Stress Management for Life A Research Based Experiential Approach 4th edition Olpin Solutions Manual

SKU: 9781305120594-SOLUTIONS

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Chapter 2

STUDENT OBJECTIVES

- Assess your current level of stress from a variety of perspectives.
- Explain the physiological and psychological indicators of stress.
- Evaluate the impact of stress on the quality of your life.

KEY TERMS

Radial pulse—Heart rate measured at the radial artery on the thumb side of the wrist.

Carotid pulse—Heart rate measured at the carotid artery on the neck just under the jaw.

Respiration rate—Number of breaths taken in one minute.

Rapid eye movement (REM) sleep—Sleep phase when dreaming occurs.

EXPANDED CHAPTER OUTLINE

I. SELF-ASSESSMENT
   A. One of the looming challenges for successful stress management is to determine what causes you stress.
      1. A certain level of stress can energize and motivate you to deal with the important issues in your life.
      2. You will want to focus your energy on the things in your life that are truly important. How do you determine what factors cause you unnecessary stress? How does your stress level compare to others?
   B. A variety of assessments will help you to answer these questions.

II. WHERE ARE YOU NOW STRESS-WISE?
   A. The first step in developing a plan to help you manage your stress is assessment.
   B. In this chapter, you will find a variety of tools to help assess your stress levels.
   C. The information you gain from the assessments in this chapter should be used as it seems relevant to you and your life.

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D. These assessments and surveys are not intended to be diagnostic, but only to guide you in better understanding yourself.

III. ASSESS YOUR STRESS

A. The first self-assessment is the Assess Your Stress activity. See Figure 2.1. It includes the following:

1. Resting Heart Rate
   a) After you have been sitting or relaxing for a period of time, find your pulse.
      (1) Your radial pulse can be found on the thumb side of your wrist.
      (2) Your carotid pulse can be found on your neck, just under the jaw.
   b) Count the number of beats for sixty seconds.
   c) Place this number in the Assess Your Stress form.
2. Breathing Pattern
   a) Sit in a chair so your back is primarily straight up and down against the backrest.
   b) Place one hand on your abdomen with your palm covering your navel. Place the other hand on your chest.
   c) While sitting straight up, notice your breath as it goes in and comes back out.
      (1) Notice which hand moves more—your chest or your abdominal hand.
   d) In the Assess Your Stress form, choose the way you are breathing—abdomen, chest, or both.
3. Respiration Rate
   a) While sitting, breathe normally and naturally.
      (1) Count how many natural, effortless breaths you take in a minute. This is called respiration rate.
      (2) Each inhalation and exhalation cycle is considered one breath.
   b) Record the number of breaths you take per minute in the Assess Your Stress form.
4. Stress-o-meter

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a) Think back over the waking hours of the last month of your life. Give yourself a rating, according to the following scale.

(1) A score of "1" would indicate that you feel your life has been relatively stress-free during that period. You have felt blissful and calm at all times. Everything seemed to go your way. A "10" score would mean that you felt extremely anxious most of the time and that this was a month packed with high levels of stress. You felt totally overwhelmed, like your life was out of control and like you were unable to cope.

(2) If you were to average out the month (we all have highs and lows), what number would you give yourself on this scale from 1 to 10?

(3) Record this number on the Assess Your Stress form.

B. Assess Your Stress Results: How you scored each of these simple measures may be indicative of higher stress levels. Each of these might indicate high stress:

1. Higher resting heart rates
   a) Normal heart rates range between 50 and 100 beats per minute with the average heart rate approximately 70 to 80 beats per minute.
2. High breathing rate
   a) The average respiration rate is 12–16 breaths per minute.
3. Chest breathing
   a) Chest breathing happens due to chronic activation of the stress response.
4. High perceived stress levels
   a) Whether the stress is real or imagined, your body responds the same: Your perception becomes your reality.

IV. SYMPTOMS OF STRESS ASSESSMENT

A. The Symptoms of Stress form (Figure 2.2) gives students another look at how and to what extent common symptoms of chronic stress may be affecting them.

1. The more often you experience these symptoms of stress, the more likely it is that stress is having a negative impact on your life.

