

CHAPTER 2

STRESS: THE CONSTANT CHALLENGE

Multiple Choice

1. Which of the following statements is TRUE regarding stress and the lives of college students?
- A. It is a period of low stress.
 - B. It is a period when stress is easily managed.
 - C. It may be one of the most stressful periods in one's life.
 - D. It is a period where stress will have little impact on your sense of wellness.

Answer: C

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

2. 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.

Answer: B

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

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3. Situations that trigger physical and emotional reactions are termed
- A. stress responses.
 - B. stressors.
 - C. unmanaged stress.
 - D. distress.

Answer: B

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

4. Which one of the following is a stressor?
- A. a bad grade
 - B. sweaty palms
 - C. rapid pulse
 - D. high fever

Answer: A

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

5. 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

Answer: B

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

6. 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. ability to alter your blood pressure.

Answer: C

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7. 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.

Answer: D

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

8. 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

Answer: D

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

9. 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.

Answer: B

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Bloom's Taxonomy: Knowledge

10. During the stress response, the human adrenal glands release
- A. aldosterone.
 - B. epinephrine.
 - C. endorphins.
 - D. norepinephrine.

Answer: B

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

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11. During the stress response, which of the following changes *does not* occur as a result of epinephrine being released?
- A. Your hearing and vision become more acute.
 - B. Your air passages constrict and allow less air into the lungs.
 - C. Your liver releases more sugar into the blood.
 - D. Your hearing and vision become more acute, and your air passages dilate and allow more air into the lungs.
 - E. All of the choices are correct.

Answer: B

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

Topic Area: What is Stress?

Bloom's Taxonomy: Comprehension

12. Which of the following body reactions is characteristic of the stress response?
- A. Your pupils constrict.
 - B. Your blood pressure increases.
 - C. Your body temperature drops
 - D. Your heart rate decreases.

Answer: B

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

Topic Area: What is Stress?

Bloom's Taxonomy: Comprehension

13. All of the following are TRUE regarding the fight-or-flight reaction, EXCEPT
- A. it is a relatively new human adaptation.
 - B. it enables our bodies to prepare quickly escape from an injury.
 - C. it prepares our bodies to engage in a physical battle.
 - D. it enables our bodies to prepare quickly escape from an injury and prepares our bodies to engage in a physical battle.

Answer: A

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

Topic Area: What is Stress?

Bloom's Taxonomy: Comprehension

14. 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

Answer: C

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Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

15. Homeostasis
- A. is a state of unmanaged stress.
 - B. describes the body during the fight-or-flight reaction.
 - C. is a state of normal “housekeeping” functions.
 - D. is the response of the body to prolonged exposure to stressors.

Answer: C

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

16. Once the stressful situation ends, your parasympathetic nervous system
- A. increases heart rate.
 - B. slows breathing.
 - C. slows digestion
 - D. increases perspiration.

Answer: B

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

Topic Area: What is Stress?

Bloom's Taxonomy: Comprehension

17. The somatic nervous system manages
- A. conscious actions.
 - B. emotions.
 - C. the fight-or-flight reaction to a stressor.
 - D. hormones released in response to a stressor.

Answer: A

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

18. Which of the following nervous systems manages your moves as you participate in an exercise class?
- A. autonomic
 - B. sympathetic
 - C. parasympathetic
 - D. somatic

Answer: D

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

Topic Area: What is Stress?

Bloom's Taxonomy: Application

19. The sum of cognitive, behavioral, and emotional tendencies refers to one's
- A. personality.
 - B. wellness.
 - C. happiness.
 - D. ability to succeed in life.

Answer: A

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

20. The personality type associated with relaxation and contemplation is
- A. Type A
 - B. Type B
 - C. Type C
 - D. Type D

Answer: B

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21. 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.

Answer: C

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Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

22. 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

Answer: C

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Bloom's Taxonomy: Knowledge

23. 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 feel at least partly in control of their lives.

