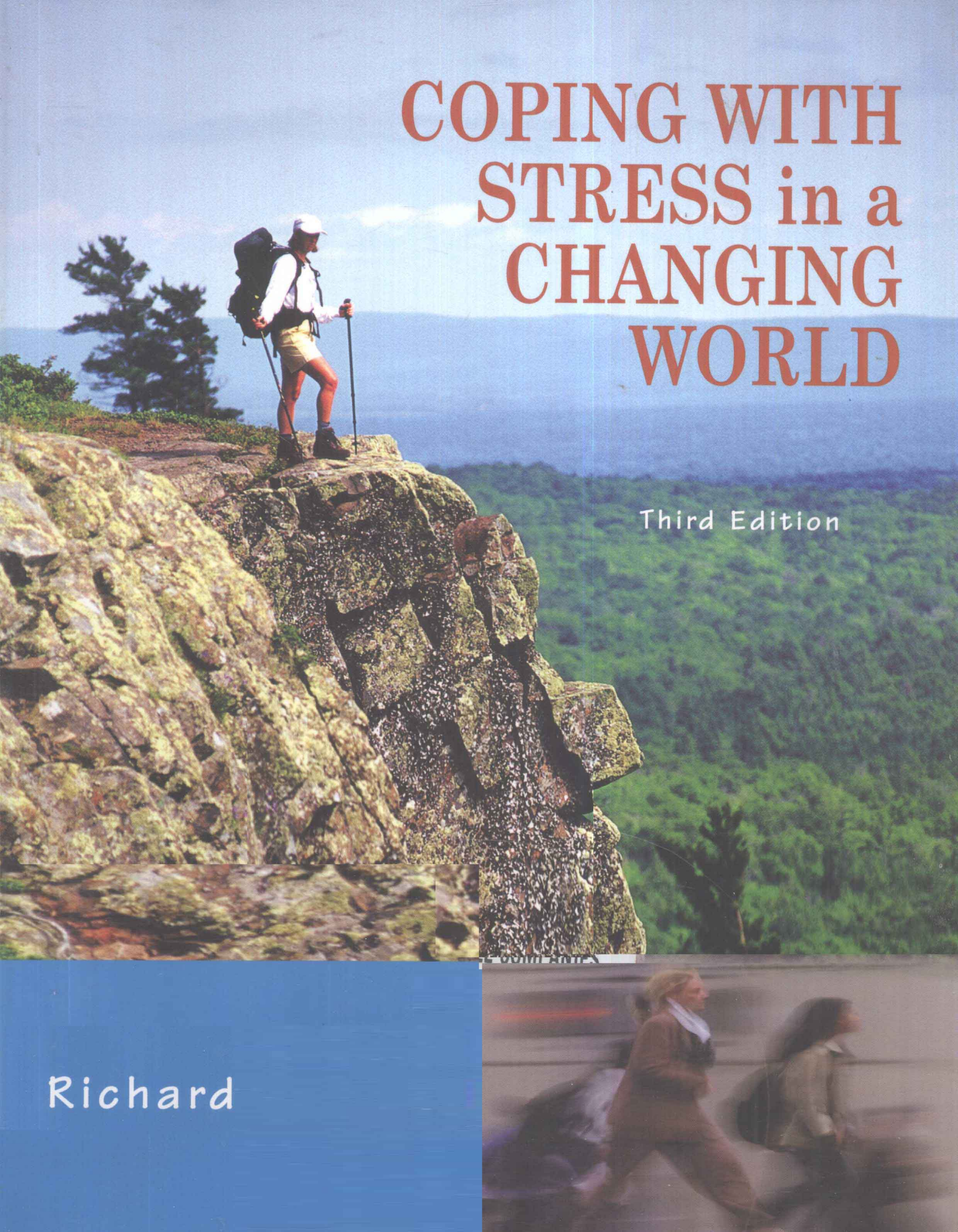


COPING WITH STRESS in a CHANGING WORLD

Third Edition

Richard



Third Edition

COPING WITH STRESS

In a Changing World

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COPING WITH STRESS IN A CHANGING WORLD

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COPING WITH STRESS

In a Changing World



DEDICATION

This book is dedicated to the loving memory of Marie Riedel (1915–2003). Marie was a humble woman whose grace and wisdom was a source of comfort and stress-reduction to all who knew and loved her. Nan, you are missed.



PREFACE

As a stress management instructor, you are well aware of the myriad potential stressors that students face on a daily basis. *Coping with Stress in a Changing World* is designed to help students learn to cope with stress and transform potential stressors into personal challenges that will invigorate their days and enrich their lives. This third edition includes numerous updates and features that make the text an even more effective teaching and learning resource than were previous editions.

THEORETICAL FRAMEWORK

Coping With Stress in a Changing World melds together two primary models—Lazarus’s Stress Appraisal and Coping Model and the National Wellness Institute’s Wellness Model—to create a new theoretical framework for understanding stress.

