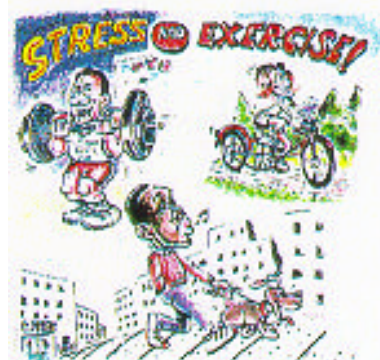


Targeting Health  
Stress Management  
TG 225



U.S. Army Center for Health Promotion and Preventive Medicine



REPLY TO  
ATTENTION OF

DEPARTMENT OF THE ARMY  
U.S. ARMY CENTER FOR HEALTH PROMOTION AND PREVENTIVE MEDICINE  
5158 BLACKHAWK ROAD  
ABERDEEN PROVING GROUND, MARYLAND 21010-5422

MCHB-DC-H

14 July 1997

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: *Targeting Health: Stress Management*

1. The U.S. Army Center for Health Promotion and Preventive Medicine (USACHPPM) is pleased to present *Targeting Health: Stress Management*, an educational package and training guide developed by the Directorate of Health Promotion and Wellness. This package will increase soldiers and other beneficiaries' general awareness of stress and its impact on health and readiness, and will teach participants how to manage stress effectively.
2. In response to the Department of the Army Top Five (5) Health Promotion Goals, a multidisciplinary team of health care providers developed this package. It is the first *Targeting Health* promotion publication from USACHPPM making available current, military-relevant health promotion programs to health promotion coordinators and unit or organization training officers in a format that is adaptable to their unique organizational needs.
3. I encourage you to incorporate this ready-to-teach resource into your health promotion activities. This package can be used in a variety of ways. Individuals concerned with managing stress in their lives can use it as a workbook. It can be presented in small or large groups by individuals who do not have in-depth knowledge about stress management. Installations can use it to address stress-related concerns on a broad organizational basis. Our hope is that the thoroughness of this package will increase the unit or organizational training officers', noncommissioned officers' and health promotion coordinator's ability to reach the population they serve.
4. *Targeting Health: Stress Management* has an evaluation component to determine the program's effectiveness in terms of process, outcome, and impact. This lets us know if we have hit the *target!* Please return the evaluation sheets at the end of each lesson to help us determine the usefulness of this package. Refer additional comments or questions regarding *Targeting Health: Stress Management* to Commander, USACHPPM, ATTN: MCHB-DC-HBH, 5158 Blackhawk RD, Aberdeen Proving Ground, MD 21010-5422, DSN 584-4656 or Commercial (410) 671-4656 or 1-800-222-9698.

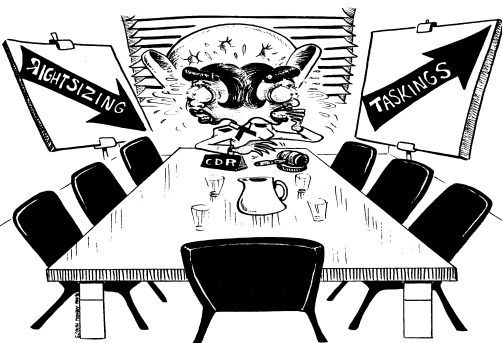
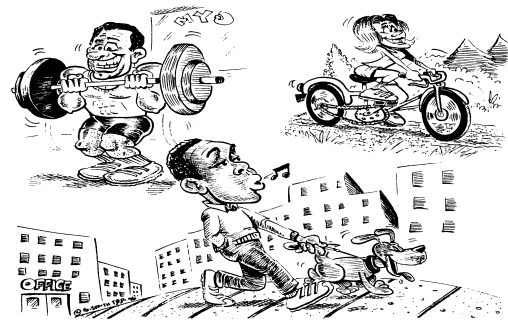
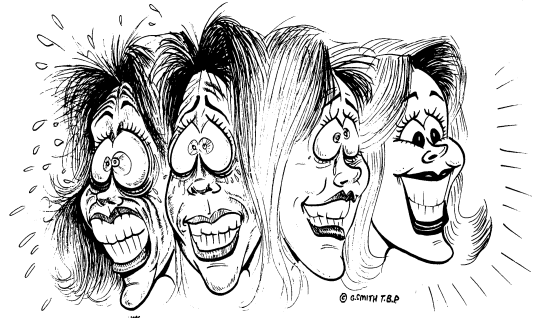
FOR THE COMMANDER

Encl

Joan P. Eitzen  
LTC, AN  
Director, Health Promotion and Wellness

***Readiness thru Health***

# Targeting Stress Workbook



# Targeting Health: Stress Management

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# The U.S. Army Center for Health Promotion and Preventive Medicine

Brigadier General Patrick D. Sculley  
Commander

The U.S. Army Center for Health Promotion and Preventive Medicine (USACHPPM) is heir to the legacy of the Army Industrial Hygiene Laboratory (AIHL), which was established in 1942 to conduct occupational health surveys and investigation within the Department of Defense's industrial production base. This organization proved to be beneficial to America's World War II efforts.

In 1960, environmental health activities were added to the occupational health mission of AIHL to create the U.S. Army Environmental Hygiene Agency (AEHA). The AEHA developed an internal reputation for quality environmental and occupational health services, such as consultations, investigations, and training, which were available to the Army, Department of Defense, and other Federal agencies when directed by the U.S. Army Medical Command or the Office of The Surgeon General. The AEHA was reengineered into the U.S. Army Center for Health Promotion and Preventive Medicine in August 1994, and became fully functional in October 1995.

CHPPM is composed of military personnel, Government civilian employees and contractors, all working together in support of multiple and cross-functional preventive medicine functions. As a multi-disciplined organization, we are able to share ideas and analyze issues from many technical disciplines, efficiently and cost effectively. CHPPM is headquartered at Aberdeen Proving Ground, Maryland, with subordinate

commands in Landstuhl, Germany, and Sagami, Japan. We also maintain Direct Support Activities at three locations across the United States: Fort Meade, Maryland; Fort McPherson, Georgia; and the U.S. Army Garrison -Fitzsimons, Colorado.

Through these regionally based commands, CHPPM is able to enhance our attention and response to customer needs. Our team of professionals provides worldwide scientific expertise and services in the areas of—

- Health Promotion and Wellness
- Clinical Preventive Medicine
- Deployment Medical Surveillance
- Environmental Health Engineering
- Epidemiology and Disease Surveillance
- Laboratory Sciences
- Occupational Health Sciences
- Toxicology
- Field Operations and Readiness

## Additional Information:

### **World Wide Web Address:**

<http://chppm-www.apgea.army.mil>

### **General Information:**

1-800-222-9698

### **Office of the Commander:**

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DA PAM 600-63-10, *Fit to Win: Stress Management*

DOD and Healthy People 2000 Objectives



Use of trademarked names does not imply endorsement by the U.S. Army but is intended only to assist in identification of a specific product.

# Targeting Health Stress Management



## Overview

This training package is designed with you in mind. Whether you are an officer or enlisted, a service member or civilian, management or non-management, managing stress is central in coping with today's fast paced environment. If you are looking for ways to reduce your stress at home or at work, personally or within your organization, this stress management package is for you! You can tailor this package to personal study, group presentations, individual assistance, or organizational/installation impact.

Use the *Targeting Health: Stress Management* package —

- As a workbook for individuals concerned with managing stress in their lives.
- In small or large groups by instructors who do not have in-depth knowledge about stress management.
- For installations when addressing stress-related concerns on a broad organizational basis.

This package has three major sections arranged in a flexible binder format. The three sections are —

**I: Targeting Stress Workbook**

**II: Resource Package**

**III: Guide to Installation Stress Management**

Provided materials are camera-ready copies to be used for handouts and overheads. In addition, the materials are available in digital form to allow for modification to suit your organization's needs (please visit USACHPPM's home page at <http://chppm-www>).



# Section I:

## Targeting Stress Workbook

The *Targeting Stress Workbook* consists of two parts —

**Part A** contains four stress management lessons. Each lesson includes an announcement flyer, lesson text, overheads, handouts, and a sign-in sheet. All materials are freely reproducible. There are two quizzes per lesson to help participants assess their initial understanding of the topic area and subsequent learning. Finally, a feedback form is provided to help assess lesson presentation and to suggest improvements in the lesson materials. The four lessons are —

Lesson 1: Targeting Stress--An Introduction  
Lesson 2: Personal Stress Management  
Lesson 3: Work-Place Stress  
Lesson 4: Stress on the Home Front

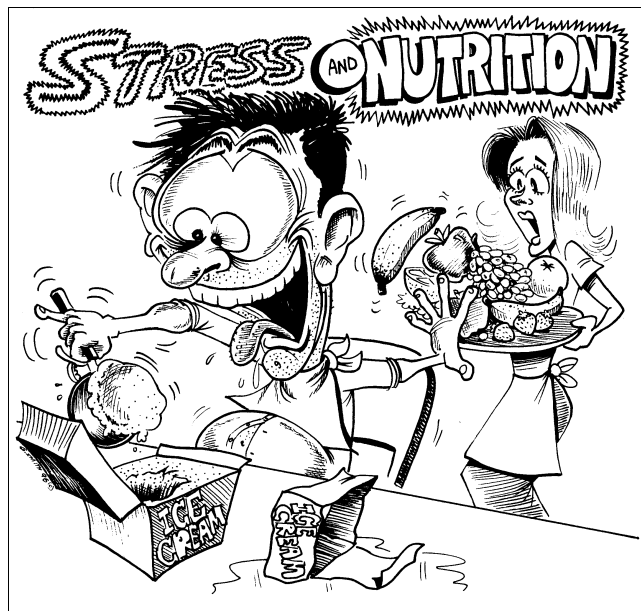
**Part B** contains four articles on the following topics of interest within the field of stress management.

## The Nutrition and Stress Connection

“The way we eat will not only influence our physical and emotional health but will also play a leading role in scores of other maladies--everything from lack of concentration to wrinkles”

--Anonymous

“Garbage In, Garbage Out” is a common adage in this computer age. However, it also applies to the human brain. Read this special article to learn how the foods we eat affect how we think. Then discover how you can improve the quality of your mental functioning through good nutrition.





## Exercise and Stress



Exercise is the most widely recommended form of treatment for relieving the effects of stress and depression. This special article focuses on countering the effects of stress and the physical demands of war through physical fitness training. Read on to discover how physical activity is a potent way of preventing and treating stress-related disorders. So, *burn off some steam* and reap benefits beyond beefy biceps.

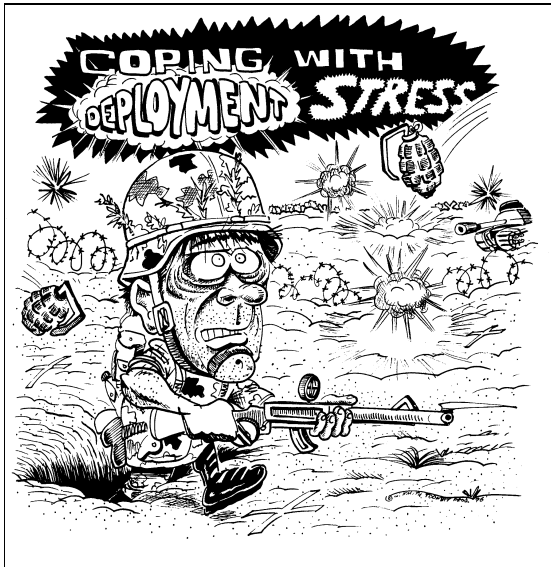
## Stress Management: A Guide for Senior Leaders\*

Written by the Army Physical Fitness Research Institute (APFRI), U.S. Army War College; this special article offers help to senior leaders who deal with unique (and not so unique) stressors (Harig, P., Halle, J., Mosier, R., Reagan, J., & Richardson, M., 1995). Senior leaders are in some cases better able to cope with stress based on their developed social and coping skills. However, senior leaders face increased levels of stress that demand refining their skills in stress management. This article provides current research, tips for executive stress reduction, and exhortations from a great former military leader to “make a studied business of relaxing and taking things easy....”



\*Adapted from the book, *Executive Wellness*, available on-line from the Army Physical Fitness Research Institute (APRFRI), U.S. Army War College, Carlisle Barracks, PA at <http://carlisle-www.army.mil/apfri/>

## Stress and Combat Performance



This article provides guidance on managing stress in extreme conditions, tips on recognizing and preventing combat stress reactions and post-traumatic stress disorders, as well as information on healthy and normal combat stress reactions.

The source for this topic was Field Manual 22 - 51, *Leaders' Manual for Combat Stress*, Chapter 2 (Department of the Army, September 1994). To obtain copies of FM 22-51, contact your local Publications Department.

## Section II: Resource Package

This Resource Package puts ready-to-teach materials in your hands. The handouts, overheads, and flyers can be used not only in the classroom but as payroll stuffers, mailouts, bulletin board notices, resource library materials, etc. The materials are in hard copy form and available in digital form. The materials were created in Microsoft Word 6.0™ and PowerPoint 4.0™ and supplemented with reproducible, commercially available materials.

You may customize or modify this package and the presentation materials to fit your program needs. You may modify the commercially-supplied pages by including your program logo and program specific information as long as you retain the originator's name (for example, Parlay International or American Heart Association, Inc.).

Microsoft Word 6.0 and PowerPoint 4.0 are registered trademarks of the Microsoft Corporation, One Microsoft Way, Redmond, Washington 98052-6399

This Resource Package contains three parts —

- A: Presenting *Targeting Stress*
- B: Keeping on Target
- C: Evaluating *Targeting Stress*

**Part A: Presenting *Targeting Stress*** will increase general awareness of stress and its impact on health by providing flyers, posters, newspaper articles, public service announcements for TV and radio, and electronic mail messages. Such awareness -building materials are cost efficient ways to reach the greatest number of people in your organization. The goal behind these efforts is to make people aware of the effects of stress in their lives and the importance of learning to manage stress effectively.

**Part B: Keeping on Target** provides resource materials and suggested activities to motivate people to make changes in the way they manage stress and begins educating them on how to make those changes. Additional resources available through other military or non -profit organizations are also identified.

Generally, these activities require some commitment from the participants and are usually higher in per person cost. In return, they can lead to meaningful behavior change for many participants. Examples are displays (interactive or not), resource rooms, screenings, and one -time classes (see Section I, Lesson 1). Health fairs fall somewhere between promoting awareness and educating/motivating; they include aspects of both.

**Part C: Evaluating *Targeting Stress*** outlines a way of measuring your program's effectiveness in terms of process, outcome, and impact. This part helps you determine if you have hit your target.

In an era of shrinking military budgets and resources, programs must demonstrate their effectiveness or face losing support. Preventive medicine programs developed to improve the quality of life for military health care beneficiaries need to prove their effectiveness or face the comptroller's ax. *Evaluating Targeting Stress* provides you with the tools to assess your program's effectiveness and to report that success in a way that demonstrates "an ounce of prevention is worth a pound of cure." (Also, see *Evaluating Targeting Stress* in Section I for evaluation forms.)

## Section III:

# ***Guide to Installation Stress Management***

Since 1987, the Department of the Army Pamphlet (DA PAM) 600-63-series of *Fit to Win* health promotion pamphlets has been a valuable resource for health promotion coordinators and committees. Although still in use, this series has not been updated to keep pace with the change in our knowledge and understanding of the effects of lifestyle and health practices on preventing illness and improving health.

This section includes much of the text from DA PAM 600-63-10, *Fit to Win: Stress Management* (Department of the Army, September 1987). The information is still quite useful for installations in the development of an organizationally -based stress management program. This section contains current information on health promotion targets from the *Healthy People 2000* (U.S. Department of Health and Human Services, Public Health Service, 1990), the Department of Defense, and DA.



## Conclusion

**Targeting Health: Stress Management** is the first in a series of health promotion publications from the U.S. Army Center for Health Promotion and Preventive Medicine (USACHPPM). The **Targeting Health** series is designed to make available current, military -relevant health promotion programming to health promotion instructors and directors in a format that is adaptable to their unique organization and needs. It is available in a ready -to-teach format that can be used by instructors and individuals desiring to improve health and wellness.

It is important to the Directorate of Health Promotion and Wellness(DHPW) at USACHPPM to know how well this product is working for you. We need to know both the impact of the program on the target audience and, equally important, whether the package meets your needs: the Health Promotion Coordinator and the instructor(s) who use it.

We hope that you will find **Targeting Health: Stress Management** to be a valuable resource. If you would like to receive updates as they become available, please contact us at the address below and we will include you on our mailing list.

## **Readiness Thru Health!**

For further assistance, comments, or suggestions, please contact  
the Directorate of Health Promotion and Wellness,  
U.S. Army Center for Health Promotion and Preventive Medicine at —

CDR USACHPPM  
ATTN: MCHB-TS-HBH (Bldg. E-1570)  
5158 Blackhawk Road  
Aberdeen Proving Ground, MD 21010-5422  
DSN 584-4656 or Commercial (410) 671 -4656  
1 (800) 222-9698

## **References**

Department of the Army. (September 1987). *Fit to win: stress management* (DA PAM 600-63-10). ). Washington, DC: Author.

Department of the Army. (September 1994). *Leaders' manual for combat stress control* (Field Manual 22 -51). Washington, DC: Author.

Harig, P., Halle, J., Mosier, R., Reagan, J., & Richardson, M. (1995). *Executive wellness*. Carlisle Barracks, PA: U.S. Army War College, Army Physical Fitness Research Institute.

U.S. Department of Health and Human Services. (1990). *Healthy People 2000: National health promotion and disease prevention objectives* (DHHS Publication No. (PHS) 91-50213). Washington, DC: U.S. Government Printing Office.

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# Targeting Stress Workbook



**U.S. Army Center for Health Promotion  
and Preventive Medicine**

**Directorate of Health Promotion and Wellness**

**Aberdeen Proving Ground, MD 21010-5422**

**1(800) 222-9698**

# TARGETING STRESS WORKBOOK



## Introduction

Military life can be rewarding, challenging, exciting, full of adventure, and some may even call it “fun”. However, military service members face some unique stressors, as well as those shared by their civilian counterparts. At times, military life and stress may go together like clouds and rain. However, there are some common sense steps military service members, DOD civilians, retirees, and family members can take to better manage the stress of military life.

This workbook to managing stress in the military is for all those touched by military life--service member, family member, retiree, or civilian employee — to better cope with both those military unique and everyday stressors of life. The workbook contains four, hour-long lessons. It is designed as an action-oriented approach to dealing with stress. As you work through each of these lessons, you will find help in managing your stress--and you may even have some fun along the way!

## Organization

The four lessons that make up this workbook are —

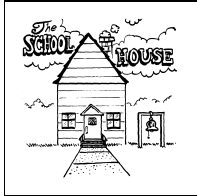
<p>Targeting Stress--An Introduction</p> <p>Personal Stress Management</p> <p>Work-Place Stress</p> <p>Stress on the Home Front</p>
---

These lessons are followed by Part B which presents the following articles, “The Nutrition and Stress Connection”, “Exercise and Stress”, “Stress Management: A Guide for Senior Leaders”, and “Stress and Combat Performance”.

Each lesson follows the following format —



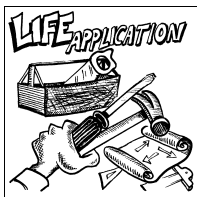
**Getting Started.** Includes an activity related to each topic to spark interest and highlight the relevance of this material to you. The objective is to recognize stress is a problem that affects each of us at many levels.



**School House.** Is designed to help you develop an appreciation for the effects of stress in your life by providing background information and looking at the mechanism behind stress. The objective is to learn more about stress and how it affects your life, whether as an individual, at home, or at work.



**Skill-Building.** Presents an opportunity to try out some of the tips on how to manage stress discussed in the School House section. The objective is to help you start to improve your skills in the classroom and troubleshoot problems before heading out into the real world.



**Life Application.** Seeks to bring the information and skills together into something you can take with you. The objective is to leave this session with a plan of action for coping with stress at home, back at the office, in the motor pool, or out in the field.



**Stay Tuned.** Highlights the contents of the next lesson on managing stress effectively.



**Feedback.** Provides an opportunity for you to give your instructor and the writers of this course feedback on how we are doing at helping you manage your stress.



# Goals/Objectives

The goal of the *Targeting Stress Workbook* is to help individuals reduce the negative effects of stress. This is accomplished by providing individuals, health promotion instructors, and organizations a series of lessons designed to help individuals manage stress better as a person, a member of a family, and a member of a team at work.

The objectives for this workbook fall into three evaluation areas: process evaluation, impact evaluation, and outcome evaluation (Pelletier, 1995 )

1. **Process evaluation** measures the quality of the program and effectiveness of its delivery. It looks at how the program operates and seeks ways of improving the course presentation. Process evaluation has two general elements.
  - a) Participation rates. These are the number of people attending all four lessons. At least 80 percent of those who attend the first class should be there for the final class. Rationale: Some loss in attendance overtime is to be expected. Military life is a very fluid one. Participation rates remain an important indirect measurement of satisfaction with the course. The method of measurement is an attendance roster. A sample form for use in maintaining an attendance roster is included with each lesson.
  - b) Presentation quality. At least 90 percent of participants should rate each lesson good or very good. Participants will complete questionnaires at the end of each lesson to help assess the quality of the presentation, questionnaire materials, and handouts.
2. **Impact evaluation** measures change in behavior or attitudes relevant to the target behavior(s). The following are three impact targets to be reached by the end of this course. All three targets will be evaluated on a questionnaire (*Hitting the Target*) to be given at the end of the four-lesson course. Participants will —
  - a) Show an increased awareness of the role stress plays in their lives.
  - b) Identify five ways to reduce stress in each of these areas: personal, work, and home life.
  - c) Report using at least one new stress reduction technique in each area of their life.
3. **Outcome evaluation** measures the program's results that translate into benefits for the individual or organization. Assessing these results is often beyond the resources (time and money) and expertise available to Health Promotion Coordinators. Additionally, changes in healthy behaviors may not produce positive results for several years. Examples of outcome measures indicating reductions in stress levels are decreased blood pressure, decreased health care use, reduced divorce rates, decreased absenteeism, and reduced employee turnover. These measurements generally require the use of pre- and post-tests and control groups.

We can look at more subjective measures of outcomes by asking people to rate their current level of stress at the beginning of a course and then to rate their stress level at the end of the course. Even if a control group is used this method is subject to biases from using a self-reporting measure. However, it does provide one measure of outcome. The *Hitting the Target* questionnaire is one tool for evaluating outcome results. The Army's Health Risk Appraisal (HRA), may also be used as a pre- and post-test to assess outcome results.

## References

Pelletier, K. R. (1995). Health promotion in business and industry: An overview and status report. In D. M. DeJoy and M. G. Wilson (Eds.) *Critical Issues in Worksite Health Promotion*. Boston: Allyn and Bacon, pp. 19-20.



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# "Targeting Health" Survey



This brief questionnaire is important for identifying stress management needs and interests. Please take a few moments right now to complete this survey. Unless otherwise indicated, mark only one response per question. Do not write your name on this form; your responses are completely anonymous.

Shade circles like this:	<input type="radio"/>
Not like this:	<input checked="" type="radio"/>

- How would you rate the usual degree of stress associated with your personal/home life?
  - A great deal of stress
  - Some stress
  - Hardly any stress
- How would you rate the usual degree of stress associated with your job?
  - A great deal of stress
  - Some stress
  - Hardly any stress
- Rate the degree of stress that you typically feel from each of these sources at work. (Mark ONE response for each source.)

	No stress at all		A great deal of stress		
a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Conflicts with boss
b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Conflicts with co-workers
c.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Too much work
d.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Long hours
e.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Lack of communication
f.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Lack of support
g.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Lack of rewards
h.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Environmental conditions (noise, heat, cold, unclean areas, safety, lighting)
i.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Ambiguous orders/direction
j.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Boredom
k.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Insufficient/inadequate resources (e.g., supplies, personnel)
l.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Too much to do, not enough time
m.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Lack of teamwork
n.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Limited freedom to independently perform tasks
o.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Physical exertion
p.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Changes in work requirements
q.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Threatened or actual reductions in personnel or resources

Please continue on next page



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## "Targeting Health" Survey, Page 2

4. Do you associate any of the following with tension in your life (either *at work* or *at home*)?  
(Mark ALL that apply.)

- Chest pain
- Tightness in stomach
- Sleeplessness
- Irritability
- Headache
- Depression
- Increased errors
- Difficulty in concentration
- Irritability with co-workers
- Negative attitude
- Increased health problems
- "Spill over" to family life
- Decrease in quantity of work
- Decrease in quality of work
- Reliance on medications to help function
- Increased caffeine consumption (e.g., coffee, tea, sodas)
- Increased alcohol consumption
- Other (Please Print Legibly in Box)

5. Which of the following do you usually do to reduce tension? (Mark ALL that apply.)

- Talk to a relative, friend, neighbor or co-worker
- Don't think about it
- Watch TV
- Get angry or "blow my top"
- Do some kind of exercise (e.g., walk, jog, bike, swim, etc.)
- Smoke or use smokeless tobacco
- Eat
- Have an alcoholic drink
- Listen to or perform music
- Make love
- Read
- Pray or other religious activity
- Go to sleep
- Practice a relaxation strategy (deep breathing, meditation, muscle relaxation)
- Cry
- Get involved in a hobby
- Do nothing
- Other (Please Print Legibly in Box)

6. Several emotion-related characteristics are listed below. For each, mark the response that shows how often you felt that way in the last month.

Characteristic	Very Often	Often	Sometimes	Rarely	Never
a. Cheerful and lighthearted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Loved and wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Downhearted and blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Angry and Frustrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Valued Employee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How well do you feel you manage stress?

- Not well
- A little bit
- Somewhat well
- Moderately well
- Very well

8. How many hours of sleep do you get at night?

- 1 2 3 4 5 6 7 8 9 10+
- 

Please continue on next page



9. Have you participated in any worksite wellness programs during the past year?

- Yes
- No

10. If you did not participate in any of the worksite wellness programs, please tell us why? (mark ALL that apply.)

- None offered
- Supervisor would not allow me to attend
- Conflict with schedule (i.e., frequent TDYs, bad time of day, illness, etc.)
- Felt guilty attending
- Too busy, too much work
- Simply not interested
- Other: (Please Print Legibly in Box)

11. Which of the following worksite wellness programs did you participate in? (mark ALL that apply.)

- Tobacco Cessation
- Physical Fitness Program
- Nutrition
- Self-Care for Better Health
- Ergonomics
- Child-Care
- Stress Management
- Domestic/Workplace Violence

12. Please indicate the amount of positive change you have had in each of the following program areas over the past year. (Answer even if you did not attend any of the classes listed above.)

	None				A Great Deal	
Anger Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tobacco Cessation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ergonomics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child-Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How can we best tailor the program to meet your needs? Please print your comments or suggestions in the box below.



46262

## Background Information:

14. What is your sex?

- Male  
 Female

15. What is your age? (Please Print)

--	--

16. What is your marital status?

- Married  
 Single  
 Separated  
 Divorced  
 Widowed

17. Is your spouse employed outside the home?

- N/A  
 Full-time  
 Part-time

18. Is your spouse on active duty in the military?

- N/A  
 Yes  
 No

19. Do you have any children? (*mark ALL that apply*)

- No children  
 0-4 years old  
 5-12 years old  
 13-18 years old  
 19-23 years old  
 24+ years old

20. What is your current military status?

- Civilian, No Prior Military Service  
 Civilian, Prior Military Service  
 Military Mark branch below:  
 Active duty  Army  
 Reserve  Air Force  
 National Guard  Navy  
 Retired  Marine

21. What is your current job category?

- Enlisted  
 Officer  
 GS Employee  
 WG Employee  
 Other

22. What is the highest level of education that you have completed? (Mark only ONE response.)

- Some high school  
 High school  
 Some college  
 College graduate  
 Graduate school or professional degree  
 Master's Degree  
 Doctorate

23. What is your race or ethnic background?

- White (non-Hispanic origin)  
 Black (non-Hispanic origin)  
 Hispanic  
 Asian or Pacific Islander  
 American Indian or Alaskan Native  
 Other  
 Not sure

**THANK YOU FOR YOUR PARTICIPATION!****Please Return This Survey to Your Instructor or Directly to:****USACHPPM****ATTN: MCHB-DC-HBH****APG, MD 21010-5422**

# Hitting the Target

*This is intended to test your knowledge of some of the stress management concepts that are presented within the Stress Management Workbook. Please take a few moments to answer the following questions and return them to your instructor or directly to USACHPPM, ATTN: MCHB-DC-HBH (Bldg. E-1570), 5158 Blackhawk Road, APG, MD 21010-5422 or by FAX at DSN 584-7400 or CIV (410) 612-7400.*

Shade circles like this: ●

Not like this: ⊗ ⊕

Please Print legibly in boxes below. Thank you!

Instructor:

Date:

Location:

Please fill-in the circle to indicate whether you are taking this Stress Management Test:

Before completing the *Targeting Health: Stress Management Workbook*, or

After completing the *Targeting Health: Stress Management Workbook*.

## T F

1. Considering family moves as opportunities and planning in advance can help make relocation less stressful.
2. Common courtesy is not necessary among family members.
3. Family members play an important part in a service member's readiness.
4. Open communication between family members only causes tension by identifying problems. It is best for everyone to keep their thoughts and opinions to themselves.
5. Certain aspects of military life, such as frequent relocation, and long deployments can add to the stress of a military family.
6. Stress can be motivating and can improve performance; it prevents life from being boring.
7. Changing behavior is easy and requires no prior planning or effort.
8. Physical activity is a positive way to cope with stress.
9. The use of alcohol, caffeine, and tobacco are examples of unhealthy ways of coping with stress.
10. Stress is always bad and should be avoided.
11. Stress only affects executives and high ranking officers.
12. The development of good time management skills is important in reducing workplace stress.
13. A supervisors' support is one of the major moderators of workplace stress.
14. Taking short, frequent breaks throughout the day can help control stress.
15. Getting less than four hours of sleep does not affect a persons' stress level.
16. Stress that lasts too long or is too intense may cause high blood pressure, headaches, or fatigue.
17. The only way to cope with stress is to avoid it and it will go away.
18. The key to managing stress is maintaining a balanced lifestyle.
19. How you perceive a stressful situation will affect your reaction.
20. When you encounter a stressful situation, it is important to keep it to yourself and not tell any one else.

# Hitting the Target

This is intended to test your knowledge of some of the stress management concepts that are presented within the *Stress Management Workbook*. Please take a few moments to answer the following questions and return them to your instructor or directly to USACHPPM, ATTN: MCHB-DC-HBH (Bldg. E-1570), 5158 Blackhawk Road, APG, MD 21010-5422 or by FAX at DSN 584-7400 or CIV (410) 612-7400.

Shade circles like this:	<input checked="" type="radio"/>
Not like this:	<input type="radio"/>

Please Print legibly in boxes below. Thank you!

Instructor:

Date:

Location:

Please fill-in the circle to indicate whether you are taking this Stress Management Test:

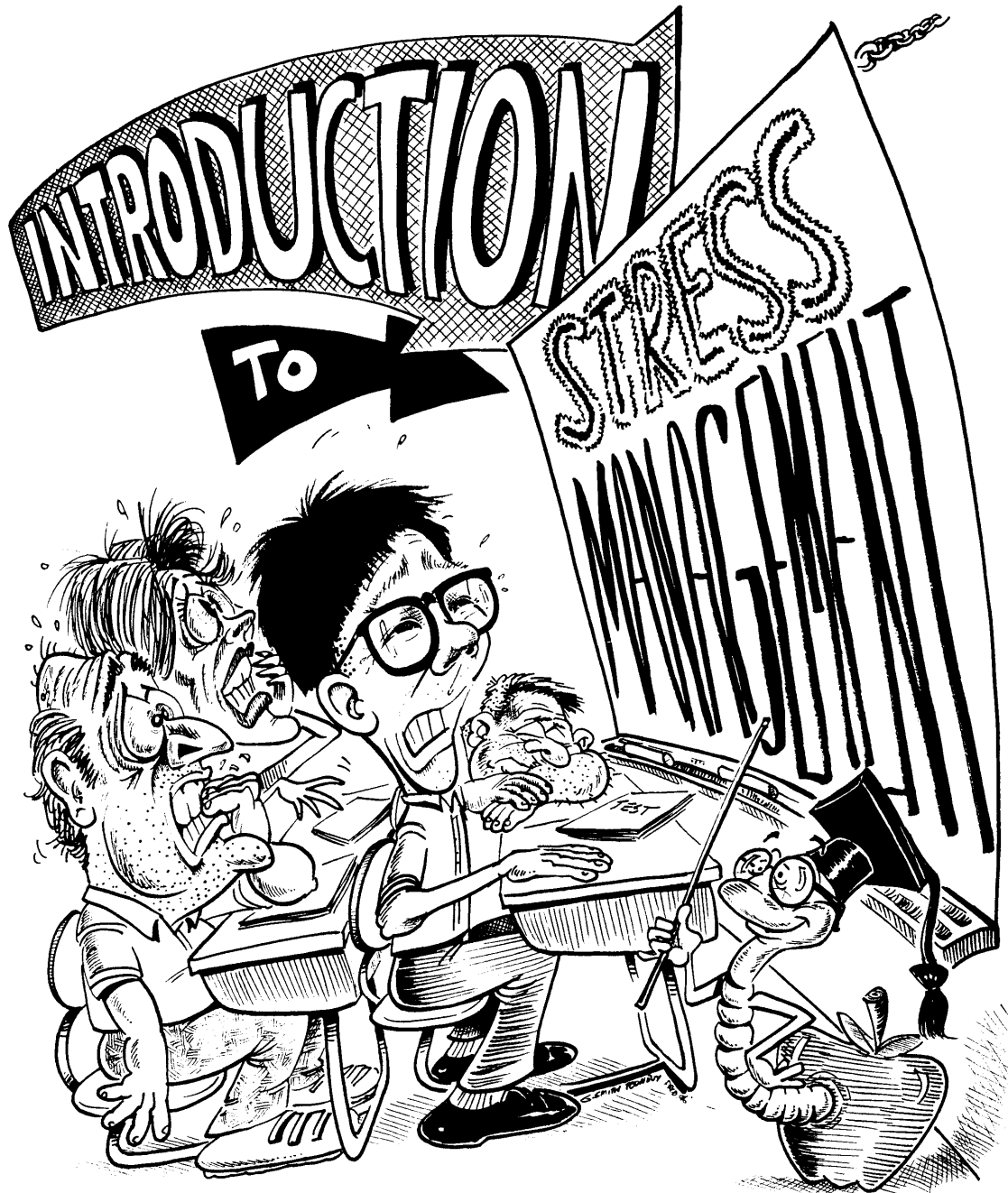
- Before completing the *Targeting Health: Stress Management Workbook*, or  
 After completing the *Targeting Health: Stress Management Workbook*.

## T F

1. Considering family moves as opportunities and planning in advance can help make relocation less stressful
2. Common courtesies are not necessary among family members.
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19. How you perceive a stressful situation will affect your reaction.
20. When you encounter a stressful situation, it is important to keep it to yourself and not tell any one else.



# Targeting Stress





# Lesson 1: Targeting Stress— An Introduction

## Introduction

This lesson will –

1. Increase your understanding of stress and the role it plays in your health and wellness.
2. Emphasize the importance of managing stress.
3. Identify the way you personally react to stress.

## Objectives

By the end of this lesson you should be able to –

1. Demonstrate an increased understanding of stress.
2. Identify five positive ways to cope with stress.
3. Reduce your stress by choosing one new stress reduction technique to use for the next week.



## Getting Started

### Two Activities to Highlight Stress

The following are two activities to get you thinking about stress. The first can also be used to help members of a small class (8-12 people) get to know one another in a short period of time. Pick only one activity for a 45-minute class. If working as an individual through the workbook, you will want to choose the second activity.

## Activity 1: Getting to Know You

Have the group sit in a circle or around a table. The first person on the instructor's left begins by introducing himself or herself (first name only is easier). The instructor can also have each person give their home state, favorite vacation spot, hobby, or favorite holiday. When finished the next person on the left introduces himself or herself, plus repeats the information provided by all previous individuals. If there are 8 people in the group, the last person would repeat all 8 names along with any other information, plus their own name and added information.



At the end of the exercise, ask the participants how they felt when asked to remember everyone's name and home state. Was it stressful? What did they feel, think, or do that made them aware that they were under stress?

## Activity 2: Identifying Your Stress

Complete the *Are You Stressed Out?* Quiz (see Worksheet 1.1) on your own. Next, pick one area where you are hoping to improve your stress management skills and write it down in the space provided below.

If used for classes, discuss the results of this quiz with the person sitting next to you.

If used for Individuals, discuss the results of this quiz with someone you trust (for example, a friend, co-worker, or family member).

**Instructor Note:** Have volunteers share what they hope to achieve by the end of this class with the whole group.

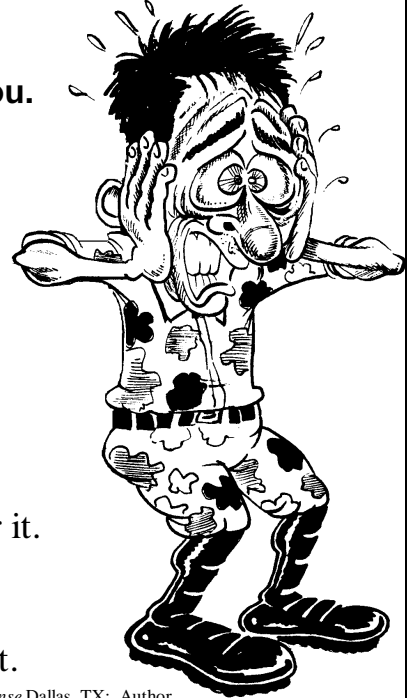
The One Area I Want to Improve Is:

# Are You Stressed Out?

Take this quiz\* to find out.

Check the box if the statement is true about you.

- I often have digestive upsets.
- I tend to lose my temper easily.
- I have trouble sleeping.
- People say I am a "worry wart."
- I have difficulty concentrating.
- I feel tired and drained all the time.
- I watch a lot of TV.
- I often get migraines or tension headaches.
- I feel "blue" and have a hard time getting over it.
- I am really impatient with other people
- I feel "burned out."
- I feel the harder I work, the more behind I get.



\* adapted from the American Heart Association. (1993). *Common sense about feeling tense* Dallas, TX: Author.

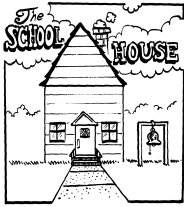
## Count the Checks.

If your score is:

**0-3** Congratulations! You don't seem to be experiencing many common symptoms of stress. Through **Targeting Stress** you will discover new ways to maintain your low -stress habits.

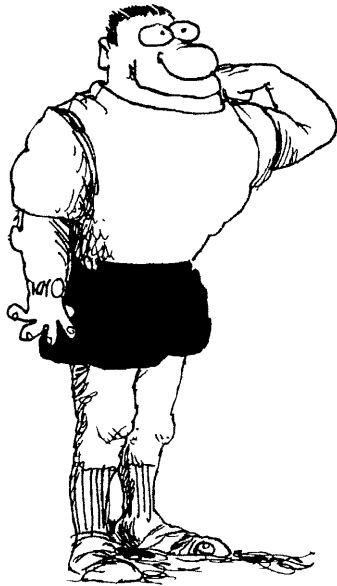
**4-8** You have quite a few symptoms of stress. Learn how to cope better by participating in **Targeting Stress** and working through the exciting material that follows.

**9-12** The many symptoms you are experiencing may be related to high levels of stress. You can begin to relieve these symptoms by **Targeting Stress** through learning and practicing many of the skills to be discussed in the following pages .



# The School House

## A Brief History of Stress



Walter B. Cannon (1914, as cited in McCance, 1990) was the first to use the term “stress” to describe physiological and psychological demands on organisms and their attempts to return to something called “homeostasis” or back to the way they were before the stressor. You see nobody likes to change. Even positive change (like getting married, starting an exercise program or losing weight) can be stressful. In general, we like to stay the way we are.

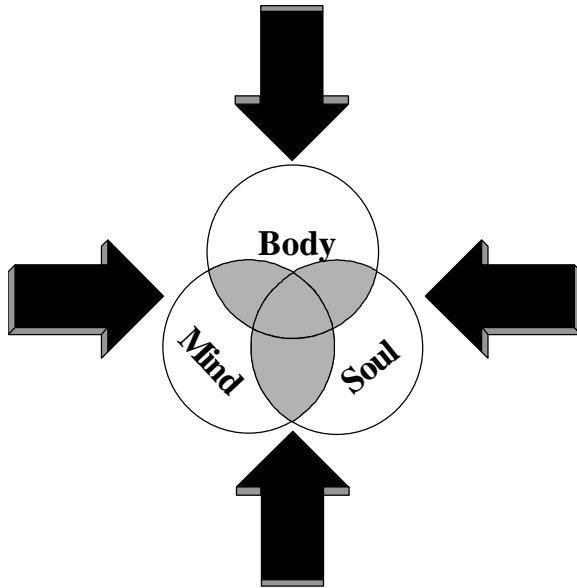


Stress is anything that pressures us to change. Illness is stressful. Watching your favorite team lose is stressful. Jumping out of perfectly good airplanes is stressful. However, what causes one person distress may be entertaining to another.

Hans Seyle (1946, as cited in McCance, 1990) popularized the concept of “stress”. He showed that hormones are released by our body in response to both psychological and physical stressors. This explains why our heart races, our breathing and perspiration increase, and why we are ready to fight, flee, or freeze when we are feeling stressed. Adrenaline rushes through our body helping make us ready for action. If we perceive the stressor as good (for example, our team is winning) the adrenaline rush we feel is seen as positive (that is, exciting, energizing). However, if we think of the stressor as bad (“I know I should have double checked that



parachute”) the rush we feel is viewed as negative (that is, sick to my stomach, queasy). In either case, Seyle pointed out that chronically high cortisone levels can lead to diseases such as high blood pressure, peptic ulcer disease, and heart disease. Too much of a good or bad thing can damage your body.

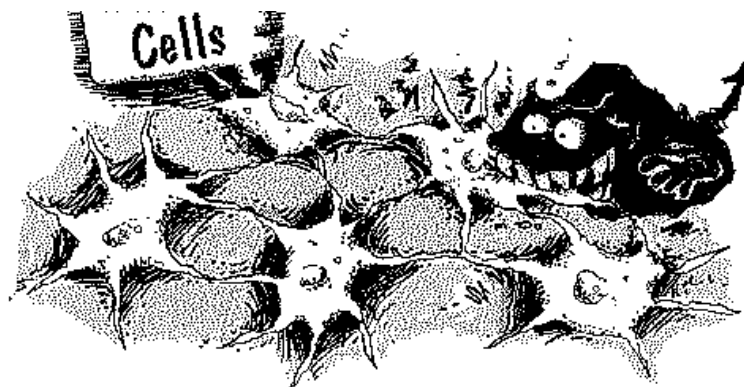


## Stress Impacts Us on Many Levels

Philosophers, theologians, and scientists have divided a person into many different parts in an effort to describe what makes us unique from the rest of the animal kingdom. However, recently the focus has been on how the body works together as one unit. We know that it does not matter where stress

starts, it soon spreads to affect all the parts that make up who we are. Physical stressors affect the way we think (our mind) and the way we feel about our self (our soul). The way we feel about our self (for example, feelings of guilt or shame) affects the way we think about our self and impacts on the way our body works.

For example, scientists have discovered that “life changes and/or emotions resulting from life changes occurring for a prolonged period of time were associated with decreases in one or more immune functions” (McCance, 1990). This is not really a new finding. Galen, a physician during the 2nd century A.D. observed that depressed women developed breast cancer more often than non-depressed women (McCance, 1990). We now know that depression (feeling sad or blue) lowers your body’s ability to fight infection. This in turn can lead to illness. The two new fields of psychoneuroimmunology and neuroimmunology look at the relationship between our perceptions of stressors and their affect upon our immune system.

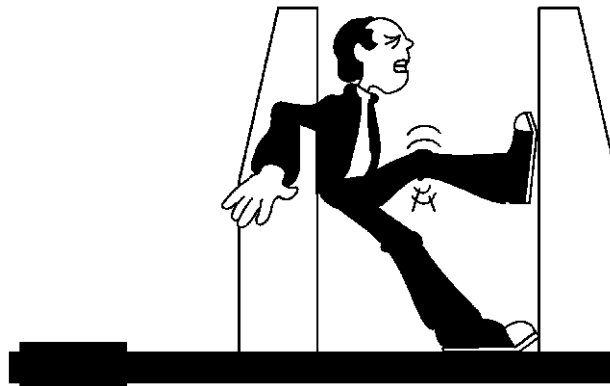
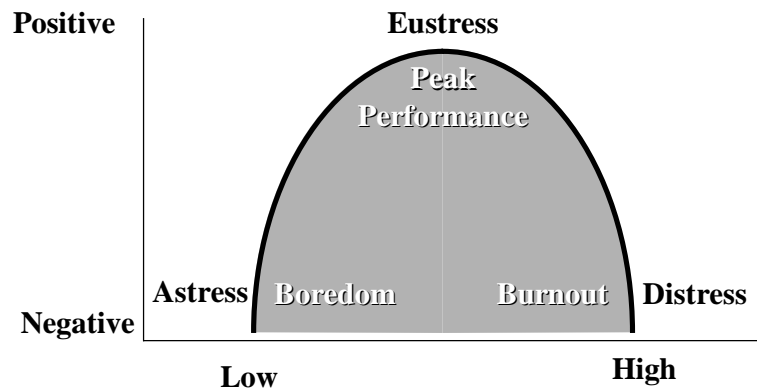


## So in review, what is stress?

Stress is any demand (positive or negative) that requires our mind, emotions, or body to change. Is all stress bad? No, some stressful situations we seek out because of the thrill. Some changes stressful situations bring make us change for the better. Also, the right amount of stress can help us function at our best or “Be All You Can Be.”

However, too little stress and we feel bored; too much stress and we may feel “burned out”. The proper balance of stress is important to function effectively.

### What is Stress?



Take a few moments and answer the following question: **How do you react to being under stress?** If you are completing this lesson as part of a group, take five minutes and discuss this issue with the person sitting next to you. If you find you have extra time, discuss better ways to manage your stress. If you are completing this on your own, you may want to pause for a moment and discuss this with a friend.



# Stress Reactions

The table below lists some of the more common ways people respond to stress. Perhaps you will find some of the ways you react to stress listed. If some of the ways you react to stress are not listed, feel free to add them.

<b>PHYSICAL</b>	<b>EMOTIONAL</b>	<b>COGNITIVE</b>
<ul style="list-style-type: none"> <li>• Pounding heart</li> <li>• Rapid breathing</li> <li>• Sweaty palms</li> <li>• Cold hands and feet</li> <li>• Lack of energy</li> <li>• Headaches</li> <li>• Muscle tension</li> <li>• Sleep difficulties</li> <li>• Stomach disturbances</li> </ul>	<ul style="list-style-type: none"> <li>• Irritability</li> <li>• Nervous, edgy</li> <li>• Lack of patience</li> <li>• Crying</li> <li>• Losing temper</li> <li>• Worrying</li> <li>• Emotional sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Memory lapse</li> <li>• Lack of concentration</li> <li>• Increase in careless errors</li> <li>• Negative attitude</li> <li>• Pre-occupation</li> </ul>

People respond to stress in different ways because of temperament, situational factors, modeling by parents and significant others, and past history of coping with stress. Some of the ways we respond to stress may be helpful. Some responses help us focus on or have enough energy to complete a task. Other responses to stress may signal the need for positive change in our lives and give us the drive to make those changes. However, there are some ways of reacting to stress that interfere with our ability to change in a positive direction.

On Worksheet 1.2, there are two columns: “To Avoid” and “To Do”. In the “To Do” column, write down several positive ways to decrease stress. In the “To Avoid” column, write down several negative ways you or other people may handle stress.

Worksheet 1.2

<b>Coping with Stress</b>	
<b>To Do</b>	<b>To Avoid</b>

Worksheet 1.3 is a partial listing of ways people tend to respond to stress. Some are positive and some are negative. Compare these lists with the ones you created. Don't be overly critical or get down on yourself. Instead, use them as a starting point for change. No one can change unless they first know where they are and then develop a plan or road map for how to change. Praise yourself for areas where you are doing great.

## Worksheet 1.3

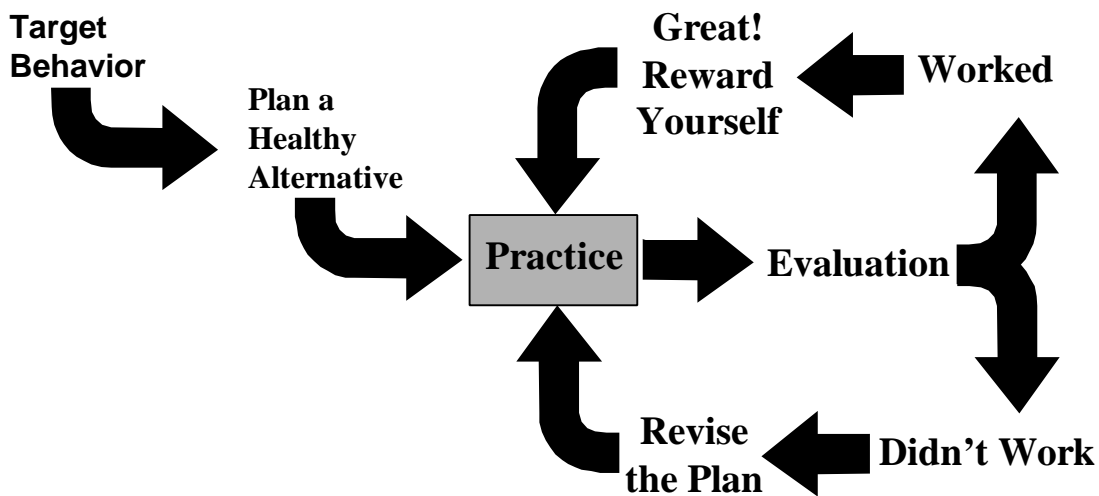
<b>Coping with Stress</b>	
<b>To Do</b>	<b>To Avoid</b>
Physical activity	Being a couch potato
Go for a walk	Yelling at your spouse, family, and friends
Sleep at least 4 hours while in a field environment and 7-8 hours per night elsewhere	Sleeping too little or too much
Talk with a friend	Withdrawing from others
Eat a healthy diet	Eating too little or too much
Be assertive	Being aggressive or passive
Develop a hobby	Working harder, not smarter
Manage your time	Letting time manage you
Take mini-vacations throughout the day (one-three minute breaks from work to stretch, take a walk, etc.)	Not taking a break throughout the day Eating lunch at your desk Skipping lunch Being a workaholic
Take a vacation (also, take a day of leave before and at the end of your vacation)	Not taking time off from work
Practice relaxation	Dwelling on problems
Have fun	Alcoholic beverages, caffeine, and tobacco



## Skill-Building Become a Behavioral Engineer

Change does not normally occur by chance. It is the result of being aware of what you do now to handle stress and developing a plan for how to do it differently. Once the plan is made, try it out. If it does not help you manage your stress better, do not get down on yourself. Being too critical of yourself reduces your ability to change. Though others may try to help you make positive changes in your life, only you can make the changes stick. If the plan you developed does not work the first time, revise it. Keep working on your plan for positive change until you are successful. Oh, and one more tip— work on the small changes first. Build a history of solid success before you start to tackle major areas that you want to change. Always remember, the more you work at changing, the better you get. Practice may not make perfect, but it eventually brings success. You can do it!

### Practical Guide to Behavior Change



Here are some additional terms to keep in mind as you develop your own stress management plan.

**Target Behavior:** This is a feeling, thought, or action that you want to change.

**Healthy Alternative:** This is a feeling, thought, or action you would like to do instead.

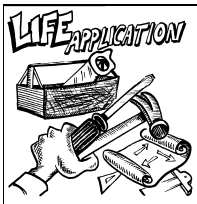
**Practice:** Plan the day and times that you will practice the healthy behavior. Practice until you become comfortable with new behavior.

**Evaluation:** How well did the practice go? What can be done to make it go better next time?

**Didn't Work:** Don't get down on yourself. You need you! Either pick another healthy alternative, practice more, or in some other way change how you are doing it now. New habits are formed by doing something once and then repeating it. Keep trying. Practice makes perfect.

**Worked:** Congratulations! Don't forget to reward yourself. Rewards or positive reinforcement help to maintain the positive steps you are taking.

**Go Back to Practice:** Continue to practice and fine tune the new, healthier alternative behavior until it becomes second nature. The more you practice, the easier it becomes.



## Life Application

We have already looked at negative ways to cope with stress. Now let's talk about change. Look back over the list of things you do to cope with stress. Pick one negative way you use to manage stress and develop a plan for positive change. Use *Worksheet 1.4* and set a date to begin to make positive changes in your life. Next pick one positive coping technique you do not use, but would like to begin using to help you manage stress. You may also pick one coping technique that you already use, but would like to use more often. Write down a plan for how you would increase the use of that technique everyday. Some examples are provided on *Worksheet 1.5*.

**Worksheet 1.4**

<b>Practical Guide to Behavior Change</b>	
<b>Target Behavior</b>	
<b>Plan a Healthy Alternative</b>	
<b>Practice</b>	
<b>Evaluation</b>	
<b>Didn't Work: Revised Plan</b>	Go Back to <b>Practice</b> .
<b>Worked: Great! Reward Yourself.</b>	
<b>Go Back to Practice</b>	

**Target Behavior:** This is a feeling, thought, or action that you want to change.

**Healthy Alternative:** This is a feeling, thought, or action you would like to do instead.

**Practice:** Plan the day and times that you will practice the healthy behavior. Practice until you become comfortable with new behavior.

**Evaluation:** How well did the practice go? What can be done to make it go better next time?

**Didn't Work:** Don't get down on yourself. You need you! Either pick another healthy alternative, practice more, or in some other way change how you are doing it now. New habits are formed by doing something once and then repeating it. Keep trying. Practice makes perfect.

**Worked!:** Congratulations! Don't forget to reward yourself. Rewards or positive reinforcement help to maintain the positive steps you are taking.

**Go Back to Practice:** Continue to practice and fine tune the new, healthier alternative behavior until it becomes second nature. The more you practice, the easier it becomes.

**Worksheet 1.5****Practical Guide to Behavior Change**

Target Behavior	Feeling tense during work.
Plan a Healthy Alternative	Take a brief (one to two minute) break to stretch by walking or doing some exercises in (see Special Article, <i>Exercise and Stress</i> ).
Practice	Every hour starting tomorrow. (Set watch to chime on the hour as a reminder).
Evaluation	How tense do I feel compared to before?
Didn't Work: Revise the Plan	Change or add another activity: 1. Continue stretching breaks every hour 2. Add taking a walk at lunch and after work to unwind. Go back to <b>Practice</b> .
Worked: Great! Reward Yourself.	Buy a new pair of walking shoes.
Go Back to Practice	The more you practice, the better you become! Keep looking for new ways to make it exciting (for example., walking with friends, varying the route or exercises).

## Where Does Change Start?



One final point, it does not matter where you start to change the way you manage stress. The *Healthy Alternative* can be a thought, a feeling, or an action. For example, if you tend to withdraw from others when under stress, instead you can seek opportunities to be with others. The “action” of being with others will lead to different ways of “thinking” about yourself and your situation. This will in turn lead to different ways of “feeling” about yourself or your situation. Additionally, you may discover new resources for dealing with your stressors.

Here is another example. You may want to take a different tack if you tend to get down on yourself when under stress by calling yourself names (e.g., “stupid”, “clumsy”, “I’ll never amount to anything”, \_\_\_\_\_). Go ahead and fill in the blank. We all have a preferred name or two we call ourselves when we foul up, and everybody fouls up from time-to-time. There is an old joke that goes, “How many psychologists does it take to change a light bulb? Only one, but it has to really want to change.” Though other people can help us change, the only one who can really change you is you. Calling yourself names is like shooting yourself in the foot. It does not help you get to where you want or need to go. It reduces your ability to change.

If you take this approach to handling stress, you may want to change the way you think about yourself. Say, “STOP” to yourself (loud enough so you can hear it over the name calling), and start making positive statements to yourself. Hitting a home run is rare. Build your confidence by picking small areas to improve on first, then build upon those successes. Reward yourself when successful. If not successful, don’t go back to name calling. A baseball player whose batting average is .300 is highly successful, even though he failed to get a hit 7 out of 10 times. Go back to the drawing board and change the plan for success. Remember, the more you practice, the better you get.





## Stay Tuned

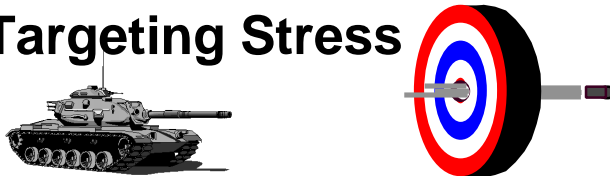
In the next lesson, we will cover Personal Stress Management. This session will explore personal sources of stress and how you can improve your ability to cope with these stresses through developing some simple, yet effective skills.



## Give Us Feedback

Please take a moment to complete the feedback form provided at back and return it to your instructor or mail it to USACHPPM. This information helps us know how we are doing, so we can do better at providing helpful solutions for today's problems. Thank you.

## Targeting Stress



## References

American Heart Association. (1993). *Common sense about feeling tense*. Dallas, TX: Author.

Cannon, W. B. (1914) as cited in McCance.

McCance, K. L. (1990). Stress and Disease. In K. L. McCance and S. E. Huether (Eds.) *Pathophysiology: The Biological Basis for Disease in Adults and Children*. St. Louis: Mosby.

Seyle, Hans (1946) as cited in McCance.

# Targeting Health Stress Management



Lesson 1: OH-1  
Rev: 5/18/00



# Purpose

The purpose of this lesson is to increase your understanding of stress and the role stress plays in your health and wellness, the importance of managing stress, and to identify the way you personally react to stress.

# Objectives

By the end of this lesson you should be able to:

1. Demonstrate an increased understanding of stress as measured by the “Hitting the Target” multiple choice test.
2. Identify five positive ways to cope with stress.
3. Reduce your stress by choosing one new stress reduction technique to use for the next week.



# Getting to Know You



Lesson 1: OH-3  
Rev: 5/18/00



# Are You Stressed Out?

Take this quiz\* to find out.

Check the box if the statement is true about you.

- I often have digestive upsets.
- I tend to lose my temper easily.
- I have trouble sleeping.
- People say I am a "worry wart."
- I have difficulty concentrating.
- I feel tired and drained all the time.
- I watch a lot of TV.
- I often get migraines or tension headaches.
- I feel "blue" and have a hard time getting over it.
- I am really impatient with other people
- I feel "burned out."
- I feel the harder I work, the more behind I get.



\* adapted from the American Heart Association. (1993). *Common sense about feeling tense*. Dallas, TX: Author.

# Are You Stressed Out?

## *Count the Checks.*

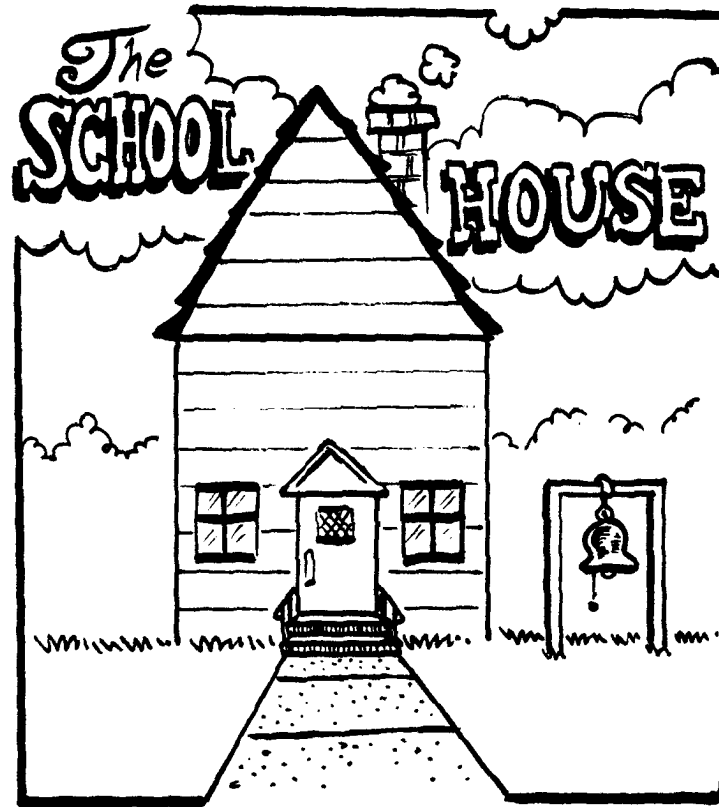
If your score is:

⇒ **0-3 Congratulations!**

⇒ **4-8 You have quite a few symptoms of stress.**

⇒ **9-12 The many symptoms you are experiencing may be related to high levels of stress.**

# Entering

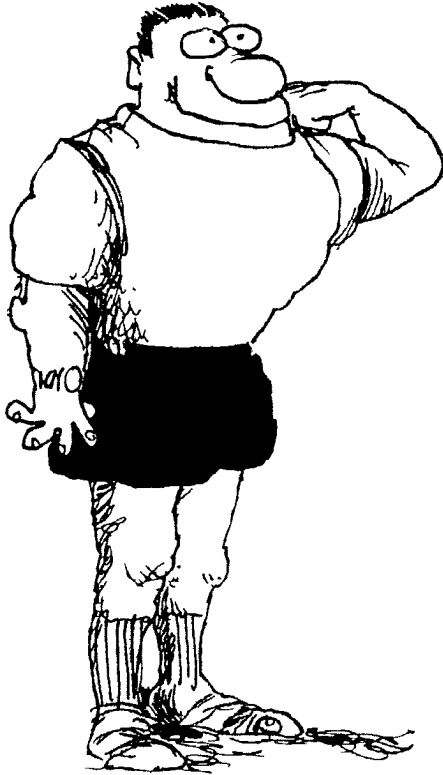


Lesson 1: OH-6  
Rev: 5/18/00

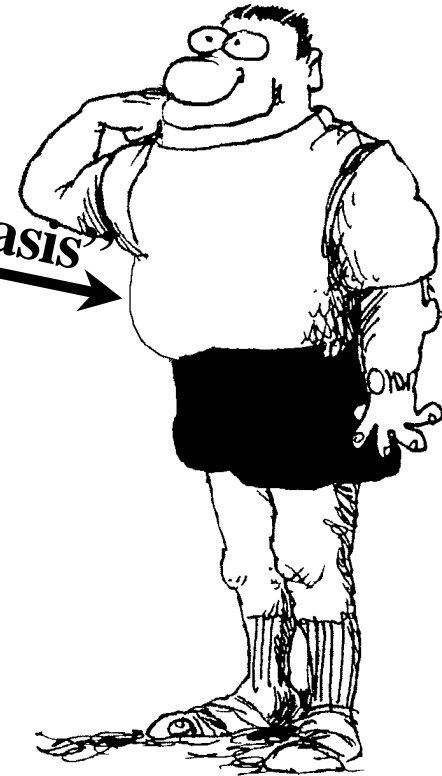




# Stress = Any Demand to Change



Returning to "homeostasis"



- Positive
- Negative
- Neutral

# Fun or Distress?

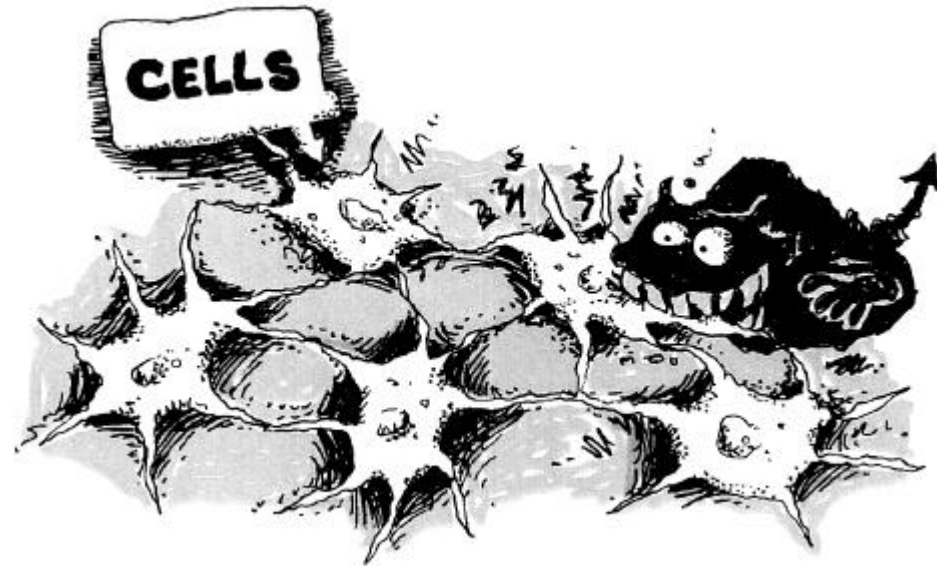
# Your Call!



Lesson 1: OH-8  
Rev: 5/18/00



# Immune System Functioning

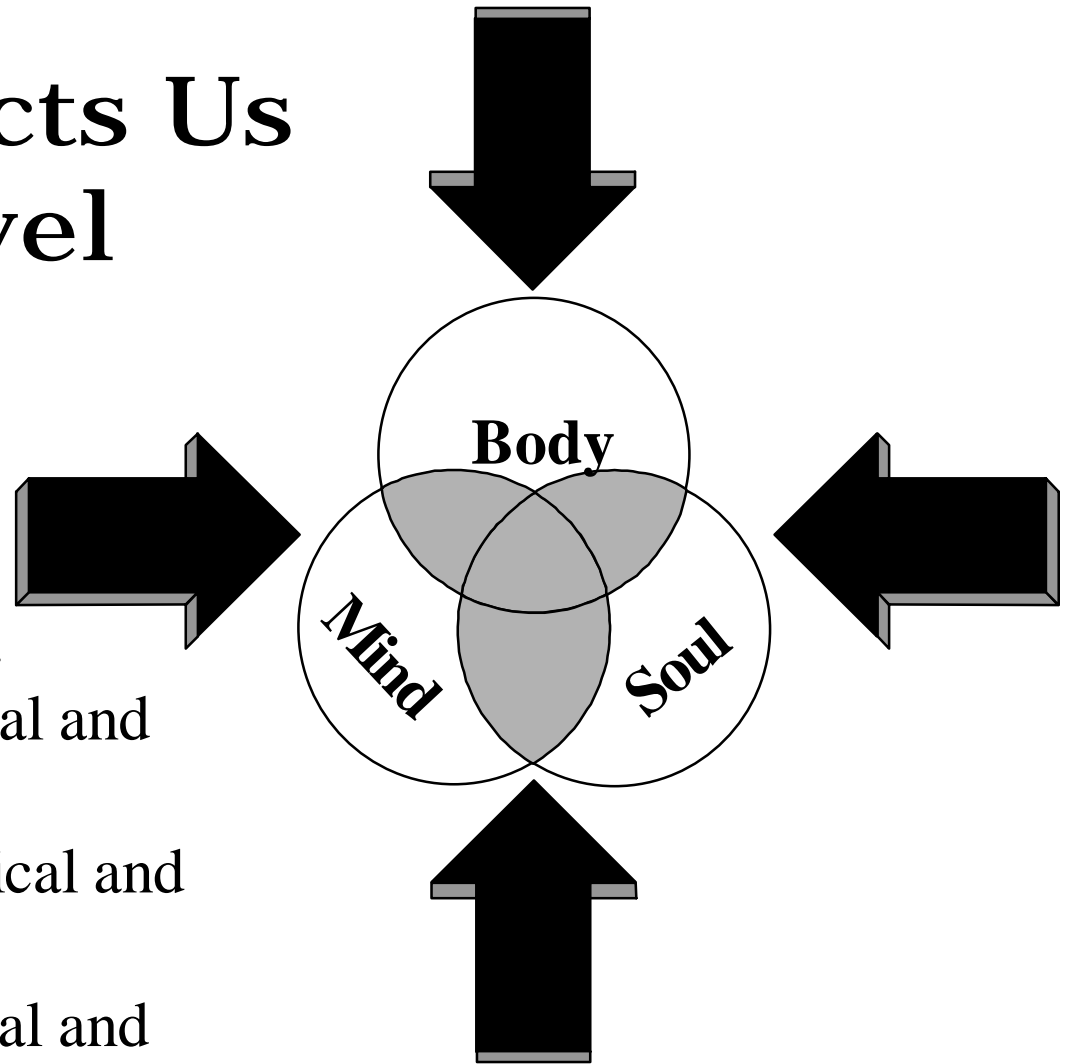


- ➔ **Stress can reduce the body's ability to fight infection and disease, including cancer.**

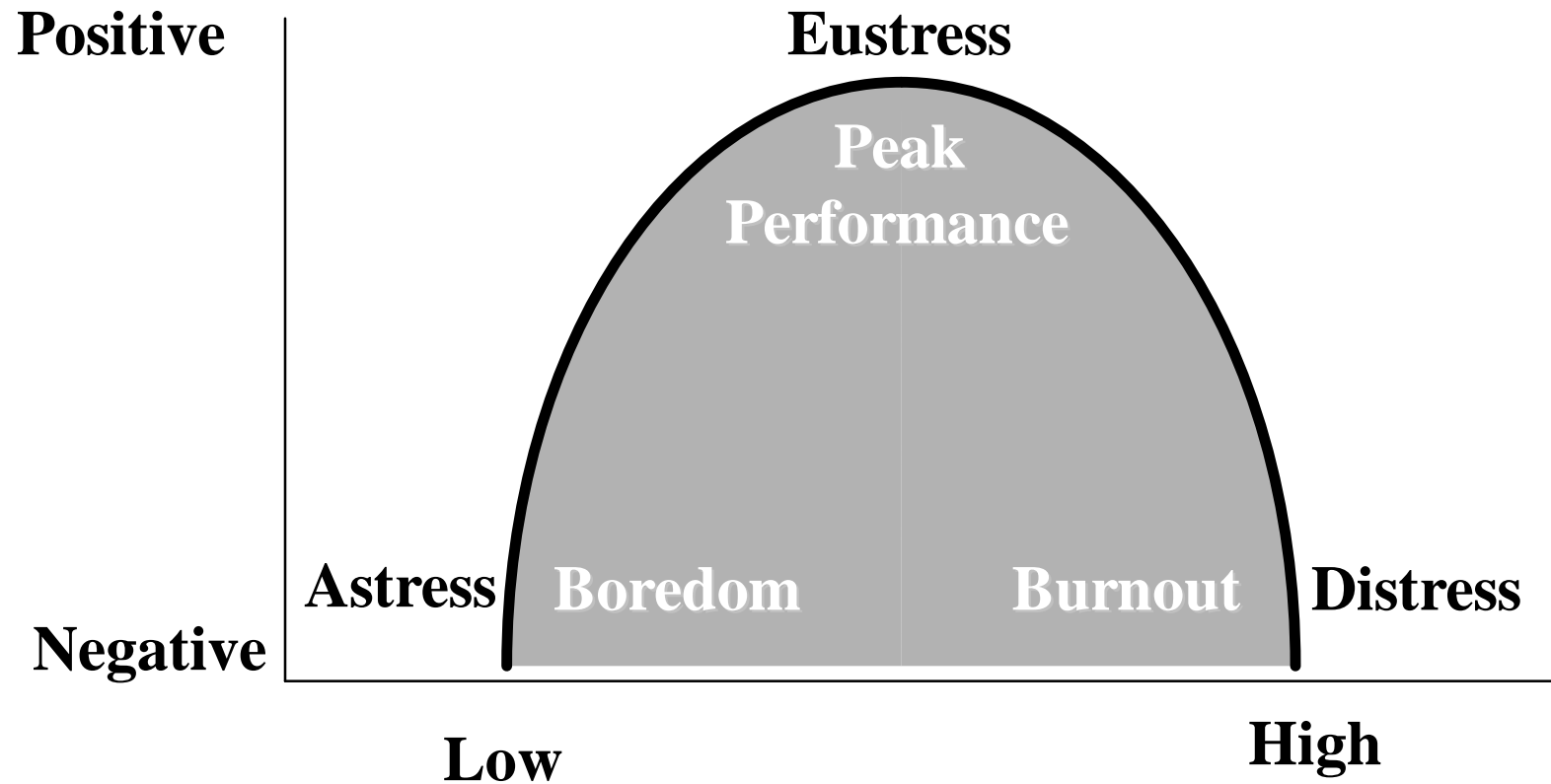
# Stress Impacts Us on Many Level

How we react to stress...