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V. PERCEIVED STRESS SCALE (PSS)

A. The PSS is a classic stress assessment instrument. See Figure 2.3. It considers your perception of what is happening in your life as most important.

1. The questions in this scale ask about your feelings and thoughts during the last month.
2. The best approach is to answer each question fairly quickly.
3. Individual scores on the PSS can range from 0 to 40, with higher scores indicating higher perceived stress.
4. The Perceived Stress Scale is interesting and important because your perception of what is happening in your life is your most important determinant of how you are doing.

VI. THE INVENTORY OF COLLEGE STUDENTS' RECENT LIFE EXPERIENCES (ICSRLE)

A. The ICSRLE was designed to identify individual exposure to sources of stress or hassles. See Figure 2.4.

B. This inventory also allows for an identification of the extent to which those stressors were experienced over the past month.

C. The ICSRLE was developed uniquely for college students.

D. Your score on the ICSRLE can range from 0 to 147.

1. Higher scores indicate higher levels of exposure to hassles.
   a) You can determine your current level of stress by adding your score for each hassle.
   b) You can discover which hassles play a greater part in your life by observing those items for which you scored a 3.

VII. THE ARDELL WELLNESS STRESS TEST

A. The Ardell Wellness Stress Test incorporates physical, intellectual, emotional, spiritual, and social aspects of health for a balanced assessment. See Figure 2.5.

1. This assessment is based on your personal perception of satisfaction about various aspects of your life.
   a) A higher overall score indicates less stress and overall well-being.

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b) A lower overall score indicates an increased need for doing something about your stress levels.

VIII. STUDENT STRESS SCALE

A. The Student Stress Scale is an adaptation for college students of the Life Events Scale developed by Holmes and Rahe. See Figure 2.6.

B. It was designed to predict the likelihood of disease and illness following exposure to stressful life events.

1. Higher scores indicate increased exposure to potential stressors.

a) Each life event is given a score that indicates the amount of readjustment a person has to make as a result of change.

b) Higher scores have been found to correlate with higher likelihood of suffering from common symptoms of stress, such as getting sick in the near future.

C. It is important to note that this assessment considers only the events that occur, not individual perception of these events in life.

IX. STRESS VULNERABILITY FACTORS

A. Some people may be more susceptible to stress than others.

1. This depends on several possible factors:

a) Genetics

b) Coping Style

c) Thinking Style

d) Environment

e) Social Skills

B. The Stress Vulnerability Questionnaire will help you to evaluate some of the physical, mental, emotional, spiritual, and social factors that affect your vulnerability to stress, providing you with another piece in your stress-status puzzle. See Figure 2.7.

1. Lower total scores (fewer than 40 points) on this questionnaire indicate greater resistance to stress.

2. Higher scores (Higher than 51) indicate greater vulnerability to stress.

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X. TOMBSTONE TEST

A. When all is said and done, one of the most important assessments may be the Tombstone Test. How do you want to be remembered?
   1. Do you want to be remembered for being a workaholic?
   2. Do you want to be remembered as the one who always won the argument?
   3. Do you want to be remembered for making more money than your neighbor?
   4. Do you want to be remembered as the one who never forgave someone who wronged you?
   5. Do you want to be remembered as a good parent, mate, and friend?
   6. Do you want to be remembered as someone who was whole and balanced in body, mind, and spirit?
   7. Do you want to be remembered for the service you provided to those who needed help?

B. Make a list of these qualities for which you would like to be remembered.

C. Ask yourself: Are you living your life in a way that demonstrates the qualities you value?
   1. When your choices are guided by the values and goals that are most important to you, your life can be full and active, yet not stressful.
   2. Decide how you want to be remembered, and then live your life to that effect.

XI. DAILY STRESS DIARY

A. The purpose of a food diary is to record everything you eat to increase your awareness of what you are eating.

B. The Daily Stress Diary serves the same purpose, only relating to your stress. See the Daily Stress Diary Lab activity at the end of the chapter.
   1. The Stress Diary can be a real eye-opener as you become aware of stress triggers throughout your day.
   2. Watch for patterns that develop.

