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Correct answers located at the end of the chapter.

TRUE/FALSE - Write 'T' if the statement is true and 'F' if the statement is false.

1) Progressive relaxation is sometimes termed neuromuscular relaxation.
   - ◎ true
   - ◎ false

2) Thomas Holmes and Richard Rahe showed that the more significant the changes in someone's life, the greater the chance of the onset of illness.
   - ◎ true
   - ◎ false

3) Richard Lazarus, Anita DeLongis, and their colleagues have found that everyday hassles are even more detrimental to one's health than major life changes.
   - ◎ true
   - ◎ false

4) Shelly Taylor found that males are more likely to use social connections to cope with stressful events than are females.
   - ◎ true
   - ◎ false

5) The longer our physiology varies from its baseline measures and the greater the variance from that baseline, the more likely we are to experience ill effects from this stress reactivity.
   - ◎ true
   - ◎ false

6) Males and females generally tend to respond to stress in very similar ways.
   - ◎ true
   - ◎ false

7) Hans Selye was unable to specify which changes in the body's physiology resulted from stress.
   - ◎ true
   - ◎ false

8) A stressor is something with the potential to cause a stress reaction.
   - ◎ true
   - ◎ false

9) A stressor will always elicit a stress reaction and strain.
   - ◎ true
   - ◎ false

10) Yerkes–Dodson principle states that optimal performance on a task requires some stress but not too much stress.
   - ◎ true
   - ◎ false

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11) According to hardiness theory, if you perceive potentially stressful events as a challenge instead of as a threat, less stress will result.
- ◎ true
- ◎ false

12) Tension headaches and backaches are psychological strains that stem from stress reactivity occurring when contemplating that experience.
- ◎ true
- ◎ false

13) People who have learned stress management skills often respond to a greater degree to a stressor but return to their resting heart rate sooner than those not trained in stress management.
- ◎ true
- ◎ false

MULTIPLE CHOICE - Choose the one alternative that best completes the statement or answers the question.

14) The noted physiologist who was employed at Harvard Medical School and who first described the body's reaction to stress was
- A) Lawrence LeShan.
- B) Carl Simonton.
- C) Walter Cannon.
- D) George Engel.

15) The body's stress reaction that includes an increase in heart rate, respiration, blood pressure, and serum cholesterol is known as the
- A) fight-or-flight response.
- B) relaxation response.
- C) alarm reaction.
- D) autoimmune response.

16) Which of the following lists the three phases of the general adaptation syndrome in the order of their occurrence?
- A) alarm reaction, stage of exhaustion, and stage of resistance
- B) alarm reaction, stage of resistance, and stage of exhaustion
- C) stage of resistance, alarm reaction, and stage of exhaustion
- D) stage of resistance, stage of exhaustion, and alarm reaction

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17) Which of the following occurs in the alarm reaction phase of the general adaptation syndrome?
   A) Resistance rises above normal.
   B) Resistance ensues if continued exposure to the stressor is compatible with adaptation.
   C) Following long-continued exposure to the same stressor, to which the body becomes adjusted, adaptation energy is eventually exhausted.
   D) The body shows the changes characteristic of the first exposure to a stressor.

18) Identify a feature of the second stage of the general adaptation syndrome.
   A) Resistance occurs when the body continues to fend off the threat and tries to adapt to the increased physiological demands placed upon it.
   B) The body shows the changes characteristic of the first exposure to a stressor.
   C) Following long-continued exposure to the same stressor, to which the body becomes adjusted, adaptation energy is eventually exhausted.
   D) The signs of the alarm reaction reappear, but now they are irreversible.

19) Which of the following is characteristic of the third phase of the general adaptation syndrome?
   A) The bodily signs characteristic of the alarm reaction virtually disappear, and resistance rises above normal.
   B) The body shows the changes characteristic of the first exposure to a stressor.
   C) Following long-continued exposure to the same stressor, to which the body becomes adjusted, adaptation energy is eventually exhausted.
   D) Resistance ensues if continued exposure to the stressor is compatible with adaptation.