- ✓ mentally causes spiritual and physical changes.
- ✓ spiritually causes physical and mental changes.
- ✓ physically causes mental and spiritual changes.



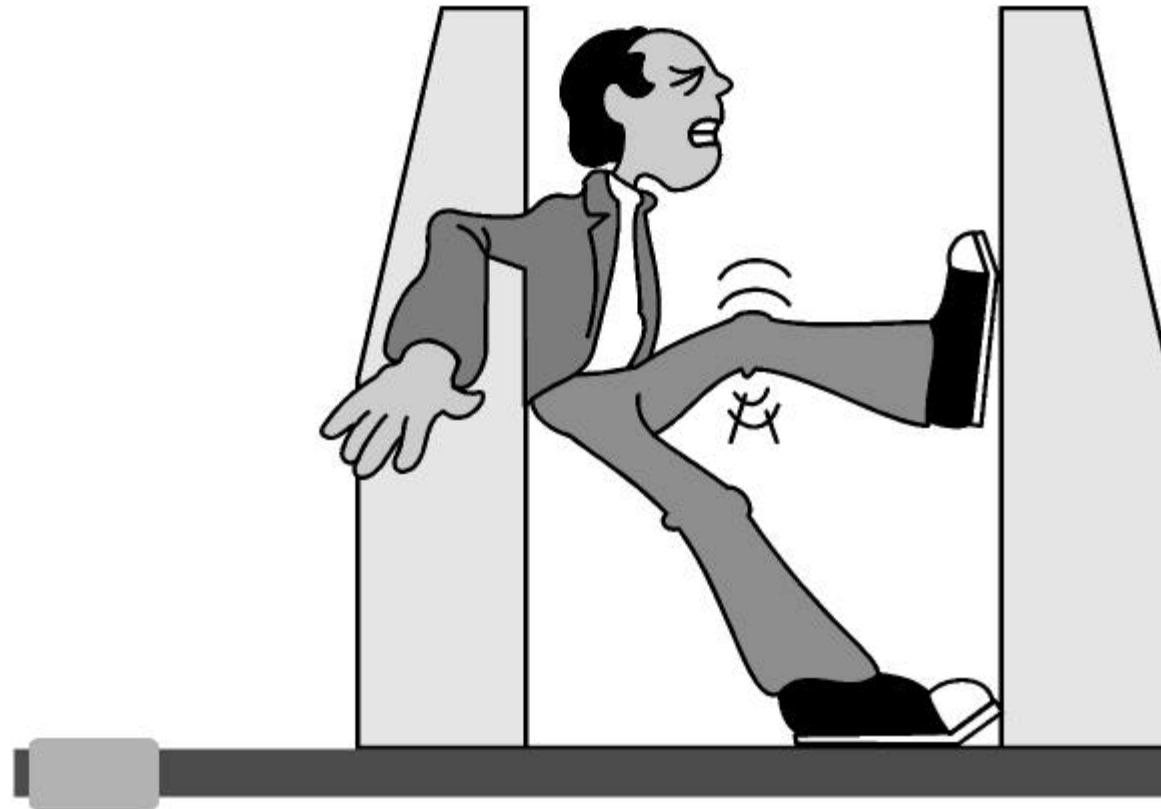
# What is Stress?



# Stress Reactions

PHYSICAL	EMOTIONAL	COGNITIVE
<ul style="list-style-type: none"><li>• Pounding heart</li><li>• Rapid breathing</li><li>• Sweaty palms</li><li>• Cold hands and feet</li><li>• Lack of energy</li><li>• Headaches</li><li>• Muscle tension</li><li>• Sleep difficulties</li><li>• Stomach disturbances</li></ul>	<ul style="list-style-type: none"><li>• Irritability</li><li>• Nervous, edgy</li><li>• Lack of patience</li><li>• Crying</li><li>• Losing temper</li><li>• Worrying</li><li>• Emotional sensitivity</li></ul>	<ul style="list-style-type: none"><li>• Memory lapse</li><li>• Lack of concentration</li><li>• Increase in careless errors</li><li>• Negative attitude</li><li>• Pre-occupation</li></ul>

# People Respond to Stress in Different Ways



Lesson 1: OH-13  
Rev: 5/18/00

# Coping With Stress

To Do:	To Avoid:



# Coping With Stress

## To Do

- Physical Activity
- Go for a Walk
- Sleep at least 4 hours while in a field environment and 7-8 hours per night elsewhere
- Talk with a Friend
- Eat a Healthy Diet
- Be Assertive
- Develop a Hobby
- Manage Your Time
- Take mini-vacations throughout the day
- Practice Relaxation.
- Have Fun

# Coping With Stress

## To Avoid

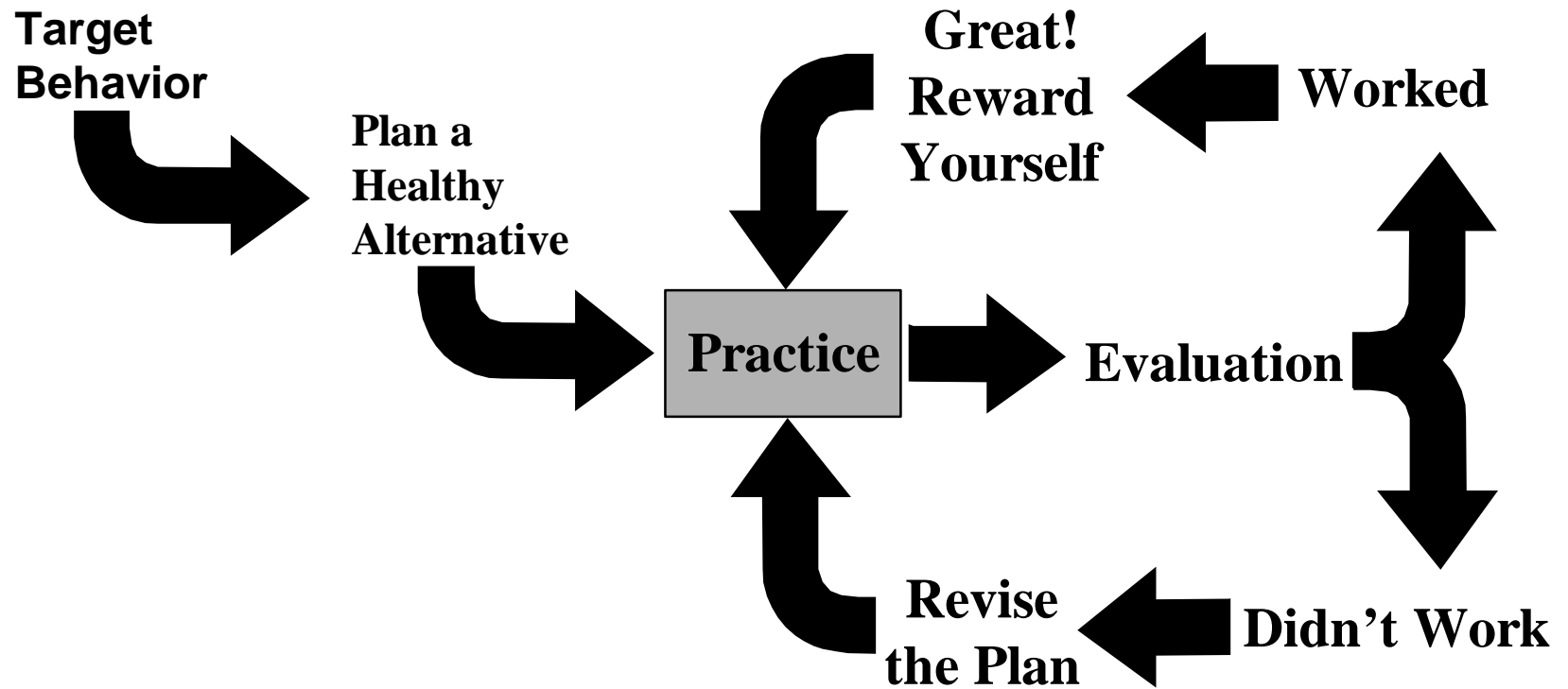
- Being a Couch Potato
- Yelling at Your Spouse, Family, and Friends
- Sleeping Too Little or Too Much
- Withdrawing from Others
- Eating too little or too much
- Being Aggressive or Passive
- Working Harder, Not Smarter
- Have Time Manage You
- Not Taking a Break Throughout the Day.
- Eating Lunch at Your Desk
- Skipping Lunch
- Being a Workaholic
- Not Taking Time Off From Work.
- Dwelling on problems.
- Alcoholic Beverages, Caffeine, and Tobacco



Lesson 1: OH-17  
Rev: 5/18/00



# Practical Guide to Behavior Change



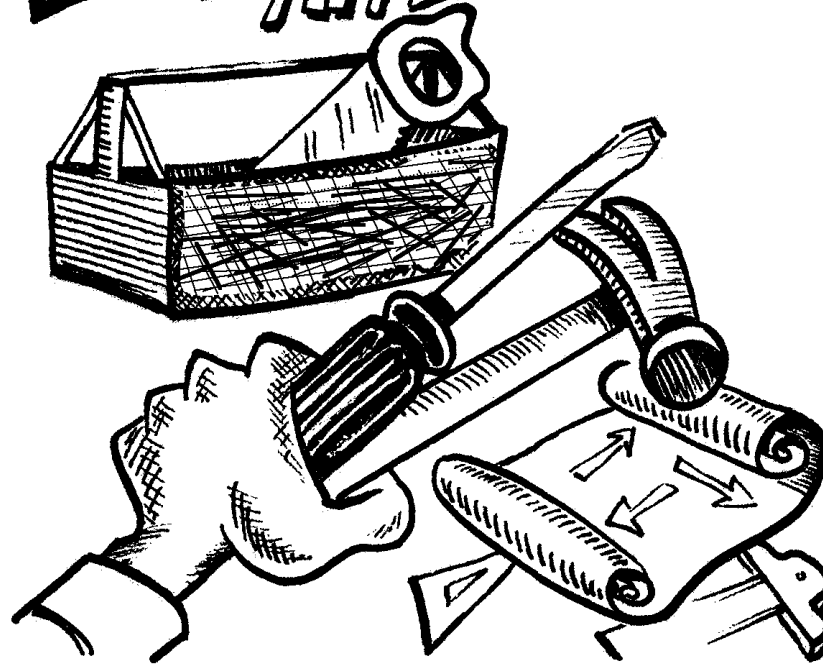
# Practical Guide to Behavior Change

<b>Target Behavior</b>	Feeling tense during work.
<b>Plan a Healthy Alternative</b>	Take a brief (one to two minute) break to stretch by walking or doing some exercises in place (see Appendix).
<b>Practice</b>	Every hour starting tomorrow. (Set watch to chime on the hour as a reminder).
<b>Evaluation</b>	How tense do I feel compared to before?

# Practical Guide to Behavior Change

<b>Didn't Work: Revise the Plan</b>	Change or add another activity: 1. Continue stretching breaks every hour 2. Add taking a walk at lunch and after work to unwind. Go back to <i>Practice</i> .
<b>Worked: Great! Reward Yourself.</b>	Buy a new pair of walking shoes.
<b>Go Back to Practice</b>	The more you practice, the better you become! Keep looking for new ways to make it exciting (e.g., walking with friends, varying the route or exercises).

# LIFE APPLICATION



Lesson 1: OH-21  
Rev: 5/18/00



# Practical Guide to Behavior Change

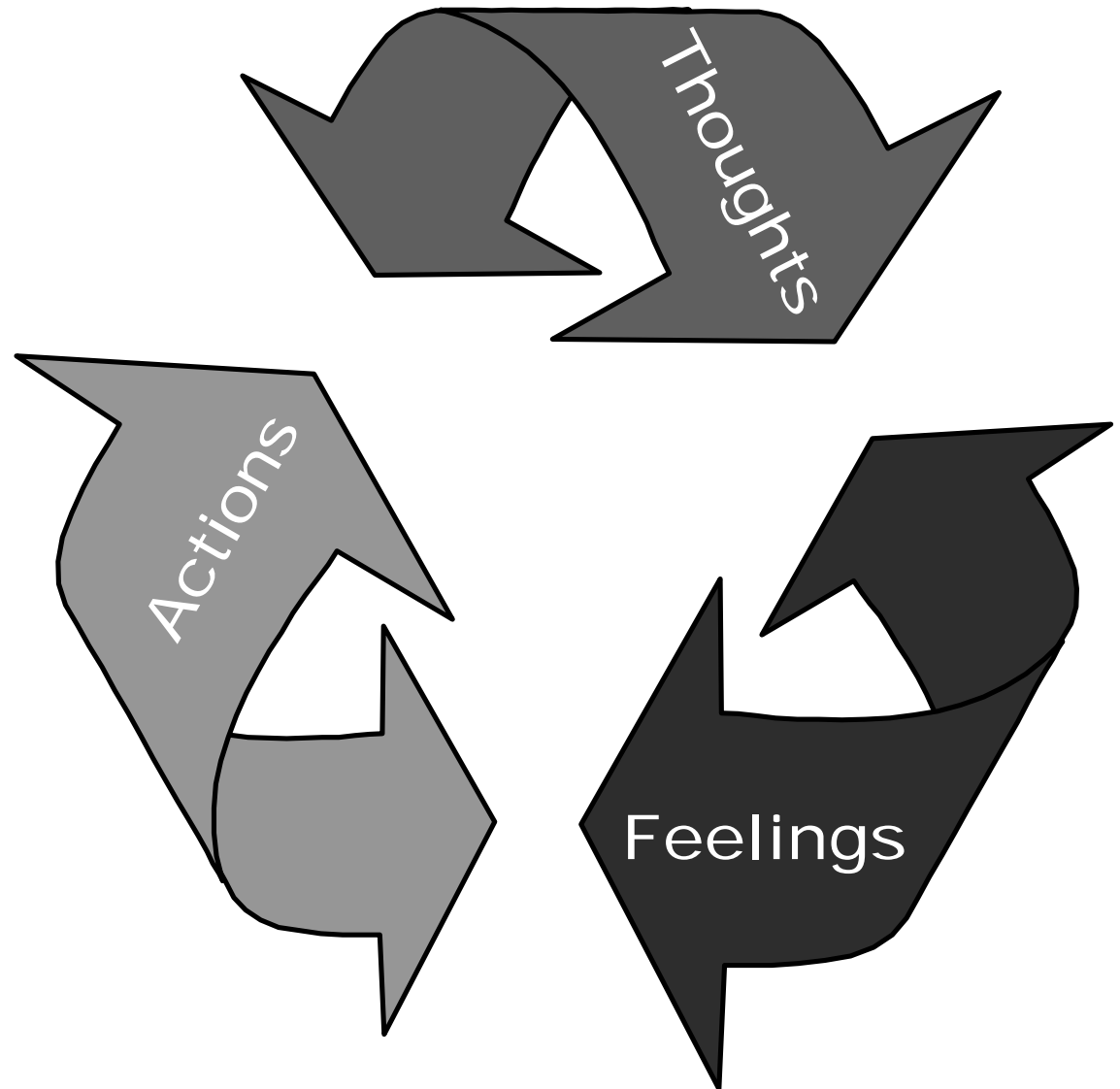
<b>Target Behavior</b>	
<b>Plan a Healthy Alternative</b>	
<b>Practice</b>	
<b>Evaluation</b>	
<b>Didn't Work: Revised Plan</b>	Go Back to <i>Practice</i> .
<b>Worked: Great! Reward Yourself.</b>	
<b>Go Back to Practice</b>	



# Practical Guide to Behavior Change

<b>Target Behavior</b>	Feeling tense during work.
<b>Plan a Healthy Alternative</b>	Take a brief (one to two minute) break to stretch by walking or doing some exercises in (see Special Article, <i>Exercise and Stress</i> ).
<b>Practice</b>	Every hour starting tomorrow. (Set watch to chime on the hour as a reminder).
<b>Evaluation</b>	How tense do I feel compared to before?
<b>Didn't Work: Revise the Plan</b>	Change or add another activity: 1. Continue stretching breaks every hour 2. Add taking a walk at lunch and after work to unwind. Go back to <i>Practice</i> .
<b>Worked: Great! Reward Yourself.</b>	Buy a new pair of walking shoes.
<b>Go Back to Practice</b>	The more you practice, the better you become! Keep looking for new ways to make it exciting (for example., walking with friends, varying the route or exercises).

# Where Does Change Start?



# Stay Tuned for . . .



## Personal Stress Management

Lesson 1: OH-25  
Rev: 5/18/00



# We Need Your



Please complete the course evaluation and return it to your instructor before leaving.

Thank you!

# Lesson 1 Feedback

Your comments on "Targeting Stress" are very important to us. Please take a few moments to answer the following questions and return them to your instructor or directly to USACHPPM, ATTN: MCHB-DC-HBH (Bldg. E-1570), 5158 Blackhawk Road, AFG, MD 21010-5422 or by FAX at DSN 584-7400 or CIV (410) 612-7400.

Shade circles like this: ●  
 Not like this: ☒ ☓

Please Print legibly in boxes below. Thank you!

**Date:** (i.e., 02/10/97)

Instructor:  /  /

Location:

Stress Level											
	Low Stress									High Stress	
1. Before the Class . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. After the Class . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Objectives											
A. Course objectives were clear and easy to understand. . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Course objectives were met. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I would recommend this course to a friend. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. Written Materials											
A. Materials were easy to understand. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Format of the lesson was enjoyable. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Materials covered the objectives. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
III. Audiovisuals											
A. Overheads were easy to read. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Overheads supported the lecture and class discussion. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Overheads maintained my interest. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IV. Instructor											
A. Was well prepared for the class. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Seemed genuinely interested in the materials. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Encouraged participation from the students. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Made the class interesting. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Spoke clearly. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V. Learning											
A. I learned something new about stress management from this class. . . . .		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The most important thing I learned was: (fill in the blank)											

Please Continue on Next Page



19874

# Feedback

(continued)

Please answer True or False for the following questions.

T F

- 1. Stress can be motivating and can improve performance, it prevents life from being boring.
- 2. Changing behavior is easy and requires no prior planning or effort.
- 3. Physical activity is a positive way to cope with stress.
- 4. The use of alcohol, caffeine, and tobacco are examples of unhealthy ways of coping with stress.
- 5. Stress is always bad and should be avoided.

Comments and Suggestions: (Please Print)

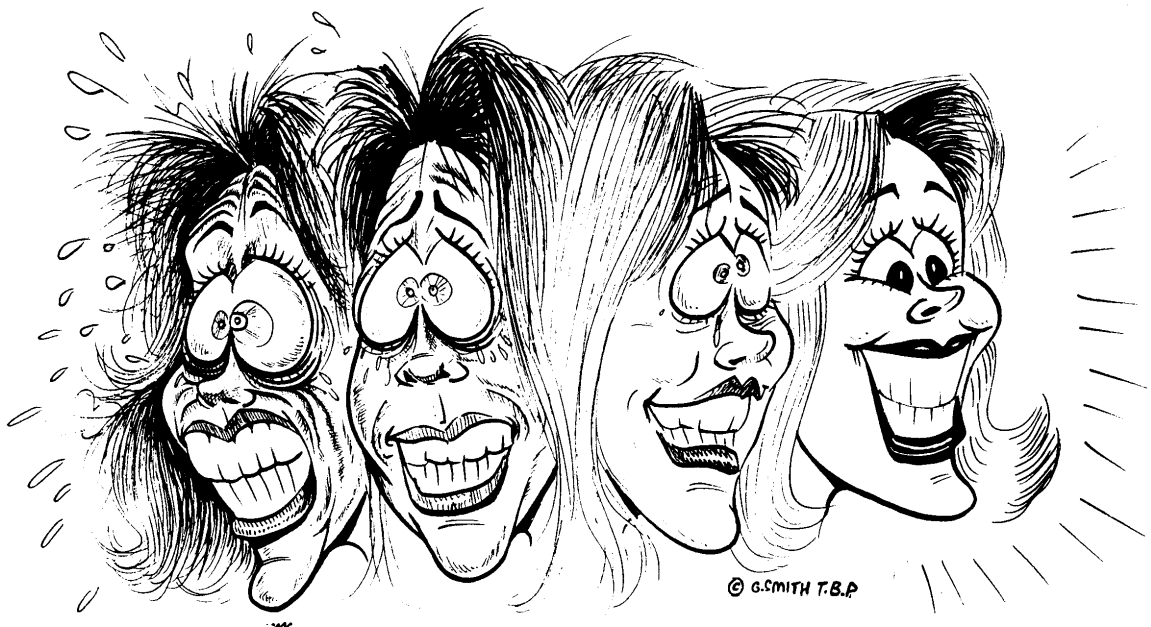
Thank You for Your Participation!

# Stress Management Sign-In Sheet



Class Title: _____		Date: _____
Instructor: _____		Time: _____
Location: _____		
Name		Organization/Unit
1.		
2.		
3.		
4.		
5.		
6.		
7.		
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10.		
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16.		
17.		
18.		
19.		
20.		

# Personal Stress Management







# Lesson 2: Personal Stress Management

## Introduction

This lesson will —

1. Identify personal sources of stress.
2. Explore strategies for reducing stress
3. Improve your ability to cope with stress through developing effective stress management skills.

## Objectives

By the end of this lesson you should be able to —

1. Demonstrate an increased understanding of personal stress by identifying ten stressors in your life.
2. Express five ways to manage personal stress.
3. Use one new activity to effectively balance the stress in your life.



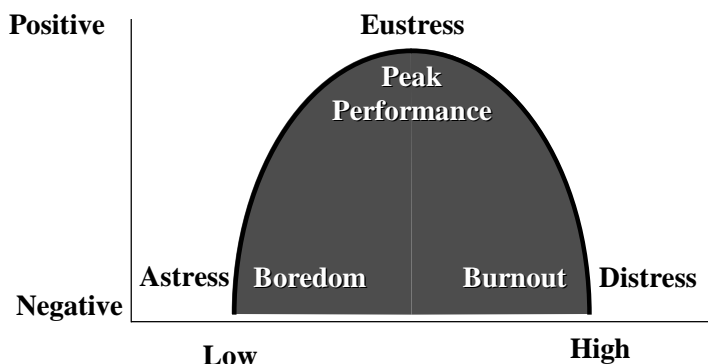
## Getting Started

### What is Stress?

Stress is anything that places a demand on us physically, mentally, or emotionally. It makes us change the normal way we live.

Most of us think of stress as a crisis, but not all stress is bad. Without stress (astress), life would be boring. There would be no growth and no change. With too much stress (distress), we reach overload. Our ability to cope becomes limited, and we feel burned out. However, some stress is good. It can provide an opportunity to bring about

### What is Stress?



positive changes in our lives. We call this eustress. This type of stress leads to peak performance.

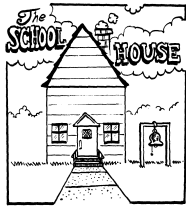
Take a few moments to write down ten stressors in your life on *Worksheet 2.1*. Examples are finances, work hours, illness, conflict with co-workers, etc. Now rank them, with “1” being the most stressful and “10” the least stressful.

*Worksheet 2.1*

My Top Stressors	
Rank	Stressor

**Instructor** Have each person share these with another class participant. Allow 10 minutes for the entire exercise.

You may discover that you share many of the same stressors with others. Sometimes knowing we all share similar problems helps us feel better about ourselves and our situation.



# The School House

## Adding Spice to Your Life!

Stress is the spice of life. Without stress, life would be boring. Productivity would decrease. Excitement in living would dwindle. Believe it or not, we often seek out stressful (or thrilling) experiences to heighten our sense of excitement and adventure in life. Roller coaster rides are stressful, yet some people flock to them. Most movie plots center around the hero or heroine's attempts to get out of a conflict or stressful situation. Athletes talk of getting "psyched up" before a match to help boost their performance. However, most of us view stress as negative and something to avoid. Let's look at the negative side of stress.



### What are the Signs of Stress?

Stress brings about many physical and emotional changes. Your heart rate and breathing increase. Your muscles tense. The adrenaline begins to flow. In general, your body is getting geared up to meet a challenge. Worksheet 2.2 shows some of the physiological, emotional/mental, and behavioral reactions to stress.

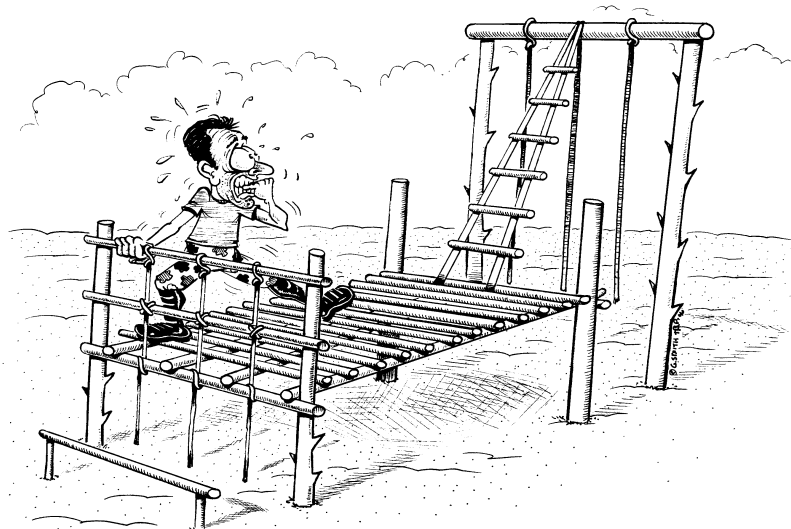
# What are the Signs of Stress?

Physiological	Emotional/Mental	Behavioral
Pounding heart Rapid breathing Sweaty palms Cold hands and feet Lack of energy Headaches Muscle tension Sleep difficulties Stomach disturbances	Irritability Nervous, edgy Lack of patience Crying Losing temper Worrying Emotional sensitivity Memory lapse Lack of concentration Increase in careless errors Negative attitude Pre-occupation	Sleeping more Sleeping less Eating more Eating less Angry outbursts Withdrawing from others

Take a moment to look back over the lists. Perhaps you know of some other way you or someone you know responds to stress. Write these down in the space at the bottom of each list.

## The Eye of the Beholder

How a person reacts to a stressor depends on their own constitution, temperament, past experiences, training, and a number of other factors. However, probably the two factors that most affect how we react to stress is how we perceive the stressor and our own ability to handle the stressor successfully. For some, jumping out of perfectly good airplanes is extremely anxiety arousing. They doubt their own ability to cope successfully with this unnatural situation. However, others find parachuting exciting and thrilling. They may experience some fear, but do not doubt their ability to cope. Military



obstacle courses are often called “Confidence Courses”. They stress us by presenting novel situations, which upon successful completion expand our confidence in our own abilities to meet these challenges successfully. Tough, realistic training is one of the best ways to help soldiers develop resistance to the effects of stress on the battlefield. It builds confidence in the soldier’s ability to operate in a combat environment.

## Can you have too much stress?

When stress is too high or lasts too long, some of the negative effects of stress may be felt. These include —

- Depression
- Ulcers
- Headaches
- Hypertension
- Anger/Irritability
- Weight Gain/Loss
- Fatigue
- Spill Over Into Family or Work



Granted, the effects of stress in your life may not be felt immediately. They tend to accumulate. However, over the years stress may reduce your immune system’s functioning which may lead to some of the effects listed above as well as physical illnesses.

## How Much Stress Is Too Much?

Take about ten minutes and complete the Holmes-Rahe Stress Test (Worksheet 2.3). This test is based on the fact that stress effects tend to accumulate over time. To score this test, add up the points assigned to each of the positive and negative life events you have experienced within the past 12 months. The higher your score, the more likely you are to develop a significant physical illness within the next year--all because of the effects of stress on your body. In the next section, we will discuss ways to reduce the effects of stress.

## Good and Bad — It All Adds Up

Instructions: Score yourself on this *Life Change Test*\*. Check only those events which you have experienced in the past year. Add the points assigned to each life event.

Life Event	Value	Life Event	Value
Death of spouse	100	Change in responsibilities at work	29
Divorce	73	Trouble with in-laws	29
Marital separation	65	Outstanding personal achievement	28
Jail term	63	Wife begins or stops work	26
Death of close family member	63	Begin or end school	26
Personal injury or illness	53	Change in living conditions	25
Marriage	50	Revision of personal habits	24
Fired at work	47	Trouble with boss	23
Marital reconciliation	45	Change in work hours or conditions	20
Retirement	45	Change in residence	20
Change in health of family member	44	Change in schools	20
Pregnancy	40	Change in recreation	19
Sex difficulties	39	Change in church activities	19
Gain of new family member	39	Change in social activities	18
Business readjustment	39	Mortgage or loan less than \$10,000	17
Change in financial state	38	Change in sleeping habits	16
Death of close friend	37	Change in number of family get-togethers	15
Change to different line of work	36	Change in eating habits	15
Change in number of arguments with spouse	35	Vacation	13
Mortgage over \$80,000	31	Christmas	12
Foreclosure of mortgage or loan	30	Minor violations of the law	11
		<b>Total Score for 12 Months</b>	

The more change you have, the more likely you will suffer a decline in health. Of those who scored over 300 "life change units", 80 percent have a chance of a serious health change. With 150-299 life change units, you have a 50 percent chance of getting sick in the near future. With less than 150 life change units, your chances drop to 30 percent.



# Skill Building

There are many strategies you can use to reduce stress. Worksheets 2.4 and 2.5 show two different styles used by many people to control their stress. List the advantages and disadvantages of using each approach.

*Worksheet 2.4*

<b>Hoping that the stressful situation will go away.</b>	
Advantages	
Disadvantages	

*Worksheet 2.5*

<b>“Work hard and drive on” style of stress management.</b>	
Advantages	
Disadvantages	

Both styles may help to reduce stress levels. They both have advantages as well as disadvantages. The first is an avoidance technique that works occasionally and for stressful events of short duration. Many situations do resolve on their own as attested to by this quote:

**“I sometimes suspect that half our difficulties are imaginary and that if we kept quiet about them they would disappear.”**

**Robert Lynd**  
(Phillips, 1993)

So, at times it may be helpful to “just let things go.” However, this is heresy to the “Work Hard and Drive On” style.



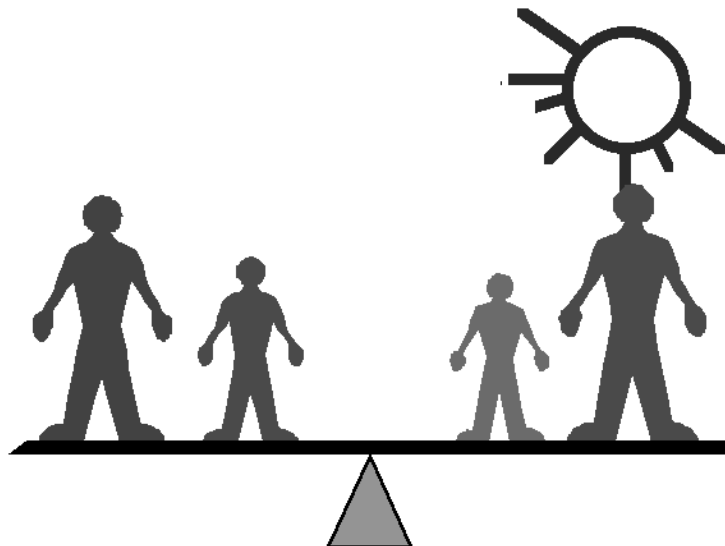
The “Work Hard and Drive On” style may also work for situations that are short lived and when relationship issues are not of concern. This style is commonly used by individuals with Type-A personalities. It has an advantage of helping the person feel more in control of the situation. However, it tends to lead to burn-out—not only for the individual, but also for those who live or work with him or her. However, when the stressful situation continues over a longer duration, both styles tend to lose their effectiveness. One key may be in adjusting your style to match the situations. This is the idea behind the serenity prayer.

### **The Serenity Prayer**

Lord, help me to change  
the things I can change,  
to live with the things  
I can't change,  
and to have the wisdom  
to know the difference.

Though each stress management style may have advantages, there is a way of coping with stress that may help overcome the disadvantages found in each.

## **Its a Balancing Act**



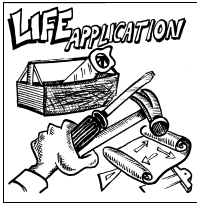
The key to managing stress is in maintaining a balance. This means balancing in all dimensions of life: Work vs. Play, Self vs. Others, Inactivity vs. Activity, and so on. When things are out of balance, then our ability to effectively manage stressful situations becomes impaired.

## How Can I Keep It All In Balance?

Take a moment to complete the exercise in Worksheet 2.6. Follow the example in the first row. If too much time is spent at work, then family and social life may suffer. Your ability to concentrate may be impaired and your ability to see potential solutions to problems at work may be constricted. On the other side, if too much time is spent at “Play”, work may suffer, deadlines are missed, and the mission may not be accomplished in a timely manner. One row is left blank, so you can write in other dimensions of your life where keeping a balance is important to you.

*Worksheet 2.6*

← Too Much	Dimension	Too Much →
Family and social life suffer Divorce Withdrawal by friends	Work vs. Play	Lost productivity at work Missed deadlines Mission delayed
Stepping on others	Aggressive vs. Passive	Being stepped on
Too self-centered	Self vs. Others	Lose self
Increased risk of injury	Exercise vs. Inactivity	Sedentary diseases
Excessive weight loss	Dieting vs. Indulgence	Obesity
	Other	



## Life Application

Keeping life in balance requires effort. It means watching where your time is spent and making a conscious effort to maintain a balance. If the demands at work are high, those demands need to be balanced by enjoyable activities both at work and outside of work.



The following are some activities to help keep a balance in your life.

<b>Exercise</b>	Moderate exercise, at a pace where you can talk comfortably (physician approval recommended for males 40 or older, females 50 or older, or those who are not already participating in a regular exercise program).
<b>Play</b>	Participate in hobbies, sports, games, music, theater.
<b>Social support</b>	Build friendships, join a social or church group.
<b>Mini-Vacations</b>	Take short one to three minute breaks throughout the day to take a walk, stretch-in-place, take a few deep relaxing breathes, etc.
<b>Keeping a Healthy Perspective</b>	Read a humorous book, don't make a negative comment without proposing a constructive alternative.
<b>Diet</b>	Eat a balanced, nutritional meal to help keep you functioning at your best.
<b>Assertiveness</b>	Learn to say "No". Standing up for your own rights without violating the rights of others.
<b>Skill Building</b>	Learn more about your job and how to do it better.
<b>Relaxation, Prayer, Meditation</b>	Practice these effective stress relievers.

Look over the dimensions of life above. Highlight one area where you feel you could use more of a balance. Next, pick an activity from the list we just reviewed, from those suggested by the American Cancer Society (Worksheet 2.7), or one of your own ideas.

Worksheet 2.7

## What Can Be Done to Reduce Stress.

(From the *American Cancer Society*)

1. **Break down every big job into small components** it doesn't become overwhelming to you. Make a list of the work you want to accomplish each day. Prioritize your list and work on accomplishing the top 3 items.
2. **Do neck rolls frequently throughout the day** to relieve the stiffness and tightness in neck muscles. Let your shoulders drop. Release the tension.
3. **Become more aware of your surroundings** By deliberately slowing down your walk and conversation, you absorb more of your surroundings and reorient yourself to a slower pace.
4. **Avoid being a perfectionist** Put your best effort into whatever you are doing; then relax and don't worry about the results. Perfection implies unrealistic expectations. Perfectionists are hard to live with because of the excessive demands they make on themselves and others.
5. **Temporarily remove yourself from the situation** when problems begin to overwhelm you. Once your mind is rested, you will see solutions.
6. **Be assertive** Take action and speak clearly and openly on your ideas and needs.
7. **Take time out from your work** Schedule regular vacations and opportunities to get away from it all. Try to plan these in such a way that they are long enough and frequent enough to allow you to relax and change your routine and pace.
8. **Exercise regularly and moderately** Research has suggested that those who exercise regularly, i.e., 3 to 4 times a week, tend to live longer and healthier lives than those who do not. Walk, run, bike, play sports.
9. **Maintain a reasonable diet** Three meals a day is important for all of us. A number of research studies have suggested that those who have 3 meals a day (especially those who eat breakfast) live longer and healthier lives. Avoid junk food and try to eat a balanced diet. Listen to your body and its reaction to your food intake. If you attend to your body's reactions, you will learn the importance of regular and balanced meals.
10. **Develop outside interests and activities** Total involvement in job or home responsibilities can produce total isolation and an obsession with work. Relax on weekends by doing something different from the pattern you have established during the week.
11. **Think about something entirely different than work** Close your eyes and visualize an extremely relaxing and peaceful scene. Try to see it as clearly and distinctly as you can in your mind's eye. Color in the trees and the ocean. Focus on color. Let yourself relax. Let the tension slip away. Take a breath--deeply and slowly.
12. **Talk it out** When things get to you, find someone you can talk to and confide in. Expressing your feelings has a purpose. It allows you to release the feelings of tension and anger that have built up. Effective communication with others is a key factor in being able to cope with stress.

Keep the channels of communication open with those close to you. Learn to talk about your frustrations and thoughts.

Make a plan to practice doing that activity at least once a day for a week. It is usually helpful to:

- Pick an activity that you think you will enjoy.
- Set aside a time during the day when you will do it.
- Come up with a plan for how you can avoid interruptions.
- Determine an alternate time or activity if you can't do the one you selected.

If you do not feel that the activity is helping you manage your stress better, feel free to change it or pick another. Refer back to Lesson 1 for additional help in making a plan for change.

Make a contract (Worksheet 2.8) with yourself and post it in a visible place as a reminder to practice the activity you selected.

*Worksheet 2.8*

## Contract with Myself

I want to help myself keep more of a balance in my life. For the next seven days, I will \_\_\_\_\_  
 each day at \_\_\_\_\_ (insert time). If I am unable to do it at that  
 time, I will do it at \_\_\_\_\_ (insert time). To prevent interruptions,  
 I will \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

Stress is a crisis and an opportunity. How we perceive our situation plays a major role in the way stress affects our lives. Balance is important, including the need to relax and to not let the negative effects of stress continue to build throughout the day. Fortunately, there are many activities that can be done to help offset the negative effects of stress.

Over the next couple of weeks —

- ⇒ Continue to check on the balance in your life.
- ⇒ Seek out new and healthy ways to counter the stress in your life.
- ⇒ Use the tips provided by the American Cancer Society, *What Can Be Done to Reduce Stress?* (Worksheet 2.7).
- ⇒ And above all else, make it enjoyable.

The more an activity is enjoyable, the more you are likely to continue it.

## Still drawing a blank?



There are *101 Stress Relievers* on the next page to help you discover new and exciting ways to manage stress.

# 101 Stress Relievers

**Need a quick—or not so quick—stress-break? Fresh out of ideas? Try one of these:**

*Stop and look out the window.*

Work a crossword puzzle.

**ANGRY? TALK TO A FRIEND ABOUT IT.**

Apologize for a mistake. **Meditate.**  
Stand up and **stretch.**

**Ask for help.**

Call up an old friend. **Run.**

**Change coffee break to exercise break.**

**Close your eyes. What do you see?**

**Count to ten—or 1000—before exploding.**  
Count your blessings—make a list.

**CLIMB A MOUNTAIN.**

Cut back on caffeine.

**WATCH A REALLY GOOD MOVIE.**

Plan ahead.

**DAYDREAM** spend your coffee break at the beach.

**Do one thing at a time.**

Eat a good breakfast.

**Forgive someone.**

Fly a kite.

Get a massage. Get a pet.

**Find someone you're grateful to and thank them.**

Go fishing.

Get a good night's sleep.

Get up fifteen minutes early.

**GO** for a brisk walk. swimming. to work a different way.

Keep a journal of thoughts and feelings.

**Laugh at something you did.**

**Hug a tree.**

**Hug someone you love.**

Leave the car at home and take the bus.

**Lie in a hammock.**

Lift weights.

Listen to the birds.

**Look** at the big picture. closely at a flower, leaf, blade of grass or tree trunk. off into the distance.

Read a good book.

**Make love.**

**READ SOMETHING FUNNY EVERY DAY.**

Ride your bike to work.

Smell a rose.

**Play a round of golf.**

**Make a list. Then follow it.**

- ✓ Take a child to the playground.
- ✓ Take a deep breath and let it all out.
- ✓ Take a leisurely stroll.
- ✓ Take a long bath.
- ✓ Take a nap.
- ✓ Take an herb tea break.
- ✓ Take one day at a time.
- ✓ Take the back roads.
- ✓ Take the stairs.
- ✓ Take time for the sunset—or sunrise.
- ✓ Take up knitting.

**Massage your temples.**

Quit smoking.

Write a poem.

Write a letter to the editor.

**Learn to say no.**  
Sit by a fountain or stream. Close your eyes and hear the water.  
Practice Yoga.  
Work out at the gym.  
Share feelings with someone.

**PUT**  
...a cat in your lap.  
...on some music.  
...plants in your office.  
...your feet up.

**WEAR EARPLUGS WHEN IT'S NOISY.**

**TALK TO YOURSELF: "I CAN DO A GREAT JOB." "I CAN STAY CALM UNDER PRESSURE."**

Paint a peaceful scene—in your imagination.

**Make time for play.**

Spend an evening without TV.

**Write...**  
down your fears.  
down your dreams.  
your congressman.

**PRACTICE LAUGHING OUT LOUD.**

Watch a cloud for 5 minutes. Watch an ant or other insect for 5 minutes.

Sit by a fire.



Turn cocktail hour into exercise hour.

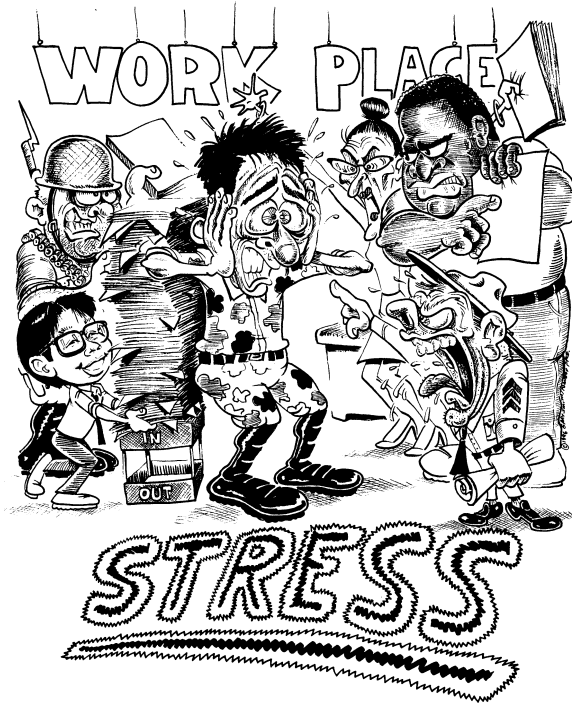
*Walk barefoot in the grass.*

**CLASP YOUR HANDS BEHIND YOUR HEAD AND STRETCH YOUR SHOULDERS.**



## Stay Tuned

The next lesson will focus on another source of stress: Work place or Organizational stress. What is it? How does it prevent an organization from functioning effectively? Finally, what can be done to counter the effects of workplace strain and stress.



## Give Us Feedback

Please take a moment to complete the feedback form provided and return it to your instructor or mail it to USACHPPM. This information helps us know how we are doing, so we can do a better job at providing helpful solutions for today's problems. Thank you.



## References

American Cancer Society, 1599 Clifton Road, NE, Atlanta, Georgia 30329

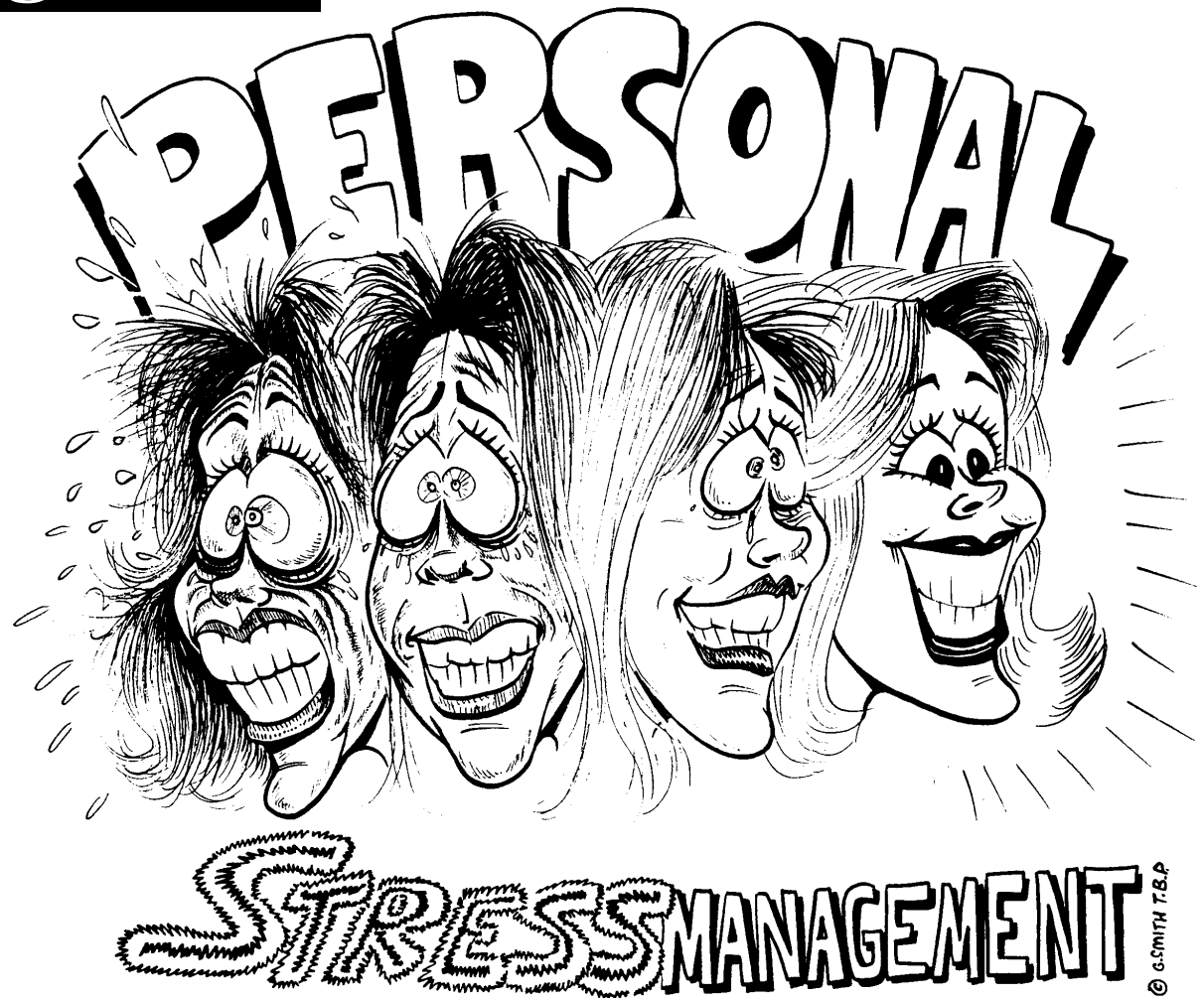
Department of the Army. (May 1983). The individual's handbook on physical fitness (Pamphlet 350-18). Washington, DC: Author.

Holmes, T.H. & Rahe, R.H. (1967). The social readjustment rating scale. *Journal of Psychosomatic Research*, 11, p. 213-18.

Parlay International. (1995). 101 stress relievers (1600.043). Emeryvill, CA: Author.

Phillips, B. (1993). *Book of great thoughts and funny sayings*. Wheaton, IL: Tyndale House Publishers, Inc., p. 94.

# Targeting Health Stress Management



Lesson 2: OH-1  
Rev: 5/18/00



# Purpose

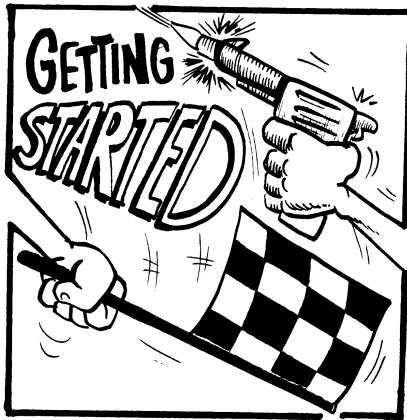
This lesson will—

1. Identify personal sources of stress.
2. Explore strategies for reducing stress
3. Improve your ability to cope with stress through developing effective stress management skills.

# Objectives

By the end of this lesson you should be able to--

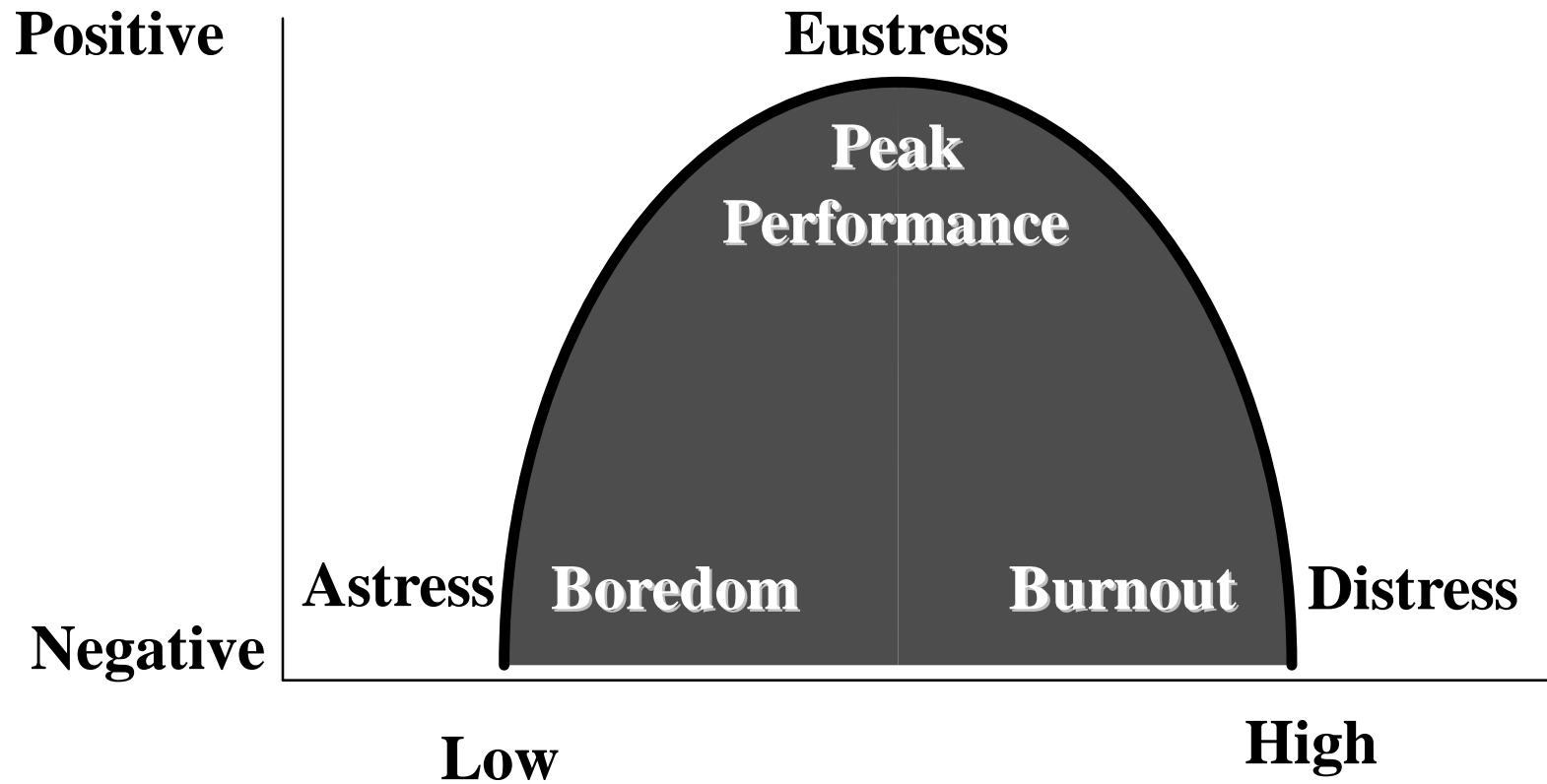
1. Demonstrate an increased understanding of personal stress by identifying ten stressors in your life.
2. Express five ways to manage personal stress.
3. Use one new activity to effectively balance the stress in your life.



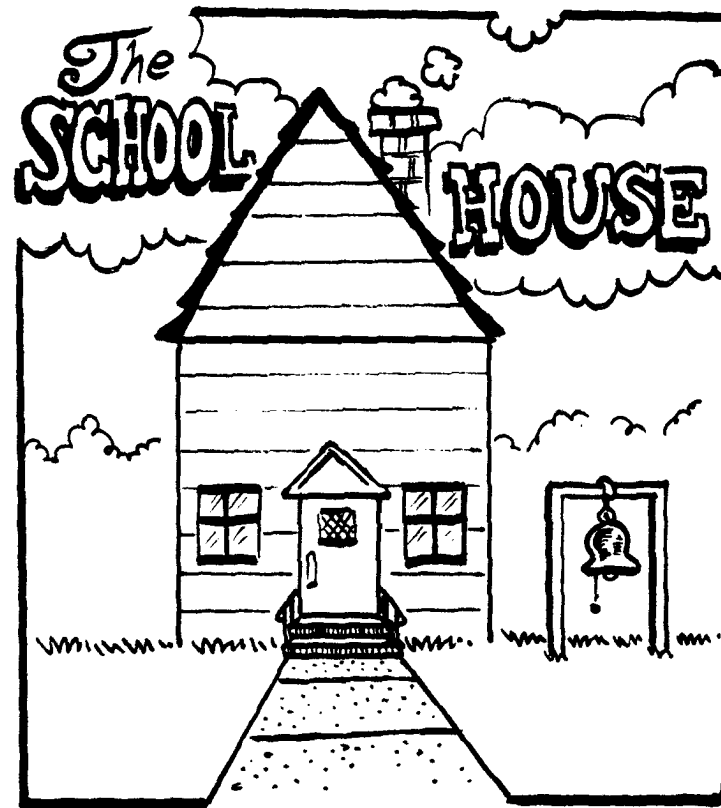
Take a few moments to--

- Write down ten stressors in your life. Examples are finances, work hours, illness, conflict with co-workers, etc.
- Now rank them with “1” being the most stressful and “10” the least stressful.
- Share these with another class participant.

# What is Stress?



# Entering



Lesson 2: OH-5  
Rev: 5/18/00



# Stress or Thrill?



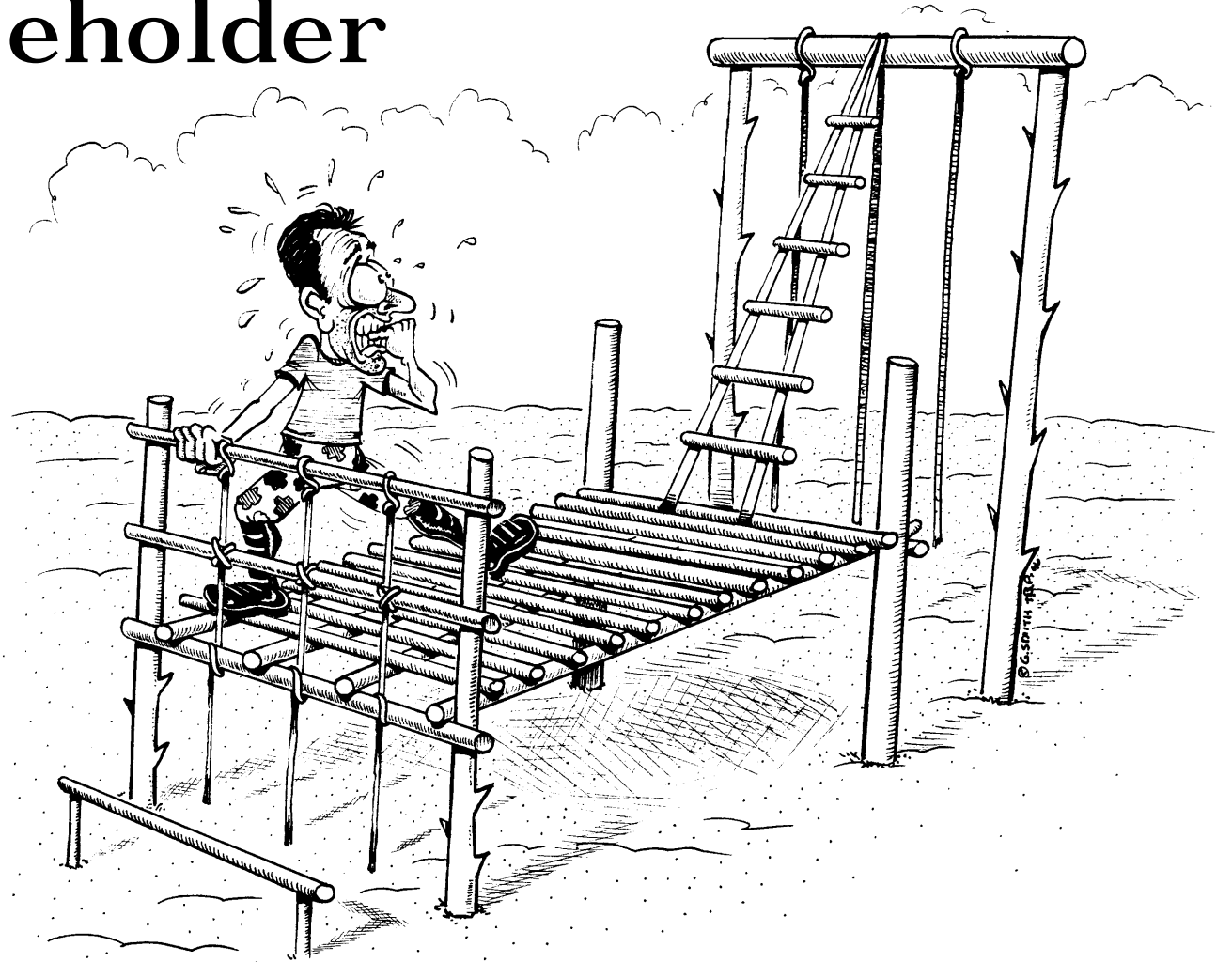
Depends on You!

# What are the Signs of Stress ?

Physiological	Emotional/Mental	Behavioral
Pounding heart Rapid breathing Sweaty palms Cold hands and feet Lack of energy Headaches Muscle tension Sleep difficulties Stomach disturbances	Irritability Nervous, edgy Lack of patience Crying Losing temper Worrying Emotional sensitivity Memory lapse Lack of concentration Increase in careless errors Negative attitude Pre-occupation	Sleeping more Sleeping less Eating more Eating less Angry outbursts Withdrawing from others



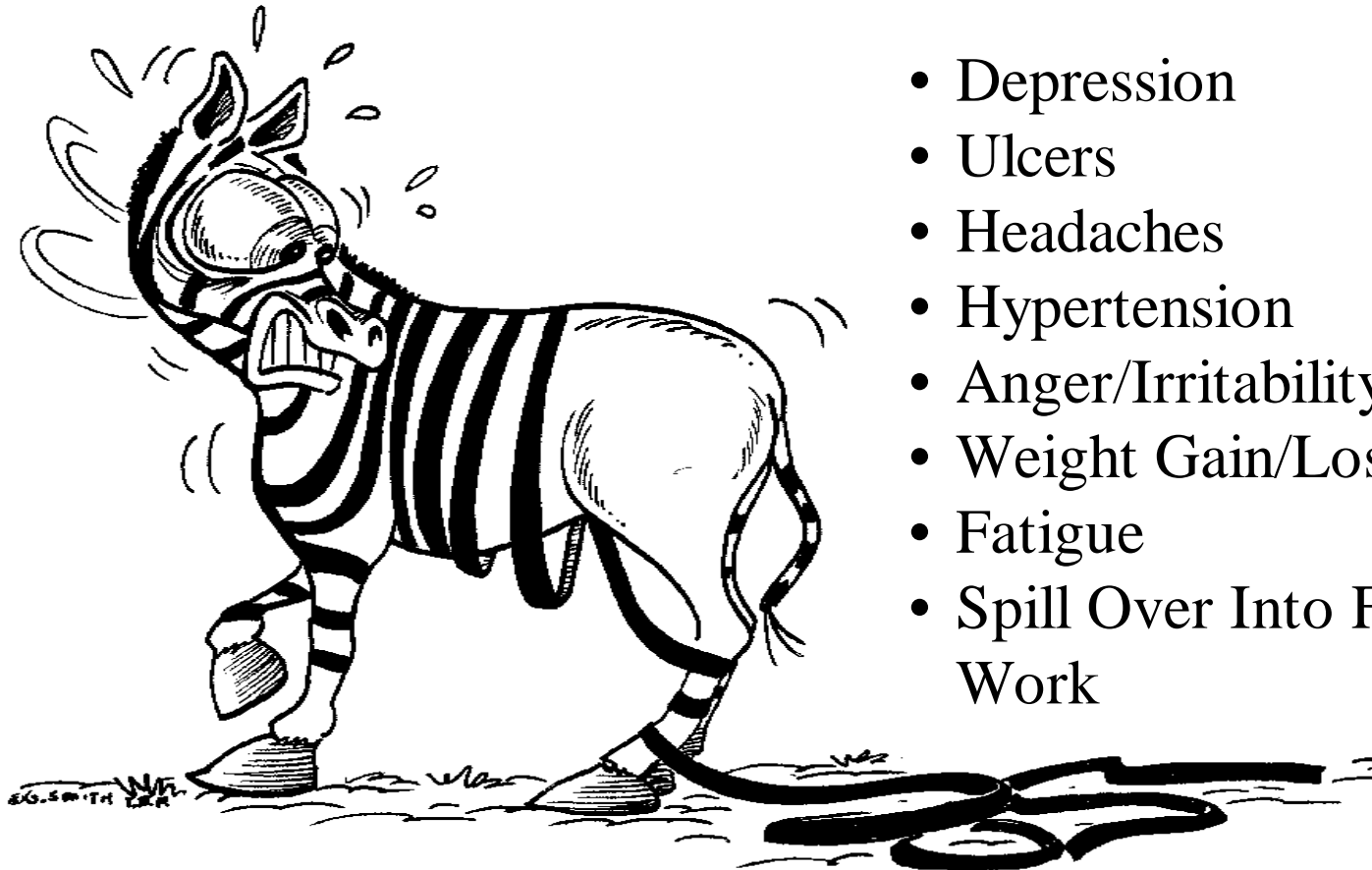
# In the Eye of the Beholder



Lesson 2: OH-8  
Rev: 5/18/00



# Can You Have Too Much Stress



- Depression
- Ulcers
- Headaches
- Hypertension
- Anger/Irritability
- Weight Gain/Loss
- Fatigue
- Spill Over Into Family or Work

# How Much Stress Is Too Much?

## Good and Bad — It All Adds Up

Instructions: Score yourself on this *Life Change Test*\*. Check only those events which you have experienced in the past year. Add the points assigned to each life event.

Life Event	Value	Life Event	Value
Death of spouse	100	Change in responsibilities at work	29
Divorce	73	Trouble with in-laws	29
Marital separation	65	Outstanding personal achievement	28
Jail term	63	Wife begins or stops work	26
Death of close family member	63	Begin or end school	26
Personal injury or illness	53	Change in living conditions	25
Marriage	50	Revision of personal habits	24
Fired at work	47	Trouble with boss	23
Marital reconciliation	45	Change in work hours or conditions	20
Retirement	45	Change in residence	20

\*Adapted from DA PAM 350-18, May 1983 (Original Source: Holmes, T.H. & Rahe, R.H. (1967). "The social readjustment rating scale". *Journal of Psychosomatic Research*, 11, pp. 213-18.



Lesson 2: OH-11  
Rev: 5/18/00



# Hoping that the stressful situation will go away

Advantages	
Disadvantages	

# “Work hard and drive on” style of stress management

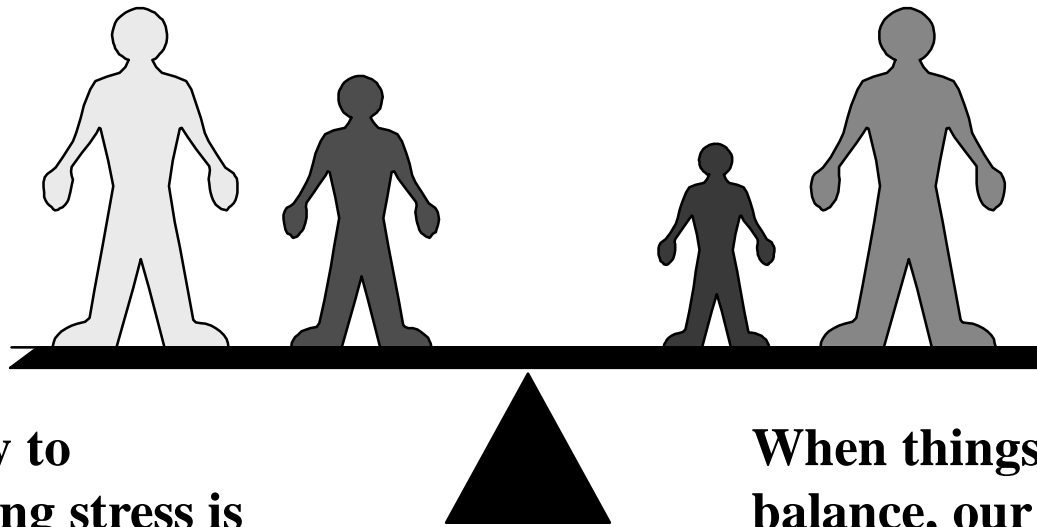
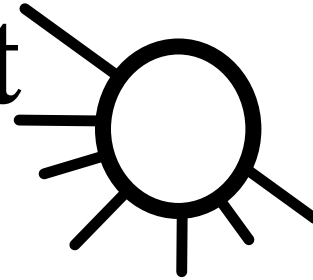
Advantages	
Disadvantages	

# The Serenity Prayer



Lord, help me to change  
the things I can change,  
to live with the things  
I can't change,  
and to have the wisdom  
to know the difference.

