

Chapter 02 - Stress: The Constant Challenge

Chapter 02
Stress: The Constant Challenge

Multiple Choice Questions

1. (p. 24) Many college students find themselves in a period
- A. of low stress because they are not yet fully adults.
 - B. during which they can manage their stress easily.
 - C.** that is one of the most stressful of their lives.
 - D. during which stress has little impact on their wellness.

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

2. (p. 24) The term *stress* refers to
- A. an unpleasant situation that disrupts normal activities of daily life.
 - B.** situations that can trigger physical and emotional reactions.
 - C. a physical reaction to fright.
 - D. a return to homeostasis.

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

3. (p. 24-25) Which one of the following is a stressor?
- A.** a bad grade
 - B. sweaty palms
 - C. a rapid pulse
 - D. high fever

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Bloom's Taxonomy: Understand

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

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4. (p. 25) Which of the following systems are responsible for your body's physical response to stressors?

- A. cardiovascular and respiratory
- B. nervous and endocrine**
- C. digestive and lymph
- D. muscular and skeletal

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

5. (p. 25) The autonomic nervous system directly controls all the following EXCEPT the

- A. ability to digest food.
- B. speed of your heart rate.
- C. ability to write.**
- D. level of your blood pressure.

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Bloom's Taxonomy: Understand

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

6. (p. 25) The parasympathetic branch of the autonomic nervous system

- A. is responsible for mobilizing energy sources for use in a crisis.
- B. activates the endocrine system.
- C. is in control when one is frightened or angry.
- D. aids in digestion and promoting growth.**

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

7. (p. 25) The branch of the autonomic nervous system that is activated when a person is exposed to a stressor is the _____ nervous system.

- A. central
- B. somatic
- C. parasympathetic
- D.** sympathetic

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

8. (p. 25) The system of glands, tissues, and cells that helps control body functions by releasing hormones is the

- A. central nervous system.
- B.** endocrine system.
- C. reproductive system.
- D. digestive system.

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

9. (p. 25) During the stress response, which of the following changes does NOT occur as a result of epinephrine being released?

- A. Hearing and vision become more acute.
- B.** Air passages constrict and allow less air into the lungs.
- C. The liver releases more sugar into the blood.
- D. All of the choices are correct.

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Bloom's Taxonomy: Understand

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10. (p. 25-26) Which of the following body reactions is characteristic of the stress response?

- A. Pupils constrict.
- B. Blood pressure increases.**
- C. Body temperature drops.
- D. Heart rate decreases.

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Bloom's Taxonomy: Understand

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

11. (p. 25-26) All of the following are TRUE regarding the fight-or-flight reaction EXCEPT that

- A. it is particularly well suited to coping with modern life.**
- B. it enables us to quickly escape from possible injury.
- C. it prepares our bodies to engage in a physical battle.
- D. it enables our bodies to perceive danger more quickly.

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Bloom's Taxonomy: Understand

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

12. (p. 25) The branch of the autonomic nervous system that slows down the body as it recovers from exposure to a stressor is the _____ nervous system.

- A. central
- B. somatic
- C. parasympathetic**
- D. sympathetic

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

13. (p. 26) Homeostasis is the

- A. state of a body experiencing unmanaged stress.
- B. body's condition during the fight-or-flight reaction.
- C.** state of the body's normal "housekeeping" functions.
- D. response of the body to prolonged exposure to stressors.

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Bloom's Taxonomy: Remember

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Topic Area: Stress Responses

14. (p. 27) Which of the following nervous systems manages your moves as you participate in an exercise class?

- A. autonomic
- B. sympathetic
- C. parasympathetic
- D.** somatic

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Bloom's Taxonomy: Apply

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

15. (p. 27) The sum of cognitive, behavioral, and emotional tendencies refers to one's

- A.** personality.
- B. wellness.
- C. happiness.
- D. intelligence.