This theoretical framework presents stress as a dynamic transaction between a *potential stressor*, an individual, and the environment at a specific point in space and time. The term potential stressor is used throughout the text and reflects the author’s beliefs about the individual nature of stress appraisal. In order for a potential stressor to become an actual stressor, individuals must appraise it as something with which they cannot cope and thus view it as capable of causing them loss or harm.

Stress transactions vary according to space and time and are influenced by an individual’s overall state of wellness across the six dimensions of health. Stress and health are interconnected; one’s level of health influences both the appraisal of potential stressors and the ability to cope with them.

ORGANIZATION AND NEW CONTENT

The text is written in three parts and designed so that one part flows smoothly into the next. An expanded Part I is designed to introduce the concept of stress and explain how it is connected to health and wellness. The dimen-

sions of health are discussed with a focus on their connection to wellness and stress. The third edition contains new and expanded coverage of a variety of topics.

Chapter 1 presents the newest Wellness Model and introduces the environmental and occupational dimension of health. The introduction of this dimension sets the stage for Chapter 3 on the environmental and occupational basis of stress.

Chapter 2 (The Intellectual and Emotional Basis of Stress) has been expanded considerably and contains the newest information on Lazarus’s work on stress and emotions and their relationship to the stress appraisal process. The chapter also synthesizes new findings on personality factors and personality types that are related to increased stress susceptibility. Chapter 2 also introduces Millon’s work on stress and personality, which ties together much of the current thinking about the subject.

Chapter 3 is an entirely new chapter on the environmental and occupational bases of stress. It presents the most recent findings about environmental stressors, ranging from unsafe lighting to excessive noise levels. The chapter also addresses occupational stress and discusses issues ranging from ergonomic stressors to interpersonal issues involved in supervision and management.

Chapter 4 (The Social and Spiritual Basis of Stress) offers expanded information about religiosity, spirituality, and stress. New information about the stress-reducing effects of spiritual and religious practices, such as meditation and prayer, are also explored.

Chapters 5 (The Physical Basis of Stress) and 6 (The Effects of Stress on the Body and Mind) present a new unifying model for understanding stress and disease: Everly and Benson’s Disorders of Arousal Model. This model goes beyond Selye’s General Adaptation Syndrome to identify multiple endocrine axes responsible for stress arousal and disorders.

Part II introduces the author’s Five Rs of Coping Model, an integrated, multidimensional approach to coping with stress. It describes five distinct levels of coping.

Each level is based on a different approach to coping and contains several individual strategies that fit within the chapter's framework. Individuals can use strategies from each chapter separately to cope with stress, or they can achieve a synergistic effect by combining strategies from different chapters to build a comprehensive, multilevel stress management plan.

Chapter 7 (Rethink: Changing Your Illogical Thoughts About Potential Stressors) has been greatly expanded and includes a new section on Seligman's Learned Optimism, which builds on the material on Ellis's Rational Emotive Behavior Therapy. By combining both rational-emotive approaches, students learn how to build a solid cognitive coping framework based on logical thinking about their stressful thoughts and emotions. This blends perfectly with the previous material on Lazarus's Stress Appraisal and Coping Model.

Chapter 8 (Reduce: The Second Level of Defense) has been expanded to provide new information about communication and time management.

Chapter 9 (Relax: Passive and Active Relaxation Strategies) has been reorganized and merges both passive and active relaxation strategies into one, comprehensive whole. The sections on meditation and yoga have been expanded to provide more information about the cultural bases of these practices. There is also a section on the relaxing effects of repetitive prayer.

Chapter 10 (Release: Using Physical Activity to Reduce Stress) has been updated to include new information on the differences between moderate and vigorous physical activities. Information is provided on how to use both types of activities to cope with stress. A new section on kick-boxing as a vigorous release strategy has been added.

Chapter 11 (Reorganize: Coping by Putting it All Together) explains how to combine strategies for each of the Five Rs to build a multidimensional stress management plan.

Part III presents a developmental look at stress and coping. Most stress management textbooks take a piecemeal approach to the application of coping skills to typical stressors (school, work, relationships, etc.). *Coping with Stress in a Changing World* uses Erik Erikson's model to present a systematic, developmental analysis of stress and coping across the life cycle. Stressors and coping strategies appropriate to each stage of life are examined in detail.

AUTHORSHIP

Coping with Stress in a Changing World is a carefully composed, fully documented text written by a Certified Health Education Specialist (CHES) who has been teaching stress management in the classroom and online for 20 years. The book has been written with the instructor in mind. Its clarity, flow, and pedagogical aids allow the

instructor to present the material easily and in a manner that appeals to students. Reviewers indicate that the integrity of the content and the currency of the references ensure an up-to-date, thoroughly researched text.