# Balancing Act



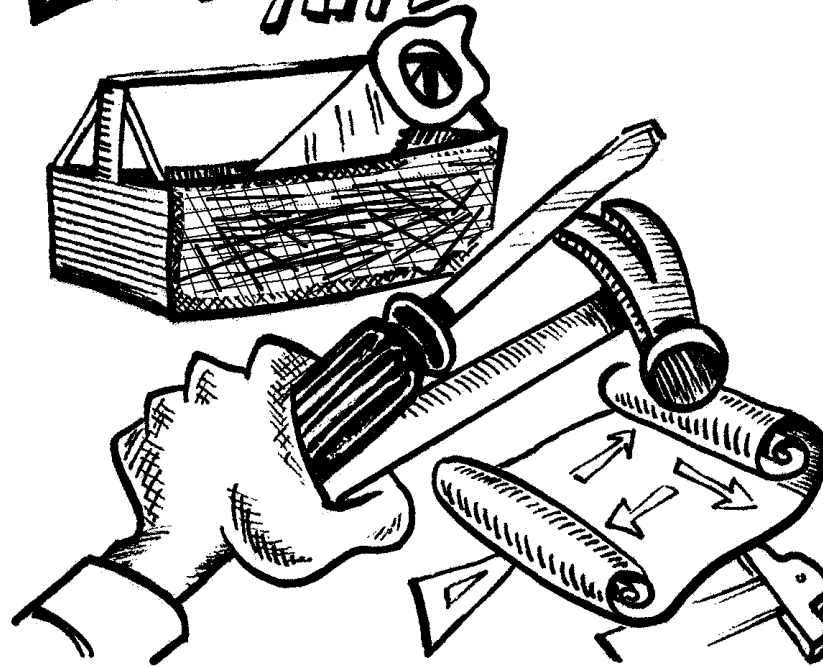
**The key to managing stress is in maintaining a balance.**

**When things are out of balance, our ability to effectively manage stressful situations effectively becomes impaired.**



← Too Much	Dimension	Too Much →
Family and social life suffer. Divorce. Withdrawal by friends.	Work vs. Play	Lost productivity at work. Missed deadlines. Mission delayed.
	Aggressive vs. Passive	
	Self vs. Others	
	Exercise vs. Inactivity	
	Carbohydrates vs. Fat	

# LIFE APPLICATION



Lesson 2: OH-17  
Rev: 5/18/00



**USACHPPM**  
*Readiness thru Health*

- Exercise
- Play
- Social support
- Mini-Vacations
- Keeping a Healthy Perspective
- Diet
- Assertiveness
- Skill Building
- Relaxation, Prayer, Meditation



# Work Smarter, Not Harder

- Pick an activity that you think you will enjoy
- Set aside a time during the day when you will do it
- Come up with a plan for how you can avoid interruptions
- Determine an alternate time or activity if you can't do the one you selected.

# Plan for Success

## Contract with Myself

I want to help myself keep more of a balance in my life. For the next

seven days I will \_\_\_\_\_

each day at \_\_\_\_\_. If I am unable to do it at that  
(insert time)

time, I will do it at \_\_\_\_\_. To prevent interruptions  
(insert time)

I will \_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

# Maintaining Success

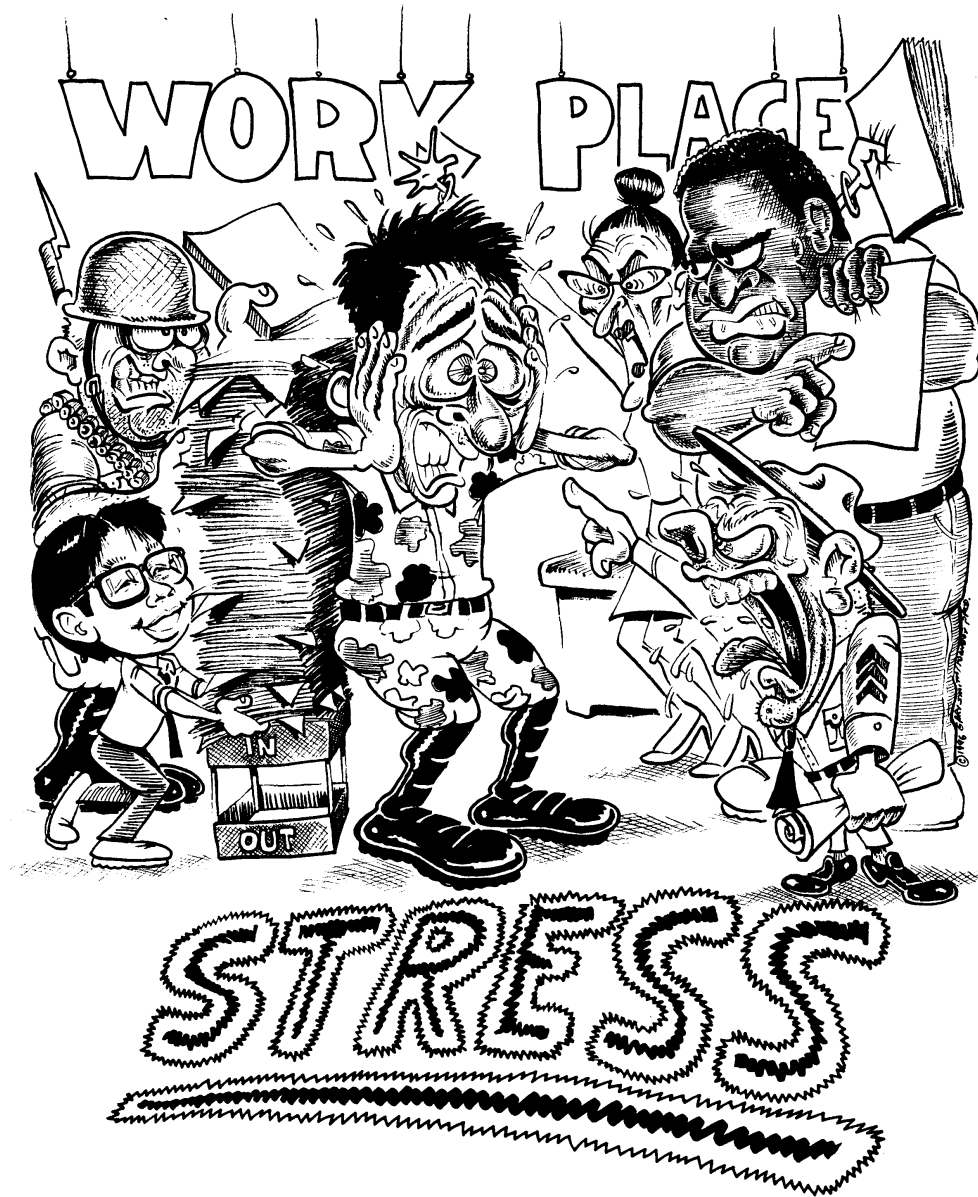
Over the next couple of weeks:

- Continue to check out the balance in your life,
- Seek out new and healthy ways to counter the stress in your life,
- Use the tips provided by the American Cancer Society, *What Can Be Done to Reduce Stress* (see Worksheet 2.7),
- And above all else, make it enjoyable.

# Still Drawing a . . .



Stay Tuned For:



Lesson 2: OH-23  
Rev: 5/18/00





# We Need Your



Please complete the course evaluation and return it to your instructor before leaving.

Thank you!

# Lesson 2 Feedback

Your comments on "Targeting Stress" are very important to us. Please take a few moments to answer the following questions and return them to your instructor or directly to USACHPPM, ATTN: MCHB-DC-HBH (Bldg. E-1570), 5158 Blackhawk Road, APG, MD 21010-5422 or by FAX at DSN 584-7400 or CIV (410) 612-7400.

Shade circles like this: ●  
 Not like this: ⊗ ⊙

Date: (i.e., 02/10/97)

Please Print legibly in boxes below. Thank you!

Instructor:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

		/			/		
--	--	---	--	--	---	--	--

Location:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Stress Level

- |                           |   |   |   |   |   |   |   |   |   |   |
|---------------------------|---|---|---|---|---|---|---|---|---|---|
| 1. Before the Class . . . | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. After the Class . . .  | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Low Stress

High Stress

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Don't Know / Not Applicable

## I. Objectives

- |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| A. Course objectives were clear and easy to understand. . . . . | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| B. Course objectives were met. . . . .                          | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| C. I would recommend this course to a friend. . . . .           | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## II. Written Materials

- |  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| A. Materials were easy to understand. . . . .  | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| B. Format of the lesson was enjoyable. . . . . | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| C. Materials covered the objectives. . . . .   | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## III. Audiovisuals

- |  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| A. Overheads were easy to read. . . . .                          | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| B. Overheads supported the lecture and class discussion. . . . . | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| C. Overheads maintained my interest. . . . .                     | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## IV. Instructor

- |  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| A. Was well prepared for the class. . . . .              | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| B. Seemed genuinely interested in the materials. . . . . | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| C. Encouraged participation from the students. . . . .   | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| D. Made the class interesting. . . . .                   | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| E. Spoke clearly. . . . .                                | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## V. Learning

- |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| A. I learned something new about stress management from this class. . . . . | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| B. The most important thing I learned was: (fill in the blank)              |   |   |   |   |   |   |   |   |   |

--

Please Continue on Next Page

# Feedback

## (continued)

**Please answer True or False for the following questions.**

T F

- 1. Stress that lasts too long or is too intense may cause high blood pressure, headaches, or fatigue.
- 2. The only way to cope with stress is to avoid it and it will go away.
- 3. The key to managing stress is maintaining a balanced lifestyle.
- 4. How you perceive a stressful situation will affect your reaction.
- 5. When you encounter a stressful situation, it is important to keep it to yourself and not tell any one else.

**Comments and Suggestions:** (Please Print)

**Thank You for Your Participation!**

# Stress Management Sign-In Sheet



Class Title: _____		Date: _____
Instructor: _____		Time: _____
Location: _____		
Name	Organization/Unit	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

# Work Place Stress





# Lesson 3

## Workplace Stress

### Introduction

This lesson will increase your understanding of the effects of stress in the work place and identify ways to reduce complications associated with job stressors. Stress affects all of us in every area of our lives--whether manager or laborer, secretary or executive, at home or at work, stress is there. This lesson focuses on the effects of stress at work only.

### Objectives

By the end of this lesson, you should be able to —

1. Demonstrate an increased understanding of the effects of stress in the workplace.
2. Identify five ways to reduce job-related stress.
3. Incorporate one new technique into your workday to successfully reduce workplace stress.



## Getting Started

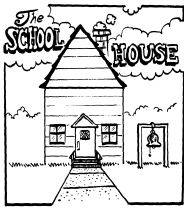
### Time is Money

We spend over 60 percent of our waking time at work. For many, this is on the light side. In the military, there are periods when 100 percent of our time is spent at work. All of us know that our work does not stop when we leave our place of duty; there is house work and the children to take care of. Finally, a parent who chooses to stay home to take care of house and family will often report their time spent at work as 24 hours a day! What can be done to reduce stress in the workplace?

## My Stress is Bigger Than Yours

**Group Exercise:** In groups of two or three, discuss who has the most stressful job: Military or civilian employee, officer or enlisted, service member or family member, secretary or manager. Allow 5-10 minutes for discussion.

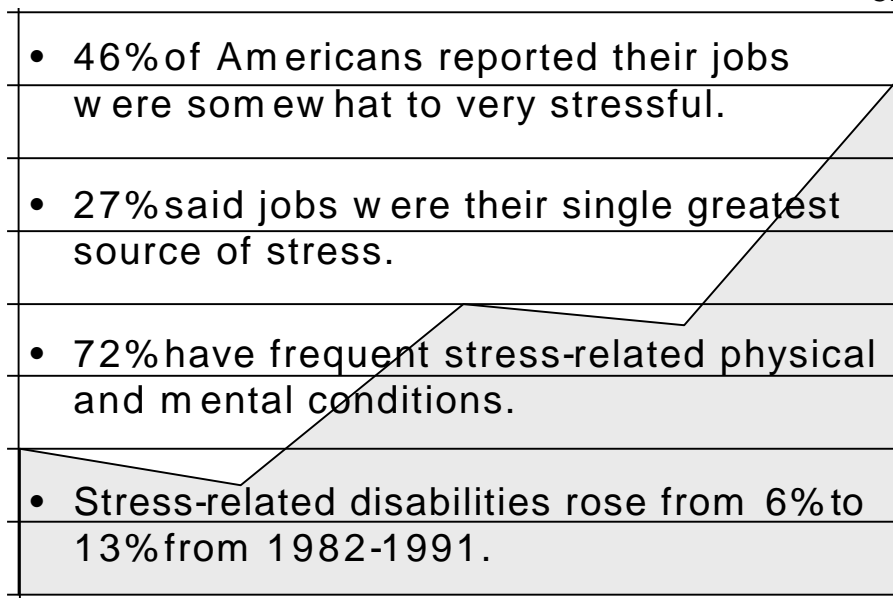
All of us are different. We have different strengths, abilities, and stressors. We also differ in the support systems (family, friends, support groups, co-workers) that we have available to help us cope with stressful situations and environments. These all affect the way we react to stress and our ability to cope with the consequences of stress. A senior leader may appear to have greater stressors, but he or she may also have more resources available to cope with those stressors than someone less senior. Let us look at some of the major factors that influence stress in the workplace.



## The School House

### The Greatest Source of Stress

Chart 3.1



In a nationwide survey by Northwestern National Life Insurance Company (as cited in Quick, J., Murphy, L.R., Hurrell, J., & Orman, D., 1992), 46 percent of American workers reported their jobs were somewhat to very stressful. Twenty-seven percent reported that their jobs were the single greatest source of stress in their lives. Overall, nearly 72 percent said that they have frequent stress-related physical and mental



conditions. In fact, stress-related disabilities have gone from 6 percent to 13 percent over the past 9 years.

## Workplace Stressors

The sources of workplace stress are many. The chart below lists some of these sources (see Chart 3.2). Perhaps you can identify additional sources of workplace stress.

*Chart 3.2 \**

<b>Sources of Workplace Stress</b>	
<ul style="list-style-type: none"> <li>• Role Conflict</li> <li>• Role Ambiguity</li> <li>• Work Group Relations</li> <li>• Job Future Ambiguity</li> <li>• Autonomy</li> <li>• Supervisor Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Overload</li> <li>• Control</li> <li>• Feedback</li> <li>• Co-worker Support</li> <li>• Demands &amp; Pressures</li> <li>• Frequent Disagreements</li> </ul>

\*Adapted from Bunker, K. A. , 1994, p. 72.

Chart 3.2 does not include stressors outside of the work environment that may affect a worker's job performance. Family demands, particularly on dual career or single-parent households, can be significant work disrupters. Marital conflict, problems caring for elderly parents, the health status of a family member, and more can also affect us at work.

In general, workplace stress can be reduced to four core areas:

- Lack of Control over the Work and Workplace.
- Presence of Uncertainty.
- Existence of Dysfunctional Conflict.
- General Task and Work Demands.

Any attempt to positively affect stress in the workplace must address each of these areas. Improving workers' skills at coping with stress may prove initially beneficial. However, a reduction in the negative effects of workplace stress in all four areas can only be achieved

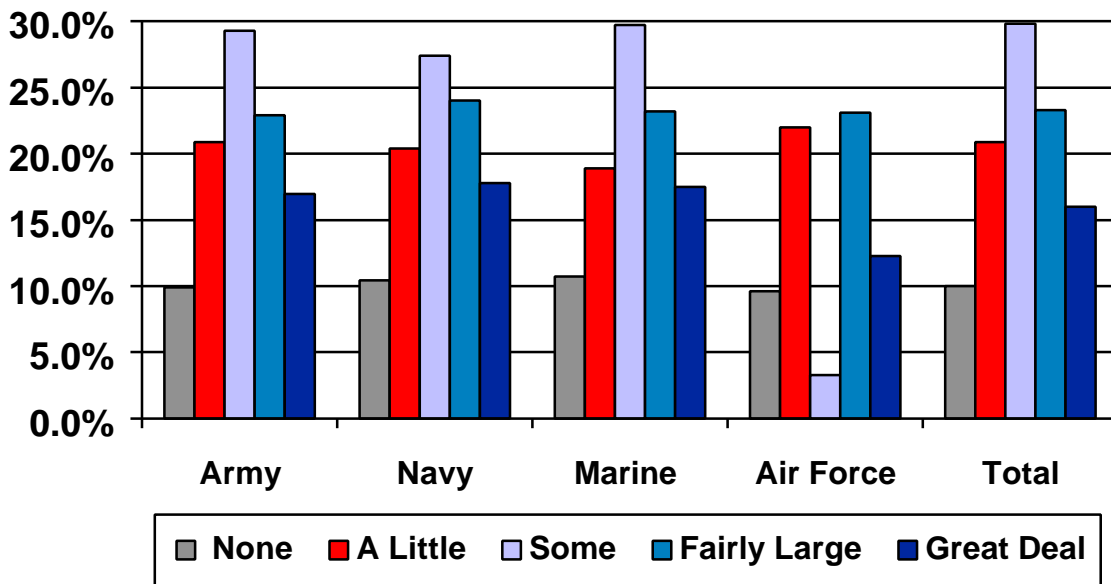
by management and employees working together to develop effective stress management policies and programs.

### **Military Stressors**

Let us focus on stressors for those on active duty. The 1995 Department of Defense Worldwide Survey of Health Related Behaviors (DOD Survey) found that 69 percent of service members reported some job related stress and 16 percent reported being under a great deal of stress due to life in the military (see Chart 3.3). Family stress was also high at 50 percent. The types of stressors varied depending on your sex. However, regardless of whether you are male or female on active duty, the top stressors were very similar (see Chart 3.4).

*Chart 3.3\**

### **Reported Level of Stress in Military Life**



\*Source: 1995 Department of Defense survey of health related behaviors among military personnel

Chart 3.4\*

## Rank Ordered Sources of Stress Among Military Personnel

MALES	FEMALES
1. Being Away From Family	1. Being Away From Family
2. Deployment	2. Changes in Family
3. Increases in Work Load	3. Increases in Work Load
4. Financial Problems	4. Conflict with Supervisor
5. Conflicts Between Military and Family Responsibilities	5. Work Relationships
6. Work Relationships	6. Conflicts Between Military and Family Responsibilities
7. Conflict with Supervisor	7.5. Financial Problems
8. Changes in Family	7.5. Having a PCS
9. Having a PCS	13. Deployment

\*Source: 1995 Department of Defense survey of health related behaviors among military personnel

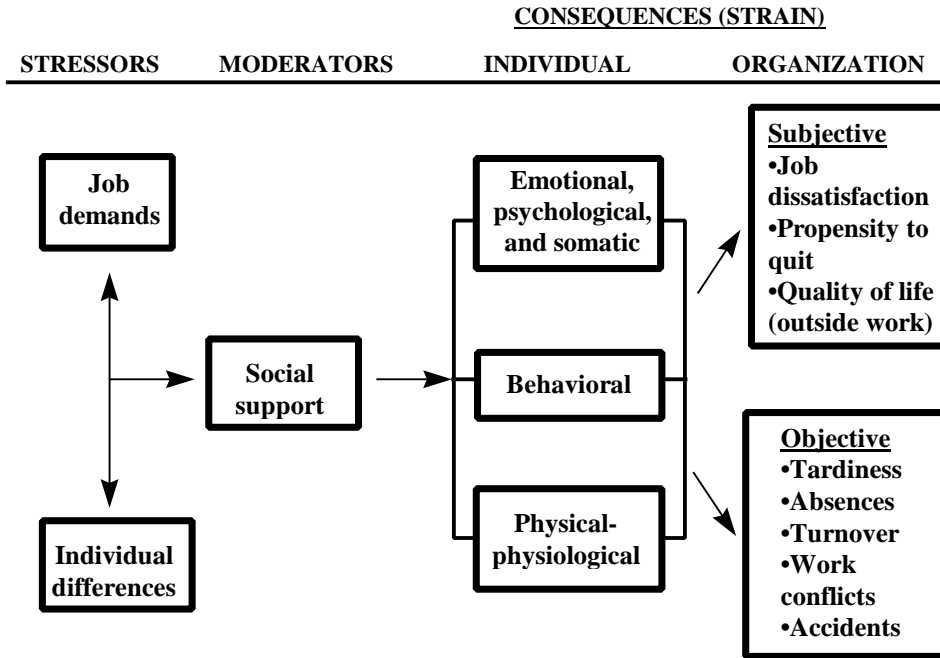
### So What?

We know that work can be stressful and that working in the military, at times, can be quite stressful. That is just part of life in the military, right? Just suck it up and drive on?

In some situations, we do have to grin and bare it. For example, we know that the best defense against developing combat fatigue is tough, realistic training. In fact, stressful situations can serve to bring out our best performance. But that is not the whole story.

Take a moment to look over the stress model at Chart 3.5 (Dolan, 1994). We have already discussed **Stressors**, both individual sources of stress and stressors that are found in the workplace. Earlier we looked at how **Individual differences** influence what stressors we bring to the workplace, what we view as stressful, and how we respond to stress. Stressors also come from **Job demands**, such as long hours, high workload, and frequent deployments. These job demands require either adaptation on the part of the worker, changes in policies and procedures, or all of the above. However, there are other sources of workplace stress that should not be tolerated. These are violence in the workplace, sexual harrasment, and unsafe work conditions. These three sources of workplace stress need to be addressed directly through the chain of command, your Inspector General, or safety office.

## A Stress Model



From: Dolan, S. (1994). Stress management intervention and assessment: An overview and an account of two experiences. In A. Korman & Ass. (Eds.) *Human Dilemmas in Work Organizations*. New York: Guilford Press, p. 40.

**Social Support** serves as a stress moderator. If our spouse is supportive, then our ability to cope with stress in the workplace increases. If there is a high degree of unit cohesion, more stress can be tolerated than when a unit is disorganized and co-workers are not supportive of each other. Supervisor support, at least for men, may play a more important role in moderating stress than does spousal or family support.

All workplace stress has **Individual** and **Organizational** outcomes. The effects of high levels of stress or stress continuing over prolonged periods on the individual can be emotional or psychological, such as depression or anxiety attacks. They can result in behavioral consequences, such as difficulty getting up in the morning to aggressive verbal and physical behavior. Additionally, stress can contribute to developing ulcers or high blood pressure and decrease the body's ability to fight illness to include cancer. Organizational consequences of stress are lowered morale; decreased work quality and productivity; and increased employee tardiness and turnover, accidents, injuries, and conflicts.

## Stress and Organizational Effectiveness

We know from researchers in organizational psychology that the role stress plays in the effectiveness of individuals and organizations, including military organizations depends on a number of factors. In general, these factors are —

- Extent and duration of the stressor.
- Organizational or unit climate.
- Extent of ambiguity in one's job or directions.
- Supervisor or leader support.

The role these factors play in individual and organizational stress are discussed below.

### Extent and Duration of Stressor

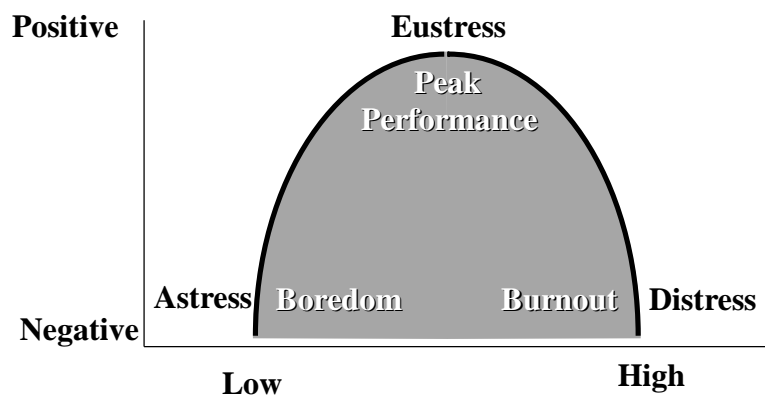
Too much stress or stress lasting too long can cause a decrease in the ability to do work. Probably the clearest example is stress from too little sleep. Research has shown that four hours of sleep is the minimum required for sustained operations. Severe drops in judgment, problem solving, and the ability to do work occur when sleep falls below this level for even a few days. Getting too little sleep is only one form of stress. As shown earlier, work-related stressors may lead to accidents, illnesses, tardiness, complaints and grievances, conflict with co-workers, or decreased quality of work.

Too little stress can have an effect on work performance as well. Some degree of stress is helpful to improve job performance, learning, attention, and concentration. For example, the best defense against developing combat fatigue is tough, realistic training. If training is not stressful enough, then self-confidence decreases, learning and physical conditioning are hampered, and necessary survival skills are not developed.

The right combination of intensity and duration of stress leads to optimal performance. Runners improve their performance by the appropriate mix of road work and speed work (intensity) and short and long work-outs (duration). This dynamic of stress is called the “inverted-U”.

This “inverted-U” relationship was demonstrated first by Dr. Robert Yerkes and Dr. John Dodson (as cited in Harig, P., Halle, J., Mosier, R., Reagan, J., & Richardson, M., 1995). There is an optimal point

### Optimal Performance



at which stress increases performance, with either too little or too much stress associated with decreased performance.

## Organizational or Unit Climate

The climate of the organization or unit sets the tone for the amount of stress experienced by individual members. Working in an environment where personal needs and feelings are considered will decrease the amount of stress in the workplace. Whereas, in organizations where people distrust one another and “back biting” is common, the stress level greatly increases. Can you think of any other ways the tone of the office can affect the level of stress? Write your answers in the box below.

*Worksheet 3.1*

## Setting The Work Place Tone

Now compare your list with the one below (Chart 3.6).

*Chart 3.6*

## Organizational or Unit Climate

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Thefts</li> <li>• Accidents</li> <li>• Reduced productivity</li> <li>• High turnover</li> <li>• Increased errors</li> <li>• Absenteeism</li> <li>• Disability payments</li> <li>• Sabotage</li> <li>• Damage and waste</li> <li>• Replacement costs</li> </ul> | <ul style="list-style-type: none"> <li>• Inflated health-care costs</li> <li>• Unpreparedness</li> <li>• Lack of creativity</li> <li>• Increased sick leave</li> <li>• Premature retirement</li> <li>• Organizational breakdown</li> <li>• Disloyalty</li> <li>• Job dissatisfaction</li> <li>• Poor decisions</li> <li>• Antagonistic group action</li> </ul> |
|---|--|

From: Jones, J.W. & Boye, M.W., 1992.

## **Extent of ambiguity in one's job or directions.**

For most people, uncertainty is a stressor. When there is uncertainty at work, productivity suffers and tolerance for stress decreases. Examples of uncertainty in the workplace are reductions in force, job changes, changes in raters or supervisors, and changes in missions or mission requirements. Many of these are a necessary part of living and working in the military. You can probably list additional sources of uncertainty in the workplace. However, one source of uncertainty that can be controlled is ambiguity in one's job or directions.

Clearly defined jobs and roles leads to enhanced performance. It is easier to hit a target you can see than one you cannot see. When people know what is expected of them, they can better judge their own performance. It also becomes easier for a supervisor to rate a subordinate's performance. Evaluation reports (Officer Evaluation and Noncommissioned Officer Evaluation Reports) and their accompanying support forms are attempts to clearly describe roles and responsibilities.

Lack of clear direction or guidance increases worker ambiguity and stress. It is easier to hit a target if you know which one you are suppose to aim at and which targets are the most important to hit. Clear guidance reduces costly errors and wasted time. An operational order (OPORD) follows a standard format. A medical evacuation (MEDEVAC) request follows a set format. These are attempts to ensure that directions and priorities are clearly understood. Communications on the job are often less clear and open to greater ambiguity. However the more critical the task, the greater the need to communicate clearly. Clear communication improves task accomplishment and decreases work place stress.

## **Supervisor or Leader Support**

Supervisor support plays a critical role in reducing stress. The supervisor is in a unique position to either increase or reduce many of the stressors experienced at work, and not just by reducing workload.

A leader should consider adjusting workload to maintain the optimal mix of duration and intensity of stress, as discussed earlier. However, even without changing workload, the supervisor can buffer the effects of stress by providing information, support, and esteem. In fact, the supervisor may be more important than an understanding spouse in buffering the employee from the effects of stress (Greller, M., Parsons, C., and Mitchell, D., 1992).

- Information
- Support
- Esteem



Think back to different supervisors you have had. You can probably identify those whom you would consider “good” supervisors and those who lacked supervisory skills. What was it that made him or her a “good” supervisor? Was it technical competence? Good people skills? Skill at managing projects?

## What Makes a Good Supervisor?

Think of the characteristics of a good supervisor or leader. What makes them effective? What makes people want to follow their direction? Below are suggested characteristics of good leadership (see Chart 3.7). What would you add to this list to describe a good leader or supervisor?

Chart 3.7

<b>Characteristics of a Good Supervisor</b>	
<ul style="list-style-type: none"> <li>• Listens</li> <li>• Supportive</li> <li>• Vision</li> <li>• Goal Oriented</li> <li>• Flexible</li> <li>• Caring</li> <li>• Even Keeled</li> <li>• Decisive</li> <li>• Team Player</li> <li>• No Favorites</li> <li>• Knows Limitations of Self and Co-workers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Mentor</li> <li>• Good Sense of Humor</li> <li>• Clear Expectations</li> <li>• Communicator</li> <li>• Integrity</li> <li>• Trusted</li> <li>• Humble</li> <li>• Understands the System</li> <li>• Acts as a Buffer between Outside Demands and Workers</li> </ul>

What makes a good supervisor is often the ability to adjust leadership style to a worker's ability, knowledge, and commitment to the organization. (Refer to *Chart 3.8*)



A “coach” is for someone who has some competence, but still needs guidance on how to accomplish a task and support to get it done. A worker who is high in commitment and competent does not need a coach. They respond best to a supervisor who is “delegating”. They can be given a task to do and, with little support or direction, be expected to accomplish the task. A new employee without a lot of experience, may need more “directing” to accomplish a task. Someone who is competent, but not very committed to the organization, needs more encouragement to achieve a given task. They do not need to know how to do it; they need “support” in doing it.

Chart 3.8

## Flexible Leadership Style

		Variable Commitment	Low Commitment		
Competent	High Supportive	Low Directive <b>Supporting</b>	High Directive <b>Coaching</b>	High Supportive	Some Competence
	Low Supportive	Low Directive <b>Delegating</b>	High Directive <b>Directing</b>	Low Supportive	Low Competence
		High Commitment	High Commitment		

From: *Leadership and Command at Senior Levels* (FM 22-103, June 1987).

## Characteristics of Healthy and Unhealthy Organizations

The following is adapted from Leadership and Command at Senior Levels (FM 22-103, June 1987).

As a supervisor, how can you assess the health of your organization? Take a moment to look at Worksheet 3.2. This questionnaire is a tool that will help assess your organization's health. This questionnaire has not been standardized, but your responses will give you a picture of how well your organization is functioning. It may point out areas where improvement is needed and, if given more than once, measure progress towards positive change. The hope is that your organization will become functionally healthier over time, and organizational stressors will decrease.

**Instructions** In each item below there are two paired descriptions of an organization: Healthy and Unhealthy. Please check the box next to the statement that best describes your organization. Check only one box per paired descriptions.

Worksheet 3.2

Characteristics of a Healthy vs. Unhealthy Organization	
Healthy	Unhealthy
1. <input type="checkbox"/> Goals are shared by all.	<input type="checkbox"/> There is little personal investment in goals except at top levels.
2. <input type="checkbox"/> People are free to talk about problems and explore constructive alternatives.	<input type="checkbox"/> People are afraid to talk openly about problems.
3. <input type="checkbox"/> In attacking problems, people work informally and are not preoccupied with status, territory, or second-guessing "what the leader will think."	<input type="checkbox"/> Egos complicate problem solving. People treat one another in a formal and polite manner that mask problems.
4. <input type="checkbox"/> Factors such as ability, sense of ownership, work load, timing, and leader development determine who makes decisions. Complaints are handled positively.	<input type="checkbox"/> People at the top try to control as many decisions as possible. People complain about decisions.
5. <input type="checkbox"/> There is a noticeable sense of team play in planning, in performance, and in discipline -- in short, a sharing of responsibility.	<input type="checkbox"/> Leaders feel alone in trying to get things done. Somehow orders, policies, and procedures do not get carried out as intended.
6. <input type="checkbox"/> The judgment of team members is respected.	<input type="checkbox"/> The judgment of people lower in the organization is not respected outside the narrow limits of their jobs.
7. <input type="checkbox"/> The range of problems tackled includes individual needs and shortfalls in the organization.	<input type="checkbox"/> Personal needs and feelings are not considered.
8. <input type="checkbox"/> Collaboration is freely encouraged. People readily request the help of others and are willing to give in turn.	<input type="checkbox"/> People compete rather than cooperate. People distrust one another and "back biting" is common.
9. <input type="checkbox"/> When there is a crisis, people quickly band together to work until the crisis is solved.	<input type="checkbox"/> When there is a crisis, people withdraw or start blaming one another.
10. <input type="checkbox"/> Differing opinions are considered important to decision making and personal growth.	<input type="checkbox"/> Conflict is mostly hidden. Arguments drag out and frustration grows.
11. <input type="checkbox"/> There is a great deal of on-the-job learning based on willingness to give, seek, and use feedback and advice.	<input type="checkbox"/> Learning is difficult. They get little feedback on performance, and much of that is not helpful.

## Worksheet 3.2 (Cont.)

<b>Characteristics of a Healthy vs. Unhealthy Organization</b>	
<b>Healthy</b>	<b>Unhealthy</b>
12. <input type="checkbox"/> Joint critiques of progress and counseling are routine.	<input type="checkbox"/> Counseling is avoided.
13. <input type="checkbox"/> Relationships are honest. People do care about one another and do not feel alone.	<input type="checkbox"/> People feel alone and lack concern for one another. An undercurrent of fear exists.
14. <input type="checkbox"/> People are "turned on" and are highly involved by choice. The workplace is important and fun.	<input type="checkbox"/> People feel locked into their jobs. They feel stale and bored. Meetings seem to drag on.
15. <input type="checkbox"/> Leadership is flexible, shifting in style and emphasis to suit the situation.	<input type="checkbox"/> The leader is dominating and overbearing.
16. <input type="checkbox"/> There is a high degree of trust among members and a sense of freedom and mutual responsibility	<input type="checkbox"/> The leader tightly controls new ideas and demands justification. He/she allows little freedom to deviate..
17. <input type="checkbox"/> Risk is accepted and valued for growth and development.	<input type="checkbox"/> Minimizing risk has a very high value.
18. <input type="checkbox"/> People are free to learn from honest mistakes.	<input type="checkbox"/> One mistake and you're out.
19. <input type="checkbox"/> Poor performance is confronted and a joint solution sought.	<input type="checkbox"/> Poor performance is glossed over or handled arbitrarily.
20. <input type="checkbox"/> Organizational structure and policies are flexible and designed to help members get the job done and keep the organization healthy and growing.	<input type="checkbox"/> Organizational structure, policies, and procedures stifle the team.
21. <input type="checkbox"/> There is a sense of order, yet a high rate of innovation. Old methods can be changed and often give way.	<input type="checkbox"/> Tradition is the only answer.
22. <input type="checkbox"/> The organization adapts swiftly to opportunities or other changes in the situation.	<input type="checkbox"/> Innovation is not widespread but consolidated in the hands of a few.
23. <input type="checkbox"/> Frustrations are handled positively and openly.	<input type="checkbox"/> People swallow their frustrations: "I can do nothing. It's their responsibility to save the ship."
24. <input type="checkbox"/> A lot of energy is devoted to developing and clarifying standards. There is a sense of pride in attaining goals.	<input type="checkbox"/> Standards are not clear, are often misinterpreted and do not seem to relate to important organizational concerns.

Next look back over your answers. Your responses will help you focus on areas where your organization could improve and areas where your organization does a good job at reducing sources of organizational stress. Some characteristics of healthy and unhealthy organizations are summarized below.

Chart 3.9

## Organizational Health

<b>HEALTHY</b>	<b>UNHEALTHY</b>
<ul style="list-style-type: none"><li>• Shared Goal and Direction</li><li>• Problem Solving Orientation</li><li>• Innovation Tolerated</li><li>• Decision Making Distributed</li><li>• Team Work</li><li>• Respect</li><li>• Personal Needs Heard</li></ul>	<ul style="list-style-type: none"><li>• Investment Only at the Top</li><li>• Problems Hidden</li><li>• Form and Ego Over Function</li><li>• Decisions Bottlenecked</li><li>• Leaders Isolated</li><li>• Limited Respect</li><li>• Personal Needs Ignored</li></ul>

From: FM 22-103, P. 85.

Now that you have completed the exercise above, you may want to take some time to think about how you have an impact on your organization. Do you personally practice healthy work characteristics? What are the areas where you could improve? Write these down on Worksheet 3.3.

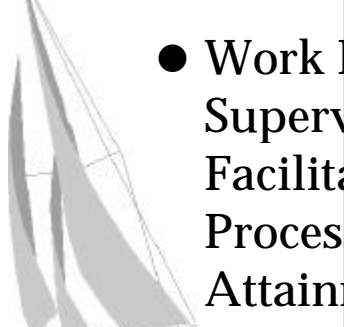
Worksheet 3.3

## I Can Improve My Workplace By:

There are many ways organizations can work to reduce problems with workplace stress. In many cases, stress is inevitable. However, stress and workplace demands need to be offset by positive programs and policies. Take sailing as an example. It is the balance of forces that makes the boat move. The wind blows against the sail, but without the pressure of the water on the keel and hull a sailboat would slide across the water and lack direction. Here are a list of ways to reduce organizational stressors.

*Chart 3.10*

## Countering Stress

- Stimulating Work
  - Physical Activity
  - Fair Rewards
  - Good Environment
  - Build Self-Esteem
- 
- Work Leaders and Supervisors Facilitate the Work Process and Goal Attainment.



## Skill-Building

Work can be stressful. Supervisors can do a lot to make the demands at work less stressful even if they can not reduce the workload. But what can the average person—the worker bee—do to reduce his or her stress at work? Here are a few ideas that may help. There are no guarantees that they will make all the stress go away, but they are tried and true ways of helping you manage your stress better in the work or home environment.

# Practice Time Management

- ☛ Make and follow a “To Do” list
- ☛ Don’t play the paperwork shuffle
- ☛ Take mini-vacations
- ☛ Exercise
- ☛ Other options

Many of our daily stressors are due to failure to practice good time management. We stay up too late, get up too late, do the paperwork shuffle, don’t prioritize our work, and on and on. The bad news is that these are things we do to ourselves that increase stress at work. The good news is that these things are within our power to change. Here’s how:

## Make and follow a “To Do” list

Don’t put off those top priority items. If it is going to cause you to lose your job—or your life—do it! Rank the other items accordingly. Tasks at the bottom of the list, you will do time permitting, or you may find that you can drop them from your list. Not everything is “Do or Die”.

## Don’t play the paperwork shuffle

Moving the paper from your in-box to a holding box just postpones the inevitable. Eventually, you will have to file it, respond to it, or junk it. Besides, it often leads to missed suspenses and lost paperwork—not to mention the stacks of paper on your desk. Make it your goal to handle each piece of mail or paperwork only once. It may not always be possible, but it does not pay to be a pack rat either. If it is important, take care of it now. Problems that cannot be solved immediately can be added to your “To Do” list.

## Take mini-vacations

There are many health hazards from smoking. However, there is one area where smokers have developed a healthy habit: They take frequent breaks throughout the work day! This is a health habit that more of us need to cultivate. One suggestion is to set your digital watch to chime every hour. It may be annoying for those around you, but it is for

your (and their) mental health. When your watch chimes, take a short, one to two minute break. If you are sitting down, get up and stretch. If you are staring at a computer screen, look at something else or close your eyes and relax. By so doing, you are not allowing stress to build up throughout the day with its occasional stress headaches between 1500 hours and quitting time. You are controlling stress instead of stress controlling you.

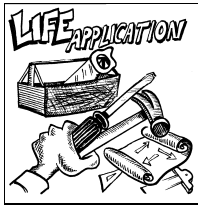
## Exercise

During your “mini-vacation”, you can do a few exercises or a couple of stretches to break up stress. In fact, exercise is great at helping manage moods (such as relieving depression), decreasing stress, and generating an overall sense of physical and mental well-being. Exercise could be as easy as going for a walk at lunch or more strenuous, such as running a marathon. See the special article “Exercise and Stress” in Part B of the *Targeting Stress Workbook* for more information on how you can start a healthy exercise program.

## Other options

You may have more suggestions on how to personally reduce the adverse effects of workplace stress. Record these in the space below (Worksheet 3.4) and share them with your group.

*Worksheet 3.4*



## Life Application


Look back over this lesson and pick just one of the suggestions and begin to practice stress reduction at work. Record your selection in the space below (Worksheet 3.5).

*Worksheet 3.5*

Chart 3.11 contains some additional ways to manage stress that you may or may not have thought of. Compare your personal stress management strategy against these. Try to increase the number and variety of strategies you use to keep on top of your stress.

*Chart 3.11*

## Ways to Manage Stress

- Reduce Caffeine
  - Regular Exercise
  - Relaxation
  - Meditation
  - Sleep
  - Time-out and Leisure
- 
- Realistic Expectations
  - Reframing
  - Belief Systems
  - Ventilation/  
Support System
  - Humor



Slowly add more ways to reduce stress each week. Remember to vary your routine and make it fun! If you can include a friend, the easier the change will be, and you will be using another way to reduce workplace stress—developing a support system!



## Stay Tuned

The next lesson will cover stress on the home front. How do you cope with the demands of work and family life? We have talked about keeping life in balance. This course would be out of keel if we did not talk about managing stress at home.

Stress is everywhere, but it is not the enemy. It motivates us and improves our performance in the same way an Olympic athlete gets psyched up to produce a world class performance. The key is learning to control stress and harnessing its energy to help us accomplish our work.



## Give Us Feedback

Please take a moment to complete the feedback form provided and return it to your instructor or mail it directly to USACHPPM. This information helps us know how we are doing, so we can do better at providing helpful solutions for today's problems. Thank you.

# References

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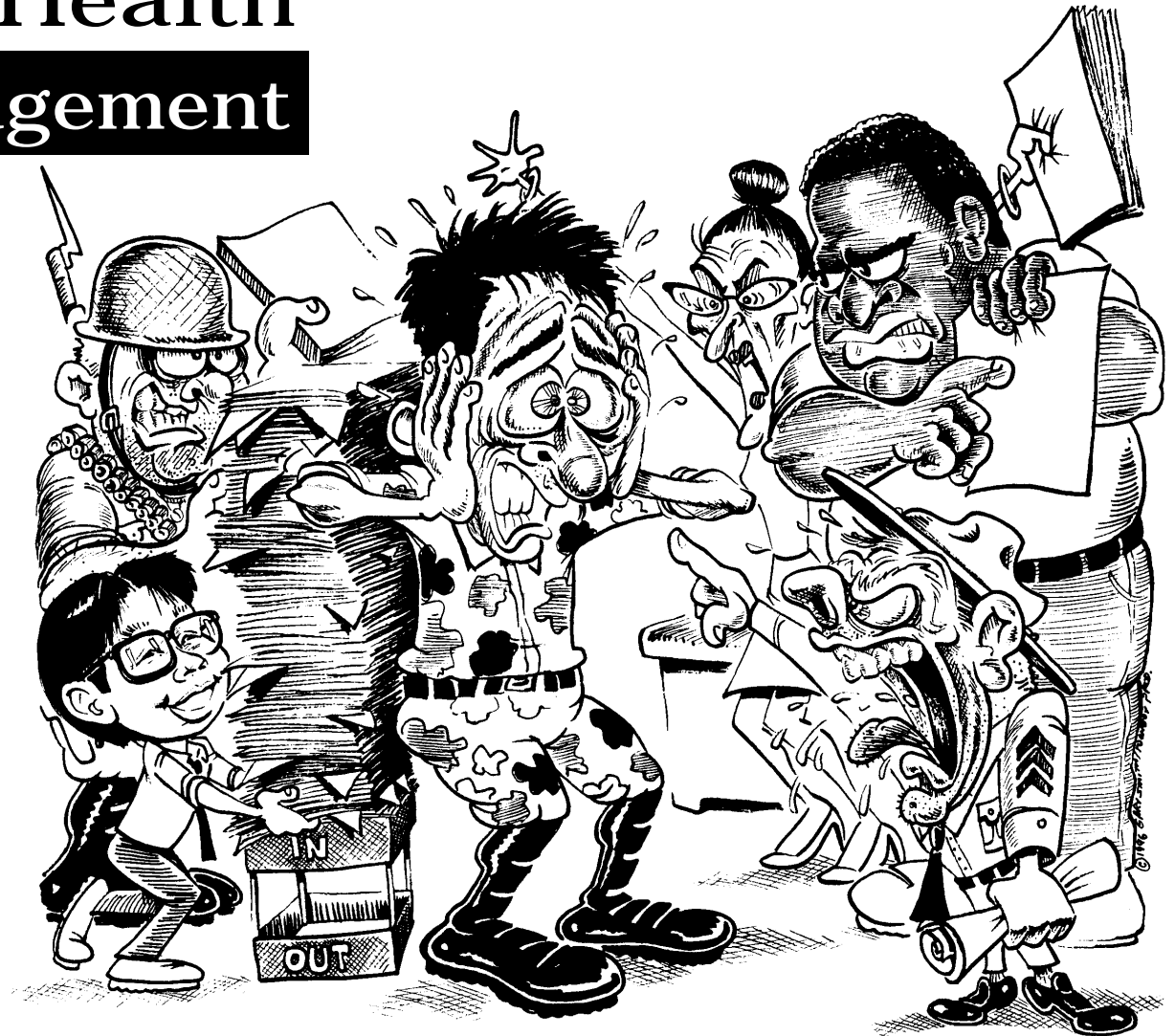
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# Targeting Health Stress Management

## Workplace Stress



Lesson 3: OH-1  
Rev: 18-May-00

# Purpose

This lesson will increase your understanding of the effects of stress in the work place and identify ways to reduce complications associated with job stressors.

## Objectives

By the end of this lesson, you should be able to:

1. Demonstrate an increased understanding of the effects of stress in the workplace.
2. Identify five ways to reduce job-related stress.
3. Incorporate one new technique into your workday to successfully reduce workplace stress.

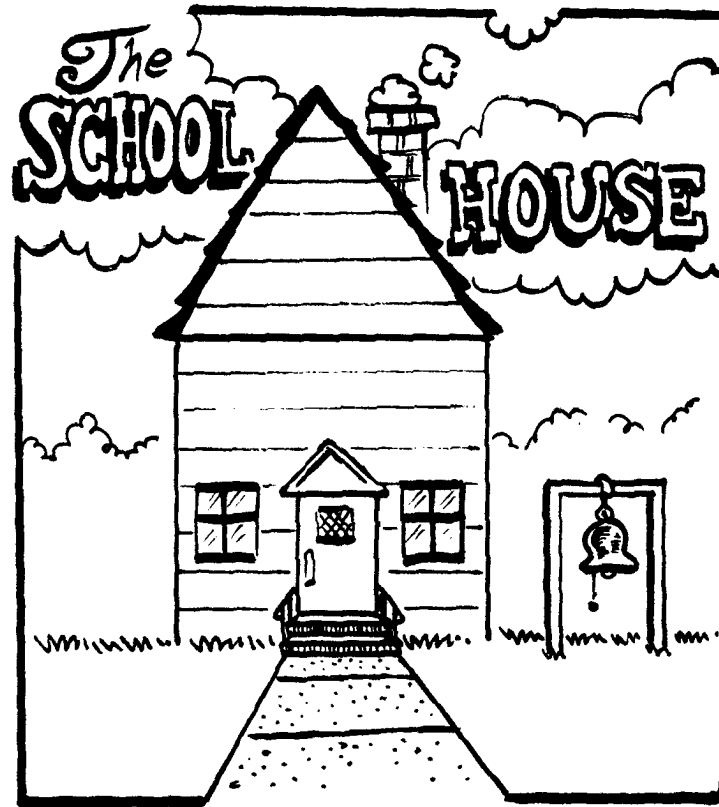


## Who has the most stressful job?

- ➡ Military or Civilian Employee
- ➡ Officer or Enlisted
- ➡ Service Member or Family Member
- ➡ Secretary or Manager.

Allow 5-10 minutes for discussion

# Entering



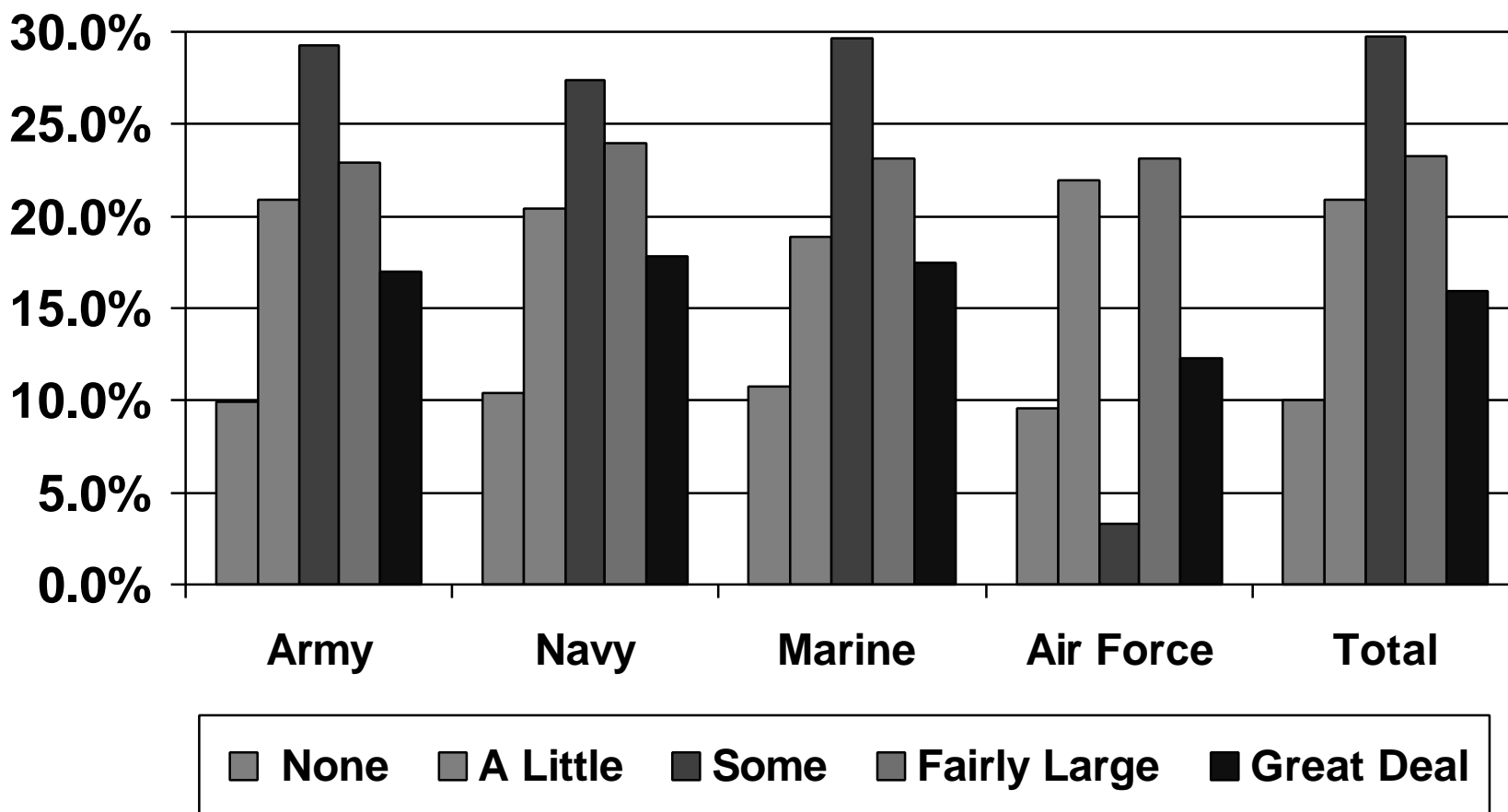
Lesson 3: OH-4  
Rev: 18-May-00



# The Greatest Source of Stress

- 46% of Americans reported their jobs were somewhat to very stressful.
- 27% said jobs were their single greatest source of stress.
- 72% have frequent stress-related physical and mental conditions.
- Stress-related disabilities rose from 6% to 13% from 1982-1991.

# Reported Level of Stress in Military Life





# Rank Ordered Sources of Stress Among Military Personnel

## MALES

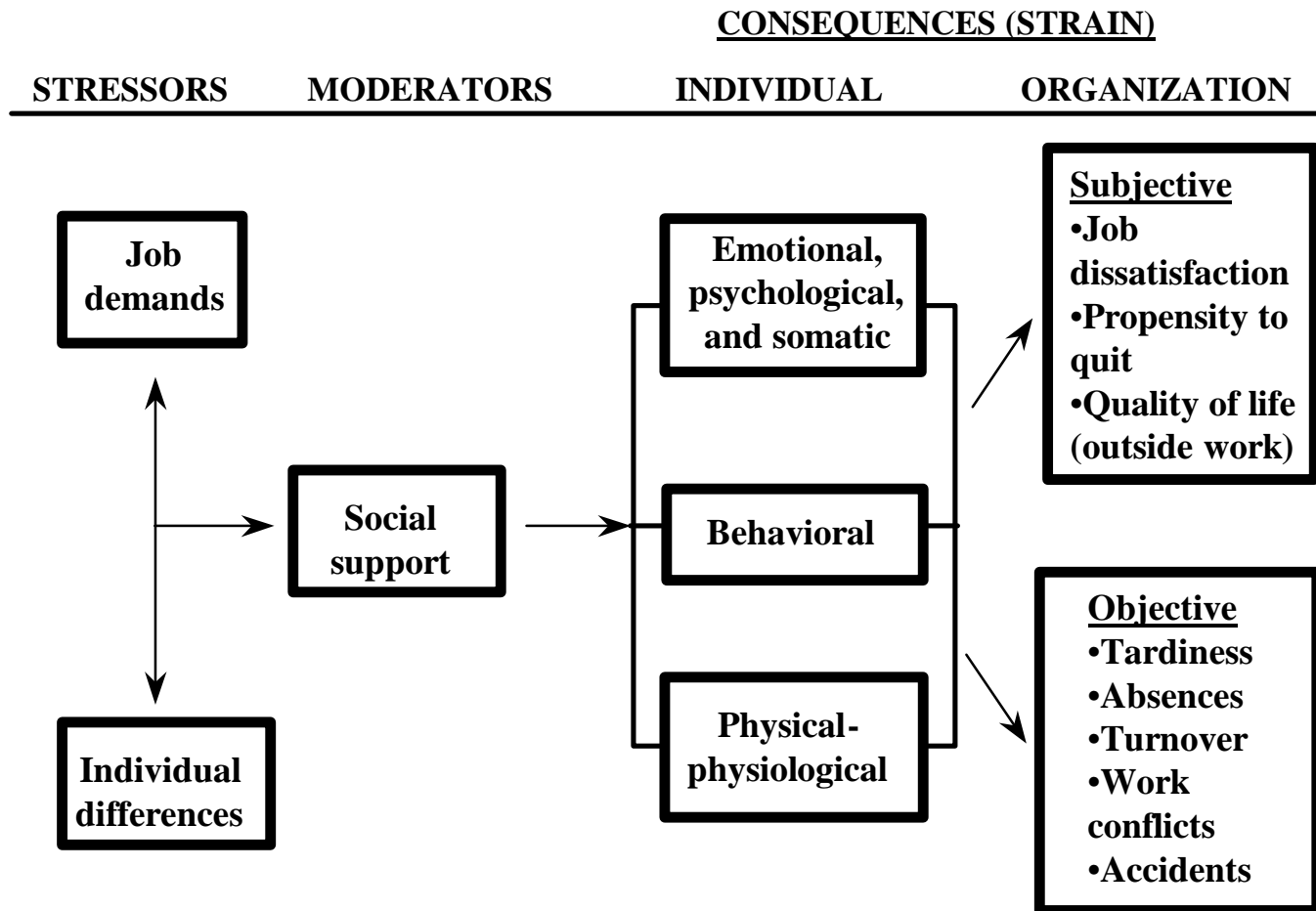
1. Being Away From Family
2. Deployment
3. Increases in Work Load
4. Financial Problems
5. Conflicts Between Military and Family Responsibilities
6. Work Relationships
7. Conflict with Supervisor
8. Changes in Family
9. Having a PCS

## FEMALES

1. Being Away From Family
2. Changes in Family
3. Increases in Work Load
4. Conflict with Supervisor
5. Work Relationships
6. Conflicts Between Military and Family Responsibilities
- 7.5. Financial Problems
- 7.5. Having a PCS
13. Deployment

Source: 1995 Department of Defense World Wide Survey of Health Related Behaviors.

# A Stress Model



From: Dolan, S. (1994). Stress management intervention and assessment: An overview and an account of two experiences. In A. Korman & Ass. (Eds.) Human Dilemmas in Work Organizations. New York: Guilford Press, p. 40.

# Organizational or Unit Climate

- Thefts
- Accidents
- Reduced productivity
- High turnover
- Increased errors
- Absenteeism
- Disability payments
- Sabotage
- Damage and waste
- Replacement costs
- Inflated health-care costs
- Unpreparedness
- Lack of creativity
- Increased sick leave
- Premature retirement
- Organizational breakdown
- Disloyalty
- Job dissatisfaction
- Poor decisions
- Antagonistic group action

Jones, J.W. & Boye, M.W. (1992) Job stress and employee counterproductivity. In J. Quick, L. Murphy, J. Hurrell, Jr. (Eds.) *Stress and Well-Being at Work*. Washington, DC: American Psychological Association, p. 240.

# Sources of Workplace Stress

- Lack of Control over the Work and Workplace
- Presence of Uncertainty
- Existence of Dysfunctional Conflict
- General Task and Work Demands

From: Quick, J., Murphy, L., Hurrell, Jr., J., & Orman, D. (1992). The value of work, the risk of distress, and the power of prevention. In J. Quick, L. Murphy, J. Hurrell, Jr. (Eds.) *Stress and Well-Being at Work*. Washington, DC: American Psychological Association, p. 7.

# Sources of Workplace Stress

- Role Conflict
- Role Ambiguity
- Work Group Relations
- Job Future Ambiguity
- Autonomy
- Supervisor Performance
- Overload
- Control
- Feedback
- Co-worker support
- Demands & Pressures
- Frequent Disagreements

From: Bunker, K. A. (1994 ). Coping with Total Life Stress. A. K. Korman (Ed). *Human Dilemmas in Work Organizations*. New York: Guilford Press, p. 72.

# Organizational Health

## HEALTHY

- Shared Goal and Direction
- Problem Solving Orientation
- Innovation Tolerated
- Decision Making Distributed
- Team Work
- Respect
- Personal Needs Heard

## UNHEALTHY

- Investment Only at the Top
- Problems Hidden
- Form and Ego Over Function
- Decisions Bottlenecked
- Leaders Isolated
- Limited Respect
- Personal Needs Ignored

FM 22-103, P. 85.

# Assessing Workplace Health

Characteristics of a Healthy vs. Unhealthy Organization			
Column A		Column B	
1.	<input type="checkbox"/>	Goals are shared by all.	<input type="checkbox"/> There is little personal investment in goals except at top levels.
2.	<input type="checkbox"/>	People are free to talk about problems and explore constructive alternatives.	<input type="checkbox"/> People are afraid to talk openly about problems.
3.	<input type="checkbox"/>	Egos complicate problem solving. People treat one another in a formal and polite manner that mask problems.	<input type="checkbox"/> In attacking problems, people work informally and are not preoccupied with status, territory, or second-guessing "what the leader will think."
4.	<input type="checkbox"/>	People at the top try to control as many decisions as possible. People complain about decisions.	<input type="checkbox"/> Factors such as ability, sense of ownership, work load, timing, and leader development determine who makes decisions. Complaints are handled positively.
5.	<input type="checkbox"/>	There is a noticeable sense of team play in planning, in performance, and in discipline--in short, a sharing of responsibility.	<input type="checkbox"/> Leaders feel alone in trying to get things done. Somehow orders, policies, and procedures do not get carried out as intended.

The following is adapted from *Leadership and Command at Senior Levels* (FM 22-103, June 1987).

# Reducing Stress

- ➔ Supervisors
- ➔ Employees



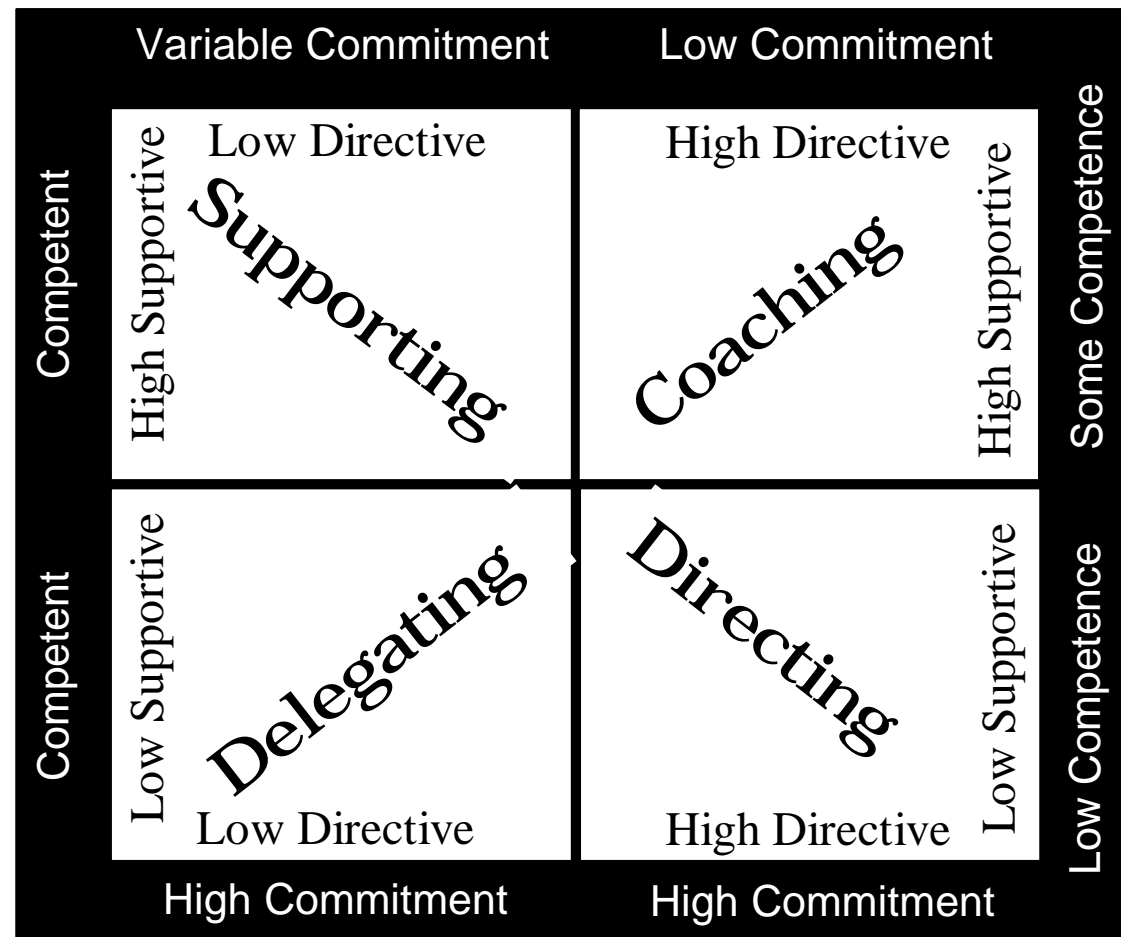


# Supervisor Support

- Information
- Support
- Esteem



# Flexible Leadership Style



# Practice Time Management

- ➡ Make a “To Do” list
- ➡ Don’t play the paperwork shuffle!
- ➡ Take Mini-Vacations
- ➡ Exercise
- ➡ Other Options



# Ways to Manage Stress

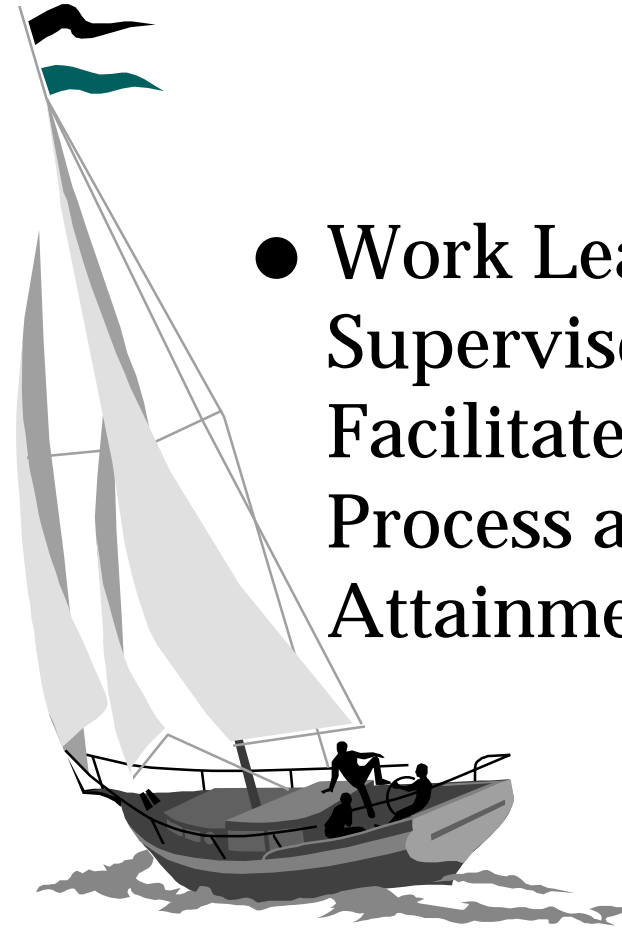
- Reduce Caffeine
- Regular Exercise
- Relaxation
- Meditation
- Sleep
- Time-out and Leisure

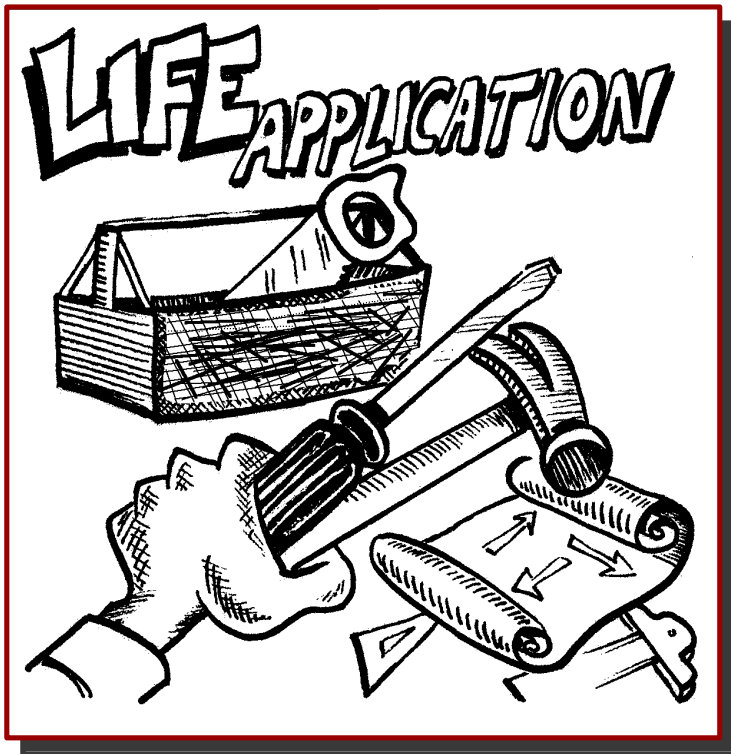


- Realistic Expectations
- Reframing
- Belief Systems
- Ventilation/
- Support System
- Humor

# Countering Stress

- Stimulating Work
  - Physical Activity
  - Fair Rewards
  - Good Environment
  - Build Self-Esteem
- Work Leaders and Supervisors Facilitate the Work Process and Goal Attainment.





1. Pick one suggestion to begin using at work.
2. Slowly add more ways to reduce stress each week.

3. Vary Your Routine

4. Make it fun!

5. Developing a stress support system.

# Stay Tuned for:

## Stress on the Home Front



Lesson 3: OH-21  
Rev: 18-May-00



# We Need Your



Lesson 3: OH-22  
Rev: 18-May-00





# Lesson 3 Feedback

Your comments on "Targeting Stress" are very important to us. Please take a few moments to answer the following questions and return them to your instructor or directly to USACHPPM, ATTN: MCHB-DC-HBH (Bldg. E-1570), 5158 Blackhawk Road, APG, MD 21010-5422 or by FAX at DSN 584-7400 or CIV (410) 612-7400.

