

STRESS MANAGEMENT

COU351

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STRESS MANAGEMENT

COU351

Syllabus

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STRESS MANAGEMENT

Lesson One

“Defining Stress”

Introduction

Definition

Stress is arousal of mind and body in response to demands made upon them.

- 1) Stress is ever-present, a universal feature of life.
 - a) Arousal is an inevitable part of living.
 - b) We constantly think, feel, and act with some degree of arousal.
 - c) Stress can not avoid stress, rather it is to be contained, managed, and directed.
- 2) This definition points to the multi-faceted nature of stress.
 - a) Stress response involves virtually every set of organs and tissues in our body.
 - b) Thoughts and feelings are intertwined with these physiological processes.
- 3) This definition is neutral.
 - a) Arousal of heart rate, blood pressure, and muscle tension intrinsically are neither helpful nor harmful.
 - b) But stress can become positive or negative.

How Do We Respond to Stress?

- 1) Stress and Our Ancestors
 - a. Fight or flight.
 - b. Effect on autonomic nervous system.
 - i. Digestion slows.
 - ii. Breathing gets faster.
 - iii. The heart speeds up; blood pressure soars.
 - iv. Perspiration increases.
 - v. Muscles tense.
 - vi. Chemicals released to make blood clot more rapidly.
 - vii. Sugars and fats pour into bloodstream.
- 2) Stress and Modern Man.
 - a. Hassles of everyday life.
 - b. Turning on television makes us instantly aware of wars, famine, disasters, political unrest, economic chaos, and frightening possibilities for the future.
 - c. The rate of change in our lives is accelerating.

- 3) Physical stress and emotional stress.
 - a. The body has only limited ways of using the output of its various stress reactions to cope with emotional stress.
 - b. Hormones elevated during the stress response.
 - i. Norepinephrine.
 - ii. Epinephrine.
 - iii. Cortisol.
 - c. Upsetting psychological distress can interfere with productivity, learning, and interpersonal relationships.
- 4) Balancing emergency and maintenance systems.
 - a. Sympathetic nervous system.
 - b. Parasympathetic nervous system.
- 5) The General Adaptation Syndrome.
 - a. The alarm reaction.
 - b. The stage of resistance.
- 6) The stage of exhaustion.

Stress can be pleasant or unpleasant

- 1) Neustress: neutral stress—arousal with neither harmful nor helpful effects on the mind or body.
- 2) Distress.
 - a) Distress is too much or too little arousal resulting in harm to the mind or body.
 - b) Symptoms of distress.
 - i) Trembling hands.
 - ii) Stomach churning.
 - iii) Tight shoulders.
 - iv) Sore lower back.
 - v) Edginess.
 - vi) Anxiety.
 - vii) Depression.
 - viii) Poor concentration.
 - ix) Fuzzy thinking.
 - x) Accelerated speech.
 - xi) Irritability.
 - xii) Short-temperedness.
 - c) Cost of distress.
 - i) Physical illness.
 - ii) Lowered energy.
 - iii) Decreased productivity at work or school.
 - iv) Wasted potential.
 - v) Lack of career advancement.
 - vi) Decreased satisfaction with life, work, and relationships.

- vii) Low self-esteem.
- viii) Non-involvement in public issues.
- ix) Joylessness and meaninglessness.
- x) Absence of fun and play.
- xi) Loss of interest in sex.
- d) Stress-related illnesses.
 - i) Migraine headaches.
 - ii) Tension headaches.
 - iii) Psoriasis.
 - iv) Gastritis.
 - v) Ulcers.
 - vi) Colitis.
 - vii) Lower-back pain.
 - viii) Non-cardiac chest pain.
 - ix) Heart attack.
 - x) Cancer.
 - xi) Rheumatoid arthritis.
 - xii) Dizzy spells.
 - xiii) High blood pressure.
 - xiv) Panic attacks.
- 3) Eustress.
 - a) Good stress.
 - b) Ways positive stress can be helpful.
 - i) Helps us to respond quickly and forcefully in physical emergencies.
 - ii) Useful in performing well under pressure.
 - iii) Helps to prepare for deadlines.
 - iv) Helps realize potential over a period of years in athletics, academics, and career.
 - v) Adds zest and variety to daily life.
 - vi) Helps you push your limits.

Myths about Stress

- 1) All stress is bad.
- 2) The goal of stress management should be to eliminate stress.
- 3) The “good life” should be free of stressors.
- 4) The less the stress, the better.
- 5) Distress has only harmful effects.
 - a) Even intense distress can help us learn about ourselves or others.
 - b) Can lead to a new beginning, or a renewed relationship with someone.
- 6) Physical exercise drains energy that otherwise might be used to cope with stress.
 - a) Moderate, progressive physical exercise increases energy.
 - b) Exception: a very hard workout might leave one temporarily too tired to cope well.
- 7) Meditation is cultish, anti-Christian nonsense.

- a) Some forms of meditation are associated with gurus and cults.
- b) Meditation itself is a highly effective method of controlling stress by means of quieting the body with a repeated mental focus.
- c) Research clearly shows that deep relaxation through meditation is effective in preventing and reducing stress-related illnesses.

Six Ways of Relating to Stress

- 1) Stress-seeking or stress-avoiding?
 - a) Stress seekers thrive on challenge, risk, and sensation.
 - b) Stress avoiders thrive on security and familiarity, avoiding challenge, sensation, and risk.
- 2) Distress-seeking or distress-avoiding?
 - a) Distress-seekers thrive on misery, illness, crisis, and martyrdom. Often addicted to this pattern since childhood.
 - b) Distress-avoiders thrive on health, contentment, and involvement. They do all they can to avoid and reduce distress.
- 3) Distress-provoking or distress-reducing?
 - a) Distress-provokers thrive intentionally or unintentionally on creating misery, disharmony, illness, or upset for others.
 - b) Distress-reducers thrive on doing all possible to promote health, happiness, and growth in those whose lives they touch.

The Health Care Revolution.

- 1) Seeking ways to take control of life; prevent disease; enhance health.
- 2) Twentieth-century illnesses related to lifestyles.
- 3) Goal is to achieve maximum well-being and to enjoy a richer and more rewarding lifestyle.
 - a. Approaching life in new ways.
 - b. Learn about ourselves.
 - c. Accept our strengths and weaknesses.
 - d. Grow from both our successes and failures.

The Challenge of Stress and the Benefits of Wellness

QUALITY OF LIFE ASSESSMENT

1) Circle the number below which best describes how much in control of your own life you feel these days.

1 Not all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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2) Circle the number below that best describes your emotional tension these days.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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3) Circle the number below that best describes your feeling of depression these days.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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4) Circle the number below that best describes how satisfied you are with life as a whole these days.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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5) Circle the number below that best describes how satisfied you are with your health these days.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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6) Circle the number below that best describes how satisfied you are with your job these days.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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7) Circle the number below that best describes how satisfied you are with your home life these days.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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8) Circle the number below that best describes how optimistic you are about your health during the next five years.

1 Not all all	2	3	4	5	6	7	8	9	10
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In control				Moderately In control					Completel y In control
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9) Circle the number below that best describes how optimistic you are about your life as a whole during the next five years.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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10) Circle the number that best describes how happy you are these days, all things considered.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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11) Circle the number below that best describes how much fun and playfulness you are having these days.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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12) Circle the number below that best describes your self-esteem or self-liking these days.

1 Not all all In control	2	3	4	5 Moderately In control	6	7	8	9	10 Completel y In control
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Learning from Your Quality of Life Questions

- 1) How satisfied are you with the picture you see of yourself through these scores?
- 2) Which scores would you especially like to improve? Why?
- 3) What would it take, within yourself or within your life circumstances, or both, to improve your scores?

LESSON TWO

“Stressors”

Stressors: The demands of life.

Goal: To present better ways not only to help you learn to live with stressful situations but also to help you find more enjoyment in meeting and mastering the challenges of our changing world.

- 1) You should not have to give up the challenges of life that you enjoy and want to keep.
- 2) You might be bored if you were forced to spend your days sitting in an easy chair
- 3) When you live successfully in a stressful world, you will be neither overstressed nor understressed.
- 4) For better or for worse, we learn to ignore, overcome, or accept them as part of living.

Responses to Stress

- 1) Short-term.
 - a) Jittery stomach.
 - b) Lump in throat; chest feeling tight.
 - c) Pulse racing; heart pounding.
 - d) Pain in your neck and shoulders.
 - e) Sweaty or “wound up.”
 - f) Racing thoughts.
- 2) Long-term.
 - a) Less production.
 - b) “I don’t have time” becomes a way of life.
 - c) Dangerous stress disorders can follow changes in the way we feel and in the way we act.
 - d) Some become withdrawn or depressed.
 - e) Smoking and drinking may become problems.
 - f) Sexual life may suffer.
 - g) Chronic diseases may increase.
 - h) Eating too little or too much.
 - i) Sleeplessness and sleepiness.
 - j) Daydreaming and difficulties with concentration.

Where does stress come from?

- 1) **Emotional stressors.**
 - a) Fears and anxieties.

- b) Fear of nuclear war.
 - c) What if I lose my job?
 - d) Worry about unpaid bills.
 - e) Fretting about children.
 - f) Taking an examination.
- 2) **Family stressors.**
- a) Divorce and remarriage.
 - b) Birth of a child.
 - c) Teenagers.
 - d) Aging parents and grandparents.
- 3) **Social stressors.** Involves our interactions with other people.
- a) Asking someone for a date.
 - b) Giving a speech.
 - c) Expressing anger.
 - d) How we feeling about having a place in the social order.
- 4) **Change stressors.**
- a) Since 1900, the rate of change has been accelerating at a speed previously unimagined.
 - b) Experience change when we alter anything important in our lives.
 - i) Leave a job.
 - ii) Adjustment to loss.
 - iii) Promotion on a job.
 - c) If we do not make enough changes in our lives, we can feel stagnant and bored.
 - d) Stress management training is a change stressor because it requires giving up old habits and thoughts.
- 5) **Chemical stressors.**
- a) Drugs.
 - b) Alcohol or smoke.
 - c) Pollution.
 - d) Chemicals in drinking water.
 - e) Food additives.
- 6) **Work stressors.**
- a) Tensions and pressures in the workplace.
 - b) Asking the boss for a raise.
 - c) Meeting impossible deadlines.
 - d) Explaining an embarrassing mistake.
 - e) Housework.
 - f) Stressful occupations:
 - i) Secretaries suffer more from stress than executives do.
 - ii) The number one predictor of longevity in this country is work satisfaction.

Most stressful occupations	Least stressful occupations
Technician Operator Administrator Painter Operator (Artist)	Seamstress Checker Stockhandler Craftsman Maid Farm laborer Heavy-equipment operator Freight handler Child-care worker Packer, wrapper College or university professor Personnel or labor relations worker

- 7) **Decision stressors.**
 - a) Rational decisions depend on our ability to predict the consequences of our actions.
 - b) More alternatives and less decision time.
 - c) Certain jobs carry too much responsibility with too little authority.
 - d) Ambiguity and conflicting job demands.
 - e) More possibilities to consider, but humans have only a limited capacity to receive, process, and remember information
- 8) **Commuting stressors.**
- 9) **Phobic stressors.**
- 10) **Physical stressors.**
 - a) Physical stressors are demands that change the state of our bodies.
 - b) Can be the strain we feel when we physically overextend ourselves, fail to get enough sleep, lack an adequately nutritious diet, or suffer an injury.
 - c) Pregnancies and menstrual discomforts.
 - d) Abrupt change from high, sustained activity to the boredom of low activity can also be a stressor.
 - e) Some heart attacks occur immediately after a busy period of time when a person finally has a chance for rest.
- 11) **Disease stressors.**
 - a) Result of short-term or long-term disorders.
 - b) Chronic diseases.
 - i) Predisposition to develop headaches, arthritis, asthma, allergies, ulcers, high blood pressure, diabetes.
 - ii) Many not be caused by stress, but can be aggravated by stress.
 - iii) With stress, the disease may increase in intensity.
- 12) **Pain stressors.**
 - a) Aches and pains of new and old injuries, accidents, or diseases.
 - b) Part of the stress of any chronic pain may result in a decrease of both physical and social activities.
 - i) Can lead to more stress through isolation and inactivity.
 - ii) Ultimately, may lead to depression.
- 13) **Environmental stressors.**
 - a) Examples.
 - i) Natural disasters,
 - ii) Work strikes,
 - iii) The effects of poverty.
 - iv) The effects of nighttime work.
 - v) The impact of organizational climate or administrative style on an employee's health.
 - vi) The effects of divorce.

- b) May include aspects of our surroundings that are often unavoidable, such as noisy typewriters, smoke-filled rooms, cramped offices, choking exhaust fumes, the glare of the sun, and the burning heat of the summer or the chilling cold of winter.
 - i) Total silence can also be stressful.
 - ii) In sensory deprivation, people may experience boredom, perceptual distortions, and even hallucinations.

Holmes and Rahe: Stress as Result of Clustering of Life Events

- 1) Two questions.
 - a) How do people rank life-change experiences in degree of stressfulness?
 - b) Is there an association between the clustering of life changes and frequency of illness?
- 2) More recently, Lazarus and colleagues has extended the view that minor adjustments can exact mental and physical damage.
 - a) “Daily hassles” have more negative impact on well-being than major life events.
 - b) Both are interrelated. For example, divorce (a major life-change event) can set in motion new and challenging daily adjustments such as how to handle family finances, plumbing problems, shopping, child care, yard work, and more.

Hardiness and Stress Resistance

- 1) A key criticism of life events has been its assumption that the individual is a passive recipient of whatever events life happens to send his or her way.
- 2) **Hardiness.**
 - a) What are the characteristics and habits of those who seem to be stress-resistant?
 - b) Hardy individuals manifest three C’s:
 - i) **Challenge.** They thrive on adversity and pressure, turning these experiences from potential threats into challenges and opportunities.
 - ii) **Commitment.** They are highly involved and committed in whatever they set out to do.
 - iii) **Control.** They have a strong belief that they will be able to influence events in their lives and control their responses to events.

Cognitive Interpretation of Stressors

- 1) It is not outside circumstances alone that produce stress, but rather a combination of circumstances and the individual’s self-talk about them.
- 2) Two different individuals—even the same person at different points in time—can interpret the same event quite differently.
- 3) Interpretation of events is one key factor influencing susceptibility to distress and disease, given adversity in the environment.