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Bloom's Taxonomy: Remember

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Topic Area: Stress Responses

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16. (p. 27) The personality type associated with relaxation and contemplation is

- A. Type A
- B.** Type B
- C. Type C
- D. Type D

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

17. (p. 27) An individual with a Type C personality is characterized by

- A. having a greater tolerance of others.
- B. being contemplative.
- C.** having difficulty expressing emotions.
- D. being controlling.

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

18. (p. 27) A person who suppresses anger and feels hopeless has characteristics of which personality type?

- A. Type A
- B. Type B
- C.** Type C
- D. Type D

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Topic Area: Stress Responses

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19. (p. 27) Which statement about people with hardy personalities is FALSE?

- A. They view stressors as challenges.
- B. They tend to perceive fewer situations as stressful.
- C.** They tend to believe their lives are controlled by outside factors.
- D. They have a commitment to their activities.

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Topic Area: Stress Responses

20. (p. 27) An example of a resilient person would be

- A.** a low-income student graduating from college.
- B. a fit person completing a marathon.
- C. an intelligent person failing an exam.
- D. a person with a disability going undiagnosed.

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Bloom's Taxonomy: Apply

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

21. (p. 27-28) Which of the following influences the way in which an individual responds to stress?

- A. cultural background
- B. past experiences
- C. personality type
- D.** all of these

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Bloom's Taxonomy: Understand

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22. (p. 28) Eustress

- A. is stress triggered by something pleasant.
- B. is much more common than distress.
- C. does not trigger the stress response.
- D. is a specific type of distress.

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Bloom's Taxonomy: Remember

Learning Objective: List common sources of stress

Topic Area: Stress Sources

23. (p. 28) Mohammed just received an F on his term paper. Which type of stress is he likely to experience?

- A. eustress
- B. burnout
- C. distress
- D. chronic stress

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Bloom's Taxonomy: Understand

Learning Objective: List common sources of stress

Topic Area: Stress Sources

24. (p. 28-29) The fight-or-flight reaction occurs during which stage of the general adaptation syndrome?

- A. alarm
- B. resistance
- C. exhaustion
- D. recovery

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Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

25. (p. 28-29) Tom is very anxious about an upcoming exam. He has no appetite, is easily distracted, and has a headache. In what stage of the general adaptation syndrome is Tom?

- A. alarm
- B. acceleration
- C. resistance
- D. exhaustion

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Bloom's Taxonomy: Analyze

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

26. (p. 29) During the resistance stage of the general adaptation syndrome, the body

- A. is in a relaxed state.
- B. responds to the activation of the sympathetic nervous system.
- C. readjusts to establish a new level of homeostasis.
- D. can no longer react effectively to normal life situations.

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Bloom's Taxonomy: Understand

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

27. (p. 29) General exhaustion results when

- A. the fight-or-flight reaction is resolved.
- B. stress-related hormones are secreted.
- C. distress occurs.
- D. a stressor persists over a long period.

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Bloom's Taxonomy: Remember

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

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28. (p. 29) The results of the exhaustion stage of the general adaptation syndrome may include all of the following EXCEPT

- A. maintenance of homeostasis.
- B. chronic illness.
- C. distorted perceptions.
- D. depression.

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Bloom's Taxonomy: Understand

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

29. (p. 29) The long-term wear and tear of the stress response has been termed

- A. persistent eustress.
- B. persistent distress.
- C. maintenance of homeostasis.
- D. the allostatic load.

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Bloom's Taxonomy: Remember

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

30. (p. 29) Psychoneuroimmunology (PNI) is the study of the interaction among all the following systems EXCEPT the _____ system.

- A. nervous
- B. endocrine
- C. immune
- D. respiratory

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Bloom's Taxonomy: Understand

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

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31. (p. 30) Which one of the following character traits is most closely associated with elevated risk of cardiovascular disease?

- A. hostility
- B. excitability
- C. lack of purpose
- D. procrastination

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Bloom's Taxonomy: Understand

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

32. (p. 30) Stress has been found to contribute to which of the following conditions?