Shade circles like this:

Not like this:

Please Print legibly in boxes below. Thank you!

Instructor:

Date:

Location:

Stress Level	<i>Low Stress</i>		<i>High Stress</i>			
1. Before the Class . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>Strongly Agree</b>	<b>Agree</b>
2. After the Class . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>
					<b>Strongly Disagree</b>	<b>Don't Know / Not Applicable</b>
<b>I. Objectives</b>						
A. Course objectives were clear and easy to understand. . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Course objectives were met. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I would recommend this course to a friend. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>II. Written Materials</b>						
A. Materials were easy to understand. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Format of the lesson was enjoyable. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Materials covered the objectives. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>III. Audiovisuals</b>						
A. Overheads were easy to read. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Overheads supported the lecture and class discussion. . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Overheads maintained my interest. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>IV. Instructor</b>						
A. Was well prepared for the class. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Seemed genuinely interested in the materials. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Encouraged participation from the students. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Made the class interesting. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Spoke clearly. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>V. Learning</b>						
A. I learned something new about stress management from this class. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The most important thing I learned was: (fill in the blank)	<input type="text"/>					

Please Continue on Next Page

# Feedback

(continued)

**Please answer True or False for the following questions.**

T F

- 1. Stress only affects executives and high ranking officers.
- 2. The development of good time management skills is important in reducing workplace stress.
- 3. A supervisors' support is one of the major moderators of workplace stress.
- 4. Taking short, frequent breaks throughout the day can help control stress.
- 5. Getting less than four hours of sleep does not affect a persons' stress level.

**Comments and Suggestions:** (Please Print)

**Thank You for Your Participation!**

# Stress Management Sign-In Sheet



<b>Class Title:</b> _____	<b>Date:</b> _____
<b>Instructor:</b> _____	<b>Time:</b> _____
	<b>Location:</b> _____

Name	Organization/Unit	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
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16.		
17.		
18.		
19.		
20.		

# Stress on the Home Front



## Lesson 4:

# Stress on the Home Front

## Introduction

This lesson will increase your understanding of stress and how stress affects family and interpersonal relationships and will provide new skills in coping with stress on the home front.

Stress affects our personal life in many ways. Too much stress and our memory and concentration suffer, job performance decreases, and we are more prone to sickness and injury. The effects of stress in one area of our life tend to spill over into other areas. Problems at work may be brought home. Trouble at home can reduce effectiveness at work. This lesson focuses on the effects of stress at home, in our relationships with family and significant others, and seeks to help develop new ways of coping with stress on the home front.

## Objectives

By the end of this lesson, you should be able to —

1. Demonstrate an increased understanding of the effects of stress on relationships.
2. Identify five ways to reduce stress in your home life.
3. Use one new skill for reducing stress in the home.



## Getting Started

Instructors should allow 115 minutes to complete the test and for group discussion.

“*The Family Stress Test*” (Worksheet 4.1) is one tool to help you identify some problem areas in relationships and describe them in a way that makes sense. This test is intended only as a guide to help you compare where you are in your relationships at home with where you might want to be. (There are other more detailed relational inventories available. If you need more assistance, please see your Family Life Chaplain or a counselor through your local mental health service.)

Please take a moment to complete “*The Family Stress Test.*” Both you and your spouse or significant other may want to individually complete the test and then share your answers. However, keep in mind the goal is to reduce stress and improve relationships. The focus should be on identifying and clarifying problems, not criticizing or disagreeing.

Worksheet 4.1



## THE FAMILY STRESS TEST

Take this quiz to help you evaluate your family's stress level. Score 0 if the statement is never true for your family, 1 if rarely true, 2 if sometimes true, 3 if mostly true, and 4 if always true.

COLUMN I	COLUMN II
1. ____ We often talk about our feelings.	16. ____ It seems like we argue a lot.
2. ____ I know what's important to my kids.	17. ____ (For couples) Sometimes marriage is disappointing.
3. ____ (For single parents) I'm comfortable being single.	18. ____ The kids get upset when we argue.
4. ____ We have enough money for the important things.	19. ____ We have conflicts about how much to spend and on what.
5. ____ Work is important, but family is our top priority.	20. ____ We don't listen enough.
6. ____ (For couples) Our relationship is strong.	21. ____ (For single parents) My kids are upset when I date.
7. ____ (For couples) We both feel good about roles as parents.	22. ____ It seems as if someone's always mad at someone else.
8. ____ (For single parents) The kids like my choice of dates.	23. ____ Too much work is getting to me.
9. ____ Tension in our house is rare.	24. ____ (For single parents) Being single has been very hard for me.
10. ____ The kids are doing well in school.	25. ____ There's never enough time.
11. ____ Everyone in the family has a job and does it without being nagged.	26. ____ (For couples) We argue about who should do what with the kids.
12. ____ We eat together every day.	27. ____ It's impossible to get the kids to do anything around here.
13. ____ Vacations together turn out well.	28. ____ I've been called in to school to discuss my child's behavior.
14. ____ The TV is not on during meal times.	29. ____ We argue about who controls the TV remote control.
15. ____ We share common beliefs and values.	30. ____ (For couples) We argue over religion and politics.
<b>Total Score:</b> _____	<b>Total Score:</b> _____

Adapted from: 1995 Parlay International 1600.D40

## THE FAMILY STRESS TEST SCORING

**To score:** Total your scores for Column I (questions 1-15) and the scores for Column II (questions 16-30) separately. Your goal is to have a high score in Column I and a low score in Column II. Both are positive signs of your family's stress skills.

### What Your Scores Mean

For Column I, scores of 33 and above or Column II scores of 17 and less:

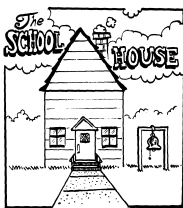
***Congratulations!*** Your family has good skills and attitudes which help you handle life's stresses. This makes your home life rich and satisfying.

Column I = 25-32 or Column II = 18-24: ***You have a strong start.*** Try practicing your good skills and positive attitudes more to create even more harmony at home.

Column I = 18-24 or Column II = 25-32: ***You're probably under many stresses.*** Look carefully at these questions and think about ways to improve your score. Remember, it's not a sign of weakness to ask for help.

Column I = 17 and less or Column II = 33 and above: ***Taking action now is very important for your family's health and happiness.*** Reach out to friends, family or professional help for a great boost when times are tough.

Adapted from: 1995 Parlay International 1600.D40



## The School House

### Home is where you . . . ?

Two things are required to grow and develop healthy relationships.

- A reason or stimulus to grow
- A direction to grow.

***Stimulating Growth.*** Not all stress is negative. Stress can encourage growth in our lives. Here is an example. You may not think that falling in love is stressful, but compare the physiological effects of “Falling in Love” with “Being Yelled At”.

Falling in Love	Being Yelled At
• Pounding Heart	• Pounding Heart
• Rapid Breathing	• Rapid Breathing
• Sweaty Palms	• Sweaty Palms
• Sleep Difficulties	• Sleep Difficulties
• Lack of Concentration	• Lack of Concentration
• Emotional Sensitivity	• Emotional Sensitivity
• Pre-Occupation	• Pre-Occupation

Falling in love may not be viewed as stressful, but it has many of the same physiological effects as being yelled at. Though these effects are similar, we perceive the sensations as worlds apart.

Stress helps us move towards change. Early in a relationship, the positive “stressful” sensations help us take the risks needed to reach out and develop the relationship. Later on stress serves as an indicator light. It signals us that we have an area where attention is needed. At that time, stress can also provide the drive or energy to make needed improvements.

No one falls in love with the goal of ending the relationship. Nearly everyone falls in love with at least the hope that they will “live happily ever after.” The reality is that problems enter all relationships, and the spit and polish of military life has some unique stressors which can tarnish even the most shining armor. Let’s look at those stressors and then try to identify some strategies for keeping a relationship sparkling.

## Sources of Stress on the Home Front



There are many advantages to military life. Lack of stress is not one of them. How many stressors can you identify in the picture to the left?

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A recent Department of Defense (DOD) Survey (Bray, R.M., Kroutil, L.A., Wheelless, S.C., Marsden, M.S., Bailey, S. L., Fairbank, J. A., & Harford, T.C., 1995) reports some of the top stressors identified by service members as:

Stressor	Men	Women
1. Deployment	17.1%	6.9%
2. Permanent Change of Station	10.0%	12.2%
3. Being Away from Family	23.7%	21.1%
4. Changes in Family	12.3%	17.0%
5. Conflicts between Military and Family Responsibilities	13.0%	12.8%
6. Financial Problems	15.0%	12.2%
7. Housing Problems	7.6%	7.5%
8. Family Health Problems	7.4%	9.1%

It is easy to see why stress on the home front is a significant concern for many service members. But what about the military spouse? For military families, stressors can be seen as coming from two directions:

- ➔ Cultural and Organizational Norms
- ➔ Military Life

## ***Cultural and Organizational Norms***

It was not until the 1980s that the term *dependent* was no longer officially used to describe family members. This negative term has been replaced with *family member*. This change is in keeping with the important role that military families play in the ability of a service member to do his or her job. For example, read the following quotations from Schneider, R. J. & Martin, J. A., 1994:

"To the extent that spouses are dissatisfied with family life in the military, they will not support further active duty by the service member," p. 23.

"The Army recruits soldiers but retains families," p. 21.

## ***Don't you agree?***

In military terms, families play a major role on a service member's *readiness* defined as "a combination of a soldier's willingness and ability to do his [or her] job and cope in peacetime and during combat, and the army's ability to retain trained service members during peacetime" (Schneider, R. J. & Martin, J. A., 1994). However, many still refer to family members as *dependents*. This cultural practice colors the way family members are treated.

## ***What other cultural and organizational norms play a role in family stress?***

### **Cultural and Organizational Sources of Stress**

- Dependent Status
- Pressure to Volunteer on Post
- Rank-based Wives Clubs
- "Wearing" the Spouse's Rank
- Isolation from Unit Support Activities When Spouse is Stationed Overseas.
- Single Parent Service Members Not Included in Formal Spouse Organizations.
- Lowest Rank and Youngest Families Have Least Access to Post Housing.
- Other(s):

Adapted from: Schneider, R. J. & Martin, J. A., 1994.

## ***Military Life***

Recent studies have supported the common belief that military family life is more stressful than civilian family life (Schneider, R. J. & Martin, J. A., 1994). Military family members view their family life as more stressful, and they experience greater psychological stress than their civilian counterparts.

## What are the Stressors of Military Life?

### Military Life and Stress

- Father (and now, Mother) Absence
- Frequent Family Relocations
- Dependence on Military Installation for Support
- Frequent, Prolonged, or Unannounced Absences (i.e., “lockins” )
- Long and Often Irregular Duty Hours
- Inability to Share Domestic and Child Care Responsibilities
- Legal Constraints and Requirements of Military Service
- Training with Modern Weapons
- Real Possibility of Deployment to Combat Zones
- Ability to Communicate Real-Time between Home and Deployment Site, but Inability to Provide Real Comfort
- Other(s):

Adapted from: Schneider, R.J. & Martin, J.A., 1994).

## A Direction to Grow

- ⇒ Beliefs & Values
- ⇒ Significant Other(s) in Your Life
- ⇒ Counselor or Therapist

Stress provides the incentive to change, but not necessarily the direction that change needs to take. For example, you may make changes that result in reducing stress at home. However, the absence of stress does not mean that the problem is fixed. No stress may mean a couple has simply stopped talking about a problem — they have stopped “relating.” Instead of relying on the level of stress to gauge if your changes are on course, your direction should come from your values, discussions with significant other(s) in your life, or perhaps the assistance of a counselor or therapist. Keep in mind, stress may actually increase before it improves.





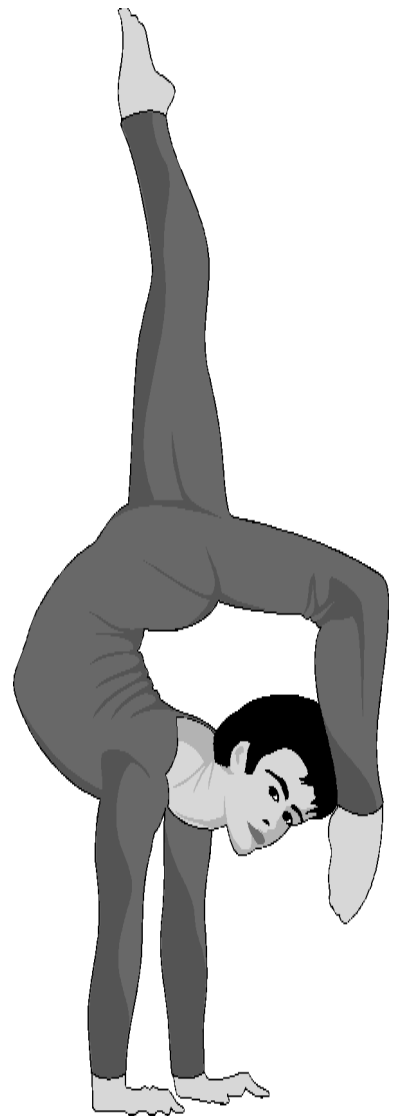
## Skill-Building

It is often amazing how many lessons we learn in one sphere of life can be translated into other areas. Here is one example. The key to success on the modern battlefield is Agility, Initiative, Depth and Synchronization. Service members have had this message repeated at several times in their military career. However, this same strategy can be applied to stress on the home front.

**Agility.** This means flexibility. The ability to adapt to changing circumstances. Military families have frequent moves. Even civilians average one move every four years. Children change schools frequently. All of these changes require the ability to adapt. How can you increase your agility?

- ➔ Plan for changes.
- ➔ Get **Welcome Packets** early.
- ➔ Write to new schools to —
  - ◆ Request information.
  - ◆ Ask teachers to have their students write to welcome your children to the new class/school.

Perhaps you have additional ideas and resources for helping you adjust to change in the military. Use the space below to record those ideas:



**Initiative.** Sometimes life in the military can seem like moving from one crises to another. The Chinese character for crises is a combination of the symbol for two words: danger and opportunity. There is no doubt that military life has its dangers. However, there are also many wonderful opportunities as well.



The above picture may just look like a collection of rectangles and circles. But if you change the way you look at it you will find that it spells, “Hope.” In each stressful situation look for the opportunity. It may be an opportunity to meet new friends, visit new sites, or learn a new culture. Sometimes we only need to change our perspective to see those opportunities.

In your current life situation, identify three areas where you could take advantage of an opportunity. Space is provided below to write out your responses.

*Worksheet 3.2*

### Opportunities in My Life

If you need help, think of one thing you could do to improve the relationship with your spouse, your children, a co-worker, a neighbor, or your parents. Here are some suggestions.

## Suggested Relationship Builders

### Spouse

1. Change the way you say, "Hello" or "Good-bye."
2. Eat dinner at the table and without the TV or Radio on.
3. Put an "I Love You" note in a place your spouse will look during the day (caution: make sure you say "to whom it is from" and "to whom it is intended").
4. Follow the normal courtesies: "Thank you", "How are you", "Nice to see you", "Have a good day", "Hello", "Good-bye", "I am sorry", "I am glad to see you", and so on.
5. Other(s):

### Children

1. Change the way you say, "Hello" or "Good-bye."
2. Read a story to them at night instead of watching TV.
3. Count to ten (or 100, 1000, . . .) before disciplining.
4. Each day look for opportunities to praise your child.
5. Other(s):

### Co-worker

1. Remember to say, "Hello" and "Good-bye."
2. Eat lunch with your co-worker.
3. Look for something to compliment your co-worker for each day.
4. Stop your work and look at your co-worker when they talk to you (a good idea anytime somebody talks to you).
5. Other(s):

### Neighbor

1. Bring over some flowers or a plant to welcome them to the neighborhood.
2. Talk to your neighbor when outside.
3. Invite them over for dinner.
4. Other(s):

### Parent

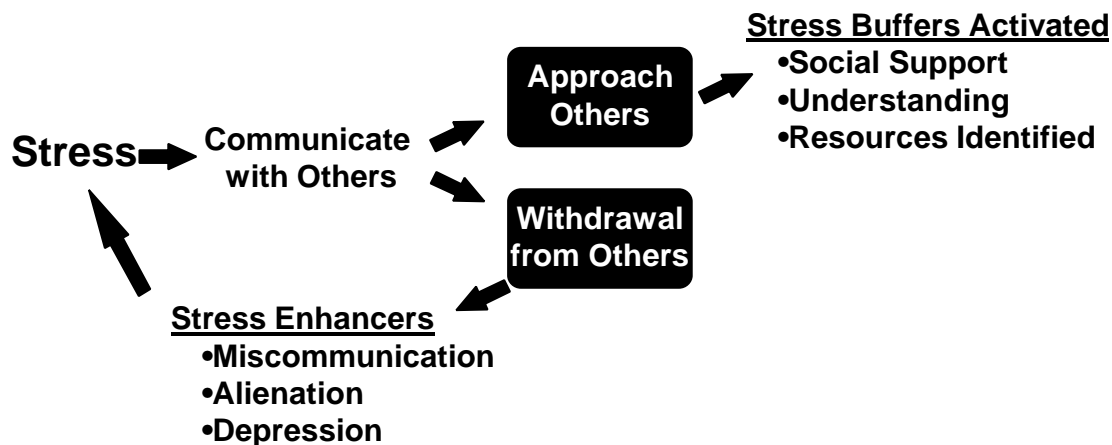
1. Call or visit regularly.
2. Send them a card on a day other than their birthday and Mother's or Father's Day.
3. Perspectives change over time. Look for one positive thing you are thankful for now that you were not particularly happy with when growing up.
4. Other(s):

**Depth.** “Deep calls to Deep.” Sharing your thoughts and feelings calls to another. It opens yourself up to communicate and lets others know that you are approachable. Developing your abilities to communicate allows you to share deeper in the lives of those you care about. It also allows them the opportunity to share with you.

Some people withdraw when under stress. Their withdrawal also communicates. However, the message is often unclear and distorted.

We often have problems communicating about things that are important to us—things that frighten us, worry us, stress us out, etc. Our spouse, friends, and family may misinterpret our actions. Their misinterpretation of you leads to your misinterpreting them and a vicious cycle begins. We start to act in ways that make things worse rather than bring healing. But when we open ourselves up and communicate, we allow the best in them to call to the best in us, and finally “deep truly can call to deep.”

## Communication is . . .



## . . . Stress Management

Oh, one note of caution: “Iron also Sharpens Iron.” Sometimes when we get close, we scrap and bump against each other. It happens. People get bruised. However, learning to keep the lines of communication open, often through practicing the art of forgiveness, allows us to continue to grow together and not apart.

**Synchronization.** “Timing is everything.” Here we will discuss a couple of areas where this is true at home and in our relationships with others. We will focus on:

- ☛ Finances
- ☛ Communication
- ☛ Leisure Time Planning

**Finances:** One of the most stressful areas for couples is in the area of finances. It is the number one source of arguments. It also has the ability to exert a continuing painful presence through mounting bills and finance charges. Two principles to keep in mind:

1. There is a time to buy and a time to refrain from buying.
2. Plastic money is not play money.

If you time your purchase to only when you can truly afford them and avoid the use of plastic money, most financial pitfalls can be avoided. If you find you are already sinking, seek help from Army Community Services or another financial counselor (e.g., the Consumer Credit Counselors).

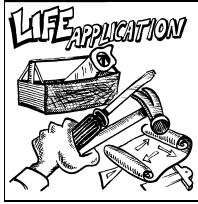
**Communication:** Timing your communication is also important. Don't blind side your spouse. When you want to talk about a sensitive issue, get permission first. If the discussion is getting too heated, call a time out, cool down, and then go back to the subject only when both parties are ready to do so. However, do not let it go too long. Problems, like untreated wounds, tend to fester when left too long.

**Leisure Time Planning:** Don't forget to take time off. Knowing when to take a break is an important step in managing the accumulation of stress. Vacations are one of the most stressful times for families. Plan your vacations so that you have time to prepare to leave and time to recover from your “vacation” before returning to work. Plan family vacations with all family members. Finally, do not forget to plan times to relax while on your vacation.



**“Timing is Everything”**





## Life Application

Friendship is like a bank account.  
You can't continue to draw on it without making deposits.

--Anonymous

As mentioned earlier, "Iron Sharpens Iron." When life is stressful, we sometimes rub each other the wrong way. A word said casually can be taken as offensive, and at times of anger we may even choose our words to be painful. Friendships sometimes can be bruised and even broken. What can be done to manage those stressful times? Learn the rules for how to fight fair.

### How to Fight Fair

1. Be committed to honesty and mutual respect.
2. Make sure the weapons are not deadly.
3. Agree that the time is right.
4. Be ready with a positive solution soon after the swing.
5. Watch your words and guard your tone.
6. Don't swing at your mate in public. Keep arguments private.
7. When it is over, clean up the mess. This involves kindness, tenderness, and forgiveness.
8. Best way to stop a fight: When you are beaten, surrender. Say, "I am wrong, you are right."

From: Swindoll, C., 1980, p. 102-111.



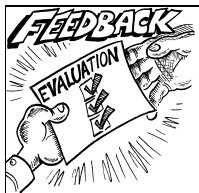
## Stay Tuned

This completes the four lessons on stress management. Additional material is available in the **Special Articles** to provide you additional information on how to beat the effects of stress and make them work for you.

The **Special Articles** are —

- ➔ ***Stress Management: A Guide for Senior Leaders***
- ➔ ***Stress and Combat Performance***
- ➔ ***Stress and Nutrition***
- ➔ ***Stress and Exercise***

Further assistance in managing stress may be available through your local Medical Treatment Facility, Army Community Services, Chaplain, or Community/Division Mental Health Section.



## Give Us Feedback

Please take a moment to complete the feedback form provided and return it to your instructor. This information helps us know how we are doing, so we can do a better job of providing helpful solutions for today's problems. Thank you.

## References

Bray, R.M., Kroutil, L.A., Wheelless, S.C., Marsden, M.S., Bailey, S. L., Fairbank, J. A., & Harford, T.C. (1995). 1995 Department of Defense survey of health related behaviors among military personnel. Research Triangle Park, NC: Research Triangle Institute.

Schneider, R.J. & Martin, J.A. (1994). Military families and combat readiness. F. Jones, L. Sparacino, V. Wilcox, & J. Rothberg (Eds.) *Military Psychiatry: Preparing in Peace for War*. Washington, D.C.: Office of the Surgeon General, Department of the Army.

Parlay International. (1995). *The family stress test*. Emeryville, CA: Author.

Swindoll, C. (1980). *Strike the Original Match*. Portland, OR: Multah Nomah Press, p. 102-111.

# Targeting Health Stress Management

## Stress on the Home Front



Lesson 4: OH-1  
Rev: 18-May-00

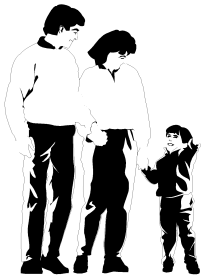
# Purpose

This lesson is to increase your understanding of stress and how stress affects family and interpersonal relationships and will provide new skills in coping with stress on the home front.

# Objectives

By the end of this lesson, you should be able to:

1. Demonstrate an increased understanding of the affects of stress on relationships.
2. Identify five ways to reduce stress in your home life.
3. Use one new skill for reducing stress in the home.



# THE FAMILY STRESS TEST

Take this quiz to help you evaluate your family's stress level. Score 0 if the statement is never true for your family, 1 if rarely true, 2 if sometimes true, 3 if mostly true, and 4 if always true.

## COLUMN I

1. \_\_\_\_ We often talk about our feelings.
2. \_\_\_\_ I know what's important to my kids.
3. \_\_\_\_ (For single parents) I'm comfortable being single.
4. \_\_\_\_ We have enough money for the important things.
5. \_\_\_\_ Work is important, but family is our top priority.
6. \_\_\_\_ (For couples) Our relationship is strong.

## COLUMN II

16. \_\_\_\_ It seems like we argue a lot.
17. \_\_\_\_ (For couples) Sometimes marriage is disappointing.
18. \_\_\_\_ The kids get upset when we argue.
19. \_\_\_\_ We have conflicts about how much to spend and on what,
20. \_\_\_\_ We don't listen enough.
21. \_\_\_\_ (For single parents) My kids are upset when I date.

Adapted from 1995 PARLAY INTERNATIONAL 1600.D40

# What Your Scores Mean

## To score:

Total your scores for Column I (questions 1-15) and the scores for Column II (questions 16-30) separately. Your goal is to have a high score in Column I and a low score in Column II. Both are positive signs of your family's stress skills.

Column I  $\geq 33$  or Column II  $\leq 17$ :

*Congratulations!*

Column I = 25-32 or Column II = 18-24:

*You have a strong start.*

Column I = 18-24 or Column II = 25-32:

*You're probably under many stresses*

Column I  $\leq 17$  or Column II  $\geq 33$ :

*Taking action now is very important for your family's health and happiness.*

# To Grow and Develop Healthy Relationships You Need



**A reason or stimulus to grow**



**A direction to grow**





# Can You Spot the Difference?

<b>Falling in Love</b>	<b>Being Yelled At</b>
<ul style="list-style-type: none"><li>● Pounding Heart</li><li>● Rapid Breathing</li><li>● Sweaty Palms</li><li>● Sleep Difficulties</li><li>● Lack of Concentration</li><li>● Emotional Sensitivity</li><li>● Pre-Occupation</li></ul>	<ul style="list-style-type: none"><li>● Pounding Heart</li><li>● Rapid Breathing</li><li>● Sweaty Palms</li><li>● Sleep Difficulties</li><li>● Lack of Concentration</li><li>● Emotional Sensitivity</li><li>● Pre-Occupation</li></ul>

# Sources of Stress on the Home Front

<b>S t r e s s o r</b>	<b>M e n</b>	<b>W o m e n</b>
1. Deployment	17.1%	6.9%
2. Permanent Change of Station	10.0%	12.2%
3. Being Away from Family	23.7%	21.1%
4. Changes in Family	12.3%	17.0%
5. Conflicts between Military and Family Responsibilities	13.0%	12.8%
6. Financial Problems	15.0%	12.2%
7. Housing Problems	7.6%	7.5%
8. Family Health Problems	7.4%	9.1%

# Sources of Stress for Military Families

- Cultural and Organizational Norms
- Military Life



# Do you Agree?

YES NO

- “To the extent that spouses are dissatisfied with family life in the military, they will not support further active duty by the service member.”
  
- “The Army recruits soldiers but retains families.”

# Cultural and Organizational Sources of Stress

- Dependent Status
- Pressure to Volunteer on Post
- Rank-based Wives Clubs
- "Wearing" the Spouses Rank
- Isolation from Unit Support Activities When Spouse is Stationed Overseas.
- Single Parent Service Members Not Included in Formal Spouse Organizations.
- Lowest Rank and Youngest Families Have Least Access to Post Housing.
- Other(s):

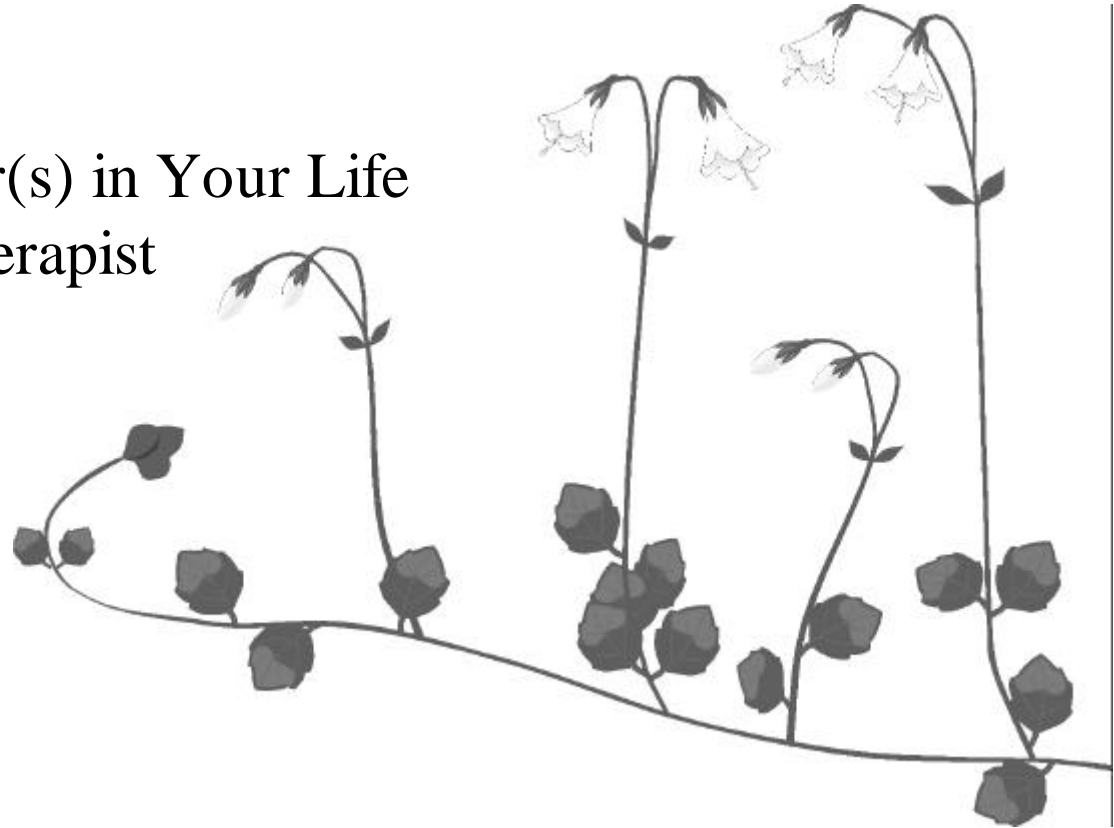
From: Schneider, R.J. & Martin, J.A. (1994). Military families and combat readiness. F. Jones, L. Sparacino, V. Wilcox, & J. Rothberg (Eds.) Military Psychiatry: Preparing in Peace for War. Washington, D.C.: Office of the Surgeon General, Department of the Army.

# Military Life and Stress

- Father (and now, Mother) Absence
- Frequent Family Relocations
- Dependence on Military Installation for Support
- Frequent, Prolonged, or Unannounced Absences (i.e., “lockins” )
- Long and Often Irregular Duty Hours
- Inability to Share Domestic and Child Care Responsibilities
- Legal Constraints and Requirements of Military Service
- Training with Modern Weapons
- Real Possibility of Deployment to Combat Zones
- Ability to Communicate Real-Time between Home and Deployment Site, but Inability to Provide Real Comfort
- Other(s):

# A Direction to Grow

- ⇒ Beliefs & Values
- ⇒ Significant Other(s) in Your Life
- ⇒ Counselor or Therapist



Keep in Mind, Stress May Actually Increase Before It Improves.

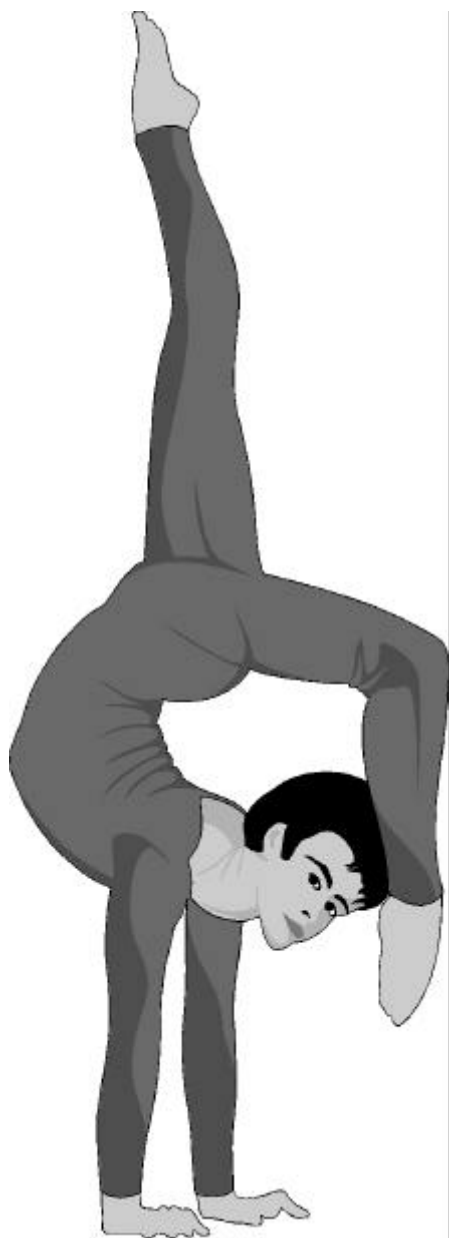
# Relationship . . .



Lesson 4: OH-13  
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# Agility

- ✓ Plan for Changes
- ✓ Get Welcome Packets Early
- ✓ Write to New Schools to Request Information
- ✓ Ask Teachers to Have Their Students Write to Welcome Your Children to the New Class/School.

# Initiative

It's a Matter of Perspective



Identify Three Areas Where You Could Take Advantage of an Opportunity.

## Opportunities in My Life

1.

2.

3.

# Suggested Relationship Builders

It's the little things  
that say so much!



# Spouse

- ✓ Change the way you say, "Hello" or "Good-bye".
- ✓ Eat dinner at the table and without the TV or Radio on.
- ✓ Put an "I Love You" note in a place your spouse will look during the day (caution: make sure you say "to whom it is from" and "to whom it is intended").
- ✓ Follow the normal courtesies: "Thank you", "How are you", "Nice to see you", "Have a good day", "Hello", "Good-bye", "I am sorry", "I am glad to see you", and so on.

# Children

- ✓ Change the way you say, "Hello" or "Good-bye".
- ✓ Read a story to them at night instead of watching TV.
- ✓ Count to ten (or 100, 1000, . . .) before disciplining.
- ✓ Each day look for something good to praise your child.

# Co-Worker

- ✓ Remember to say, "Hello" and "Good-bye".
- ✓ Eat lunch with your co-worker.
- ✓ Look for something to compliment your co-worker for each day.
- ✓ Stop your work and look at your co-worker when they talk to you (a good idea for any time somebody talks to you).

# Neighbor

- ✓ Bring over some flowers or a plant to welcome them to the neighborhood.
- ✓ Talk to your neighbor when outside.
- ✓ Invite them over for dinner.



# Suggested Relationship Builders

Common courtesy goes a long way!

# Depth

Communication is Stress Management.

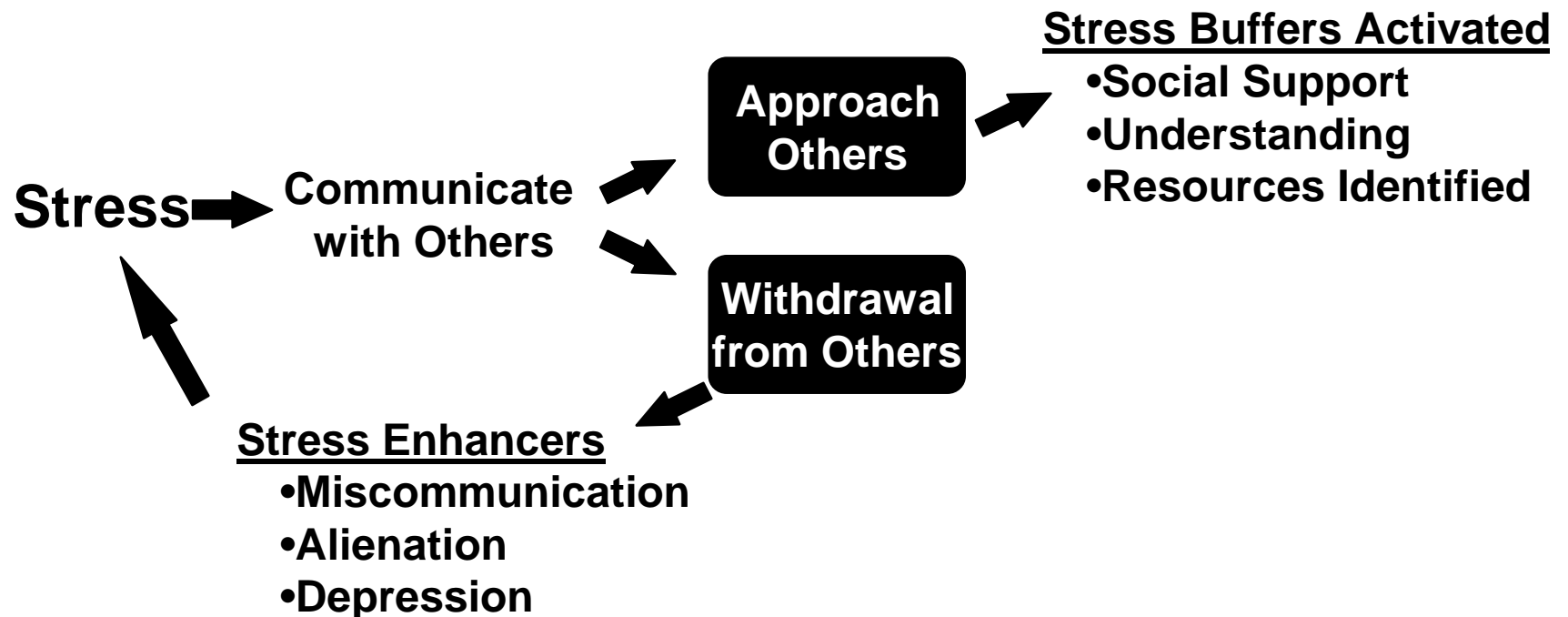
## Approach

- 1.
- 2.
- 3.
- 4.
- 5.

## Withdrawal

- 1.
- 2.
- 3.
- 4.
- 5.

# Communication is . . .



. . . Stress Management

# Synchronization

“Timing is Everything”

- ① Finances
- ② Communication
- ③ Leisure Time



# Finances

## Number one source of Arguments

- ☞ There is a time to buy and a time to refrain from buying.
- ☞ Plastic money is not play money

## Resources for Financial Help

- ☞ Army Community Services
- ☞ Consumer Credit Counselors

# Communication

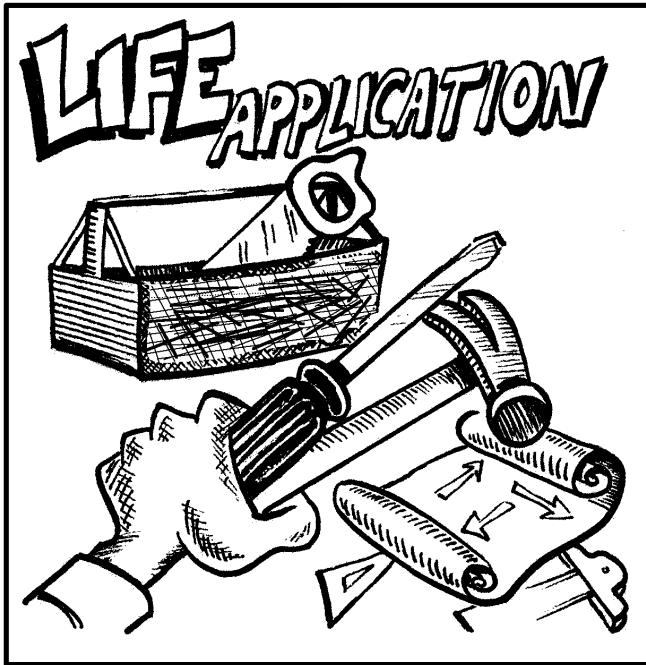
☞ Don't Blind Side Your Spouse

☞ Don't Delay

☞ Don't Rush

# Leisure Time

- ☞ Make time together enjoyable
  - (It's money in the bank)
- ☞ Take vacations
  - (even if only at home)
- ☞ Importance of vacation recovery



Friendship is like a bank account.

You can't continue to draw on it without making deposits.

--Anonymous



# How to Fight Fair

- 1. Be committed to honesty and mutual respect.**
- 2. Make sure the weapons are not deadly.**
- 3. Agree that the time is right.**
- 4. Be ready with a positive solution soon after the swing.**

From: Swindoll, C. (1980). *Strike the Original Match*. Portland, OR: Multah Nomah Press, p. 102-111.

# Continuing to Fight Fair

- 5. Watch your words and guard your tone.**
- 6. Don't swing at your mate in public. Keep arguments private.**
- 7. When it is over, clean up the mess. This involves kindness, tenderness, and forgiveness.**
- 8. Best way to stop a fight: When you are beaten, surrender. Say, "I am wrong, you are right."**

From: Swindoll, C. (1980). *Strike the Original Match*. Portland, OR: Multah Nomah Press, p. 102-111.

# Stay Tuned for:

- ⇒ **The Nutrition and Stress Connection**
- ⇒ **Exercise and Stress**
- ⇒ **Stress and Combat Performance**
- ⇒ **Stress Management:  
A Guide for Senior Leaders**



# We Need Your



Lesson 4: OH-33  
Rev: 18-May-00





28224

# Lesson 4 Feedback

Your comments on "Targeting Stress" are very important to us. Please take a few moments to answer the following questions and return them to your instructor or directly to USACHPPM, ATTN: MCHB-DC-HBH (Bldg. E-1570), 5158 Blackhawk Road, APG, MD 21010-5422 or by FAX at DSN 584-7400 or CIV (410) 612-7400.

Shade circles like this:

Not like this:

Please Print legibly in boxes below. Thank you!

Instructor:

Date:

Location:

Stress Level	Low Stress				High Stress				Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know / Not Applicable
1. Before the Class . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. After the Class . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I. Objectives</b>														
A. Course objectives were clear and easy to understand. . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Course objectives were met. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I would recommend this course to a friend. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>II. Written Materials</b>														
A. Materials were easy to understand. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Format of the lesson was enjoyable. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Materials covered the objectives. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>III. Audiovisuals</b>														
A. Overheads were easy to read. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Overheads supported the lecture and class discussion. . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Overheads maintained my interest. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>IV. Instructor</b>														
A. Was well prepared for the class. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Seemed genuinely interested in the materials. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Encouraged participation from the students. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Made the class interesting. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Spoke clearly. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>V. Learning</b>														
A. I learned something new about stress management from this class. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The most important thing I learned was: (fill in the blank)	<input type="text"/>													

Please Continue on Next Page



# Feedback

(continued)

**Please answer True or False for the following questions.**

T F

- 1. Considering family moves as opportunities and planning in advance can help make relocation less stressful.
- 2. Common courtesy is not necessary among family members.
- 3. Family members play an important part in a service member's *readiness*.
- 4. Open communication between family members only causes tension by identifying problems. It is best for everyone to keep their thoughts and opinions to themselves.
- 5. Certain aspects of military life, such as frequent relocation, and long deployments can add to the stress of a military family.

**Comments and Suggestions:** (Please Print)

Thank You for Your Participation!

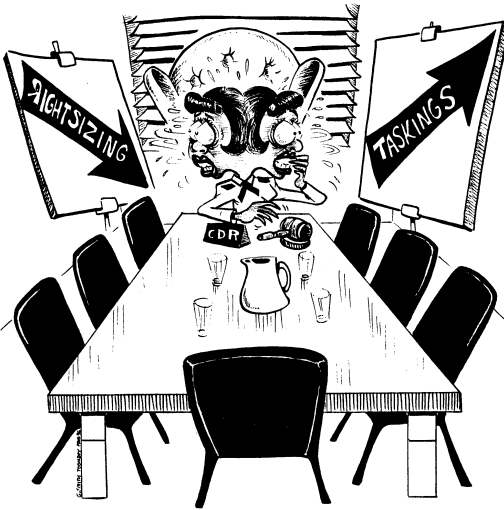
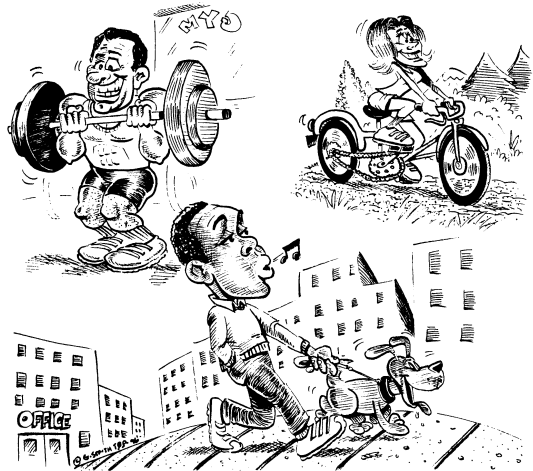
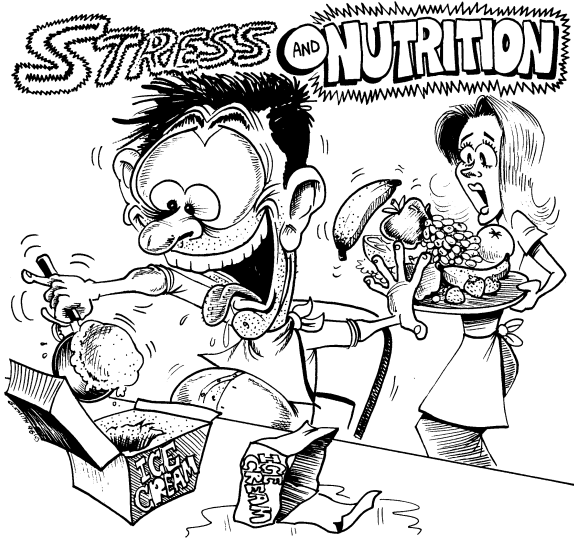
# Stress Management Sign-In Sheet



<b>Class Title:</b> _____  <b>Instructor:</b> _____	<b>Date:</b> _____  <b>Time:</b> _____  <b>Location:</b> _____
---	--

Name	Organization/Unit	
1.		
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# Special Articles





# The Nutrition and Stress Connection





# The Nutrition and Stress Connection

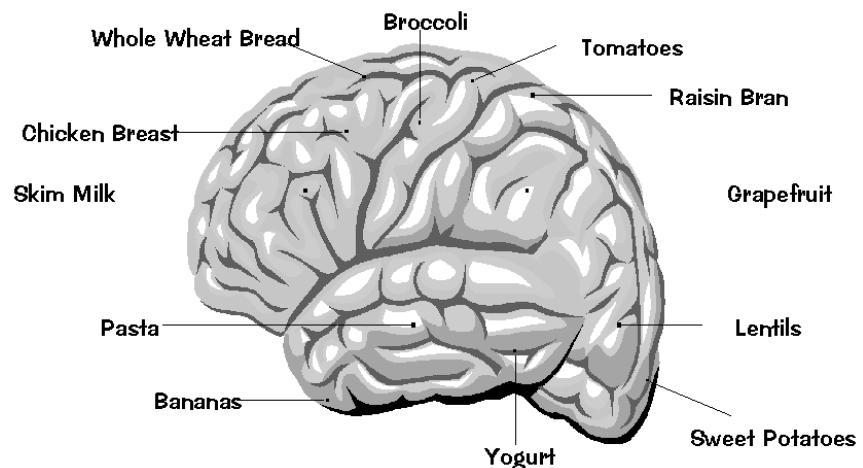
By Major Ann Grediagin, MS, RD

“The way we eat will not only influence our physical and emotional health but will also play a leading role in scores of other maladies--everything from lack of concentration to wrinkles” —*Anonymous*

## Feeding Your Brain

What happens to mental performance as the body progresses on the continuum between a fully nourished state and a deficient state? Any nutrient deficiency will affect performance and

there is growing evidence that small or marginal deficiencies, may impact on cognitive functioning. Nutrient deficiencies, small or large, may be caused by a variety of reasons, of which stress is one.



No one knows exactly how much of what dietary components are needed for optimal mental functioning. However, it is established that nutrition plays a vital role in intellect, memory, thinking, and personality. For example, what you eat affects the following:

- ⇒ The level of neurotransmitters
- ⇒ The development and maintenance of brain cell function
- ⇒ The level and activity of enzymes required for brain functions
- ⇒ The amount of oxygen that reaches the brain
- ⇒ The accumulation and removal of cellular debris
- ⇒ The ability of the brain to transmit electrical messages

Most of the research linking nutrition with stress has focused on physical stress such as surgery, burns, or intense exercise. However, there is a growing body of literature that shows that emotional and mental stress not only alters hormone levels in a manner similar to physical stress, but further compromises optimal functioning by changing eating patterns, reducing nutrient absorption, increasing nutrient excretion, and altering the use of nutrients in stress related metabolic processes.

**The Neurotransmitters.** Neurotransmitters are chemicals that make your brain work and are critical to mental functioning. The four neurotransmitters that are manufactured directly from food components are serotonin, dopamine, norepinephrine, and acetylcholine. The levels and activity of these compounds are sensitive to dietary composition and pattern. Changes in either can have substantial effects on behavior, sleep, and energy level.

Serotonin is a multi-functional neurotransmitter. Low serotonin levels cause insomnia, depression, food cravings, increased sensitivity to pain, aggressive behavior, and poor body-temperature regulation. Serotonin is manufactured in the brain from amino acid called tryptophan. As blood and brain levels of tryptophan fluctuate so does the level of serotonin. Tryptophan is a large amino acid that competes with other amino acids (especially tyrosine) for entry into the brain. Ironically, because of this competition eating a protein-rich meal lowers brain tryptophan which leads to low serotonin levels. Conversely, a carbohydrate-rich snack, which



increases insulin levels, enhances the uptake of tryptophan by brain tissues. In turn, tryptophan is converted to serotonin which produces an overall calming effect and drowsiness.

Dopamine and norepinephrine are manufactured from the amino acid tyrosine. Low levels of dopamine and norepinephrine are associated with depression, decreased ability to deal with stress, and a decline in mental functioning. The same conditions that lower tryptophan levels (high levels of competing amino acids and no insulin) are the very conditions that increase tyrosine levels. Consequently, for dopamine and norepinephrine levels to be high, serotonin levels must be low. This seesaw relationship is illustrated by a person who eats a carbohydrate-rich breakfast, thus increasing serotonin which decreases the desire to eat more carbohydrates. Therefore, at lunch, the person is likely to select a low-carbohydrate meal which will raise dopamine and norepinephrine levels.

Choline, a fat like substance that is both produced by the body and found in food, is a vital substrate for the neurotransmitter acetylcholine. Unlike amino acids, which must compete for entry into the brain, choline freely crosses the blood brain barrier. Consequently, a rise in blood choline translates into an increase of choline in the brain tissue. Acetylcholine is associated with memory and cognitive ability. A study at the University of Massachusetts showed that healthy people who took a drug that blocked acetylcholine flunked a memory test, but passed the test when they took a drug that increased acetylcholine levels. Other studies show that maintaining optimal choline levels may not only improve learning ability, but may slow certain forms of age-related memory loss.

***To eat or not to eat.*** Eating patterns are important to mental performance and a change can affect overall nutrient intake. During periods of stress, some people will eat less, some may eat more, and others may turn to alcohol or subsist on coffee. No two individuals will react the same. Each scenario can cause an imbalance of neurotransmitters resulting in a mind and body that looks, feels, and reacts poorly.

Individuals who cope with stress by consuming fewer calories may have their ability to think clouded. One study conducted at the AFRC Institute of Food Research in Reading, England showed that dieters who cut their calories by more than one thousand per day scored worse on a mental aptitude test compared to non-dieters. Short-term memory and the ability to quickly process information was impaired and these abilities continued to deteriorate the longer the people stayed on the diet.

Timing of meals is also important. If you are having trouble concentrating, staying motivated, or just thinking clearly, your breakfast, or lack thereof, could be the culprit. The brain depends entirely on glucose to fuel its activity. Frequent skipping of meals will exhaust glucose reserves, leaving your brain with an energy deficit. Studies with children show that eating breakfast improves school attendance, reduces illnesses, increases motivation and interest in learning, and elevates mood. Adults also perform better at work if they have eaten a nutrient-packed breakfast.

Eating too much food can also impair brain function. Overeating can cause drowsiness by impeding nutrient transport into the brain. It appears that high blood fat levels increases blood thickness, which decreases the transport of oxygen to brain cells.

What you eat also determines your brain power. Although carbohydrate-rich foods at breakfast will help fuel your thinking during the morning hours, they may make you sleepy and less able to concentrate after lunch. Bonnie Spring, Ph.D., from Harvard University reports that mental alertness and the ability to concentrate may decrease after a midday meal of carbohydrate-rich foods. This effect is compounded if the primary source of the carbohydrates is simple sugars. Research indicates that high fat and “heavy” meals (more than 1,000 calories) have a similar effect. In contrast, a light midday meal that supplies approximately 500 calories in a mixture of protein and carbohydrates will fuel the body without making you groggy.

**Vitamins and Minerals.** Vitamins and minerals have direct effects on brain function, thinking ability, and memory. Compounds including magnesium, iron, the antioxidants (beta-carotene, vitamin C, and vitamin E), the B vitamins, and choline play vital roles in maximizing mental prowess. Americans are eating more calories than ever before. Yet, it is ironic that in the land of plenty we may be under nourishing our brains. The sad truth is that three out of every five calories are from sugar or fat, which leaves very little room for nutrient dense foods.



Not only does stress affect nutrient intake, but specific vitamins and minerals are jeopardized. Heightened stress hormones may increase excretion of minerals such as chromium, copper, magnesium, iron, and zinc. During one study conducted by the U.S. Department of Agriculture, participants who went through “Hell Week” (extra work, difficult deadlines) had blood levels of several minerals drop by as much as 33 percent.

Magnesium appears to be particularly sensitive to stress. During stressful periods, cellular magnesium decreases and urinary loss of magnesium increases. If the losses are not replaced, a deficiency can occur. Even a marginal magnesium deficiency can raise stress-hormone levels and cause stress-related depression and irritability. Illustrating this connection are human studies that show Type A personalities have higher blood levels of stress hormones and lower magnesium levels than their more relaxed Type B counterparts.

Iron deficiency is the most common nutrient deficiency in the United States and it is estimated that as many as 80 percent of active women have low iron in their tissues. Iron impacts on brain functioning in two ways. First, too little iron means your brain will not get the oxygen it needs. Second, iron works directly with neurotransmitters and proteins including dopamine. This not only affects energy level but can also adversely affect job performance and even IQ. One study showed that as blood levels of iron increased, nerve activity in the left hemisphere of the brain (the region responsible for analytical thought) also increased.

*Antioxidants* are those substances which act in the body to disarm free radicals before they can do damage. Free radicals are highly reactive particles that are found in

the environment but are also produced in the body during normal metabolic processes. Free radicals damage the body's cells and are implicated in the aging process. Fortunately, the body has an antioxidant system of vitamins, minerals, and enzymes to minimize the impact of free radicals.

The primary antioxidant nutrients are beta-carotene, vitamin C, vitamin E and selenium. Beta carotene prevents the formation of free radicals and vitamin E deactivates free radicals before they damage fat molecules in the nerve cells. Considering the fact that the brain is almost 60 percent fat, sub-optimal levels of vitamin E and beta-carotene could have far-reaching effects on brain cell structure and function as well as mental ability. Vitamin C not only functions as a free radical scavenger but also aids in the manufacture of nerve chemicals. Studies show that laboratory animals on a diet high in vitamin C and antioxidants lived longer than those on a diet low in vitamin C.

**To B or not to B.** The B vitamins (thiamin, niacin, B6, B12, and folic acid) all play critical roles in brain function and are frequently added to breads and cereals. Even so, marginal deficiencies are not uncommon, especially in adolescents, seniors, and people who abuse alcohol.

Thiamin (vitamin B1) is essential for converting glucose to energy in the brain. Fatigue, loss of appetite, weakness, mental confusion, memory loss, reduced attention, personality changes and irritability are just a few of the symptoms characteristic of poor thiamin intake. One study showed that thiamin deficient children who supplemented their diets for one year improved reaction times and scored better on memory and intelligence tests.

Niacin is the B vitamin with the strongest connection to brain function and was once touted as the cure for schizophrenia. This was later found to be untrue but a definite link between a severe deficiency and dementia and psychosis was found. Therefore, it is of no surprise that even a mild deficiency may produce symptoms including depression, confusion, anxiety, irritability, and short-term memory loss.

Vitamin B6 plays an essential role in the development and maintenance of the nervous system, as well as the breakdown of carbohydrates, protein, and fats for energy. In adults, short-term poor intake of vitamin B6 can produce changes in brain waves and can affect thought, memory, and concentration. Again, women and seniors seem to be at particular risk for deficiencies. It is estimated that women typically consume only half the Recommended Dietary Allowance (RDA) of vitamin B6.

Vitamin B12 has been the acclaimed cure-all for everything from low energy, poor memory, mental deterioration, to irritability. In truth, even though B12 may not be the rejuvenator that food fadists claim, it does play an important role in optimal brain functioning. A B12 deficiency results in poor myelination of the nerve sheath resulting in disorientation, numbness in the hands and feet, moodiness, confusion, reduced IQ, and agitation. Luckily vitamin B12 is abundant in foods of animal origin and most Americans consume two to three times their daily needs. Unfortunately, vitamin B12 status is more than an issue of intake. Absorption is the key, and absorption is dependent on a digestive substance, produced by the stomach, called "intrinsic factor." Aging causes a decrease of the "intrinsic factor", leading many seniors to have low blood levels of vitamin B12 despite adequate intake.

Folic acid is the B vitamin most likely to be deficient in the diet. Folic acid is found in dark green leafy vegetables such as broccoli, spinach, chard, and romaine lettuce. Unfortunately, the typical American diet is woefully void of such foods. This void may lead to diminished brain power because of folic acid's role in maintaining serotonin levels and in replication of brain and red blood cells.

Choline is a building block for the essential component of the cell membrane as well as the neurotransmitter acetylcholine. Choline is produced in limited quantities by the body, but a dietary source is also required. Richard Wurtman, Ph.D. at Massachusetts Institute of Technology believes that choline intake is low enough in some diets to cause memory problems. Large supplemental doses of choline have been shown to improve learning performance in mature animals, while people suffering from memory loss who are given choline supplements often show improvements in short-term memory and abstract thinking.

## Feeding Your Immune System

Have you ever gotten sick during or immediately after a big project? If so, you most likely experienced the direct link between stress and your immune system. Stress reduces the ability to fight colds, infections, and disease, leaving your body vulnerable to attack when you can least afford it. So, if nothing can be done about the stress, is there anything you can do to enhance your immune system?



The answer is yes. Providing substrates to the brain to optimize its functioning is half of the nutrition equation. The other half involves maximizing immune function. The best thing you can do during periods of undue stress is feed your body nutrient dense foods three times per day. There is no evidence that calorie and protein needs are affected by moderate levels of stress. However, stress does stimulate the breakdown of serotonin, suggesting that increased intake of complex carbohydrates could aid in mediating the stress response.

A high fat diet can further inhibit an already weakened immune response. According to Dr. Darshan Kelley, in humans, dietary fat, especially polyunsaturated fat, a type of fat typically found in vegetable oils, suppresses the immune system. Studies on stressed animals show that a low fat diet improves wound healing and immunity. To optimize your immune response, fat should be limited to less than 30 percent of your daily calories.



Depletion of minerals can jeopardize the immune system and aggravate the stress response. Minerals, such as chromium, copper, iron and zinc which are at risk for increased loss during periods of mental stress, are crucial for proper immune function. Studies have shown that people with low blood levels of zinc and poorly functioning immune systems can improve their immune function by increasing their intake of zinc-rich foods.

The antioxidant nutrients, including vitamin C and vitamin E also help regulate the immune system. Both emotional and physical stress increase the amounts of dietary vitamin C needed to maintain normal blood levels. The adrenals and the pituitary gland are major storage sites for vitamin C. During periods of prolonged stress these storage sites are depleted and a vicious cycle develops: stress depletes vitamin C, which reduces the body's resistance to infection, which increases the stress, which depletes vitamin C, etc.

American diets are often low in vitamins C and E and researchers disagree on whether diet alone is enough during times of stress. According to Robert Jacob, Ph.D. at the Western Research Center, it takes approximately 200 mg of vitamin C to keep the immune system running optimally during times of stress. In reality, 90 percent of the population fails to consume the recommended number of servings of fruits and vegetables and do not get even 60 mg (the RDA) of vitamin C, much less 200 mg. Therefore, the question of supplementation is raised.



## To Supplement, or Not to Supplement...

Most people agree that wholesome foods are the best source of vitamins and minerals. However, national nutrition surveys report that many individuals do not get enough. Nine out of ten diets are marginal in chromium, only 50 percent of Americans consume adequate magnesium and folic acid, and up to 80 percent of women may be iron deficient. To top it off, try as you might, you can't always eat a balanced diet.

Until recently many nutrition advocates considered vitamin and mineral supplementation quackery and, unfortunately, most of the megadosing is. However, in light of the fact that recent and reputable studies report that certain vitamins and minerals in amounts greater than current recommendations may be of benefit, supplement usage is now recommended for certain populations. However, because vitamin and mineral supplementation can pose health risks, what and how much are the key questions.

A vitamin and mineral supplement that supplies between 100 and 300 percent of the RDA is normally a safe choice. Single nutrient megadose supplements are generally discouraged, because they may cause a secondary deficiency of one or more different nutrients. For instance, a woman who supplements her diet with only calcium could increase her risk of a magnesium deficiency, since calcium and magnesium compete for absorption. Similarly, chromium supplementation may increase iron deficiency, and zinc supplementation may not only decrease copper absorption but may also suppress immune function. Additionally, some vitamins, such as vitamin A can be stored in the body in toxic amounts. Megavitamin/mineral therapy is based on the belief that more is better. At best, such therapy may be just a waste of money, at worst it may create a secondary deficiency, suppress immunity, or have a toxic effect on the nervous system.

If you decide to supplement, be sure to select a preparation that includes not only the basic vitamins and minerals but copper, zinc, chromium, and selenium as well. Avoid supplement claims of “natural,” “organic,” “high-potency,” and “chelated.” Your body cannot distinguish a natural from a synthetic nutrient. Additionally, avoid supplements that contain useless substances such as inositol, vitamin B15, and PABA.

The most important thing to remember regarding supplement usage is that there really is no substitute for a high quality diet. Supplements cannot grant immunity to a body that is otherwise unhealthy. In addition, many other substances in foods besides vitamins and minerals aid in the prevention of disease and the promotion of optimal emotional, physical, and mental health. We don't know everything there is to know about human nutrition and, in the future, even more food-related compounds that enhance well-being are likely to be identified.



## JAVA...an Emergency Brain Aid?

Coffee's welcoming aroma and ability to drive the grog from one's mind make it this country's number one mind-altering drug. Americans brew up and slurp down half of the world's coffee. That's an average of 450 cups per person per year. Theoretically, this practice should make us more alert than any other country. Yet, a quick peak at afternoon meetings will tell you this is not true.

For the groggy morning employee, a cup of coffee improves driving skills in rush-hour traffic, increases typing speed, elevates mood, and improves short term memory. According to Psychologist Harris Liberian caffeine works by blocking the neurotransmitter

adenosine, which normally calms the brain. Lieberman confirmed that moderate coffee consumption can help sustain attention during performance of various cognitive tasks.

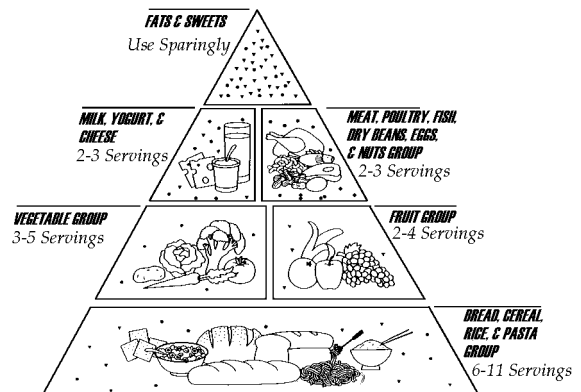
The problem is that many Americans consume way more than their fair share of caffeine. This can cause anxiety symptoms as well as other undesirable side effects. Coffee consumed with food interferes with mineral absorption, especially iron, by as much as 90 percent and can rob the body of other important minerals such as calcium and magnesium needed during stress. Caffeine in doses greater than 900 mg ( the equivalent of five cups of coffee a day) may increase total blood cholesterol and Low Density Lipoproteins (LDL)-cholesterol (a bad form of cholesterol) and may cause a rise in blood pressure levels leading to heart disease. Another outcome of over indulging at the coffee pot is habituation. As it turns out, the body gets use to high levels of caffeine which diminishes it's effectiveness in improving performance. One study of sleep deprived people found that for individuals who did not routinely consume caffeine, intake of 1-1/2 cups of coffee boosted their concentration, energy, and confidence levels. However, those who routinely consumed caffeine were not affected.

The best advice regarding caffeine is to consider caffeine an emergency brain aid to be used only under certain conditions. Say, for instance, you have to pull an all nighter or cross six time zones and be alert and oriented for a morning meeting. This is when you want to have one or two cups of java and to know it will work.

One word of caution: Cut back on coffee gradually to avoid symptoms of caffeine withdrawal such as headaches. Try decreasing the number of cups to two or switching to mixture of half decaffeinated and half regular coffee, then in a few days move to all decaffeinated.

## Summary

Neurotransmitters, which are manufactured from the foods we eat, affect behavior, sleep, and energy levels. High levels of stress hormones and poor eating patterns lead to nutritional deficiencies that may impact on neurotransmitter levels. These nutritional deficiencies also affect the immune system by decreasing its ability to fight off infection and disease. Diet, stress, and immunity are so interrelated it is hard to establish which is the causative factor for a decline in the other. In an ideal world, to break the cycle, you would decrease your level of stress. However, if this is not practical or probable, the next best solution is to arm your body and brain with a strong defense: a well nourished body.



# Are You Feeding Your Brain?

How do your dietary habits contribute to your mental capabilities?  
To find out, respond to the following statements.

Score as follows:

3=always, 2=often, 1=seldom, 0=never

1. Do you make an effort to eat "healthy"	
2. Do you eat four or more meals/snacks per day?	
3. Are your eating habits consistent from day to day?	
4. Do you avoid eating large meals?	
5. In the evening, do you snack lightly or not at all?	
6. On average, do you eat 6 or more servings of grains per day?	
7. On average, do you eat 5 or more servings of fruits and vegetables per day?	
8. On average, do you consume at least 2 servings of lowfat dairy products?	
9. Do travel and social functions allow you to maintain your normal eating habits?	
10. Do you limit alcoholic beverages to less than 5 drinks per week?	
11. Do you limit caffeinated beverages to less than 20 ounces per day?	
12. Do you drink at least 6 glasses of water per day?	
13. Do you limit fat and sugar intake?	
14. Do you limit "fast food" to one meal per week?	
15. Do you feel, look, act, and function your best?	
<b>TOTAL SCORE</b>	

## What Does It All Mean?

39-45: **Outstanding!** You are ready for the mental Olympics.

32-38: **Very good**, but a few changes could improve your mental agility.

25-31: **Caution**, your diet could be causing your mental torch to burn dimly.

<25: **Red Alert!!!** Your dietary habits are interfering with your cranial capabilities.



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# Targeting Health: Stress Management Special Articles

*This is intended to give us feedback on the Special Articles included within the Stress Management Workbook. Please take a few moments to answer the following questions and return them to your instructor or directly to USACHPPM, ATTN: MCHB-DC-HBH (Bldg. E-1570), 5158 Blackhawk Road, APG, MD 21010-5422 or by FAX at DSN 584-7400 or CIV (410) 612-7400.*

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Not like this:	<input type="radio"/>

Please Print legibly in boxes below. Thank you!

Instructor:

Date:

Location:

Which Article? (Please rate only ONE article per form)

- The Nutrition and Stress Connection     Stress Management: A Guide for Senior Leaders
- Exercise and Stress     Stress and Combat Performance

Please rate the following on a 5-point scale with 1 being "Strongly Agree" and 5 being "Strongly Disagree."