Life Events and Stress

Mean Value	Event
100	Death of spouse
73	Divorce
65	Marital separation
63	Jail term
63	Death of close family member
53	Personal injury or illness
50	Marriage
47	Fired at work
45	Marital reconciliation
45	Retirement
44	Change in health of family member
40	Pregnancy
39	Sex difficulties
39	Gain of new family member
39	Business readjustment
38	Change in financial state
37	Death of close friend
36	Change to different line of work
35	Change in number of arguments with spouse
31	Mortgage or loan for major purchase
30	Foreclosure of mortgage or loan
29	Change in responsibilities at work
25	Child leaving home
29	Trouble with in-laws
28	Outstanding personal achievement
26	Wife begin or stop work
25	Change in living conditions
24	Revision of personal habits
23	Trouble with boss
20	Change in work hours or conditions
20	Change in residence
19	Change in recreation
19	Change in church activities
18	Change in social activities
17	Mortgage or loan for lesser purchases
16	Change in sleeping habits
15	Change in number of family get-togethers
15	Change in eating habits
13	Vacation
12	Christmas
11	Minor violations of the law

To obtain your score, multiply the number of times an event occurred by its mean value. Then total all of the scores.

Your score is termed your life-change units (LCU). This is a measure of the amount of significant changes in your life to which you have had to adjust. In other words, your LCU is a measure of the stressors you have encountered this past year.

(Holmes and Rahe Social Readjustment Rating Scale).

LESSON THREE

Stress and Illness

Stress-Related Illnesses

- 1) Long-term wear and tear from excessive stress makes the body more susceptible to breakdown, such as peptic ulcers, colitis, cancer, migraines, or high blood pressure.
- 2) An acute episode of intense emotional stress can directly precipitate a physical ailment, heart attack, tension headache, or muscle spasm in the back.
- 3) High stress, chronic or acute, can aggravate an existing illness, such as angina, diabetes, arthritis, or hypertension.
- 4) Stress can alter health habits such as alcohol consumption, exercise, sleep, or adherence to prescribed medications, thereby raising chances of illness.

Psychosomatic Disease

- 1) Diseases and illnesses to which the mind makes the body susceptible.
- 2) Not “all in the mind” but involves both mind and body.
- 3) Psychosomatic disease is real, can be diagnosed, and is manifested physically
- 4) Psychosomatic disease may be psychogenic or somatogenic.
 - a) Psychogenic.
 - i) Refers to a physical disease caused by emotional stress.
 - ii) Ulcers and asthma are examples of psychogenic psychosomatic diseases.
 - iii) No invasion of disease-causing microorganisms; the mind changes the physiology so when the mind increases physiology so that parts of the body break down.
 - iv) Somatogenic psychosomatic disease occurs when the mind increases the body’s susceptibility to some disease-causing microbes or some natural degenerative process.
 - v) Examples of diseases suspected of being somatogenic are cancer and rheumatoid arthritis.

Stress and the Immunological System

- 1) There is a link between the nervous system and the immune system.
- 2) Dental students who had depressed moods were also found to have lowered antibody production; more susceptible to foreign substances.
- 3) Women experiencing marital separation had 40 percent fewer natural killer cells and 20 percent fewer T cells than married women of similar age and social background.
- 4) Men’s recoveries from heart attacks are also affected by their minds.

Stress and Serum Cholesterol.

- 1) When the heart is blocked, you may develop coronary heart disease or die of a heart attack caused by an insufficient supply of oxygen to the heart.
- 2) When the brain is blocked, you may develop a stroke or die from an insufficient supply of oxygen to the brain.

Specific Conditions

- 1) **Hypertension.**
 - a) Measurement of blood pressure.
 - i) Systolic.
 - ii) Diastolic.
 - b) Several causes of hypertension.
 - i) Excessive sodium.
 - ii) Kidney disease.
 - iii) Too narrow an opening in the aorta (main blood vessel through which blood exits the heart).
 - iv) Obesity.
 - v) The use of oral contraceptives.
 - c) Too much pressure:
 - i) Cerebral hemorrhage (rupture of blood vessels in the brain).
 - ii) Myocardial infarction (rupture of coronary artery which cuts oxygen off from the heart).
- 2) **Stroke** (apoplexy) is a lack of oxygen in the brain resulting from a blockage or rupture of one of the arteries that supply it.
- 3) **Coronary heart disease.**
 - a) Kills more Americans than any other single cause of death.
 - b) Coronary heart disease associated with diets high in saturated fats, a lack of exercise, obesity, heredity.
 - c) Three major risk factors.
 - i) Hypercholesterolemia (high serum cholesterol).
 - ii) Hypertension.
 - iii) Cigarette smoking.
 - d) Type A behavior.
 - i) Aggressive, competitive, time-urgent, hostile.
 - ii) Concerned more with quantity rather than quality.
 - iii) Do more than one thing at a time (reading paper over breakfast).
 - e) Atherosclerosis (leads to clogging of arteries).
 - f) Arteriosclerosis (loss of elasticity of the coronary and other arteries).
- 4) **Ulcers.**
 - a) During chronic stress, norepinephrine secretion causes capillaries in the stomach lining to constrict, resulting in shutting down mucosal production, which leads to loss of protective barrier for stomach.

- b) Without protective barrier, hydrochloric acid breaks down the tissue and can even reach blood vessels, resulting in a bleeding ulcer.
- 5) **Migraine headaches.**
- a) The result of a constriction and dilation of the carotid arteries of one side of the head.
 - i) Constriction phase is called the preattack or prodrome; associated with light or noise sensitivity, irritability, and a flushing of the skin.
 - ii) When the dilation occurs, certain chemicals stimulate adjacent nerve endings, causing pain.
 - b) Prodrome usually occurs one or two hours prior to the headache itself.
 - c) The actual headache usually involves a throbbing pain that lasts approximately six hours.
 - d) Usually occur after a pressure-packed situation is over.
 - e) Diet may precipitate migraine headaches, such as chocolate, aged cheese, or red wine.
 - f) A typical migraine sufferer is a perfectionist, ambitious, rigid, orderly, excessively competitive, and unable to delegate responsibility.
 - g) Anything that helps reduce the blood flow to the head would help prevent or treat migraine.
- 6) **Tension headaches.**
- a) Headaches caused by muscle tension accompanying stress.
 - b) May include the forehead, jaw, or neck.
 - c) Treatment for tension headaches may include medication, heat on tense muscles, or massage.
- 7) **Cancer.**
- a) May be caused by ingested carcinogens (cancer-causing agents).
 - b) Inhaled carcinogens.
 - c) Viruses.
 - d) Immunological system crucial.
 - i) Number of T-lymphocytes that normally destroy mutant cells prior to their multiplying and causing damage is reduced during stress.
 - ii) Chronic stress leads to chronic inability of the immune response to prevent the multiplication of mutant cells.
 - e) Cancer-prone individual.
 - i) Holding resentment with the inability to forgive.
 - ii) Using self-pity.
 - iii) Lacking the ability to develop and maintain meaningful interpersonal relationships.
 - iv) Having a poor self-image.
- 8) **Allergies, asthma, and hay fever.**
- a) Allergies are the body's defense against a foreign, irritating substance called an antigen.
 - b) In response to the antigen, the body produces antibodies.
 - c) Antibodies stimulate the release of chemicals, one of which is histamine, which causes tissues to swell, mucous secretions to increase, and air passages in the lungs to become constricted.
 - d) Drug of choice for allergy sufferers is an antihistamine.
 - e) The reduced number of T-lymphocytes that results during stress means decreased effectiveness in controlling antigens.

f) Cortisol secreted by the adrenal cortex during the stress response decreases the effectiveness of histamine.

9) **Rheumatoid arthritis.**

a) Affects with inflammation and swelling in various body joints.

b) Rheumatoid arthritis involves the body's turning on itself (an autoimmune response).

c) Hypothesized that a self-destructive personality may manifest itself through this disease.

d) Those afflicted with this disease have been found to be perfectionists who are self-sacrificing, masochistic, self-conscious, shy, and inhibited.

e) Female rheumatoid patients were found to be nervous, moody, and depressed, with a history of being rejected by their mothers and having strict fathers.

f) Those who experience chronic stress become susceptible to rheumatoid arthritis.

10) **Backache.**

a) Vast majority of backache problems are the result of muscular weakness or muscular bracing.

b) Muscular contraction is found in people who are competitive, angry, and apprehensive.

c) Backaches have been found more frequently in people who have experienced a good deal of stress.

LESSON FOUR

“Family and Occupational Stress”

Family Stress

- 1) Functions of Family.
 - a) Provide “social control of reproduction and child rearing.”
 - b) Provides economic support.
 - c) Provides for many emotional needs.
 - i) Provides love.
 - ii) Eliminates feelings of isolation.
 - iii) Fosters a sense of belonging.
 - iv) Teaches you that others are concerned about and care for you.
- 2) Characteristics expressed in effective families.
 - a) They have a chief.
 - b) They have a switchboard operator—one who keeps track of what all the others are up to.
 - c) They deal squarely with direness. When trouble comes it is dealt with quickly and openly and is not allowed to threaten family bonds.
 - d) They prize their rituals.
 - e) They are affectionate.
 - f) They connect with posterity.
 - g) They honor their elders.
- 3) The changing family.
 - a) Family not dying, but is in transition.
 - b) Changes in family life need to be adapted to and are therefore stressful.
 - c) Marriage.
 - d) Cohabitation.
 - e) Divorce.
 - f) Remarriage.
 - g) Single-parent families.

Family Stressors

- 1) The Dual-Career Family.
 - a) Woman who works outside the home experiences stress about juggling all of her responsibilities.
 - b) Husband must adapt his life to the new family style involving his wife’s work.
 - i) Must assume a larger share of the household and child-rearing responsibilities than before, and these changes are stressful.
 - c) Child must adapt to mother’s not being around as much. Cope with babysitters.

- 2) Financial Concerns.
- 3) Children.
 - a) Children are geometric, rather than arithmetic, stressors (equivalent to adding two extra adults).
 - b) When children change, so does the family.
 - c) Teenage years.
- 4) Mobility.
- 5) Other stressors.
 - a) How to discipline the children. Disagreements between parents regarding this can be stressful.
 - b) What to do with elderly parents.
 - c) Sexual life can be stressful.
 - d) Child and/or spousal abuse.

Interventions

Occupational Stress Scale

- 1 = never
- 2 = seldom
- 3 = sometimes
- 4 = frequently
- 5 = nearly all the time

_____	1) How often do you feel that you have too little authority to carry out your responsibilities?
_____	2) How often do you feel unclear about just what the scope and responsibilities of your job are?
_____	3) How often do you not know what opportunities for advancement or promotion exist for you?
_____	4) How often do you feel that you have too heavy a workload, one that you could not possibly finish during an ordinary workday?
_____	5) How often do you think that you will not be able to satisfy the conflicting demands of various people around you?
_____	6) How often do you feel that you are not fully qualified to handle your job?
_____	7) How often do you not know what your superior thinks of you, how he or she evaluates your performance?
	8) How often do you find yourself unable to get information needed to carry out your job?
	9) How often do you worry about decisions that affect the lives of people that you know?
	10) How often do you feel that you may not be liked and accepted by people at work?
_____	11) How often do you feel unable to influence your immediate supervisor's decisions and actions that affect you?
_____	12) How often do you not know just what the people you work with expect of you?
_____	13) How often do you think that the amount of work you have to do may interfere with how well it is done?
	14) How often do you feel that you have to do things on the job that are against your better judgment?
	15) How often do you feel that your job interferes with your family life?

To score this occupational stress scale, add up your answers and divide by fifteen. The higher the score, the more occupational stress.

(From *Comprehensive Stress Management*, Third Edition, Jerrold S. Greenberg, p. 274)

Why Is Occupational Stress of Concern?

- 1) Work stress is costing businesses billions of dollars.
 - a) Salaries for sick days.
 - b) Costs of hospitalization and out patient care.
 - c) Costs related to the deaths of these executives.
- 2) Stressed executives make poor decisions, miss days of work, begin abusing alcohol and other drugs, or die.
- 3) Concern for workers in other countries, most particularly Japan, has resulted in greater productivity and increased profits.
- 4) Increasing liability of companies for workman's compensation due to stress.

Occupational Stressors

Occupational stressors can be categorized in four ways:

- 1) Compensation.
- 2) Health and safety hazards.
- 3) Work setting.
- 4) Work loss.

Specific Stressors

- 1) Lack of participation.
 - a) Involvement in decision-making process proven to be related to job satisfaction.
 - b) Non-participation is related to overall poor physical health, escapist drinking, depression, dissatisfaction with life, low motivation to work, intention to leave the job, and absenteeism.
- 2) Role problems.
 - a) Role overload. To much to do in too little time.
 - b) Role insufficiency.
 - i) When workers lack the training, education, skills, or experience to accomplish the job, they will feel stressed.
 - ii) A poor fit between workers' talents and the organization's expectations will create disharmony and dissatisfaction.
- 3) Role ambiguity.
 - a) When role is unclear, frustration and stress are likely to develop.
 - b) Workers should know criteria for career advancements, priorities of the organization, and generally what is expected of them.
- 4) Role conflict.
 - a) Conflicting demands (such as two supervisors who differ in expectations and demands).
 - b) Damned if you do, damned if you don't.
- 5) Job dissatisfaction.
 - a) Salary and work conditions.

- b) Motivational factors
 - i) Degree of stimulating tasks involved.
 - ii) Amount of recognition for jobs done well.
 - iii) Relationships with fellow workers.
 - iv) Amount of encouragement to take on responsibility.
- 6) The work environment.
 - a) Job hazards, such as toxic chemicals, high noise levels, dust, overcooling, unpleasant odors, and other stressful factors can lead to illness or disease.

Are You a Workaholic?

- 1) Do you get up early, no matter how late you go to bed?
- 2) If you are eating lunch alone, do you read or work while you eat?
- 3) Do you make daily lists of things to do?
- 4) Do you find it difficult to “do nothing?”
- 5) Are you energetic and competitive?
- 6) Do you work on weekends and on holidays?
- 7) Can you work anytime and anywhere?
- 8) Do you find vacations “hard to take?”
- 9) Do you dread retirement?
- 10) Do you really enjoy your work?

If you answered “yes” to eight or more questions, you, too, may be a workaholic.