AUDIENCE

The text is written for both traditional-age and nontraditional-age college students. My experience is that a classroom mixture of traditional-age and nontraditional-age students complements the teaching of stress management. This text is designed to provide examples, illustrations, and activities that are targeted toward and appeal to both groups of students.

My hope, further, is that the developmental perspective on stressors and coping will give students a deeper understanding of and appreciation for the tasks and stressors faced by people at various points in their development. Traditional-age and nontraditional-age students will see how stressors and coping change in relation to life experience and development.

FEATURES

Design

Each chapter is framed with a set of measurable objectives at the beginning and a summary of key information and a list of study questions at the end. These elements help students preview chapter material and organization before they read and then review and assess their learning afterwards.

The text is designed to "grab" the students' attention without overwhelming them. Boxed material has been redesigned and strategically placed to be available and informative without being intrusive. All of the artwork was designed to provide a crisp, clear visual picture related to a nearby part of the manuscript. Photographs have been chosen that portray a variety of people of different ages, ethnicities, and genders. Many of the photographs portray active, healthy people enjoying life as they manage their stress.

Key Definitions

All important words from the text are set in boldface type and defined on-page. The placement of the definitions within the text allows the students to find the meaning of key words without having to flip pages.

Keys to Understanding

Important concepts, boxed and labeled "Keys to Understanding," are also set apart in the body of the text. The keys provide simple explanations for important concepts and reinforce essential ideas covered in the text.

Stress in Our World

“Stress in Our World” is a boxed feature that offers a personal perspective on stress. The characters featured in “Stress in Our World” are real people drawn from the author’s classes and personal relationships. They are used to give a human face to the discussion of stress.

Diverse Perspectives

“Diverse Perspectives” provides a look at stress as it affects people of different ages, sexual orientations, and cultural and ethnic backgrounds. This focus reinforces the underlying framework of the book regarding the individual nature of stress and how potential stressors are appraised differently by different people.

A Different Drummer

“A Different Drummer” is a new feature designed to provide an alternative way to view and cope with stress. These alternative and complementary approaches are often not as well supported in the traditional medical literature as most of the strategies recommended in this text, but they are frequently of great interest to students.

Stress Buster Tips

“Stress Busters Tips” are handy, application-oriented tips on coping. They are new to this edition and are designed to help students use theoretical information presented in the chapter to manage their stress by breaking it down into useful nuggets.

Discover Our Changing World (with Critical Thinking Questions)

A new end-of-chapter feature, “Discover Our Changing World,” focuses on a key website that provides in-depth information about a topic covered in the chapter. An overview of the website is provided along with critical thinking questions. The questions are designed to help students analyze the information provided in the site and apply it to their own stress management plans.

Are You Thinking Clearly?

Another new feature, “Are You Thinking Clearly?” is geared toward getting students to think logically about the stressors they may encounter in everyday life.

Assess Yourself

The “Assess Yourself” evaluations at the ends of chapters are self-surveys designed to provide students with personal information about stress-related topics. The evaluations can be used privately by students to gain a broader understanding of stress in their lives. They can also be

used in group discussions, in which students have the opportunity to share information about their personal stressors and coping strategies with their peers.

Documentation

All material referred to in this text is contained in the reference list. All references are current, with at least 75 percent being no more than five years old. All references have been checked and updated for the third edition.

SUPPLEMENTS

A comprehensive package of supplements is available to all adopters of the third edition of *Coping with Stress in a Changing World*.

Instructor’s Manual and Test Bank

The Instructor’s Manual, available on the instructor’s portion of the Online Learning Center and on the Instructor’s Resource CD, features chapter overviews, learning objectives, suggested teaching outlines with notes and activities for teaching each chapter, issues in the news, suggestions for guest lecturers, and media resources. The Test Bank, available on the Instructor’s Resource CD, contains multiple choice, true/false, matching, and essay test questions.

Computerized Test Bank

McGraw-Hill’s Computerized Testing is the most flexible and easy-to-use electronic testing program available in higher education. The program allows you to create tests by selecting items from the questions supplied in the book’s Test Bank and by adding your own questions. A wide range of question types can be accommodated, and multiple versions of the test can be created. The program is available for Windows, Macintosh, and Linux environments. It is available on the Instructor’s Resource CD.

PowerPoint Presentation

A complete set of PowerPoint lecture presentations is included on the instructor’s portion of the Online Learning Center and on the Instructor’s Resource CD. These presentations, ready to use in class, correspond to the content in each chapter of *Coping with Stress in a Changing World*, making it easier for you to teach and ensuring that your students can follow your lectures point by point. You can modify the presentations as much as you like to meet the needs of your course.