- A. depression
- B. schizophrenia
- C. autism
- D. all of these

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Bloom's Taxonomy: Apply

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

33. (p. 31) Which of the following has been linked to unmanaged stress?

- A. menstrual irregularities
- B. nearsightedness
- C. impacted teeth
- D. glaucoma

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Bloom's Taxonomy: Understand

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

34. (p. 31-33) Which of the following statements is FALSE regarding stress?

- A. Positive events are less stressful than negative events.
- B. The college years are often very stressful.
- C. Changes in one's life are significant stressors.
- D. Financial problems are significant stressors.

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Bloom's Taxonomy: Understand

Learning Objective: List common sources of stress

Topic Area: Stress Sources

35. (p. 30) About 90 percent of all headaches are

- A. tension headaches.
- B. migraines.
- C. cluster headaches.
- D. sinus headaches.

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Bloom's Taxonomy: Remember

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

36. (p. 31) The majority of migraine sufferers are

- A. men.
- B. women.
- C. teenagers.
- D. elderly.

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Bloom's Taxonomy: Remember

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

37. (p. 32) Which of the following are common sources of stress for most college students?

- A. academics and time management
- B. children and pets
- C. laundry and dishes
- D. involvement in political causes

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Bloom's Taxonomy: Remember

Learning Objective: List common sources of stress

Topic Area: Stress Sources

38. (p. 32) Which of the following circumstances make normal job stresses worse?

- A. being shut out of decision-making
- B. having a desk job
- C. having a job that requires physical activity
- D. socializing with coworkers

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Bloom's Taxonomy: Remember

Learning Objective: List common sources of stress

Topic Area: Stress Sources

39. (p. 32) New technologies can be

- A. time-savers.
- B. sources of stress.
- C. ways to build connections.
- D. all of these.

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Bloom's Taxonomy: Remember

Learning Objective: List common sources of stress

Topic Area: Stress Sources

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40. (p. 32) Acts of violence, industrial accidents, and intrusive noises are examples of
- A. college stressors.
 - B. social stressors.
 - C. internal stressors.
 - D. environmental stressors.**

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Bloom's Taxonomy: Understand

Learning Objective: List common sources of stress

Topic Area: Stress Sources

41. (p. 33) Unrealistic expectations are a type of _____ stressor.
- A. interpersonal
 - B. internal**
 - C. environmental
 - D. social

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Bloom's Taxonomy: Remember

Learning Objective: List common sources of stress

Topic Area: Stress Sources

42. (p. 33-37) Which of the following would be the LEAST effective strategy for coping with stress?
- A. denying the reality of the stress**
 - B. exercising regularly
 - C. improving time-management skills
 - D. maintaining a social support system

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

43. (p. 34) If you are still emotionally distressed weeks after a tragic event, the most helpful strategy would be to
- A. seek out media coverage of similar events.
 - B. stop sharing your feelings with others.
 - C. consider seeking professional help.
 - D. take a long walk to reduce your anxiety.

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Bloom's Taxonomy: Apply

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

44. (p. 35) Which of the following statements regarding exercise and stress is FALSE?
- A. Exercise enhances one's sense of general well-being.
 - B. Exercise prevents the body from achieving homeostasis.
 - C. Exercise reduces anxiety levels.
 - D. Exercise expends built-up nervous energy.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

45. (p. 35) Which of the following statements regarding exercise and stress is TRUE?
- A. A long walk can help increase blood pressure.
 - B. A brisk 10-minute walk can relax and energize you up to ten hours.
 - C. Three 45-minute walks per week can increase your sense of wellness.
 - D. People who exercise regularly have stronger physical responses to stress.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

46. (p. 41) People who are experiencing stress should avoid or limit caffeine for all of the following reasons EXCEPT that caffeine
- A. raises blood pressure.
 - B. can increase feelings of stress.
 - C. might cause sleeplessness.
 - D.** acts as a sedative.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

47. (p. 36) All of the following occur in non-REM sleep EXCEPT
- A. the release of growth hormone.
 - B. a drop in heart rate.
 - C. slower and more even brain waves.
 - D.** the occurrence of dreams.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

48. (p. 36) Peak concentrations of stress hormones in the bloodstream occur
- A. just before dinner.
 - B. during the mid-day meal.
 - C. just before bedtime.
 - D.** during the final stages of sleep.