1 2 3 4 5  
① ② ③ ④ ⑤

1. The information presented was provided at the appropriate level of detail.

① ② ③ ④ ⑤

2. The information was clear and easy to read.

① ② ③ ④ ⑤

3. The information was easy to understand.

① ② ③ ④ ⑤

4. The information provided was interesting.

① ② ③ ④ ⑤

5. The information will be useful in managing stress.

① ② ③ ④ ⑤

6. I plan to use the information presented.

① ② ③ ④ ⑤

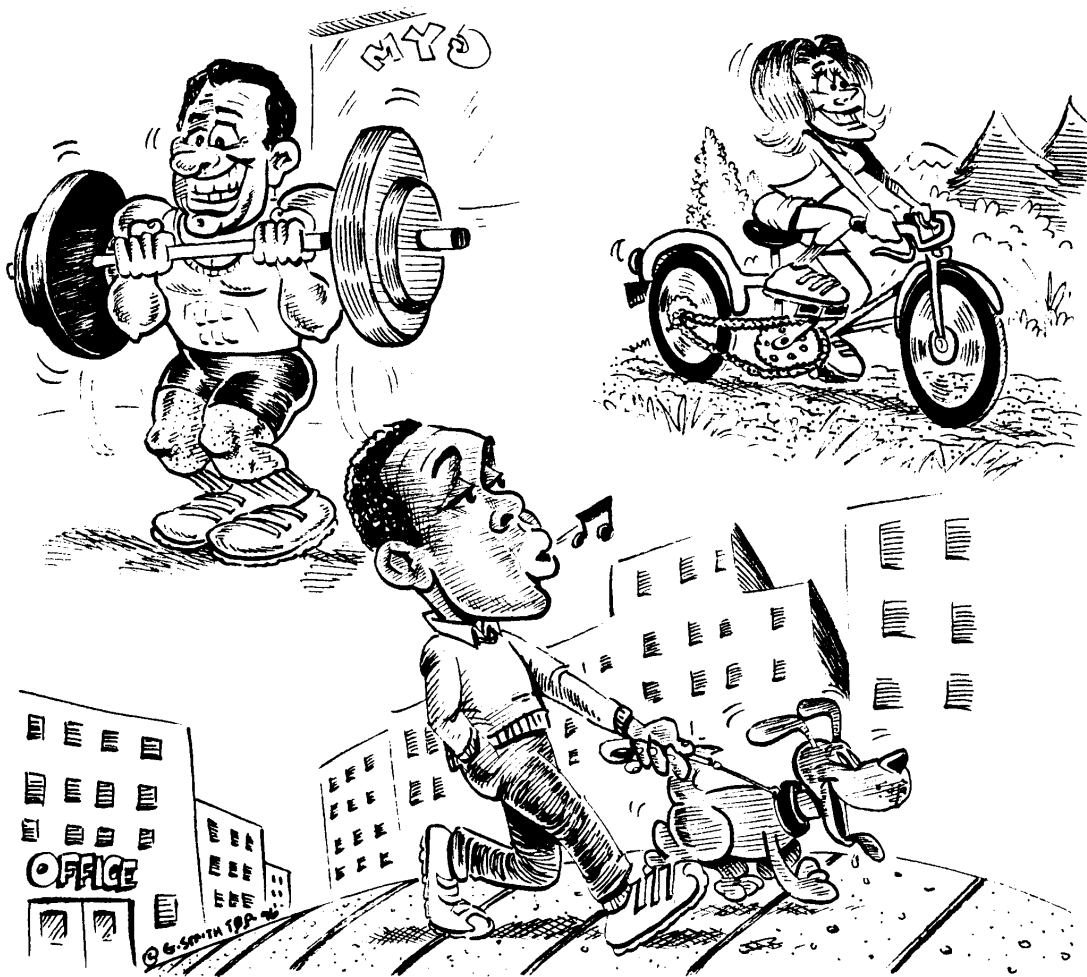
7. I would recommend this article to co-workers.

① ② ③ ④ ⑤

8. Overall, the article was valuable and worth reading.

Comments: (Please Print)

# Exercise and Stress









# Exercise and Stress

by Major Leo Mahony, MPT

The United States military services place great emphasis on the role of physical fitness and exercise training in combat readiness. We train to be physically and mentally capable soldiers, airmen, sailors, and marines. The military also recognizes the many health benefits of regular, moderate physical activity for all beneficiaries. Fitness contributes directly to substantial improvements in the quality of life.

Exercise and physical activity are powerful and readily available tools for preventing and treating symptoms of stress. The old adages “run for your life” and “burn off some steam” merit serious consideration. It is truly possible to walk, bike, run, lift, and stretch your way to a happier less stressful lifestyle. The first step is up to you: make a realistic activation plan for being more active.

## The Exercise-Stress Connection

Studies are beginning to show that physical activity enhances psychological well-being and relieves symptoms of depression and anxiety. Here are some of the factors involved:

1. Regular exercise helps one to feel in control. This sense of control over the body may translate to an improved sense of control over other aspects of life, a key defense against stress.
2. Exercise promotes well-being and relaxation. Regular exercisers demonstrate higher levels of self esteem and confidence and maintain a sense of self discipline. The individual acts upon the belief, “I am in charge of myself and can improve my health and fitness.”
3. Moderate physical activity is a natural, physiological outlet for a body in the “fight or flight” state of arousal frequently associated with stress. It cleanses the body of adrenaline, can lower the blood pressure, and relaxes tight muscles.
4. Exercise produces neurotransmitters called endorphins in the brain. These are the body’s own natural tranquilizers. Endorphins can make one feel calm and relaxed

during and for up to three hours after moderate physical activity. This elevation in mood has been referred to as *the runners' high* but is also experienced by those involved in other forms of exercise.

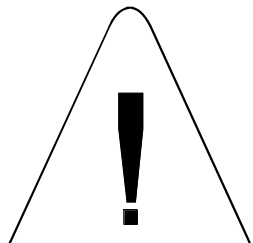
5. Exercise can cause many people who are physically active to give up unhealthy and stressful habits that interfere with exercise. Smokers may cut down or quit because smoking hinders aerobic performance. Others may eat more nutritiously to improve performance. The chronically busy individual may “work in” a workout to increase energy, alertness, and productivity - clearly a sound business investment with ample rewards.
6. Exercise can be a group or solo activity. Some individuals seek and develop alliances with other exercisers, which may provide social support - another stress reliever. Others may prefer some private time to exercise alone to “clear the head.” Still others prefer some of both, depending on mood and circumstances.

*People of all ages can realize these benefits!*

## Before Starting an Exercise Program



**Precautions:** Physical activity is an excellent stress management tool when used correctly and safely. However, an inconsistent (sporadic) or hasty (“too much too soon”) program invites injury - from trauma to overuse - which can add to stress rather than alleviating it.



**Considerations:** Most adults do not need to be examined by a health care provider before starting a moderate-level physical activity program. Exceptions include: men over the age of 40; women over the age of 50; those with one or more cardiac risk factors; and those with signs or symptoms of cardiac, pulmonary, or metabolic disease. Programs for children should be age-appropriate so as not to exceed strength or coordination abilities, jeopardize normal growth, or pose a serious threat of injury or disability.

## Helpful Hints

**Start slowly.** Begin exercising at your current level and gradually increase the pace or the length of your workouts over time. A helpful “rule of thumb” for a safe progression is no greater than 10 percent increase in total weekly repetitions, resistance, distance, or time. Unfortunately, many exercisers must stop a program because of an

overuse injury; they attempted “too much, too soon.” While some morning soreness after a workout is normal, anything beyond this or occurring longer than 24 hours is probably indicative of a hasty progression. Starting slow can be encouraging rather than discouraging.

**Set realistic goals.** Stop exercising your excuses and start exercising your body! Small steps taken today will help you achieve long-range goals, but it won't happen overnight and it won't happen if you don't start! Daily walks, slow stretching, and a light toning routine can ease you into a realistic plan.

**Do it *now!*** Many extremely busy people do live healthy lifestyles and exercise regularly. The key is in making fitness a priority. *The commitment is the key.* Waiting until things are less stressful won't work. Find an activity and/or routine that you like and get started! Make and keep an appointment with exercise. The most popular exercise time for the chronically busy is first thing in the morning, before the rest of the world tries to derail you.

**Write it down.** Many people obtain personal reward and additional motivation by documenting their health and fitness accomplishments. Fitness notes can be as simple as an exercise diary or as innovative as computer software programs that provide personalized feedback with flashy displays and printouts. The best method is whatever motivates you to be consistent.

**Stay on track.** Don't get discouraged if you miss an occasional workout. We all have days where in spite of best intentions, we did not accomplish all our objectives. Injury, travel, and obligations may force a missed workout. In the context of a lifetime, several days or weeks off is no big deal but don't take a month or two to resume your program. Reaffirm the priority of health and regular exercise and get back on track again as soon as you can.

**Enjoy yourself.** Working out is something you should enjoy and look forward to. Select a variety of activities that energize you enough to continue performing on a regular basis. Many people make exercise a family activity. This can be a great way to spend quality time with family or friends while establishing healthy habits that last a lifetime.

## Exercise Recommendations

### 1996 U.S. Surgeon General's Report on Physical Activity and Health

(U.S. Department of Health and Human Services, 1996, p. 4).

The Surgeon General has determined  
that lack of physical activity is  
detrimental to your health.

## Key findings



“Men and women of all ages benefit from a moderate amount of daily physical activity.”



“Physical activity need not be strenuous to achieve health benefits.”



“Additional health benefits can be obtained through greater amounts of physical activity.”

## 1995 Centers for Disease Control & American College of Sports Medicine Recommendation (Pate et al., 1995)



“Every US adult should accumulate 30 minutes or more of moderate-intensity physical activity on most, preferably all, days of the week.”

## Healthy People 2000 Exercise Goal

(U.S. Department of Health and Human Services, 1995)

(One of the Department of Defense’s top five health goals)



“To increase to at least 30 percent the proportion of people aged 6 and older who engage regularly, preferably daily, in light to moderate physical activity for at least 30 minutes per day.”

## The Three Phases of a Workout

**Warm-Up** - Preparation of the body prior to an activity or exercise period through total body movements and stretching for approximately 5 to 10 minutes.

**Workout** - Activity with intensity and duration (time) to develop or maintain one or more categories of fitness (the “Stress Busters”, see page 5).

**Cool-Down (or Warm-Down)** - Gradual transition from moderate or vigorous activity to the normal state through total body movements and stretching for approximately 5 to 10 minutes.

## The “Stress Busters”

There are four broad categories of “stress busting” exercises: aerobic, muscular strengthening, muscular endurance, and flexibility. Each plays an important role in the prevention and treatment of stress-related disorders and contributes to a balanced physical fitness program.

### 1. Aerobic Exercises or Activities--

Strengthen your heart, lungs, and associated blood vessels and increase stamina.

### 2. Muscular Strengthening Exercises--

Increase strength and size (bulk) of muscles or groups of muscles.

### 3. Muscular Endurance Exercises--

Improve stamina (tone) of muscles or groups of muscles.

### 4. Flexibility Exercises--

Decrease muscle tension, improve flexibility of specific muscle groups, help maintain joint mobility, improve circulation, and help prevent injury.



## “Stress Buster” Program

**1. Aerobic Exercises or Activities** - Moderate physical activity or cardiorespiratory endurance exercise or sports.

### Prescription for Aerobic Exercise or Activity

*Frequency:* Three to seven days per week.

*Intensity:* 70 to 80 percent of your maximum heart rate or any activity burning 150 or more calories per day

*Time:* A minimum of 20 to 30 minutes of continuous or accumulated activity.

## Specifications



Should be done on most, preferably all, days of the week. Three (3) days is considered the minimum to achieve many of the health benefits.



May be done in a single session of 20 to 30 minutes or more or performed intermittently with time accumulated for 30 minutes or more (for example, in three sessions of 10 minutes each).



Should use large muscles and raise heart and breathing rates. The working muscles rhythmically contract and relax, stimulating increased blood flow through the heart, lungs, and blood vessels.



Use any one of the following methods to determine how hard you should exercise (intensity)—

- a. Perform “**Moderate**” level activities.
- b. Take the “**Talk Test.**”
- c. Monitor your “**Target Heart Rate.**”

## Discussion - The Three Suggested Methods of Determining Intensity

- a. Perform “**Moderate**” Level Activities:

A wide variety of choices exist that offer practical alternatives to suit most lifestyles and physical conditions. Any bodily movement (exercise or activity) produced by muscles is considered moderate if it uses 150 calories of energy per day or 1,000 calories per week.

Select from the **moderate** (or **vigorous**) columns of the following suggested menu of activities:

Vigorous	Moderate	Light
Aerobic Dance	Basketball	Badminton
Bicycling	Calisthenics	Baseball
Cross-Country Skiing	Canoeing, Leisurely	Bowling
Hiking (Uphill)	Downhill Skiing	Croquet
Jogging	Field Hockey	Football
Jumping Rope	Fishing, Standing/ Casting	Light Gardening
Rowing	Handball	Golf (On Foot Or By Cart)
Running In Place	Home Care, General Cleaning	Housework (Vacuuming)
Stair-Climbing	Home Repair, Painting	Ping-Pong
Stationary Cycling	Mowing Lawn	Shuffleboard
Swimming	Racquetball	Social Dancing
Walking Briskly	Soccer	Softball
	Squash	Walking Leisurely
	Volleyball	
	Walking Moderately	

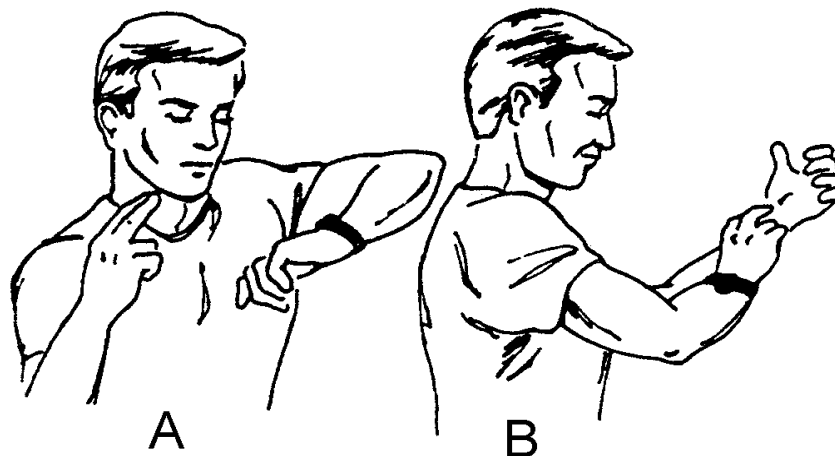
b. Take the **“Talk Test.”**

While performing an aerobic exercise or physical activity—

- ♥ If you can converse somewhat breathy, you’re doing okay.
- ♥ If you can sing, you may need to step up the pace a little.
- ♥ If you can’t talk, slow down--you’re working too hard.

c. Monitor your **“Target Heart Rate”**

Your **Target Heart Rate** training range is based on a percentage of your body’s maximal heart rate (MHR). Each time you do aerobics, your heart rate should reach and remain in the target heart rate zone appropriate for your age. This can be monitored during exercise by counting the pulse rate felt at the neck (carotid artery, see picture “a” below) or the wrist (radial artery, see picture “b” below) for 10 or 60 seconds.



Consistently exercising at an intensity above the moderate level target heart rate (or above the vigorous level in highly fit individuals) may put too much strain on your heart and cause you to stop, or can result in overtraining and exercise program “drop out.” Regularly exercising below your moderate level target heart rate may not significantly strengthen your cardiovascular system, but the good news is “something is better than nothing.”

Mounting evidence demonstrates that even small improvements in physical fitness can make a significant difference in the way our bodies handle stress. Additionally, many of the health benefits of exercise may be attained at intensities lower than previously thought.

You can quickly find your recommended **Target Heart Rate** for either 10 or 60 seconds by referring to the following chart.

### Determining Your Target Heart Rate

Age	<i>Light Level*</i>		<i>Moderate Level</i>		<i>Vigorous Level</i>	
	60 to 70% of MHR		70 to 80% of MHR		80 to 85% of MHR	
	10 sec	60 sec	10 sec	60 sec	10 sec	60 sec
19 and under	20-23	121-141	23-27	141-161	27-28	161-171
20-24	20-23	120-140	23-26	140-157	26-28	157-170
25-29	20-23	117-137	23-25	137-153	25-28	153-166
30-34	19-22	114-133	22-25	133-149	25-27	149-162
35-39	19-22	111-130	22-24	130-145	24-25	145-157
40-44	18-21	108-126	21-23	126-141	23-26	141-153
45-49	17-20	105-123	20-23	123-137	23-25	137-149
50-54	17-20	102-119	20-22	119-133	22-24	133-145
55-59	17-19	99-116	19-21	116-129	21-23	129-140
60 and over	16-19	96-112	19-21	112-128	21-23	128-136

\*Sedentary individuals may need to start at 50 percent MHR



## Sample: Basic Walking Exercise Program

Week	Distance (miles)	Time Goal (minutes)	Frequency/Week (sessions)
1	2.0	36.00	3-5
2	2.0	35.00	3-5
3	2.0	34.00	3-5
4	2.0	33.00	3-5
5	2.5	42.00	3-5
6	2.5	40.00	3-5
7	2.5	38.00	3-5
8	3.0	47.00	3-5
9	3.0	45.00	3-5
10	3.0	<43.00	3-5

(Advanced walkers typically progress to 60-minute sessions)

(Source: Cooper, 1995)

To obtain an informative brochure about fitness walking, to include instructions for a home fitness walking test and five relative fitness level programs, see *Rockport Guide to Fitness Walking* in the suggested further reading section of this article.

## 2. Muscular Strengthening Exercises

### Prescription for Muscular Strengthening Exercises

*Frequency:* Two to three times each week.

*Intensity:* 60 percent of the One Repetition Maximum (1 RM) for each exercise.

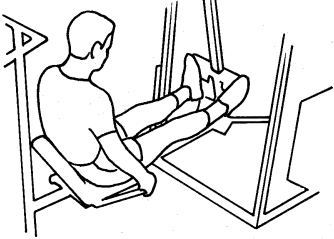
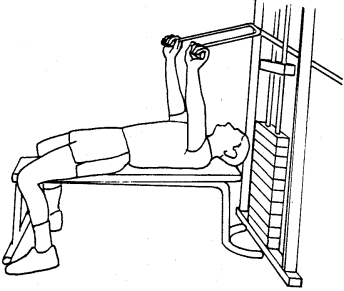
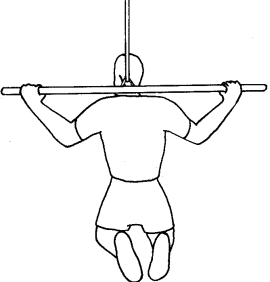
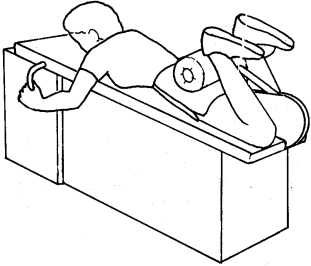
*Time:* One or more sets of 10 repetitions for each exercise, targeting major muscle groups.

### Specifications

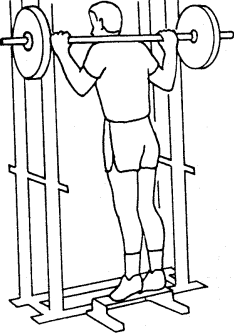
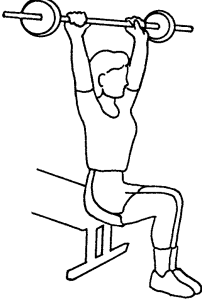

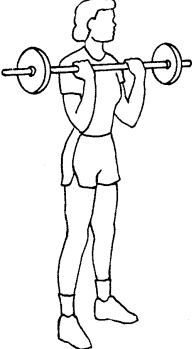
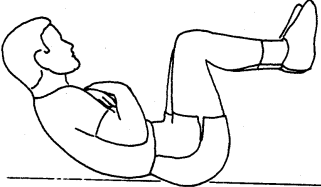
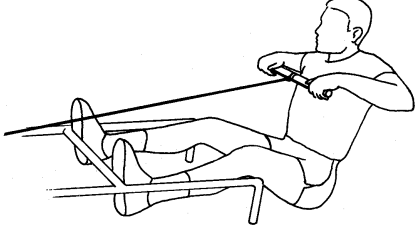
1. Perform at least 2 to 3 times each week (with 48 to 96 hours of recovery in between). Muscles grow by healing of microtrauma. The muscles must be given time to heal between workouts.

2. Determine the maximum weight you can lift correctly and safely one time (the 1 RM) for each exercise. The training weight will usually be 60 percent or more of this 1 RM, usually lifted in sets of approximately 10 repetitions.
3. Emphasize the major muscle groups: biceps, triceps, shoulder, chest, abdominal, back, quadriceps, hamstrings, and calf muscle groups.
4. Do one set initially, and work toward three sets if desired. Current theory speculates that almost 75 to 80 percent of the strength benefits may be obtained in one set done twice each week.
5. Use more resistance and fewer repetitions as you progress in strength.
6. Use the following for resistance:
  - Free Weights
  - Weight Machines
  - Rubber Band/Tubing
  - Calisthenics (uses body weight)
  - Partner Resisted Exercises

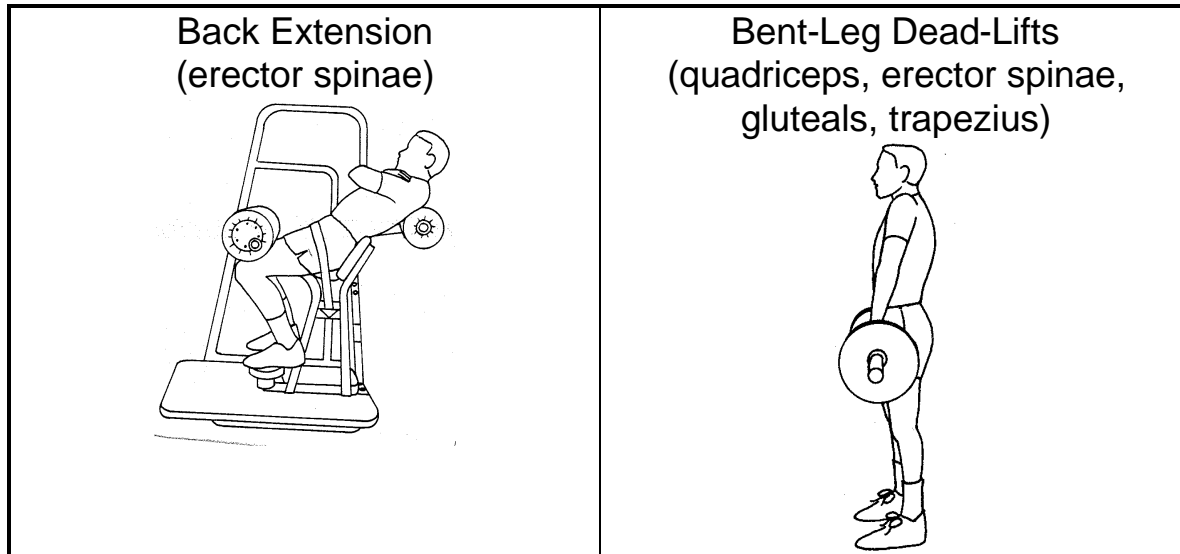
### Sample Basic Strengthening Exercise Program *(for Free Weights or Weight Machines)*

<p style="text-align: center;"><b>Leg Press</b> (quadriceps, gluteus maximus)</p> 	<p style="text-align: center;"><b>Bench Press</b> (pectoralis major, anterior deltoid, triceps)</p> 
<p style="text-align: center;"><b>Latissimus Pull Down</b> (latissimus dorsi, biceps)</p> 	<p style="text-align: center;"><b>Leg Curl</b> (hamstrings)</p> 

Sample Basic Strengthening Exercise Program (Cont.)  
(for Free Weights or Weight Machines)

<p>Calf Raises (gastrocnemius, soleus)</p> 	<p>Shoulder Press (triceps, deltoid)</p> 
<p>Triceps Press (triceps)</p> 	<p>Arm Curls (biceps)</p> 
<p>Abdominal Crunch (abdominal)</p> 	<p>Rowing (rhomboids)</p> 

Sample Basic Strengthening Exercise Program (Cont.)  
(for Free Weights or Weight Machines)



Source: Class Notes: Cooper Institute for Aerobics Research Physical Fitness Specialist Course and Physical Fitness Training, FM 21-20

### 3. Muscular Endurance Exercises

#### Prescription for Muscular Endurance Exercises

*Frequency:* Two to three times each week.

*Intensity:* 50percent of the one Repetition Maximum (1 RM)  
or 50 percent of the number of repetitions done in one  
minute.

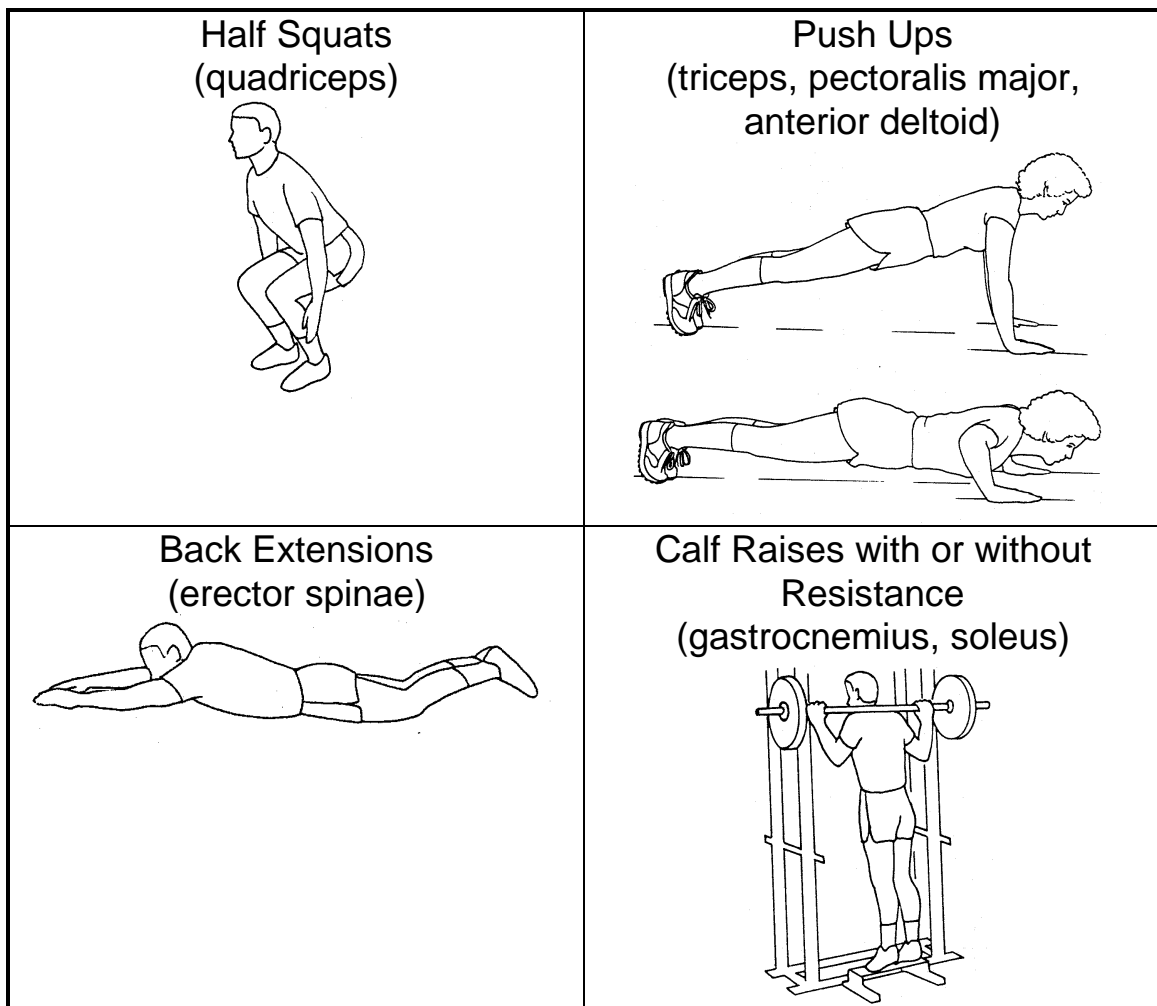
*Time:* One or more sets of each exercise targeting major  
muscle groups.

#### Specifications

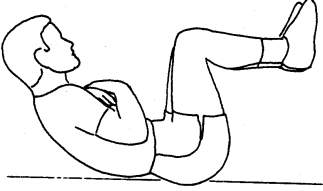
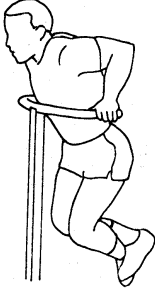
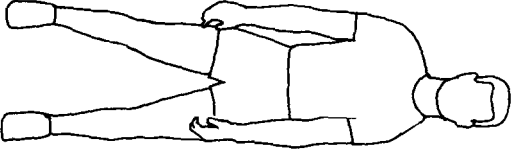
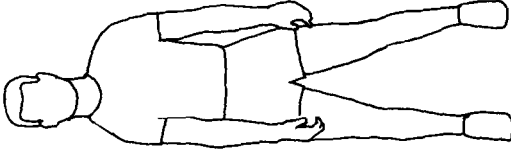
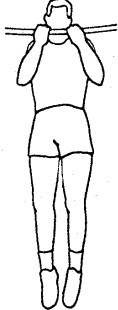
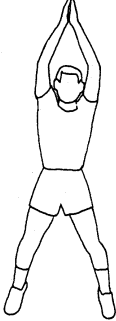
1. Perform at least two to three times each week.
2. Determine the maximum weight one can lift correctly and safely one time (1 RM).
3. Make the initial training dose  $\frac{1}{2}$  of this weight or  $\frac{1}{2}$  x number of exercises done in one minute.

4. Emphasize the major muscle groups (as in muscular strength).
5. Do one set initially and then work toward three sets.
6. Use the following for resistance:
  - Free Weights
  - Weight Machines
  - Rubber Band/Tubing
  - Calisthenics (uses body weight for resistance)
  - Partner Resisted Exercise

**Sample Basic Muscular Endurance Exercise Program**  
*(using Calisthenic Exercises)*



Sample Basic Muscular Endurance Exercise Program (Cont.)  
(using Calisthenic Exercises)

<p>Abdominal Crunches (abdominal)</p> 	<p>Dips (triceps, posterior deltoid)</p>  <p>May use two sturdy chairs.</p>
<p>Side Leg Lifts Right (gluteus medius)</p> 	<p>Side Leg Lifts Left (gluteus medius)</p> 
<p>Chin Ups (biceps, latissimus dorsi)</p> 	<p>Side Straddle Hop (long list of muscles)</p> 

Source: Class Notes: Cooper Institute for Aerobics Research Physical Fitness Specialist Course and Physical Fitness Training, FM 21-20

**4. Flexibility Exercises** - May be done for warm-up, cool-down, flexibility improvement, or whenever you are feeling stress, tense, stiff, or tired.

### Prescription for Flexibility Exercises

*Frequency:* Stretch before and after exercise or any physical activity. Also, stretch whenever you feel stressed, tense, stiff, or tired.

*Intensity:* Hold each stretch until tension is felt, not pain.

*Time:* Perform two or three repetitions of 10 or more seconds each.

## Specifications

When Done For Warm-up and Cool-down, Perform--



1. At every workout.
2. To prepare muscles for activity.
3. To promote healing of microtrauma in muscles.

When Done For Flexibility Improvement, Perform--



1. By identified individuals or those with perceptions of inflexible muscle groups.
2. Two to three times each week.
3. The most effective time is **after** a workout, when the muscles are truly warm.

When Done For All Flexibility Exercises--



1. Hold each stretch until tension is felt, **not** pain. Never bounce!
2. Emphasize the major muscle groups (as in muscular strength).
3. Do specific stretches applicable to the specific sport or activity.

## Stretching Techniques

**Active Stretching**--Gentle movements in the available range of motion.

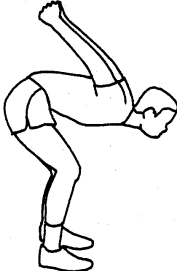

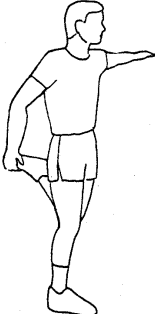
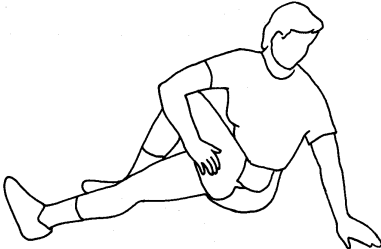
**Static Stretching**--Stretches should be held at the point of tension, usually at the end of the range of motion. Then, after the muscle relaxes, stretch to the new point of tension and hold at the new end of available range of motion.

**PNF Stretching**—Proprioceptive Neuromuscular Facilitation (PNF) involves more sophisticated stretching techniques such as hold/relax, which usually require instruction by a health care provider or master fitness trainer.

### General Stretching Guidelines

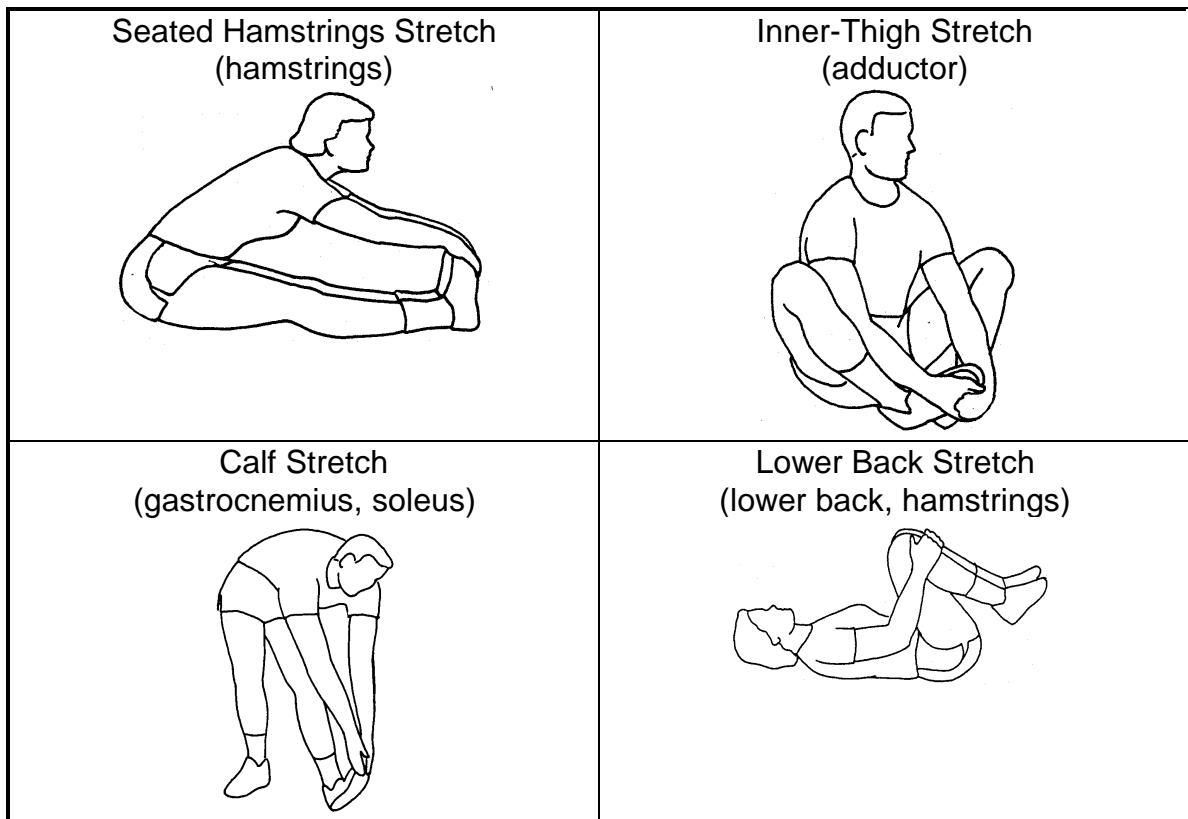
1. Hold each stretch for 10 to 20 seconds.
2. For flexibility improvement, hold each stretch 20 to 30 seconds or more.
3. Breathing should be slow and relaxed. **DO NOT HOLD BREATH!**
4. Do two or three repetitions of each stretch.

### Sample Basic Flexibility Exercise Program

<p>Chest Pull (pectoralis major, anterior deltoid)</p> 	<p>Side Bends (oblique, latissimus dorsi)</p> 
<p>Thigh Stretch (quadriceps)</p> 	<p>Hip and Back Stretch (hip abductors, erector spinae, latissimus dorsi, and obliques)</p> 



## Sample Basic Flexibility Exercise Program (Cont.)



Source: Class Notes, Cooper Institute for Aerobics Research Physical Fitness Specialist Course and Physical Fitness Training, FM 21-20

## Daily Opportunities for Additional Exercise

In addition to your regular program, don't neglect the following opportunities:

1. Take the stairs instead of the elevator.
2. Take the longer route to the bathroom or photocopier.
3. Walk across the hall to speak with a colleague instead of picking up the phone.
4. Stand while talking on the phone.
5. Conduct a walking meeting.
6. Start a lunch-time walking group.
7. If you supervise others, "manage by walking around."
8. Walk or stair climb during coffee breaks.

9. Park a distance away from work instead of as close as possible.
10. Stretch while waiting in line.
11. Replace one television show each night with a brisk walk.
12. Hide the remote control.
13. Use an exercise bike or rowing machine while watching television.
14. When traveling, pack your running or walking shoes and use them.

*Be creative in finding a variety of ways to be active!*

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# Targeting Health: Stress Management Special Articles

*This is intended to give us feedback on the Special Articles included within the Stress Management Workbook. Please take a few moments to answer the following questions and return them to your instructor or directly to USACHPPM, ATTN: MCHB-DC-HBH (Bldg. E-1570), 5158 Blackhawk Road, APG, MD 21010-5422 or by FAX at DSN 584-7400 or CIV (410) 612-7400.*

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Please Print legibly in boxes below. Thank you!

Instructor:

Date:

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Which Article? (Please rate only ONE article per form)

- The Nutrition and Stress Connection     Stress Management: A Guide for Senior Leaders
- Exercise and Stress     Stress and Combat Performance

Please rate the following on a 5-point scale with 1 being "Strongly Agree" and 5 being "Strongly Disagree."

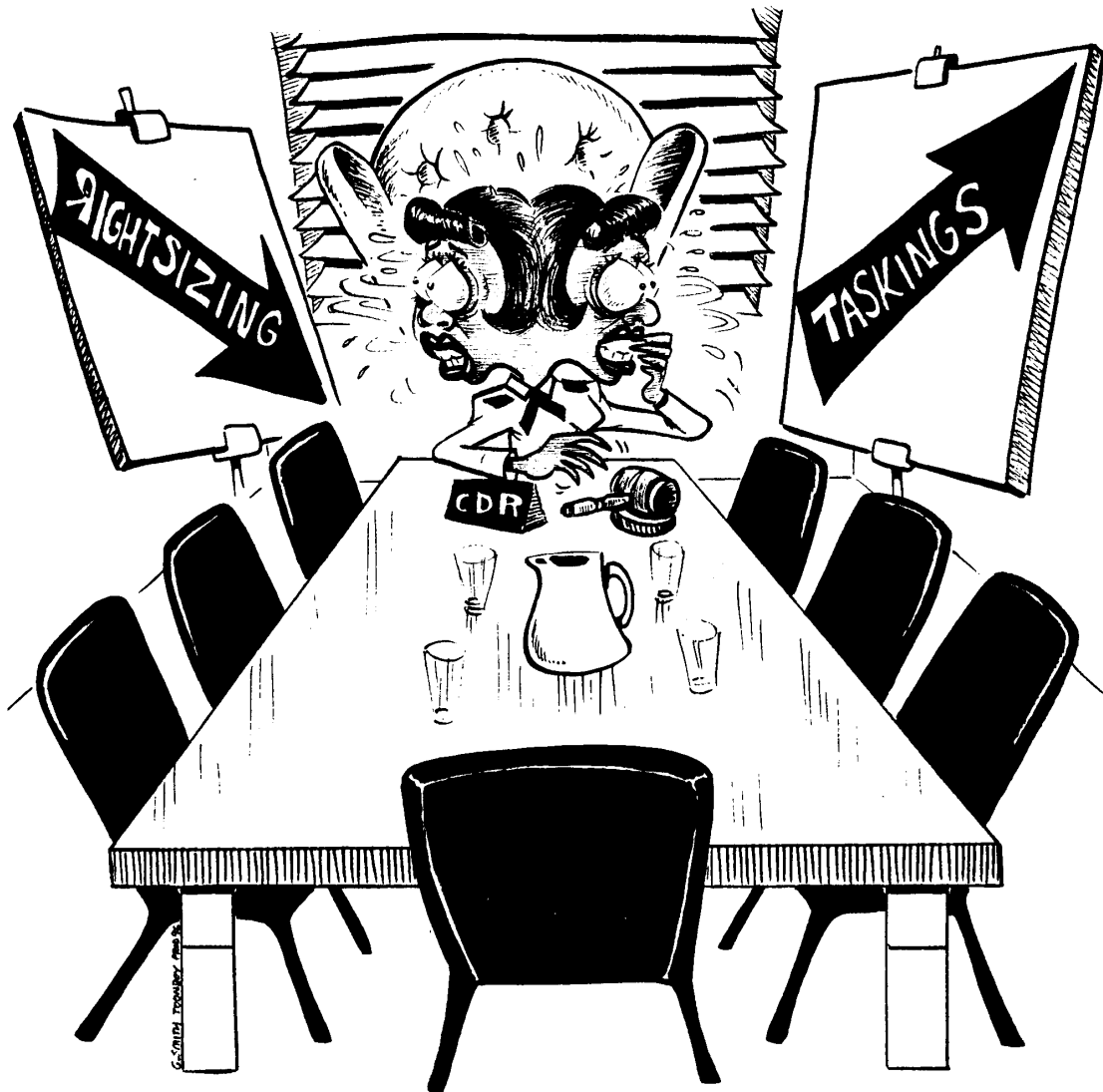
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- ① ② ③ ④ ⑤ 1. The information presented was provided at the appropriate level of detail.
- ① ② ③ ④ ⑤ 2. The information was clear and easy to read.
- ① ② ③ ④ ⑤ 3. The information was easy to understand.
- ① ② ③ ④ ⑤ 4. The information provided was interesting.
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- ① ② ③ ④ ⑤ 6. I plan to use the information presented.
- ① ② ③ ④ ⑤ 7. I would recommend this article to co-workers.
- ① ② ③ ④ ⑤ 8. Overall, the article was valuable and worth reading.

Comments: (Please Print)



# Stress Management: A Guide for Senior Leaders





# Stress Management:

## A Guide for Senior Leaders

by the U.S. Army Physical  
Fitness Research Institute

Excerpt from the book: *Executive Wellness*, available on-line from the Army Physical Fitness Research Institute (APRF), U.S. Army War College, Carlisle Barracks, PA at <http://carlisle-www.army.mil/apfri/>



## Stress and the Mind-Body Connection

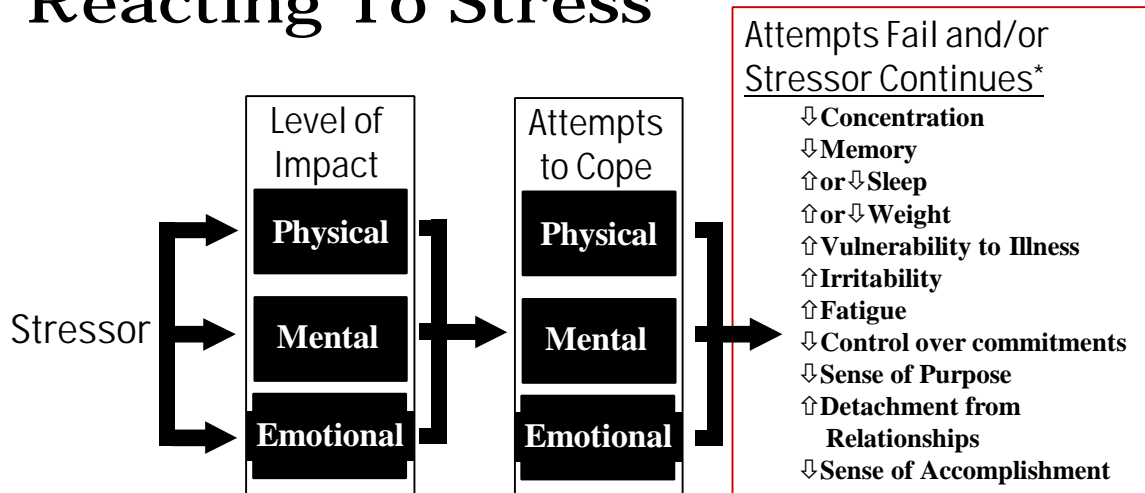
According to medical educator, Dr. Timothy Brigham, stress is "the basic confusion created when one's mind overrides the body's desire to choke the living daylights out of some jerk who desperately deserves it."

Whether or not one takes a more conventional view than Dr. Brigham, we live in a busy world where conflicts, disappointments, frustrations, losses, and pressures can make us feel nervous, keep us awake at night, get us angry, or make us sick. It is impossible to be alive and live without stress. Not surprisingly, stress has become the fashionable disorder of our time, and treatment of stress is an extraordinarily popular and profitable activity where everyone can participate. Dr. Ethel Roskies, a Canadian therapist who has spent over 15 years treating stressed-out managers and professionals, sarcastically observed, "The most distinctive characteristic of stress management as a treatment is its universality; there is no one for whom treatment is apparently unneeded or inappropriate."

Because stress is so ubiquitous and stress management so sweeping, it is tempting to dismiss this subject as a fad or to trivialize it. Confronted with more serious problems of mankind and attempting to find real solutions under deadlines, ambiguity, insufficient resources, and conflicting social priorities, one's patience for something that seems "all in your head" can be quite limited. Popular stress management prescriptions like, "make time for rest and recreation" can sound astonishingly naive and irrelevant to the fast pace and high-tempo of a modern executive. Accustomed to bulldozing through personal obstacles and achieving crisp goals, the fuzziness and wimpy nature of stress is foreign. No wonder some of the most distressed leaders deny their stress until they experience physical or mental burnout. Some of these symptoms are becoming more common:

feelings of intense fatigue; vulnerability to illness; feelings of lack of control over commitments; an incorrect belief that you are accomplishing less; a growing tendency to think negatively; loss of a sense of purpose and energy; and increasing detachment from relationships, causing conflict and more stress. Moreover, corporate downsizing sometimes puts more work and strain on the survivors, causing them to resist acknowledgment of their distress-- especially if it is regarded as personal weakness. They personify the words of a satirist who likened the business world to life among sharks and advised: "When swimming with sharks, don't bleed."

## Reacting To Stress

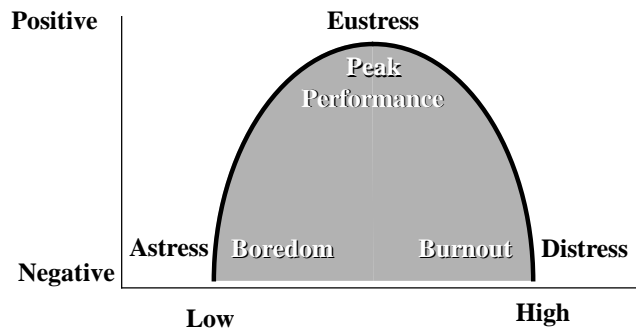


**\*Individual responses may vary and vary in unpredictable ways. Other reactions than those listed above are possible.**

The very definition of stress has been vague and inconsistent, sometimes referring to an outside force, sometimes to the body's reaction to it. In the scientific literature, no definition has succeeded in capturing the complete nature of this complex phenomenon or even of satisfying the majority of stress researchers. Notes psychologist Dr. Kenneth Pelletier of the Stanford University, Corporate Health Program,

scientists have at least agreed, however, that stress is not what happens to someone-- those outside forces are the stressors-- but how a person reacts to what happens. He explains that the distinction caps a long evolution in our understanding of stress. In a great deal of early work, stress was thought of as a universal force acting on a passive

## What is Stress?





body. A classic illustration is found in the early research of two psychologists, Drs. Robert Yerkes and John Dodson. They demonstrated an "inverted-U" relationship between performance or efficiency and stress, suggesting that there is an optimal point at which stress promotes performance, with either too little or too much stress associated with poor performance. It was once assumed that all people would react in more or less the same way to crises or disruptions and that such extreme "stresses" were likely to be hazardous to health. But there is no direct link, researchers have discovered, because people differ in their reaction to events and disturbances-- one person's exhilaration at an exciting challenge can be another's anxiety and dismay, and there can be profound contrasts among people in the outcome of both positive and negative events on their health.

By focusing on how a person reacts, rather than the external events, science has helped us to appreciate the extent to which the mind can influence the body. As Dr. Pelletier explains, "Mind and body are inextricably linked, and their second-by-second interaction exerts a profound influence upon health and illness, life and death. Attitudes, beliefs, and emotional states ranging from love and compassion to fear and anger can trigger chain reactions that affect blood chemistry, heart rate, and the activity of every cell and organ system in the body-- from the stomach and the gastrointestinal tract to the immune system."

In the most accurate meaning, stress management is not about learning how to avoid or escape the pressures and turbulence of modern living, it is about learning to appreciate how the body reacts to these pressures and about learning how to develop skills that enhance the body's adjustment. To learn stress management is to learn about the mind-body connection and the degree to which we can control our health in a positive sense.

The mind's influence on the body has been known to medicine from its beginnings. Hippocrates, the founder of Western medicine, equated health to a state of harmony between the mind, the body, and nature. Evidence for the mind/body connection has scientific roots in the work of physiologist Walter Cannon who, at the turn of the Century, first described the fight-or-flight response, the internal adaptive response of the body to a threat. In this involuntary response, the body secretes hormones that immediately raise the heartbeat, liberate fuel for energy, and drive blood to the large muscles, preparing a person or animal under threat to fight or run away. The most familiar of these stress hormones is adrenaline.

In prehistoric times, the fight-or-flight response had an adaptive purpose for occasions when humans faced threats of physical harm from predators. It was the emergency mechanism that focused the body's operations on survival. The cascade of physiological changes induced by the outpouring of the body's "stress" hormones all support this goal: heart rate, blood pressure, and muscle tension all rise sharply; the stomach and intestines become less active; the level of blood sugar rises for quick energy; fatty acids are released from storage into the bloodstream; peripheral blood vessels constrict; and blood platelets become sticky so that clotting time decreases.



Endowed with the ability to reason and learn, early man developed a fight-or-flight response that could trigger physiological changes on the basis of anticipation of a threat. This psychological advantage permitted humans to ready their physical resources for fighting or running by recognizing signs or conditions under which attack was possible. Unfortunately, our ancestors' psychological advantage over predators now causes the body to react to all of today's challenges as it does to physical threat, even when they are not able to be handled by fighting or running. What's more, the mind can store and reproduce their memory for replay many times over, causing them to be reexperienced throughout the day when the real stressors have withdrawn.

The fact that the body reacts to today's stressors-- more often psychological and interpersonal-- as if it were preparing for a real physical threat means that we experience the fight-or-flight response significantly more than our prehistoric ancestors did. Dr. Herbert Benson, a Harvard Medical School cardiologist, estimates that the average person experiences 30-50 adrenaline hits a day, compared with one or two from prehistoric threats. That means that 30-50 times per day the heart speeds up, extra fats circulate in the blood (they will later condense into cholesterol), blood vessels clamp down, and muscles tense. If you are under chronic stressors-- for example, if you're facing constant deadline pressure or having major difficulties with your spouse-- your body reacts with the same physical changes that would be appropriate for a near miss on the freeway or the reaction to a loud noise, explains Stanford's Dr. Pelletier. Moreover, under chronic, long-term stressors, the perfectly normal fight-or-flight responses are protracted and lead to chronic disease or contribute to its development.

Evidence for the mind/body connection through the fight-or-flight response has been accumulating at a brisk rate since a serendipitous discovery by Dr. Robert Adler, a psychologist at the University of Rochester in 1974. While conducting a learning experiment on white rats, Dr. Adler discovered that the immune system can be conditioned, just like Pavlov had shown that dogs can be trained to salivate at the sight of food. Adler's research opened the way for a field of medical science known as psychoneuroimmunology (PNI), the study of the links between thoughts and emotions, the brain and the nervous system, and the immune system. PNI has deepened our understanding of how the physiological changes that occur under emotional distress may make people more susceptible to autoimmune disease, infectious disease, and cancer. Taken together, the evidence from 20 years of research confirm that the "stress" hormones generally suppress immune responses. Even more fascinating, the cells actively involved in the immune system have been shown to produce substances--the interleukins and interferons, chemicals that immune system cells use to communicate-- that can trigger cells in the brain. "This is evidence that the immune system and the nervous system speak the same chemical language," comment Drs. Janice Kiecolt-Glaser and husband Ron Glaser, prominent PNI researchers.

## Quieting the adrenaline storm.

If the mind and body are really one, then can intentional efforts to quiet the body reverse the automatic effects of the flight-or-flight response? And will positive health benefits result from a regular induction of this quieting, much as the negative consequences follow from the chronic stress response? These issues have intrigued Harvard Medical School's Dr. Herbert Benson since the late 1960s, when he reluctantly agreed to research the claim of several practitioners of transcendental meditation that they could lower their blood pressure. To his surprise,

Benson found that the simple act of sitting quietly and giving the mind a focus decreased metabolism, slowed the heart rate, decreased the breathing rate, and even produced significant changes in brain waves. The evidence he gathered had compelling implications about the control that people could exert over their bodies. He comments, "It suggested strongly that you could use your mind to change your physiology in a beneficial way, improve health, and perhaps reduce your need for medications. I subsequently coined the term relaxation response to describe this natural restorative phenomenon that is common to all of us." If the stressors of modern life cause the fight-or-flight response, the relaxation response can be used to counteract the harmful effects of stress. Just as your heart begins to beat rapidly when you imagine a frightening scene, your mind can be used to slow your heart rate.

In the fall of 1988, Dr. Benson and his colleagues founded a research and teaching center called the Mind/Body Medical Institute at the New England Deaconess Hospital and the Harvard Medical School. It was the first place of its kind organized to study the effects of the relaxation response and other self-help measures and their potential role for the prevention and treatment of disease. At the Deaconess Hospital, groups are conducted for a wide range of medical conditions including high blood pressure and heart disease, cancer, chronic pain, insomnia, and even infertility. Benson and his associates have learned that the relaxation response can help in the treatment of many medical problems; in some cases, it can eliminate them entirely. It is certainly not the only treatment for those disorders nor a substitute for regular medical care. But to the extent that any medical disorder is caused or made worse by stress, the relaxation response is a valuable complement to conventional medical treatment with extensive clinical research behind it and scientifically proven success.

Dr. Benson speculates that the relaxation response corresponds to what Swiss physiologist Walter Hess found when he stimulated certain areas of the brain of laboratory animals and produced a response opposite to the fight-or-flight response, characterized by relaxed muscles, decreased blood pressure and breathing rate. Hess called this effect "a protective mechanism against over stress." It now appears that this "protective mechanism" can be used by virtually anyone to bring about a rapid quieting of the body's revving engine, as well as a tranquillity that is not unlike the experience gained from



meditation and repetitive prayer practiced throughout the centuries by all of the world's faith groups.

Although the relaxation response can be a powerful way to treat stress-related medical problems, it is equally beneficial for preventing disorders or for enhancing performance. On days when exercise is not possible, relaxation techniques are an excellent way to bring down the body's stress level. While exercise dissipates the arousal caused by the fight-or-flight response (remember, running was one of our prehistoric ancestors' limited options), the relaxation response neutralizes the stress response. Scientists at the Harvard Medical School have demonstrated that in people who have practiced the relaxation response, the body is less responsive to stress hormones, even during the times of day they are not practicing the response. This means that it takes a stronger stress reaction to bring about an increase in blood pressure and heart rate in these people.

According to Dr. Benson, a wide array of techniques can elicit the relaxation response. They may be religiously-based or have a secular focus. When people chose a technique that conforms to their own preferences, it is much more likely that they will adhere to the practice. There appear to be only two elements required to bring about the relaxation response-- concentration on rhythmical breathing and the repetition of a word or phrase. At his Institute, Dr. Benson teaches the following approach:

## The Relaxation Response

**Step 1.** Pick a focus word or short phrase that's deeply rooted in your personal belief system. For example, a nonreligious person might choose a word like peace or love. A Christian person might choose the first few words of a psalm such as "The Lord is my shepherd"; a Jewish person could choose Shalom.

**Step 2:** Sit quietly in a comfortable position.

**Step 3.** Close your eyes.

**Step 4.** Relax your muscles.

**Step 5.** Breathe slowly and naturally, repeating your focus word or phrase silently as you exhale.

**Step 6.** Throughout, assume a passive attitude. Don't worry about how well you're doing. When thoughts or distractions come to mind, simply note that your mind has wandered, say to yourself, "Oh well," and gently return to your focus word.

**Step 7.** Continue for 10 to 20 minutes. You may open your eyes to check the time, but do not use an alarm. When you finish, sit quietly for a minute or two, at first with your eyes closed and later with your eyes open. Remain seated for one or two minutes.

Dr. Benson also reports that the relaxation response can also be elicited during exercise, which adds a valuable psychological lift to a workout. As you run, pay attention to your breathing. As you achieve a regular rhythm, focus in particular on its in and out rhythm. As you breathe in say to yourself, silently, "in", and as you exhale, say to yourself, silently, "out". In effect, these become the focus words that operate in the same way that you would use them with other relaxation methods.

## Stress Hardiness: Beyond Jogging

There is overwhelming evidence that the relaxation response can be beneficial in taming stress and the inner arousal unleashed by the fight-or-flight response and that exercise can dissipate the excesses of stress hormones. Yet, it's also a fact that people differ in the way they respond to the stressors of daily living, and it is particularly useful to learn what ways of coping can buffer the body from stress. Psychologist Suzanne Kobasa has identified a style of psychological coping she terms

hardiness, that appears to modify the relationship between stress and illness. Dr. Kobasa studied business executives for eight years and identified certain personality traits in those who stayed the healthiest while running their companies. One trait was challenge: people who take on life as a challenge respond with excitement and energy to change. They welcome new situations as an opportunity to learn, to grow, to develop on a personal level, rather than looking at everything new as a possible threat. Another was having a commitment to something they felt was meaningful-- their work, community, family. People who are high on commitment experience life as interesting. They have a curiosity about what is happening to them and a desire to give their best shot. The third trait-- a critical one-- was a sense of being in control: a strong sense of being able to make decisions that make the critical difference, that they can make things happen.



## Health Maintaining Attitudes

- ◆ Take life on as a challenge respond with excitement and energy to change.
- ◆ Be committed to something you feel is meaningful-- work, community, family.
- ◆ Develop a sense of being in control: a strong sense of being able to make decisions that make the critical difference.

Can these findings be translated into a prescription for stress hardiness? During a conference for physicians, psychiatrist Roy W. Menninger, chairman of the Menninger Foundation in Topeka, Kansas, listed ways that doctors could take better care of themselves. His suggestions form a great set of advice for those who want to be like Dr. Kobasa's stress hardy executives:

## A Prescription for Stress Hardiness

1. Have goals and objectives that have been established by you--not by others, your practice, or your social role.
2. Set priorities for how you're going to spend your time, money, and energy, and "make sure self is on the list."
3. Give yourself permission to enjoy life without guilt. Lay off yourself! Be kinder, gentler, more generous to the self!
4. Make sure your life includes diversity. Seek "to achieve depth, breadth, broader interests--not a monochromatic pattern of living."
5. Make a commitment to continued growth--in knowledge, wisdom, competence, perspective, or skills.

Other experts focus on the fact that stress is a reaction to a perceived threat. As psychologist Richard Lazarus has pointed out, stress lies in the eye of the beholder as much as in the external event itself. In much the same way that our prehistoric ancestors' fight-or-flight reaction was prompted by anticipation of the potential dangers around them, our appraisal of a potentially stressful experience can elicit the same response. "What you're telling yourself about what's happening may be what makes it seem to be a threat," explains Dr. Brigham, assistant dean at Jefferson Medical College in Philadelphia. Individuals tend to develop habitual ways of reacting, certain mental habits that increase a person's vulnerability are as follows:

## Mental Habits to Avoid

- ✗ Deficiency focusing-- the "habit of focusing on the negative at the expense of the positive." This causes a person to see the thing going wrong more than the things going right.
- ✗ Necessitating--the habit of translating every request into a demand. When we always think we have to do something rather than we have a choice in doing it, any failure to live up to demands produces stress.
- ✗ Low skill recognition--the tendency to underplay the role of your abilities in your successes. Everything positive is attributed to something external, such as luck or another person.

Dr. Brigham observes that these habits are not ingrained personality traits and can be changed. He suggests that when necessitating ask, "What can realistically happen if I don't do this?" or "Is there room for negotiation?" When deficiency-focusing ask, "What's right?" in the situation. "How can the obstacles be overcome". He explains, "The goal is not to negate or pass off mistakes but to gain perspectives on them by placing them in the proper context." For low skill recognition ask, "What did I contribute?" and "What abilities did I show?" Here, the goal is not to ignore limitations but to recognize skills and abilities that bolster self-esteem and confidence.

## The Behavior Connection

The mind and body are integrated through behavior. Individuals can manage a significant amount of their stress by paying attention to those habits and tendencies that keep them stress-prone, vulnerable to situations that call out the fight-or-flight response. Dr. David Posen, a family physician who consults on stress management for firms such as IBM, Motorola and Peat Marwick, suggests 10 practical strategies that he has found helpful for himself and his patients.

**1. Decrease or discontinue caffeine.** Most people do not think of coffee, cola, or chocolate as the source of a powerful drug that actually generates a stress reaction in the body. Dr. Posen advises his patients that the best way to observe the effect of caffeine is to get it out of the system long enough to see if there is a difference in how they feel. Three weeks is adequate for this purpose. He reports that 75 to 80 percent of his patients notice a benefit. They feel more relaxed, less jittery or nervous, sleep better, have more energy (a paradox, since caffeine is a stimulant), less heartburn, and fewer muscle aches. One warning, however, you must wean yourself gradually, or you will get migraine-type headaches from caffeine withdrawal. Dr. Posen suggests decreasing by one drink per day until you reach zero, then abstain for three weeks.

**2. Regular exercise.** It goes without saying that exercise is an essential ingredient in any stress reduction program.

### **3. Relaxation/meditation**

**4. Sleep.** Sleep is an important way for reducing stress. Chronically stressed patients almost all suffer from fatigue, and people who are tired do not cope well with stressful situations. Most people know their usual sleep requirement (the range is five to 10 hours per night; the average being seven to eight), but a surprisingly large percentage of the population is chronically sleep deprived. Dr. Gregg Jacobs of the Mind/Body Institute at Deaconess estimates that 20-40 percent of the adult population complain of insomnia. But, paradoxically, he suggests that the most common explanation is poor sleep scheduling. One of the most important ways to improve your sleep is to reduce your time in bed. It is common for poor sleepers to extend their time in bed, especially after a restless night, in order to "catch up" on sleep. However, the more time you spend in bed, the more difficulty you will have falling asleep and the lighter and poorer your sleep will be. By reducing that time, he says, you will also be drowsier at bedtime, can consolidate and deepen your sleep, and make it easier to fall asleep and sleep more deeply the next night.

**5. Time-outs and leisure.** No one would expect a football or basketball player to play an entire game without taking breaks. It's just as irrational to expect yourself to be working from dawn to dusk without taking intermissions. Dr. Posen suggests two aspects, pacing and balance. Pacing involves monitoring your stress and energy level and then pacing yourself accordingly. It is about awareness and vigilance, knowing when to extend yourself and when to ease up. It is also about acting on the best information your body gives you. The other key to pacing is taking periodic time-outs. Dr. Ernest Rossi wrote *The 20-Minute Break*, a book that extols the virtues of a short recess every couple of hours throughout the day. Just as we have cycles of deep sleep and dream sleep throughout the night, we also have cycles of energy throughout the day, peaks of energy and concentration interspersed with troughs of low energy and inefficiency. Dr. Rossi terms these "ultradian rhythms", because they happen many times per day (as opposed to the 25-hour circadian rhythm). The main point of his book is that we need to watch for these troughs and take 20 minute recovery breaks when they occur, as opposed to working through them and building up stress. Dr. Posen advises that a mid-morning break, lunch, a mid-afternoon break, and supper divide the day into roughly two-hour segments. These time-outs can include power naps, meditation, daydreaming, a social interlude, a short walk, a refreshment break, a change to low concentration tasks, or listening to music. He reports, "Since I have started to work with this biologic pattern (instead of resisting it), the results have been pleasing. Like the catnap, it is simply a good investment of time that pays itself back quickly with increased productivity and reduced stress."

Work-leisure balance is also important. Dr. Posen asks his patients to think of their lives (excluding sleep time) in four compartments (work, family, community, and self) and then to assess what percentage of their time and energy in an average week goes to each part. He explains, "There is no normal range, but I become concerned when work is over 60 percent and/or when self is less than 10 percent. We all require time to meet our own needs, and when that is neglected, trouble usually follows." The word leisure is derived from the Latin word *licere* which means "permission". The main reason so many people lack leisure time is that they don't give themselves permission to make the time to enjoy it.

**6. Realistic expectations.** People often become upset about something because it does not concur with what they expected, Dr. Posen comments. Take, for example, the experience of driving in slow-moving traffic. If it happens in rush hour, you expect it-- you may not like it, but it will not surprise or upset you. However, if it occurs on a Sunday afternoon, especially if it makes you late for something, you are more likely to be stressed by it. When expectations are realistic, life feels more predictable and more manageable. There is an increased feeling of control because you can plan and prepare yourself (physically and psychologically) for it. Often, a reality check on your expectations, of situations and self, is necessary to avoid the stress from your negative experiences.

**7. Reframing.** Reframing is a technique used to change the way you look at things in order to feel better about them. Dr. Posen remarks, "We all do this inadvertently at times. For example, many people viewed the baseball strike as a personal disaster, whereas others immediately realized they were going to save a lot of time and money by not hotfooting it down to the ballpark." The key to reframing is to recognize that there are many ways to reinterpret the same situation, like the age-old question, "Is the glass half



empty or half full?" He explains, "The message of reframing is that there are many ways of seeing the same thing--so you might as well pick the one you like."

**8. Belief systems.** Much of our stress results from our beliefs, thousands of premises and assumptions about all kinds of things that we hold to be the truth. A good percentage of these beliefs are not objective truths, however. They are opinions based on the way a person is raised. We have beliefs about how things are, how people should behave, and about ourselves. Some people believe, "If you want something done right, you have to do it yourself." They do not delegate well and tend to get overloaded. Most of our beliefs are held unconsciously, so we are not aware of them. That gives them the power to run our lives. Uncovering the assumptions behind our actions is often a good way to locate the reasons that we become stressed or experience conflict. These beliefs sometimes also trigger automatic thoughts which precipitate negative moods and emotions. These are knee-jerk responses to a perceived stressor: quick, fleeting, and unreasoned. You believe them unconditionally without really being aware of them, and because they feel so right. We develop what Dr. Donald Meichenbaum calls a confirmatory bias, meaning we selectively perceive or attend to things that fit our point of view and confirm our negative mood. One technique helps us to change the automatic way we think in stressful situations: stop, breathe, and reflect. That is, examine the cascade of automatic self-talk against a reality check and identify the thoughts that are associated with the mood. This helps to reduce the negative emotions.

**9. Ventilation/support system.** There is an old saying, "a problem shared is a problem halved." People who have relationships and social support feel considerably more stress-hardy than their counterparts who feel isolated and misunderstood. Another form of ventilation that many people feel helpful is writing, for example, in a private journal. Most recently, psychologist James Pennebaker demonstrated how beneficial this process can be. He studied volunteers, half of whom were encouraged to write about their most traumatic experiences for 20 minutes a day. After just four days, those who wrote about their experiences and their feelings about them showed much greater immune cell activity than the others, showing how valuable it is for health reasons to deal with problems and the feelings around them.

**10. Humor.** Humor is a wonder stress reducer. Laughter relieves tension. In fact, people often laugh hardest when they are feeling the most tense. Dr. Posen cites an example from his patients. He recalls an executive who felt besieged from several directions at once: customer demands, telephone calls, and staff members who needed his help. The man said he started using a phrase that helped him cope and gave him a laugh, "I love it when they fight over me!" In this case, he generated his own humor and reduced his upset.

## An Object Lesson

General George C. Marshall served as the Army Chief of Staff from September 1939 to November 1945. During his tenure, the Army grew from a mobilization base of 174,000 troops to a vast operational force exceeding eight million. The demands of leading this tremendous buildup and conducting a global war compelled General Marshall

to develop effective strategies for managing his time and conserving his energy. He followed a strict routine that included time for work, time for exercise and sleep, and time for family and friends. He rose at 0600 and exercised daily on horseback because it allowed him time to think. He ate lunch at home, and after lunch, Marshall would often take a nap on the chaise-lounge in the second floor sun room of his quarters. He worked until 1600. Although General Marshall occasionally worked longer hours, one of his most famous assertions is that, "nobody ever had an original thought after 1500." He spent 1600 until 2100 on dinner and relaxation. Marshall generally dined with his wife on his sun porch and then went for a ride or a walk with her around Fort Meyer or Arlington Cemetery. When the weather was too hot, Mrs. Marshall would prepare a picnic dinner and the two of them would then go canoeing on the Potomac River. He usually went to bed at 2100.

Dr. Sherwood of the Army Center for Military History summarizes Marshall's lifestyle:

Because of the many relaxation strategies that Marshall and his wife employed, this Chief of Staff managed, as he put it himself, to "save [his] ammunition for the big fights and avoid a constant drain of little ones." He also was extremely successful in putting his best face forward. "I cannot allow myself to get angry," he once remarked, "that would be fatal--it is too exhausting. My brain must be kept clear. I cannot afford to appear tired, for I recall in the First World War that General Pershing, after a long inspection trip, leaned back in the car to rest as we drove back to his quarters in Chaumont, and those who saw him took his attitude for discouragement. From that small incident, the rumor spread that things were going very badly." Needless to say, things rarely appeared to be going badly during Marshall's tenure, and his time and energy management strategies may have contributed greatly to his record of success.