Characteristics of Workaholics

- 1) Tend to be intense and energetic.
- 2) Sleep less than most people.
- 3) Have difficulty taking vacations.
- 4) Spend most of their waking time working.
- 5) Frequently eat while they work.
- 6) Prefer work to play.
- 7) Work hard at making the most of their time.
- 8) Tend to blur the distinction between work and play.
- 9) Can and do work anywhere and everywhere.

How to Combat “Workaholism”

- 1) Focus on the work you most love doing, and try to find ways to stop doing, delegate, or minimize the parts of your work you dislike.
- 2) Ask yourself: “What work would I do for free?” and then try to evolve your work in that direction.

- 3) Use your time; don't let it use you. Decide how much time you want to spend working; then limit your work time accordingly.
- 4) Build friendships at work.
- 5) Schedule open time into your work life.
- 6) Learn to say no to new demands on your time.
- 7) Decorate your workplace to create an environment that pleases you.
- 8) Try to stay in touch with the positive aspects of your work.

Symptoms of Burnout

- 1) Diminished sense of humor; inability to laugh at daily, on-the-job situations.
- 2) Skipping rest and food breaks.
- 3) Increased overtime and no vacation.
- 4) Increased physical complaints: fatigue, irritability, muscle tension, stomach upset, and susceptibility to illness.
- 5) Social withdrawal: pulling away from coworkers, peers, family members.
- 6) Changed job performance: increased absenteeism, tardiness, use of sick leave, and decreased efficiency or productivity.
- 7) Self-medication: increased use of alcohol, tranquilizers, and other mood-altering drugs.
- 8) Internal changes: emotional exhaustion, loss of self-esteem, depression, frustration, and a "trapped" feeling.

Perception Interventions

- 1) Look for the humor in your stressors at work.
- 2) Try to see things for what they really are (a deadline might not really be a deadline).
- 3) Distinguish between need and desire.
 - a) "I *must* get this task completed" might be more truthfully stated as "I *wish* I could get this task completed."
- 4) Separate your self-worth from the task. If you fail at a task, it does not mean *you* are a failure.
- 5) Identify situations and employ the appropriate style of coping.
 - a) Problem-focused coping. Use of activities specific to getting the task accomplished.
 - b) Emotion-focused coping is the use of activities to feel better about the task.

LESSON FIVE

Type A behavior and Your Heart

Early Study of Emotions and the Heart

What Is Type A Behavior?

Type A behavior is above all a continuous struggle, an unremitting attempt to accomplish or achieve more and more things or participate in more and more events in less and less time, frequently in the face of opposition—real or imagined—from other persons. The Type A personality is dominated by covert insecurity of status or hyperaggressiveness, or both.

- 1) Insecurity of status.
 - a) Self-esteem is a product of the gap between self-expectations and personal achievement.
 - b) Usually hold such unrealistically high expectations of themselves and are self-critical.
- 2) Sense of time urgency (hurry sickness).
 - a) Type A behavior is a common antecedent to perpetual overload.
 - b) Feels driven, yet overwhelmed; the only way out seems to be to accelerate, to speed-up.
 - c) Doing more than one thing at a time.
- 3) Hyperaggressiveness.
 - a) More than high goals; a desire to dominate with little regard for the feelings or rights of others.
 - b) Highly competitive.

Free-Floating Hostility

“Free-floating hostility is a permanently indwelling anger that shows itself with ever greater frequency in response to increasingly trivial happenings.”

- 1) Perpetually agitated.
- 2) Type A person generally sees the darker side of other people, displaying suspiciousness and distrust.
- 3) Free-floating hostility is always present and ready to be triggered by whatever the Type A person judges to be wrong.
 - a) Neighbor who has not mowed his grass for three weeks.
 - b) A co-worker who displays idiosyncratic habits.
 - c) Government regulations.
 - d) Welfare mothers who should be working.

- e) Police who aren't tough enough in enforcing traffic laws.
- f) The idiot-driver in the next freeway lane.

The Drive to Self-Destruction

- 1) "I'm glad it finally came. I just couldn't seem to find any other way to get out from under all the junky stuff loading me down."
- 2) "It may seem strange to you, but I knew I was going to get this attack and I sort of looked forward to it."
- 3) "I wouldn't ever admit this, not even to my wife, but I knew this was coming and so I wanted to get it over with, one way or the other. And frankly, I didn't care a damn which way it came out just as long as I didn't have to have someone wheeling me around the rest of my life."

Other Type A Qualities

- 1) A tendency to use numbers a great deal when thinking and talking.
- 2) Failure to use imagery, metaphors, and similes.
- 3) Love of competition.
- 4) Intense concentration and alertness.

Roots of Type A Behavior

- 1) Social-Cultural Roots
 - a) Value on material gain.
 - b) Infatuation with speed.
 - c) Competitiveness.
 - d) People as numbers.
 - e) Secularization
 - f) "Atrophy" of the Body and the Right Brain.

Socialization of Type A Behavior

- 1) Through the family.
 - a) Instruction.
 - i) Children continually told to "hurry up," "try harder," "never waste time," "always strive to be number 1."
 - ii) Children internalize these values early.
 - b) Social modeling.
 - c) Reward and punishment.
- 2) Through the school.
 - a) School is a major transmitter of Type A beliefs and behaviors.
 - b) Emphasize competitiveness and achievement as a part of the "covert curriculum."

- c) Self-esteem comes to be contingent on performance.
- d) Comparison with others.
- 3) Through television.
 - a) American eighth-graders watch an average of 21.7 hours of television each week.
 - b) Good part of programming and commercials emphasize the very qualities that comprise type A behavior.
 - c) Even Sesame Street and cartoons are exceedingly fast-paced and may promote chronic time urgency.
 - d) Commercials show young executive barking orders to secretary while talking on two phones; the message is that if you engage in this type of hurried, aggressive, frantic activity, you too, can be successful.

Hostility: The Harmful Component of Type A Behavior

Toxic and Benign Elements of Hostility

- 1) Cynicism.
 - a) A generally negative view of humankind, depicting others as unworthy, deceptive, and selfish.
 - b) Reflects beliefs regarding the behaviors of others or toward the world in general, with the target of this behavior unspecified.
- 2) Hostile Attributions.
 - a) A tendency to perceive others as intentionally trying to harm one.
 - b) Suspicion, paranoia, and fear of threat to self.
- 3) Hostile Affect.
 - a) The experience of negative emotions in association with social relationships.
 - b) Admissions of anger, impatience, and loathing, when dealing with others.
 - c) Does not imply overt actions on the basis of the emotions.
- 4) Aggressive Responding.
 - a) A tendency to use anger and aggression as a response to problems, or to endorse these behaviors as reasonable and justified.
 - b) Overt interpersonal behavior is indicated or implied.
- 5) Social Avoidance.
 - a) Admission that one avoids others.
 - b) Does not have the flavor of interpersonal confrontation contained in the other groups above.

Tips for Managing Type A Behavior

- 1) Review your successes.
- 2) Believe in your ability to change (Type A behavior is learned; therefore, it can be changed).

- 3) Enter into a thorough self-appraisal.
- 4) Retrieve your total personality.
 - a) Reactivate the right side of your brain—the part that relates to literature, art, music, appreciation of beauty in the environment.
 - b) Take time to take in the beauty around you each hour of the day.
 - c) Surround yourself with symbols of beauty and tranquility.
- 5) Make gestures toward myth, ritual and tradition.
 - a) Find routines with family and friends that you repeat regularly.
 - b) Place high value on long-term friendships.
 - c) Pay for the power that gives you strength.

LESSON SIX

“Beginning to Manage Your Stress—Coping”

Virginia Satir:

“Life is not the way it’s supposed to be. It’s the way it is. The way you cope with it is what makes the difference. I think if I have one message, one thing before I die that most of the world would know, it would be that the event does not determine how to respond to the event. That is a purely personal matter. The way in which we respond will direct and influence the event more than the event itself.”

What Is Coping?

“...constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.”

- 1) Coping is what you think and do as you deal with demands.
- 2) Coping response is constantly shifting and changing as you react and adapt to the situation or persons with which you are dealing.
- 3) Coping is not what you should, would, or could do, it is what you in fact do in a particular situation.

Coping Resources

- 1) Exercise.
- 2) Situational self-talk skills.
- 3) Positive beliefs.
 - a) Sense of Challenge, Commitment, Control (Hardiness).
 - b) Optimism.
- 4) Problem-solving skills.
- 5) Communication skills.
- 6) Social support.
- 7) Material resources.
- 8) Community services.

Adaptive vs. Maladaptive Coping

- 1) Adaptive.
 - a) Adaptive coping helps the individual deal effectively with stressful events and minimizing distress.

- b) Depends on having a range of options available and an accurate linking of options with situation.
- c) Adaptive coping contributes to wellness.
- 2) Maladaptive.
 - a) Maladaptive coping results in unnecessary distress for self or others.
 - b) Erode wellness.

Coping Model

- 1) **Option 1.** Alter the Stressor.
 - a) Questions.
 - i) Is the stressor controllable, changeable or influenceable?
 - ii) Can I take action by myself?
 - iii) Is group action possible and desirable?
 - iv) What are likely gains and costs—for myself and others.
 - b) Action.
 - i) Seeking to change a specific situation.
 - ii) Changing a physical stressor.
 - iii) Pacing myself and my stressors better.
 - iv) Spacing my life changes better.
 - v) Increasing challenges in my life (if the problem is boredom).
 - vi) Organizing time better.
 - vii) Asking someone to alter her behavior.
- 2) **Option 2.** Adapt to the Stressor (Is it best to accept the stressor, finding ways to prevent or lower distress?).
 - a) Manage Self-Talk.
 - i) Alter my irrational beliefs.
 - ii) Control my situational self-talk.
 - iii) Take it less seriously.
 - iv) Turn the “threat” into an opportunity.
 - v) See this persona or event as temporarily bearable.
 - vi) Be okay no matter what.
 - b) Control Physical Stress Response.
 - i) Breathing methods.
 - ii) Muscle relaxation methods.
 - iii) Mental methods.
 - c) Manage Actions.
 - i) Use effective listening.
 - ii) Be assertive.
 - iii) Be self-disclosing.
 - iv) Use an appropriate communication style.
 - v) Take action that will get all involved what we want.
 - d) Maintain Health Buffers.
 - i) Exercise.

- ii) Nutrition.
 - iii) Sleep.
 - e) Utilize Available Coping Resources.
 - i) Social support.
 - ii) Money.
 - iii) Community or campus services.
 - iv) My beliefs or faith.
 - f) Avoid Maladaptive Reactions to Distress.
 - i) Alcohol or drug abuse.
 - ii) Smoking.
 - iii) Overeating.
 - iv) Dumping on or abusing others.
 - v) Escapism.
 - vi) Spending sprees.
 - vii) Blaming others.
- 3) **Option 3.** Avoid the Stressor.

Extinguishing Maladaptive Reactions to Distress

- 1) Alcohol.
 - a) Dependence.
 - i) Tolerance.
 - ii) Withdrawal.
 - b) Costs.
 - i) Premature death from liver damage.
 - ii) Lost productivity and absenteeism.
 - iii) Spousal and child abuse.
 - iv) Crime.
 - v) Incarceration.
- 2) Smoking.
 - a) Increases chances of dying prematurely from heart attack, lung cancer, emphysema, bronchitis, pneumonia, or stroke.
 - b) Idea that smoking decreases stress is an illusion.
 - i) Decreases energy level for coping with daily hassles.
 - ii) Lessens ability to transport oxygen.
 - c) Relieving tension after not smoking is actually relieving withdrawal symptoms.
- 3) Drugs.
 - a) Three groups of psycho-active substances which are used to relieve tension.
 - i) Depressants (tranquilizers, barbiturates, and alcohol).
 - ii) Stimulants (Caffeine, amphetamines).
 - iii) Hallucinogens or Distortants (LSD, mescaline, and marijuana).
 - b) In short run, may relieve distress by one means or another.
 - c) In long-run, lose effectiveness because of increased tolerance to the drug.

- d) Don't take anything to make you feel better emotionally without discussing with physician.
- 4) Overeating.
 - a) Eating to "relieve" tension learned in childhood.
 - b) Mothers feed child at any sign of distress.
 - i) The child may never learn to distinguish between hunger and emotions such as fear, anxiety, and anger.
 - ii) Any state of arousal is experienced as hunger.
 - iii) Child learns by parental example that a quick way to deal with tension is to stuff it, hide it, by overeating.
 - c) Ways overeating is maladaptive.
 - i) Often evokes guilt.
 - ii) It leaves the stress emotion not faced directly.
 - iii) It ignores the distress-producing situation.
 - iv) It adds weight.
 - (1) Means less energy.
 - (2) Often erodes self-liking.
- 5) Escapism.
 - a) Coping with stress through escapism of T.V., flight, drugs, books, or fantasy.
 - b) Stress response is likely to remain elevated; the distress emotion denied.
 - c) While temporary, intelligently used withdrawal may be constructive; escapism as a habit is potentially dangerous, both for self and others.
- 6) Physical and verbal abuse.
 - a) Take frustrations out on those close to us.
 - b) Most murders inflicted on friends or family members.
- 7) Blaming others.
 - a) By blaming others, one can escape responsibility both for being distressed and for doing anything about it.
- 8) Overworking.
 - a) Can be form of escapism.
 - b) Ultimately multiplies problems for health, frame of mind, and family.
- 9) Denial.
 - a) Examples.
 - i) "If you don't think about it, it will go away."
 - ii) "Be tough."
 - iii) "Maintain an image of strength."
 - iv) "Keep moving."
 - b) Result can be internal wear and tear until relationships and performances are seriously affected, emotional disturbances become extreme, or the body breaks down.
- 10) Magnification.
 - a) "Making a mountain out of a molehill."
 - b) What is the worst possible outcome of this situation?
- 11) Martyrdom.
 - a) Many people are addicted to distress; go out of their way to find it.

- b) Because pain and misery are so familiar, person seems to need his or her daily dose.
- c) Repetition compulsion overpowers the drive toward growth.
- d) Self-created distress is perpetuated by rackets or games.
 - i) Rackets are what people do inside their heads to keep themselves miserable—angry, anxious, or afraid.
 - ii) Games refers to interpersonal exchanges people use to make themselves or others feel bad.
 - (1) A “kick-me” game-player handles distress by encouraging others to make him feel useless or incompetent.
 - (2) A “stupid” player blunders again and again in order to be constantly reminded by others how inept or dependent he is.
- e) Ironically, people with a history of distress go to great lengths to cope with their distress by creating more of it—playing out their life script as a loser.
- f) Often the story of the alcoholic, the heroin addict, the habitual criminal, the psychotic.

