin 1989.</p> <p>Distinction between controllable/predictable and uncontrollable change.</p> <p>Introduce Sarason et al 1978 - Life experiences survey (LES) assessing events rated as + or - Repeat with Hassles and Uplifts scale.</p> <p><b>A3</b> Students to repeat either SRRS or Hassles scale and use</p>
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			<p>the data to assess the test, retest reliability of the scale.</p> <p>Students to select test and calculate r value.</p> <p>Extension activity - compare scores on scale with an alternative measure of stress to assess the validity of the scales.</p> <p><b>A4</b> Activity on controllable stress.</p>
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Resources
<p><b>A1</b> Sapolsky discusses physiological effects of stress. 'We've evolved to be smart enough to make ourselves sick'</p> <p><a href="#">Robert Sapolsky discusses physiological effects of stress</a></p> <p><b>A1</b> Stress, Portrait of a Killer</p> <p><a href="#">YouTube: Stress, Portrait of a Killer</a></p> <p><b>A2</b> Lawton Gross and Rolls 2011 p 123</p> <p><b>A2</b> Adult and youth SRRS <a href="#">Stress Management Assessment</a></p> <p><b>A2</b> Hassles scale</p> <p><a href="#">Psychological Tests</a></p> <p><b>A4</b></p> <p><a href="#">Caroline Rigby: Controllable Stressors and Behavioural Immunisation</a></p> <p><a href="#">Scientific American: The Scicurious Brain</a></p>

Specification content Week 17	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Individual differences in stress.</p> <p>Characteristics of Type A, Type B, Type C behaviour stress and implications for stress related illness.</p> <p>Type A and Type B, Type C behaviour and its link to stress and illness, eg CHD, and Type C to cancer.</p> <p>Characteristics of hardiness personality type. Commitment, challenge and control.</p> <p>Hardiness and links to stress.</p>	<p>Use knowledge of research methods to analyse and present data</p> <p>Compare contradictory findings of research</p> <p>Using ICT to investigate psychological theory and research</p> <p>Using knowledge to make informed decisions</p> <p>Selecting and shaping material to respond to specific questions</p> <p>Weighing evidence</p> <p>Developing lines of argument</p>	<p>Develop understanding of the individual differences in stress.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between the characteristics and behaviour of Type A, Type B, Type C</li> <li>• Explain the relationship between personality types, stress and illness</li> <li>• Describe and evaluate research into Type A&amp; B, stress and illness</li> <li>• Describe and evaluate research into hardiness and stress, Kobassa's (1979) research</li> <li>• Maddi's (1998)</li> <li>• Use a range of criteria and knowledge of methodology, ethics issues and debates to evaluate research evidence</li> </ul>	<p><b>A1</b> In depth analysis of a research study. Provide students with a detailed description of Friedman &amp; Rosenman (1974) study. Preferably with updates.</p> <p>Students to analyse and comment on strengths and limitations of method, issues relating to operationalising variables sampling, depending on the version you provide students to depict data, eg graphs, bar charts, and provide summary of what the study shows.</p> <p><b>A2</b> Students to use texts and internet to gather other evidence of the relationship between personality types and hardiness, stress and illness, eg Rosenman (1976), Hecker (1988) hostility and CDH, Ragland &amp; Brand (1988), Hayes (2000) Forshaw (2002) Type C and cancer, Temoshok (1992), Chesney &amp; Rosenman 1980, Kobassa's (1979), research Maddi's (1998)</p>

			<p>in Lawton, Gross &amp; Rolls (2011), Denollet &amp; van Heck (2001).</p> <p>Provide a series of exam style questions. Students to select the material that would be relevant to each.</p> <p>Homework to write one of the extended writing essays with attention to selection, shaping material and structuring a line of argument.</p> <p><b>A3</b> Application skills. Students to use knowledge of personality types to analyse and respond to exam style scenarios.</p> <p><b>A4</b> Build mind map of “what we know so far” - implications of biology, personality and life changes for stress management treatment. What does it tell us about reducing managing stress? How would different approaches go about managing stress?</p>
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Resources
<p><b>A1</b> Description and evaluation of study <a href="#">Stress and the Western Collaborative Group Study</a> – short YouTube video outlining findings of study</p> <p><b>A2</b> <a href="#">Type A/B Quiz</a></p>

**A2** AQA Resources compendium of skill development activities.

[Secure Key Materials](#)

The compendium is part of the post-event handbook for PSYA3 training sessions found at [Secure Key Materials](#).