Answer: C

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Bloom's Taxonomy: Comprehension

24. 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.

Answer: A

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Topic Area: What is Stress?

Bloom's Taxonomy: Application

25. The way in which an individual responds to stress is influenced by
- biological predispositions.
 - past experiences.
 - current circumstances.
 - personality type.
 - All of these influence the way an individual response to stress.
- Answer: E**
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Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Comprehension
26. According to the American Psychological Association, the percentage of adult Americans who suffer from stress-related health problems is between
- 40 and 50 percent.
 - 50 and 60 percent.
 - 60 and 70 percent.
 - 70 and 80 percent.
- Answer: A**
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Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
27. GAS is an acronym for
- genetically alleviated stress.
 - growth adjustment of stress.
 - general adaptation syndrome.
 - general acceleration due to stress.
- Answer: C**
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Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
28. Eustress
- is stress that is triggered by something pleasant.
 - is much more common than distress.
 - does not trigger the stress response.
 - is a specific type of distress.
- Answer: A**
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Learning Objective: List common sources of stress
Topic Area: List common sources of stress
Bloom's Taxonomy: Knowledge
29. Mohammed just received an F on his term paper. Which type of stress is he likely to experience?
- eustress

- B. malstress
- C. distress
- D. unmanaged stress

Answer: C

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Learning Objective: List common sources of stress

Topic Area: List common sources of stress

Bloom's Taxonomy: Comprehension

30. The fight-or-flight reaction occurs during which stage of the general adaptation syndrome?
- A. alarm
 - B. resistance
 - C. exhaustion
 - D. recovery

Answer: A

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

31. 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

Answer: A

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Analysis

32. 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.

Answer: C

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

33. 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 of time.

Answer: D

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Knowledge

34. Which one of the following is NOT a stage of the general adaptation syndrome?
- A. alarm
 - B. acceleration
 - C. resistance
 - D. exhaustion

Answer: B

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

35. The result of the exhaustion stage of the general adaptation syndrome may include all of the following, EXCEPT
- A. maintenance of homeostasis.
 - B. death.
 - C. distorted perceptions.
 - D. disorganized thinking.

Answer: A

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

36. The long-term wear and tear of the stress response has been termed
- A. eustress.
 - B. distress.
 - C. homeostasis.
 - D. the allostatic load.

Answer: D

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Knowledge

37. Which one of the following has been linked to a high allostatic load?
- A. obesity
 - B. hypertension
 - C. reduced immune function
 - D. obesity and hypertension
 - E. All of these choices are correct.

Answer: E

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

38. Which of the following statements is FALSE regarding a high allostatic load?

- A. A high allostatic load is linked with physical wellness.
- B. A high allostatic load is linked with hypertension.
- C. A high allostatic load is linked with obesity.
- D. A high allostatic load is linked with heart disease.

Answer: A

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

39. Which of the following is a hormone involved in the regulation of mood and social interaction?
- A. insulin
 - B. glucagon
 - C. cholecystokinin
 - D. oxytocin

Answer: D

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Knowledge

40. Psychoneuroimmunology (PNI) is the study of the interaction among all the following systems, EXCEPT the _____ system.
- A. nervous
 - B. endocrine
 - C. immune
 - D. respiratory

Answer: D

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

41. Shauna should expect all of the following to happen when she is stressed, EXCEPT
- A. an increase in heart rate.
 - B. increased secretion by the pancreas
 - C. an increase in blood pressure.
 - D. an increased risk of developing cardiovascular disease.

Answer: B

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

Topic Area: What is Stress?