The approach of simply living with distress is unacceptable to people who seek good health and self-development.

Strengthening Adaptive Reactions to Distress

- 1) Medications.
 - a) To reduce intense pain.
 - b) When a temporary crisis interferes with ability to carry on with daily life.
 - c) Chronic long-term disturbances (schizophrenia, hypertension, and manic depression).
 - d) When life is threatened by elevated stress.
- 2) Solitude.
 - a) Can benefit from being alone from time to time.
 - b) Opportunity to focus, rest, renew spirit, appreciate the environment, experience simplicity.
- 3) Music.
 - a) Music can rekindle nostalgia; create moods and memories.
 - b) Can stir you to action, kindle religious sentiments, lower tensions, slow you down.
 - c) Thoughtfully chosen music can be restful, relaxing, and renewing.
- 4) Play.
 - a) How much time are you taking for your playful self?
 - b) What would you most like to do during the next two weeks to lift your morale and provide a fun diversion?
- 5) Prayer.
 - a) Repetition of a verse as a focus of meditation can be relaxing.

- b) Prayer can increase hope and optimism.
 - c) Can help to tune into “inner voice.”
 - d) The belief in divine guidance helps create a positive self-fulfilling prophecy.
- 6) Intimacy.
- a) Perhaps no more powerful antidote to weariness, tension, upset, or depression than the authentic touching of two human spirits at the level of true intimacy.
- 7) Massage.
- a) Learning to offer massage to one’s partner is a true gift.
 - b) Receiving massage is to receive a noble gift of love.
- 8) Professional Assistance.
- a) To learn more about specific stress control methods.
 - b) To express frustrations, worries, plans to an objective trained listener.
 - c) To jointly problem-solve on a specific problem.
- 9) Hobbies.
- 10) Humor.
- a) Chuckling at situations and self is healthy.
 - b) Humor at the expense of others is something else altogether.
 - c) Studies have suggested that humor may promote health partly through bolstering the immune system.
- 11) Exercise.
- a) May be the most effective of any method presented in this course.
 - b) Can help to relieve physical tension, lift you out of an emotional sink, provide time to plan solutions.
- 12) Deep Relaxation.
- a) Restores energy, yields creative solutions to problems, and creates mental and physical calm for facing difficult episodes.

LESSON SEVEN

“Relaxation Techniques for Stress Management”

Introduction

- 1) Relaxation is best skill to learn at the beginning of stress management.
- 2) Progressive relaxation is a technique for muscle relaxation developed by Dr. Edmund Jacobson.
 - a) Realized that even when relaxed, muscles still somewhat tense.
 - b) Individuals need more than just encouragement to relax—need to know how to relax.
 - c) Can produce greater relaxation by practicing progressive relaxation than by simply trying to sit and relax.
 - d) Progressive relaxation a systematic way to control muscle tension.
 - e) Used for many disorders including anxiety, insomnia, headaches, backaches, and hypertension.
 - f) Jacobson believed that tense muscles had a lot to do with tense minds; mental relaxation would follow physical relaxation

On-the-Spot Tension Reducers

Six-Second Quieting Response

- 1) Draw a long, deep breath.
- 2) Hold for two or three seconds.
- 3) Exhale long, slowly, and completely.
- 4) As you exhale, let your jaw and shoulders drop. Feel relaxation flow into your arms and hands.

Three-Breath Release

- 1) If possible, let your eyes fall closed.
- 2) Draw a comfortably deep breath, preferably into the deeper end of your lungs (this is diaphragmatic breathing). As you let go, allow your whole body to loosen and go slack at once. Feel your entire musculature relax and soften. As you let go, recall how your body feels at the end of a good, deep relaxation session, and let your body sink toward that feeling of slackness and heaviness—all in one long, comfortable exhale.
- 3) Draw a comfortably deep second breath. As you inhale, randomly choose a particular muscle (or pair) in the head, neck, or should area. Usually you will find yourself focusing on a muscle that you suspect to be tense—the brow, the jaws, the shouldr-lifting muscles. As you

exhale, focus all your awareness on that muscle, and imagine you feel it dissolving, draining of tension even more completely than it might have during exhale number one.

- 4) Draw a comfortably deep third breath, as you release it, focus inside your forearms and hands, and imagine them feeling heavier, warmer and calmer, as if you just completed a full deep relaxation session.
- 5) Open your eyes and continue about your business. No judgment, no analysis. Just let it go at that. You do not have to “perform” this technique—just do it, with your awareness clear and inward for the moment, but without effort. With practice, its value will become more and more obvious.

Muscle Relaxation Techniques

- 1) Stretching.
- 2) Muscle slapping.
 - a) Gently slap the muscles all over your body.
 - b) This can help relax them, as well as provide stimulation and mild toning.
- 3) Trunk rotation.
- 4) Jogging in place.
- 5) Swimmer’s Shake-Out.
- 6) Isometric arm reliever.
- 7) Tense and relax neck and shoulders.
- 8) Circling shoulders.
- 9) Face loosener.
- 10) Neck press.
- 11) Head roll.
- 12) Self-massage.

Progressive Relaxation

Muscle Tension

- 1) To relax muscles progressively, you begin by tensing and relaxing the major muscle groups of the body.
 - a) Become aware of exactly where your muscles are located.
 - b) Tensing and relaxing muscles helps to increase your awareness of your body’s muscular response to stress.
 - c) As you become more aware of the location and feeling of muscle tension, the absence of tension becomes clear.
 - d) You begin to recognize muscle tension and the difference between being tense and being relaxed.
- 2) The muscle groups around the head, face, neck, and shoulders are particularly important areas of stress.

- 3) Other muscle groups should be explored including the arms, hands, chest, back, stomach, hips, legs, and feet.
- 4) Also important to know which muscles seem to stay tense.
- 5) Important to know, after tensing, a muscle will automatically relax more deeply when released.
- 6) The feeling of relaxation is increased further by experiencing the difference between muscle tension and muscle relaxation.

Outline for Progressive Relaxation

- 1) Basic Technique.
 - a) Separately tense your individual muscle groups.
 - b) Hold the tension about five seconds.
 - c) Release the tension slowly and at the same time, silently say, "Relax and let go."
 - d) Take a deep breath.
 - e) As you breathe slowly out, silently say, "Relax and let go."
- 2) Muscle Groups and Exercises.
 - a) Head.
 - i) Wrinkle your forehead.
 - ii) Squint your eyes tightly.
 - iii) Open your mouth wide.
 - iv) Push your tongue against the roof of your mouth.
 - v) Clench your jaw tightly.
 - b) Neck.
 - i) Push your head back into the pillow.
 - ii) Bring your head forward to touch your chest.
 - iii) Roll your head to your right shoulder.
 - iv) Roll your head to your left shoulder.
 - c) Shoulders.
 - i) Shrug your shoulders up as if to touch your ears.
 - ii) Shrug your right shoulder up as if to touch you ear.
 - iii) Shrug your left shoulder up as if to tocuh your ear.
 - d) Arms and hands.
 - i) Hold your arms out and make a fist with each hand.
 - ii) One side at a time: Push your hands down into the surface where you are practicing.
 - iii) One side at a time: Make a fist, bend your arm at the elbow, tighten up your arm while holding the fist.
 - e) Chest and lungs.
 - i) Take a deep breath.
 - ii) Tighten your chest muscles.
 - f) Arch your back.
 - g) Stomach.
 - i) Tighten your stomach area.
 - ii) Push your stomach area out.

- iii) Pull your stomach area in.
- h) Hips, legs, and feet.
 - i) Tighten your hips.
 - ii) Push the heels of your feet into the surface where you are practicing.
 - iii) Tighten your leg muscles below the knee.
 - iv) Curl your toes under as if to touch the bottom of your feet.
 - v) Bring your toes up as if to touch your knees.

LESSON EIGHT

“Self-Talk”

Epictetus: “People are disturbed, not by events, but by their view of those events.”

Shakespeare: “There is nothing either good or bad but thinking makes it so.”

Donne: “The mind is its own place and it can make hell of heaven or heaven of hell.”

Twain: “I have had a great many troubles in my life, and most never happened.”

Summary:

- 1) Your interpretation of stressors, not stressors themselves, cause distress.
- 2) You can control your interpretation of stressors.

Understanding Self-Talk

- 1) Self-talk not only occupies your mind and your time;
 - a) It influences emotions, mental pictures, physical states, and behavior.
 - b) You are a product of what you think.
- 2) Self-talk is self-fulfilling.
 - a) If you believe others are untrustworthy and selfish, that probably is what you will get.
 - b) If you assume you are capable and up to the task at hand, you probably will be relatively anxiety-free and will succeed.
 - c) If you blame yourself when events don't go your way, if you think it is always this way, and it's this way in most parts of your life, you probably will be easily depressed.
- 3) Self-talk can be self-regulated, although it is not easy.

Stressful Events, Self-Talk, and Stress

- 1) Stressors are distressors only when they are interpreted as threatening.
 - a) Threat to life and safety: “I could get shot by this guy robbing me.”
 - b) To basic needs: “Getting laid off my job will eliminate income for me and my family.”

- c) To self-worth: “Her bad grades mean I am a failure as a parent.”
 - d) To image or reputation: “My co-workers in this meeting will think I am incompetent if I don’t give an intelligent answer to this question.”
 - e) To acceptance or approval: “If I don’t do things just right tonight, he will never ask me out again.”
 - f) To satisfaction and enjoyment: “I will be miserable for two weeks if I blow this project.”
 - g) To pain limit: “This is more than I can bear.”
- 2) Sometimes it is rational and realistic to interpret stressors as threatening and therefore to be temporarily distressed.
- a) Fear and physical tension at hearing about an earth slide up the hill from your house.
 - b) Grief and pain at word of death of a loved one.
 - c) Concern, disappointment, and temporary insomnia at word of an unwanted job transfer.
- 3) Stressors are unnecessarily and unrealistically interpreted as threatening, thereby causing unnecessary distress.
- a) This is especially true of perceived threats to self-worth, image, acceptance, and satisfaction.
 - b) Alternative interpretations are possible.
- 4) Stressors are unnecessarily interpreted as threatening when you:
- a) Perceive yourself as helpless to control your reactions to stressful situations.
 - i) “I can’t do anything about my test anxiety.”
 - ii) “I can’t control my temper when she makes me angry.”
 - iii) “My depression is out of my control.”
 - iv) “I can’t help feeling like a wall flower.”
 - v) “I can’t cope.”
 - vi) “I’m totally overwhelmed.”
 - vii) “I will have a nervous breakdown if this happens.”
 - b) Perceive yourself as helpless to influence events or people in the surrounding environment.
 - i) “There is nothing I can do about that neighbor kid’s blaring stereo.”
”Vandalism is out of control in this neighborhood.”
 - ii) “There is no way the poor quality of teaching in this school can be changed.”
 - c) Perceive the environment as unrealistically dangerous.
 - i) “I know those teachers are out to get me, pure and simple.”
 - ii) “Those bright graduate students will make me look bad for sure.”
 - iii) “All whites (or blacks) are a threat to me.”
- 5) Unnecessarily interpreting a specific stressor as threatening results from unreasonable beliefs.
- a) “I must maintain an image of strength and invulnerability.”
 - b) “I must be sure to act so others will like me.”
 - c) “I must always please others.”
 - d) “If I don’t say yes to this, I will never have the opportunity again.”

- e) “If I am really me, I will get hurt.”
 - f) “Taking one hour a day for me would be selfish.”
 - g) “If I don’t do it, nobody else can or will.”
 - h) “I must always say ‘yes’ when asked to help.”
 - i) “My actions are the main cause of others’ emotions.”
 - j) “Most people are out to get me.”
- 6) Faulty interpretations resulting in unnecessary distress can be prevented or altered in two ways.
- a) Controlling self-talk as it occurs in the immediate situation.
 - b) Altering unreasonable beliefs out of which negative self-talk arises.

Common Styles of Negative Self-Talk

- 1) **Negativizing.** Filtering out positive aspects of a situation, while focusing only on negatives.
- 2) **Awfulizing.** Turning a difficult or unsatisfactory situation into something awful, terrible, and intolerable.
- 3) **Catastrophizing.** Expecting that the worst almost certainly will happen.
- 4) **Overgeneralizing.** Generalizing from a single event or piece of information to all or most such things.
- 5) **Minimizing.** Diminishing the value or importance of something to less than it actually is.
- 6) **Blaming.** Attributing responsibility for events, especially negative ones, to someone else, even when such responsibility rightfully belongs to self.
- 7) **Perfectionism.** Impossibly demanding standards toward self, others, or both in many situations.
- 8) **Musterbation.** The demand that events must turn out as I want them to—otherwise, it inevitably will be very upsetting to me.
- 9) **Personalizing.** Believing that others’ behavior or feelings are entirely caused by self.
- 10) **Judging human worth.** Evaluating total worth of self or others on the basis of traits or behavior.
- 11) **Control fallacy.** The belief that happiness depends on cajoling or coercing others to do what I think they should.
- 12) **Polarized thinking.** Things are black and white, right or wrong, good or bad. There is no middle ground.
- 13) **Being right.** I am continually on trial to prove that my opinions and actions are correct. Being wrong is unthinkable. Therefore, I must go to any length to demonstrate my rightness.
- 14) **Fallacy of fairness.** Feeling resentful because the world does not conform to my sense of what is fair.
- 15) **Shoulding.** Constant imposition of *shoulds* and *should haves* on self, others.
- 16) **Magnifying.** Making more of an event than it actually is.

Managing Situational Self-Talk

- 1) **Tool #1:** The P and Q Method.
 - a) P (Pause) and Q (Question).
 - b) Take a deep breath, hesitate before going further, and ask of self:
 - i) “What is my self-talk here?”
 - ii) How am I upsetting myself?”
 - iii) “Is this truly worth getting upset about?”
 - iv) “How can I interpret this situation so I will respond with reasonable feelings and actions?”
- 2) **Tool #2:** Instant Replay.
 - a) Catch (recognize) my negative self-talk.
 - b) Challenge it.
 - c) Change it. Substitute realistic or positive self-talk.Questions to ask to challenge negative self-talk:
 - i) Factual or distorted?
 - ii) Moderate or extreme?
 - iii) Helpful or harmful?