What can a senior leader learn from this example? Perhaps the instruction is best conveyed by General Marshall himself, by quoting from a letter penned in August 1939, to a young brigadier:

I want to make a few very confidential, personal comments on this new business of yours of being a brigadier general.

...Now I counsel you to make a studied business of relaxing and taking things easy, getting to the office late, taking trips, and making everybody else work like hell. It is pretty hard for a leopard to change his spots, but you must cloak your new rank with a deliberate effort to be quite casual. I know that try as you will, it will be almost utterly impossible for you to take things too easy, and I fear that it will be next to impossible for you to relax to anywhere near the degree that I think it is important.

I woke up at about thirty-three to the fact that I was working myself to death, to my superior's advantage, and that I was acquiring the reputation of being merely a pick and shovel man. From that time on, I made it a business to avoid, so far as possible, detail work, and to relax as completely as I could manage in a pleasurable fashion. Unfortunately, it was about six years before I could get away from details because they were in my lap. In China I made a good beginning, and at Benning I refused to read a great deal of the material worked up, and made it a practice of pleasant diversions. I have finally gotten to the point where I sometimes think I am too casual about things; but I think I have reaped a greater advantage than this other possible disadvantage.

Please take me very seriously. You have wonderful qualities, but you are too conscientious. I will be delighted to find that you have decided to take leave and do a little traveling before you report for duty, and I would be even more pleased if I had to write you later and tell you that you were absenting yourself too frequently from your duties. With my most sincere regard for your future.

Faithfully yours,

General George C. Marshall



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# Targeting Health: Stress Management Special Articles

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Please Print legibly in boxes below. Thank you!

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Which Article? (Please rate only ONE article per form)

- The Nutrition and Stress Connection     Stress Management: A Guide for Senior Leaders
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Please rate the following on a 5-point scale with 1 being "Strongly Agree" and 5 being "Strongly Disagree."

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① ② ③ ④ ⑤

1. The information presented was provided at the appropriate level of detail.

① ② ③ ④ ⑤

2. The information was clear and easy to read.

① ② ③ ④ ⑤

3. The information was easy to understand.

① ② ③ ④ ⑤

4. The information provided was interesting.

① ② ③ ④ ⑤

5. The information will be useful in managing stress.

① ② ③ ④ ⑤

6. I plan to use the information presented.

① ② ③ ④ ⑤

7. I would recommend this article to co-workers.

① ② ③ ④ ⑤

8. Overall, the article was valuable and worth reading.

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# STRESS AND COMBAT PERFORMANCE





Adapted from FM 22-51: *Leaders' Manual for Combat Stress Control*, Chapter 2.

# STRESS AND COMBAT PERFORMANCE



## Introduction

Research and experience have refined our understanding of the stress process leaving some terms obsolete. This article establishes how the Army's combat stress control concept currently defines and interprets stress terminology.

## Understanding of Interactions

### ***Stressors***

A stressor is any event or situation that requires a nonroutine change in adaptation or behavior. Often it is unfamiliar or creates conflict among motives within the individual. It may pose a challenge or a threat to the individual's well-being or self-esteem. Stressors may be positive or negative (for example, promotion to new responsibilities or threat of imminent death).

### ***Combat Stressors***

Combat stressors are any stressors occurring during the course of combat-related duties, whether due to enemy action or other sources. Combat duties do not necessarily involve being shot at and may be carried on even in "safe" areas far from the enemy. Many stressors in combat duties come from the soldier's own unit, leaders, and mission demands. They may also come from the conflict between mission demands and the soldier's home life.

## **Stress**

Stress is the internal process of preparing to deal with a stressor. Stress involves the physiological reflexes that ready the body for fight or flight. Examples of those reflexes are increased nervous system arousal, release of adrenaline into the bloodstream, changes in blood flow to different parts of the body, and so forth. However, stress is not synonymous with arousal or anxiety. Stress involves physical and mental processes, which at times suppress arousal and anxiety. Stress also involves the accompanying emotional responses and the automatic perceptual and cognitive processes for evaluating the uncertainty or threat. These automatic processes may be instinctive or learned.

## **Stress Appraisal**

Stress may or may not involve conscious awareness of the threat, but the stressor must be perceived at some level to cause stress. The amount of stress experienced depends much on the individual's appraisal of the stressor and its context, even if that appraisal is wrong. The stress process includes psychological defenses, which may filter the perception and appraisal to shield the individual from perceiving more threat than he is ready to tolerate.



## **Physical Stressors Versus Mental Stressors**

A distinction can be made between those stressors that are physical and those which are mental.

- ⇒ A physical stressor is one that has a direct effect on the body. This may be an external environmental condition or the internal physical/physiologic demands of the human body.
- ⇒ A mental stressor is one in which only information reaches the brain with no direct physical impact on the body. This information may place demands on either the cognitive systems (thought processes) or the emotional system (feeling responses, such as anger or fear) in the brain. Often, reactions are evoked from both the cognitive and the emotional systems.

## **Stress Behaviors**

These are stress related actions that can be observed by others; for example, moving or keeping still, speaking or not speaking. The behaviors may be intended to overcome and turn off a stressor, to escape it, or to adapt to it. They may simply reflect or relieve the



tension generated by the internal stress process. Any of these different types of stress behavior may be successful, unsuccessful, or not influence the stressful situation at all. They may make the stressor worse. They may resolve one stressor but create new stressors.

## **Combat Stress**

This is the complex and constantly changing result of all the stressors and stress processes inside the soldier as he performs the combat-related mission. At any given time in each soldier, stress is the result of the complex interaction of many mental and physical stressors.

# **Discussion of Physical Versus Mental Stressors**

Table 1-1 gives examples of the two types of physical stressors (environmental and physiological) and the two types of mental stressors (cognitive and emotional).

The physical stressors evoke specific stress reflexes. For example, cold causes shivering and decreased blood flow to skin and extremities, while heat causes sweating and increased blood flow to skin. These stress reflexes can maintain internal balance and comfort up to a point but then may be exceeded.

The distinction, however, between physical and mental stressors is rarely clear cut.

- ◆ Mental stressors can also produce the same stress reflexes as do some physical stressors; for example, decreased blood flow to skin, increased sweating, adrenaline release, and pupil size. These reflexes can markedly increase or decrease the individual's vulnerability to specific physical stressors. The mental stressors also presumably cause changes in brain chemistry (involving the neurotransmitter chemicals in the brain).
- ◆ Physical stressors are also mental stressors when they provide information to the brain that creates a mental demand or poses a threat to well-being. Even if a physical stressor is not a threat to life and health, the discomfort, distraction, and performance degradation it causes may be emotionally upsetting. Therefore, physical stressors, too, can produce the nonspecific arousal reflexes. Heat, cold, dehydration, toxic chemicals, and other physical stressors can also interfere directly with brain functioning; they can impair perceptual and cognitive mental abilities, thus increasing the stresses. Light, noise, discomfort, and anxiety provoking information may interfere with sleep, which is essential to maintain brain efficiency and mental performance over time.

Because of this intermeshing of physical and mental stressors and stress reflexes, no great effort needs to be invested in distinguishing them in military contexts until the physical stressors and stress reflexes become so severe that they warrant specific (and

Table 1-1. Types of Physical and Mental Stressors

<b>Physical Stressors</b>	<b>Mental Stressors</b>
<b>ENVIRONMENTAL</b>	<b>COGNITIVE</b>
<ol style="list-style-type: none"> <li>1. Heat, cold, or wetness</li> <li>2. Vibration, noise, or blast</li> <li>3. Hypoxia (insufficient oxygen), fumes, or poisons</li> <li>4. Chemicals</li> <li>5. Directed-energy weapons/devices</li> <li>6. Ionizing radiation</li> <li>7. Infectious agents/diseases, skin irritants or corrosives, or physical work</li> <li>8. Bright light, darkness, haze, and obscuration</li> <li>9. Difficult or arduous terrain</li> </ol>	<ol style="list-style-type: none"> <li>1. Information: too much or too little sensory overload versus deprivation, ambiguity, uncertainty, isolation time, pressure versus waiting</li> <li>2. Unpredictability</li> <li>3. Rules of engagement or difficult judgments</li> <li>4. Organizational dynamics</li> <li>5. Hard choices versus no choices</li> <li>6. Recognition of impaired functioning</li> </ol>
<b>Physiological</b>	<b>Emotional</b>
<ol style="list-style-type: none"> <li>1. Sleep deprivation</li> <li>2. Dehydration</li> <li>3. Malnutrition and poor hygiene</li> <li>4. Muscular and aerobic fatigue</li> <li>5. Impaired immune system</li> <li>6. Overuse or underuse of muscles or organ systems</li> <li>7. Illness or injury</li> </ol>	<ol style="list-style-type: none"> <li>1. Fear- and anxiety-producing threats (of injury, disease, pain, failure, loss, personal or mission failure)</li> <li>2. Grief-producing losses (bereavement)</li> <li>3. Resentment, anger- and rage-producing</li> <li>4. Frustration, threat, loss, and guilt</li> <li>5. Boredom-producing inactivity</li> <li>6. Conflicting motives (worries about home, divided loyalties)</li> <li>7. Spiritual confrontation or temptation causing</li> <li>8. Loss of faith</li> <li>9. Interpersonal feelings</li> </ol>
<p>Note: The above stressors may act singly or interact with each other to be combat stressors.</p>	

perhaps emergency) protective measures and treatment. Prior to that stage, unit leaders and medical and mental health personnel should assume that both physical and mental stresses are usually present and interacting within all unit personnel. Guidelines for controlling both physical and mental stressors at the same time should be contained in the tactical standing operating procedure (TSOP), if possible.

## Positive Stress

Stress is not necessarily bad or harmful. Positive stress (or eustress) is that degree of stress that is necessary to sustain and improve tolerance to stress without overdoing the stress experience. Some level of stress is helpful and even necessary to health. This is especially clear for some physical stressors to which the body can acclimatize. To achieve greater tolerance or acclimatization to a physical stressor, a progressively greater exposure is required. This exposure should be sufficient to produce more than the routine stress reflexes. Well-known examples of acclimatization are heat acclimatization, cardiovascular (aerobic) fitness, and muscle strength. These examples are so important to combat stress control that they are worth reviewing. The process of improving tolerance to stressors through progressive exposure to those stressors will also be true of cognitive-emotional stressors.

### ***Heat acclimatization***

You cannot become fully acclimatized to heat by just lying around in hot conditions. You have to perform physical exercise in the heat to stress the body's temperature regulation system. At first, the body may overreact with excessive sweating and heart rate. As acclimatization occurs, the body becomes more efficient at cooling itself. However, acclimation has a maximum level. If you stop exercising in the heat, you will gradually lose the acclimatization you have gained. Mission-oriented protective posture (MOPP) training should be considered as a part of the acclimatization program.



### ***Aerobic fitness***

It is well known that you can become aerobically fit only by exerting yourself to progressively greater degrees of physical effort. One way is to enter into 20-minute (or more) exercise programs of jogging, running, bicycling, swimming, or special aerobic exercises each day. Any physical effort that sufficiently raises heart rate and respiratory rate and works up a sweat for 20 minutes or more will increase your tolerance. In other words, you must stress the system. After doing that for several days, the same effort raises heart rate and sweating only a little. You become less short of breath, and the effort seems much easier. To become more aerobically fit, you have to increase the work stressor even more until the body again shows the stress of increased heart rate, shortness

of breath, and sweating. If you stop exercising aerobically for weeks or months, your improved aerobic fitness will gradually be lost.

## ***Muscle strength***

Bodybuilders increase their muscle mass by lifting progressively heavier weights or working against progressively greater resistance on exercise machines. In order to increase muscle strength, you have to increase the stressor (the weight lifted) and the stress (the physiological increased effort within the muscle cells). After the muscle has become accustomed to lifting a given weight, it no longer seems like a great effort. There is little stress taking place in the muscle. The muscle will merely maintain its strength and not get any stronger with repeated exposure. If you stop doing even that amount of lifting, your muscles will get flabby again over time. A good maxim is, "If you do not use it, you will lose it."

It is important to understand that stressors that overstrain the adaptive capability of the body (whether or not they cause pain) do not hasten acclimatization or increase tolerance to the stressor. They often retard it and may even permanently impair future acclimatization. Consider the examples of the physical stressors discussed above.

Heat acclimatization is not speeded by getting heat cramps or heat exhaustion. Neither is it significantly slowed, although the person's self-confidence and motivation to try again may be impaired. However, people who are driven to the stage of heatstroke and survive will forever be physically less tolerant to heat. They will be more likely to develop heatstroke in the future if exposed to heat.

Runners or body builders who push too hard early in training may not feel severe pain at the time. Hours later, however, they may develop muscle swelling, ache, and stiffness. At best, this will take days to recover to the point where the athlete can even continue with the exercise regimen. At worst, the damaged muscles may break down and release the substance myoglobin into the bloodstream that can permanently damage or destroy the kidneys. Excessive painful stress on bones, joints, and ligaments does not make them grow stronger but instead causes stress fractures, sprains, tears, and other damage that may require months of reduced activity to heal.

## ***Master Fitness Trainers***

The issue for the master fitness trainers is how to keep the physical work stressors and stress in the positive or eustress range, which increases strength and fitness. They must control the stressors and stress so they are not extreme-too little or too much.

**WARNING**

**Unconditioned, unacclimatized troops should not be overextended in training as this could cause severe injury or even death. A special physical training program will be required.**

## ***Cognitive and Emotional Stressors***

Positive stress also applies to mental stressors (cognitive and emotional), as well as to physical stressors (environmental and physiological). Appropriate exposure to mental or emotional stressors is necessary to increase tolerance to them.

### **Building Self-Confidence**

Armies have known for centuries about the positive effects of stress in preparing soldiers for combat. In old-style basic training (prior to 1970), the Drill Sergeant deliberately made himself more fearsome than death itself so that the trainee would learn to respond automatically, even in a state of terror. That technique is not useful today, because modern war requires more small unit cohesion, trust between leaders and those led, and initiative even on the part of the junior enlisted soldier. The modern Drill Sergeant must, instead, require the trainees to meet difficult (stressful) standards and work with the trainees to assure that they master them. The result is a well-earned sense of confidence in self, comrades, and leaders that can be applied to future demands.

### **Mastering Fear**

The Army knows that airborne and air assault training are not just intended to teach the skills needed to arrive on a battlefield after jumping from a low-flying aircraft or repelling from a helicopter. Their greater value comes from requiring soldiers to confront and master their extremely strong, instinctive fear of heights under circumstances that are deliberately stressful at the time. During training, this fear builds self-confidence and a sense of special identity on completion. (In fact, the training itself is not exceedingly dangerous, statistically speaking. However, the possibility of death does exist if you are extremely unlucky or fail to do the task correctly. This can contribute to additional stress.)

### **Teaching Stress Control**

Ranger school is a clear example of the Army's recognition of the benefits of positive stress. A generic ranger course objective would read: Perform complex and difficult physical and mental tasks under great pressure, sleep loss, water and food deprivation, and physical fatigue. No one coasts through ranger school. If anyone seems to be coasting through, the trained ranger cadre will increase the demand on that person until he, too, reaches the stage of stress where he realizes he cannot get through it all alone. Ranger school teaches small teams and their rotating leaders how to control stress in all the team members so the team accomplishes the mission. The training gives the individual soldier confidence, but even more, an awareness of how stress works in oneself and others. It teaches stress control, not stress reduction. Often the need for the team and its individual members is to play different mental and physical stressors against each other. This is done by increasing some stressors while decreasing others to keep the team on its mission and to keep individual soldiers from giving up.

To some degree, acclimatization to mental (cognitive/emotional) stressors also shares that "use it or lose it" feature which is true for adaptation to physical stressors. The airborne qualified trooper may experience more unpleasant stress symptoms when jumping after not having jumped for many months. The physician may find the stress unexpectedly higher when performing a potentially risky patient-care procedure that has not been performed for some time and was once so frequently practiced that it had seemed to involve no stress at all. However, the memory of successfully mastering the stressor in the past usually speeds up the return of adaptation.

### **Overstrain and Preventive Measures**

Tolerance to mental stressors is increased by successfully facing and mastering similar stressors (just as tolerance to physical stressors is). However, being overwhelmed by emotional or mental stress may temporarily or permanently impair future tolerance (just as exceeding the ability to cope with physical stressors may). Up to a point, mental stress (even uncomfortable mental stress) may increase tolerance to future stress without any current impairment. A higher level may cause temporary overstrain but may heal as strong as or stronger than ever with rest and restorative processing. More severe overstrain, however, may permanently weaken tolerance to future mental stress. As with some cases of damage from physical stress, the harm done by mental stress may not be apparent at the time. It may only be apparent later. There is reason to believe that immediate preventive measures or treatment can greatly reduce the potential for chronic disability, even in cases of extreme emotional overstrain.

## **Relationship of Stress to Task Performance**

Stress is an internal process that presumably evolves because it helps the individual to function better, stay alive, and cope successfully with stressors. However, there is an optimal range of arousal (or motivation or stress) for any given task.

### **Too Little Arousal**

If there is too little arousal, the job is done haphazardly or not at all, because the individual is easily distracted, makes errors of omission, or falls asleep. If arousal becomes too intense, the individual may be too distractible or too focused on one aspect of the task. He may have difficulty with fine motor coordination and with discriminating when and how to act. If the individual is unfamiliar with his own stress reflexes and perceives them as dangerous (or incapacitating, or as a threat to self-esteem), the stress itself can become a stressor and magnify itself.

### **Extreme Arousal**

With extreme arousal, the individual may freeze (become immobile or petrified by fear). Alternately, he may become agitated and flee in disoriented panic. If stress persists too long, it can cause physical and mental illnesses. Extreme stress with hopelessness can even result in rapid death, either due to sympathetic nervous system over stimulation (such as stroke or heart attack) or due to sympathetic nervous system shutdown (not simply exhaustion). An individual giving up can literally stop the heart from beating.

### **Fine Tuning Arousal**

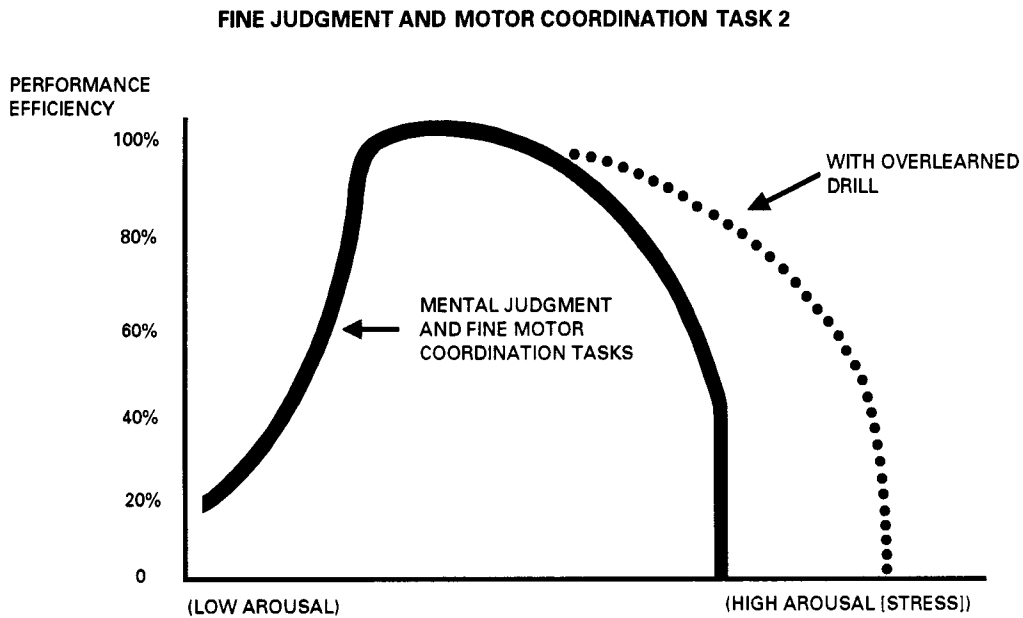
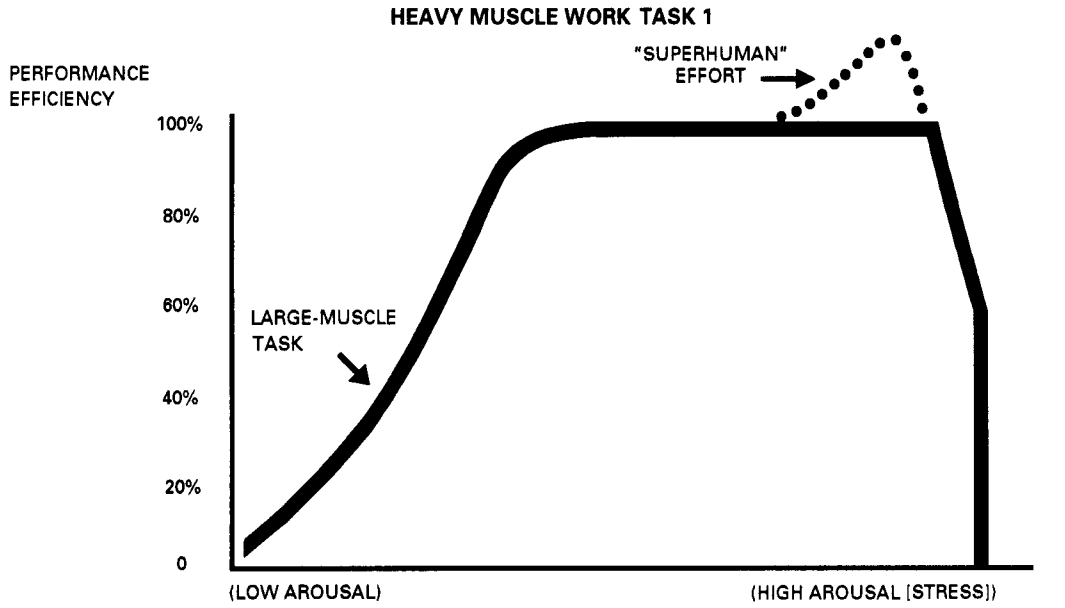
The original purpose of the stress reaction was to keep the person alive. The military requirement for the stress process is different. It is to keep the soldier in that range of physiological, emotional, and cognitive mobilization that best enables him to accomplish the military mission, whether that contributes to individual survival or not. This optimal range of stress differs from task to task. Tasks that require heavy but gross muscular exertion are performed best at high levels of arousal (Figure 1). Tasks that require fine muscle coordination and clear thinking (such as walking point on a booby-trapped jungle trail, or distinguishing subtle differences between friendly and enemy targets in a night-vision gun sight) or that require inhibiting action (such as waiting alertly in ambush) will be disrupted unless the stress process is kept finely tuned. If the stress process allows too much or too little arousal or if arousal does not lessen when it is no longer needed, stress has become harmful.

## **Fatigue**

### ***Definition***

Fatigue means weariness and/or decreased performance capability due to hard or prolonged work or effort. It reflects the stage where the energy mobilized by the stress process is beginning to run down. If the effort continues, the fatigue can build to the point of exhaustion.

**Figure 1. Change in performance with increasing arousal (stress) for two types of tasks**





Both physical and mental tasks can produce fatigue. A well-known example of physical fatigue is muscle tiredness. This can be limited to specific muscles that have been overworked. Another example is aerobic fatigue (where the whole body is short of oxygen and perhaps blood sugar, is probably overheated, and wants to rest).

## ***Sleep Deprivation***

Sleep loss produces a different kind of fatigue that is primarily mental. The sleep deprived person has trouble keeping his mind focused although he has no decrease in muscular or aerobic work capacity. People with sleep-loss fatigue usually appear tired and slowed down, or they may also be speeded up, hyperactive, and irritable.

## ***Mental Fatigue***

Continued mental effort on a specific task, whether it is a task requiring much thinking or constant attention, produces mental fatigue. That is, performance gets progressively worse with time, and the person wishes he could stop to do something else. Even a few minutes of break, while the mind does some quite different mental tasks, substantially relieves the mental fatigue and improves the performance.

## ***Illness***

Physical illness can also bring on fatigue. People who have ever had the flu or even just a cold know how quickly one tires. They only want to rest or sleep.

## ***Emotions***

Intense emotions also produce fatigue. This is especially true of anxiety and fear because they arouse the fight or flight reflexes of the physical stress process. This will be discussed later in justifying the use of the term *battle fatigue*.

The level of fatigue experienced may be influenced by--

- Work intensity.
- Task difficulty.
- Duration of sustained effort.
- General well-being of the individual.

## ***Preparation***

Fatigue can also be influenced by the level of preparedness to perform the specific task.

### ***Physical fatigue***

A marathon runner may have strong legs, superb aerobic fitness, great health, and self-confidence, but too little arm and shoulder strength to be able to chin himself even once before being stopped by fatigue.

### **For emotional fatigue**

A healthy, confident soldier may have learned to carry his Dragon missile and guide it to its target easily in peacetime training. But if he has never learned to control his own fear, he may find himself too quickly fatigued to even carry the weight, let alone keep the missile on target for 10 seconds while under real, lethal enemy fire. He may, however, still be able to perform simple tasks. In WWII, the following observations and conclusion were made:

### **Two Examples**

1. In the fighting for Kwajalein Atoll, troops were halted three times by enemy fire. Their energy was exhausted even though they suffered no casualties and had moved fewer than two miles. In the Normandy invasion, a strong infantry company with many vigorous young men hit the beach still fresh. Under intense fire, they found they had to drag their heavy machine guns across the beach a few feet at a time; when in training, they had been able to carry the same loads on the run.

2. The Army reached the following conclusion from these observations: Fear and fatigue affect the body in similar ways. Fear, like physical work, drains the body of energy. This creates a self-perpetuating cycle. The overloaded soldier, feeling tired, becomes more susceptible to fear. The more fearful he becomes, the weaker he feels, and the more quickly he becomes fatigued.

## **Stages of Adaptation to a Threatening Situation**

### ***Alarm***

The stage of alarm (usually brief) is when the fight or flight response is extremely active. Performance is likely to be impaired unless the soldiers' responses are simple and instinctive (like running or freezing) or well drilled.

### ***Resistance***

The stage of resistance is achieved if the subject successfully copes with the threat. The over arousal moderates and the sufferer begins to actively try to overcome or escape the stressor or to adapt to it. Performance is often enhanced in the stage of resistance. If the stressor is mastered or adapted to, the person either returns to the baseline level of stress or may have some residual stress while working through the unpleasant memories and their long-term implications.

## ***Exhaustion***

The stages of exhaustion may occur if the victim of stress is unable to escape, overcome, or tolerate a severe stressor. Performance deteriorates and may cease altogether. The victim may develop a stress-related illness and can even die of stress.

# **COMBAT PERFORMANCE AND COMBAT STRESS BEHAVIORS**

## **Phases of Adaptation to Combat**

During the first time in battle for soldiers, their combat performance is usually lower than it was in precombat training. The novice soldiers are also at relatively high risk of being killed or wounded. This is partly because they have not yet learned to identify and respond automatically to the true dangers (such as the specific sounds of incoming artillery or mortar rounds). Under extreme stress, they may experience difficulty with focusing their attention and remembering what they were taught in training. Their ineffectiveness may also be caused by fear induced fatigue. First-battle soldiers are at high risk of becoming battle fatigue casualties. Soldiers in their first time under fire are likely to experience high anxiety (the stages of alarm; see Figure 2[A]). Poor showing on first exposure to real battle can be reduced by providing tough, realistic training (especially battle drills under high stress), but it cannot be totally prevented.

## ***The Experienced Veteran***

If the soldier does not become a casualty in the first battle, his combat skills will improve quickly over the next few days. His skills continue to improve gradually over the next weeks until he is as good as he can get. An experienced soldier gains confidence in his skill, comrades, and leaders (see Figure 2[B]). For him, the stage of alarm is mostly in anticipation. He responds selectively and automatically to the truly dangerous sounds and cues of the battlefield. When the action starts, he immediately achieves the stage of resistance and is remarkably calm as he focuses on his job. However, the veteran is likely to have a considerable rebound of arousal and anxiety when the fight is over. Not all veteran soldiers ever achieve the state of really low fear in action. Some drop to mid levels, yet still perform their duties effectively.

## ***Sustainment of Optimal Combat Skills***

Combat skills and high stress tolerance are maintained when frequent successful combat actions occur. If losses in the unit remain low, the veteran can maintain his optimal combat skills for many months. If there is a prolonged cease-fire or if the skilled

soldier leaves the combat zone on individual R&R, there may be a brief drop in performance on his return to battle. That drop would be accompanied by a return of the anxiety pattern shown by new soldiers (Figure 2[A]) but the anxiety is much briefer. This would be similar to the anxiety felt by the airborne qualified soldier who is making a jump after not having done so for many months. Predictably, the experienced veteran will regain his combat edge quickly upon returning to battle.

### ***The Overstressed Veteran***

If the unit suffers many casualties, however, and the chance of surviving a long war seems poor, the experienced soldier's combat performance begins to decline. It can occur after 14 to 21 days of cumulative combat or even after only a few days of extremely heavy losses. The overstressed veteran becomes more careful, loses initiative, and may be indecisive when he needs to act quickly. Figure 2(C) shows the anxiety pattern of an overstressed soldier who is doubting his chances of survival. There were too many close calls in the last battle; too many of his friends were killed (slowly over time or quickly). Under such stress, he feels his own skills are slipping, and it is just a matter of time before he, too, will surely be killed or maimed. Unless he is given the opportunity and help to reduce arousal level and regain some hope, he will soon fail.

### ***Decline of Combat Skills***

How quickly performance declines will usually be related to how many casualties have occurred and how close the soldier was to them (both physically and emotionally). The decline may be hastened or slowed by leadership, unit, scenario, and home front factors such as those discussed later in other chapters and in Appendix A of FM 22-51.

### ***Restoration of Combat Skills***

Rest and recuperation, preferably with other soldiers in the unit, can substantially restore combat proficiency. Rest would also substantially return the anxiety pattern to that of the experienced veteran (Figure 2[B(2)]). This recuperation can be accomplished with the help of the medical and combat stress control/mental health personnel at a medical restoration or reconditioning facility.

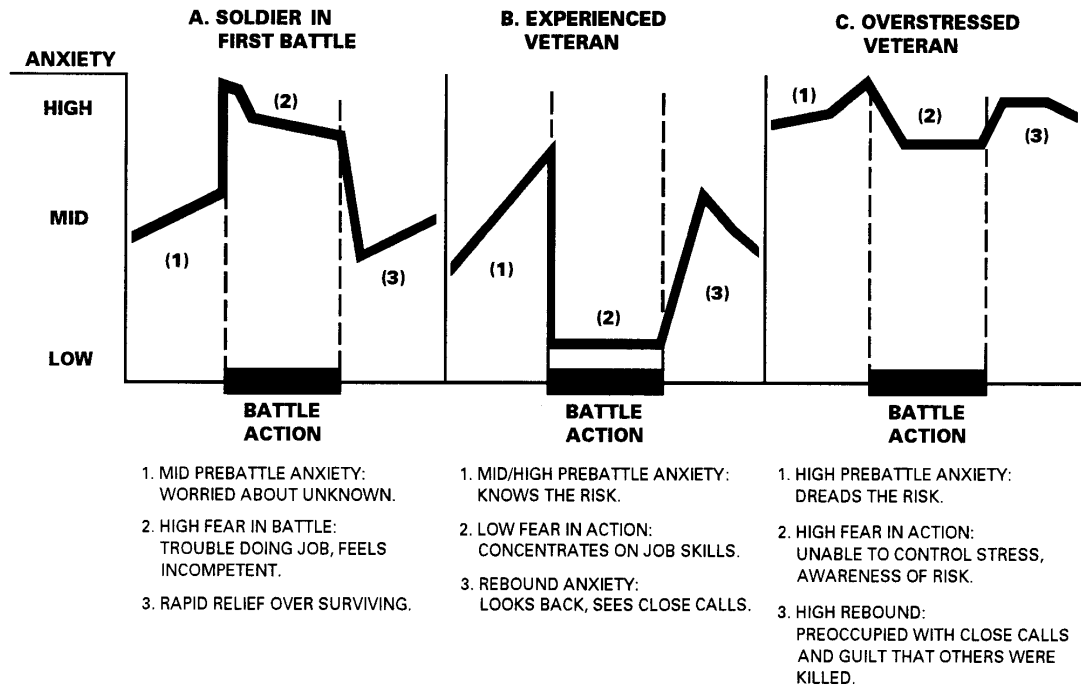


Figure 2. Anxiety, fear, and arousal at different stages in combat tour.

## Combat Stress Behaviors

### Definition

Combat stress behavior is the generic term that covers the full range of behaviors in combat, from behaviors that are highly positive to those that are totally negative. Table 2 provides a listing of positive stress responses and behaviors, plus two types of dysfunctional combat stress behaviors—those labeled misconduct stress behaviors and those labeled battle fatigue.

### Positive Combat Stress Behaviors

Positive combat stress behaviors include the heightened alertness, strength, endurance, and tolerance to discomfort which the fight or flight stress response and the stage of resistance can produce when properly in tune. Examples of positive combat stress behaviors include the strong personal bonding between combat soldiers and the pride and self-identification that they develop with the combat unit's history and mission (unit esprit de corps). These together form unit cohesion—the binding force that keeps soldiers together and performing the mission in spite of danger and death. The ultimate positive combat stress behaviors are acts of extreme courage and action involving almost unbelievable strength. They may even involve deliberate self-sacrifice. Positive combat stress behaviors can be brought forth by sound military training (drill), wise personnel policies, and good leadership. The results are behaviors that are rewarded with praise and

perhaps with medals for individual valor and/or unit citations. The positive combat stress behaviors are discussed further in Chapter 3, FM 22-51.

## Misconduct Stress Behaviors

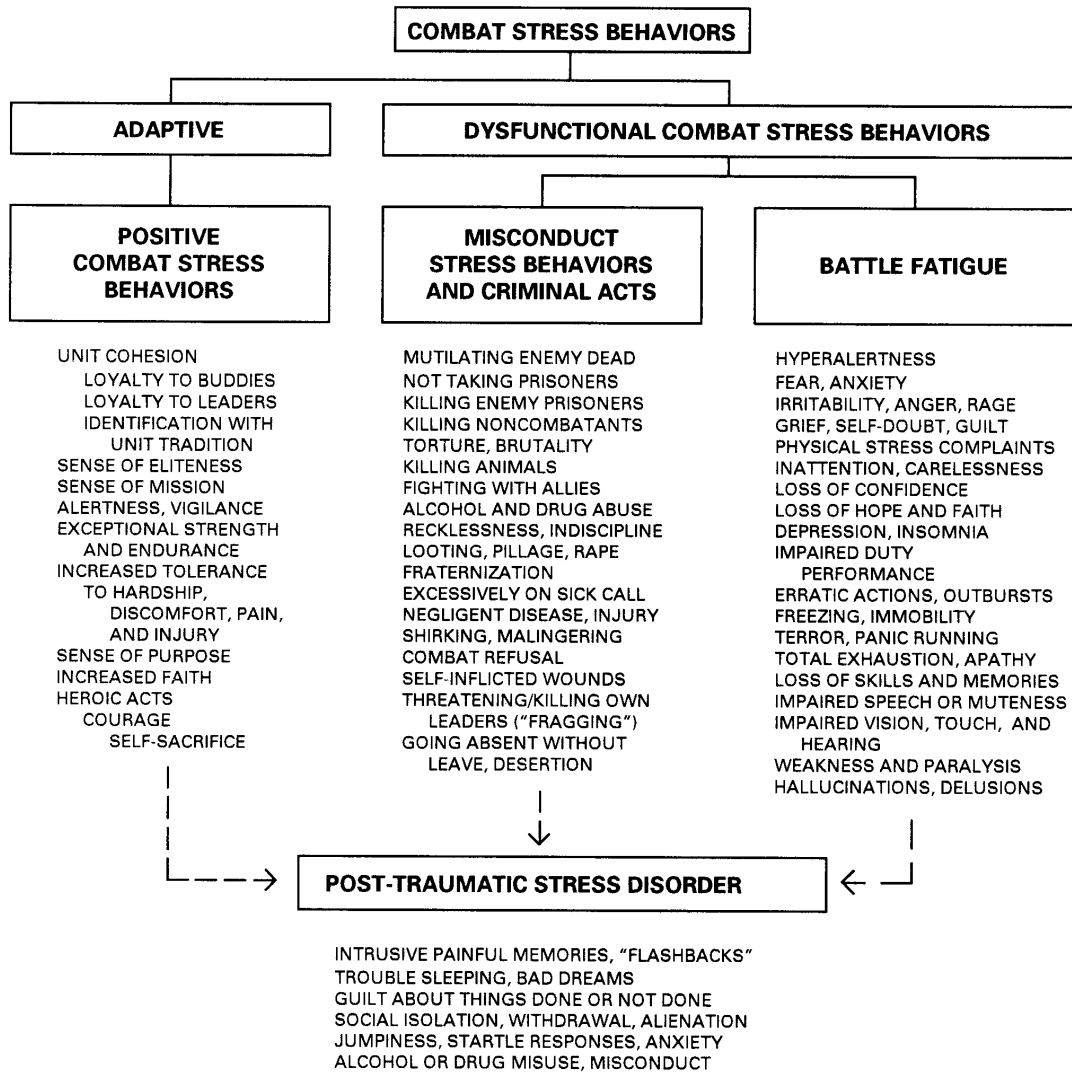
Examples of misconduct stress behaviors are listed in the center column of Table 2. These range from minor breaches of unit orders or regulations to serious violations of the Uniform Code of Military Justice (UCMJ) and perhaps the Law of Land Warfare. As misconduct stress behaviors, they are most likely to occur in poorly trained, undisciplined soldiers. However, they can also be committed by good, even heroic, soldiers under extreme combat stress. Misconduct stress behavior can be prevented by stress control measures, but once serious misconduct has occurred, it must be punished to prevent further erosion of discipline. Combat stress, even with heroic combat performance, cannot justify criminal misconduct. See Chapter 4, FM 22-51, for a discussion of misconduct stress behaviors.

## Battle Fatigue

Battle fatigue is also called combat stress reaction or combat fatigue. See Table 2 for examples of battle fatigue. Those battle fatigue behaviors that are listed near the top may accompany excellent combat performance and are often found in heroes, too. These are normal, common signs of battle fatigue. Those that follow are listed in descending order to indicate progressively more serious or warning signs. Warning signs deserve immediate attention by the leader, medic, or buddy to prevent potential harm to the soldier, others, or the mission. Warning signs do not necessarily mean the soldier must be relieved of duty or evacuated if they respond quickly to helping actions. However, soldiers may need evaluation at medical treatment facilities to rule out other physical or mental illness. If the symptoms of battle fatigue persist and make the soldier unable to perform duties reliably, then medical treatment facilities, such as clearing station and specialized combat stress control teams, can provide restorative treatment. At this point, the soldier is a battle fatigue casualty. For those cases, prompt treatment close to the soldier's unit provides the best potential for returning the soldier to duty. See Chapter 5, FM 22-51, for a detailed discussion of battle fatigue.



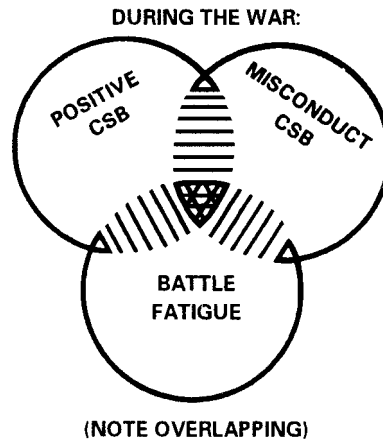
**Table 2. Combat Stress Behaviors**



## Overlapping of Combat Stress Behaviors

The distinction between positive combat stress behaviors, misconduct stress behaviors, and battle fatigue is not always clear. Indeed, the three categories of combat stress behaviors may overlap, as diagrammed in Figure 3. Soldiers with battle fatigue may show misconduct stress behaviors and vice versa. Heroes who exemplify the positive combat stress behaviors may suffer symptoms of battle fatigue and may even be battle fatigue casualties before or after their heroic deeds. Excellent combat soldiers may commit

misconduct stress behaviors in reaction to the stressors of combat before, during, or after their otherwise exemplary performance. Combat stress, even with good combat behavior, does not excuse criminal acts. However, it could be taken into account as an extenuating circumstance for minor (noncriminal) infractions or in determining nonjudicial punishment under Article 15, UCMJ, for minor offenses.



*Figure 3. Overlapping of combat stress behaviors.*

## Post-Traumatic Stress Disorder

Post-traumatic stress disorder (PTSD) symptoms are normal responses after extremely abnormal and distressing events.

### **Signs and Symptoms**

As with battle fatigue, post-traumatic stress symptoms come in normal, common, and warning signs. These signs and symptoms do not necessarily make the sufferer a casualty or deserve the label of disorder. It is normal for the survivor of one or more horrible events to have painful memories; to have anxiety (perhaps with jumpiness or being on guard); to feel guilt (over surviving or for real acts of omission or commission); and to dream unpleasant dreams about it. This becomes PTSD only when either the pain of the memories or the actions the person takes to escape the memories (such as substance abuse, avoidance of reminders, social estrangement, and withdrawal) interfere with occupational or personal life goals.





The normal/common signs deserve routine preventive measures, such as talking out and working through the painful memories. The warning signs certainly deserve this attention, as self-aid, buddy-aid, and leader aid. Good preventive measures can head off true PTSD, which might not show up until years after the incident.

### ***Post-Traumatic Stress Disorder and Battle Fatigue***

While PTSD and battle fatigue obviously share much in common, by definition, symptoms are not PTSD until the trauma is over (post). Therefore, this diagnosis should not be made while the soldier continues in, or is expected to return quickly to, the combat mission. As the dotted lines (Table 2) show, PTSD can follow battle fatigue (especially if inadequately or incorrectly treated). Israeli studies confirm earlier observations that immediate, far-forward treatment and return to duty protect battle fatigue casualties against subsequent PTSD. Premature evacuation of battle fatigue casualties often results in chronic PTSD. However, most cases of acute, chronic, and delayed PTSD after a war were not battle fatigue casualties during the battles.

### ***Post-Traumatic Stress Disorder and Misconduct Stress Behavior***

Post-traumatic stress disorder often follows misconduct stress behaviors. It may occur in--

- The victims of others' misconduct.
- Those who committed misconduct under stress and are haunted by guilt later.
- Those who were passive or reluctant participants.
- Those who simply observed severe misconduct and its human consequences.
- Those who were involved as rescuers or care givers.

### ***Post-Traumatic Stress Disorder and Positive Combat Stress Behavior***

Post-traumatic stress disorder can also occur in soldiers (or veterans and civilians) who showed no maladaptive stress behaviors at the time of the trauma and who showed positive, even heroic, combat stress behaviors. Even heroes can feel delayed grief and survivor guilt for lost buddies or be haunted by the memory of the enemy soldiers they killed in battle.

### ***Leader Responsibilities to Prevent Post-Traumatic Stress Disorder***

During the conflict, commanders and noncommissioned officers have the additional responsibility of preventing or minimizing subsequent PTSD. The most important preventive measure is routine after-action debriefing by small teams after any difficult operation (see Chapter 6, FM 22-51, for additional discussion). Critical event debriefings led by trained debriefing teams should be scheduled following exceptionally traumatic events. Recommended leader actions are provided in Appendix A of FM 22-51. When

units or individual soldiers redeploy home from combat, leaders should debrief them and help prepare them for the transition. As Figure 4 illustrates, painful memories do not have to become clinical PTSD or misconduct stress behaviors. They can be accepted and diverted into positive growth. Chapter 6 of FM 22-51 gives more information on PTSD and its prevention and treatment.

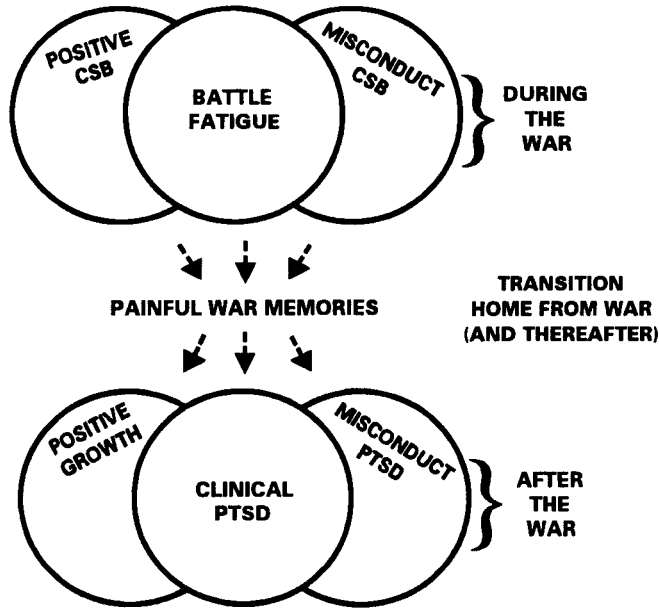


Figure 4. Relation between combat stress behaviors and PTSD.



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# Targeting Health: Stress Management Special Articles

*This is intended to give us feedback on the Special Articles included within the Stress Management Workbook. Please take a few moments to answer the following questions and return them to your instructor or directly to USACHPPM, ATTN: MCHB-DC-HBH (Bldg. E-1570), 5158 Blackhawk Road, APG, MD 21010-5422 or by FAX at DSN 584-7400 or CIV (410) 612-7400.*

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Please Print legibly in boxes below. Thank you!

Instructor:

Date:

Location:

Which Article? (Please rate only ONE article per form)

- The Nutrition and Stress Connection     Stress Management: A Guide for Senior Leaders
- Exercise and Stress     Stress and Combat Performance

Please rate the following on a 5-point scale with 1 being "Strongly Agree" and 5 being "Strongly Disagree."

1 2 3 4 5  
⊙ ⊙ ⊙ ⊙ ⊙

1. The information presented was provided at the appropriate level of detail.

⊙ ⊙ ⊙ ⊙ ⊙

2. The information was clear and easy to read.

⊙ ⊙ ⊙ ⊙ ⊙

3. The information was easy to understand.

⊙ ⊙ ⊙ ⊙ ⊙

4. The information provided was interesting.

⊙ ⊙ ⊙ ⊙ ⊙

5. The information will be useful in managing stress.

⊙ ⊙ ⊙ ⊙ ⊙

6. I plan to use the information presented.

⊙ ⊙ ⊙ ⊙ ⊙

7. I would recommend this article to co-workers.

⊙ ⊙ ⊙ ⊙ ⊙

8. Overall, the article was valuable and worth reading.

Comments: (Please Print)







# Section II

## Resource Package

### Introduction

This resource package provides you with tools for implementing your stress management program. The three parts of this package will allow you to tailor your program to the time available and level of information needed in your community.

Individuals who do not have an in-depth knowledge of stress management can teach your stress management program. This package contains “Tips for the Instructors” where you will find suggested uses for the various materials as well as methods to augment the program with local resources. Your instructor may teach the classes using the provided outlines or scripts. These can be adapted to various time frames and settings. USACHPPM strongly encourages the inclusion of participant evaluation and/or pre and post tests.

Also provided in this package are sample measurable objectives and other suggestions for evaluating the participants’ response. You will want to use these tools to measure the impact of your stress management program on your target population. This information will also tell USACHPPM how well this product is working for you.

USACHPPM’s Directorate of Health Promotion and Wellness would also like to know if this resource package meets the needs of your Health Promotion Coordinator and instructors. Included in this package are instructor evaluation forms to be completed and returned at least three times throughout the use of Section II.

The resource package puts ready-to-teach materials in your hands. The materials are in hard copy form and available in Microsoft Word 6.0 and PowerPoint 4.0 formats. These materials have also been supplemented with reproducible, commercially available materials. We encourages you to customize or modify these materials to fit your stress management program needs.

# Organization

Different people need different amounts of help to modify behavior. Also, local conditions, populations, and resources may affect your stress management program. Therefore, the three parts of this resource package represent the three phases of facilitating change: awareness, motivation, and evaluation.

## Part A - Presenting Targeting Stress

This part will increase general awareness of stress and its impact on health. Awareness activities are cost efficient ways to reach the greatest number of people in your organization. However, awareness alone does not cause permanent behavior change. Therefore, your stress management program must encompass Parts B and C. If you do not include these parts, your awareness materials should contain clear direction for locating additional resources. Presenting Targeting Stress includes the following materials

--

- Flyers
- Posters
- Suggested newspaper articles
- Public service announcements for television and radio
- Electronic mail messages
- Brochures

## Part B - Keeping on Target

This part motivates people to make changes and begins educating them on how to do so. The activities contained in this part require some commitment from the participants and are higher in person cost. In return, they can lead to meaningful behavior change for many participants. Keeping on Target contains material--

- For presenting single-session classes
- For participant, instructor, and program evaluation
- For displays (interactive or not)
- For resource rooms
- For screenings

## Part C - Evaluating Targeting Stress

This part provides in-depth instruction, feedback, and support for behavioral change and provides a way of measuring your stress management program's effectiveness. The resources provided are designed to reach only the most highly-motivated participant

and are very costly. Part C does not address counseling, but some of the resource materials could be used as adjuncts to counseling, such as the stress assessments and the detailed handouts. Evaluating Targeting Stress contains materials on conducting--

- ☛ Multi-session courses.
- ☛ One-on-one counseling.

## Part A

# Presenting Targeting Stress

## Objectives

### *Outcome Objectives*

1. Following orientation to the stress management program, \_\_\_\_ percent of the Medical Treatment Facility's clinic directors will have established a system for stocking and displaying the posters and brochures in their clinics.
2. The orientation program for clinic directors and staff will generate ( insert number of) referrals to the stress management program in the first two quarters of FY \_\_\_\_.
3. The stress management poster/flyer campaign will generate (insert number of) telephone inquiries for additional information.
4. \_\_\_\_ percent of people who live on post will respond to the stress management radio spots by calling for information and/or by signing up for a class.

### *Process Objectives*

1. By (insert date) the stress management program brochures will have been placed in 100 percent of the outpatient clinics and barracks.
2. Between (insert date) and (insert date) , the stress management program flyers will have been posted in the —

- ☛ Commissary
- ☛ Exchange



- Class Six store
- Barber shop
- Dining facilities

3. By (insert date), the Wellness Center staff will have met with 90 percent of the clinic directors to provide information on the stress management class and course and to obtain permission to place posters and brochures in the waiting rooms.

4. The stress management program radio spots will be aired by the post radio station and at least (insert number of) community stations between (insert date) and (insert date).

### Tips for the Instructor

1. The material in this part can be used and displayed in a variety of ways. Choose waiting rooms, high-traffic areas, and worksites for posters, flyers, and brochures. Use the radio spots on electronic mail and as fillers in other printed materials.

- Find out if the installation or tenant commands have any restrictions on using flyers and posters.
- Call or visit unit commanders to discover the best places to display materials for their troops.
- Develop a working relationship with local radio stations. Learn the lead time and format for providing public service announcements. Also, get input from your Public Affairs Office.
- Visit family support services/organizations on post. Offer to supply them with posters, flyers, or brochures.

2. Plan to monitor areas where you have placed awareness materials to determine who's interested in them.

- Keep materials fresh and attractive; restock brochures regularly and rotate posters.
- Track which media messages bring in phone calls and which newspapers/radio stations bring in the largest response.
- Document which print materials are most popular and generate the most requests for information, referrals, etc.
- To augment your staff, use non-health care personnel to gather most of the monitoring information.

3. Periodically set up “Grab and Go” tables in well-traveled locations (for example, the lobby of the Medical Treatment Facility or Post exchange). Display a selection of brochures and flyers and have representatives of organizations sponsoring stress management programs answer questions and register people for classes.
4. Visit providers and service chiefs at the medical treatment facility; supply them with brochures and handouts; get feedback on them; and restock as needed. Get assistance from clinic staffs in assessing how well the materials “sell.”
5. If you are using only the materials in this part, contact local chapters of appropriate nonprofit organizations, community agencies, installation organizations, and/or schools to identify sources for education/motivation and evaluation materials. Request permission to list them as contacts in your materials.
6. Use numbers (popularity of brochures, requests for classes and information) as your biggest asset in obtaining more funding.

## Part B

# Keeping on Target

## Objectives

### *Outcome Objectives*

1. The Targeting Health: Targeting Stress brochure will generate (insert number of) class registrations.
2. As evidenced by pre-and post-tests, \_\_\_\_ percent of those who attend the stress management program will demonstrate an increased understanding of the definition and symptoms of stress.
3. \_\_\_\_ percent of those attending the stress management program in the \_\_\_\_ quarter will rate it as “helpful” or “very helpful” on the evaluation form.

### *Process Objectives*

1. \_\_\_\_ percent of the beneficiaries identified by providers and counsellors as needing stress management training will attend the stress management program.

2. Success of the class will be measured by having at least (insert number of) attendees each time it is offered.

## Tips for the Instructor

1. When possible, give the stress management classes more than once to increase the number of participants. This is especially important when they are a part of a worksite wellness program.

2. Make both audio and video recordings of the class for clients to use at home or in their cars.

3. Add information on your local situation. Is there actual or anecdotal evidence that specific stressors are prevalent in your area? Are stress-producing events, such as deployment or base closure happening in the near future?

4. Allow sufficient time for pre- and post-testing of participants and for questions. All three are sources of valuable information for your program and for USACHPPM, since USACHPPM develops and refines health promotion products and services.

5. Use video teleconferences or closed circuit television to reach a wider audience. When using these two forums, take call-in questions or accept written or electronic mail questions. Answer these questions in a electronic or print newsletter. For participants in remote locations, video and audio tapes of the classes are also options.

6. Other types of motivation activities are as follows--

- Interactive displays that assess or validate knowledge.

- Health fairs.

- Radio and television shows that give fairly in-depth information on a topic and take call-in questions.

- Traveling training sessions to work groups in their work areas. An example would be "Roving Stressbusters" who visit work groups to teach at-your-desk relaxation techniques and conduct mini-stress surveys.

7. Use the course outline to custom-design your class or use the script as is.

8. Use the flyers and brochures in Part A as additional handouts for this part.

# Part C

## Evaluating Targeting Stress

### Objectives

#### *Outcome Objectives*

1. As evidenced by pre- and post-test scores, \_\_\_\_\_ percent of those attending the class, \_\_\_\_\_, will demonstrate increased knowledge of constructive ways to manage stress.  
(insert number) (insert name of class)
2. Action plans completed by participants in the class, \_\_\_\_\_, will demonstrate that \_\_\_\_\_ percent have an ability to apply stress management techniques.  
(insert name of class) (insert number)
3. A six-month follow-up survey of the class, \_\_\_\_\_, will demonstrate the \_\_\_\_\_ percent of respondents feel more competent in managing stress.  
(insert name of class) (insert number)

#### *Process Objectives*

1. \_\_\_\_\_ percent of the enrollees in the class, \_\_\_\_\_, will attend all three sessions.  
(insert number) (insert name of class)
2. The publicity and marketing campaign for the class, \_\_\_\_\_, will generate \_\_\_\_\_ calls for information and \_\_\_\_\_ registrations for the course.  
(insert class name) (insert number) (insert number)

## Tips for the Instructor

1. Offer each part separately, each approximately one and one-half hours in length, or as a half-day workshop.

2. Adapt the materials in this part to either military or beneficiary audiences.

3. Use as many interactive techniques as possible; the class size will determine the appropriate technique.

4. In the beginning--

➤ Groups of 15 or less, use an icebreaker. Have each person introduce himself and briefly state what he hopes to gain from the class or give an amusing or interesting personal fact.

➤ Groups of 15 or more, break into small groups and discuss stressors, goals, and personal characteristics for five minutes.

*During the course --*

➤ Use stress tests and worksheets with the whole group or smaller groups.

➤ Take periodic “time outs” to teach a stretch or relaxation technique or to have participants give each other neck massages.

➤

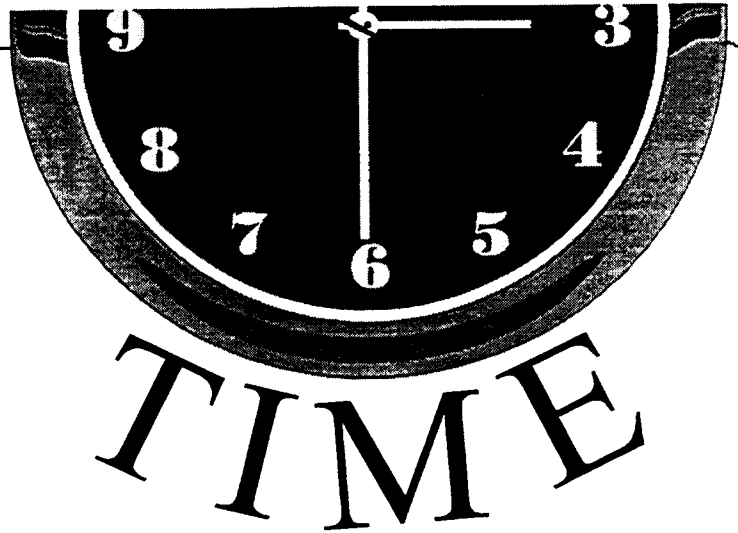
At the end —

➤ Allow time for participants to share what they’ve learned and how they will apply it, either verbally in small groups or by completing a personal action plan or contract.

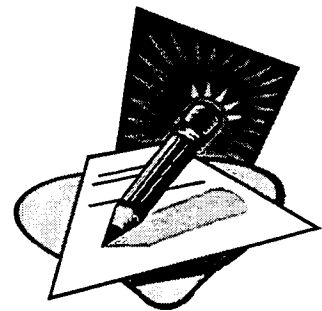
5. Use pre-and post-testing and program evaluation.

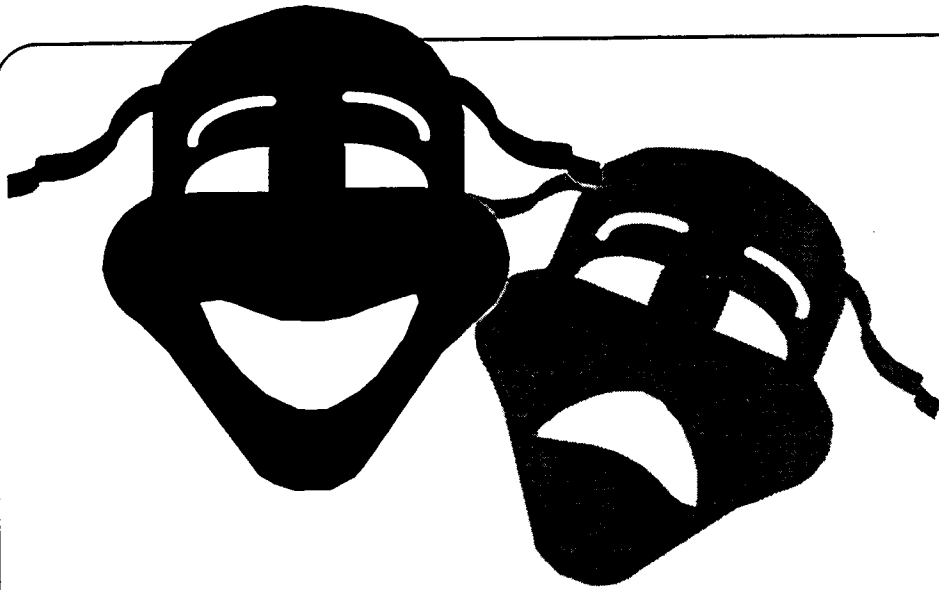
6. If possible, include guest speakers, short videos, or role-playing to deliver portions of the material.

# Manage Your



- Group errands to units or offices that are close together.
- Have potluck dinners when you entertain.
- Write out a chores checklist for everyone.
- Prioritize and let go of the low priorities!





Put  
It  
In

# PERSPECTIVE



Worth Feeling Stressed About:

- Getting married
- Becoming a parent
- Starting a new job
- Death of a loved one
- Divorce
- Spouse's deployment



Not Worth Feeling Stressed About:

- The weather
- Traffic
- Burning dinner
- The children squabbling

# Learn To *Relax:*



## Melt Away Tension

- Start with your feet and work up.
- Contract the body part and hold for a count of five.
- Relax it completely to a count of five.
- Never contract to the point of pain.

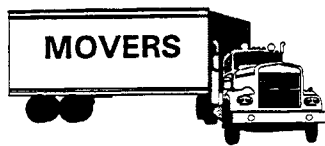
- 
- ❖ Face
  - ❖ Neck
  - ❖ Shoulders
  - ❖ Arms

- ❖ Hands
- ❖ Abdomen
- ❖ Legs
- ❖ Feet



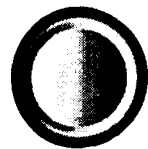
# LIFE'S MAJOR STRESSORS

... Whether happy times or not.

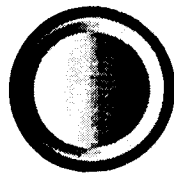


- Getting married
- Becoming a parent
- Serious illness or injury
- Death of a loved one
- Money problems
- Moving
- Changing Jobs
- Changing schools
- Retirement
- Separation or divorce
- Children leaving home

# WHAT PUSHES YOUR BUTTONS?

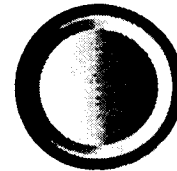


## You CAN'T Control



- What other people say
- Whether you get feedback on your work
- Unfair or unreasonable behavior
- Who and what places demands on you

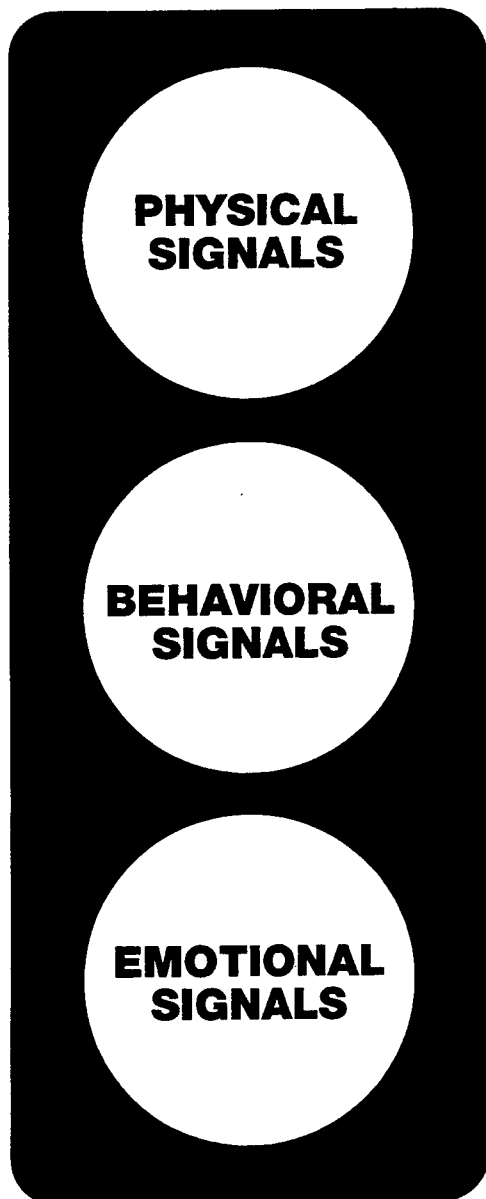
## You CAN Control



- How you react
- Telling yourself you've done a good job
- Whether your response is reasonable or not
- Saying "yes" or "no"; saving time for yourself

# Signals of Distress

Are you suffering from stress? The answer depends not on how much stress is in your life, but on how you react to it. Take a moment to look at this checklist of “distress signals,” the body’s way of telling you that you’re feeling stressed.



- muscle tension (headaches, neck and back pain, chest pain)
  - high blood pressure
  - insomnia, loss of appetite
  - lower resistance to infection
  - diarrhea or constipation
  - shortness of breath
  - trembling
  - upset stomach
  - nervous tics
  - teeth grinding
  - cold or sweaty hands
  - sweating
  - rashes
- 
- insomnia or too much sleep
  - appetite changes
  - unexplained crying
  - overuse of alcohol or drugs
  - fidgeting
  - forgetfulness
- 
- depression
  - irritability
  - anxiety, nervousness
  - apathy
  - impatience

If you checked several of these off, you may be suffering from stress. Common sources of stress are difficulties at home or work that you don’t know how to resolve, too much change in your life or very life-changing events, such as a death in the family, divorce or even positive changes such as a new job or spouse.

You may want to explore some strategies for reducing stress in your life and coping with the stress that you can’t eliminate. Find a stress management program in your area that can teach you proven coping skills and relaxation techniques. Ask your doctor, local hospital, employee assistance program or community mental health services for a referral.



# Balancing Work, Family and Personal Needs

Use this exercise to measure the degree of balance you have between the demands of work, family responsibilities and personal time.

Answer each question with a number from this scale:



## AT HOME

Does your family complain that you don't spend enough time with them?	<input type="text"/>
Do you often feel anxious about the demands of your family?	<input type="text"/>
Do responsibilities at home make you resentful?	<input type="text"/>
Do you expect your family to adapt to your career needs?	<input type="text"/>
<b>SUBTOTAL</b>	<input type="text"/>

## AT WORK

Do you feel frustrated because your income is not enough?	<input type="text"/>
Do you feel guilty about the time you spend on your career?	<input type="text"/>
Do you resent having to bring work home?	<input type="text"/>
Do you worry that your work interferes with family needs?	<input type="text"/>
<b>SUBTOTAL</b>	<input type="text"/>

## PERSONAL

Do you feel there's never enough time for yourself?	<input type="text"/>
Do you feel guilty about taking a vacation?	<input type="text"/>
Do you wish you got more exercise?	<input type="text"/>
Do you feel you never get to do what you like to do?	<input type="text"/>
<b>SUBTOTAL</b>	<input type="text"/>
<b>TOTAL</b>	<input type="text"/>

**A total score of less than 20** indicates you have learned to balance family, career, and personal needs successfully.  
**21-30** indicates a good balance with some need for improvement.  
**31-40** indicates a fair balance.  
**41-50** shows that you are barely managing the juggling act of home, career and personal needs.

A high score in only one area indicates a need to organize your life so that area takes less of your time and energy.

# 10 Tips for Time Management

- 1 Make a list, prioritize and check things off as you get them done.
- 2 Review your list from time to time. Is everything on that list necessary?
- 3 Ask yourself, "What's the best use of my time right now?" Then do it!
- 4 Be willing to sacrifice "perfection" to get things done.
- 5 Learn to say "no" to demands that don't benefit you.
- 6 Whenever possible, delegate!
- 7 Don't waste time on minor decisions.
- 8 Arrange your work time to keep interruptions to a minimum.
- 9 Be realistic about what you can accomplish during a given period.
- 10 When is your energy at its peak? Plan your work for those times and use your less energetic times for leisure or a nap.

Not all time management tips work for all people. Which tips from this list have you found helpful in the past? Which ones are you willing to use today to help you manage your time? Do you have any of your own time management secrets to add to the list?

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# Calming the Commuter

If only there were a better way to start—and end—the work day than the daily commute. For most commuters it's 30 to 90 minutes of start and stop, noise and exhaust fumes, surrounded by drivers all as stressed out and anxious as they are. And those are the good days, when an accident doesn't tie up traffic for five miles and cause you to be late to work again.

Some workers have gone to great lengths to counter the daily commute, by carpooling, using public transportation, telecommuting some of the time or switching to work that is closer to home. If you don't have those options, you can still avoid being a helpless victim of commuter stress.

## Before You Start

Get ready for the morning commute by getting a good night's sleep, eating a nutritious, filling breakfast and leaving on time—or better yet, a little early, since nothing is more stressful than having to fight the clock as well as the traffic—to get to work on time.

Begin the evening commute by consciously leaving your work-related frustrations behind.

## Behind the Wheel

Before you turn on the ignition, take a few deep, slow breaths. Picture the tension and aggravation going out with each breath. Do this again whenever heavy traffic or some insensitive roadhog starts getting you hot under the collar. While driving, notice how your body reacts to stress—the tense neck and shoulders, the white knuckles—and consciously relax those muscles that you notice getting tense. Since you've given yourself plenty of time to get to work, you won't need to build up your

stress level with constant lane changes and jockeying for position. Use slow times—red lights and stopped traffic—to slow yourself down. Give yourself permission to just drive—don't try to read, dictate or solve problems. Think of the car as a refuge from the pressures and demands of life.

## To Keep Calm— Try Tolerance

Let's face it. Not many people can drive as well as you. Cut lousy drivers some slack. They're not out to drive you personally insane. In fact, they're just trying to get to work like you are. Here's where a sense of humor can be a godsend.

## Keep a Safe Distance

Tailgating is a sure prescription for stress—and accidents. When you're tailgating you have to be constantly braking and speeding up to avoid a collision. Not good for your health. When someone's tailgating you, just move out of the way. Try not to get emotionally involved.

