



About the Tutor

Guy Sutton's primary research interests are the genetics of neural development and the interactive nature of biological, behavioural and genetic factors in disease processes; in particular, how the brain can affect immunity increasing susceptibility to illness.

He is Honorary Special Lecturer in neuroscience at University of Nottingham Medical School and has held academic appointments at Manchester, Manchester Metropolitan and Cambridge Universities. Guy has lectured in genetics and neuroscience to a range of undergraduate and postgraduate students, including medics, biologists and psychologists. He has been a visiting researcher to universities in the United States, working with the likes of Dr Meyer Friedman (Type A Behaviour). In the UK, he has conducted research projects and data analysis for various organisations, including the Department of Health and the Medical Research Council. In addition to presenting research at various international conferences and writing for academic publications, Guy Sutton has talked about the theoretical and clinical aspects of his research on television and radio.

Guy has tutored on 'A' level reading parties for students and teachers for several years, and is an associate tutor with Villiers Park Educational Trust, Cambridge. He has developed courses for the OCR Examining Board, the National Academy for Gifted & Talented Youth and Young, Gifted & Talented.

About MBI

MBI (Medical Biology Interactive) delivers one-day and half-day courses, seminars and tutorials in epidemiology, occupational health and the human sciences to the health service, industry and education. All MBI seminars are written and run by academics and health specialists, each of whom has considerable experience in research and its practical applications. Seminars are delivered at the hospital, workplace or school, based on cutting-edge research and current practice benchmarks, and tailored to the needs and concerns of the client.

For further information and full programmes, please contact Dr. Guy Sutton; tel. 07941 039670. e-mail: gmsutton@mbi-consultancy.co.uk.



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I N T E R A C T I V E

P R E S E N T S

STRESS DAY



*A One-Day Tutorial
For AS/A2 Level Students
In Stress & Health Management -
Delivered At Your School*

T U T O R:

Dr. Guy M. Sutton

Director, MBI, &
Honorary Special Lecturer,
University of Nottingham Medical School

**Seminars & Tutorials For The
Health Service, Industry & Education**

Director Dr. Guy Sutton
E-mail: gmsutton@mbi-consultancy.co.uk

82 Kinross Road
Wallasey
Wirral
CH45 8LJ

Tel. 07941 039670

Web site: www.mbi-consultancy.co.uk

WHY A STRESS DAY?

Mental stress is associated with every occupational and age group, and with life events as diverse as bereavement, moving house, sifting examinations, divorce and retirement. It has been the centre of much media attention because of the growing evidence linking it with heart disease, hypertension, anxiety and a range of other physical, mental and behavioural disorders. Such attention also stems from our increasing ability to scientifically explain the mechanisms of many stress-induced disorders.

Recent surveys have indicated that over half a million Britons suffer illnesses related to stress at work. The ways in which you cope with stress may actually be more dangerous to your health than the stress itself, when such ways of coping include smoking, overeating, excess alcohol and too little exercise. Stress intervention strategies involve learning new ways to cope with stress. Companies are attracted to such packages because of the growing evidence that they can be extremely cost effective, particularly given the increasing number of out of court payments to workers suffering job stress.

Stress Day is designed to provide the student with an appreciation of the causes, assessment and treatment of stress, and the application of this knowledge to workplace and clinical settings.

WHICH STUDENTS WILL BENEFIT?

This tutorial is designed primarily for able 'A2' level students, but will also be useful to:

- AS students with an interest in how stress affects the body
- any students considering a university degree and/or career in the following subjects:

Psychology Medicine Law/Business Studies
Neuroscience/Biology Occupational Health

The material presented will complement and develop upon that encountered in AS/A2 Psychology.

AIMS OF THE TUTORIAL

- To explore the causes of stress and how to measure it, detailing its effects on the body;
- To examine individual coping responses to stress and determine how inappropriate coping methods might be modified;
- To explore stress management techniques as tools for combating stress at home, in the workplace and in clinical settings.

TOPICS TO BE COVERED

The tutorial may be tailored to your requirements and syllabus specifications. The afternoon is usually given over to student-based project work, when the morning's material is applied to specific clinical/occupational problems with group presentations at the close. An exemplar programme is presented below:

- 09.00-09.10 **Introduction & Aims**
- 09.10-09.50 **The Problem With Stress**
What is stress? The scope of the problem. Different types of stress. Ways of measuring and assessing stress: thinking about validity and reliability. Stress at work and stressful occupations.
- 09.50-10.15 **Stress & Biology**
The biological stress response: SAM and the HPA axis. Psychoneuroimmunology. Voodoo death.
- 10.15-10.45 **Stress Online**
Computer-based interactive session.
- 11.00-11.30 **Stress & Mental Health**
Schizophrenia and depression. Post-traumatic stress disorder: the death of Princess Diana; Iraq. Self-harm.
- 11.30-12.15 **Stress & Chronic Disease**
Stress and heart disease: the roles of hostility, depression and social support. Methodological problems in linking stress and cancer.
- 13.20-13.45 **Stress Management**
Key studies. The reality of stress management. Techniques: hypnosis, cognitive behavioural therapy, biofeedback. The importance of diet and exercise. Putting it all together.
- 13.45-13.55 **Introduction to the Project**
- 13.55-15.00 **Project Preparation**
- 15.00-15.35 **Project Presentations**
- 15.35-15.45 **Conclusions & Questions**

FORMAT

The tutorial is delivered in your school and runs throughout the school day. Tutorial dates can be arranged by contacting MBI.

Format is varied, with interactive multimedia lectures (video clips and Flash animations of the biological stress response), group discussions, clinical case studies and optional sessions such as interview-based and questionnaire-based assessment of hostility.

Each school receives interactive software to keep. Students each receive a comprehensive tutorial pack which contains the material presented during the tutorial.

PRaise FOR STRESS DAY

"A fascinating day for both students and staff... A thoroughly enjoyable and stimulating experience."

Ms Kathleen Smith,
St Albans Girls' School.

"Stress Day gets my A-level students off to a flying start by opening their eyes fully to the issue of stress. Considering the biological implications of this topic by linking it to contemporary research and world events holds their interest whilst furthering their understanding of physiological psychology."

Ms Emma Liebeskind,
Woodford County High School For Girls.

"A very good presentation and a most enjoyable day as evidenced by the feedback from my students,"
Mr T. Dunn,
The Leys School, Cambridge.

"The tutorial kept the students engaged and stretched accordingly. All topics were relevant to the syllabus. Dr Sutton demonstrated excellent subject knowledge and students said he was a delight to listen to, so refreshing and enthusiastic!"
Mrs J. Pike,
High Storns School, Sheffield.

"An excellent and stimulating Stress Day. The aim was to consolidate and expand students' knowledge and understanding of stress and this was amply met,"
Mrs K. Cork,
Parmiter's School, Watford.

"The tutorial met all our expectations and students really enjoyed and benefited from the tutorial. I would definitely recommend the tutorial."
Mrs D. Ingram,
Upton Hall School, Upton.

"Clearly explained concepts, clearly presented material, a very useful tutorial pack and reasonably priced. Students have mentioned some of the video case examples in their studies of research methods. The afternoon problem-based case studies were useful in consolidating A-level material and students worked well in this exercise using the information presented during the morning."
Mrs J. Marriott,
The Dronfield School, Derbyshire.