Managing Stress-Related Beliefs

- 1) **Tool #1:** Rewriting old beliefs.
- 2) **Tool #2:** Disputation.
 - a) A simple and effective technique for challenging and changing irrational beliefs.
 - b) Technique of disputation:
 - i) What symptoms of distress do I want to reduce or eliminate?
 - ii) What stressor is associated with my distress?
 - iii) What specific interpretation intervenes between the stressor and my distress symptoms?
 - iv) What is the unreasonable belief causing me unnecessary distress that I want to change?
 - v) What evidence is there that this belief is true.
 - vi) What evidence is there that this belief is false?
 - vii) What alternative reasonable beliefs can you substitute for this unreasonable one?
- 3) **Tool #3:** From vicious cycle to vital cycle
- 4) **Tool #4:** Reprogramming

Perfectionism

- 1) Types of perfectionism.
 - a) External.

- b) Internal.
- 2) Characteristics of perfectionists.
 - a) Perfectionists suffer under their burden of unrealistic pressures because of several beliefs.
 - b) Perfectionists usually engage in all-or-nothing thinking, seeing things as all lack or all white.
 - c) The perfectionist fears mistakes and tends to overreact to them.
 - d) Perfectionists are beset and preoccupied with “shoulds” in relation to both self and others.
 - e) Perfectionists fear self-disclosure because of their fear of appearing foolish or inadequate.
- 3) In summary, perfectionists exhibit the following tendencies:
 - a) Plagued by “shoulds” and “should-haves.”
 - b) Self-critical, self-punishing, rather than self-rewarding (internal perfectionists).
 - c) Hyper-critical of others (external perfectionists).
 - d) Over-generalize from single events.
 - e) Use all-or-nothing thinking.
 - f) Guarded and protective of image.
 - g) Plagued by frustration, guilt, or both.
 - h) Hostile (especially external perfectionists).
 - i) Less productive, less creative.
 - j) Unhappy.

LESSON NINE

Perception Interventions

Selective Awareness

- 1) We have been taught to be critical rather than supportive—focusing on the bad rather than the good.
- 2) What to do?
 - a) Realize that in any situation there are both good and bad, positive and negative elements.
 - b) Even if the situation is so bad that it couldn’t possibly get any worse, I could choose to focus upon the fact that things have to get better.
- 3) How can you be selectively aware of a positive aspect of each of the following situations?
 - a) Waiting in a long line to register for classes.
 - b) Being stuck in bumper-to-bumper traffic.
 - c) Having to make a presentation before a group of people.

- d) Being rejected from something because you're too old.
- e) Having a relationship break up.
- 4) Situations in your life that may be causing you a great deal of stress.
 - a) Some of these stressors you may be able to change; some you will not be able to change.
 - b) You can become selectively aware of their positive components while de-emphasizing (though not denying) their disturbing features.
 - c) Each time you do something that works out well, keep the memory of that with you.
 - d) "Be your own best friend;" revel in your good points and the glory of your day.

Stop to Smell the Roses

- 1) Life can be a celebration if you take the time to celebrate.
- 2) It is a curse to work long and hard to achieve some goal, bask in the glow of satisfaction only fleetingly, and proceed to work long and hard toward the next goal.
- 3) It is sad to see a person near the end of his or her life who achieved a lot but never enjoyed the achieving. In spite of acquiring money, property, fame, or a level of achievement, one remains disheartened by missing out on what life is all about—living, experiencing, smelling the roses while not getting caught on the thorns.
- 4) What prevents us from being aware of life as we live it is often the routine of daily experience.
 - a) We can become desensitized to an experience and interact with it out of habit, paying little attention to what we're doing.
 - b) May take the quickest route to a destination.
 - c) May create another barrier to experiencing the travel by turning on car radios.
- 5) Think for a moment:
 - a) Do you experience "the getting there" or only "the having gotten there?"
 - b) Do you ever listen to the sounds of your car and the neighborhoods you travel through?
 - c) If you travel by public transportation, have you made an effort to talk with people?
- 6) Other ways to experience life more fully:
 - a) Imagine you're blind by shutting your eyes to focus more on other senses.
 - b) Do something different.
 - c) Make yourself consciously aware of your experience, as you are going through it, by adopting less routine and habitual behavior.

Perspective and Selective Awareness

- 1) Putting negative experiences in proper perspective.
- 2) College student who wrote her parents describing the accident she had falling out of the sixth-floor window of her dormitory.

She described how she was writing with her left hand since her right side was paralyzed. She had met a hospital orderly, however, with whom she fell in love, and they had decided to elope and marry just as soon as she recovered. Although he wasn't very educated, was of a different race and religion, and was addicted to heroin, she wrote that he had promised to make a good husband. Well, the letter continued in this way until the closing sentence in which the daughter stated that everything she had written so far was untrue. There was no accident, no paralysis, and no hospital orderly to marry; however, she continued, "I did fail my chemistry course and wanted you to be able to view this in its proper perspective."

Humor and Stress

- 1) Humor results in physiological and psychological changes.
 - a) Physiological.
 - i) Laughter increases muscular activity, respiratory activity, oxygen exchange, heart rate, and the production of endorphins.
 - ii) These effects are soon followed by a relaxation state in which respiration, heart rate, blood pressure, and muscle tension rebound to below normal levels.
 - b) Psychological.
 - i) Provides relief of anxiety, stress, and tension.
 - ii) Provides an outlet for hostility and anger.
 - iii) Provides escape from reality.
 - iv) Provides a means of tolerating crises, tragedy, chronic illnesses and/or disabilities.
- 2) Humor should be used appropriately when helping someone else cope with stress so as not to exacerbate the situation.

Self-esteem

The following statements are based upon the Coopersmith Inventory:

Like me	Unlike me	
_____	_____	1) I'm a lot of fun to be with.
_____	_____	2) I always do the right thing.
_____	_____	3) I get upset easily at home.
_____	_____	4) I'm proud of my school work.
_____	_____	5) I never worry about anything.
_____	_____	6) I'm easy to like.
_____	_____	7) I like everyone I know.

_____	_____	8) There are many times I'd like to leave home.
_____	_____	9) I like to be called on in class.
_____	_____	10) No one pays much attention to me at home.
_____	_____	11) I'm pretty sure of myself.
_____	_____	12) I'm not doing as well at school as I'd like to.

Feelings about Your Physical Self

In the blanks below, place the number on the scale that best represents your view of each body part listed.

- 1 = very satisfied
- 2 = OK
- 3 = not very satisfied
- 4 = very dissatisfied

_____	1) Hair
_____	2) Face
_____	3) Neck
_____	4) Shoulders
_____	5) Hips
_____	6) Legs
_____	7) Fingers
_____	8) Abdomen
_____	9) Nose
_____	10) Ears
_____	11) Buttocks
_____	12) Hands

_____	13) Chest
_____	14) Eyes
_____	15) Toes
_____	16) Back
_____	17) Mouth
_____	18) Chin
_____	19) Thighs
_____	20) Arms
_____	21) Knees
_____	22) Genitals
_____	23) Elbows
_____	24) Calves

Anxiety Management

Beside each item below, indicate whether that item is true or false for you:

_____	1) I do not tire quickly.
_____	2) I am troubled by attacks of nausea.
_____	3) I believe I am no more nervous than most others.
_____	4) I have very few headaches.
_____	5) I work under a great deal of tension.
_____	6) I cannot keep my mind on one thing.
_____	7) I worry over money and business.
_____	8) I frequently notice my hand shakes when I try to do something.
_____	9) I blush no more often than others.
_____	10) I have diarrhea once a month or more.
_____	11) I worry quite a bit over possible misfortunes.
_____	12) I practically never blush.
_____	13) I am often afraid that I am going to blush.
_____	14) I have nightmares every few nights.
_____	15) My hands and feet are usually warm enough.
_____	16) I sweat very easily even on cool days.
_____	17) Sometimes when embarrassed, I break out in a sweat, which annoys me greatly.
_____	18) I hardly every notice my heart pounding, and I am seldom short of breath.
_____	19) I feel hungry almost all the time.
_____	20) I am very seldom troubled by constipation.

_____	21) I have a great of stomach trouble.
_____	22) I have had periods in which I lost sleep over worry.
_____	23) My sleep is fitful and disturbed.
_____	24) I dream frequently about things that are best kept to myself.
_____	25) I am easily embarrassed.
_____	26) I am more sensitive than most other people.
_____	27) I frequently find myself worrying about something.
_____	28) I wish I could be as happy as others seem to be.
_____	29) I am usually calm and not easily upset.
_____	30) I cry easily.
_____	31) I feel anxiety about something or someone almost all the time.
_____	32) I am happy most of the time.
_____	33) It makes me nervous to have to wait.
_____	34) I have periods of such great restlessness that I cannot sit long in a chair.
_____	35) Sometimes I become so excited that I find it hard to get to sleep.
_____	36) I have sometimes felt that difficulties were piling up so high that I could not overcome them.
_____	37) I must admit that I have at times been worried beyond reason over something that really did not matter.
_____	38) I have very few fears compared to my friends.
_____	39) I have been afraid of things or people that I know could not hurt me.
_____	40) I certainly feel useless at times.
_____	41) I find it hard to keep my mind on a task or job.

_____	42) I am usually self-conscious.
_____	43) I am inclined to take things hard.
_____	44) I am a high-strung person.
_____	45) Life is a strain for me much of the time.
_____	46) At times I think I am no good at all.
_____	47) I am certainly lacking in self-confidence.
_____	48) I sometimes feel that I am about to go to pieces.
_____	49) I shrink from facing a crisis or difficulty.
_____	50) I am entirely self-confident.

LESSON TEN

Life Situations—Intrapersonal and Interpersonal

Introduction

- 1) Intrapersonal (within oneself).
 - a) Nutrition and Stress.
 - b) Noise and Stress.
 - c) Life Events and Stress.
 - d) Hassles and Chronic Stress.
- 2) Interpersonal (between you and another person).
 - a) Asserting Yourself.
 - b) Conflict Resolution.
 - c) Communication.
 - d) Time Management.
 - e) Social Support Networking.

Intrapersonal

Nutrition and Stress

- 1) To be nutritionally healthy you need to eat a balanced diet.
 - a) Contains a variety of foods which will provide you with a variety of nutrients (proteins, carbohydrates, fats, minerals, vitamins, and water).
 - b) Four food groups.
 - i) Milk and milk products.
 - ii) Meat, fish, and poultry.
 - iii) Fruits and vegetables.
 - iv) Grains.
- 2) In addition to being malnourished, ingesting too much or too little of particular nutrients can lead to illnesses that in and of themselves can cause a great deal of stress.
 - a) Heart disease.
 - b) Cancer.
- 3) Although it is desirable to control your body weight, an overemphasis on dieting can itself be unhealthy.
 - a) Fad diets can be unhealthy and lead to even more stress.
 - b) Evaluation of popular diets.
- 4) Pseudostressors. Mimic sympathetic nervous system stimulation.
 - a) Colas, coffee, tea, nicotine, and chocolate.

- b) Increase metabolism, making one highly alert, and results in the release of stress hormones, which elevate the heart rate and blood pressure.
- 5) Another way nutrition is related to stress is by the effect of stress on vitamins.
 - a) Production of cortisol (the stress hormone produced by the adrenal cortex) requires the use of vitamins.
 - b) Chronic stress can deplete the vitamins we take into our bodies.
 - i) B complex vitamins and vitamin C are most affected.
 - ii) A deficiency in these vitamins can result in anxiety, depression, insomnia, muscular weakness, and stomach upset.
 - iii) Stress can interfere with calcium absorption in the intestine and can increase calcium excretion, as well as increase the excretion of potassium, zinc, copper, and magnesium.
 - c) Sugar is another stress culprit. To break down sugar, the body must use some of its B complex vitamins.
 - d) Processed flour also requires the body to use B complex vitamins.

Noise and Stress

To reduce stress levels you can:

- 1) Use cotton or ear plugs if your job requires constant exposure to loud noises.
- 2) Sit as far away as possible from the band at loud rock, symphony, or band concerts.
- 3) Learn to enjoy listening to music at home at a moderate volume.
- 4) Put drapes over windows to reduce street noise.
- 5) Choose acoustical tile for ceilings and walls when building a house or adding a room.
- 6) Use carpeting or select an apartment with carpeting in all rooms adjacent to other units.
- 7) Keep noise-making appliances away from bedrooms, den, and living room.
- 8) Select home sites or apartments away from truck routes, airports, businesses, and industrial areas.

Other Sources of Intrapersonal Stress.

- 1) Life Events and Stress
- 2) Hassles and Chronic Stress

Interpersonal

Asserting Yourself

- 1) Assertive behavior.
- 2) Nonassertive behavior.
- 3) Aggressive behavior.

To determine your general pattern of behavior, indicate how characteristic or descriptive each of the following statements is of you by using the code that follows. This scale was developed by Rathus.

- +3 = very characteristic of me, extremely descriptive
- +2 = rather characteristic of me, quite descriptive
- +1 = somewhat characteristic of me, slightly descriptive
- 1 = somewhat uncharacteristic of me, slightly nondescriptive
- 2 = rather uncharacteristic of me, quite nondescriptive
- 3 = very uncharacteristic of me, extremely nondescriptive

_____	1) Most people seem to be more aggressive and assertive than I am.
_____	2) I have hesitated to make or accept dates because of "shyness."
_____	3) When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.
_____	4) I am careful to avoid hurting other people's feelings, even when I feel that I have been injured.
_____	5) If a salesperson has gone to considerable trouble to show me merchandise that is not quite suitable, I have a difficult time in saying no.
_____	6) When I am asked to do something, I insist upon knowing why.
_____	7) There are times when I look for a good, vigorous argument.
_____	8) I strive to get ahead as well as most people in my position.
_____	9) To be honest, people often take advantage of me.
_____	10) I enjoy starting conversations with new acquaintances and strangers.
_____	11) I often don't know what to say to attractive persons of the opposite sex.
_____	12) I will hesitate to make phone calls to business establishments and institutions.
_____	13) I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.
_____	14) I find it embarrassing to return merchandise.
_____	15) If a close and respected relative were annoying me, I would smother my feelings rather than

	express my annoyance.
_____	16) I have avoided asking questions for fear of sounding stupid.
_____	17) During an argument I am sometimes afraid that I will get so upset that I will shake all over.
_____	18) If a famed and respected lecturer makes a statement that I think is incorrect, I will have the audience hear my point of view as well.
_____	19) I avoid arguing over prices with clerks and salespeople.
_____	20) When I have done something important or worthwhile, I manage to let others know about it.
_____	21) I am open and frank about my feelings.
_____	22) If someone has been spreading false and bad stories about me, I see him (her) as soon as possible to “have a talk” about it.
_____	23) I often have a hard time saying no.
_____	24) I tend to bottle up my emotions rather than make a scene.
_____	25) I complain about poor service in a restaurant and elsewhere.
_____	26) When I am given a compliment, I sometimes just don’t know what to say.
_____	27) If a couple near me in a theatre or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.
_____	28) Anyone attempting to push ahead of me in a line is in for a good battle.
_____	29) I am quick to express an opinion.
_____	30) There are times when I just can’t say anything.