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Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

49. (p. 36) Which of the following statements about sleep is TRUE?

- A. Most adults need seven to nine hours of sleep every night to stay healthy.
- B. The body is completely still and relaxed during REM sleep.
- C. Drinking alcohol before bedtime improves a person's sleep.
- D. An increase in total sleep time causes an increase in the level of stress hormones.

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Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

50. (p. 37) A person seeking to overcome procrastination should

- A. avoid thinking about the tasks he or she put off.
- B. do favorite tasks first to build up momentum.
- C. allot as little time as possible to complete tasks.
- D. divide tasks into groups that can be prioritized.

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Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

51. (p. 37) Which of the following statements is the most helpful recommendation regarding the prioritization of tasks?

- A. Prioritize according to how long a task has gone unfinished.
- B. Divide tasks into three groups, and ignore the least important group.
- C. Pay some attention to all tasks, even if it is only a few minutes.
- D. Base priorities on how enjoyable the task is.

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Bloom's Taxonomy: Apply

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

52. (p. 45-46) In terms of time-management strategies, which one of the following is NOT considered helpful for improving efficiency at completing tasks?

- A. aiming for realistic goals
- B. writing down the goals
- C. memorizing the goals
- D. allowing extra time to achieve goals

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

53. (p. 37) All of the following are recommended time-management strategies EXCEPT

- A. setting priorities.
- B. breaking down long-term goals into short-term ones.
- C. avoiding unstructured time.
- D. keeping track of tasks you put off.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

54. (p. 37) Which of the following would NOT be helpful for improving productivity?

- A. Focus on long-term goals only.
- B. Visualize achievement of your goals.
- C. Delegate responsibility.
- D. Say "no" when necessary.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

55. (p. 37) Julio likes to watch television to relax, but he often spends more time doing so than he intends. Now he has a big paper to write. How should he handle his television watching?

- A. Limit his television break to 5-10 minutes.
- B. Avoid turning on the television.**
- C. Watch just a few shows when he needs a break.
- D. Surf the Internet for a few minutes instead.

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Bloom's Taxonomy: Apply

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

56. (p. 38) Which one of the following is a cognitive technique for stress management?

- A. progressive relaxation
- B. yoga
- C. meditation
- D. thinking constructively**

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Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

57. (p. 38-39) Which one of the following is NOT a cognitive technique for stress management?

- A. solving problems
- B. modifying expectations
- C. maintaining positivity
- D. using visualization**

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Bloom's Taxonomy: Understand

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58. (p. 38-39) Laughter does all of the following EXCEPT

- A. aid digestion.
- B. release endorphins.
- C. ease pain.
- D.** increase blood pressure.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

59. (p. 38-39) Laughter may be the best medicine for stress because after a good laugh your

- A. heart rate is increased.
- B.** muscles are relaxed.
- C. blood pressure is increased.
- D. brain suppresses endorphins.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

60. (p. 38-39) Philip is attempting to deal with his stress. Which of the following would NOT be helpful?

- A. thinking and acting constructively
- B. modifying his expectations to achievable levels
- C.** trying to remember as much information as possible
- D. living in the present

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

61. (p. 39) Which one of the following statements about the relaxation response is FALSE?

- A. Metabolism and oxygen consumption are reduced.
- B. Brain waves shift from an alert beta rhythm to a relaxed alpha rhythm.
- C. Blood flow to the brain and skin is reduced.**
- D. It may produce an overall warmth and quiet mental alertness.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

62. (p. 39) Progressive relaxation techniques

- A. involve tensing and then relaxing the muscles in your body.**
- B. increase heart rate.
- C. involve a lot of imagination and willpower.
- D. can be quite complex and difficult to master.