20) Eustress is defined as
   A) the bad things to which we have to adapt and that can lead to a stress reaction.
   B) a series of bodily changes that are the opposite of the stress reaction.
   C) the good things to which we have to adapt and that can lead to a stress reaction.
   D) the cumulative biological wear and tear that results from our response to stress.

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21) Distress is defined as
A) the bad things to which we have to adapt and that can lead to a stress reaction.
B) a series of bodily changes that are the opposite of the stress reaction.
C) the body's stress reaction that includes an increase in heart rate and respiration.
D) the cumulative biological wear and tear that results from our response to stress.

22) The series of bodily changes that are the opposite of the stress reaction is called the
A) autoimmune response.
B) galvanic skin response.
C) fight-or-flight response.
D) relaxation response.

23) Which of the following terms is defined as a relaxation technique that involves a sensation of heaviness, warmth, and tingling in the limbs?
A) Autogenic training
B) Progressive relaxation
C) Bracing
D) Neuromuscular relaxation

24) Which of the following terms is defined as a relaxation technique that involves contracting and relaxing muscle groups throughout the body?
A) autogenic training
B) progressive relaxation
C) autohypnotic relaxation
D) transcendental meditation

25) The contraction of muscles for no obvious purpose is called
A) bracing.
B) self-contracting.
C) meditation.
D) relaxation.

26) According to Johan Denollet's research, which of the following types of personalities is related to coronary heart disease?
A) Type A
B) Type C
C) Type D
D) Type B

27) According to the_____ theory developed by Kobasa and her colleagues, less stress will result if you perceive potentially stressful events as a challenge instead of a threat.
A) hardiness
B) social support
C) life-events
D) allostatic load

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28) The cumulative biological wear and tear that results from responses to stress that seek to maintain body equilibrium is known as
A) hardiness.
B) hassle.
C) biofeedback.
D) allostatic load.

29) Toxins, heat, and cold are examples of_____ stressors.
A) environmental
B) psychological
C) sociological
D) philosophical

30) Use of time and purpose in life are examples of_____ stressors.
A) environmental
B) psychological
C) sociological
D) philosophical

31) Depression and threats to self-esteem are examples of_____ stressors.
A) environmental
B) psychological
C) sociological
D) philosophical

32) Argument with a friend and the death of a loved one are examples of_____ stressors.
A) environmental
B) psychological
C) interpersonal
D) philosophical

33) The fight-or-flight response is termed
A) stress disorder.
B) stress reactivity.
C) autoimmune response.
D) self-preservation.

34) Which of the following is an example of a behavioral strain?
A) tension headache
B) alcohol abuse
C) backache
D) agoraphobia

35) The goal of stress management is to
A) eliminate all forms of stress from life.
B) limit the harmful effects of stress while maintaining life's quality and vitality.
C) make life happy and easy by experiencing as little stress as possible.
D) All of these answers are correct.

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36) The degree to which the seven dimensions of health are in balance is called
A) eustress.
B) wellness.
C) spirituality.
D) coping.

37) Which of the following pioneers studied transcendental meditation and developed a similar meditative technique that was successfully employed to help reduce his patients' levels of high blood pressure?
A) Gary Schwartz
B) Daniel Goleman
C) Herbert Benson
D) Thomas Budzynski

38) Which of the following dimensions of health is known as the ability to learn and grow intellectually?
A) Social health
B) Occupational health
C) Spiritual health
D) Mental health

39) Which of the following dimensions of health is known as the ability to learn and grow cerebrally?
A) social health
B) occupational health
C) spiritual health
D) intellectual health

40) Which of the following dimensions of health is defined as a healthy, supportive setting in which to function?
A) social health
B) occupational health
C) environmental health
D) mental health

41) The relationship between stress and task performance can be plotted on a(n)
A) bell-shaped curve.
B) S-shaped curve.
C) U-shaped curve.
D) V-shaped curve.