Nonverbal Assertiveness

- 1) Those who express themselves assertively:
 - a) Stand straight, steady, and directly face the people to whom they are speaking while maintaining eye contact.
 - b) Speak in a clear, steady voice, loud enough for the people to whom they are speaking to hear them.
 - c) Speak fluently, without hesitation, and with assurance and confidence.

- 2) Nonassertive body language includes:
 - a) Lack of eye contact; looking down or away.
 - b) Swaying and shifting of weight from one foot to the other.
 - c) Whining and hesitancy when speaking.
- 3) Aggressive behavior can also be recognized without even hearing the words; it includes:
 - a) Leaning forward with glaring eyes.
 - b) Pointing a finger at the person to whom you are speaking.
 - c) Shouting.
 - d) Clenching the fists.
 - e) Putting hands on hips and wagging the head.

Verbal Assertiveness

Conflict Resolution

Communication

- 1) Nonverbal communication.
- 2) Verbal communication.
 - a) Planning time to talk.
 - b) Listening.
 - c) Beginning with agreement.
 - d) “And”, Not “But.”
 - e) “I” Statements.
 - f) Avoid “Why” Questions.

Time Management

- 1) Assessing how you spend time.
- 2) Setting goals.
- 3) Prioritizing.
- 4) Scheduling.
- 5) Maximizing your rewards.
- 6) Saying no.
- 7) Delegating.
- 8) Evaluating tasks once.
- 9) Using the circular file.
- 10) Limiting interruptions.
- 11) Investing time

LESSON ELEVEN

“Anger Management”

- 1) We all know what anger is, and we’ve all felt it: whether as a fleeting annoyance or as a full-fledged rage.
- 2) Anger is a completely normal, usually healthy, human emotion.
 - a) But when it gets out of control and turns destructive, it can lead to problems: problems at work, in your personal relationships and in the overall quality of your life.
 - b) And it can make you feel as though you’re at the mercy of an unpredictable and powerful emotion.

What is Anger?

- 1) ***The Nature of Anger***
 - a) Anger is “an emotional state that varies in intensity from mild irritation to intense fury and rage.”
 - b) Like other emotions, it is accompanied by physiological and biological changes.
 - i) When you get angry, your heart rate and blood pressure go up.
 - ii) So does the level of your energy hormones, adrenaline and noradrenaline.
 - c) Anger can be caused by both external and internal events.
 - i) You could be angry at a specific person (Such as a coworker or supervisor) or event (a traffic jam, a canceled flight).
 - ii) Or your anger could be caused by worrying or brooding about your personal problems.
 - iii) Memories of traumatic or enraging events can also trigger angry feelings.
- 2) ***Expressing Anger***
 - a) The instinctive, natural way to express anger is to respond aggressively.
 - b) Anger is a natural, adaptive response to threats; it inspires powerful, often aggressive, feelings and behaviors, which allow us to fight and to defend ourselves when we are attacked.
 - c) A certain amount of anger, therefore, is necessary to our survival.
 - d) On the other hand, we can’t physically lash out at every person or object that irritates or annoys us; laws, social norms and common sense place limits on how far our anger can take us.
 - e) People use a variety of both conscious and unconscious processes to deal with their angry feelings.
- 3) The three main approaches are *expressing, suppressing, and calming*.
 - a) Expressing your angry feelings in an assertive—not aggressive—manner is the healthiest way to express anger.
 - i) To do this, you have to learn how to make clear what your needs are, and how to get them met, without hurting others.

- ii) Being assertive doesn't mean being pushy or demanding; it means being respectful of yourself and others.
- b) Anger can be suppressed, and then converted or redirected.
 - i) This happens when you hold in your anger, stop thinking about it and focus on something positive.
 - ii) The aim is to inhibit or suppress your anger and convert it into more constructive behavior.
 - iii) The danger in this type of response is that if it isn't allowed outward expression, your anger can turn inward—on yourself.
 - iv) Anger turned inward may cause hypertension, high blood pressure or depression.
 - v) Unexpressed anger can create other problems.
 - (1) It can lead to pathological expressions of anger, such as passive-aggressive behavior (getting back at people indirectly, without telling them why, rather than confronting them head-on) or a personality that seems perpetually cynical and hostile.
 - (2) People who are constantly putting others down, criticizing everything and making cynical comments haven't learned how to constructively express their anger. Not surprisingly, they aren't likely to have many successful relationships.
- c) Finally, you can calm yourself down inside. This means not just controlling your outward behavior but also controlling your internal responses, taking steps to lower your heart rate, calm yourself down and let the feelings subside. When none of these three techniques work, that's when someone - or something—is going to get hurt.

Anger Management

- 1) The goal of anger management is to reduce both your emotional feelings and the physiological arousal that anger causes.
- 2) You can't get rid of, or avoid, the things or the people that enrage you, nor can you change them, but you can learn to control your reactions.

Why Are Some People More Angry Than Others?

- 1) Some people are really more 'hotheaded' than others; they get angry more easily and more intensely than the average person.
 - a) There are also those who don't show their anger in loud spectacular ways but are chronically irritable and grumpy.
 - b) Easily angered people don't always curse and throw things; sometimes they withdraw socially, sulk or get physically ill.
- 2) People who are easily angered generally have what some psychologists call a low tolerance for frustration, meaning simply that they feel that they should not have to be subjected to frustration, inconvenience or annoyance. They can't take things in stride, and they're particularly infuriated if the situation seems somehow unjust: for example, being corrected for a minor mistake.
- 3) What makes these people this way? A number of things.

- a) One cause may be genetic or physiological; there is evidence that some children are born irritable, touchy and easily angered, and that these signs are present from a very early age.
- b) Another may be sociocultural. Anger is often regarded as negative; we've taught that it's all right to express anxiety, depression or other emotions but not to express anger. As a result, we don't learn how to handle it or channel it constructively.
- c) Research has also found that family background plays a role. Typically, people who are easily angered come from families that are disruptive, chaotic and not skilled at emotional communications.

Is It Good to 'Let it All Hang Out'?

- 1) Psychologists now say that this is a dangerous myth. Some people use this theory as a license to hurt others. Research has found that 'letting it rip' with anger actually escalates anger and aggression and does nothing to help you (or the person you're angry with) resolve the situation.
- 2) It's best to find out what it is that triggers your anger, and then to develop strategies to keep those triggers from topping you over the edge.

What Strategies Can You Use to Keep Anger at Bay?

- 1) **Relaxation**
 - a) Simple relaxation tools such as deep breathing and relaxing imagery can help calm down angry feelings.
 - b) Some simple steps you can try:
 - i) Breathe deeply, from your diaphragm; breathing from your chest won't relax you. Picture your breath coming up from your 'gut.'
 - ii) Slowly repeat a calm word or phrase such as 'relax', 'take it easy'. Repeat it to yourself while breathing deeply.
 - iii) Use imagery; visualize a relaxing experience, from either your memory or your imagination.
 - iv) Non-strenuous, slow exercises can relax your muscles and make you feel much calmer.
- 2) **Cognitive Restructuring**
 - a) This means changing the way you think.
 - i) Angry people tend to curse, swear or speak in highly colorful terms that reflect their inner thoughts.
 - ii) When you're angry, your thinking can get very exaggerated and overly dramatic. Try replacing these thoughts with more rational ones.
 - iii) For instance, instead of telling yourself, 'oh, it's awful, it's terrible, everything's ruined,' tell yourself, 'it's frustrating, and it's understandable that I'm upset about it, but it's not the end of the world and getting angry is not going to fix it anyhow.'

- b) Be careful of words like ‘never’ or ‘always’ when talking about yourself or someone else.
 - i) This machine never works,’ or ‘you’re always forgetting things’ are not just inaccurate, they also serve to make you feel that your anger is justified and that there’s no way to solve the problem.
 - c) They also alienate and humiliate people who might otherwise be willing to work with you on a solution.
 - d) Remind yourself that getting angry is not going to fix anything, that it won’t make you feel better (and may actually make you feel worse).
 - e) Logic defeats anger, because anger, even when it’s justified, can quickly become irrational.
 - i) So use cold hard logic on yourself.
 - ii) Remind yourself that the world is ‘not out to get you,’ you’re just experiencing some of the rough spots of daily life. Do this each time you feel anger getting the best of you, and it’ll help you get a more balanced perspective.
 - f) Angry people tend to demand things: fairness, appreciation, agreement, willingness to do things their way.
 - i) Everyone wants these things, and we are all hurt and disappointed when we don’t get them, but angry people demand them, and when their demands aren’t met their disappointment becomes anger.
 - ii) As part of their cognitive restructuring, angry people need to become aware of their demanding nature and translate their expectations into desires.
 - (1) In other words, saying ‘I would like’ something is healthier than saying ‘I demand’ or ‘I must have’ something.
 - (2) When you’re unable to get what you want, you will experience the normal reactions—frustration, disappointment, hurt—but not anger.
 - (3) Some angry people use this anger as a way to avoid feeling hurt, but that doesn’t mean the hurt goes away.
- 3) **Problem-Solving**
- a) Sometimes, our anger and frustration are caused by very real and inescapable problems in our lives. Not all anger is misplaced, and often it’s a healthy, natural response to these difficulties. There is also a cultural belief that every problem has a solution, and it adds to our frustration to find out that this isn’t always the case. The best attitude to bring such a situation, then, is not to focus on finding the solution but rather on how you handle and face the problem.
 - b) Make a plan, and check your progress along the way. (People who have trouble with planning might find a good guide to organizing or time management helpful.)
 - i) Resolve to give it your best, but also not to punish yourself if an answer doesn’t come right away.
 - ii) If you can approach it with your best intentions and efforts, and make a serious attempt to face it head-on, you will be less likely to lose patience and fall into all-or-nothing thinking, even if the problem does not get solved right away.
 - c) **Better Communication**

- i) The first thing to do, if you are in a heated discussion, is to slow down and think through your responses.
 - (1) Don't say the first thing that comes into your head, but slow down and think carefully about what you want to say.
 - (2) At the same time, listen carefully to what the other person is saying and take your time before answering.
 - (3) Listen, too, to what is underlying the anger.
 - (a) For instance, you like a certain amount of freedom and personal space, and your 'significant other' wants more connection and closeness.
 - (b) If he or she starts complaining about your activities, don't retaliate by painting you partner as a jailer, a warden or an albatross around your neck.
 - (c) It's natural to get defensive when you're criticized, but don't fight back. Instead, listen to what's underlying the words: the message that this person might feel neglected and unloved. It may take a lot of patient questioning on your part, and it may require some breathing space, but don't let your anger—or a partner's—let a discussion spin out of control. Keeping your cool can keep the situation from becoming a disastrous one.
- 4) **Using Humor**
 - a) 'Silly humor' can help defuse rage in a number of ways.
 - i) It can help you get a more balanced perspective. When you get angry and call someone a name or refer to them in some imaginative phrase, stop and picture what that word would literally look like.
 - ii) If you're at work and you think of a co-worker as a 'dirt-bag' or a 'single-cell life form,' for example, picture a large bag full of dirt (or an amoeba) sitting at your colleagues desk, talking on the phone, going to meetings. Do this whenever a name comes into your head about another person. If you can, draw a picture of what the actual thing might look like. This will take a lot of the edge off your fury; and humor can always be relied on to help un-knot a tense situation.
 - iii) The underlying message of highly angry people is 'things oughta go my way!' Angry people tend to feel that they are morally correct, that any blocking or changing of their plans is an unbearable indignity and that they should NOT have to suffer this way. Maybe other people do, but not them.
 - iv) When you feel that urge, picture yourself as a god or goddess, a supreme ruler who owns the streets and stores and office space, striding alone and having your way in all situations while others defer to you. The more detail you can get into your imaginary scenes, the more chances you have to realize that maybe you are being a little unreasonable; you'll also realize how unimportant the things you're angry about really are.
 - b) There are two cautions in using humor.
 - i) First, don't try to just 'laugh off' your problems; rather, use humor to help yourself face them more constructively.
 - ii) Second, don't give in to harsh, sarcastic humor; that's just another form of unhealthy anger expression.

- iii) What these techniques have in common is a refusal to take yourself too seriously. Anger is a serious emotion, but it's often accompanied by ideas that, if examined, can make you laugh.

Changing Your Environment

- 1) Sometimes it's our immediate surroundings that give us cause for irritation and fury.
- 2) Problems and responsibilities can weigh on you and make you feel angry at the trap you seem to have fallen into, and all the people and things that form that trap.
- 3) Give yourself a break.
 - a) Make sure you have some 'personal time' scheduled for times of the day that you know are particularly stressful.
 - b) One example is the working mother who has a standing rule that when she comes home from work, for the first fifteen this brief quiet time, she feels better prepared to handle demands from her kids without blowing up at them.

Some other tips for easing up on yourself:

- 1) *Timing:* if you and your spouse tend to fight when you discuss things at night—perhaps you're tired, or distracted, or maybe it's just habit—try changing the times when you talk about important matters so these talks don't turn into arguments.
- 2) *Avoidance:* if your child's chaotic room makes you furious every time you walk by it, shut the door. Don't make yourself look at what infuriates you. Don't say 'well, my child should clean up the room so I won't have to be angry!' That's not the point. The point is to keep yourself calm.
- 3) *Finding alternatives:* if your daily commute through traffic leaves you in a state of rage and frustration, give yourself a project—learn or map out a different route, one that's less congested or more scenic. Or find another alternative, such as a bus or commuter train.

Conclusion

- 1) Remember, you can't eliminate anger—and it wouldn't be a good idea if you could.
 - a) In spite of all your efforts, things will always happen that will cause you anger.
 - b) Life will always be filled with frustration, pain, loss and the unpredictable actions of others.
 - c) You can't change that; but you can change the way you let such events affect you.
- 2) Controlling your angry responses can keep them from making you even more unhappy in the long run.