Bloom's Taxonomy: Comprehension

42. Which one of the following characteristics is most closely associated with elevated risk of cardiovascular disease?
- A. hostility
 - B. excitability
 - C. lack of purpose

D. procrastination

Answer: A

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

43. Stress has been found to contribute to which of the following psychological problems?

A. depression

B. post-traumatic stress disorder

C. eating disorders

D. depression and eating disorders

E. All of the choices are correct.

Answer: E

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Application

44. Which one of the following has NOT been linked to unmanaged stress?

A. psychological problems

B. pregnancy complications

C. digestive problems

D. glaucoma

Answer: D

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

45. Which of the following statements is FALSE regarding stress?

A. Positive events are less stressful than negative events.

B. The college years are often one of the most stressful periods of a person's life.

C. Changes in one's life are significant stressors.

D. Financial problems are significant stressors.

Answer: A

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Learning Objective: List common sources of stress

Topic Area: Common Sources of Stress

Bloom's Taxonomy: Comprehension

46. The primary determinant of the health consequences of stress is

A. whether it is emotional or physical stress.

B. whether it is pleasant or unpleasant stress.

C. how long the stress has been present.

D. how the individual responds to the stress.

Answer: D

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Knowledge

47. About 90 percent of all headaches are
- A. tension headaches.
 - B. migraines.
 - C. cluster headaches.
 - D. sinus headaches.

Answer: A

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Knowledge

48. The majority of migraine sufferers are
- A. men.
 - B. women.
 - C. teenagers.
 - D. elderly.

Answer: B

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Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Knowledge

49. According to your text, 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

Answer: A

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

50. Americans rate _____ as a key source of stress in their lives.
- A. work
 - B. daily hassles
 - C. children
 - D. sexual problems

Answer: A

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Learning Objective: List common sources of stress

Topic Area: Common Sources of Stress

Bloom's Taxonomy: Knowledge

51. New technologies can be
- A. time-savers.
 - B. new sources of stress.
 - C. new sources of lessening stress.
 - D. all of the above.

Answer: D

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Learning Objective: List common sources of stress

Topic Area: Common Sources of Stress

Bloom's Taxonomy: Knowledge

52. Acts of violence, industrial accidents, and intrusive noises are examples of
- A. external stressors.
 - B. social stressors.
 - C. internal stressors.
 - D. environmental stressors.

Answer: D

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Learning Objective: List common sources of stress

Topic Area: Common Sources of Stress

Bloom's Taxonomy: Analysis

53. Unrealistic expectations are a type of _____ stressor.
- A. interpersonal
 - B. internal
 - C. environmental
 - D. social

Answer: B

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Learning Objective: List common sources of stress

Topic Area: Common Sources of Stress

Bloom's Taxonomy: Knowledge

54. Which of the following would be the LEAST effective strategy for coping with stress?
- A. denying the reality of the stress
 - B. exercising
 - C. improving time-management skills
 - D. maintaining a strong social support system

Answer: A

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

55. If you are still emotionally distressed weeks after a tragic event,
- A. that is normal; give yourself more time.
 - B. consider sharing your feelings with others.
 - C. consider seeking professional help.
 - D. take a long walk to reduce your anxiety

Answer: C

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Application

56. Which of the following statements is FALSE regarding exercise and its ability to help manage stress?
- A. Exercise enhances one's sense of general well-being.
 - B. Exercise reduces energy levels.
 - C. Exercise reduces anxiety levels.
 - D. Exercise decreases tension.

Answer: B

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

57. Which of the following statements is TRUE regarding exercise and its ability to help manage stress?
- 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 react with stronger physical stress responses.

Answer: C

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

58. Exercise can
- A. increase your blood pressure.
 - B. become another stressor in a highly stressed life.
 - C. improve your sense of wellness.
 - D. B and C

Answer: D

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

59. Which of the following is NOT a reason why one should avoid or limit caffeine as a stress management technique?
- A. Caffeine is mildly addictive.
 - B. Caffeine is associated with irritability.
 - C. Caffeine might cause sleeplessness.
 - D. Caffeine acts as a sedative.

Answer: D

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

60. 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.