Specification content Week 18	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Managing and coping with stress.</p> <p>The use of drug therapy to manage and cope with stress.</p> <p>Mode of action of benzodiazepines. Effect on GABA and serotonin. Kahn et al (1986), BZ s and stress related anxiety.</p> <p>Mode of action of beta-blockers in the management of stress blocking the influence of adrenalin</p> <p>The use of bio-feedback to manage and cope with stress.</p> <p>The stages in bio-feedback as applied to stress, eg Scharff et al (2002), Leher (1994) no better than relaxation.</p> <p>Stress inoculation therapy as applied to managing stress.</p>	<p>Using ICT to investigate theory and research</p> <p>Evaluation skills</p> <p>Weighing up evidence and ethical considerations</p> <p>Using criteria to judge effectiveness and appropriateness in relation to stress management</p> <p>Critical thinking:</p> <ul style="list-style-type: none"> <li>• Developing lines of argument</li> <li>• Drawing conclusions</li> </ul>	<p>Develop understanding of the drug therapies and SIT as applied to stress management.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Outline drug therapy to manage stress, the target and mode of action of Beta blockers and Benzodiazepines.</li> <li>• The use of bio-feedback to manage stress, the stages and techniques.</li> <li>• SIT as applied to coping with stress, stages and practice.</li> <li>• Explain strengths and limitations and implications of BZ and beta blockers, bio-feedback and SIT including ethical issues associated with drug therapy.</li> <li>• Outline and evaluate research into the drug therapies - Bio-feedback and SIT.</li> </ul>	<p><b>A1</b> Flipped classroom. Students to research the effectiveness of BZ and beta blockers, bio-feedback and SIT, commenting on mode of action/target of therapy (eg appraisal, control, skills), outcomes of research and comparison of outcomes.</p> <p>Bring to session details of what they have found out.</p> <p>In the session provide a list of evaluative criteria, eg risks, positive and negative side effects, motivation of client, duration of therapy, whether they tackle the symptom or the cause, duration of improvement, biases, cost effectiveness, links to approaches and debates.</p> <p>For each therapy, students work through the criteria and select material from their preparation to address as many criteria as possible, thereby constructing an evaluation.</p>

<p>Three stages - conceptualisation, skills training and practice.</p> <p>Meichenbaum (1975) comparison with systematic desensitisation, Jay &amp; Elliot 1990, Holroyd et al 1977, comparison SIT, biofeedback.</p>		<ul style="list-style-type: none"> <li>• Use a range of criteria to evaluate the effectiveness and appropriateness of drug therapies - Bio-feedback and SIT.</li> </ul>	<p><b>A2</b> Class activity - Real life application of stress management.</p> <p>Read abstract for Jaremko (1980 &amp; 2006) SIT and public speaking. Students work as a group to explain how SIT would be used to address stress associated with public speaking.</p> <p>Student to reflect on own response to public speaking.</p> <p><b>Extension activity</b> - Explore the application and implication of beta blockers, eg Lockwood (1989), beta blockers use by musicians, Gates 1985.</p>
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## Resources

**A2** J Clin Psychol. 1980 Jul;36(3):735-42. *The use of stress inoculation training in the reduction of public speaking anxiety.* Jaremko ME

**A2** New scientist 1989 *Orchestral manouvers cause discord among performers*

Specification content Week 19	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>The role of social support in coping with stress.</p> <p>The role of instrumental, emotional and esteem social support.</p> <p>The role of social support in coping with stress - stress buffering mechanisms, the benefits of perceived and actual social support.</p> <p>Gender differences in coping with stress.</p> <p>Patterns of gender difference. In relation to social support and use of emotion-focused coping and problem-focused coping mechanisms.</p> <p>Gender differences in social interaction after stressful day at work Repetti (1989).</p>	<p>Terminology and concept development</p> <p>Using ICT to investigate theory and research</p> <p>Applying knowledge and understanding to real life</p> <p>Application of understanding of issues in psychology to judge validity of research</p> <p>Problem solving/using understanding of theory and research findings</p> <p>Selection and shaping of information to respond to specific questions</p> <p>Reflecting on their own reasoning and that of others</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between: <ul style="list-style-type: none"> <li>- moderator variables, mediator variables and buffering variables</li> <li>- instrumental, emotional, esteem support</li> <li>- perceived and actual social support.</li> </ul> </li> <li>• Explain stress buffering mechanisms and the benefits of perceived and actual social support.</li> <li>• Describe the role of instrumental, emotional and esteem social support.</li> <li>• Describe and evaluate research into social support and coping with stress, Vogt et al 1992, Karmak et al 1998, Cohen et al 1997.</li> <li>• Evaluation of the role of social support in coping.</li> </ul>	<p><b>A1</b> Teacher led explanation of moderator variable /antecedents, mediator variables, eg appraisal Lazarus &amp; Folkman and buffering/protective variables, Bartlett 1998.</p> <p>Focus on social support as a buffering mechanism.</p> <p>Students to reflect on their social support networks and discussion of the way social support functions and the distinction between perceived and actual support. Distil from these different types of support - instrumental, emotional, esteem.</p> <p><b>A2</b> Gender differences in coping with stress Students to explore gender differences in coping with stress and explanations for gender differences in coping, eg Taylor et al (2002) Fight and flight v tend and befriend. The role of oxytocin and testosterone, Wang 2007, Lighthall 2011,</p>