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XII. CONCLUSION

A. In this chapter, you have had the opportunity to use several different measures to assess your stress.

1. As you look back over each of the assessment surveys and tools, you will see that these tools measured stress from a variety of perspectives, including:

a) Physiological indicators of stress.

b) Your perception of what is happening in your life.

c) Sources of stress and frequency of hassles.

d) Your level of satisfaction with events in your life.

e) Life events you have experienced.

f) Your vulnerability to stress.

CRITICAL THINKING/DISCUSSION QUESTIONS

Objective: These questions will provide students with the opportunity to think critically about topics presented in the chapter. Discussion allows for the sharing of ideas and assists students in developing educated opinions on chapter topics.

Instructions: Discuss the critical thinking/discussion questions below. Divide the class into small groups and assign different questions to each group or assign the questions as homework to turn in or to discuss as a class.

1. Compare and discuss the sources of your stress as a college student. As a class, rank your top ten stressors.

2. What did you think of the results of your stress assessments? Did any of the results surprise you? Did you disagree with any of the results? Discuss your results.

3. After reading this chapter, you will probably agree that assessing stress is not a simple matter. Do some critical thinking about additional factors that might be included to really assess and understand your individual stress.

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4. Have you ever lived abroad or traveled to other countries? If so, what have you observed about stress in other cultures? Do you think the United States is a high-stress culture related to others you have experienced?

5. What advice would you give college freshmen to help them prevent and manage stress? Based in part on what you learned from assessing your stress, list three specific ideas that you could share to help improve the college experience for someone just starting out.

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ACTIVITIES

ACTIVITY 1—STRESS SELF-ASSESSMENT

Objective: The purpose of this activity is to help students get a sense of their current stress levels through a variety of self-assessment instruments.

Materials Needed:

- Handout 2.1 Assess Your Stress and Symptoms of Stress form
- Handout 2.2 Perceived Stress Scale (PSS)
- Handout 2.3 The Inventory of College Students' Recent Life Experiences
- Handout 2.4 The Ardell Wellness Stress Test
- Handout 2.5 Student Stress Scale
- Handout 2.6 Stress Vulnerability Questionnaire

Duration of Activity: 25–30 minutes

Description of Activity: Students complete each of the self-assessments listed above. These assessments are found in Chapter 2 of the text, as handouts in this chapter of the Instructor's Manual, and as self-assessment worksheets in the Student Activities Manual. Direct students to follow the instructions included with each self-assessment.

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ACTIVITY 2—STRESS ASSESS INTERNET ACTIVITY

Some students might prefer an online option for assessing stress. The University of Wisconsin—Stevens Point (UWSP) has long been a leader in the area of health and wellness. UWSP Health Service offers three valuable online stress assessments. Instruct students to go to the website below:

http://wellness.uwsp.edu/Other/stress/

Students will have the option of choosing three different assessments: Stress Sources, Distress Symptoms, and Stress Balancing Strategies. Each provides individualized assessment information that can help students to grow in their understanding of stress in their life.

Tip: *The National Wellness Institute at UWSP hosts the annual National Wellness Conference. This is an excellent source of information on all health-related issues, including stress topics.*

For more information go to:
http://www.nationalwellness.org/

Membership in the National Wellness Association provides many benefits for anyone involved in health education and health promotion.

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ACTIVITY 3—STRESS SOOTHER

Objective: The purpose of this activity is to expose students to a Stress Soother.

Instructions: One of the activity options from Chapter 1 was to assign students to lead the class in a brief Stress Soother activity. You might provide the first Stress Soother to give the students an idea of the type of activity that might work for this assignment and to give them time to prepare. Try this idea or come up with your own creative idea for a Stress Soother activity.

Activity: If possible, arrange the students so they are sitting in a circle. Hand out three slips of paper to each student. Based on what they learned from completing the stress assessments in this chapter, have them write down their top three irrational worries or stressors. Put a garbage can in the center of the room. One by one have students wad up the slip of paper and name the worry as they shoot baskets with their wadded up worry. If they are uncomfortable naming the worry out loud, reassure them that they can just shoot the basket while naming the worry in their head. Ask them to visualize throwing the worry away. Conclude with discussion on how unproductive worry is and how stress starts in the mind. If we can learn to release the worry from our mind, perceived stress will decrease.