Answer: D

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

61. Peak concentrations of the levels of stress hormones in the bloodstream occur

- A. just before dinner.
- B. just after lunch.
- C. just before bedtime.
- D. during the final stages of sleep.

Answer: D

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

62. Which of the following is TRUE regarding sleep?

- A. Most adults need seven to nine hours of sleep every night to stay healthy and perform at their best.
- B. The body is completely still and relaxed during REM sleep.
- C. The more sleep you get, the lower your stress levels.
- D. An increase in total sleep time causes an increase in the level of stress hormones.

Answer: A

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

63. If you are bothered by insomnia, you may try

- A. going to bed at the same time and getting up at the same time seven days per week.
- B. taking several naps during the day.
- C. exercising just before bedtime to ensure fatigue.
- D. all of the above.

Answer: A

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Application

64. The biggest single time-management problem for most people is

- A. procrastination.
- B. list writing.
- C. goal setting.
- D. overconfidence.

Answer: A

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

65. According to your text, a person seeking to overcome procrastination should
- avoid asking others for help.
 - do favorite tasks first to build up momentum.
 - make narrow time frames to complete tasks.
 - divide tasks into groups that can be prioritized.
- Answer: D**
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Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge
66. Which one of the following statements reflects your text's recommendations regarding the prioritization of tasks?
- Tasks should be divided into two groups: hard and easy.
 - Tasks should be divided into three groups, and you should ignore the least important group.
 - Some attention should be paid to all tasks, even if it is only a few minutes.
 - Priorities should be based on whether or not you like performing the task.
- Answer: B**
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Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Application
67. In terms of time-management strategies, which one of the following is NOT considered helpful to you in improving your efficiency at completing your tasks?
- aiming for realistic goals
 - writing down your goals
 - memorizing your goals
 - allowing more time to achieve your goals than you actually expect them to take
- Answer: C**
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Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Comprehension
68. All of the following are recommended by your text as time-management strategies, EXCEPT
- setting priorities.
 - breaking down long-term goals into short term ones.
 - avoiding unstructured time.
 - keeping track of tasks you put off.
- Answer: C**
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Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Comprehension
69. Which of the following would NOT be helpful to you in attempting to improve your productivity?
- Focus on long-term goals only.

- B. Visualize achievement of your goals.
- C. Delegate responsibility.
- D. Say “no” when necessary.

Answer: A

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom’s Taxonomy: Comprehension

70. Because watching television is usually a “time sink” while you are on a deadline, it is wise to
- A. limit your television break to 5-10 minutes.
 - B. avoid turning on the television.
 - C. realize you need a break and just watch a few shows.
 - D. surf the Internet for a few minutes instead.

Answer: B

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom’s Taxonomy: Application

71. Which one of the following is a cognitive technique for stress management?
- A. progressive relaxation
 - B. imagery
 - C. meditation
 - D. thinking constructively

Answer: D

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom’s Taxonomy: Knowledge

72. Which one of the following is NOT a cognitive technique for stress management?
- A. solving problems
 - B. setting moderate expectations
 - C. maintaining positivity
 - D. using imagery

Answer: D

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom’s Taxonomy: Comprehension

73. Laughter does all of the following, EXCEPT
- A. aid digestion.
 - B. increase pulse rate.
 - C. ease pain.
 - D. increases blood pressure.

Answer: D

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

74. 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. stress levels return to their pre-laughter level.

Answer: B

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

75. A helpful behavior in dealing with stressful situations is to
- A. keep a mental log of past mistakes and errors as an instant reference.
 - B. cultivate the ability to laugh at yourself.
 - C. attempt to fulfill others' expectations.
 - D. work hard so that you can play hard.

Answer: B

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

76. Philip is attempting to deal with his stress. Which of the following would NOT be helpful?
- A. thinking and acting constructively
 - B. keeping his expectations at moderate and achievable levels
 - C. trying to remember as much information as possible
 - D. living in the present

Answer: C

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

77. Which one of the following statements is FALSE regarding the relaxation response?
- 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. You may feel an overall warmth and quiet mental alertness.