## Take Care of Your Posture

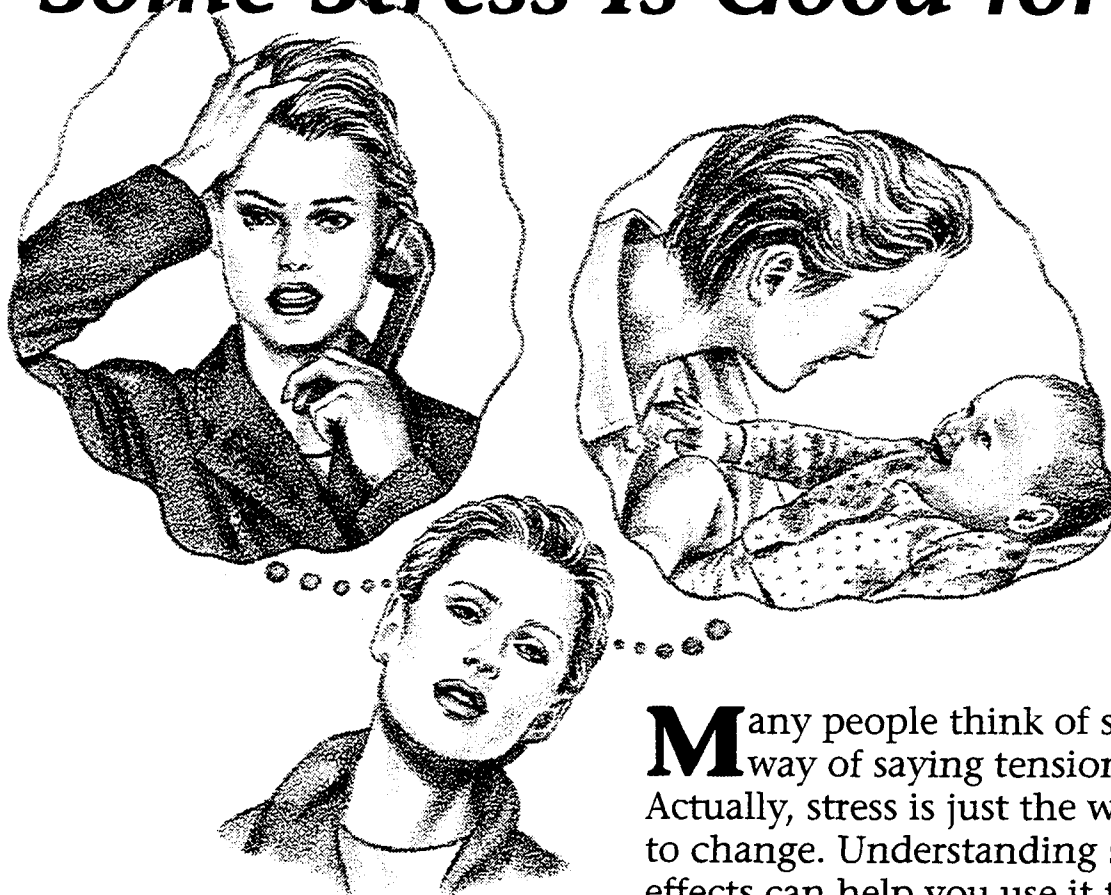
Sit forward enough so that your lower legs are bent at a 45-degree angle from your thighs, and your arms are comfortably bent. Set your seat as upright as possible; try a back support if your back gets tired. Once you get to work, or home, do a few neck and shoulder stretches to work out the kinks.

## You're In Charge

Remember, you can't do much about traffic conditions, but when it comes to how you choose to respond to the daily commute stress—you're in the driver's seat.



# Some Stress Is Good for You



**M**any people think of stress as another way of saying tension or pressure. Actually, stress is just the way we respond to change. Understanding stress and its effects can help you use it to your own advantage, and turn potential “stressors” into positive challenges.

## ***The Mechanics of Stress***

Stress is defined as a response by your body to any demand made upon it. Your body responds to stress in many ways. Hormones, like adrenalin, surge. Your heartbeat and blood pressure increase. Your blood sugar rises. These effects, unchanged for thousands of years, helped prehistoric humans survive by helping them run away faster or fight harder, which is why we often call our body’s reaction to stress the “fight or flight” response.

## ***Positive & Negative***

Most people think of stressors, or things that cause stress, as negative, such as traffic, a difficult job or divorce. Many people are aware of tense muscles, headaches or stomach aches during, before or after such situations.

But stressors can also be positive experiences. Having a baby, bowling a perfect 300 game or completing a satisfying project are all changes that can activate your stress response.

## ***The Effects of Stress***

Your body can’t tell the difference between a positive or negative stressor. In either case, your body experiences the same stress effects. If you are not able to let off steam and relax, these effects can be harmful. You may feel tired, depressed, or anxious. You may experience physical symptoms such as a clenched jaw or backache. During periods of stress, take care of yourself by getting plenty of rest, eating healthily, exercising and relaxing without alcohol or drugs. Help your body recover from all stress, even when you feel satisfied or excited, to protect your health.

## ***Use Stress to Your Advantage***

Stress is like body temperature: if it’s too low or too high, you can’t survive, but the right balance can keep you going strong. It makes sense to use stress energy positively, to meet life’s challenges, experiences and goals. Stress is not all bad. In fact, positive stress can make life both rich and satisfying.

# STRESS EFFECTS

## How Your Body Reacts to Stress

**S**tress is the response of your body to all demands made upon it. Understanding these demands and their effects can help you learn to recognize your own "stress response," as well as ways to counteract distress to lead a healthier life.

### The Basic Stress Response

Your body responds to all stress, both positive and negative, by trying to get back to normal. Depending on the stressor (whatever causes the stress response), hormones, like adrenalin, may surge. Your heartbeat and blood pressure will probably increase. Your blood sugar rises. These physical responses helped prehistoric humans survive by helping them run away faster or fight harder. By the time they were done, their bodies had discharged the tension of the moment and their stress response was followed by relaxation.

### Physical Effects

Today, we experience stressors which are very different from those early survival ones. Yet positive stressors such as getting married, or negative stressors such as family conflicts, still cause the same physiological fight or flight response.

If a stressful situation goes on for too long without any relief, you might experience diseases and disorders, such as colds, ulcers, asthma, heart attack or stroke. You may feel tired, irritable, depressed or anxious. You may have trouble with sleeping, eating (either too much or too little), drinking and smoking.

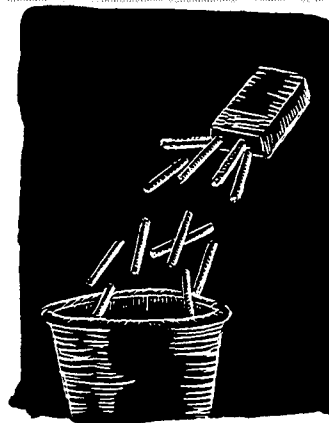
### The Mind-Body Connection

Your mind and body are connected. When your mind is healthy, your body can resist illness better. When your body is healthy, your feelings are more positive. During stressful times, take care of both for maximum health and satisfaction.

### Minimize the Effects

There are many ways to keep all the negative effects of different stressors to a minimum, including:

- Take time for yourself to relax each day.
- **Exercise regularly, after getting your doctor's okay.**
- Learn to "let go" of things which are outside your control. Learn to adapt to changes.



- Learn to take action when you can make a difference.
- **Avoid excessive alcohol, caffeine, fats and sugar. Don't smoke.**

- Give your time to something or someone you believe in.

- **Go away for the weekend.**





# Stress Strategies for the Holidays

The holidays—a time of festivity, parties, shopping, entertaining, religious observances, family gatherings, decorating and...stress! With all the extra demands we place on ourselves and expectations of the season, is it any wonder that most of us feel some stress during the holiday season? The source of holiday stress is simple: when it comes to time, money and social and family commitments, most people try to do too much. Here are some strategies for making your holidays a time of renewal.

## *Set Priorities*

People tend to overextend themselves during the holidays. It's not necessary to attend every party and religious celebration that comes along. When allotting your limited time, choose quality over quantity. Decide what activities you and your family would most enjoy doing and focus on those. Share responsibilities for cooking and baking with others. Learn to say "no" gently but firmly to social events that are over your limit.

## *Plan Ahead*

Nothing creates more holiday stress than last-minute shopping and preparations. Take charge of your holidays in advance by making lists of things to do and setting aside some time each day for them. Consider setting a cutoff date; after that date things that haven't gotten done will be deferred until next year.

## *Keep It Simple*

A holiday feast doesn't have to be elaborate to be wonderful. Often traditional fare is appreciated most, with guests

providing some of the dishes. When shopping, take advantage of gift-wrapping services. Try shopping at home from mail order catalogues. Let someone else compete for the "most fabulous holiday preparations" award.

## *Stay in Budget*

Do holiday preparations strain your budget? Learn to say no to expensive holiday ideas. Choose simple, thoughtful or useful gifts over elaborate, expensive surprises. How can you enjoy the holidays if you are worried about paying your bills?

## *Riding the Emotional Roller Coaster*

The holidays are hard on our emotions. The holidays of our childhood take on a magical glow that is often impossible to recover in adulthood. While the radios and department stores are blaring messages of peace and joy, you are dreading the family gathering that always leads to someone not speaking to someone else. If family gatherings are stressful, avoid long visits, either in your house or away. Defer settling family arguments until some other time. Be willing to let go of old traditions if they no longer work for your family, and find new ones that do.

## *Take Care of Yourself*

Counter the holiday pressures by giving yourself some time for rest and renewal each day. Avoid overindulgence in holiday food, alcohol and caffeine. Think about what the holidays are actually celebrating and try to stay true to that spirit. Peace and joy can be more than just a department store come-on.

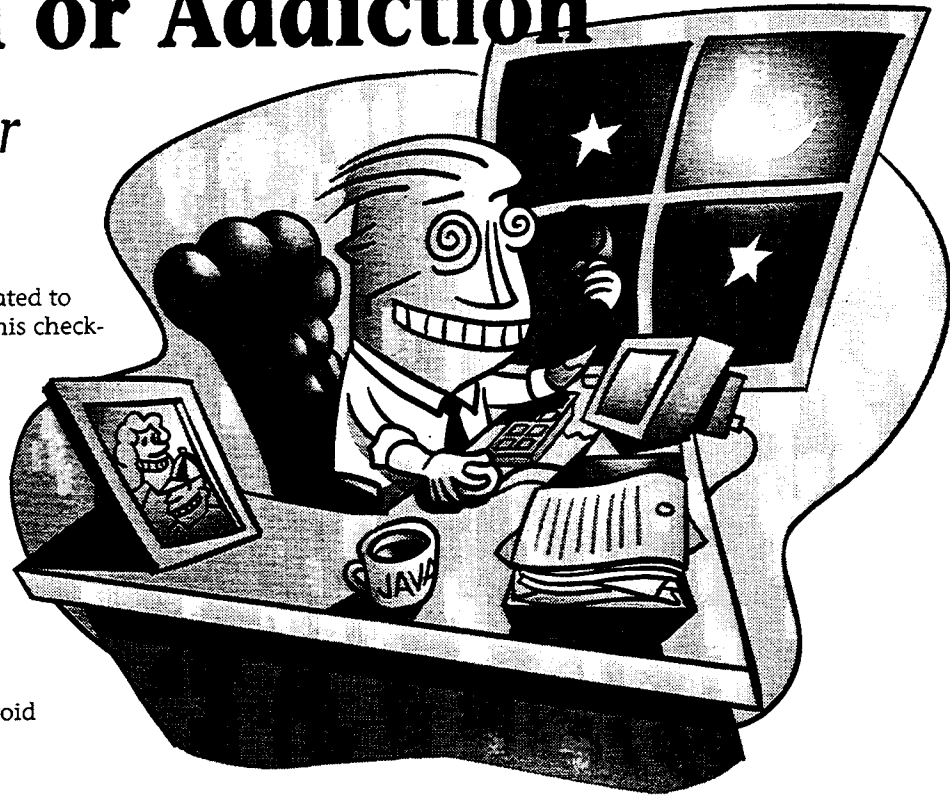


# Dedication or Addiction

## What's Driving Your Work Habits?

What's the difference between being dedicated to your career and being addicted to it? Use this checklist to help you decide who's in charge of your life: you or your career. Do you...

- feel a sense of being driven when working?
- feel empty, depressed or panicky when you're not working?
- often miss dinner or family celebrations because of work?
- feel you'll never get your work done, no matter how hard you try?
- have to always be "on call"?
- feel you must keep driving yourself to avoid disaster?
- stay awake nights thinking about work?
- often work more than 10 hours a day?
- find yourself preoccupied at home with work-related concerns?
- feel successful but not happy?
- overschedule appointments?
- have chronic physical problems, such as headaches, neck pain or colitis?
- have family and friends who complain that you are obsessed with work?



If you answered yes to several of these questions, you may be more than just a hard worker. You may be on your way to full-blown workaholism. If so, it's time to take a long hard look at your work life. Ask your family and close friends for help in assessing whether you are addicted to work. Recognizing a problem is the first step toward resolving it.

### Reclaiming Your Life

Workaholics have lost control of their lives. There are three ways to get back in control.

**1. Manage Stress: stress and work addiction reinforce each other in a vicious circle. You can break the pattern by learning tactics for managing stress. Yoga, exercise, meditation or walking are all helpful. Or try these simple activities:**

- Do deep breathing—inhale slowly through your nose, mentally count to two, then exhale for a count of four. Repeat five times.
- Stand up and stretch for one minute every hour.
- Massage your neck and shoulders to relieve tension.
- Cut down on alcohol and caffeine.
- Each day, find time for a non-work activity you enjoy.

**2. Talk Yourself Up: Low self-esteem is often behind work addiction. Try repeating these affirmations to yourself several times a day. Believe it or not, they really work.**

- "I'm relaxed, peaceful and happy."
- "I'm successful and will achieve my dreams."
- "I have a right to a balanced life."

### 3. Reach Out

It may not be easy, but recovering from work addiction depends on your asking for help. Ask those close to you to help you recover by giving you feedback and positive reinforcement on your progress. If you can't reach out to those around you, get professional help from a psychotherapist, pastoral counselor, outpatient treatment group or Workaholics Anonymous. You'll be glad you did. And so will your loved ones.

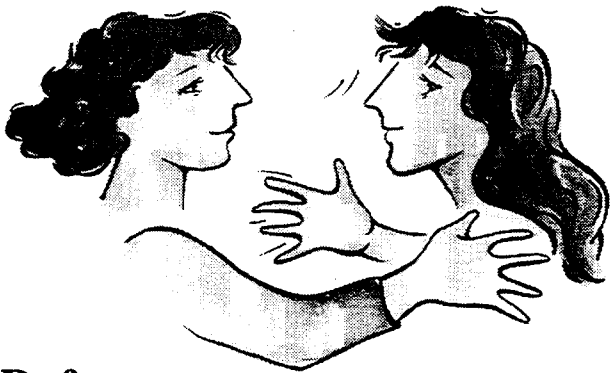
# The Three Rs of Change

## Recover, Refocus, Regenerate



### Recover

*Plan a weekend getaway, or take time just for yourself.*



### Refocus

*Talking with trusted friends can help you refocus.*



### Regenerate

*Connect with new people or reinforce old friendships.*

Major work and life changes are common: promotions, relocations, divorce, parenthood and numerous other events. Whether these changes are welcome or unwelcome, all can be extremely stressful unless we learn how to adjust to them. Taking the time to recover, refocus and regenerate following life changes can help us survive and even thrive.

### Recover

After a life change, you need to regain your sense of balance and routine. Your situation may be, at least for now, stressful, challenging or unfamiliar. You may have symptoms such as headaches, backaches or depression. To begin your recovery, it will help to step back from your new situation. Plan a weekend getaway, or take time just for yourself. Mini-breaks like going to the movies can help you get distance and perspective. Exercise and sharing your feelings with others are excellent stress reducers which can help you get back on track.

### Refocus

If you are able to look at “the big picture,” you’ll gain greater peace of mind about the change. Take time to think about what has happened, why and what it might mean. You might realize that your feelings are mixed. For example, if you’ve been promoted, you might be pleased with the higher salary, but uncomfortable about supervising your friends. You may feel sad or angry about having to let go of familiar people and routines. With time, those feelings will change. Talking to trusted friends, family members, a counselor or human resource professional may speed the process.

### Regenerate

All change is stressful for your body and your body needs time to heal. Get extra rest, avoid alcohol and cigarettes, and eat properly. Try to increase your circle of support—connect with new people or reinforce old friendships.

No one can escape change. Accepting the fact that change has taken place is important. When you take steps to recover, refocus and regenerate, you will find acceptance easier. These steps will help you successfully make the change part of your life.

# THE BALANCING ACT

## "You First" OR "Me First"?

Most of us have many demands placed on our time and energy. Spouse, children, spiritual or community groups are important and make living worthwhile, but can make finding time for oneself a challenge. Balancing the time you spend on others with personal time for yourself can help you become happier and more productive.

### Look Inside

Take a moment to think about how well you take care of yourself—both physically and emotionally. Do you eat three moderate meals a day, drink alcohol only in moderation, avoid smoking? Do you exercise each week, and get a check-up once a year? Answering yes to these questions means that you take care of your body.

Now think about your emotional well-being. Do you regularly set aside "quiet" time for yourself, meditating, writing, thinking or praying? Do you make time regularly to enjoy nature or other quiet, restful places? All these activities can help you recover from life's stresses.

### Reach Outside

Reaching outside yourself can give your life great meaning and joy. Reaching out means sharing with others—your family, cowork-

ers, friends, a nonprofit organization—virtually everything that's not you! Sharing with others takes time and energy, but the rewards are worth the effort. Your self-esteem and sense of purpose in life increase when you share a common goal or bond with others.

### Find the Balance

Reaching outside all the time would leave you exhausted. Living only for yourself would leave you lonely and empty. Finding the balance between the two is the key to a rich and contented life. To find your personal balance, look at how you spend your time and energy. Write down your main activities each day for a week or two. Then add up the hours spent "for me" and "for others." You might realize that you would like to give more to others, or take more time for yourself. When you are creating balance for yourself, you need to decide what is most important to you.

### Adapt to Changes

Finding your balance is a day-by-day matter. If you are able to change as your life circumstances change, caring for yourself and others will make your life healthy and satisfying.



# STRESS...

## and Your Stomach



Your stomach has a hotline to your brain. When you get upset, nerves that go directly from your brain's emotion centers to your digestive tract send messages to deluge the intestinal area with neurotransmitters and hormones. Your stomach may respond in a variety of ways ranging from the familiar "knot in the stomach" to more subtle and long-lasting forms of distress.

### The Body's Response

Your gastrointestinal tract—your stomach and intestines—may respond to stress by slowing down, speeding up, going into spasms or secreting more acid.

The discomfort you feel registers in your brain as more stress. The more stress the brain feels, the more hormones and chemicals it releases. It's a vicious cycle of stress and discomfort.

### Typical Stress Symptoms

Many of these stress-related complaints are lumped together under the diagnosis, "non-ulcer dyspepsia," or NUD. The symptoms may range from bloating to nausea and pain. Usually there is an uncomfortable feeling of fullness during or soon after eating. Symptoms of NUD can be treated with over-the-counter or prescription stomach remedies, but learning to get stress under control is the best way to overcome NUD.

Other stress-related gastrointestinal symptoms include

- heartburn, caused by stomach acid washing up into your esophagus;
- irritable bowel syndrome, or IBS, in which there may be bouts of painful muscle spasms, diarrhea and constipation;

- and bloating as a result of air swallowing, a common response to stress.

### What About Ulcers?

While ulcers are now known to be caused by bacteria, not stress, stress may make the body less resistant to the ulcer-causing germs. Incidentally, it's not high-powered executives, but those in low-status jobs who are most prone to ulcers—people with many demands made on them and little control over their work.

### Take Action

Of course, any stomach symptoms could mean there is a serious underlying disease. Get a medical examination for any digestive condition that persists. If no underlying problem is found, chances are you could benefit from reducing stress in your life. Yoga, meditation, deep breathing and progressive relaxation exercises are all known to help circumvent the body's stress reaction.

# STRESS

## and Eating Disorders



*Eating at your desk again? Before gobbling down that lunch, try some stress-relieving stretches.*

If people only ate when they were hungry the diet industry would be devastated. The fact is, hunger is only a part of why we eat. We also eat to distract ourselves, to relieve tension and for comfort. Many of us eat more—or less—than is healthful because of stress.

### Why You Can't Eat

Stress and the digestive system are intimately connected. In the “fight or flight” response to stress, hormones tell the stomach to either shut down or speed up so that the body responds to danger.

That's why you lose your appetite or get nauseous when you are in a dangerous situation. High levels of stress can trigger a constant level of anxiety in which you literally can't choke food down.

### Why You Eat Too Much

On the other hand, the milder anxiety of less intense stress may trigger excess eating for distraction, comfort or tension release. And when you're under stress you are more likely to eat fast, to eat high-calorie foods and to eat more often.

For the small portion of the population with true eating disorders such as anorexia, bulimia and binge eating, stress can trigger a relapse.

### What You Can Do

Keep a supply of low-calorie munchies handy at work. Avoid caffeine. Before you eat, try one of these stress-relieving exercises:

- Deep breathing: take several deep breaths, using your stomach muscles, hold and let all the air out, feeling tension

leave your body as you relax.

- Stretching: shrug and rotate your shoulders; clasp your hands behind you and raise them to a comfortable height; stand up and reach for the ceiling; bend to either side to stretch the muscles of the torso.
- Take a brisk walk around the building.
- Close your eyes and visualize a favorite peaceful spot—a meadow in spring or your favorite hideaway. Do this until you begin to feel relaxed.

### Managing Stress

Changes in eating habits are a sign that all is not well in your life. If your weight or eating habits have changed as a result of stress, you can be sure that your health is being affected in other ways as well. Take a look at your lifestyle and see if there is anything you can change to make it less stressful. Ask your doctor to refer you to a stress-management clinic where you will learn such coping techniques as meditation, visualization and progressive muscle relaxation.

# STRESS

# ... and Migraine Headaches



**N**o one knows for sure what triggers migraine headaches, but they seem to occur more often during times of stress. Certain foods, medications or alcohol may also play a role.

## Migraine—Not Just a Headache

If you've ever had a migraine, you don't need to be told how painful they are. The pain often starts on one side of the head and may gradually spread, lasting for hours or even days. There may be other symptoms, including nausea, numbness on one side of the body and visual

disturbances. Many people with migraines experience these symptoms before the actual migraine comes on. The good news is that in most people, migraines get less frequent as you get older.

## The Role of Stress

When you consider the powerful hormones that stress releases in your body, it's not hard to believe that migraines might be influenced by stress. Your body responds to stress with a "fight or flight" reaction. Heart rate, blood flow and blood pressure go up; muscle tension increases; and the digestive system either shuts down or speeds up to clear itself out and get you ready to fight or run away. Since there's no clear action that we can take in response to most modern stress, this state of arousal lingers on and may cause physical distress, including migraines.

## What You Can Do

If you have persistent headaches, see your doctor. You need to rule

*When you consider the powerful hormones that stress releases in your body, it's not hard to believe that migraines might be influenced by stress.*

out serious, treatable causes of headache. If your doctor diagnoses migraine, there are a variety of treatments available. You can help by keeping a record of possible migraine triggers. If stress is usually part of the picture, consider learning such stress reduction techniques as meditation, progressive muscle relaxation, guided visualization and deep breathing. Biofeedback techniques have been helpful for some migraine sufferers. Ask your doctor for more information.

# STRESS

## ... and Your Skin

**D**o you break out in hives at the prospect of visiting your mother-in-law? Do you sometimes find yourself in a cycle of nervous scratching and itching when you're in a high-pressure situation? Do you get acne on the morning of an important presentation? Chances are, these skin conditions are all related to stress.

### Why Stress Makes You Itch

In moderate doses stress—the pressures of work, family life, change—drives our emotional engine. But when pressures mount and we get anxious, our body goes into high gear to cope. Stress causes the body to release

powerful hormones that upset the hormone balance in the body, affecting many organs, including the skin. There is a long list of skin disorders that are at least partially related to stress. In many of them pruritus—the medical term for itching—is a primary symptom. Scratching itself can cause a mild skin disorder to persist and even get worse. And stress sufferers are especially prone to nervous scratching.

### Acne—Not Just for Teenagers

Acne is another common response to stress. You may have thought you left acne behind with your teen years, only to have it reappear as your career—

and your own teenage children—make increased demands on you.

### Don't Touch!

The most important thing to do with most of these skin conditions is to keep your hands off of them. Avoid scratching or touching the lesions. Try relaxing in a warm—not hot—bath with baking soda or oatmeal added to the water. Cortisone ointments, oral antihistamines and even antibiotics are helpful for some conditions, but see your doctor before treating yourself. A skin condition can be a sign of allergy, infection or other illness that needs special treatment.

### Do Something About Stress

If you have other stress-related disorders such as upset stomach, heartburn, high blood pressure, or insomnia along with your skin condition, there's a pretty good chance you could use some stress management training. Ask your local hospital, community mental health center or employee assistance program for help with stress management. Techniques such as meditation, relaxation, deep breathing and communication skills really do help you cope with stress.

<i>Stress-related skin conditions</i>	
CONDITION	SYMPTOM
<b>Neurodermatitis</b>	Itching, thickened patches of skin, scratch marks
<b>Acne</b>	Blackheads, whiteheads, pimples and cysts on face and shoulders
<b>Psoriasis</b>	Dry red patches of skin covered with scales
<b>Lichen planus</b>	Itchy reddish-purple patches on wrists, legs, torso, genitals, mouth and lips
<b>Hives</b>	Red, swollen extremely itchy welts on skin
<b>Overtreatment dermatitis</b>	Redness and sensitivity as a result of too-vigorous treatment of a skin disorder





# and Your Immune System

**A**n executive comes down with the flu the night before an important presentation. A couple takes off for a much-needed vacation—and both get sick. A person in the throes of divorce suffers one chronic infection after another. Coincidence? Increasingly, researchers think not.

## Recognizing Stress

Stress exists in many forms. Any situation that you are not in control of is stressful, as is one that makes demands that you feel you cannot meet. Change, even positive change such as a new job or the birth of a child, is stressful. That's why no one can completely escape stressful events. When we let stress get under our skin, our bodies respond with a flood of hormones that prepare us for extreme action—the “fight or flight” response.

## The Body's Response

Research has identified the stress response as a factor in

many stress-related illnesses such as high blood pressure and digestive problems. Now there is evidence that stress can weaken the immune system. The hormones cortisone and adrenaline released in response to stress are such potent suppressors of the immune system that they are sometimes prescribed for disorders in which the immune system is overactive—such as allergies and autoimmune diseases.

## Stress or Lifestyle?

Studies of large groups of people and their patterns of illness and stress showed a connection—the more stress, the more illness. And animal studies show that cells of the immune system decline when the animal is under stress.

If stress increases your chance of illness, from the common cold to cancer, does that prove that stress affects the immune system? Probably, but not for sure. You see, people under stress often behave in ways that are in themselves harmful to the immune system: They sleep less,

*Studies showed a connection—the more stress, the more illness.*

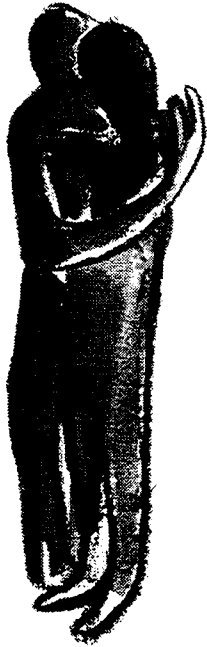
exercise less, eat poorly, smoke, drink and use drugs more than people who are less stressed.

## What You Can Do

Whatever the cause of stress-related illness, one thing is sure. You can boost your health by dealing with stress head-on. This means taking a good look at your life and opting out of those activities that are stressful and not really necessary. Of course, no one can eliminate all stress—even boredom is stressful—but you can reduce your body's response to stress by learning some stress-management techniques. Things like meditation, progressive muscle relaxation and visualization. Get regular exercise, which is both healthful and stress-reducing, and avoid junk food. Cut back on those approaches that don't work—such as alcohol, caffeine and cigarettes.

# STRESS

# and Sexual Disorders



**W**hen you consider that stress can raise your blood pressure and tie your stomach up in knots, it's not surprising that stress can also follow you into the bedroom.

## Your Body's Response

Stress can come from many sources. Work, family life, loss of a loved one and even positive changes all generate stress. Acute stress triggers the "fight or flight" response, the body's way of coping with physical danger, our ancestors' most common source of stress. Not only does it shut down your digestive system and prepare your muscles for heroic effort—it also affects your sex drive. Nature did not intend for people to have sex

while in danger. Chronic stress has a similar, but milder, effect on the body and mind.

## When Stress Affects Your Sex Life

You may find it difficult to get aroused. You may suffer from impotence, premature ejaculation or inability to achieve orgasm. These disorders are in themselves stressful, sometimes resulting in a vicious circle of stress and sexual disorder.

## Make an Attitude Adjustment

If bad days at work regularly affect your performance in the bedroom, try these approaches:

- For now, forget about "performance." Concentrate on pleasing yourself and your mate in ways that do not necessarily lead to climax—mutual caressing, indulging in erotic fantasies or whatever turns you on. With no stress-producing performance goals and no time limit, you will enjoy sex more and ultimately be more likely to achieve climax.
- Communicate with your partner. Talk about any sexual topics you may have been avoiding. Chances

are your partner is less concerned about your performance than you are.

- Remember, it's nobody's "fault" when sex doesn't proceed as expected. Avoid blaming yourself or your partner.
- Assess the stress in your life and find ways to cut out as many stressful activities as you can. When stress is unavoidable, learn the latest techniques for handling it. These include meditation, exercise, progressive muscle relaxation and breathing exercises. Booklets and courses on stress reduction offer many more.

## For Further Help

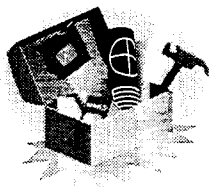
If sex still isn't as satisfying as it used to be, get a physical examination. Sometimes illness or response to medications are behind sexual disorders. If this is not the case, your doctor can refer you to a therapist trained in sexual disorders. These professionals have a high success rate in dealing with such problems.

By taking charge of the situation, you can turn your sex life around. Instead of being a cause of stress, sex can be a wonderful way to relieve the minor stresses of daily life.

# FIVE-MINUTE STRESS-BUSTERS

Most psychologists agree that some stress is good, providing you don't get more than you can handle. These exercises can help you handle the stress that's part of your busy and productive life.

WHEN I TRIED THIS, I FELT		
	MENTALLY	PHYSICALLY
<b>Deep Breathing.</b> Inhale deeply, feeling your stomach expand. Hold your breath for a few seconds, then slowly exhale, visualizing tension leaving your body.		
<b>Meditation.</b> Close your eyes and mentally follow your breathing. As you exhale, mentally repeat a simple or soothing word with each breath. Or visualize a peaceful scene. Do this for at least five minutes or, for more benefit, up to 30 minutes.		
<b>Self-Talk.</b> Replace negative mental responses to stress, such as "I can't cope," with positive ones, such as "Everything is going to work out" or "I know I can do it."		
<b>Laugh.</b> Just laugh out loud, or do something that will make you laugh such as reading a joke book, or watching a comedy on TV.		
<b>Progressive Muscle Relaxation.</b> While sitting or lying in a relaxed position, tense the muscles of your feet as much as you can; then relax them, and notice the difference in feeling. Tense and relax the muscles in your legs, arms, stomach, back, neck and head, one region at a time. When finished, remain in a state of complete relaxation for a few minutes.		
<b>Stretching.</b> Sit in a chair with your upper body resting forward on your lap. Slowly roll up, starting at the base of your spine, until your back is straight. Stretch neck muscles by tilting your head to the right and slowly rolling your head down and to the left. Repeat a few times in both directions.		
<b>Self-Massage.</b> Sit with your shoulders relaxed. Use your right hand to massage your left shoulder and neck, working your way up to the scalp. Repeat, using the left hand for the right shoulder.		



# STRESS MANAGEMENT TOOLS

## The AM/PM Tune-up

Here's a 10-minute sequence of exercises that can help you rev up in the morning as well as unwind in the evening.



### Start with a short meditation.

Sitting with eyes closed, repeat to yourself a phrase that is meaningful to you. This can be self-talk along the lines of "I am a valuable and productive person just the way I am." Or choose an inspirational passage from a favorite book or scripture.



### Take a few deep breaths.

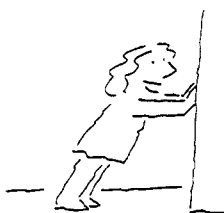
Standing with legs slightly apart, place your hands on your stomach with your elbows out. Inhale slowly to a count of five and hold each breath for a count of three, then exhale to a count of five. Feel the tension go out with the breath and imagine a warm light entering your body with each breath. Repeat three times.



### Now do these stretches.

While doing them keep your shoulders back and relaxed, your buttocks slightly tucked and your center of gravity just behind your navel. Repeat each exercise three times.

- Still standing, clasp your hands behind your back and raise your hands, keeping your arms straight and your elbows relaxed, until you feel a comfortable stretch in your shoulders and upper arms. Hold for 10 seconds and relax.



- Stand with feet shoulder-width apart and your hands against a wall a few feet away. Being sure to keep your back flat—not arched or swayed—bend at your hip joints until you feel a comfortable stretch on the back of your thighs. Hold for 10 seconds and relax.

- In the same spot, lean toward the wall, bending your arms until you feel a stretch in the calves. Hold for 10 seconds and relax.



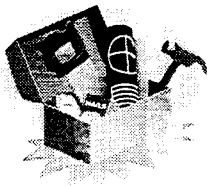
- Lying on your back with one leg bent, grasp the other leg behind the knee and bring it to the chest. Holding the back of the thigh, gently pull the leg toward your head until you feel a stretch through the lower back and buttocks. Repeat on the other side.



- Repeat the previous stretch, but this time straighten the leg you are holding until you feel a stretch on the back of the thigh.



- Still lying on your back with feet flat and both legs bent, cross your arms across your chest. Slowly curl upward, bringing your shoulders off the floor. Don't allow your lower back to arch up. Sit up, exhaling slowly through a count of five on the way up and five more on the way back to the floor.



# STRESS MANAGEMENT TOOLS

## Take a Deep Breath... ...And Relax



When you're under stress, your muscles tense, and your breathing becomes shallow and rapid. One of the simplest (and best) ways to stop this stress response is to breathe deeply and slowly. It sounds simple, and it is. Most of us, however, do not breathe deeply under normal circumstances, so it may help to review the mechanics of deep breathing and how it helps us to relax.

### Breathing Under Stress

When prehistoric humans were in danger of attack, their muscles tensed and their breathing became rapid and shallow, as they prepared to run or fight. Their high level of tension was a means of preparing their bodies for optimum performance. Today, the causes of our "stress" are different, but our stress response is the same. However, since we're not running or fighting, our tension has no release and our stress response builds. One way to counteract the stress response is to learn how to breathe deeply and slowly—the opposite of how we breathe when under stress.

*Slowly breathe in through your nostrils, imagining a peaceful scene.*

### How Deep Breathing Works

Deep breathing is not always natural to adults. Watch the way a baby breathes: the area beneath the chest goes in and out. Most adults breathe from the chest. This is shallower breathing, so less oxygen is taken in with each breath. As a result, the blood is forced to move through the system quickly so that enough oxygen gets to the brain and organs. Higher blood pressure results.

Deep breathing can reverse these effects. Take some time to practice this kind of breathing each day, especially when you're under stress. You can be sitting, standing or lying down, but it helps to wear loose, comfortable clothing. Begin by breathing in through your nostrils. Count to five, silently saying the word "in," and let your lower abdomen fill with air. Then count to five, silently saying the word "out," as you let the air escape through pursed lips. Do

this deep breathing for two minutes or more each time. With practice, you will be able to count slowly to 10 or higher. You can increase your relaxation if you imagine breathing in ocean air, the scent of flowers or forest air.



*Slowly exhale through pursed lips, then begin the sequence again.*

### Effects of Deep Breathing

By helping you let go of tension, deep breathing can relieve headaches, backaches, stomach aches and sleeplessness. It releases the body's own painkillers, called endorphins, into the system. It allows blood pressure to return to normal, which is good for your heart. Deep breathing can also allow held-in emotions to come to the surface, so your emotional health benefits from deep breathing, too. Use deep breathing any time, anywhere. It's one of the best techniques for relieving stress.



# STRESS MANAGEMENT TOOLS

## Exercise

Of all the tools in your stress management tool kit, exercise is the one that best meets your body's needs in times of stress. That's because stress triggers an ancient response designed by nature to help you meet danger: the "fight or flight" response.

### The Physiology of Stress

Following a stressful event, a whole series of physiological changes gets your body "revved up" for physical effort. Your heart beats faster, your breathing becomes more rapid, muscles tense and your blood pressure goes up. Your blood sugar rises so that you have access to quick energy.

### When You Can't Run or Fight

In ancient times, you would release all this extra tension when you ran away from the tiger, or fought off whatever danger was at hand. In the modern world, stress-producing events rarely call for a physical response. When a traffic tie-up makes you late for an important meeting, you can't get out and attack the offending vehicle. You end up carrying around all the extra tension, feeling like a walking pressure cooker—unless you release it the way nature intended, in the form of physical exercise.

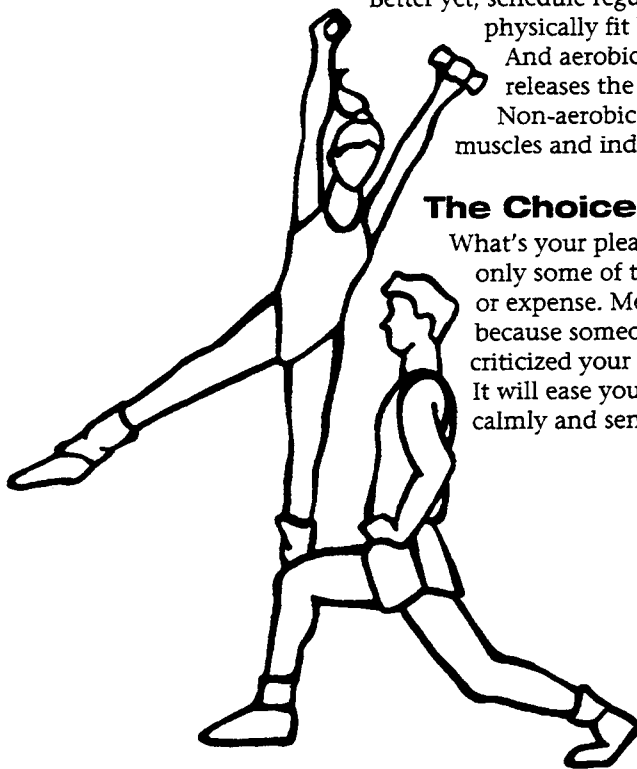
Almost any kind of exercise will do. Even walking around the building or going up a flight of stairs when tension rises can make a difference. If you can't leave your work area, stand up, walk around, do some stretches and knee bends right where you work.

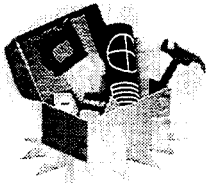
### Stress Prevention: Regular Exercise

Better yet, schedule regular exercise—at least 20 minutes three times a week. A physically fit body is better able to withstand the stresses of modern life. And aerobic exercise that gets your heart pounding for at least 20 minutes releases the "feel good" brain chemicals that reduce stress and depression. Non-aerobic exercises like yoga also help by stretching and relaxing the muscles and inducing deep breathing and a state of meditation.

### The Choices Are Many

What's your pleasure? Walking, cycling, swimming, dancing and running are only some of the choices available to you, many requiring little equipment or expense. Meanwhile, the next time you feel ready to blow your top because someone has just added another item to your "to-do" pile or criticized your pet project, get up and take a brisk 10-minute walk outside. It will ease your tension and put you in the best mental state for dealing calmly and sensibly with the demands of life.





## STRESS MANAGEMENT TOOLS

# Laughter



What common human activity relaxes tense muscles; reduces blood pressure and heart rate; exercises the muscles of the face, diaphragm and abdomen; boosts the immune system; and causes the body to release pain-fighting hormones? The answer: laughter. Sound impressive? And those are just the physical benefits. Laughter also helps you get some emotional distance from a distressing situation and see the humor in it.

### Better Than a Massage

Researchers have shown that laughter increases relaxation. Muscle tension remains low for up to 45 minutes after a session of vigorous laughter. Real belly laughter can relax the muscles more than a vigorous massage.

If you haven't exercised your humor muscles lately you may benefit from these tips on getting them in shape:

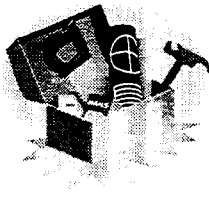
- Find things that make you laugh and do them. See a funny movie, read a funny book, memorize a joke and tell it to friends.
- The next time you're in a distressing situation, mentally put yourself in the shoes of your favorite comedian. What would David Letterman have to say about it? Bart Simpson? Humor depends on being able to see the humor where others only see aggravation. It's the difference between tragedy and comedy.
- Allow a feeling of playfulness to creep into your life. Let your mind be open to silly and uncensored thoughts. What if everyone came to work wearing Groucho Marx glasses and a fake mustache?
- Amuse yourself by indulging in humorous exaggeration. Stuck in traffic? Think of cobwebs forming between your car and the next; continental drift passing you by, snails overtaking you on the shoulder.
- Share cartoons, jokes and other funny material at work. Put cartoons up on the bulletin board. By helping others reduce stress you make your own job easier. And people will just be more relaxed around you if they know you have a sense of humor.
- Get in the habit of laughing at life's contradictions. You can bet your Groucho Marx glasses you'll never run out of material.
- Finally, practice laughing at yourself. You just can't help becoming more accepting of your own shortcomings, and that's a sure-fire stress-buster.

### Keep It Light

People will feel safe and comfortable around you if they know you can laugh—but not if you laugh at them. Humor that is cruel or sarcastic breeds a negative attitude in both the humorist and the audience. Stay on the light side. Life is funny enough without resorting to vicious humor.

### Rx for Laughter

The next time you're looking for an easy way to relieve stress in your life, try a dose of laughter. You can get it without a prescription—from Drs. Groucho Marx, Robin Williams and Jerry Seinfeld.



# STRESS MANAGEMENT TOOLS

## Progressive Muscle Relaxation

Tense muscles are a nearly universal reaction to stress. Few of us get through a normal work day without some tension in the neck and shoulder area. Progressive muscle relaxation not only helps you relax your muscles, it also makes you more aware of when there is tension in your body and where the tension is located. Progressive muscle relaxation also helps calm other reactions to stress, such as rapid breathing and heartbeat, stomach problems and headache.

### Relaxation in 20 Minutes

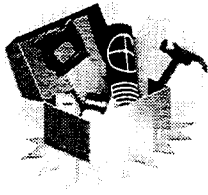
Allow yourself 20 minutes to do this exercise. If possible choose a quiet place where you can lie down undisturbed. Eventually you will be able to do all or part of this exercise sitting up at your workplace.

- 1** Relax your entire body as much as possible, allowing it to feel heavy. Take a few slow, deep breaths. Imagine the tension flowing out with each breath.
- 2** Now contract the muscles of your feet as you inhale. Hold the contraction briefly, then relax as you breathe out, still imagining the tension flowing out with the breath. Breathing out and relaxing should take more time than breathing in and contracting. Notice the feel of the muscles as they are contracted or relaxed.
- 3** Move up your body, contracting in turn the muscles of the lower legs, upper legs, buttocks and abdomen, and so on up through the body, including your arms and hands. End with your face, tensing and relaxing the muscles of your mouth, jaw, eyes and scalp. If a muscle seems particularly tense already, repeat the contraction with that muscle group.
- 4** Now lie still for five minutes, just experiencing your relaxed muscles. Continue to breathe slowly and deeply, feeling tension flow out and relaxation get deeper and deeper with each breath.
- 5** When you are ready to get up, count backward from four to one. Though you may be groggy at first, in a few minutes you will feel awake and refreshed.

### Make It a Habit

Done regularly, this exercise not only relaxes you, but it also trains your body to recognize and reduce muscle tension. Do it daily if possible, along with other stress-reducing techniques such as meditation and visualization. Or take time for a session whenever you begin to feel stressed out. You can do a mini-relaxation on the muscles you use in your work, such as the neck and shoulders if you sit at a desk.





# STRESS MANAGEMENT TOOLS

## Change Your Workstyle



Everyone has a bad day at work now and then, but if you feel hurried, irritable and frustrated most of the time, you may be suffering more than you need to from workplace stress. Here are some tips for switching to a low-stress workstyle.

### Set Priorities

Much on-the-job aggravation comes from having too much to do in too little time. Take a few minutes each day to list your priorities. Put the "must-do" tasks at the top of the list and save the others for a slow day.

### Change Your Outlook

Why does a particular event bother you more than another? Does Mary's inability to meet a deadline get you steamed because it makes you look bad or because you think she's being deliberately slow? Perhaps she's just as overworked as you. When you look at it this way, you're less likely to overreact. By the same token, take a close look at what you expect from yourself. You don't have to be perfect to be successful.

### Use Your Skills

Few things are more stressful than doing work you're not suited for. Make a list of your job's requirements and your skills. How well do they match? If there's a gap between your skills and the requirements, see what you can change. Study or ask for help learning skills you don't have. If you're not using your best skills, ask your supervisor about ways to put these skills to use.

### Be Open to Change

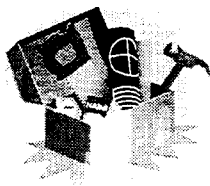
Much stress is simply a result of change we feel we can't control. If you adopt an attitude of expecting things to change, you can be ready for the change and work with it to your best advantage.

### Make a Commitment

Many people experience stress on the job because they know inside that they are not giving their best effort. Make a commitment to your work. You don't have to be heroic. Just decide to do your very best at whatever you attempt. Take pride in your company and know that your efforts are important to its success.

### Take Care of Yourself

You can't help feeling frustrated and resentful if your needs are not being met. You need to be respected and appreciated on the job. At the same time you should not be taken advantage of. Learn to say no to unreasonable demands. If these needs are not being met, talk the situation over with your supervisor. Take care of your mental and physical health by taking breaks and lunch hours. Give yourself vacation time away from the job, allowing yourself time to do the things you love. Get some exercise each day, and eat well-balanced nutritious meals both on and off the job. Finally, learn some stress-management techniques such as meditation and other relaxation techniques, for those times when stress is unavoidable.



## STRESS MANAGEMENT TOOLS

# Meditation

An ancient technique practiced in many Eastern traditions, meditation is now known to be an effective way of coping with daily stress, the kind we all experience from time to time. There are many ways to meditate. Try this method, which focuses on counting the breath.

- 1** Choose a quiet room that is not too brightly lit. The best times to do meditation are before breakfast and before dinner, but any time will do. Allow yourself five minutes at first and gradually work up to 20 minutes or more at a sitting.
- 2** Sit upright in a straight chair, with your spine erect, your ears above your shoulders and your chin tucked in—as if there were a string attached to the top of your head pulling you upright. Feet should be flat on the floor, the hands resting in your lap. Rock back and forth until you feel your posture is centered and balanced. Let your eyes droop nearly closed and directed toward a spot on the floor a few feet in front of you. Keep your body perfectly still unless you need to shift because of pain or discomfort.
- 3** Start with some deep breathing: inhale normally and exhale deeply, letting all the breath flow out. Pause, then inhale, letting the breath flow in naturally. Use the muscles of your abdomen rather than your chest to breathe.
- 4** Now allow your breathing to become natural and somewhat slow, as though you were settling down to sleep. As you exhale, count “one.” Continue counting, each time you exhale, up to 10. If thoughts enter your mind and you forget to count, simply notice and dismiss the thoughts, then begin again at “one.” Do the same with sounds and bodily sensations: simply notice and dismiss them.

- 5** If you wish to time your meditation, use a non-ticking timer, or do as many Asian practitioners do: keep time by burning a stick of incense. When you’re finished, rock gently back and forth before slowly getting up.

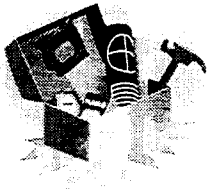
### Letting Thoughts Pass Through

Many thoughts will enter your mind as you meditate. Don’t try to stop them, but don’t follow them either. Just let them pass through. Some people like to keep a note pad next to them in case a thought arises that needs to be remembered—for instance, a chore that you had forgotten or a solution to a problem that’s been plaguing you.

### A Gentle Process

You may not notice any particular effect from meditation at first. The key is just to do it regularly, day after day. Think of drops of water slowly wearing away a mountain of anxiety. Your coworkers may be the first to notice a difference. Gradually you will find yourself getting more centered and more capable of calmly facing the many stresses of your busy life.





# STRESS MANAGEMENT TOOLS

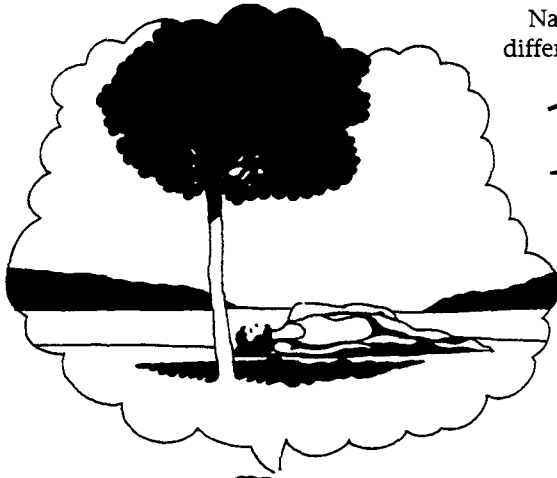
## Visualization

Here is an easy stress management technique that you can use anywhere. Visualization is a kind of "guided daydreaming" to help you relax when stress is getting the better of you. It takes only two or three minutes, though you may want to get ready for it by doing another relaxation exercise, such as deep breathing, before you begin.

### Create Your Daydream

Here's what you do: picture a scene in which you are perfectly relaxed. Perhaps you are lying on the grass on a warm spring day. Continue to visualize this scene, noticing the warmth of the sun, the breeze in the treetops, the sound of a bird singing. Keep doing this, focusing on the pleasant details of the scene until you feel as relaxed as though you were actually lying in the grass.

Naturally, if you don't enjoy lying in the grass you'll visualize a different scene. Here are some sample visualizations:



**1** It is a warm day. You are lying on your back on your raft, drifting in the shade of the trees along the shore. You trail your fingers in the cool water, relaxing completely, just rocking gently on the water and watching tiny fluffy clouds drift across the sky. It is very comfortable. You lie there as long as you want, just feeling relaxed. . .

**2** You're sitting by a crackling fire, wrapped in soft blankets. Outside a cold rain falls, but here there is only the sound of the fire and the flicker of the flames. You feel the warmth on your face, how it relaxes and soothes all your muscles. A log falls, sending up a shower of sparks. You sigh and stretch, feeling so comfortable, calm and relaxed. . .

Now you try one...

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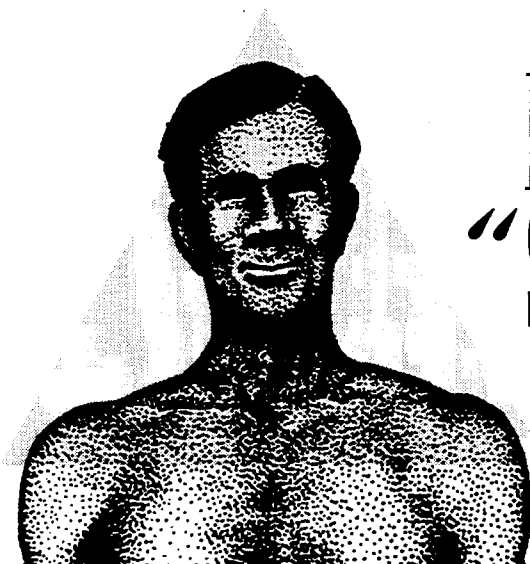
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### Give Yourself Permission

Sometimes visualization is difficult at first. Perhaps there's an inner voice telling you that daydreaming is unproductive and a waste of time. But some mental time out is important for your health. Many of our most creative ideas arise during daydreaming. Give yourself permission to visualize, and with practice it will become natural and relaxing.



# RELAX YOUR “STRESS TRIANGLE”

## *Exercises To Relieve Headache and Tension*

Traffic gets worse. It's your busy season at work. The kids are arguing. Your shoulders tense, your neck aches, you feel as if your head is gripped in a vise! The head, neck and shoulder areas (which form the “stress triangle”) are the places where we hold much of our tension. Learning how to release the tension in these muscles can help us relax and “de-stress.”

### **Find Your “Stress Triangle”**

Place your left hand on your right shoulder. Move your fingers halfway in toward your neck. You're at one point of the triangle. The second point is the same place off your left shoulder. The third point is on your forehead, between your eyes. This “stress triangle” is where we hold much of our tension.

### **Why Tense Muscles Hurt**

Your muscles tighten to protect you. That was important to your prehistoric ancestors, who needed to fight or run. But usually, you don't need that protection. When your muscle shortens, and then holds that position, “metabolites” (the waste products from muscle activity) get trapped, causing pain. The pain is released when the muscle regains its natural length.

### **Stretch Away Tension**

These simple stretches and rolls can help relieve tightness in your “stress triangle.”

- **Neck roll.** Stretch your right ear to your right shoulder, keeping your left shoulder pulled down. Roll your head down so your chin is on your chest. Continue on to your left side. Do rolls from side to side. Begin with eight, build up to 16.
- **Shoulder shrug.** Draw a big circle with your shoulders, one at a time. Start with four, build up to eight times, going forward, then back.
- **Pick fruit.** With one hand, reach up as if you were picking an apple from a tree slightly ahead and far above you. Go from one arm to the other, building up to eight times on each side.
- **Massage yourself.** Use your right hand to work on your left shoulder and left hand on your right shoulder. Work your fingers gently but firmly, beginning with your shoulder blade, moving up toward the neck and including the scalp.
- **Standing body roll.** Let your head roll forward until your chin is on your chest. Keep rolling down as your knees begin to bend. When your hands are hanging near your knees, rest there a moment and slowly roll back up. Work up to 10 times.

### **Welcome Release**

At work, at home or wherever you are, take a few moments to release stress. Use these exercises once an hour, if necessary. You'll feel better and prevent tension from building up in your body.

# Setting Limits

Sometimes it's hard to learn to care for ourselves as much as we care for others. And if we tend to view other people's needs as more important than our own, it can be doubly hard. This exercise will help you identify some areas in which you might be shortchanging yourself.

List a few of the demands on your life that absolutely must be done. Include the needs and demands from your work, spouse, children, relatives, church, other organizations, etc.:

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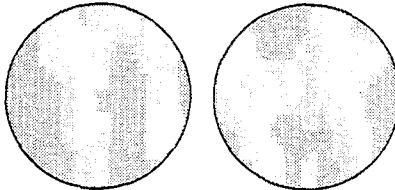
Now think about your own needs.

Do you wish for any of the following?

- More free time
- Space to do work
- More time with spouse, kids, etc.
- Help with household chores
- Someone to talk to
- More help with the kids
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Setting limits is a way of making sure you have time and energy to take care of yourself.

The "pies" below represent your life. Divide the first pie to show how your life is divided today between *your* needs and those of others. How big a piece are you getting?



**My Life Now    My Life As I'd Like It**

Divide up the second pie to show how your time would be divided if you were taking better care of yourself.

What limits can you set to guarantee that you will get your share of the pie? What are you willing to stop doing for others so that you can meet your needs?

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It takes practice to be firm about your limits. When you allow others to step over your limits, what is the most common reason?

- I feel uncomfortable saying "no".*
- I'm afraid of losing someone or something (my friend, my job, my spouse, my children's love).*
- I feel guilty if I don't.*
- Their needs seem more important than mine at the time.*

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When you allow time for your own needs to balance out the time you spend doing for others you'll probably be surprised at how much more you accomplish all around.



# Practicing ANGER MANAGEMENT

Like any other skill, managing anger takes practice. The next time you get angry, try these approaches:

- ✓ Make a clear statement: I'm angry because \_\_\_\_\_  
\_\_\_\_\_. (Be specific.)
- ✓ Study your anger. "Why do I get angry at this?"
- ✓ Visualize yourself in the room with the person. Say what's on your mind.
- ✓ Choose a time to talk that is good for you and the other person. Maintain eye contact and a calm voice while talking.
- ✓ Put yourself into the other person's shoes. Allow yourself to be "wrong" some of the time.
- ✓ Avoid blaming, attacking, or bringing up other grievances.
- ✓ Use "I" statements: "I get angry when...". Blaming statements often start with "you": "You never..."
- ✓ Can the situation be changed or avoided in the future? If the answer is yes, think about how that can be accomplished. If the answer is no, work toward acceptance. Remember, you can't control other people's behavior, but you can control the way you respond.
- ✓ Use relaxation techniques such as deep breathing exercises or imagery—focusing on a peaceful place, thought or sound.
- ✓ Write a letter to the person with whom you're angry. Refrain from delivering the letter for a few days. When you review it, you may decide to take another approach.
- ✓ Find a physical outlet for anger, such as exercise or housework.
- ✓ Set a time limit for anger. Then let it go.
- ✓ Use positive self-talk: "I'm angry but I can get on with my life or my job."
- ✓ Know your limits. Seek counseling if anger continues to be a big problem for you.

## Keep Track of Your Anger Response:

Something that triggered my anger:	My response:	Something I did well in this situation:	Something I could have done better:

It helps to practice anger management techniques with a neutral person. Get together with a friend and take turns role-playing, each assuming the role of the person the other one is angry with.

## Stress Management Radio Spots

1. If you're in the rat race and the rat is winning...if your kitchen has been granted federal disaster assistance...if keeping all the balls in the air is getting harder, become a Stressbuster. As part of its Targeting Health series, [name of MTF] offers a short course on stress management. There are three two-hour sessions on Tuesday evenings beginning [date] at 7:00 PM. Call XXX-XXXX for more information.
2. [Name of MTF] presents 101 ways to relieve stress: #1 - Tell someone "I love you." #2 -Practice laughing out loud. #3 - Stop and look out the window. Brought to you by [name of MTF/ health promotion program, XXX-XXXX].
3. [Name of MTF] presents 101 ways to relieve stress: #34 - Learn to say no. #35 - Change your coffee break to an exercise break. #36 - Make time for play. Brought to you by [name of MTF/ health promotion program, XXX-XXXX].
4. Some things are worth feeling stressed about — getting married, death of a loved one, starting a new job; some things aren't — the weather, traffic, sibling rivalry. Want to learn more about stress and how to deal with it? Call [name of health promotion office/ department, XXX-XXXX] for information on classes and brochures.
5. Some things are worth feeling stressed about — a spouse's deployment, divorce or separation, becoming a parent; some things aren't — traffic jams, burning dinner, long lines at the checkout counter. Want to learn more about stress and how to deal with it? Call [name of health promotion office/ department, xxx-xxxx] for information on classes and brochures.
6. Is stress good or bad? How do you know if there's too much stress in your life. What can you do about it? Look for our brochures and Stress Quiz in all Outpatient clinic waiting rooms, or call XXX-XXXX for more information.
7. Many people think of stress as another way of saying tension or pressure. Actually, stress is just the way we respond to change. It is a defined response by your body demand made on it. Your pulse and blood pressure increase; your blood sugar rises. This happens in response to positive stressors, such as becoming a parent, as well as to negative ones, like getting fired. Your body can't tell the difference between positive and negative stressors. If you can't let off steam or relax, the effects can be harmful. To learn more about [name of MTF's stress management programs, call XXX-XXXX].
8. Life's major stressors (each one read by a different voice)...Getting married...Serious illness or injury...Becoming a parent. . .Death of a loved one. ..Moving.. .Money problems...Changing jobs...Retirement...Divorce...Spouse's deployment... To learn how to keep stress from overwhelming you, sign up for "Targeting Health: Become a Stressbuster," a four-session course in stress management. Call XXX-XXXX today!
9. Not all stress is bad, but too much can threaten your physical and mental health. Are you feeling overwhelmed or out of control. Are little things "getting your goat?" Do you feel irritable, anxious or depressed? Are you tired all the time? Are you eating too much or too little? For a free stress assessment and information on classes in stress management, call XXX-XXXX.

10. Five-minute Stressbusters — deep breathing, meditation, progressive relaxation, laughter, and stretching. Learn how to use these techniques to relieve stress. Targeting Health offers both a class and a seminar on stress management. Free to all military beneficiaries. Call XXX-XXXX to register.

## STRESS MANAGEMENT SAMPLE RADIO/E-MAIL SPOTS\*

### Stress Relievers

Preface each group of three with "[Your program or MTF's name and Parlay International] bring you 101 ways to relieve stress:"

1	#1 - Tell someone "I love you." #2 - Practice laughing out loud. #3 - Stop and look out the window.
2	#4 - Ask for help. #5 - Meditate. #6 - Work a crossword puzzle.
3	#7 - Call up an old friend. #8 - Cry. #9 - Build a model ship.
4	#10 - Apologize for a mistake. #11 - Stand up and stretch. #12 - Watch a really good movie.
5	#13 - Stop and yawn. #14 - Eat an orange slowly, segment by segment. #15 - Dance.
6	#16 - Angry? Talk to a friend about it. #17 - Tell a joke. #18 - Count to ten or 1,000 before exploding.
7	#19 - Climb a mountain. #20 - Cut back on caffeine. #21 - Go for a brisk walk.
8	#22 - Close your eyes. What do you see? #23 - Do one thing at a time. #24 - Get a massage.
9	#25 - Count your blessings - make a list. #26 - Fly a kite. #27 - Plan ahead.
10	#28 - Eat a good breakfast. #29 - Play with your dog. #30 - Keep a journal of thoughts and feelings.
11	#31 - Daydream: spend your coffee break at the beach. #32 - Forgive someone. #33 - Get a good night's sleep.
12	#34 - Get a pet. #35 - Look at the big picture. #36 - Go fishing.
13	#37 - Find someone you're grateful to and thank them. #38 - Hug a tree. #39 - Lift weights.
14	#40 - Learn to say no. #41 - Change your coffee break to an exercise break. #42 - Make time for play.
15	#43 - Take a child to the playground. #44 - Get up 15 minutes early. #45 - Go swimming.



16	#46 - Put a cat in your lap. #47 - Laugh at something you did. #48 - Take a deep breath and let it all out.
17	#49 - Go to work a different way. #50 - Listen to the birds. #51 - Hug someone you love.
18	#52 - Take a leisurely stroll. #53 - Look closely at a flower, leaf, blade of grass, or tree trunk. #54 - Work out at the gym.
19	#55 - Take a long bath. #56 - Clasp your hands behind your head and stretch your shoulders. # 57 - Make love.
20	#58 - Lie in a hammock. #59 - Read something funny every day. #60 - Put on some music.
21	#61 - Plant a flower. #62 - Share feelings with someone. #63 - Take a nap.
22	#64 - Make a list then follow it. #65 - Take a herb tea break. #66 - Read a good book.
23	#67 - Wash the car. #68 - Massage your temples. #69 - Put plants in your office.
24	#70 - Roll your shoulders up and around in a circular motion. #71 - Quit smoking. # 72 - Take one day at a time.
25	#73 - Sit by a fountain or stream. Close your eyes and hear the water. #74 - Do a good deed. #75 - Take the back treads.
26	#76 - Ride your bike to work. #77 - Put your feet up. #78 - Write a poem.
27	#79 - Practice yoga. #80 - Take the stairs. #81 - Practice laughing out loud.
28	# 82 - Wear ear plugs when it's noisy. #83 - Take time for the sunset - or sunrise. #84 -Sing a song.
29	# 85 - Write down your fears. - #86 - Walk barefoot in the grass. #87 - Take up knitting.
30	#88 - Talk positively to yourself: "I can do a great job." "I can stay calm under pressure."
31	#89 - Paint a peaceful scene - in your imagination. #90 - Write a letter to the editor. #91 -Spend an evening without TV.
32	#92 - Write down your dreams. #93 - Sit by a fire. #94 - Turn cocktail hour into exercise hour.
33	#95 - Watch a cloud for 5 minutes. #96 - Write to your congressperson. #97 - Play a round of golf.
34	#98 - Smell a rose. #99 - Watch an ant or other insect for 5 minutes. #100 - Look off intothe distance.

Close each group of three with: "To learn more about stress and how to manage it, call XXX-XXXX."

\* Based on Parlay International poster: "101 Stress Relievers."

## Why do you smoke?

Smokers use tobacco for many different reasons. Understanding why you smoke may help you quit.

If you smoke for energy....

- Get enough rest.
- Exercise regularly.
- Take a brisk walk.
- Drink lots of cold water.
- Avoid getting bored.

If you like handling cigarettes...

- Doodle.
- Play with coin, ring, etc.
- Take up a hobby to keep your hands busy.

If you smoke for pleasure...

- Enjoy the pleasures of being tobacco free.
- Savor the taste of food.
- Spend cigarette money on other pleasures.

If you smoke to relax...

- Use relaxation techniques such as deep breathing and imagery.
- Avoid stressful situations when practical.
- Get enough rest.
- Take a long hot bath. Have a massage. Lie in a hammock.

If you crave cigarettes...

- Try nicotine replacement therapy.
- Join a smoking cessation group.
- Avoid favorite smoking areas.
- Think of yourself as a non-smoker.

Adapted from National Institutes of Health's *Why do you smoke?*

*Open for more quit tips!*

## Tobacco and Readiness

*"Smokers took more than two minutes longer to finish a two mile run than nonsmokers."*

*Military Medicine, Vol 151, February 1986.*

*"Cigarette smoking does impact adversely on athletic performance. Non-smokers outperformed smokers in three of four categories."*

*Military Medicine, Vol 158, July 1993.*

*"Individuals who smoked cigarettes were more likely to sustain injuries during physical training and operational activities..."*

*American Journal of Preventative Medicine, Vol 10 No 3, May 1994.*

*"Cigarette smoking is a big risk factor for stress injury during athletic activities. Soldiers who smoke have up to a 2.5 times greater risk of joint and bone injuries"*

*Army Ground Accident Report, Vol 13, No 8, August 1992.*

*"Smoking significantly increases the risk of sustaining a musculoskeletal injury in female Army basic trainees."*

*Dettori, et al, Smoking and Injury Risk Among Female U.S. Army Basic Combat Trainees. Third International Conference for Injury Prevention and Control, Melbourne, Australia, 1996.*

*"Risk factors for training-related injuries identified by this study were cigarette smoking..."*

*Reynolds, K.L., Heckel, H.A., Witt, C.E., et al. Cigarette smoking, physical fitness, and injuries in infantry soldiers. American Journal of Preventive Medicine 10(3): 1454-150, 1994.*

# Targeting Tobacco

*You can be tobacco free!*



Directorate of Health Promotion and Wellness  
U.S. Army Center for Health Promotion and Preventive Medicine

## ***Tobacco is costly***

Tobacco is the number one cause of preventable deaths in society today, responsible for over 400,000 deaths per year. One out of every 5 people who die this year will die because of tobacco use. Each pack of cigarettes sold costs Americans about \$3.90 in smoking related expenses. The health risks are obvious, but unfortunately breaking the habit is very difficult because nicotine is addictive. Although quitting is not easy, millions have been successful.



## ***Beware of substitutions***

Chewing tobacco, cigars or others forms of tobacco are **NOT** safe alternatives for cigarettes. These products are highly addictive. Individuals using these products have a 4 to 10 times higher risk of dying from throat and mouth cancer than non-smokers. Carcinogens are more concentrated in smokeless tobacco and can cause cancer at a younger age. The second hand smoke from one cigar equals three cigarettes.

## ***Tips for quitting***

**Prepare yourself mentally**– Think of the positive aspects, such as improved health, better smelling breath, and more money in your pocket. Remember, a positive attitude is the key to success. Quitting requires effort but is not impossible. You can join the millions who have quit.

**Learn from past attempts**– Do not be discouraged if this is not the first time you have tried to quit. Sometimes it takes 2 or 3 times to finally quit. Keeping a smoking log for several days can help identify triggers that increase your desire to smoke. Plan ways to beat the urge to smoke. Your chances for success increase with every attempt.

**Set a target date for quitting**– Make a promise to that date and tell others. Do not let anything change it. Celebrate your quit day. This is the beginning of your smoke-free life.

**Know what to expect**– Prepare yourself for the tobacco urge to hit and have a plan to handle it. Stock up on hard candies, gum, mouthwash, and mints. Be sure to drink plenty of fluids, especially water, to wash the nicotine out of your body. Remember withdrawal symptoms are temporary and are signs that the body is starting a healing process.

**Involve someone else**– Ask a friend or spouse to quit with you or to support you in your effort. Consider joining a support group or attending a smoking cessation program.

**Try nicotine replacement therapy**– Nicotine gum and patch decrease the craving for nicotine by gradually reducing the nicotine level in your blood. Both are available over the counter. Nicotine nasal spray is available by prescription only. Pregnant women, individuals with heart disease, high blood pressure, and children should consult with a physician before using these products.