42) Which of the following dimensions of health can be defined as the ability of the body to function daily with energy remaining to respond to emergencies?
A) Physical health
B) Occupational health
C) Spiritual health
D) Mental health

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Answer Key

Test name: Chapter 01

1) TRUE
2) TRUE
3) TRUE
4) FALSE
5) TRUE
6) FALSE
7) FALSE
8) TRUE
9) FALSE
10) TRUE
11) TRUE
12) FALSE
13) TRUE
14) C
15) A
16) B
17) D
18) A
19) C
20) C
21) A
22) D
23) A
24) B
25) A
26) C
27) A
28) D
29) A
30) D
31) B
32) C
33) B
34) B
35) B
36) B
37) C
38) D
39) D
40) C
41) C
42) A

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Part 1: Scientific Foundations

Chapter 1: What Is Stress?

Learning Objectives

After completing this chapter, the student will be able to accomplish the following objectives:

- Discuss the scientists who were pioneers in the study of stress.
- Describe the fight-or-flight response identified by Walter Cannon.
- Describe the general adaptation syndrome described by Hans Selye.
- List several examples of relaxation techniques.
- Understand the definitions of various terms employed throughout the remainder of the text.
- Describe the goal of stress management.
- Describe the various options for using this book, including creation of a personal stress profile and/or a stress portfolio.
- Describe the rationale for applying what one has learnt about stress management by getting involved in one's community.

Key Terms and Definitions

- **allostatic load**: The cumulative biological wear and tear that results from responses to stress that seek to maintain body equilibrium.
- **autogenic training**: A relaxation technique that involves a sensation of heaviness, warmth, and tingling in the limbs.
- **bracing**: The contraction of muscles for no obvious purpose.
- **distress**: Bad things to which one has to adapt and that can lead to a stress reaction.
- **eustress**: Good things to which one has to adapt and that can lead to a stress reaction.
- **fight-or-flight response**: The body's stress reaction that includes an increase in heart rate, respiration, blood pressure, and serum cholesterol.
- **general adaptation syndrome**: The three stages of stress reaction described by Hans Selye.
- **neuromuscular relaxation**: Another term for progressive relaxation.
- **progressive relaxation**: A relaxation technique that involves contracting and relaxing muscle groups throughout the body.
- **relaxation response**: A series of bodily changes that are the opposite of the stress reaction.
- **strain**: The physical, psychological, and behavioral outcomes of stress reactivity.
- **stressor**: Something with the potential to cause a stress reaction.
- **stress**: The combination of a stressor, stress reactivity, and strain.

Lecture Outline

Part 1: Scientific Foundations

I. What Can You Get Out of This Book and This Course?

1. This book and the stress management course in which you are enrolled will help you become less stressful and, as a result, be healthier and live a more fulfilling, satisfying life.