<p>Explanations for gender difference, Taylor et al (2002)  Fight and flight v tend and befriend. The role of oxytocin and testosterone.</p>		<ul style="list-style-type: none"> <li>• Outline gender differences and explanations for gender differences in coping with stress.</li> <li>• Describe and evaluate research into patterns of gender difference.</li> </ul>	<p>Soderstrom et al 2000, Baker &amp; Barenbaum 2007.</p> <p>Class discussion on gender bias in research alpha/beta, and relevance of other issues and debates</p> <p>Extend discussion to consider cultural variations, Dalkof &amp; Taylor 1990.</p> <p><b>A3</b> Students to watch a film that focuses on stress, eg Black Swan, and analyse it in relation to various aspects of the stress module, eg Lazarus transactional model, Physiology of stress, GAS, HPA, SAM, moderator variables, mediator variables and buffering variables control, personality types, coping strategies, types of social support, social isolation.</p> <p>Group analysis competition. Students work in groups competing to provide most detailed and accurate psychological analysis of the causes, effects and management of stress depicted in the film.</p>
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			<p>Groups to each develop a poster presentation to the class. Winner gets a prize!</p> <p>3</p> <p><b>A4</b> Whole class activity to develop a mind map depicting the stress option. Once the mind map is complete load a version of it onto VLE. Students then work in pairs. Each pair is provided with a range of typical examination questions.</p> <p>They then have to select the material from the VLE that would be relevant to answering the question. You can vary the task by asking them to say why the material is relevant and why the rejected material is not relevant and vary the demands by providing questions that are more complex or more subtly different. Each pair feeds back on a different question. Other pairs can amend, challenge appropriateness or add information. Class discussion of the selection made and material rejected.</p>
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			Set timed 30 minute exam style questions test for option on stress.
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## Resources

### **A1** Resource covering

Perceived v actual social support.

Received v offered social support.

Cohen, Gottlieb, & Underwood, 2000;

[Perceived Behavioral Control: Definition and Relation to Stress](#)

### **A1** Instrumental v emotional support

[Social Support and Stress: Emotional vs Instrumental Support](#)

### **A2** Gender differences in stress

Commentary on Taylor

[A new stress paradigm for women](#)

### **A2** Biological differences HPA Wang 2007

[Brain Imaging Shows How Men And Women Cope Differently Under Stress](#)

[Psychcentral: Response to Stress Is Gender Specific](#)

### **A2** Risk and stress Lighthall 2011

[When stressed, men charge ahead, women more careful](#)

### **A3**

[The Dark World Of Stress](#)

[Psychological Impact of Injury](#)

Specification content Week 20	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Research methods and practical for option topic 2 Stress.</p>	<p>Investigation design</p> <p>Questioning skills</p> <p>Data collection and recording</p> <p>Math skills</p> <p>Drawing conclusions from qualitative and quantitative data</p> <p>Time management</p> <p>Understanding ethical obligations</p> <p>Critical thinking</p>	<p>Develop understanding of the research methods and data analysis.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop or select appropriate materials.</li> <li>• Select an appropriate sample.</li> <li>• Devise standardised instructions and a debrief.</li> <li>• Analyse qualitative and quantitative data.</li> <li>• Use descriptive statistics %, tables, graphs, etc to present data.</li> <li>• Use content or thematic analysis of responses to open questions.</li> <li>• Draw conclusions and discuss findings.</li> <li>• Identify strengths and limitations of research and suggest improvements.</li> </ul>	<p><b>A1</b> Students to carry out practical to investigate some aspect of stress. Possible investigations:</p> <ul style="list-style-type: none"> <li>• Assess the reliability of measures of stress. Students could be asked to repeat the SRRS or Hassles and uplifts scale and correlate scores.</li> <li>• Accuracy of retrospective self-reports of hassles has been questioned. Assess the validity of measures of stress. Students to use a diary to record hassles over a week or so and compare the diary analysis/rating of hassles with retrospective self-report using Hassles and uplifts scale.</li> <li>• The relationship between scores on SRRS or Hassles &amp; uplifts and ill health/student absence records.</li> <li>• Investigate students' preferred type of support for different types of stressful situation. Create a series of</li> </ul>

			<p>scenarios depicting stressful occurrences/hassles appropriate to sixth form students. Devise a brief outline of different types of social support (eg Stroebe 2000). Participants asked to identify their preferred type of social support for each scenario.</p> <p>Students to work in pairs to design and carry out an investigation into stress.</p> <p>The investigation should involve designing investigation, designing or selecting appropriate material, collecting and analysing data.</p> <p>Targets to be set in relation to preliminary search for background information, submitting design for check on practicality and ethics, developing and piloting the data collection, collecting data, analysing data and drawing conclusions, preparing presentation covering rationale for study, method, results discussion of reliability, validity</p>
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			<p>and conclusions and implications.</p> <p><b>A2</b> Presentation session(s) - each student to briefly present their investigation to the class. Teacher and peer Q&amp;A.</p> <p>Develop critical thinking by posing questions specifically related to their study –</p> <p>What would you have done differently and why?</p> <p>What further research should be done in relation to this topic? How do your findings relate to...theory?</p>
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Resources
<p><b>A1</b> <a href="#">BPS Ethical guidelines</a> <a href="#">BPS Ethics &amp; Standards</a></p> <p>ATP Ethics guidance</p> <p><a href="#">ATP Ethics Guidance</a></p> <p>Additional materials:</p> <p>Summary of stress</p> <p><a href="#">Psychology4A.com</a></p>