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Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

63. (p. 39) Which one of the following statements about progressive relaxation is TRUE?

- A. It is based on the use of your imagination and your skill at imagery.
- B. It requires no willpower or imagination.**
- C. It increases oxygen consumption to the muscles.
- D. It is the only relaxation technique that also provides cardiovascular benefits.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

64. (p. 39) Which one of the following statements regarding visualization is FALSE?

- A. Visualizing accomplishing a task can help improve performance.
- B. Imagery can be an aid in changing habits.
- C. Imagery can enhance physical performance.
- D. Imagery is a cognitive technique designed to change thinking patterns.**

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

65. (p. 39) Carey would like to use meditation to help her manage her stress. Using this technique is likely to help her

- A. tune out the world, temporarily removing sources of stress.**
- B. rehearse upcoming events so that stress in her life will be reduced.
- C. analyze the stressors in her life more effectively.
- D. visualize the tasks that need to be completely in a more efficient way.

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Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

66. (p. 40) Which of the following stress management techniques emphasizes the use of breathing, stretching, and balance?

- A. meditation
- B. hatha yoga**
- C. visualization
- D. progressive relaxation

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67. (p. 40) Tai chi can be an effective stress reducer as it
- A. teaches students to remain calm and centered.
 - B. is an excellent cardiovascular workout.
 - C. aids the student in working against various stressors.
 - D. is easily self-taught.

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Bloom's Taxonomy: Remember

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68. (p. 41) Biofeedback helps people reduce stress by
- A. removing the internal and external stressors in their lives.
 - B. cleaning the body of toxins.
 - C. increasing their muscle strength and flexibility.
 - D. making them more aware of their levels of physiological arousal.

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69. (p. 41) All of these are considered counterproductive coping strategies EXCEPT
- A. tobacco use.
 - B. drug abuse.
 - C. multivitamin use.
 - D. alcohol use.

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70. (p. 41) The first step in creating a personal plan for managing stress is to

- A. design your plan.
- B.** identify your stressors.
- C. seek professional help.
- D. investigate support groups.

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Bloom's Taxonomy: Understand

Learning Objective: Put together a plan for successfully managing the stress in your life

Topic Area: Stress Management Plan

71. (p. 42) Support groups are typically organized around particular

- A.** issues or problems.
- B. cognitive techniques.
- C. relaxation techniques.
- D. ways of time management.

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Bloom's Taxonomy: Understand

Learning Objective: Put together a plan for successfully managing the stress in your life

Topic Area: Stress Management Plan

True / False Questions

72. (p. 24) The stress response in human being is triggered by a nonspecific agent called a stressor.

TRUE

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Bloom's Taxonomy: Remember

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Topic Area: Stress Responses

73. (p. 24) Stress responses are primarily emotional reactions.

FALSE

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Topic Area: Stress Responses

74. (p. 25) Endorphins are body-produced chemicals that relieve pain in case of injury.

TRUE

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75. (p. 25) The physical responses to a stressor are remarkably consistent from person to person.

FALSE

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76. (p. 27) Type B personalities tend to be schedule driven, competitive, and even hostile.

FALSE

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Bloom's Taxonomy: Remember

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Topic Area: Stress Responses

77. (p. 27) Beth has enrolled in the most difficult course of her college career. Her friend wants to drop the class, but Beth views it as an opportunity for growth. Beth has the trait of hardiness.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Understand

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

78. (p. 27) The three basic types of resiliency center on how individuals respond to stress.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

79. (p. 28) The general adaptation syndrome is believed to be a universal and predictable response pattern to all stressors.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

80. (p. 28) Being promoted to a longed-for but challenging job is an example of an event likely to cause distress rather than eustress.

FALSE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Understand

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

Chapter 02 - Stress: The Constant Challenge

81. (p. 29) The resistance state of the general adaptation syndrome is characterized by symptoms such as distorted perceptions and disorganized thinking.