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II. The Pioneers

1. Walter Cannon
   a. In the early part of the twentieth century, Cannon was a noted physiologist employed at the Harvard Medical School.
   b. Cannon was the researcher who first identified stress reaction as the fight-or-flight response.
2. Hans Selye
   a. Curious about the fight-or-flight response, a young endocrinologist, Selye, studied it in detail.
   b. Using rats and exposing them to stressors, Selye was able to specify the changes in the body's physiology. His rats developed:
      - A substantial enlargement of the cortex of the adrenal glands
      - Shrinkage or atrophy of the thymus, spleen, lymph nodes, and other lymphatic structures
      - An almost total disappearance of eosinophil cells (a kind of white blood cell)
      - Bleeding ulcers in the lining of the stomach and duodenum
   c. Selye summarized stress reactivity as a three-phase process termed the general adaptation syndrome.
      - Phase 1: Alarm reaction
      - Phase 2: Stage of resistance
      - Phase 3: Stage of exhaustion
   d. Selye defined stress as "the nonspecific response of the body to any demand made upon it."
      - That means good things to which we must adapt (termed eustress) and bad things to which we must adapt (termed distress); both are experienced the same physiologically.
3. A. T. W. Simeons
   a. Simeons related evolution to psychosomatic disease in his classic work, Man's Presumptuous Brain.
   b. Simeons argued that the human brain had failed to develop at the pace needed to respond to symbolic stressors of twentieth-century life.
4. Harold Wolff
   a. Wolff became curious why only 1 in 100 prisoners of war held by the Germans during World War II died before their release, while 33 in 100 held in Japanese camps died before their release.
   b. Keeping nutrition and length of time held captive constant, Wolff found that emotional stress, much greater in Japanese prisoner-of-war camps than in German ones, was the cause of much of this difference.
5. Other researchers helped clarify the effects of stress.
   a. Stewart Wolf demonstrated the effects of stress on digestive function.
   b. Lawrence LeShan studied the effect of stress on the development of cancer.
   c. George Engel studied stress and ulcerative colitis.
   d. Meyer Friedman and Ray Rosenman and more recent researchers identified the relationship between stress and coronary heart disease.
   e. Stewart Wolf and Harold Wolff studied stress and headaches.
6. Researchers have found ways of successfully treating people with stress-related illnesses.
   a. Carl Simonton, believing personality to be related to cancer, has added a component to standard cancer therapy: It consists of visualizing the beneficial effects of the therapy upon the malignancy.
   b. For some headache sufferers, Thomas Budzynski has successfully employed biofeedback for relief.
   c. Herbert Benson, a cardiologist, developed a relaxation technique similar to transcendental meditation (TM) and has used it effectively to treat people with high blood pressure.
7. Relaxation techniques have also been studied in some detail.
   a. In addition to Benson's relaxation response, some of the more noteworthy methods include autogenic training and progressive relaxation.
   b. Around 1900, a physiologist, Oskar Vogt, noted that people were capable of hypnotizing themselves.

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- A German psychiatrist, Johannes Schultz, combined this knowledge with specific exercises to bring about heaviness and warmth in the limbs—that is, a state of relaxation.
- This autohypnotic relaxation method became known as autogenic training and was developed and studied further by Schultz's student Wolfgang Luthe.

c. The technique of progressive relaxation, sometimes termed neuromuscular relaxation, was developed by Dr. Edmund Jacobson when he noticed his bedridden patients were still muscularly tense in spite of their restful appearance.

d. Indian yogis and Zen monks were the first meditators to be scientifically studied.
   - The results of these studies demonstrated the slowing-down effect (hypometabolic state) of meditation upon many body processes: heart rate, breathing, and muscle tension, to name but a few.

8. Later, a whole area of study regarding life changes to which we must adapt and their effect upon health has emerged.
   a. Thomas Holmes and Richard Rahe showed that the more significant the changes in one's life, the greater the chance of the onset of illness.
   b. Richard Lazarus, Anita DeLongis, and their colleagues have found that everyday hassles can be even more detrimental to one's health than major life changes.

III. Stress Theory

A. Life-Events Theory
   1. One theory developed by Holmes and Rahe proposes that stress occurs when a situation requires more resources than are available.
   2. DeLongis and her colleagues consider routine stressful life events more significant than major ones that happen infrequently.
   3. Another theory of how life events affect health is allostatic load, first defined by McEwen and Stellar.
      A. Allostatic load is based on the hypothesis that there is a cumulative physiological risk associated with exposure to psychosocial stressors over one's life.

B. Hardiness Theory
   1. Some researchers focus not on how many stressful events you experience but on your attitude toward those events.

C. Social Support Theory
   1. Some stress experts envision stress occurring when there is not enough social support available to respond to an event effectively.