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ACTIVITY 4—JOURNALING

Objective: The purpose of this activity is to encourage critical thinking and honest personal reflection on topics relating to the chapter content. Students are given the opportunity to explore personal thoughts, feelings, values, and behaviors as they selectively incorporate stress management knowledge and behaviors into their plan for improved health through better stress management.

Instructions: Assign students to complete the journaling questions provided in the Student Activities Manual. Thought-provoking questions relating to the chapter content are provided for each chapter in the book. Allow students to select the questions that have the most relevance for them.

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Handout 2.1 Assess Your Stress and Symptoms of Stress

Assess Your Stress

Resting Heart Rate _____ beats per minute

Breathing Pattern _____ Abdomen _____ Chest _____ Both

Respiration Rate _____ breaths per minute

Stress-o-meter 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Symptoms of Stress

	Frequency of symptoms						
Symptoms	Almost all day, every day	Once or twice daily	Every night or day	2–3 times per week	Once a week	Once a month	Never
Headaches							
Tense muscles, sore neck and back							
Fatigue							
Anxiety, worry, phobias							
Difficulty falling asleep							
Insomnia							
Bouts of anger/hostility							
Boredom, depression							
Eating too much or too little							
Diarrhea, cramps, gas, constipation							
Restlessness, itching, tics							
Irritability							
Grinding Teeth							

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Difficulty concentrating							

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Handout 2.2 Perceived Stress Scale (PSS)

For each question choose from the following alternatives:

0 = Never

1 = Almost never

2 = Sometimes

3 = Fairly often

4 = Very often

_____ 1. In the last month, how often have you been upset because of something that happened unexpectedly?

_____ 2. In the last month, how often have you felt that you were unable to control the important things in your life?

_____ 3. In the last month, how often have you felt nervous and "stressed"?

_____ 4. In the last month, how often have you felt confident about your ability to handle your personal problems?

_____ 5. In the last month, how often have you felt that things were going your way?

_____ 6. In the last month, how often have you found that you could not cope with all the things that you had to do?

_____ 7. In the last month, how often have you been able to control irritations in your life?

_____ 8. In the last month, how often have you felt that you were on top of things?

_____ 9. In the last month, how often have you been angered because of things that happened that were outside of your control?

_____ 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

Figuring your PSS score:

You can determine your PSS score by following these directions: *First, reverse your scores for questions 4, 5, 7, and 8.* On these four questions, change the scores like this: 0 = 4, 1 = 3, 2 = 2, 3 = 1, and 4 = 0. For all other questions, use the number you wrote down as the score.

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Now add up your scores for each item to get a total. **My total score is _____.**

Individual scores on the PSS can range from 0 to 40, with higher scores indicating higher perceived stress.

Scores ranging from 0–13 would be considered low perceived stress.

Scores ranging from 14–26 would be considered moderate perceived stress.

Scores ranging from 27–40 would be considered high perceived stress.

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Handout 2.3 Inventory of College Students' Recent Life Experiences (ICSRLE)

The following is a list of experiences that many students have at some time or other. Indicate for each experience how much it has been a part of your life over the past month. Mark your answers according to the following guide:

Intensity of Experience over the Past Month

0 = Not at all part of my life

1 = Only slightly part of my life

2 = Distinctly part of my life

3 = Very much part of my life

_____ 1. Conflicts with boyfriend's/girlfriend's/spouse's family
_____ 2. Being let down or disappointed by friends
_____ 3. Conflict with professor(s)
_____ 4. Social rejection
_____ 5. Too many things to do at once
_____ 6. Being taken for granted
_____ 7. Financial conflicts with family members
_____ 8. Having your trust betrayed by a friend
_____ 9. Separation from people you care about
_____ 10. Having your contributions overlooked
_____ 11. Struggling to meet your own academic standards
_____ 12. Being taken advantage of
_____ 13. Not enough leisure time
_____ 14. Struggling to meet the academic standards of others
_____ 15. A lot of responsibilities
_____ 16. Dissatisfaction with school
_____ 17. Decisions about intimate relationship(s)
_____ 18. Not enough time to meet your obligations
_____ 19. Dissatisfaction with your mathematical ability