Answer: C

Page(s): 50

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

78. 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.

Answer: A

Page(s): 50

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

79. Which one of the following statements is TRUE of progressive relaxation?
- 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 permits you to achieve cardiovascular fitness benefits.

Answer: B

Page(s): 50

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

80. Progressive relaxation is best described by which one of the following statements?
- A. It is a mental exercise that requires special training to address stress.
 - B. It is a form of cognitive development.
 - C. It is a process that uses simple tensing and relaxing of muscles.
 - D. It is an aerobic exercise.

Answer: C

Page(s): 50

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

81. Which one of the following statements is FALSE regarding imagery?
- A. Visualizing you performing 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 typical patterns of thinking.

Answer: D

Page(s): 51

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

82. Carey would like to use meditation to help her manage her stress. Which of the following is likely to happen as a result of her use of this technique?
- A. It will help her tune out the world, temporarily removing sources of stress.
 - B. It will help her rehearse upcoming events so that stress in her life will be reduced.
 - C. It will help her to analyze the stressors in her life more effectively.
 - D. It will help her visualize her tasks that need to be completed in a more efficient way.

Answer: A

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Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

83. A stress management technique that focuses primarily on your breathing pattern is called
- hatha yoga.
 - deep breathing.
 - t'ai chi ch'uan.
 - laughter.

Answer: B

Page(s): 52

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

84. Which of the following stress management techniques emphasizes the use of breathing, stretching, and balance?
- meditation
 - hatha yoga
 - visualization
 - progressive relaxation

Answer: B

Page(s): 52

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

85. Tai chi can be an effective stress reducer as it
- teaches students to remain calm and centered.
 - is an excellent cardiovascular workout.
 - aids the student in working against various stressors.
 - is easily self-taught.

Answer: A

Page(s): 52

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

86. Biofeedback helps people reduce stress by
- removing internal and external stressors.
 - cleaning the body of toxins.
 - increasing muscle strength and flexibility.
 - enabling them to become more aware of their levels of physiological arousals.

Answer: D

Page(s): 52-53

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

87. All of these are considered counterproductive coping strategies, EXCEPT
- tobacco use.
 - drug abuse.
 - use of a multivitamin.
 - alcohol use.

Answer: C

Page(s): 53

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension

88. Approximately _____ of Americans use food as a coping device against stress.
- A. 20 to 30 percent
 - B. 30 to 40 percent
 - C. 40 to 50 percent
 - D. more than 50 percent

Answer: A

Page(s): 53

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

89. 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.

Answer: B

Page(s): 54

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

Topic Area: Creating a Personal Plan For Managing Stress

Bloom's Taxonomy: Analysis

True/False

90. A stressful situation would be one an individual perceives as challenging.

Answer: False

Page(s): 32

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

91. The stress response in the human being is triggered by a nonspecific agent called a stressor.

Answer: True

Page(s): 32

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

92. Responses to stressors include physical and emotional behavioral responses.

Answer: True

Page(s): 32

- Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally**
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
93. The parasympathetic division of the autonomic nervous system initiates the stress response.
Answer: False
Page(s): 33
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
94. Endorphins are body-produced chemicals that relieve pain in case of injury.
Answer: True
Page(s): 33
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
95. Homeostasis is the body's state of normalcy.
Answer: True
Page(s): 34
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
96. The fight-or-flight response prepares the body for physical action regardless of whether action is needed.
Answer: True
Page(s): 35
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
97. The physical response to a stressor has little variance in intensity from person to person.
Answer: False
Page(s): 35
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
98. The physical response to taking a final exam varies in intensity from student to student.
Answer: True
Page(s): 35
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally

Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge

99. Careful planning and preparation can help make academic stressors more predictable and manageable.

Answer: True

Page(s): 35

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge

100. A stressful situation would be one an individual perceives as exceeding her ability to cope.

Answer: True

Page(s): 35

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

101. The somatic nervous system is largely under conscious control.

Answer: True

Page(s): 36

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

102. Type B personalities tend to be schedule driven, competitive, and even hostile.

Answer: False

Page(s): 36

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

103. People with Type C personalities tend to have no difficulty expressing emotion.

Answer: False

Page(s): 36

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

104. Individuals with psychological hardiness view stressors as opportunities for growth.

Answer: True

Page(s): 36

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

Topic Area: What is Stress?