Online Learning Center (www.mhhe.com/blonna3e)

The Online Learning Center to accompany this text offers a number of resources for both students and instruc-

tors. Visit this website to find materials such as the following:

For the instructor:

- Instructor's Manual and Test Bank
- Downloadable PowerPoint presentations
- Links to professional resources

For the student:

- Self-scoring chapter quizzes
- Flashcards for learning key words and their definitions
- Interactive activities
- Web links for study and exploration of topics in the text

Classroom Performance System

The Classroom Performance System (CPS) is a revolutionary wireless response system that gives the instructor immediate feedback from every student in the class. CPS units include easy-to-use software for creating and delivering questions and assessments to the class. Students simply respond with their individual wireless response pads, providing instant results. CPS also runs alongside existing PowerPoint slides. CPS is the perfect tool for engaging students while gathering input assessment data. Go to www.mhhe.com/einstruction for further details, or contact your local sales representative.

Additional options available

- Daily Fitness and Nutrition Journal
- HealthQuest CD
- Letting Go of Stress audiotape

Contact your McGraw-Hill sales representative about packaging these items with the text at a reduced price.

ACKNOWLEDGMENTS

The third edition of *Coping with Stress in a Changing World* is the continuation of the dream and fantasy of writing a stress management textbook that started out many years ago. I would like to thank several people at McGraw-Hill for keeping the dream alive.

First I would like to thank Vicki Malinee (formerly of McGraw-Hill) for supporting this revision. There were many dark days and nights when it looked certain that the project would stop at two editions.

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Even though I've never met them, I would like to acknowledge Drs. Richard Lazarus, Susan Folkman, and Albert Ellis. Their work has inspired me and helped me shape my perspective on stress and coping. If this book seems a tribute to the three of them, it is because I believe so strongly in their interpretation of the role of cognitive factors in appraising potential stressors and coping with stress. I hope some day to get the chance to meet them.

I would like to thank my family for their love and support throughout the entire project. Heidi, Wil, and Mike were all there to help me stay motivated as I worked on the revision.

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BRIEF CONTENTS

Preface, xii

PART

I

Stress and Wellness, 1

1. What Is Stress?, 3
2. The Emotional and Intellectual Basis of Stress, 25
3. The Environmental and Occupational Basis of Stress, 54
4. The Social and Spiritual Basis of Stress, 72
5. The Physical Basis of Stress, 105
6. The Effects of Stress on the Body and Mind, 127

PART

II

The Five Rs of Coping with Stress, 151

7. Rethink: Changing Your Illogical Thoughts about Potential Stressors, 153
8. Reduce: The Second Level of Defense, 182
9. Relax: Passive and Active Relaxation Strategies, 207
10. Release: Using Physical Activity to Reduce Stress, 237
11. Reorganize: Coping by Putting It All Together, 261

PART

III

Stress: A Developmental Perspective, 279

12. Childhood and Adolescent Stress, 281
13. Young Adulthood: Relationships, College, and Other Challenges, 301
14. Stress in Adulthood and Older Adulthood, 329