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_____ 20. Important decisions about your future career

_____ 21. Financial burdens

_____ 22. Dissatisfaction with your reading ability

_____ 23. Important decisions about your education

_____ 24. Loneliness

_____ 25. Lower grades than you hoped for

_____ 26. Conflict with teaching assistant(s)

_____ 27. Not enough time for sleep

_____ 28. Conflicts with your family

_____ 29. Heavy demands from extracurricular activities

_____ 30. Finding courses too demanding

_____ 31. Conflicts with friends

_____ 32. Hard effort to get ahead

_____ 33. Poor health of a friend

_____ 34. Disliking your studies

_____ 35. Getting "ripped off" or cheated in the purchase of services

_____ 36. Social conflicts over smoking

_____ 37. Difficulties with transportation

_____ 38. Disliking fellow student(s)

_____ 39. Conflicts with boyfriend/girlfriend/spouse

_____ 40. Dissatisfaction with your ability at written expression

_____ 41. Interruptions of your school work

_____ 42. Social isolation

_____ 43. Long waits to get service (at banks, stores, etc.)

_____ 44. Being ignored

_____ 45. Dissatisfaction with your physical appearance

_____ 46. Finding course(s) uninteresting

_____ 47. Gossip concerning someone you care about

_____ 48. Failing to get expected job

_____ 49. Dissatisfaction with your athletic skills

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Scoring the ICSRLE

Add your total points: _____

Your score on the ICSRLE can range from 0 to 147. Higher scores indicate higher levels of exposure to hassles. From your results, focus on two key outcomes:

1. Determine your current level of stress by adding your score for each hassle and getting a total.

2. Discover which hassles play a greater part in your life. Items that you rated "3" indicate that those stressors are more of an issue for you.

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Handout 2.4 Adapted Ardell Wellness Stress Test

This assessment is based on your personal perception of satisfaction. Rate your satisfaction with each of the following items by using this scale:

+3 = Ecstatic
+2 = Very happy
+1 = Mildly happy
0 = Indifferent
-1 = Mildly disappointed
-2 = Very disappointed
-3 = Completely dismayed

_____ 1. Choice of college
_____ 2. Choice of major, area of study
_____ 3. Marital or relationship status
_____ 4. Friendships
_____ 5. Capacity to have fun
_____ 6. Amount of fun experienced in the last month
_____ 7. Financial prospects
_____ 8. Current ability to meet expenses
_____ 9. Spirituality
_____ 10. Level of self-esteem
_____ 11. Prospects for having impact on those who know you and possibly others
_____ 12. Sex life
_____ 13. Body—how it looks and performs
_____ 14. Relationship with family
_____ 15. Happiness with current living situation
_____ 16. Learned stress management capacities
_____ 17. Nutrition, health, and fitness choices
_____ 18. Life skills and knowledge of issues and facts related to your studies or future career
_____ 19. Ability to recover from disappointment, hurts, setbacks, and tragedies
_____ 20. Confidence that you currently are, or will be in the future, reasonably close to your highest potential
_____ 21. Achievement of a rounded or balanced quality in your life

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_____ 22. Sense that life for you is on an upward curve, getting better and fuller all the time

_____ 23. Level of participation in issues and concerns beyond your immediate interests

_____ 24. Role in some kind of network of friends, relatives, and/or others about whom you care deeply and who reciprocate that commitment to you

_____ 25. Emotional acceptance of the changes the passage of time brings

Total _____

Ardell Wellness Stress Test Interpretation

+51 to +75	You are a self-actualized person, nearly immune from the ravages of stress. There are few, if any, challenges likely to distract you from a sense of near total well-being.
+25 to +50	You have mastered the wellness approach to life and have the capacity to deal creatively and efficiently with events and circumstances.
+1 to +24	You are a wellness-oriented person, with an ability to prosper as a whole person, but you should give a bit more attention to optimal health concepts and skill-building.
0 to –24	You are a candidate for additional training in how to deal with stress. A sudden increase in potentially negative events and circumstances could cause a severe emotional setback.
-25 to –50	You are a candidate for counseling. You are either too pessimistic or have severe problems in dealing with stress.
-51 to –75	You are a candidate for major psychological care with virtually no capacity for coping with life's problems.