IV. The Stressor

1. A stressor is a stimulus with the potential for triggering the fight-or-flight response.
2. Some stressors you encounter have the potential for eliciting a fight-or-flight response, even though it would be inappropriate to respond immediately or with some action.
3. We encounter many different types of stressors. Some are environmental, some psychological, others interpersonal, and still others philosophical.
4. Stress hormones and their correlates build up, including elevated blood pressure and increased muscular contractions, serum cholesterol, and secretions of hydrochloric acid in the stomach.
   1. When we do not use these hormones as intended, they build in the body and can ultimately cause illness and disease if the stress reaction is chronic, prolonged, or goes unabated.

V. Stress Reactivity

1. How we react to stressors is called stress reactivity.

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2. The longer our physiology varies from its baseline measures (duration) and the greater the variance from that baseline (degree), the more likely we are to experience ill effects from this stress reactivity.

A. Strain
   1. Strains are the outcomes of stress reactivity and may be physical, psychological, or behavioral.

B. Gender Differences in Reactivity
   1. Shelly Taylor and her colleagues have found that females tend to exhibit nurturing activities designed to protect themselves and others when coping with stress.
   2. Females use social groups more that do males as a response to stress and that males, in contrast tend to exhibit more of a fight-or-flight response to stress.

VI. A Definition of Stress

1. Although several definitions of stress exist, for our purposes, we will operationally define stress as the combination of a stressor, stress reactivity, and strain.
2. That is, a stimulus is presented that has the potential to trigger a fight-or-flight response (the stressor) that elicits physiological changes such as increased muscle tension and blood pressure (stress reactivity) that, in turn, results in physical, psychological, or behavioral consequences such as a headache or agoraphobia (strain).

VII. Stress Management Goals

1. The goal of stress management is not to eliminate all stress.
2. Life would certainly be dull without both joyful stressors to which we have to adjust and distressors needing a response.

VIII. The Way to Use This Book

A. Your Personal Stress Profile and Activity Workbook
   1. Each student will complete the accompanying *Your Personal Stress Profile and Activity Workbook*.

B. The Stress Portfolio
   1. This book will help you develop a stress portfolio.

C. "Getting Involved in Your Community" boxes
   1. To encourage you to contribute to the health of the communities in which you live, a box entitled "Getting Involved in Your Community" appears in most chapters.

IX. Summary

X. Internet Resources

XI. References

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Resources at a Glance

ONLINE LEARNING CENTER (OLC)
Course-wide Content includes the following:

- Stress Profile & Activity Workbook
- Audio Relaxation Techniques
- Nervous system labeling
- Endocrine system labeling

Instructor resources include the following:

- Course Integrator Guide
- PowerPoint Presentation
- Test Bank

GENERAL HEALTH INFORMATION
For the latest health information, check the current issues of:

- *The UC Berkeley Wellness Letter* (Wellness Letter)
- The McGraw-Hill Online Learning Center (OLC)
- The Mayo Clinic health website (Mayo Clinic)
- MedlinePlus (MedlinePlus)

Also, check the following media sites:

Print Media

- Reuters headlines: Reuters Healthcare & Pharmaceuticals
- AP Health headlines: CNN.com - Health
- Time magazine: Time
- Newsweek: Newsweek
- U.S. News and World Report: US News

Broadcast Media

- ABC: ABC News
- CBS: CBS News
- NBC: NBC News

Resource Outline

In the Book

Figures, Tables, and Boxes

- Table 1.1: Pioneers in Stress and Stress Management (p. 4)
- Figure 1.1: The General Adaptation Syndrome in Action (p. 5)
- Box: Muscle Tension (p. 7)
- Box: How Americans Experience Stress (p. 10)
- Figure 1.2: Stress Reactivity (p. 12)
- Table 1.2: A Comparison between Parker's and Kati's Stressful Day (p. 13)

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- Figure 1.3: The Relationship between Stress and Task Performance is a Complex One (p. 14)
- Box: Health, Wellness, and Stress (p. 16)
- Box: Getting Involved in Your Community (p. 18)
- Box: Coping in Today's World (p. 19)

Lab Assessment

Lab assessments can be found at the end of each chapter in the text.