Epilogue: Coping with Stress in a Changing World, 358

Credits, 359

Index, 361



CONTENTS

Preface, xii

PART

I Stress and Wellness, 1

1. What Is Stress?, 3

What Is Stress?, 4

Four Classic Ways of Defining Stress, 4

A New Definition of Stress, 4

Stress as Response, 4

Stress as Stimulus, 7

Stress as a Transaction, 8

*The Perception of Threat: The Basis for
a Transactional Model of Stress, 8*

Stress as a Holistic Phenomenon: The Holistic Health Movement, 9

Wellness and Health, 10

The Six Dimensions of Wellness, 10

Stress and Wellness, 11

Summary, 11

Assess Yourself 1-1: Wellness Test, 14

2. The Emotional and Intellectual Basis of Stress, 25

Personality and Stress, 26

Personality Development, 26

Stress and Personality Theory, 28

Type A Personality, 28

Type B Personality, 30

Type C Personality, 31

Hardy Personality, 31

(Ellis's) Irrational, Illogical Personality, 33

The Anxious-Reactive Personality, 36

Millon's Personologic Diatheses and Stress Arousal Model, 36

The Intellectual Basis of Stress, 38

Intelligence, 38

Life Experience, 38

Verbal and Written Communication, 38

Creativity, 38

Problem Solving, 39

Lazarus and Threat Appraisal, 39

Primary Stress Appraisal, 40

Secondary Stress Appraisal, 44

Cognitive Reappraisal, 44

Summary, 46

Assess Yourself 2-1: Type A Behavior, 50

Assess Yourself 2-2: Internal versus External Control, 51

Assess Yourself 2-3: Rational Beliefs Inventory, 53

3. The Environmental and Occupational Basis of Stress, 54

Environmental Stress, 55

Indoor and Outdoor Lighting, 55

Temperature, 56

Air Quality, 57

Graffiti: Eye Pollution, 58

Noise, 59

Ergonomics, 61

Occupational Stress, 63

Measuring Occupational Stress, 63

The NIOSH Model of Job Stress, 64

A Transactional Model for Explaining

Occupational and Environmental Stress, 69

Summary, 69

4. The Social and Spiritual Basis of Stress, 72

The Social Dimension: Social Support and Stress, 73

The Social Dimension Defined, 73

Measuring Social Support, 73

*How Social Support Moderates
Stress, 73*

Health Effects of Social Support, 75

Life Events and Stress, 76

Daily Hassles and Uplifts, 77*Hassles Defined, 77**Uplifts Defined, 77***Major Traumatic Life Events, 77***Post-Traumatic Stress Disorder (PTSD), 78***Chronic Negative Social Problems, 79***Poverty, 79**Economic Uncertainty, 80**Stereotypes, Prejudice, Discrimination,
and Stress, 82***Spirituality and Stress, 86***Faith, Religion, and Spirituality:**A Comparison, 86**How Spirituality Moderates Stress and
Health, 89**The Health Effects of Faith, Religion, and
Spirituality, 90**Spiritual Distress and Illness, 92***Summary, 93****Assess Yourself 4-1: Social Readjustment****Rating Scale, 97****Assess Yourself 4-2: Student Stress Scale, 99****Assess Yourself 4-3: Hassles/Uplifts****Inventory, 101****Assess Yourself 4-4: Spirituality and****Faith Assessment, 103****Assess Yourself 4-5: Social Support****Table, 104****5. The Physical Basis of Stress, 105****Overview of Major Body Systems Involved
in the Stress Response, 106***Communication, Control, and Integration:**The Nervous System, 106**Communication, Control, and Integration:**The Endocrine System, 106**Transportation and Defense: The Cardiovascular
System (Circulatory System), 107**Transportation and Defense: The Immune
System, 107**Support: The Muscular System, 108**Gas Exchange: The Respiratory System, 108**Nutrition and Excretion: The Digestive
System, 108***Fight-or-Flight: An Alarm Reaction, 109***The Neural Axis, 111**The Neuroendocrine Axis, 115***Resistance: A Chronic, Long-Term Stress
Response, 117***The Brain and Resistance, 118**The Endocrine Axes, 119***The Physiology of Exhaustion, 121****A Critical Look at the General Adaptation
Syndrome (GAS), 122****Summary, 124****Assess Yourself 5-1: Physiological Symptom
Checklist, 126****6. The Effects of Stress on the Body and
Mind, 127****Psychosomatic Disease and Stress, 128***Psychogenic Disease, 128**Somatogenic Disease, 128***From Stress to Disease, 128***The Medical Model, 128**Selye and the General Adaptation**Syndrome, 129**Lachman's Model, 129**Sternbach's Model, 129**Kraus and Raab's Hypokinetic Disease
Model, 129**Schwartz's Dysregulation Model, 129**Conflict Theory, 130**Everly and Benson's Disorders**of Arousal Model, 130***The Effects of Acute, High-Level Stress
on Disease, 130****The Effects of Chronic, Low-Level Stress
on Disease, 131***Stress and the Endocrine System, 131**Stress and the Muscular System, 134**Stress and the Cardiovascular System, 136**Stress and the Immune System, 138**Stress and the Digestive System, 141***Stress and Psychological Illness, 141***Burnout, 141**Anxiety Disorders, 142**Mood Disorders, 145**Suicide, 145***Summary, 146****Assess Yourself 6-1: Determining Your
Stress Level, 149****PART****II****The Five Rs of Coping
with Stress, 151****7. Rethink: Changing Your Illogical Thoughts
about Potential Stressors, 153****Knowing What You Value, 154****Whose Life Is It Anyway?, 155****Goal Setting, 156***Setting Realistic Goals, 156**Measurable Objectives, 156***Becoming More Logical in Our
Thinking, 156***Rational Emotive Behavior Therapy, 157*