FALSE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Understand

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

82. (p. 28) Women and men experience stress differently.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Explain what stress is and how people react to it-physically; emotionally; and behaviorally

Topic Area: Stress Responses

83. (p. 29) In general, increased levels of cortisol are linked to a decreased function of the immune system.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Apply

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

84. (p. 30) There is no link between cardiovascular disease and stress.

FALSE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

85. (p. 30) People with more stress tend to have more colds.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Disease

86. (p. 31) Daily hassles such as misplacing your car keys are often greater sources of stress than major life changes.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: List common sources of stress

Topic Area: Stress Sources

87. (p. 32) People who work in rewarding "helping" professions, such as teachers and social workers, are less prone to burnout than are people in other types of professions.

FALSE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: List common sources of stress

Topic Area: Stress Sources

88. (p. 32) Continuous, loud, background music is an example of a social stressor.

FALSE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Apply

Learning Objective: List common sources of stress

Topic Area: Stress Sources

89. (p. 34) Studies have shown that married people live longer than single people (including those who are divorced, widowed, or never married).

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

90. (p. 35) Regular physical activity trains your body to return to homeostasis more quickly after a stressful situation.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

91. (p. 38-39) Smiling can produce changes in the autonomic nervous system.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

92. (p. 41) Alcohol use is a counterproductive coping strategy.

TRUE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

93. (p. 41) Research supports the regular use of marijuana as an effective stress management technique.

FALSE

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Remember

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

Multiple Choice Questions

Sue has been attending college for about a month. During the past week, she has had trouble sleeping, experienced headaches, and had difficulty concentrating, especially when she has an upcoming exam.

94. (p. 32, 45) Sue most likely is experiencing

A. time pressures.

B. test anxiety.

C. interpersonal stress.

D. financial concerns.

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Understand

Learning Objective: List common sources of stress

Topic Area: Stress Sources

95. (p. 37-40) Which of the following strategies would NOT help alleviate Sue's symptoms?

A. ignoring the symptoms, because they will go away with time

B. learning and practicing muscle relaxation

C. devising a study plan

D. practicing deep breathing exercises

Accessibility: Keyboard Navigation

Bloom's Taxonomy: Understand

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

Essay Questions

96. Describe the three stages of the general adaptation syndrome, and give examples of someone experiencing each one.

Answers will vary

Bloom's Taxonomy: Understand
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Disease

97. Explain how overcommitment, procrastination, and boredom negatively impact time management. Identify and explain at least two strategies for dealing with each of these issues and managing time more effectively.

Answers will vary

Bloom's Taxonomy: Analyze
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Stress Management

98. Describe how stress levels can affect the immune system, and give three examples of stress-related health problems that could result from changes in immune system functioning.

Answers will vary

Bloom's Taxonomy: Understand
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Disease

99. List your top three stressors. Detail a plan to lessen each of these stressors using the methods detailed in this chapter.

Answers will vary

Bloom's Taxonomy: Apply

Learning Objective: Put together a plan for successfully managing the stress in your life

Topic Area: Stress Management Plan

100. Carrie constantly finds herself worrying about events that have not happened yet. As a result, she has trouble sleeping and experiences frequent headaches. Describe six cognitive techniques that she could use to help her cope with the stressors that greatly impact her life. Discuss the benefits of each technique, and explain why you have chosen each one.

Answers will vary

Bloom's Taxonomy: Apply

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

101. Select a common college stressor, and describe how it might affect your stress levels. Then choose and explain three possible stress management techniques that you think would be particularly useful for coping with the stressor.

Answers will vary

Bloom's Taxonomy: Apply

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Stress Management

Chapter 02 - Stress: The Constant Challenge

102. Consider your living environment (school, work, or home). List three environmental factors that could increase your stress levels. How can you make each factor less stressful?

Answers will vary

Bloom's Taxonomy: Apply

Learning Objective: Put together a plan for successfully managing the stress in your life

Topic Area: Stress Management Plan