1.1: What Causes You Stress? (p. 23)

1.2: Why Do Some of Your Stressors Result in a Stress Response? (p. 24)

Stress Profile & Activity Workbook

This workbook can be found on the student side of the Online Learning Center (OLC)

Section I: Your Typical Response to Stress (pp. 1–6)

HealthQuest 4.2 (ISBN: 0072951176)

Select "Stress Management and Mental Health."

Select the Introduction to begin your exploration of this module of HealthQuest.
or
At the Wellness Activities menu, select "How Stressed Are You?" to explore a variety of stressors.
or
At the Wellness Activities menu, select "How Is Your Mental Wellness?"

Additional Online Resources

https://www.das.nh.gov/wellness/docs/percieved%20stress%20scale.pdf
This resource provides information in the classic stress assessment instrument, The Perceived Stress Scale (PSS).

Activities

1. Make a list of stressors in your life and indicate whether they fall into the eustress or distress category.
2. Make a list of daily hassles.
3. Create a stress hierarchy by ranking the stressors in your life.
4. Put stressors into categories of biological, psychological, social, and philosophical.
5. Write a paragraph about how you react to stress.
6. Write an essay on your experience with the fight-or-flight response according to Selye's three-phase process of the general adaptation syndrome.
7. Write an essay about your perceptions of meditation as a technique for stress management.
8. Interview one other person to find out how he/she reacts to stress.

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9. Bring to the class an article from a newspaper or magazine on the topic of stress.

10. Identify one of the pioneers in stress management whose findings you have used over the years; explain how you have used these findings.

11. Identify the stress theory that you believe is most valid and write an essay supporting your conclusion; use experiences from your own life to support your conclusion.

12. Decide whether you agree or disagree with the proposed differences in male and female coping; write a paragraph supporting your position.

Additional Teaching Suggestions

1. An automated blood pressure cuff can be used to demonstrate the variation in cardiovascular reactivity by repeatedly measuring blood pressure during a mental stress test. Example: Ask students to count backward (without using any paper) as quickly as they can from 3199 by 17 and say the answers out loud. Correct them when they are wrong, and constantly ask them to go faster. Some will respond with a large increase in heart rate and blood pressure, while some will respond with little change or even no change at all.

2. Students may be led to experience the stress response on the spot by telling them that you will now test them over material covered thus far. Continue as if you are seriously going to test them. The first question should be "List any symptoms of the stress response that you are experiencing right now as a result of having a surprise test announced." Encourage them to consider psychological symptoms (such as guilt for not listening better), physiological symptoms (such as sweating), and behavioral symptoms (such as chewing on the end of a pencil). Collect the responses and use them to demonstrate the wide range of symptoms that may be experienced in response to stress.

3. To clarify the relationship between duration and degree, use the analogy of a sunburn: The longer the duration of exposure to the sun (stressor) without protection, the greater the severity (degree) of the burn and the longer the healing period. With shorter duration of exposure, the less the degree of the burn and the less the healing time required. With the application of sunscreen (or stress management techniques), the skin will be protected from the sun (stressor) or will return to its normal state much more quickly.

4. Have students keep a comprehensive notebook (stress portfolio) of all activities completed during this course in order to help them learn more about themselves and their individual reactions to stress. This can be done as a journaling assignment with daily writing prompts as well.

5. Discuss the service-learning opportunities that appear throughout the text in the "Getting Involved in Your Community" sections. This could also be turned into an assignment as part of the course grade.

Annotated Audiovisual Resources

One Nation Under Stress. (69 minutes, color, VHS and DVD, Films for the Humanities & Sciences, Item number: BVL185716) This program explores the causes and effects of chronic stress from scientific, economic, and sociological perspectives.

Coping with Stress. (30 minutes, color, DVD and Streaming, Films for the Humanities & Sciences, Item number BVL11398) This program examines how stress affects daily living as well as general physical and mental well-being.

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