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Handout 2.5 Student Stress Scale

For each event that occurred in your life within the past year, record the corresponding score. If an event occurred more than once, multiply the score for that event by the number of times the event occurred, and record that score. Total all the scores.

Life Event	Value	Your Score
1. Death of a close family member	100	
2. Death of a close friend	73	
3. Divorce of parents	65	
4. Jail term	63	
5. Major personal injury or illness	63	
6. Marriage	58	
7. Getting fired from a job	50	
8. Failing an important course	47	
9. Change in the health of a family member	45	
10. Pregnancy	45	
11. Sex problems	44	
12. Serious argument with a close friend	40	
13. Change in financial status	39	
14. Change of academic major	39	
15. Trouble with parents	39	
16. New girlfriend or boyfriend	37	
17. Increase in workload at school	37	
18. Outstanding personal achievement	36	
19. First semester/quarter in college	36	
20. Change in living conditions	31	
21. Serious argument with an instructor	30	
22. Getting lower grades than expected	29	
23. Change in sleeping habits	29	
24. Change in social activities	29	

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Life Event	Value	Your Score
25. Change in eating habits	28	
26. Chronic car trouble	26	
27. Change in number of family get-togethers	26	
28. Too many missed classes	25	
29. Changing colleges	24	
30. Dropping more than one class	23	
31. Minor traffic violations	20	
	Your Total Score	

Score Interpretation: Researchers determined that if your total score is:

300 or more—Statistically you stand an almost 80 percent chance of getting sick in the near future.

150 to 299—You have a 50–50 chance of experiencing a serious health change within two years.

149 or less—You have about a 30 percent chance of a serious health change.

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Handout 2.6 Stress Vulnerability Questionnaire

The stress vulnerability questionnaire helps you determine your current vulnerability to stress and helps you identify areas where you can reduce your vulnerability to stress.

	Item	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1.	I try to incorporate as much physical activity as possible into my daily schedule.	1 ☐	2 ☐	3 ☐	4 ☐
2.	I exercise aerobically 20 minutes or more at least three times per week.	1 ☐	2 ☐	3 ☐	4 ☐
3.	I regularly sleep 7 to 8 hours per night.	1 ☐	2 ☐	3 ☐	4 ☐
4.	I take my time eating at least one hot, balanced meal a day.	1 ☐	2 ☐	3 ☐	4 ☐
5.	I drink fewer than two cups of coffee (or equivalent) per day.	1 ☐	2 ☐	3 ☐	4 ☐
6.	I am at recommended body weight.	1 ☐	2 ☐	3 ☐	4 ☐
7.	I enjoy good health.	1 ☐	2 ☐	3 ☐	4 ☐
8.	I do not use tobacco in any form.	1 ☐	2 ☐	3 ☐	4 ☐
9.	I limit my alcohol intake to no more than one drink for women or two drinks for men per day.	1 ☐	2 ☐	3 ☐	4 ☐
10.	I do not use hard drugs.	1 ☐	2 ☐	3 ☐	4 ☐
11.	I have someone I love, trust, and can rely on for help if I have a problem or need to make an essential decision.	1 ☐	2 ☐	3 ☐	4 ☐
12.	There is love in my family.	1 ☐	2 ☐	3 ☐	4 ☐
13.	I routinely give and receive affection.	1 ☐	2 ☐	3 ☐	4 ☐
14.	I have close personal relationships with other people who provide me with a sense of emotional security.	1 ☐	2 ☐	3 ☐	4 ☐
15.	There are people close by whom I can turn to for guidance in times of stress.	1 ☐	2 ☐	3 ☐	4 ☐
16.	I can speak openly about feelings, emotions,	1 ☐	2 ☐	3 ☐	4 ☐