- Playing Ball on Running Water:*
 - Morita Therapy, 158*
 - The Only Constant in Life, 159*
- Dealing with Our Illogical Anger, 160**
 - Managing Our Inner Anger, 160*
 - Anger on Our Highways: Road Rage, 161*
- Learned Optimism, 162**
 - Seligman's ABCDE Model, 162*
 - Learning to Argue with Yourself, 163*
- Focus on the Bright Side, 164**
- Reducing Stress by Enjoying Life More, 164**
 - Putting More Humor and Laughter into Life, 166*
 - Laughter and Stress Reduction, 166*
 - The Three Humor Skills, 167*
- Putting Things in Their Proper Perspective, 168**
 - Rethinking the Pace of Your Life, 169*
- Summary, 170**
- Assess Yourself 7-1: Strength of Values, 173**
- Assess Yourself 7-2: Goals and Objectives Worksheet, 174**
- Assess Yourself 7-3: ABCDE Scenarios, 176**
- Assess Yourself 7-4: Bright-Side Scenarios, 177**
- Assess Yourself 7-5: Am I Having Fun Yet?, 178**
- Assess Yourself 7-6: Joy List, 179**
- Assess Yourself 7-7: Humor Inventory, 180**
- Assess Yourself 7-8: Slow the Pace: When Was the Last Time You . . . , 181**
- 8. Reduce: The Second Level of Defense, 182**
 - Discovering Your Optimal Level of Demand, 183**
 - Categories of Stressors, 184*
 - Triple As of Coping, 185**
 - Abolish, 185*
 - Avoid, 185*
 - Alter, 185*
 - Managing Your Time, 186**
 - Goal Setting and Time Management, 186*
 - Assessing Your Use of Time, 186*
 - Time Management: A Matter of ACTing, 187*
 - Finding Time by Becoming More Efficient, 189*
 - Protecting Your Time, 189*
 - Procrastination, 190*
 - Downscaling Your Life, 192**
 - Communicating Effectively to Reduce Stress, 192**
 - Metacommunication, 192*
 - A Model of Communication, 193*
 - Building Communication Skills, 194*
 - Gender Differences in Communication, 197*
 - Asserting Yourself, 198**
 - Verbal Assertiveness: The DESC Model, 199*
 - Summary, 200**
 - Assess Yourself 8-1: Stress or Diary, 202**
 - Assess Yourself 8-2: Triple As Scenarios, 204**
 - Assess Yourself 8-3: Time Management Log, 205**
 - Assess Yourself 8-4: How Well Do I Communicate?, 206**
 - 9. Relax: Passive and Active Relaxation Strategies, 207**
 - The Stressed State Compared to the Relaxed State, 208**
 - Breathing and Relaxation, 209**
 - Diaphragmatic Breathing to Reduce Stress, 209*
 - Meditation, 210**
 - Historical and Cultural Origins of Meditation, 210*
 - Spirituality and Meditation, 210*
 - Other Benefits of Meditation, 211*
 - Types of Meditation, 212*
 - Benson's Relaxation Response, 213*
 - Visual Imagery, 214**
 - Creating Personal Imagery Scripts, 215*
 - The Quieting Reflex and the Calming Response, 216**
 - Autogenic Training, 216**
 - Instructions for Performing Autogenics, 217*
 - Biofeedback, 218**
 - Types of Biofeedback, 218*
 - Systematic Muscle Relaxation, 219**
 - Instructions for Systematic Muscle Relaxation, 219*
 - Yoga and Stretching, 221**
 - Yoga and Static Stretching, 221*
 - A Simple, Full-Body Static Stretching and Hatha Yoga Routine, 222*
 - T'ai Chi Ch'uan, 225**
 - T'ai Chi Ch'uan and Stress Management, 225*
 - Human Touch, 226**
 - Learning to Touch Through Massage, 227*
 - Types of Massage, 228*
 - Preparation for Massage: A Word about Sensuality and Sexuality, 229*
 - How to Give a Massage, 229*
 - Summary, 232**
 - Assess Yourself 9-1: Relaxing Words, Sounds, and Images, 235**
 - Assess Yourself 9-2: Active Relaxation Assessment, 236**
 - 10. Release: Using Physical Activity to Reduce Stress, 237**
 - Fight-or-Flight Revisited, 238**
 - The Psychological and Physiological Benefits of Exercise and Physical Activity, 238**
 - Physiological Benefits, 238*
 - Psychological Benefits, 240*

- The Effects of Moderate Physical Activity on Health and Stress, 241**
 - What Is a Moderate Amount of Physical Activity?, 241*
 - What Is Fitness?, 241*
 - Principles of Fitness, 243*
 - Physical Activity and Energy Production, 244*
- Developing Fitness, 244**
 - Building Cardiorespiratory Fitness, 244*
 - Run Your Way to Cardiorespiratory Fitness, 245*
- The Effects of Vigorous Physical Activity on Stress, 247**
 - Increasing Intensity, 247*
 - Increasing Time, 248*
- Physical Contact as a Form of Vigorous Activity, 248**
 - Punching a Heavy Bag, 248*
 - Instructions for Punching a Heavy Bag, 249*
 - Kicking a Heavy Bag, 250*
 - Instructions for Kicking a Heavy Bag Using the Sidekick, 250*
- Eating for Fitness and Health, 252**
 - Nutrients and Energy, 252*
 - Sympathomimetics, 253*
 - The Food Pyramid, 254*
- Summary, 255**
- Assess Yourself 10-1: Beginner's Aerobic Training Zone, 258**
- Assess Yourself 10-2: Cooper's 12-Minute Walk/Run Test, 259**
- Assess Yourself 10-3: Three-Day Dietary Analysis, 260**