Bloom's Taxonomy: Knowledge

105. The three basic types of resiliency center on how individuals respond to stress.
Answer: True
Page(s): 36
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
106. An individual's cultural background plays no part in her or his reaction to a stressor.
Answer: False
Page(s): 37
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
107. The culturally expected pattern of behaviors and attitudes based on one's gender is known as gender role.
Answer: True
Page(s): 37
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
108. Physical, emotional, and behavioral responses to stressors are intimately related.
Answer: True
Page(s): 37-38
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
109. The general adaptation syndrome is believed to be a universal and predictable response pattern to all stressors.
Answer: True
Page(s): 38
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
110. The more intense an emotional response to a stressor, the stronger the physical response will be.
Answer: True
Page(s): 40
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
111. Eustress is linked with negative stressors.

- Answer: False**
Page(s): 38
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
112. Distress is linked with positive stressors.
Answer: False
Page(s): 38
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
113. The resistance state of the general adaptation syndrome is characterized by symptoms such as distorted perceptions and disorganized thinking.
Answer: False
Page(s): 38
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Comprehension
114. The fight-or-flight reaction occurs during the exhaustion stage of the general adaptation syndrome.
Answer: False
Page(s): 38
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Analysis
115. Women and men experience stress differently.
Answer: True
Page(s): 38
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
116. Psychoneuroimmunology (PNI) is the study of the relationship between one's mental health and immune system.
Answer: False
Page(s): 39
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
117. In general, increased levels of cortisol are linked to a decreased function of the immune system.
Answer: True
Page(s): 39
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health

Bloom's Taxonomy: Application

118. There is no link between cardiovascular heart disease and stress.
Answer: False
Page(s): 39
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
119. There is very little research linking stress to psychological problems such as depression and panic attacks.
Answer: False
Page(s): 40
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
120. There is a strong link between psychological disorders and stress.
Answer: True
Page(s): 40
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
121. People with more stress tend to have more colds.
Answer: True
Page(s): 40
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
122. Insomnia, headaches, and digestive problems may be caused by uncontrolled stress.
Answer: True
Page(s): 40
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
123. There is evidence to support the idea that major changes in a person's life contribute to illness.
Answer: True
Page(s): 40
Learning Objective: Describe the relationship between stress and disease
Topic Area: Stress and Health
Bloom's Taxonomy: Knowledge
124. Daily hassles such as misplacing your car keys are often greater sources of stress than major life changes.
Answer: True
Page(s): 41
Learning Objective: List common sources of stress

Topic Area: Common Sources of Stress

Bloom's Taxonomy: Knowledge

125. 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.
Answer: False
Page(s): 41-42
Learning Objective: List common sources of stress
Topic Area: Common Sources of Stress
Bloom's Taxonomy: Knowledge
126. Continuous, loud, background music is an example of a social stressor.
Answer: False
Page(s): 42
Learning Objective: List common sources of stress
Topic Area: Common Sources of Stress
Bloom's Taxonomy: Application
127. The ability to trust others is an effective coping behavior.
Answer: True
Page(s): 44
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
128. People who have an effective support system seem to be better insulated against the effects of some diseases.
Answer: True
Page(s): 44
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge
129. Studies have shown that married people live longer than single people (including those who are divorced, widowed, or never married).
Answer: True
Page(s): 44
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge
130. Ineffective behavioral responses to stressors may include talking or laughing.
Answer: False
Page(s): 44
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge

131. A person can develop post-traumatic stress disorder by simply watching tragic events on television.
Answer: True
Page(s): 43
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Comprehension
132. Regular physical activity can reduce various aspects of stress.
Answer: True
Page(s): 44
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge
133. Regular physical activity trains your body to return to homeostasis more quickly after a stressful situation.
Answer: True
Page(s): 44
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge
134. Caffeine consumption is associated with lower levels of cortisol.
Answer: False
Page(s): 46
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Comprehension
135. Lack of sleep can be both a cause and effect of excess stress.
Answer: True
Page(s): 46-47
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Analysis
136. Lack of sleep can cause an increase in the level of stress hormones.
Answer: True
Page(s): 46-47
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge
137. Over half the adults in the United States suffer from insomnia.
Answer: True
Page(s): 47
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge

138. Laughing is an effective behavioral response to stress.
Answer: True
Page(s): 50
Learning Objective: Explain what stress is and how people react to it – physically, emotionally, and behaviorally
Topic Area: What is Stress?
Bloom's Taxonomy: Knowledge
139. Smiling can produce changes in the autonomic nervous system.
Answer: True
Page(s): 50
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge
140. During the relaxation response, heart rate, breathing, and metabolism slow down.
Answer: True
Page(s): 50
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge
141. A counterproductive coping strategy is alcohol use.
Answer: True
Page(s): 53
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge
142. Research supports the regular use of marijuana as an effective stress management technique.
Answer: False
Page(s): 53
Learning Objective: Describe techniques for preventing and managing stress
Topic Area: Managing Stress
Bloom's Taxonomy: Knowledge

Situation

Sue has been attending college for about a month. During the past week, she has been having trouble sleeping, experiencing headaches, and is having trouble concentrating, especially when she has an upcoming test.

143. Sue most likely is experiencing
- A. eustress.
 - B. test anxiety.
 - C. depression.
 - D. burnout.
- Answer: B**
Page(s): 57
Learning Objective: List common sources of stress

Topic Area: Common Sources of Stress
Bloom's Taxonomy: Comprehension

144. A lack of sleep can be both a cause and an effect of stress. In order to overcome insomnia, Sue should consider
- A. taking a nap when she feels tired.
 - B. exercising just before going to bed to release excess stress.
 - C. using her bed only for sleeping, not for studying.
 - D. sleeping in on weekends.

Answer: C

Page(s): 47

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Application

145. 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. practice deep breathing exercise during stressful times

Answer: A

Page(s): 47

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Common Sources of Stress

Bloom's Taxonomy: Comprehension

Short Essay

146. Describe the three stages of the general adaptation syndrome, and give examples that support each.

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

147. List and explain the three common factors that negatively impact time management. Give three characteristics that are representative of each factor and at least two strategies for managing time more effectively.

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge; Analysis

148. 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.

Learning Objective: Describe the relationship between stress and disease

Topic Area: Stress and Health

Bloom's Taxonomy: Comprehension

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

Learning Objective: List common sources of stress; Put together a plan for successfully managing the stress in your life

Topic Area: Common Sources of Stress; Creating a Personal Plan For Managing Stress
Bloom's Taxonomy: Knowledge; Synthesis

150. Carrie constantly finds herself worrying about events that haven't 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 stressors that greatly impact her life. Discuss the benefits of each technique, and explain why you chose each one. .

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Knowledge; Analysis

151. Select a common college stressor, and describe how it would 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.

Learning Objective: Describe techniques for preventing and managing stress

Topic Area: Managing Stress

Bloom's Taxonomy: Comprehension; Analysis

152. 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?

Learning Objective: List common sources of stress

Topic Area: Common Sources of Stress

Bloom's Taxonomy: Knowledge; Synthesis