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	Item	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
	and problems with people I trust.				
17.	Other people rely on me for help.	1 ☐	2 ☐	3 ☐	4 ☐
18.	I am able to keep my feelings of anger and hostility under control	1 ☐	2 ☐	3 ☐	4 ☐
19.	I have a network of friends who enjoy the same social activities I do.	1 ☐	2 ☐	3 ☐	4 ☐
20.	I take time to do something fun at least once a week.	1 ☐	2 ☐	3 ☐	4 ☐
21.	My religious beliefs provide guidance and strength to my life.	1 ☐	2 ☐	3 ☐	4 ☐
22.	I often provide service to others.	1 ☐	2 ☐	3 ☐	4 ☐
23.	I enjoy my job (major or school).	1 ☐	2 ☐	3 ☐	4 ☐
24.	I am a competent worker.	1 ☐	2 ☐	3 ☐	4 ☐
25.	I get along well with co-workers (or students).	1 ☐	2 ☐	3 ☐	4 ☐
26.	My income is sufficient for my needs.	1 ☐	2 ☐	3 ☐	4 ☐
27.	I manage my time adequately.	1 ☐	2 ☐	3 ☐	4 ☐
28.	I have learned to say "no" to additional commitments when I am already pressed for time.	1 ☐	2 ☐	3 ☐	4 ☐
29.	I take daily quiet time for myself.	1 ☐	2 ☐	3 ☐	4 ☐
30.	I practice stress management as needed.	1 ☐	2 ☐	3 ☐	4 ☐
Total Points					

Rating:
0–30 points……Excellent (great resistance to stress)
31–40 points……Good (little vulnerability to stress)
41–50 points……Average (somewhat vulnerable to stress)
51–60 points……Fair (vulnerable to stress)
≥61 points……Poor (highly vulnerable to stress)

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STRESS MANAGEMENT LABS

LAB 2.1 DAILY STRESS DIARY

ACTIVITY: Each stress assessment in this chapter provides you with information you can use to better understand the impact of stress on your life. The Daily Stress Diary provides an additional opportunity to assess your personal routine and the situations you encounter on a daily basis.

For one day, keep a diary.

I. Throughout the day, list the situations or events initiating the stress response (sources of stress). For each event include:
   1. Source of stress.
   2. Time and place.
   3. Level of perceived stress (1 = Slight, 2 = Moderate, 3 = Strong, 4 = Intense).
   4. Thoughts and feelings about the stressor.
   5. Coping strategies you used to deal with the stressor.

II. At the end of the day, reflect on:
   1. What was your major source of stress for the day?
   2. What is your personal assessment of how you managed stress today?

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LAB 2.2 STRESS PROFILE

ACTIVITY: You have completed a variety of stress assessments aimed at providing you with a comprehensive evaluation of your current stress status. Compile your results for each assessment by completing a paper, including the following information.

I. ASSESSMENT RESULTS

1. Assess Your Stress

Resting Heart Rate _____ beats per minute _____

Breathing Pattern _____ Abdomen _____ Chest _____ Both

Respiration Rate _____ breaths per minute

Stress-o-meter 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

2. Symptoms of Stress

What are the three symptoms of stress that you experience most frequently?

3. Perceived Stress Scale

My total score is _____. This puts me in the (low, moderate, high) perceived stress range.

4. Inventory of College Students' Recent Life Experiences

My total score is _____.

List the hassles that you rated "3".

5. Ardell Wellness Stress Test

My score is _____.

What does the interpretation of my score indicate?

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6. Student Stress Scale

My total score is _____.

Based on my score, my chances of experiencing a stress-related health change in the near future is _____ %.

7. Vulnerability Questionnaire

My total score is _____.

What are the top three behaviors you would like to change to decrease your vulnerability to stress?

8. Tombstone Test

What are the top three qualities or characteristics for which you want to be remembered?

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II. ANALYSIS OF RESULTS

1. For each of the eight assessments listed above, briefly explain the following:
   a. What aspect(s) of stress did the assessment measure, in other words, what is the specific purpose of this assessment as compared to others? What unique information does it provide?

   b. What did you learn from the assessment? Did the results surprise you? Do you agree or disagree with the results?

2. Which assessments were most relevant and valuable to you? Why?

3. Reflect on the overall picture of your current stress status. Give this some careful thought as you reflect on what you learned about yourself from this comprehensive assessment of many dimensions of stress. This information is critical for you to understand if you are to move toward a more balanced, less-stressed life. What three important insights or ideas did you gain from completing this assignment?

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