- 11. Reorganize: Coping by Putting It All Together, 261**
 - The Importance of Wellness in Stress Management, 262**
 - Reorganizing the Environmental/Occupational Dimension, 262**
 - Reorganizing the Social and Spiritual Dimensions, 264**
 - Finding Your Personal Walden Pond, 267*
 - Reorganizing the Intellectual Dimension, 267**
 - Reorganizing the Emotional Dimension, 268**
 - Look for the Bright Side, 268*
 - Think More Logically, 269*
 - Reorganizing the Physical Dimension, 270**
 - Moving Toward Optimal Functioning, 272**
 - Wellness and Coping, 273*
 - Summary, 273**
 - Assess Yourself 11-1: Social and Spiritual Health Begins at Home, 276**
 - Assess Yourself 11-2: Ten Tips for Becoming a Lifelong Learner, 277**

PART

III

Stress: A Developmental Perspective, 279

12. Childhood and Adolescent Stress, 281

- Infancy: Birth to 18 Months, 282**
- Early Childhood: 18 to 36 Months, 282**
- Late Childhood: 3 to 5 Years, 283**
- School Age: 6 to 12 Years, 284**
 - School as a Stressor, 285*
- Reducing Childhood Stress by Not Rushing Children Through Childhood, 285**
- Coping with Childhood Stress Using the Five Rs, 286**
 - Rethink Strategies, 286*
 - Reduce Strategies, 286*
 - Relax Strategies, 286*
 - Release Strategies, 286*
 - Reorganize Strategies, 286*
- Adolescence and Puberty Defined, 287**
 - Adolescence, 287*
 - Puberty, 288*
 - Puberty, Sex, and Stress, 289*
 - Chronic Depression and Suicide, 290*
 - School and Stress, 292*
 - Social Pressures, 294*
 - Planning for the Future, 294*
- Coping with Adolescent Stress Using the Five Rs, 295**
 - Rethink Strategies, 295*
 - Reduce Strategies, 295*
 - Relax Strategies, 296*
 - Release Strategies, 296*
 - Reorganize Strategies, 296*
- Summary, 296**
- Assess Yourself 12-1: Unfinished Sentences—Childhood, 299**
- Assess Yourself 12-2: Unfinished Sentences—Adolescence, 300**

13. Young Adulthood: Relationships, College, and Other Challenges, 301

- Friendship and Intimate Relationships, 302**
 - Forming Friendships, 302*
 - Forming Intimate Relationships, 302*
 - Dating, 304*
 - College Sexual Standards, 305*
 - Living Arrangements of College Students, 306*
 - Love, 306*
- Intimacy, Sexuality, and Stress, 307**
 - Sexual Victimization, 307*
 - Sexual Harassment in College, 309*

<p><i>Sexually Transmitted Diseases, 310</i></p> <p><i>Sexual Medical History, 312</i></p> <p><i>Sexual Lifestyle, 312</i></p> <p><i>Sexual Behavior, 313</i></p> <p><i>Using the Pyramid to Reduce Risks, 313</i></p> <p>Academic Coursework and Stress, 314</p> <p>Paying for College, 314</p> <p><i>Work and Stress, 315</i></p> <p>Coping with the Stress of Young Adulthood by Using the Five Rs, 316</p> <p><i>Rethink Strategies, 316</i></p> <p><i>Reduce Strategies, 316</i></p> <p><i>Relax Strategies, 316</i></p> <p><i>Release Strategies, 317</i></p> <p><i>Reorganize Strategies, 317</i></p> <p>Summary, 318</p> <p>Assess Yourself 13-1: IQ Test, 321</p> <p>Assess Yourself 13-2: Sternberg's Love Scale, 324</p> <p>Assess Yourself 13-3: How Do You Drink?, 326</p> <p>Assess Yourself 13-4: Values Clarification, 327</p> <p>Assess Yourself 13-5: Developing a Budget, 328</p> <p>14. Stress in Adulthood and Older Adulthood, 329</p> <p>Stress in Adulthood and Older Adulthood, 330</p> <p>The Meaning of Work in Adulthood, 330</p> <p><i>A Multidisciplinary Look at Work, 331</i></p> <p><i>Work Centrality, 331</i></p> <p><i>Interpersonal Relations, 332</i></p> <p><i>Entitlement, 332</i></p> <p><i>Obligation, 332</i></p> <p><i>Understanding Erikson's Major Developmental Task of Adulthood Using the Six Dimensions of Work, 332</i></p> <p>The Meaning of Work and Retirement in Older Adulthood, 333</p> <p><i>Changing Work Status, 333</i></p> <p><i>Retirement, 333</i></p> <p><i>Changes in Financial Status, 334</i></p> <p><i>Changes in Daily Activities, 334</i></p>	<p>The Meaning of Community and Living Environment, 336</p> <p><i>Non-Age-Restricted Housing, 336</i></p> <p><i>Age-Restricted Housing, 336</i></p> <p><i>Active Adult Communities, 337</i></p> <p><i>Other Types of Living Environments, 337</i></p> <p>Relationships in Adulthood and Older Adulthood, 339</p> <p><i>Singlehood, 339</i></p> <p><i>Cohabitation, 339</i></p> <p><i>Marriage, 340</i></p> <p><i>Long-Term Gay and Lesbian Relationships, 342</i></p> <p><i>Divorce, 342</i></p> <p><i>Widowhood 343</i></p> <p>Relationship Stress in Adulthood and Older Adulthood, 343</p> <p><i>Stress Associated with Being Single, 343</i></p> <p><i>Stress Associated with Cohabitation, 344</i></p> <p><i>Stress Associated with Marriage, 344</i></p> <p><i>Stress Associated with Divorce, 346</i></p> <p>Changing Health Status, Disease, and Death in Adulthood and Older Adulthood, 347</p> <p><i>The Health Status of Americans, 347</i></p> <p><i>Healthy Aging and Premature Disability and Death, 347</i></p> <p><i>Changing Health Status as a Source of Stress, 347</i></p> <p>Thinking about Death, 347</p> <p><i>Loss, Grief, and Bereavement Stress, 349</i></p> <p>Coping with Adulthood and Older Adulthood Stress Using the Five Rs, 350</p> <p><i>Rethink Strategies, 350</i></p> <p><i>Reduce Strategies, 351</i></p> <p><i>Relax Strategies, 351</i></p> <p><i>Release Strategies, 351</i></p> <p><i>Reorganize Strategies, 352</i></p> <p>Summary, 353</p> <p>Assess Yourself 14-1: My Epitaph, 356</p> <p>Assess Yourself 14-2: Relationship Contract, 357</p> <p>Epilogue: Coping with Stress in a Changing World, 358</p> <p>Credits, 359</p> <p>Index, 361</p>
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P A R T