LESSON TWELVE

Time Management

There are various danger signals that suggest a person can benefit from better time management. Read through the following list and discover if any of these warnings apply to you. Use the scale under the title to determine your score in the blank next to each statement and then add these scores to compute your total time management score.

Time Management Scale

0	1	2	3	4	5	6	7	8	9	10
Never	Sometimes			Frequently			Most of the time		Always	

—	1) I am indispensable. I find myself taking on various tasks because I'm the only one who can do them.
—	2) Daily crises take up all my time. I have no time to do important things because I'm too busy putting out fires.
—	3) I attempt to do too much at one time. I feel I can do it all, and I rarely say no.
—	4) I feel unrelenting pressure, as if I'm always behind and have no way to catch up. I'm always rushing.
—	5) I'm working habitually long hours, ten, twelve, fourteen, even eighteen hours a day, five, six, and seven days a week.
—	6) I constantly feel overwhelmed by demands and details and feel that I have to do what I don't want to do most of the time.
—	7) I feel guilty about leaving work on time. I don't have sufficient time for rest or personal relationships. I take worries and problems home.
—	8) I constantly miss deadlines.
—	9) I am plagued by fatigue and listlessness with many slack hours of unproductive activity.
—	10) I chronically vacillate between unpleasant alternatives.

___	Total Score
-----	-------------

If you scored less than 35 total points, you may benefit from learning additional time management techniques, but your stress level is probably not significantly affected by time pressure.

If you scored 36 to 60, your life may feel dangerously out of control.

People who score over 60 often “don’t have time” for training in stress or time management.

The Importance of Goals

- 1) Many people discover their major time waster is a lack of important goals.
- 2) Goals reflect our purpose in life.
 - a) Victor Frankl described how those who had a purpose for living were able to withstand Nazi concentration camps prior to and during World War II.
 - b) Dennis Waitley describes winners as people with a definite purpose in life.
- 3) Lifelong Goals.
 - a) What would you want your grandchildren to say about your accomplishments in life?
 - b) How would you like for others to remember you?
- 4) Why many people do not reach goals:
 - a) Negative self-talk.
 - b) Failing to define goals clearly.
 - c) Neglecting to make plans for reaching well-chosen goals.

Goal-Setting

- 1) Goals must be obtainable.
- 2) Objectives must be quantifiable.
- 3) Goals should be flexible in the event that they are blocked by other priorities.

Goal Cues

New home.	Increase earnings	Start exercising
Home improvement.	New position	Stop smoking
Lose weight	Family activity	Family communication
Professional skill	Become more patient	New honor
Long vacation	Additional education	Solve a problem
Spiritual goals	Short vacation	More spontaneity
New hobby	Increase savings	Play with children
Closer friends	Pay debts off	Community service
Coworker communication	Manage something better	More marital satisfaction

Exercise:

- 1) First, spend two minutes writing down all the goals that you would like to accomplish in the next five years (spend only two minutes).
- 2) List all the goals you hope to accomplish next year (spend only two minutes).
- 3) Spend only two minutes writing down all the goals you want to accomplish for the next six months.

- 4) Spend another two minutes writing down all your goals for the coming month and include work priorities, self-improvement, programs, recreational activities, social functions, family gatherings, and so on.

Top-Priority Goals

Go back and prioritize your four lists of goals. Use an A, B, C format

- A's will include all those items that you rank as being most essential and most desired. These are your "must do's."
- B's will include all those items that could be put off for a while but that you feel are still important. These are your "desirable to do" or routine duties.
- C's are items that could be put off indefinitely with little or no harm. These are your "can waits" and are often trivial.

After you have prioritized your list, combine the three lists into one by including two A items from each of your long-term, one-year, six-month, and one-month goals. Write these down under the heading "A-Priority Goals. The list you just made should indicate the most important goals you would like to accomplish in the next year

Summary

The following list is a summary of what you need to do to ensure that you are spending most of your time getting where you want to go and enjoying what you want to experience in life:

- 1) Put your goals in writing.
- 2) Goals must be better than your very best, but they must be believable
- 3) Set short-term goals.
- 4) Goals should be set for all areas of your life.
- 5) Set long-term goals and personal accomplishments as well as short-term goals.
- 6) Vividly imagine the accomplishment of your goals.
- 7) Goals must be ardently desired.

LESSON THIRTEEN

Health Buffers: Exercise, Nutrition, Sleep

Aerobic Exercise

The Need for Physical Activity

- 1) Two health-related trends have marked the twentieth century:
 - a) Acceleration in pace of life.
 - b) Sedentary living.
- 2) Exercise and emotions.
 - a) Long been folk wisdom that exercise has a positive effect on mood.
 - b) Such folk wisdom has received countless support in recent years from scientific studies.

What is Aerobic Exercise?

- 1) Aerobic exercise is any form of activity in which heart rate is elevated substantially above resting level in response to sustained movement by large muscle groups.
- 2) Examples:
 - a) Running. Brisk walking.
 - b) Swimming.
 - c) Bicycling. Aerobic dancing.
 - d) Rope skipping.
 - e) Stair climbing.
- 3) How much aerobic exercise is needed?
 - a) Frequency. At least three times per week.
 - b) Intensity. Heart rate between 60 and 90 percent of maximum for entire exercise session.
 - i) Subtract your age from 220; multiply by percent.
 - ii) For example: 40 years of age; $220-40=180$. To get 60% rate, multiply 180 by .60, which would be 108 (which isn't real high for a 40-year old!).
 - c) Time. At least 20 minutes per session.
- 4) For effective stress control and high-level wellness:
 - a) Frequency. Five to seven days per week.
 - b) Intensity. Heart rate between 60 and 90 percent of estimated maximum.
 - c) Time. At least 30-40 minutes per session.

Physiological Changes with Aerobic Training

- 1) Improvements in oxygen intake.
- 2) Improvements in oxygen circulation.
 - a) More output per heart beat.
 - b) Slower heart rate at given exertion level.
 - c) More blood volume.
 - d) More red corpuscles.
 - e) Less blood stickiness.
 - f) Expansion in size of blood vessels and capillaries.
 - g) Opening of new capillary networks.
- 3) Improvements in oxygen use (metabolism).
 - a) More efficient extraction of oxygen from blood.
 - b) More efficient burning of oxygen within muscle cells.
 - c) More efficient discharge of carbon dioxide.

How Aerobic Exercise Can Help to Control Stress

- 1) Psychological Pathways.
 - a) Release of pent-up emotions.
 - b) Creative problem-solving during the exercise session—resulting in more constructive coping the rest of the day.
 - c) Enhanced self-liking, self-acceptance, self-esteem.
 - d) Heightened internal control.
 - e) Feeling of well-being and calm—“afterglow” from exercise.
 - f) Mood stabilization.
 - g) “Time away” benefit (not unique to exercise, of course).
 - h) Decrease of negative thinking and rumination.
- 2) Physiological pathways.
 - a) Release of muscle tension.
 - b) Burning off of stress-induced adrenaline, which leaves the bloodstream and is consumed in the muscles.
 - c) Post-exercise reduction of adrenaline production.
 - d) Post-exercise quieting of the sympathetic nervous system (the part of the system that produces tension).
 - e) Production of beta-endorphins, the body’s own morphine pain-killer and source of pleasure.
 - f) Lower baseline tension level.
 - g) Faster recovery time from acute stress.
 - h) Body becomes familiar with and habituated to physiological arousal.

Tips for Getting Started

- 1) Find the type of exercise you like.
- 2) Make a four-month commitment.
- 3) Make a weekly plan.

- 4) Practice moderation, gradualism and patience.
- 5) If helpful, exercise with a friend or group.
- 6) If helpful, set goals.
- 7) Introduce variety.
- 8) Do it even when you don't feel like it.
- 9) If you miss a session or two, don't quit altogether.
- 10) Be aware of negative self-talk about exercise.
- 11) Start.

Nutrition

Nutritional Guidelines for Building Stress Resistance

- 1) Eat a balanced, consistent diet with sufficient but not excessive calories, vitamins, and minerals.
- 2) Minimize the following in response to stress:
 - a) Undereating.
 - b) Overeating.
 - c) Excess alcohol.
 - d) "Sugar hits."
 - e) Excess caffeine—no more than the equivalent of a cup or two of coffee per day.
- 3) Follow these simple principles:
 - a) Low salt—less than 6 grams per day.
 - b) Low fat, especially saturated fat—less than 30 percent of calories through fat; less than 10 percent through saturated fat.
 - c) Low cholesterol—less than 300 milligrams per day.
 - d) Low refined sugars.
 - e) High complex carbohydrates—50 percent or more of total calories.
- 4) High fiber—20-30 grams per day.
- 5) Plenty of water—6 to 8 glasses per day.

Is Nibbling Healthy?

Most dietitians agree on two key principles.

- 1) Skipping meals does more harm than good, for several reasons.
 - a) Resting metabolism slows down when the digestive system is inactive for long periods.
 - b) When a meal is skipped, the body believes it is entering a period of prolonged deprivation, in response, it is more likely to convert calories to fat to be stored for later survival.
 - c) Skipping meals leads to low energy, which can negatively affect productivity, relationships, and emotional well-being.
- 2) Eating small meals combined with several snacks is better than eating three big meals a day.

- a) Energy level is likely to be higher and more stable. This in turn will improve productivity, relationships, and emotional stability.
- b) A higher proportion of calories you eat is likely to be burned rather than stored, resulting in better weight control.
- c) You will never feel very hungry nor very full.
- d) An unexpected benefit recently found by medical researchers is that both total cholesterol and low density lipoprotein cholesterol (the bad kind) are lower than if the same foods and the same amount of calories are consumed in three meals per day.

Sleep

- 1) Sleep is vital for rejuvenating the body and mind.
- 2) Sleep deficiency, either in amount or quality, makes one more vulnerable to irritability, anxiety, depression, disturbed thinking, and physical disorders.
- 3) Sleep is an altered state of consciousness that goes through four stages of non-rapid-eye-movement (NREM) and one stage of rapid-eye-movement (REM).
 - a) About 30 minutes in Stage 1.
 - b) Stage 4 reached in less than one hour.
 - c) After 30 minutes in Stage 4, rapid climb to REM stage.
- 4) How much sleep is required?

Tips for Preventing and Coping with Insomnia

- 1) Establish a regular sleep routine.
- 2) Use relaxation methods.
- 3) Exercise regularly.
- 4) Minimize noise.
- 5) Practice sleep-congruent nutritional habits.
 - a) Avoid alcohol before bedtime.
 - b) Avoid caffeine for several hours before sleep.
 - c) A light snack sometimes can help; but avoid heavy meals.
- 6) Stop smoking.
- 7) Get up if you can't sleep.
- 8) Maintain realistic self-talk about sleep.

Exaggerated Belief	Alternative Belief

If I don't get to sleep, I'll feel wrecked tomorrow.	Not necessarily. If I'm tired, I can go to bed early tomorrow night.
It's unhealthy for me not to get more sleep.	Not necessarily. Some more people do very well on only a few hours of sleep.
I'll wreck my sleeping schedule for the whole week if I don't get to sleep very soon.	Not at all. If I'm tired, I'll just go to bed a bit earlier. I'll get up about the same time with no problem.
If I don't get to sleep, I won't be able to concentrate on that big test/conference tomorrow.	Possibly, but my fears may be exaggerated. I may as well relax or get up and do something enjoyable for a while.

Incorporating Exercise into Your Regular Activities

- 1) Become a "stair person" by taking the stairs for at least a few flights instead of relying entirely on the elevator.
- 2) Stand instead of sitting.
- 3) Walk the longer distance rather than taking a short cut.
- 4) Park the car farther away from your workplace or the shopping center and walk the distance.
- 5) If you use public transportation, get off a stop earlier and walk the extra distance.
- 6) Walk to a nearby restaurant instead of driving or having food delivered.
- 7) If you have a pet, walk the pet farther, faster, or more often.
- 8) Walk or cycle to a nearby store instead of driving.
- 9) When playing golf, do not use a golf cart for all the holes.
- 10) In department stores, take the stairs instead of an escalator.
- 11) Take a walk rather than sitting down for a coffee break.
- 12) Use a distant restroom rather than the one closest to your desk.

LESSON FOURTEEN

Social Support

Dimensions of Social Support

- 1) Social support can be defined as an interpersonal transaction involving one or more of the following:
 - a) Emotional concern (liking, love, empathy).
 - b) Instrumental aid (goods or services).
 - c) Information (about the environment).
 - d) Appraisal (information relative to self-evaluation).
- 2) Social support often flows through social support groups.
 - a) The same people attend.
 - b) The group meets regularly, once a week or more.
 - c) The group has met for an extended period of time—until closeness develops.
 - d) There is an opportunity for informality, spontaneity, and incidental contacts.
- 3) Some feel that true social support takes place through informal, incidental contacts, such as the following:
 - a) Driving to and from meetings with someone.
 - b) Having dinner together before or after the meeting.
 - c) Having a group potluck meal.
 - d) Meeting in someone's house.
 - e) Talking during coffee breaks, in the social get-together after the “formal” meeting.
 - f) Chats, separate social get-togethers and the like.
 - g) Solving problems and making decisions together.
 - h) Pairing up outside the group with another group member.
 - i) Going on a trip together, to a convention, or to a retreat setting.

Two Relationships of Social Support to Well-Being

- 1) Direct effects.
 - a) The greater the social support, the more positive the mental and/or physical health.
 - b) The more intimate ties of marriage and friendships are stronger predictors than ties of church and group membership.
- 2) Buffering effects.
 - a) Social support softens the impact of potentially stressful events.
 - b) Serves as a buffer between difficult life experiences and health outcomes.

- c) Can help to prevent stress by making harmful or threatening experiences seem less consequential, or provide valuable resources when stress does occur.
- d) Marriage, even with its ups and downs, repeatedly has been shown to play an especially powerful protective role.
 - i) When stressful life events were relatively infrequent or minor, marrieds and unmarrieds had similar levels of depression.
 - ii) But when social and economic circumstances became more trying, marrieds experienced substantially less depression than unmarrieds.