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Stress and Wellness

Stress is everywhere. We are all familiar with the more exotic scenarios: air traffic controllers who know that a wrong move could result in the loss of a multimillion-dollar aircraft and hundreds of lives, police in urban areas who face constant danger and close public scrutiny, and the men and women who defend our allies in faraway places such as Afghanistan and Iraq. These situations represent the extremes. However, stress affects all of us regardless of our gender, age, race, or class.

Men and women are stressed. Some are stressed trying to balance the demands of husband/wife, mother/father, and homemaker/professional. Others are struggling merely to survive, doing the best they can in an economy that is recovering from the excesses of the 1990s. They are competing for jobs in a market flooded with the recently unemployed as companies downsize. Still others are caught in the cycle of unemployment, poverty, welfare, and despair.

Children are stressed. Some, such as the typical 5- or 6-year-old, are stressed adjusting to the new world of school. Others worry that their three-block walk to school may put them in the middle of cross fire between rival street gangs. Others are stressed from trying to cope with the pressures that accompany divorce, single-parent households, and blended families.

College students are stressed. Some are trying to cope with the demands of adapting to a new living environment, new peers, academic pressure, and sexual concerns. College can also put financial stress on students and their families, and it seems that there is never enough time to attend class, study, and work enough hours to pay the bills.

The elderly are stressed. Some are caught between the demands of forced retirement and the difficulty of meeting their financial needs. Others cope with the demands of frail health status and escalating health care costs. Still others are stressed by the loss of their spouses

or the dissolution of their families as their adult children leave home.

Such situations can leave us with trembling hands, tense muscles, migraine headaches, and multiple other symptoms of stress. They can also contribute to a host of chronic diseases, ranging from hypertension to peptic ulcers, and can predispose us to premature disability and death.

To understand and manage our stress, we need to view it in the context of our overall level of well-being across the six dimensions of health: physical, social, emotional, intellectual, spiritual, and environmental/occupational. Our overall well-being across these domains affects both our stress level and our ability to cope. Robust health with high levels of well-being is protective, helping to reduce our overall levels of stress and provide the energy and stamina necessary to cope with daily pressures. It can also facilitate coping as we draw on resources ranging from social support to the inner strength that spiritual well-being provides.

Change is common in life, although it varies in intensity, frequency, and degree of permanency. The only real constant in life is change; however, not everyone perceives

change the same way. Some people view it positively, transforming change into challenge. For them these situations are catalysts for growth and action. Others view change as a stressor and are mesmerized into inactivity.

In this book, we will answer many of the questions people have about stress and explore what it is and what it does to us. Is it a physical symptom or problem, is it something within us, or is it an outside force? Is it some combination of events that pushes us over the brink? Isn't stress supposed to be good for us? Don't we need it to succeed? What does it really mean to be stressed out?

Stress is one of the most commonly referred to but least understood health problems. We examine the differences between stress and challenge, with an emphasis on the importance of the role of perception in distinguishing between the two. We examine the many common sources of stress for most people, understanding that not everyone perceives them the same way. We also examine strategies for managing stress. We show how to find the optimal levels of challenge and describe ways to control stress instead of letting it control us.