Pets as Social Supports

- 1) A British psychologist found a significant increase in health and morale among research subjects who received a parakeet.
- 2) When children between the ages of nine and 16 were asked to read aloud, blood pressures invariably went up. However, when a dog was present in the room, blood pressures did not rise as much.
- 3) A group of college students had their blood pressure monitored while interacting with a dog tactually, verbally, and visually. Subjects' blood pressures were lowest during dog petting, higher while talking to the dog, and highest while talking to the experimenter.
- 4) When a group of adults communicated in a laboratory with the human experimenter, blood pressures went up. When communicating with their pets, however; blood pressures remained the same or actually decreased.
- 5) Clearly, pets serve as a meaningful personal anchorage and apparently can not only aid in improving the quality of life but even length of life.

Communication Guidelines for Direct, Honest Communication

- 1) Own your feelings and thoughts.
- 2) Address the other person directly.
- 3) Make statements rather than ask questions.
- 4) Don't sandbag your negative feelings.
- 5) When giving feedback, describe the effects of the other's actions rather than be accusatory.
- 6) Be generous in giving positive feedback to others.
- 7) Practice active listening.
- 8) Speak only for yourself and not for others.

Do's and Don'ts of Giving and Taking Criticism

GIVING IT	
DO'S	DON'TS
1) Know the facts	Attack the person.
2) Pinpoint specific behavior.	Criticize past behavior without linking to desired future behavior.
3) Criticize in order to change future attitude or behavior.	Overgeneralize.
4) Be sure criticism is understood.	Dump your own frustration or anger through criticize.
5) Show empathy—how would you take it?	Criticize without having facts.
6) Think before speaking—organize facts and approach.	Criticize and run.
7) Criticize only if change is possible.	Criticize, then punish through silence.
8) Use good timing—other's mood, your mood, context.	Publicly humiliate.
9) Maintain calm in your body.	Heap on too much at one time
TAKING IT	
DO'S	DON'TS
1) Take criticism as opportunity rather than threat.	Overgeneralize by taking criticism as negative reflection on your total performance or your character.
2) Be thick-skinned.	Allow defensiveness to prevent accurate listening.
3) Listen attentively.	Believe you must always defend yourself.
4) Understand fully.	Be thin-skinned.
5) Ask for more information.	Automatically discount criticism.
6) Watch for repeated patterns.	Attack back.
7) Look for grain of truth.	

8)	Acknowledge grain of truth.	
9)	Assess the source.	
10)	Relax—use a Six-Second Quieting Response.	
11)	Repeat back what you are hearing.	

Stress-Reducing (rewarding) Behaviors Include:

- 1) Giving others a chance to express views or share information.
- 2) Listening attentively; hearing other person out.
- 3) Sharing oneself with others; smiling; greeting others.
- 4) Giving positive nonverbal messages of acceptance and respect for others.
- 5) Praising and complimenting others sincerely.
- 6) Expressing respect for values and opinions of others.
- 7) Giving suggestions constructively.
- 8) Compromising; negotiating; helping others succeed.
- 9) Talking positively and constructively.
- 10) Affirming feelings and needs of others.
- 11) Treating others as equals whenever possible.
- 12) Stating one's needs and desires honestly.
- 13) Delaying automatic reactions; not flying off the handle easily.
- 14) Leveling with others; sharing information and opinions openly and honestly.
- 15) Confronting others constructively on difficult issues.
- 16) Staying on the conversational topic until others have been heard.
- 17) Stating agreement with others when possible.
- 18) Questioning others openly and honestly; asking straightforward, non-loaded questions.
- 19) Keeping the confidences of others.
- 20) Giving one's word sparingly and keeping it.
- 21) Joking constructively and in good humor.
- 22) Expressing genuine interest in the other person.

LESSON FIFTEEN

”Balancing Self-Care and Social Responsibility”

- 1) Balancing self-concern with concern for others.
- 2) Truly effective stress management includes modifying conditions in the social environment, not just adapting to them.
- 3) True self-fulfillment embraces contributing to the well-being of others as well as taking care of yourself.
- 4) The term “adjustment” sometimes is used in discussions of mental and physical health.
 - a) Well-adjusted persons are those who adapt effectively to the world around them.
 - b) But “adjustment” can be taken too far—the individual passively accepts conditions in the world around them that are destructive, unjust, cruel, or unfair—has done disservice to self and world.
- 5) Constructive maladjustment is being appropriately discontented about conditions in the surrounding social, political, or natural environment that in the judgment of the person are wrong and need to be changed—and being motivated to change those conditions.

Altruistic Egoism and Egoistic Altruism

Selye’s Altruistic Egoism

- 1) A fundamental principle to the “good life.”
- 2) “To earn thy neighbor’s love.”
- 3) The human species has survived only through cooperation and commitment to the welfare of the whole.
- 4) Must be balance of concern with self with consideration for others.
 - a) The individual ought to work hard, even sometimes to the edge of personal stress, in order to contribute to the common good, thereby winning others’ affection and esteem.
 - b) The person benefits through assuring “...his own homeostasis and happiness by accumulating the treasure of other people’s benevolence towards him.”
 - c) Altruistic egoism, the “...hoarding of the goodwill, respect, esteem, support, and love of our neighbor, is the most efficient way to give vent to our pent-up energy and to create enjoyable, beautiful, or useful things” (Selye, 1976).
- 5) The society gains through the contributions of its individual members to the well-being of the whole.
- 6) Possible traps.
 - a) Others may not appreciate one’s altruistic actions as much as he or she deserves.
 - b) He or she can give so much to the common good that his or her own spiritual, mental, or physical health can go downhill. This leads to burnout.

- 7) Altruism does not necessarily involve self-denial or sacrifice.
 - a) In acting on behalf of others, people report feeling joy and fulfillment.
 - b) Such joy is a natural consequence of caring.
- 8) Empathy is an essential ingredient in altruism, and self-love is needed for empathy.
 - a) Unless one loves oneself, our strong cultural bias against any overt form of self-love is one of the biggest blocks against empathy and ultimately altruism.
 - b) “Healthy narcissism” is healthy not only for self but for our ability to love others.

Scafer’s Egoistic Altruism

- 1) Egoistic altruism merges self-interest with contributing to the common good.
- 2) A key difference between the two:
 - a) Egoistic Altruism brings fulfillment through self-satisfaction, through the knowledge that one has been true to her/his value of enhancing others, whether or not others express their appreciation or indebtedness.
 - b) Egoistic altruism promotes self-reliance.
 - c) The individual thus values, but does not depend upon others’ feedback, acknowledgement, or praise.

Creative Altruism

- 1) While much altruistic behavior is indeed directed at the relief of immediate suffering, creative altruism involves innovative efforts to address the fundamental causes of deeply rooted social inequities.
- 2) Creative altruism, when it goes the limit, strives to eliminate the cause of suffering, to change the world, to change the fate of the Earth.

Helping and Wellness

- 1) A national study of more than 1800 members of more than 20 volunteer organizations:
 - a) Showed that 57 percent of respondents reported increased self-esteem during or after helping others.
 - b) Fifty-four percent said they experienced a “feeling of warmth.”
 - c) Nearly one in three reported increased energy and one in five noted a “high” feeling—perhaps the result of increased endorphins from the helping experience.
- 2) Helping others through a group was found to relate more strongly to health outcomes than helping through individual effort.
- 3) Helping strangers was more positively associated with health than helping family or friends.
- 4) Many respondents reported feeling greater calmness during and after helping.
 - a) One woman reported that doing something nice for someone actually snapped her out of bouts of depression.

- b) Another reported she treated her stress-related headaches by shopping for clothing for needy children.
- 5) Summary:

“Taking time to help may be a basic step to protect health. Stress assaults us: Seventy percent of Americans say there is a lot or some stress in their lives, and 40 percent believe stress has made them sick. Yet only 25 percent volunteer regularly. Those who don’t say they are too busy and are too busy and don’t want to neglect important responsibilities. The health benefits they’re passing up may turn out to be only part of their loss. At this early stage of altruism research, all those selfless people seem to have found ways into a wonderful glow” (Luks, 1988).

Heroism and Social Responsibility

- 1) In the past, “hero” typically applied to a select few.
- 2) The essential core of heroism remains essentially the same, namely, social responsibility—willingness to assume personal responsibility for public problems.
- 3) Assuming social responsibility is to devote one’s energies to improving something in the social environment—in the absence of personal gain from doing so.
- 4) Social responsibility is assumed, not assigned; undertaken rather than imposed. It is a matter of declaration, rather than duty with a total absence of guilt, burden, or blame.

Barriers to Assuming Social Responsibility

- 1) Size of organizations can be intimidating.
 - a) We readily assume that someone must have been assigned a given task.
 - b) Would be easy to walk by a piece of litter on the sidewalk, passing by this small opportunity for assuming social responsibility by telling oneself that the city government hires people to pick up litter.
- 2) It is only a small step next to convince oneself that it’s not my responsibility to pick up the phone and call for help when a neighbor is being robbed, beaten, or even murdered, as was Kitty Genovese a few years ago in New York—while 38 of her neighbors silently watched. None wanted to get involved.
- 3) Another less obvious social influence to avoiding responsibility is the high rate of cynicism, apathy and alienation in America.
 - a) When surrounded by apathy and cynicism, may seem like normal way to be.
 - b) It becomes easy to remain detached, concerned only with self-gain.

LESSON SIXTEEN

“Choosing to Have Less Stress”

- 1) Making profound choices is a simple, but deceptively powerful way to keep stress in check while handling the challenges that life throws at you—whether it’s learning new technology, surviving a merger, or being laid off.
- 2) You make choices independent of how you feel. You gain power by directly addressing what you want or how you want to feel.
- 3) Making choice is a highly effective way to give yourself positive, specific self-talk.

Choosing to Enjoy the Present

Some key statements to use in your self-talk that will help you get back in touch with your present and your potential:

- 1) I choose to relish my days.
- 2) I choose to relish this moment.
- 3) I choose to be fully present to others.
- 4) I choose to fully engage in the activity at hand.
- 5) I choose to proceed at a measured, effective pace.
- 6) I choose to acknowledge all I have.
- 7) I choose to focus on where I am and what I’m doing.
- 8) I choose to acknowledge that this is the only moment I can take action.

Choosing to Master Your Finances

- 1) I choose to easily live within my means.
- 2) I choose to budget my cash resources appropriately.
- 3) I choose to undertake comprehensive cash flow planning.
- 4) I choose to save for the long term.
- 5) I choose to get qualified, professional advice.
- 6) I choose to put away 15 percent of my salary each payday.
- 7) I choose to provide for my retirement.

About Divorce

- 1) I choose to feel good about my decision.
- 2) I choose to have cordial relations with my ex-spouse.
- 3) I choose to be an effective co-parent with my spouse.

- 4) I choose to maintain a healthy outlook about marriage and relationships.
- 5) I choose to easily and equitably divide our assets.
- 6) I choose to reflect on what I've learned.
- 7) I choose to engage in rewarding relationships.
- 8) I choose to successfully remarry.

Choosing to Be Prepared

- 1) I choose to handle difficult circumstances graciously.
- 2) I choose to easily rise to the occasion.
- 3) I choose to maintain calm in the face of a challenge.
- 4) I choose to easily draw upon my resources to resolve tough situations.
- 5) I choose to exhibit clear thinking when under pressure.
- 6) I choose to become adept at on-the-spot problem resolution.
- 7) I choose to easily find the opportunities that come with adversity.
- 8) I choose to master the challenges of my profession.

Choosing to Work Effectively with a Tough Boss

- 1) I choose to respect my boss.
- 2) I choose to acknowledge that my boss is fallible.
- 3) I choose to support my boss in ways that he/she hasn't even articulated.
- 4) I choose to give my boss space.
- 5) I choose to allow my boss the right to occasionally be upset.
- 6) I choose to speak well of my boss to others.
- 7) I choose to stand up for myself when necessary.
- 8) I choose to learn from my boss.
- 9) I choose to have my boss learn from me.
- 10) I choose to form a powerful, effective, professional relationship with my boss.

Choosing to Master a Tough Profession

- 1) Suppose a new procedure is introduced within your department, and you have to learn it in short order.
 - a) You feel scared, burdened, and fatigued.
 - b) You also feel somewhat challenged and curious.
- 2) Instead of resisting the change, experiencing more stress, and not wanting to go to work in the mornings, what choices can you make to yield new approaches to this change?
 - a) I choose to feel equal to the task.
 - b) I choose to be rested and alert.
 - c) I choose to easily absorb the new instructions.
 - d) I choose to feel empowered.

Choosing to Overcome Technology Anxiety

- 1) I choose to readily take action on new ways of doing things.
- 2) I choose to easily identify and resolve resistance to appropriate change.
- 3) I choose to easily discover the opportunities of being on-line.
- 4) I choose to be open to new ways of accomplishing my tasks.
- 5) I choose to feel comfortable with new technology.
- 6) I choose to easily identify technical mentors.
- 7) I choose to fully embrace the new changes.
- 8) I choose to have fun with the new ways of doing things.

Creative Choices to Recurring Stressors

Here are more choices for you, which focus on helping you tackle problems that otherwise seem insurmountable:

- 1) I choose to get started quickly.
 - a) Sometimes, the easiest way to break through a logjam is to get started on something else.
 - b) Or, to tackle what you have been putting off for so long that it has become a two-headed monster.
- 2) I choose to be more carefree.
- 3) I choose to easily share leadership.
 - a) Do you have to lead all the time?
 - b) Who says that you always have to be the one with the bright idea, or decide where the group needs to turn next?
- 4) I choose to be lighthearted.
 - a) If you approach what you do as a sort of game, it can make things easier and less stressful.
 - b) Some people approach their entire lives as if it's a game. They are not whimsical or frivolous; they understand that in the ebb and flow of life, few things transpire that merit depleting one's health or well being.

Success in General

- 1) I choose to feel good about my success.
- 2) I choose to easily capitalize on my success.
- 3) I choose to easily maintain perspective on my success.
- 4) I choose to acknowledge that career success is different from personal happiness.
- 5) I choose to maintain humility.
- 6) I choose to include others in my success.
- 7) I choose to acknowledge those who have made a difference in my life.
- 8) I choose to share the secrets of my success with others.

- 9) I choose to be open to new opportunities for success.
- 10) I choose to acknowledge the accomplishments of others.
- 11) I choose to experience unlimited happiness.
- 12) I choose to fully capitalize on my talents and skills.
- 13) I choose to achieve the utmost in professional excellence.
- 14) I choose to operate with the highest ethical standards.
- 15) I choose to maintain clarity in my work and in my life.
- 16) I choose to be a dynamic person.
- 17) I choose to be widely acknowledged.