**WARNING:** *It is important not to use tobacco while using nicotine replacement therapy!*

**Recognize and avoid tempting situations**– Don't be caught unaware! Find new habits that making smoking difficult. Brush your teeth after each meal instead of smoking. Talk a walk instead of a coffee break, but avoid smoking areas. Use the four D's to fight a craving:

*Delay*

*Deep breathing*

*Drink water*

*Do something*

Remember, these feeling's will only last a short while and will be less frequent as time goes on. Hang in there!

**Avoid the weight gain trap**– Weight gain is a major concern for many individuals who quit smoking. However, studies' show the average weight gain for those who quit is only five to ten pounds and weight can be prevented with a sensible diet and proper exercise.

For more information, please contact:

USACHPPM

Directorate of Health Promotion and Wellness

ATTN: MCHB-DC-HMH

Aberdeen Proving Ground, MD 21010-5422

(410) 671-4656 (800) 222-9698

## What Can Be Done to Reduce Stress.

(From the American Cancer Society)

1. Break down every big job into small components so it doesn't become overwhelming to you. Make a list of the work you want to accomplish each day. Prioritize your list and work on accomplishing the top 3 items.
2. Do neck rolls frequently throughout the day to relieve the stiffness and tightness in neck muscles. Let your shoulders drop. Release the tension.
3. Become more aware of your surroundings. By deliberately slowing down your walk and conversation, you absorb more of your surroundings and reorient yourself to a slower pace.
4. Avoid being a perfectionist. Put your best effort into whatever you are doing; then relax and don't worry about the results. Perfection implies unrealistic expectations. Perfectionists are hard to live with because of the excessive demands they make on themselves and others.
5. When problems begin to overwhelm you, temporarily remove yourself from the situation. Once your mind is rested, you will see solutions.
6. Be assertive. Take action and speak clearly and openly on your ideas and needs.
7. Take time out from your work. Schedule regular vacations and opportunities to get away from it all. Try to plan these in such a way that they are long enough and frequent enough to allow you to relax and change your routine and pace.
8. Exercise regularly and moderately. Research has suggested that those who exercise regularly, i.e., 3 to 4 times a week, tend to live longer and healthier lives than those who do not. Walk, run, bike, play sports.
9. Maintain a reasonable diet. Three meals a day is important for all of us. A number of research studies have suggested that those who have 3 meals a day (especially those who eat breakfast) live longer and healthier lives. Avoid junk food and try to eat a balanced diet. Listen to your body and its reaction to your food intake. If you attend to your body's reactions, you will learn the importance of regular and balanced meals.
10. Develop outside interests and activities. Total involvement in job or home responsibilities can produce total isolation and an obsession with work. Relax on weekends by doing something different from the pattern you have established during the week.
11. Think about something entirely different than work. Close your eyes and visualize an extremely relaxing and peaceful scene. Try to see it as clearly and distinctly as you can in your mind's eye. Color in the trees, and the ocean. Focus on color. Let yourself relax. Let the tension slip away. Take a breath--deeply and slowly.
12. Talk it out. When things get to you, find someone you can talk to and confide in. Expressing your feelings has a purpose. It allows you to release the feelings of tension and anger that have built up. Effective communication with others is a key factor in being able to cope with stress. Keep the channels of communication open with those close to you. Learn to talk about your frustrations and thoughts.

# Targeting Stress

*Managing Change Effectively*



Directorate of Health Promotion and Wellness  
U.S. Army Center for Health Promotion and  
Preventive Medicine

**What is Stress?**

## Are You Stressed Out?\*

Take this quiz to find out. Check the box, if the statement is true about you.

- I often have digestive upsets.
- I tend to lose my temper easily.
- I have trouble sleeping.
- People say I am a "worry wart."
- I have difficulty concentrating.
- I feel tired and drained all the time.
- I tend to watch a lot of TV.
- I often get migraines or tension headaches.
- I feel "blue" and have a hard time getting over it.
- I'm really impatient with other people
- I feel "burned out."
- I feel like the harder I work, the more behind I get.

### Count the Checks. If your score is:

**0-3** Congratulations! You don't seem to be experiencing many common symptoms of stress.

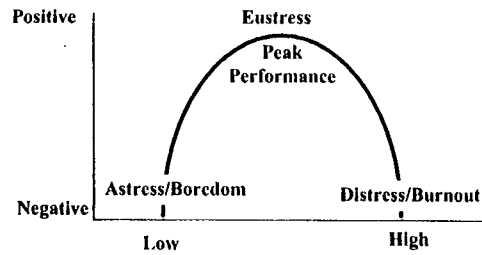
Come to the **Targeting Stress** class to learn new ways to maintain your low-stress habits.

**4-8** You have quite a few symptoms of stress. Learn how to cope better by using the techniques demonstrated in the **Targeting Stress** class.

**9-12** The many symptoms you are experiencing may be related to high levels of stress. You can begin to relieve these symptoms by learning to manage stress during the **Targeting Stress** class.

\* adapted from the American Heart Association's,  
*Common Sense About Feeling Tense.*

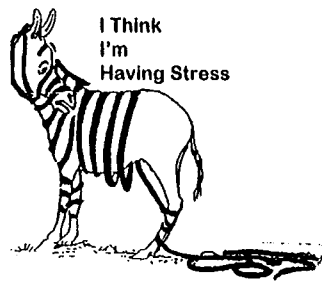
Stress is defined as anything that places a demand on physically, mentally, or emotionally. It makes us change the normal way we live. Most of us think of stress as a crisis, but not all stress is bad. Without stress (*eustress*), life would be boring. There would be no growth and no change. With too much stress (*distress*), we reach overload. Our ability to cope becomes limited, and we feel burned out. However, some stress is good. It can provide an opportunity to bring about positive changes in our lives. We call this *eustress*. It is the type of stress that leads to **peak performance**.



### What are the Signs of Stress?

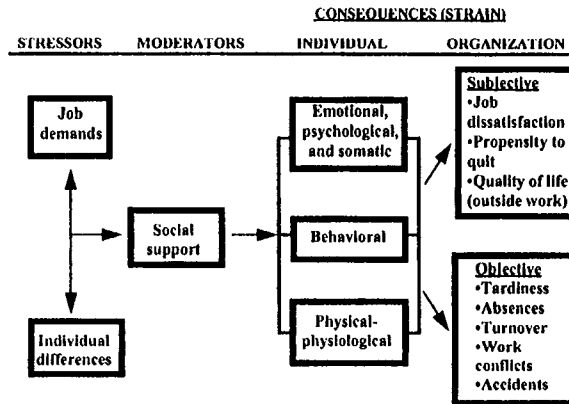
Stress brings about many physical and emotional changes. Your heart rate and breathing increase. Your muscles tense. Your adrenaline begins to flow. In general, your body is getting geared up to meet a challenge. However, when stress is too high or lasts for a long time, some of the negative effects of stress may be felt. These include:

- Depression
- Headaches
- Hypertension
- Anger/Irritability
- Weight Gain/Loss
- Fatigue
- Will Over Into Family/Work



### Stress and Work

Work is often a major source of stress. It can lead to job dissatisfaction, thoughts of quitting, and reduced performance. Managing workplace stress is critical to improving the quality of products and services, as well as improving employee quality of life. Factors that reduce workplace stress include clear and unambiguous directions, employee empowerment or partnering, and supervisor support. Supervisor support may be the most important moderator of workplace stress.

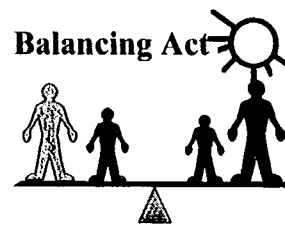


From: Dolan, S. (1994). Stress management intervention and assessment: An overview and an account of two experiences. In A. Korman & Ass. (Eds.) *Human Dilemmas in Work Organizations*. New York: Guilford Press, p. 40.

### Ways to Manage Stress?

The key to managing stress is making stress work for you. It is a balancing act. If the demands at work are high, those demands need to be balanced by enjoyable activities. The following are some activities to help keep stress manageable.

- Play
- Social support
- Mini-Vacations
- Keeping a Healthy Perspective
- Assertiveness
- Skill Building



Making Life a Little Easier

On the back of this pamphlet is a list of additional ways to manage stress.

### Countering Stress

Building skills to help manage change may help offset the pressures life places on all of us.



Some skills to develop are:

- Relaxation Training
- The One-Minute Relaxer
- Balancing Act
- Time Management

### Summing it Up

- Stress is a crisis and an opportunity
- Perception plays a major role
- Support mediates stress effects
- Balance is important

For more information, please contact:  
 USACHPPM  
 Directorate of Health Promotion and Wellness  
 ATTN: MCHB-DH-P  
 Aberdeen Proving Ground, MD 21010-5422  
 (410) 671-4656.

## **Suicide Prevention Quiz?\***

*Take this quiz to test your knowledge.*

*Circle "T" for true, "F" for False.*

1. Of any 10 persons who kill themselves, 8 have given definite warnings of their suicidal intentions. T F
2. Spring and Mondays are have the highest numbers of suicides. . T F
3. A history of past suicidal attempts is sad, but not useful in predicting future attempts. . T F
4. Suicide rates are higher among the 15-24 year old age group. T F
5. Suicide is not ranked in the top ten causes of death in the United States. . T F
6. There is three attempts at suicide for every one completed suicide. . T F
7. Individuals who attempt to kill themselves are suicidal for limited time periods only. . T F
8. Improvement following a suicidal crisis means that the self injury risk is over. . T F
9. Studies of hundreds of genuine suicide notes indicate that although the suicidal individual is extremely unhappy, he or she is not necessarily mentally ill. . T F
10. Suicide rates are higher in the military than civilian sector. . T F
11. Women attempt suicide as often as men in the United States. . T F
12. At one time or another, almost everyone contemplates suicide. . T F
13. Most suicidal persons who die did not have mixed feelings about living or dying. . T F
14. Almost no one commits suicide without letting someone know about their intentions. . T F
15. All verbal indications of suicide intent should be taken seriously, even when actual lethality is minimal. . T F
16. If one suspects that a person is thinking about suicide, asking about it may cause the person to commit suicide. . T F

***To Discover Your Score, Read On!***

## **Answers to the Quiz:**

1. True.
2. True.
3. False. A history of past coping behaviors (including suicide attempts) is a good indicator of future coping behavior.
4. False. Suicide rates are highest among those over 65 years old. Their rates tend to be more than 50% higher than the national average and 15-24 year olds.
5. False. Suicide ranks in the top ten causes of death. For 15-24 year olds it is third following accidents and homicides.
6. False. Estimates vary, but generally there are 8 to 20 attempts for every completed suicide.
7. True.
8. False. Often the person is at greater risk of suicide when they appear to be improving. For depressed people, as they improve they now have the energy to act on their depressed feelings.
9. True. However, mental health diagnoses (e.g., depression, schizophrenia, alcoholics, and panic disorders) are associated with greater risks of suicide.
10. False. The suicide rate in the military is generally the same as in the civilian sector. However, over the past 8 years it has risen from 11.7 per 100,000 to 14.2 per 100,000.
11. False. Risk of attempted suicide is greater for females and the young. Females generally make 3 to 4 times as many attempts as males. Males tend to choose more lethal and successful methods.
12. True. Given enough stress, almost all of us consider suicide as an option. Estimates of young attempted suicides is from 100 to 1 and 200 to 1.
13. False. Most people who are suicidal are unsure about whether to live or die.
14. True. One of the commonalties of suicide is the communication of intent.
15. True. Especially higher functioning individuals are less likely to convey their intent. Any hints should be taken seriously. Do not be afraid to ask!
16. False. Instead, asking the person and expressing concern may save their life.

# Targeting Suicide

***Don't Be Afraid to Ask!***



Directorate of Health Promotion and Wellness  
U.S. Army Center for Health Promotion and  
Preventive Medicine

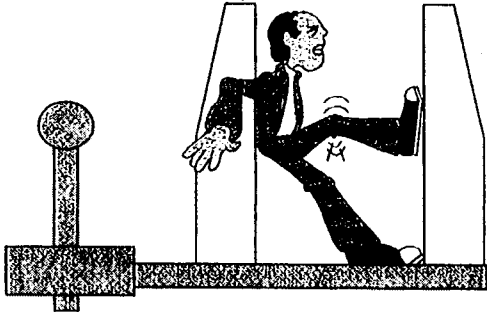
## **Suicide is Preventable**

Spring, the season of new life is when most suicides occur. Suicide is one of the top ten causes of death in the United States. It ranks as the third leading cause of



death among those 15 to 24 years old. Last year alone over 30,000 persons killed themselves; that is one suicide every 17 minutes. Almost everyone has thought about suicide, but no one needs to die by their own hand.

Suicide is preventable, if you watch for the warning



signs, stop to ask a few questions, and take the time to help. Here are a few key points to help guide your questions and some suggestions on how to help. Don't be afraid to ask!

## **Who is at greatest risk?**

In general, suicide rates within the Army about the same as those in a similar civilian population. Anyone, service members, spouses, children, and relatives may think about suicide given enough stress. People attempt

suicide for a number of reasons. Those who are at the greatest risk of self-injury are emotionally upset over work problems, a relationship that is in trouble, or a major life change. They may blame themselves and allow self-hate, self-blame, guilt and shame to fester. They withdraw from others and outside activities. They develop tunnel vision as their hope narrows--all they can see is continued suffering. Finally, there is the thought that ceasing to be would stop the pain.

## **What are the Signs of Suicide?**

Most people who attempt suicide really do not want to die. They are asking for help. Eight out of ten people who commit suicide have indicated to someone their intention of killing themselves. As a rule, if you can lower the emotional distress that has led someone to consider suicide, you will also lower their risk of committing suicide.

### **Watch for these Warning Signs:**

- Confusion
- Financial Reversal or Loss of Social Status
- A Family History of Suicide
- Previous Suicide Attempts
- Feelings of Failure
- Talk About Death or Committing Suicide
- Lack of Roots or Social Relationships
- Over emphasizing a Lack of Suicidal Thoughts
- Withdrawal from Others and Outside Activities
- Recent Break-up of a Significant Relationship

For more information, please contact:

USACHPPM  
Directorate of Health Promotion and Wellness  
ATTN: MCHB-DC-HMH  
Aberdeen Proving Ground, MD 21010-5422  
(410) 671-4656.

## **Suicide Prevention Tips**

You can help prevent a suicide by asking a few important questions.

1. What is going on?
2. Where do you hurt?
3. What would you like to happen?
4. What do you feel that you have to solve or get out of?
5. Do you have any plans to do anything harmful to yourself and what might you do?
6. What would it take (to keep you alive)?
7. Have you ever been in a situation like this before, what did you do, what happened, and how was it resolved?

## **For More Information and Help**

If you need help or you are concerned that someone you know may be at risk of suicide, there are caring professionals who are there to help. Please contact your chaplain, Community Mental Health Services, Division Mental Health Services, Clinical Psychology Service, Social Work Services, or Department of Psychiatry. After normal duty hours, go to the Emergency Room of your military treatment facility. There are people who care. Don't be afraid to ask!

## **Summing it Up**

The American Association of Suicidology advises: **Believe It.** Take any signs or threat of suicide seriously.

**Listen Carefully.** Keep the lines of communication open, ask questions, and talk calmly. Be sympathetic. Don't be judgmental or give false assurances that everything will be all right.

**Get Help.** Call a suicide prevention center, mental health clinic, physician, chaplain, or other qualified mental health professional.

**Be There.** Be supportive and show that you care. Do not leave him or her in a crisis. Follow up by staying in touch and encouraging him or her to continue treatment.

# SELECTED HEALTHY PEOPLE 2000 OBJECTIVES FOR THE DEPARTMENT OF DEFENSE

## ***Fitness and Nutrition***

1. (DoD#1/DHHS #1.2) Reduce overweight as measured by Body Mass Index (BMI) to a prevalence of no more than 20 percent among people aged 20 and older and no more than 15 percent among adolescents aged 12 through 19.
2. (DoD #2 / DHHS #1.4) Increase to at least 20 percent the proportion of people aged 18 and older and to at least 75 percent to the proportion of children and adolescents aged 6 through 17 who engage in vigorous physical activity that promotes the development and maintenance of cardio-respiratory fitness 3 or more days per week for 20 or more minutes per occasion.
30. (DoD #119 / DHHS #15.6) Reduce the mean serum cholesterol level among adults to no more than 200 mg/dL.
33. (DoD #8 / DHHS #2.16) Increase to at least 90 percent the proportion of DoD food service operations that offer identifiable low-fat, low calorie food choices, consistent with the Dietary Guidelines for Americans.

## ***Tobacco***

3. (DoD #12 / DHHS #3.4) Reduce cigarette smoking to a prevalence of no more than 15 percent among people aged 20 and older. (3a. Military personnel Goal = 20%)
4. (DoD #17/ DHHS #3.9) Reduce smokeless tobacco use by males aged 12 through 24 to a prevalence of no more than 4 percent.
10. (DoD #112 / DHHS #14.10) Increase abstinence from tobacco use by pregnant women to at least 90 percent and increase abstinence from alcohol, cocaine, and marijuana by pregnant women by at least 20 percent.
34. (DoD #18 / DHHS #3.11) Increase to at least 75 percent the proportion of work-sites with a formal smoking policy that prohibits or severely restricts smoking at the workplace.
35. (DoD #22 / DHHS #3.16) Increase to at least 75 percent the proportion of primary care and oral health care providers who routinely advise cessation and provide assistance and follow-up for all of their tobacco-using patients.



43. (DoD #129 / DHHS #16.10) Increase to at least 75 percent the proportion of primary care providers who routinely counsel patients about tobacco use cessation, diet modification, and cancer screening recommendations.

## ***Drug and Alcohol***

5. (DoD #27 / DHHS #4.7) Reduce the proportion of high school seniors and college students engaging in recent occasions of heavy drinking of alcoholic beverages to no more than 28 percent of high school seniors and 32 percent of college students.

20. (DoD #32 / DHHS #4.18) Extend to all DoD facilities legal blood alcohol concentration tolerance levels of .04 percent for motor vehicle drivers aged 21 and older and 00 percent those younger than age 21.

36. (DoD #30 / DHHS #4.14) Adopt alcohol and drug policies for the work environment for all work-sites.

37. (DoD #31 / DHHS #4.15) Extend to all DoD facilities, driving mileage suspension/revocation laws or programs of equal effectiveness for people determined to have been driving under the influence of intoxicants.

## ***Occupational Safety and Health***

6. (DoD #56 / DHHS #9.2) Reduce nonfatal unintentional injuries that require hospitalization to no more than 798 per 100,000 people.

7. (DoD #65 / DHHS #9.12) Increase use of occupant protection systems, such as safety belts, inflatable safety restraints, and child safety seats, to at least 85 percent of motor vehicle occupants.

8. (DoD #66 / DHHS #9.13) (Occupation and Safety) Increase use of helmets to at least 80 percent of motorcyclists and at least 50 percent of bicyclists.

### **Occupational Safety and Health**

24. (DoD #57 / DHHS #9.3) (Occupation and Safety) Reduce deaths caused by motor vehicle crashes to no more than 1.9 per 100 million vehicle miles traveled and 17 per 100,000 people. Baseline: 2.4 per 100 million vehicle miles traveled (MVMT) and 19.1 per 100,000 people in 1987.

25. (DoD #71 / DHHS #10.1) Reduce deaths from work-related injuries to no more than 4 per 100,000 full-time workers.

26. (DoD #72 / DHHS #10.2) Reduce work-related injuries resulting in medical treatment, lost time from work, or restricted work activity to no more than 6 cases per 100 full-time workers.

27. (DoD #79 / DHHS #10.9) (Occupation and Safety) Increases hepatitis B immunization levels to 90 percent among occupationally exposed workers.

32. (DoD #140 / DHHS #17.6) (Occupational and Safety) Reduce significant hearing impairment to a prevalence of no more than 82 per 1,000 people.
39. (DoD #51 / DHHS #8.6) Increase to at least 85 percent the proportion of work-sites that offer health promotion activities for their employees, preferably as part of a comprehensive employee health promotion program.
40. (DoD #68 / DHHS #9.19) Extend requirement of the use of effective head, face, eye, and mouth protection to all DoD activity sponsored sporting and recreation events that pose risks of injury.
41. (DoD #80 / DHHS #10.10) Implement occupational safety and health plans at all DoD activities for the identification, management, and prevention of leading work-related diseases and injuries within the activity.
42. (DoD #83 / DHHS #10.13) Increase to 100 percent the proportion of work-sites that offer back injury prevention and rehabilitation programs.

## **Dental**

9. (DoD #98 / DHHS #13.3) Increase to at least 45 percent the proportion of dentate people aged 35 through 44 who have never lost a permanent tooth due to dental caries or periodontal diseases.

## **Blood Pressure and Cholesterol**

11. (DoD #118 / DHHS #15.5) Increase to at least 90 percent the proportion of people with high blood pressure who are taking action to help control their blood pressure.
12. (DoD #122 / DHHS #15.13) Increase to at least 90 percent the proportion of adults who have had their blood pressure measured within the preceding 2 years and can state whether their blood pressure was normal or high.
13. (DoD #123 / DHHS #15.14) Increase to at least 75 percent the proportion of adults who have had their blood cholesterol checked within the preceding 5 years.

## **Women's Health**

14. (DoD #130 / DHHS #16.11) Increase to at least 80 percent the proportion of women aged 40 and older who have ever received a clinical breast examination and a mammogram, and to at least 60 percent those aged 50 and older who have received them within the preceding 1 to 2 years.
15. (DoD #131 / DHHS #16.12) Increase to at least 95 percent the proportion of women aged 18 and older with intact uterine cervix who have ever received a Pap test,

and to at least 85 percent those who received a Pap test within the preceding 1 to 3 years.

#### Women's Health

31. (DoD #127 / DHHS #16.3) Reduce breast cancer deaths to no more than 25.2 per 100,000 women.

38. (DoD #36 / DHHS #5.10) Increase to at least 60 percent the proportion of primary care providers who provide age-appropriate preconception care and counseling.

### **Maternal and Child**

10. (DoD #112 / DHHS #14.10) Increase abstinence from tobacco use by pregnant women to at least 90 percent and increase abstinence from alcohol, cocaine, and marijuana by pregnant women by at least 20 percent.

28. (DoD #109 / DHHS #14.5) Reduce low birth weight to an incidence of no more than 5 percent of live births and very low birth weight to no more than 1 percent of live births.

29. (DoD #110 / DHHS #14.7) Reduce severe complications of pregnancy to no more than 15 per 100 deliveries.

### **STDs**

16. (DoD #148 / DHHS #18.4) Decrease to no more than 50 percent the proportion of sexually active, unmarried people who did not use a condom at last sexual intercourse.

17. (DoD #172 / DHHS #21.3) Increase to at least 95 percent the proportion of people who have a specific source of ongoing primary care for coordination of their preventive and episodic health care.

18. (DoD #153 / DHHS #19.1) Reduce gonorrhea to an incidence of no more than 225 cases per 100,000 people.

### **Stress and Suicide**

21. (DoD #38 / DHHS #6.1) Reduce suicides to no more than 9.9 per 100,000 people.

## **Violence**

22. (DoD #44 / DHHS #7.4) Reverse to less than 25.2 per 1,000 children the rising incidence of maltreatment of children younger than age 18.

23. (DoD #45 / DHHS #7.5) Reduce physical abuse directed at women by male partners to no more than 27 per 1,000 couples.

## **Preventive Medicine**

44. (DoD #171 / DHHS #21.2) (Preventive Medicine) Increase to at least 50 percent the proportion of people who have received, as a minimum within the appropriate interval, all of the screening and immunization services and at least one of the counseling services appropriate for their age and sex as recommended by the US preventive Services Task Force.

## **Data Sources**

45. (DoD #176 / DHHS #22.2) (Data Sources) Identify, and create where necessary, DoD data sources to measure progress toward each of the DoD Year 2000 health objectives.

# Healthy People 2000 Priority Areas and Lead Public Health Services Agencies

1. Physical Activity and Fitness  
President's Council on Physical Fitness and Sports, (202)272-3424
2. Nutrition  
Food and Drug Administration, (202)205-5588  
National Institutes of Health, (301)496-1508
3. Tobacco  
Centers for Disease Control and Prevention, (404)488-5701
4. Alcohol and Other Drugs  
Substance Abuse and Mental Health Services Administration, (301)443-4111
5. Family Planning  
Office of Population Affairs, (301)594-4000
6. Mental Health and Mental Disorders  
Substance Abuse and Mental Health Services Administration, (301)443-4111
7. Violent and Abusive Behavior  
Centers for Disease Control and Prevention, (404)488-4646
8. Educational and Community-Based Programs  
Centers for Disease Control and Prevention, (404)488-5764  
Health Resources and Services Administration, (301)443-2460
9. Unintentional Injuries  
Centers for Disease Control and Prevention, (404)488-4656
10. Occupational Safety and Health  
Centers for Disease Control and Prevention, (404)639-3794
11. Environmental Health  
National Institutes of Health, (919)541-3484,  
Centers for Disease Control and Prevention, (404)488-7300
12. Food and Drug Safety  
Food and Drug Administration, (301)443-5470
13. Oral Health  
Centers for Disease Control and Prevention, (404)488-4450  
National Institutes of Health, (301)594-7615
14. Maternal and Infant Health  
Health Resources and Services Administration, (301)443-5720

15. Heart Disease and Stroke  
National Institutes of Health, (301)496-5437
16. Cancer  
National Institutes of Health, (301)496-9569
17. Diabetes and Chronic Disabling Conditions  
Centers for Disease Control and Prevention, (404)488-5001  
National Institutes of Health, (301)496-4955
18. HIV Infection  
National AIDS Program Office, (202)690-5560
19. Sexually Transmitted Diseases  
Centers for Disease Control and Prevention, (404)639-0506
20. Immunization and Infectious Diseases  
Centers for Disease Control and Prevention, (404)639-1800, (404)639-3945
21. Clinical Preventive Services  
Centers for Disease Control and Prevention, (404)639-1800  
Health Resources and Services Administration, (301)443-2460
22. Surveillance and Data Systems  
Centers for Disease Control and Prevention, (301)436-3548

# Section III:

## Guide to Installation Stress Management



U.S. Army Center for Health Promotion and Preventive Medicine  
Directorate of Health Promotion and Wellness  
Aberdeen Proving Ground, MD 21010-5422  
1 (800) 222-9698



# Guide to Installation Stress Management



## Introduction

The following is adapted from Department of the Army Pamphlet (DA PAM) 600-63-10, *Fit to Win: Stress Management* (September 1987). It gives guidance on how to implement a comprehensive stress management program at each installation. The materials provided in Section I *Targeting Health: Stress Management* will help you implement the guidance given here. In particular, the *Resource Packet* (Section II) will provide public announcements and other materials for marketing stress management at the installation level. Though written for Army personnel, this material can be adapted to apply to all branches of the Armed Forces.

## DA PAM 600-63-10

### Fit to Win: Stress Management

#### I. Purpose

This stress management module is intended to provide guidance regarding implementation, administration and evaluation of the stress management initiatives at the installation level. The module should be adapted to meet the local community needs. The specific materials within this module are intended for use by non-medical personnel. Medical resources are listed for use when treatment interventions are appropriate.

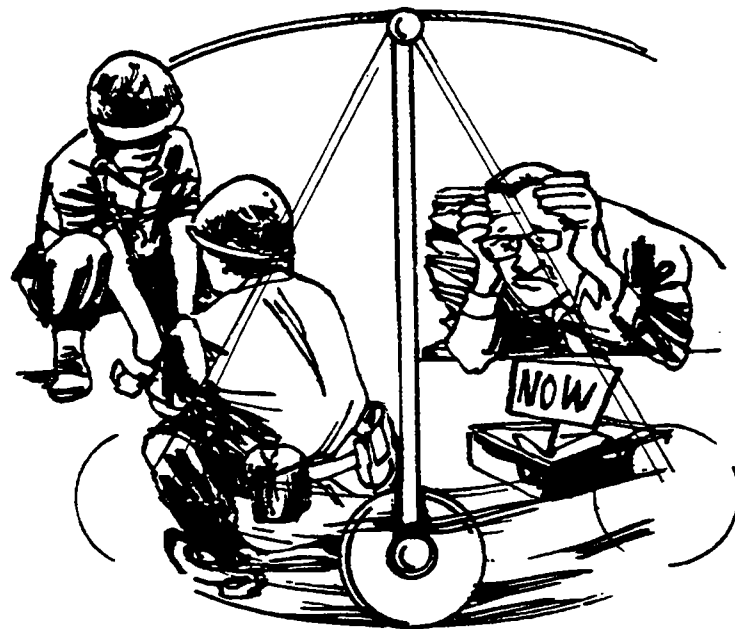


## II. Applicability

This guidance applies to installation commanders and members of installation/community health promotion councils. This includes but is not limited to:

Director of Personnel and Community Activities (DPCA)  
Director of Logistics (DOL)  
Public Affairs Officer (PAO)  
Chief, Family Support Division (FSD)  
Chief, Community Operations Division (COD)  
Commander, Medical Treatment Facility (MTF)  
Director, Plans, Training, and Mobilization (DPTM)  
Civilian Personnel Officer (CPO)  
Chief, Community Mental Health Service (CMHS)  
Chief, Community Relations Division (CRD)  
Alcohol and Drug Abuse Prevention Control Program (ADAPCP)  
Officer; Field Director, American Red Cross (ARC)  
Dietitian  
Community Health Nurse (CHN)/Nurse Practitioner.

### Stress Pendulum



**Eustress**  
**(Good)**

**Distress**

### III. Background

Stress has been defined as how the body and mind respond to different demands, real or perceived, from the environment or from within. Many demands produce stress: threats, job requirements, illness, and family problems are demands which commonly stimulate a stress reaction in the body. Joyous and beneficial events can produce the same. Stress is an individual phenomenon. What is stressful to one person, may not be stressful to another. "Bad stress" or distress occurs when stress becomes too intense, prolonged or frustrating. It is important that persons are able to identify early signs of distress and are able to adjust to them. Stress may result in physical problems such as headaches, fatigue, high blood pressure, ulcers, low back pain, and heart disease. It should be noted that self-inflicted violence is a growing problem for adolescent, young soldiers and family members. Poor coping skills and stressful work and home environments are definitely contributors to this problem area. Most of us can do something about stress by first identifying what stressors are in *our* lives. Following identification of a stressor, a successful strategy to combat it is often easier, and within reach.

Stress is a necessary and inevitable part of Army life, but this is not all bad. Eustress or "good" stress can help an individual to be prepared for action. Having some stress can keep us be more alert and ready to respond in time of crisis.

Stress is experienced at all levels of the organization and is inherent in the social milieu and structure of unit training, the military family, and the military community at large. Adaptation to stress is also a basic and necessary function of unit readiness and operational effectiveness. Many means of coping and managing stress are beneficial especially when the response results in improved individual performance, healthy lifestyles and organizational effectiveness. There also exists many destructive responses such as excessive alcohol use, drugs, violence, reckless behavior and depression.

Combat readiness should be the ultimate goal of all peacetime health promotion activities in the Army. Teaching soldiers and their families how to cope successfully with high levels of stress that they will have to deal with in wartime is crucial. This training should teach successful coping and build confidence. Soldiers need to have successful experiences as part of a competent and caring Army team which will be a vital part of his or her wartime support system in coping with high stress situations.

### IV. Goals

- By 1990, 75% of the Total Army will be able to identify agencies that are available to assist them in coping with stress.
- All installations will develop a published list of local community mutual support or self-help groups and disseminate this information to all units. This information must be provided at every installation during inprocessing procedures.

- On an annual basis, stress management presentations will be conducted at the worksite.
- Military and civilian personnel will understand the elements of lifestyle that may contribute to reducing stress that can be self-initiated.
- All unit commanders will understand the principles of FM 26-2, *Management of Stress in Army Operations*, and develop plans to implement them.

### V. Responsibilities

Commanders at all levels are responsible for the Health Promotion Program implementation and accomplishment of objectives including evaluation of the program and its impact within their organizations.

A Program Coordinator will be selected by the installation commander and will identify issues that impact on the health promotion program, act as liaison with civilian resources, assure that the program is integrated in the overall health promotion, program and coordinate assessment and evaluation efforts.

Commander, Medical Treatment Facility, will monitor the health and aggregate lifestyle health risks in the command, provide technical consultation regarding education, information and intervention programs, and operate select health promotion activities requiring medical supervision.

G1 or Deputy of Personnel/Community Activities (DPCA) will serve as a co-chairperson on the Health Promotion Council and integrate health promotion activities in the training schedule.

G3 or Deputy of Personnel Training (DPT) will serve as a member of the Health Promotion Council and integrate health promotion activities in the training schedule.

Staff Judge Advocate will provide advice and assistance regarding the legal ramifications of the health promotion program policy and procedures.

Civilian Personnel Officer will provide representation on the Health Promotion Council and assure that local programs take into consideration the needs of the civilian work force.

Specific agencies such as Army Community Service (ACS), Morale Support Activities (MSA) and Public Affairs Office (PAO) should be involved in the implementation of the Stress Management Module on the post.

Higher level interventions should be conducted by qualified health care professionals such as a physician and/or psychiatrist, social worker, clinical psychologist, occupational therapist, community health nurse, or health educator with appropriate training and experience.

## VI. Module Elements

This module is comprised of the following areas: Needs Assessment; Information; Education/Intervention Strategies; Evaluation. Figure 1 depicts three different and increasing levels of support for the Stress Management Module based on installation resources (Level one, Level two, and Level three). Level one is designed as a minimum program that includes placement of pamphlets/brochures/posters around the military community, making sure that welcome packets are provided to all new members and ensuring sponsorship of new arrivals. Level two includes level one plus community education classes (learning new skills and activities) and the use of radio/TV spots. Level three includes level one and level two plus specific intervention programs conducted by qualified health care professionals. (See Figure 1). Additional details on these levels are found in the Annexes.

### A. Needs Assessment

**Objective.** To determine the significant stressors that are affecting the Army post community, the adequacy of supporting measures, target populations and level of approach.

**Strategy.** Suggested guidelines for community and individual needs assessment for stress management are included in Annex A. Various components of a needs assessment should include:

- Health Risk Appraisals which screen for individuals who are experiencing distress. These questions may serve as a basis to further assess one's lifestyle and methods of coping with stress.
- Community assessments should include a variety of resources that include interviews, questionnaires, available reports and statistics that may indicate the major stressors of a particular community. Triangulation (3 or more resources) of data is a useful tool for determining the "needs" of the community.
- Evaluation results of current stress management programs need to be included in any needs assessment for the community.

**Too Much Stress . . .  
Can Do You In!!!**



## *B. Overview*

### Approach

Self-help approaches, group interventions, community involvement and one-to-one counseling all make up a comprehensive stress intervention when combined with an aggressive education and mass media information campaign.

### Access and Publicity

Reasonable access to stress management services should be available and widely publicized throughout the post community. Interventions may be located on the installation or within the civilian community.

### Strategy (Self-Help Programs)

- Information on regional and national self-help groups are listed under separate cover. (e.g. Parents Without Partners, Widowed Persons, etc.).
- The training videotapes, from the Academy of Health Sciences and the Soldier Support Center provide excellent guidance pertinent to a wide variety of personnel (List of References, Army Publications, Annex F).
- Medically monitored self-help programs can be designed specifically for high risk groups identified by health care personnel and when appropriate, formal group programs requiring medical protocols for implementation can be developed.

### Education

The purpose of health education is to raise the level of health knowledge, skill and practice among the Army population to such a point that positive health behavior becomes the norm and that health and human services are accessible and utilized appropriately. Through such a mechanism the soldier and his family can acquire effective coping strategies and become more resilient to the inevitable stress of Army life. Opportunities for stress prevention and management exist in the unit, the family, the workplace, and in processing stations as well as in community housing areas.

### Environmental/Organizational Influences

The unit and work environments can be evaluated and improved. Job assignments can be better tailored to individual interest and capabilities. Stress for individuals and groups often can be reduced through helping networks, neighborhoods and Army community and social service agencies. Adequate day care programs can go a long way in reducing stressful pressures on the single parent family or the working spouse. Strengthening neighborhood networks can help Army families gain a sense of control over their lives, reduce alienation, improve the capacity to solve problems and maintain the motivation to overcome problems common to military families. The sponsorship program can be strengthened to decrease stressors associated with PCS moves.

### Evaluation *Strategy*

- Questionnaires/Surveys

Questionnaires, personal interviews and/or telephone surveys for follow-up on any individuals involved in formal class counseling or treatment are all methods of evaluation. Primary focus should be on how individuals have changed to cope with their stressors.

### *C. Information*

#### Objective

To heighten awareness of both positive and negative components of stress and provide basic information to hasten the "teachable moment" critical to behavioral change.

#### Strategy

Annex B, Level One Stress Management Program.

- Disseminate information regarding the nature of health risks resulting from stress and the immediate benefits of proper coping techniques. Brochures published by the National Institute of Mental Health are provided under separate cover.
- Promote distribution of information relevant to specific population groups such as: supervisors, individuals at high risk for cardiovascular disease, and isolated soldiers. (Special Section: Combat Stress Control)
- Utilize slogans and posters from Annex B.
- Disseminate program posters, news briefs, and service announcements at least quarterly.
- Utilize public service announcements on closed circuit TV and radio (Annex C, program Level 2). Work with Armed Forces Network (AFN) and with local papers.
- Stress management services. A crisis hotline for suicide prevention is available in many Army communities. Stress management can be included in this crisis hotline. This program must be fostered and supported in order to facilitate accessible and expedient resolution to situations that could lead to health problems.
- Sponsorship Program. Sponsors of new arrivals at an installation should ensure that soldiers and their families have as smooth a transition into their new

community as possible. Information regarding support groups and networks, job opportunities and resources within the community should be provided by the sponsor on an individual basis. Providing extensive information and assistance during the first several months can be very effective in reducing the stress for permanent change of station moves.

### *D. Education*

Objective Teach individuals to identify their stressors and set up a practical action plan which will enable them to improve their coping skills.

Target Groups High risk individuals will be identified by an individual and community needs assessment. Groups of particular concern may be:

- Upcoming retirees.
- Recent PCS arrivals.
- All active duty personnel, particularly soldiers within 1 year of entry on active duty.
- Soldiers in leadership positions (NCOs and Officers).
- Women in leadership positions.
- Young, single soldiers (E 1-4).
- Single parents.
- Spouses whose husbands or wives are on frequent deployment/TDY.
- MOSs with isolated assignments (very minimum human interaction).
- Patients with illnesses related to or worsened by stress.
- Minority groups.
- DA civilian employees.
- Shift workers.
- Parents of exceptional family members (handicapped children).
- High-security areas with restriction to movement.

### Strategy

Training. Provide general classes regarding stress management during basic and advanced training, enlisted personnel education/training courses, long term training programs, the military academy, and in the unit annual training schedule.

Classes. Provide stress management classes for the community at large and for specific target groups. Closed circuit TV (where available) and instruction on stress management at worksites and family housing areas, may be a means of providing this information.

- Unit commanders and civilian supervisors should be educated regarding identification of stress symptoms, coping behaviors, and ways to reduce stressful work environments.

- Qualified health care personnel, in coordination with the American Red Cross and Army Community Services, can provide strategies for coping with stress to those community members who are at high risk of self-inflicted injury or abuse of others.
- Community-based classes may be offered as follows:
  - Adult education classes at the Education Center
  - Time Management
  - Communication Skills
  - Interpersonal Relationships (worker-supervisor)
  - Leisure Resources including post recreational opportunities
- Self-improvement Classes such as:
  - Financial planning
  - Cooking
  - Carpentry
  - Gardening

### Intervention

Many interventions in the stress management areas must be conducted by qualified professionals, however, the individual can begin to learn and implement daily activities through community education that can create a more positive lifestyle.

## *E. Evaluation*

### 1. Strategy.

a. Questionnaires, personal interviews, and telephone surveys for follow-up on any individuals involved in formal class counseling or treatment are all methods of evaluation of the effectiveness of the stress program for individual participants.

b. For post-wide evaluation, the community needs assessment (Annex A) can be re-administered to measure changes in stress indicators.



"It's really very simple. You make out the duty roster. I disapprove it, then I make out my own and you type six copies."



FIGURE 1

## Suggested Elements for Level 1-2-3 Fit To Win Programs

<b>Modules</b>	<b>Level 1 Program</b>	<b>Level 2 Program</b>	<b>Level 3 Program</b>
<b>Commander's Guide</b>	Introductory chapter Strategies for program management and resources	Same as Level 1	Same as Level 1
<b>Marketing</b>	Unit briefings Post media Community needs assessment Posters, slides, videotapes Incentives: -Personal recognition certificates -Awards Evaluation Strategies	Level 1 plus: Guest speakers Promotional items	Level 2 plus: Public relations campaigns Support groups Intramural competitions
<b>Individual Assessment</b>	Automated Health Risk Appraisal Health Risk Review Session	Same as Level 1	Same as Level 1
<b>Physical Condition*</b>	Community/unit based programs to include aerobic and strength development classes AR 350-15 Guidance National Fitness Month	Level 1 plus: Individualized prescription based on fitness evaluation	Same as Level 2
<b>Procedures Guide</b>	Pamphlets/Brochures/Posters Command Briefings (at least Monthly) Incentive/Sustainment Program	Unit Training Schedules which reflect health promotion education classes in all areas needed	Unit Days for Health Risk Assessment Family Health Promotion Activities

<b>Modules</b>	<b>Level 1 Program</b>	<b>Level 2 Program</b>	<b>Level 3 Program</b>
<b>Nutrition and Weight Control</b>	Pamphlets/posters/ brochures Media blitz for dining hall: menus National Nutrition Month AR 600-9 Guidance	Level 1 plus: Group classes Videotapes Slides/Cassette tapes	Level 2 plus: Nutritional Assessment Individualized diet plans Computerized nutritional analysis Cooking classes
<b>Anti-tobacco</b>	Pamphlets/brochures Media blitz advice for smokers and non- smokers National Smokeout AR 1-8 Guidance	Level 1 plus: Group cessation programs Videotapes Radio/TV spots	Level 2 plus: Computerized cessation program Support group
<b>Stress Management</b>	Pamphlets/brochures Posters Welcome Packets with resources within the community Sponsorship Program associated with PCSs	Level 1 plus: Group classes Video/TV spots Commanders session's Unit training Community Skill/Activity Classes	Level 2 plus: Individual treatment programs conducted at Medical Treatment Facility
<b>Hypertension Management</b>	Pamphlets/brochures Unit level Monitoring National High Blood Pressure Month (May) Periodic B.P. checks/follow-ups	Level 1 plus: Group classes Videotapes TV, radio spots	Level 2 plus: Individual counseling

<b>Modules</b>	<b>Level 1 Program</b>	<b>Level 2 Program</b>	<b>Level 3 Program</b>
<b>Substance Abuse Prevention</b>	Pamphlets/brochures Poster Opportunities to meditate, pray, or worship AR 156-20	Level 1 plus: Videotapes	Level 2 plus: Individual Counseling Support groups
<b>Spiritual Fitness</b>	Pamphlets/brochures Posters Opportunities to meditate, pray, or worship AR 165-20	Level 1 plus: Group meetings classes Developmental activities	Level 2 plus: Individual counseling Referral agencies Values building resources Support group
<b>Dental Health</b>	Pamphlets/brochures National Children's Dental Health Month Periodic Dental Examinations Unit Level Dental Fitness Classification Monitoring	Classes Video tapes Radio/TV spots Skills classes	Individual Oral Hygiene counseling Definitive Dental Treatment Long Term Follow-Up

\*The exercise elements are the most likely to result in untoward events; therefore, cardiovascular screening must be required for all individuals 40 years of age and older and for anyone with a history of cardiovascular disease. A disclaimer is required.

# Annex A

## Needs Assessments

### *Community*

In addition to the needs assessment found in the Marketing Module of the *FIT TO WIN* package, supplemental information regarding stress management parameters, needs to be gathered. Suggested assessment methodologies include:

### *Community Surveys*

1. Unit questionnaires
2. Group questionnaires
3. Random personal interviews
4. Social organizations
5. Consumer groups

### *Review of Statistical Reports of Hospital visits*

1. Military police records
2. ACS reports
3. School reports

### *Consultative Advice from Support Agencies*

1. Post Chaplains
2. Health Care Professionals
3. Social Services
4. Army Community Services
5. Youth Activities
6. Child Development Centers
7. YMCA/YWCA's

### *Observations*

Participation rates of programs on post

### *Indicators of Community Stress Levels*

Although no one variable can be directly related to measuring stress, the following indicators must be carefully evaluated to determine their significance in relation to stress problems within the military community.

- Incidences of civil disturbances
- Drug and alcohol rates
- Sick call rates
- Hospital visits
- Incidences of hypertension and cardiovascular problems
- Suicide and attempted suicide rates
- Family violence incidences

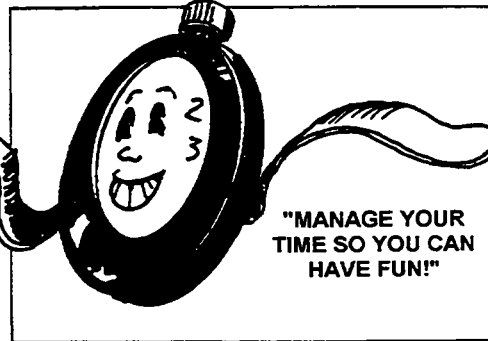
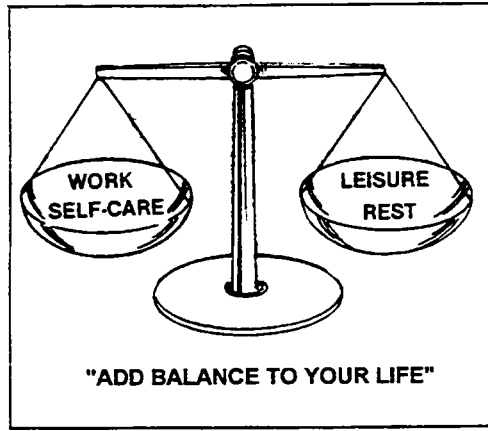
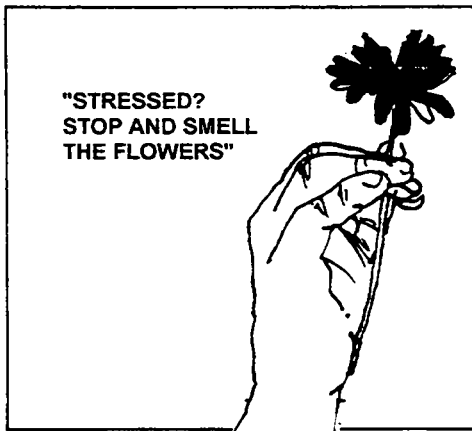
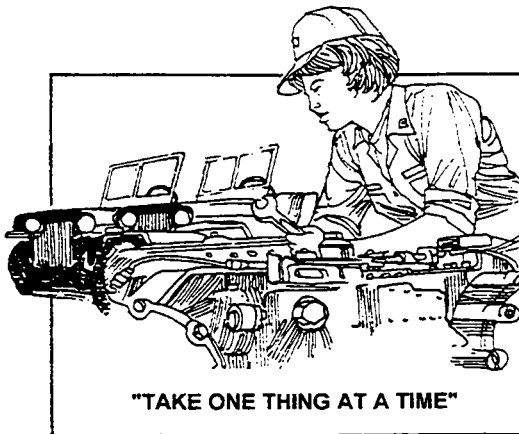
- Use of recreational facilities - e.g. gym, bowling alley, arts and crafts center
- Incidences of student problems within DODDS or Section six schools
- Incidences of AWOL or disciplinary actions within units
- Type and frequency of I.G. complaints, Congressionals, etc.
- Use of ACS and other social support agencies

### *Community Needs Assessment*

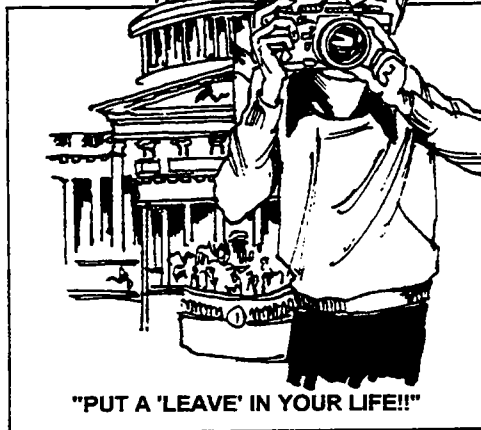
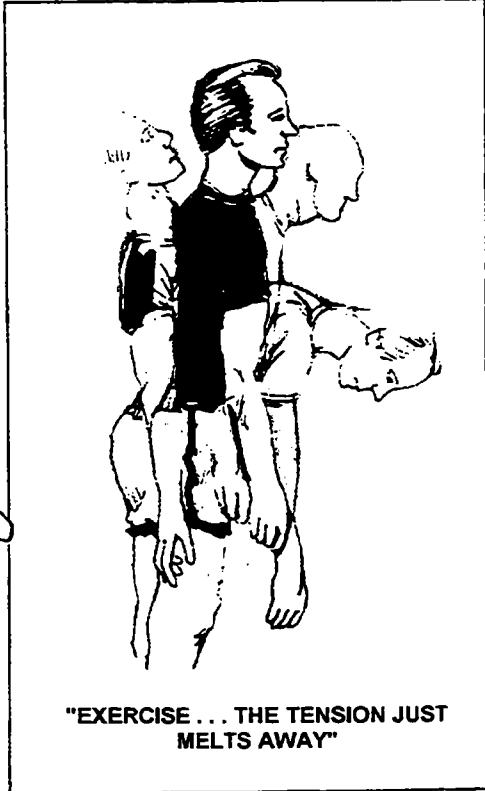
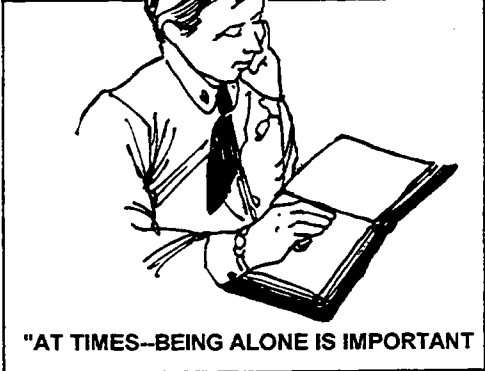
For post-wide evaluation, the community needs assessment can be re-administered to measure changes in stress parameters. Since "Needs" change, a systematic and on-going assessment should be implemented.

### *Individual*

Two accepted samples of assessment tools to measure stress within the individual are the *Holmes-Rahe Scale* (Life Changes) and the *Stress Test* from the Department of Health, and Human Services. Examples of these tools are contained in this module under separate cover.



The following are suggested themes for the promotion of stress reduction. They may be used as posters, flyers or on T-shirts.



# Annex B

## Stress Management Program

### *Level 1*

At this level stress management can be accomplished by the installation Public Affairs Office in consultation with the Health Promotion Council on post and/or stress management coordinator.

The focus at this level is on self-identified self-monitored elements of an individual's lifestyle that contribute to stress reduction. Examples include:

- Development of hobbies/leisure interests
- Development of a balance among work leisure, chores and family.
- Involvement in community group
- Regular socialization
- Getting enough sleep
- Getting proper exercise
- Proper nutrition





# Annex C

## Stress Management Program

### *Level 2*

The focus at this level is on educating individuals to take the initiative and responsibility to modify their own stressors.

### *Radio/TV Spots*

Communications/media experts should be utilized to assist the Health Promotion Council in writing scripts and developing appropriate AV materials. Local newspaper personnel should have an on-going systematic method of disseminating stress management information to the community. Ideally, a one-year plan should be developed.

### *TV Spots*

Mass media is always considered a major part of any health promotion program. Providing scenarios of situations where individuals have positively dealt with stress would be extremely valuable.

Examples of TV spots that could be developed by the Public Affairs office are:

- "Communication with Supervisors."
- "Managing Several Tasks at One Time."
- "Dealing with Being a Single Parent."
- "Adjusting to the Night Shift."

### *Newspaper Articles*

Newspaper articles on stress management require systematic planning, targeted to specific populations based upon ongoing community needs assessments. Examples of weekly, monthly or quarterly newspaper articles and suggested authors are:

- Development of a Leisure Time
- Pursuit/Hobby" by staff members of the recreation center, arts and crafts center, athletic facilities, and auto mechanics shop.
- "Volunteering Can Be Fun" by staff members of the American Red Cross, Army.
- Community Services, various women's organizations, Youth Activities Center.
- "Time Management" by a personnel officer or occupational therapist at the Medical Treatment Facility.
- Stress Reduction and Spirituality" by the Chaplain's office.
- "Stress Management" by a psychiatrist, social worker, psychologist or occupational therapist.

- "Relaxation Techniques" by a psychiatrist, social worker, psychologist or occupational therapist.

These are just a few examples. The topics are unlimited.

## *Recreation*

A plan to promote various activities/initiatives on an on-going basis needs to be developed. It is recommended the initial plan encompass programming for one year. Examples that could be included in a one-year program plan are:

### Auto Mechanics

- "Fixing Your Carburetor"
- "Changing Your Oil"

### Arts and Crafts Center

- "Learning to Frame Pictures"
- "Coiling a Pot" (Ceramics)
- "Building Your Own Furniture"
- "Photography: Develop Your Pictures"

### Athletic Centers

- "Learning Racquetball/Handball"
- "Swimming Your Way to Relaxation"
- Aquarobics
- Volksmarching
- Tennis Lessons
- Outdoor Skills (camping, etc.)
- Aerobics, Jazzercise

### Recreation Center

- "Quick Fix Meals for the Working Person"
- "Entertaining at Home"
- "Learn to Dance"

# Annex D

## Stress Management Program

### Level 3

At this level, appropriate qualified professionals must be utilized for higher level interventions in stress management. Personnel recommended are physicians, psychiatrists, psychologists, nurses, social workers, occupational therapists, health educators, chaplains and personnel/organizational effectiveness experts. Qualified health care professionals will provide counseling and treatment sessions associated with stress management to include intervention and follow-up.

If manpower resources are not available within the military community, contracting for these services may be appropriate.

Some *examples* of programs which provide instruction and practice in basic stress management strategies are:

Self Assessment	Dealing with Grief
Clarification of Life Goals (Motivation, values, beliefs, attitudes, problem-solving techniques)	Relaxation Techniques (Progressive muscular relaxation, autogenic techniques, visualization and imagery, breathing techniques)
Problem Solving: Coping with Stress	Friendship Development
Cognitive Restructuring Techniques	Assertiveness Training
Type A Behavior Modification	Positive Risk-Taking
Support Systems: Joining common interest groups	

Health Care Professionals are an important resource for stress management at Level 3. It is beneficial to know the various types of health professionals and what skills they can provide. Five health professionals that are normally involved in stress management are: Psychiatrists/Physicians, Psychologists, Social Workers, Occupational Therapists and Registered Nurses. All of the specialties have the capability to provide general information regarding stress management techniques, but each specialty also contributes unique knowledge and skills to this area. For example:

- Psychiatrist/Physician - Individual or group counseling, medication for extreme situations.
- Psychologist - Individual or group counseling, Biofeedback techniques, and psychoeducational assessments.

- Social Worker - Individual or group counseling, assistance with domestic violence issues, and identifying community resources.
- Occupational Therapist - Analysis of work/leisure/self-care activities and biofeedback.
- Registered Nurse - Counseling and health education



# ANNEX E

## Combat Stress Control

War is intentionally the most stressful of human activities. The enemy is deliberately trying to break our will to fight - to stress us until we can no longer do our combat jobs. We must break the enemy's will and to do that may have to push ourselves to our limit. This is true for every soldier and every unit for Combat Service Support, as well as for the Combat Arms.

Mental and physical fitness help soldiers to endure the stress of combat. But soldiers will still have fear and other unpleasant feelings before, during, and after battle. These combat stress reactions are called "battle fatigue", because they are a natural result of the hard mental and emotional work of facing danger under tough conditions. Battle fatigue may interfere with mission performance. It may even become so severe that the soldier must be sent to medical units for evaluation and treatment. When that happens, the soldier is a temporary "battle fatigue casualty."

In combat, battle fatigue is inevitable, but battle fatigue casualties are not. In heavy fighting, there has usually been one battle fatigue casualty for every three to five wounded in action' Company sized units in battle under high risk conditions have, at times, had one battle fatigue casualty for every one wounded. Combat Service Support units usually have more battle fatigue casualties relative to wounded, than do Combat Arms units. Headquarters staff and other support troops can become battle fatigue casualties even when not themselves under fire, due to the high stress and responsibility of their jobs. However, highly trained and cohesive units such as the Rangers and Airborne troops in World War 11, usually had fewer than one battle fatigue casualty for every ten wounded, even in very heavy fighting.

Most soldiers with battle fatigue can be restored to full effectiveness within minutes to days, if rested in or close to their units and treated positively. Treatment consists of reassurance, rest, replenishment (water, food, sleep, a chance to restore hygiene) and activities which restore confidence and reinforce the soldiers' identity as a soldier.

Combat stress may also lead to alcohol and drug abuse, negligent behavior that results in illness or injury, deliberately self-inflicted wounds, or faking illness to escape from duty (malingering). Combat stress is not the only cause of these improper behaviors, but controlled combat stress can greatly reduce the loss of good soldiers in these ways.

Combat stress reactions, like stress in general, are not necessarily bad or harmful. "Stress" is the process which mobilizes our bodies and minds to overcome challenge or danger. As such, it is essential to effective performance in the ultimate danger and challenge of combat. But leaders (and individual soldiers) must learn to keep stress at the level where it enhances performance without overwhelming it. They must learn how to reduce stress levels rapidly when the opportunity allows, so that they do not exhaust themselves with useless worry. And they must learn to control and avoid

unnecessary stressors which distract the soldier from facing the many ones which have been raised by the battle and the enemy.

The acts of exceptional heroism which we honor with special decorations are "combat stress reactions." It is the shared hardship and danger of combat which strengthens the bonds of loyalty among comrades which we call unit cohesion. It is this loyalty which calls for exceptional bravery and even self sacrifice. It is stress which gives soldiers the endurance to work long, grueling hours and remain alert to danger. Combat stress cannot be eliminated. It must be channeled and controlled.

Leadership plays the key role in preventing battle fatigue and other combat stress reaction casualties. The same techniques and policies which are learned and applied to manage stress in garrison and field training are the foundation for controlling combat stress in war.

### *Leadership is Key to Preventing Battle Fatigue*

A leader reduces combat stress by preparing himself and the unit for combat. It's important that he know his job and plan for contingencies. He must maintain control of the unit to maximize its efficiency. Good leaders have few battle fatigue casualties in their units, even under extremely stressful circumstances. Poor leaders tend to have many, along with other "improper behavior" combat stress reactions. Good leaders do the following:

#### *Promote Unit Cohesion*

a. The most important motive which keeps soldiers doing their duty in combat is "Unit Cohesion". Unit cohesion is the personal trust and loyalty among members of a small unit which makes them prefer to stick together even when that involves great hardship and danger.

b. Working together to overcome danger and survive is itself a good way to produce cohesion fast. But there are two disadvantages to waiting until the danger is close to start developing cohesion. First, there is the big risk that the danger and stress will break up the insufficiently cohesive team and roll over it; that everyone will simply get killed or develop total battle fatigue. Second, it is possible to develop personally cohesive groups who care only about their own comfort and survival and not about the mission.

c. The leader needs to encourage as much personal cohesion as possible within the team before going into combat, and be sure that it is strengthened by a sense of the unit's military identity and its mission. This sense is called "Esprit de Corps" or simply "esprit" (pronounced "espre"). The combination of *unit esprit* and personal *cohesion equals "unit cohesion"*. Unit cohesion is like reinforced concrete. Cohesion alone is like steel wire mesh; it is hard to break but easy to bend. The esprit is like concrete; it keeps its shape, but shatters easily. Combining the two produces a result that is far stronger

than the sum of its parts. It neither breaks nor bends. The following are specific ways to achieve unit cohesion.

d. *Insure that new arrivals are welcomed into the group* and become known and trusted members quickly. In garrison, appoint a suitable sponsor for each newcomer, and monitor that the sponsor really does show the newcomer around and assist in settling in on the job and in the community. In the combat setting, it is even more important to get the new soldier linked up with an appropriate buddy or buddies. As much as possible, give the newcomers time to develop combat attitudes, skills and cohesion over several days before putting them into an extremely stressful or important situation.

(1) The new soldier hasn't yet established trust and "cohesion" with buddies and leaders. The Israeli study found this to be the second strongest factor in a study which compared battle shock casualties and decorated heroes.

(2) New replacements who have no prior combat experience are at special risk. Not only are they facing extreme stress for the first time, but also the veteran soldiers have little basis on which to trust them. Veteran soldiers who are coming to a new unit after recovering from a wound, or as "survivors" from other units, are also at risk. These veterans may adapt quicker than the new replacements if they don't have too much unresolved battle fatigue.

(3) Soldiers who have just been given new job responsibilities, such as just being promoted acting NCO, may also be under special stress while they adjust to no longer being just one of the gang.

e. *Keep members of a small team always working together*, under their leader. Assign details and projects to a team, and let its leader organize how it will be done. Similarly, if there is an opportunity to send a group off for R & R, send whole small teams, not a collection of individuals. Use equipment drills, physical fitness exercises, and team sports to promote mutual reliance and closeness within each team and positive competition and respect among all teams. These activities can be useful to "let off steam", prevent boredom and get new replacements integrated during times of low mission activity. Praise and reward the teams as well as the individual members for their performance.

f. *Conduct small team "debriefings" after hard actions* (in training and in combat). Bring the troops together to talk about what happened when the situation permits, but while the events are still fresh in their minds. The purpose is to reconstruct what really happened so the team benefits from the lessons learned.

(1) By having everyone retell what he saw and did, the "big picture" can be seen and agreed upon by everyone. Feelings of anger and mistrust may go away on their own once the soldier sees how things looked to the others. The soldier's natural emotions of loss and grief when a buddy gets hit, or guilt when he makes a mistake, usually come out, too, and can be comforted and put into perspective by the rest of the team.

(2) The leader's responsibility is to keep this a positive learning experience in which natural human emotions and mistakes, however painful or "bad", are accepted as

natural. But the focus must always be brought back to the mission, and how we can do it better next time.

g. *Bring the whole unit together*, when the tactical situation permits, for formations, meals, award ceremonies and other informal occasions which let them get to know the members of the other teams better. Memorial services for the unit's dead may help the friends of that soldier in grieving, provided the service is done with sensitivity. Even traditional parades and close order drills may have a place in letting individuals see the whole unit working together.

h. *Impart unit pride and identity* by educating the soldiers in the history of the small unit, its parent units, the branch of service and the Army. Don't just tell about easy successes. Know and retell stories which honor historical examples of soldiers and units (as much like yours as possible) who showed initiative, endurance and resilience, who bounced back from defeat, who overcame heavy odds, or whose self-sacrifice led to eventual triumph of the higher cause.

i. *Encourage unit-centered social interaction* outside duty hours (in garrison or in a combat theater where you are on a 12 hours on/12 hours off duty cycle). Do monitor these activities to discourage drug or alcohol abuse (which tense soldiers may want to use to "unwind"), inappropriate fraternization, or breaking up into cliques or interest groups which exclude or pick on other unit members.

### *Stabilize the Home Front*

Take action to protect soldiers from those "home front" problems that are often the hidden "cause" of the battle fatigue casualty. In garrison, involve the soldiers' families in unit social activities and teach them about the unit's mission and history to include them in the sense of unit cohesion. Help soldiers prepare themselves and their families for the disruption and stress of a rapid deployment. Know their personal backgrounds as well as their military skills. Help them use Army and civilian support services when available and draw moral support from the unit. The unit or post Chaplains and mental health team are also valuable resources.

a. Worrying about what is happening back home distracts soldiers from focusing their psychological defenses on the combat stressors. It creates internal conflict over performing their combat duty and perhaps not surviving to resolve the uncertainties. An Israeli study found this to be the strongest factor which distinguished between soldiers who became "battle shock" casualties and others who were decorated for heroic acts.

b. The home front problem may be a negative one — a Dear John letter, a sick parent or child, or bad debts. Or it may be something positive — just married or just became a parent. All soldiers face potential problems and uncertainties on the home front if the conflict lacks popular support at home.

c. Rapid mobilization and deployment can create home front problems for both Active Component and Reserve Component soldiers. This is especially true if the soldier has noncombatant family members in the combat zone who must be under the NEO



plan. This turmoil must be reduced by prior planning which has been communicated to and practiced with the family.

### *Assume Physical Fitness*

a. Physical fitness programs are useful in promoting unit cohesion, but they are also important in themselves as protection against battle fatigue. Being super fit is not a guarantee against disabling battle fatigue, but it does increase self-confidence (and the confidence of buddies), and delays the onset of muscular fatigue. *Not being physically fit* is an invitation for it. Sudden overuse of a cardiovascular system, muscles, joints and bones that have not been prepared for the strain can lead to immediate failure and serious injury. Even if these are avoided, the person will be subject to days of stiffness, aching and weakness. During this time, unfit soldiers are at very high risk for battle fatigue even if further demands aren't made on them.

b. Assure that everyone in the unit has not only aerobic fitness (endurance) but also the necessary muscle strength in the parts of the body which they will use in their combat role. They also need callouses in the right places so they don't get blisters, and the necessary flexibility and agility for the tasks to be done.

### *Conduct Tough, Realistic Training*

a. A soldier's ability to withstand stress is increased by a realistic sense of confidence. Confidence in his own ability, in his leadership, and in his equipment plays a role. This confidence is obtained initially through tough, realistic training and later through success on the battlefield. This is as important for Combat Service Support troops as it is for the Combat Arms.

b. Tough" means hard work and continuous operations under unpleasant weather conditions. "Realistic" means as similar to the combat mission and combat environments as possible, including the noise, confusion, delays, setbacks and simulated danger. Seek out challenging and difficult environments in training, to increase the unit's skills and confidence.

c. It is *essential that the final result be success*, not failure. Use the tough, realistic training to achieve the following specific objectives. *Learn each soldier's strengths and weaknesses*. Maximize those strengths while learning how to minimize the weakness. Identify which are the truly key combat mission tasks. Identify the best qualified soldiers to perform those key tasks. Then cross train additional soldiers to proficiency so that every key task can be performed by several good soldiers.

e. *Talk frankly about the possibility of casualties* in combat, and of team members being killed. Train junior leaders to take over when senior leaders need sleep or if they become casualties. Talk together within the unit about possible loss of leaders and comrades. It will happen in war (even in Combat Service Support units) and must not come as a surprise.

f. *Practice casualty care and evacuation routinely.* Have everyone know basic life-saving self Aid/buddy Aid. Select the best soldiers for additional "combat lifesaver training." Practice this, and also practice realistic use of any assigned medical personnel and evacuation of casualties as part of any combat exercise. Practice self Aid/buddy Aid techniques for battle fatigue, too. If you can occasionally get "mouflage kits" to make soldiers appear to have serious battle wounds, this will help harden your soldiers even better to face the real sights of battle.

g. *Practice both "sleep logistics" (a flexible plan by which everyone gets sufficient sleep) and Counter-Fatigue Measures* to use when soldiers must continue to work or fight without enough sleep. Sleep deprivation is not necessary to have battle fatigue, but whenever present, it can be a major contributing factor. The sleep deprived soldier or leader has difficulty thinking and reasoning and becomes easily confused and overly suggestible. Pessimistic thinking takes hold, and everything seems difficult. Sleep loss alone can cause the tired brain to see things which aren't there (visual hallucinations) or to perceive things which are there as something totally different. When anxiety and vigilance are added, the soldier may be temporarily unable to distinguish between reality and what he fears. Normal physical symptoms of stress become magnified into disabling illnesses.

(1) If the mission permits, allow everyone 6-10 hours of sleep per 24 hours, preferably but not necessarily in one block. If that is impossible, try to give everyone a minimum of 4 hours in 24, and those with critical mental and vigilance tasks 6 hours.

(2) Assure good sleep before periods of sustained operations. Have everyone catnap during sustained operations, but plan for slow awakening of those who have key mental tasks. Have everyone catch up on sleep after going without.

### *Conserve the Well-Being of the Troops*

a. *Ensure the best water, food, equipment, shelter, sanitation and sleep possible* under the circumstances of the mission. In training, it may be important to seek out stress and discomfort. In combat, never waste the strength of the soldiers for nothing, because there will be many occasions when it will be necessary to accept hardship to gain the advantage. When this happens, explain to the troops why the hardship is necessary.

b. *Dehydration* deserves special mention because it can be very subtle. A stressed soldier under battlefield or heavy work conditions can become very dehydrated without feeling thirsty. An insufficient circulation of thick, dehydrated blood is less able to carry oxygen to the brain and muscles. This results in "instant battle fatigue." COL (later BG) S.L.A. Marshall, the U.S. Army historian who pioneered the technique of interviewing combat teams while the battle was still going on, discovered that in himself during his first exploratory mission on Kwajalein in World War 11. Marshall was a man who was literally "fearless", so this came as a surprise to him. He summarized the lesson by writing, "No one ever told me that dehydration caused cowardice in its more abject form."

c. *Poor diet and hygiene* are common, if not inevitable, in combat, and tend to lower ones' energy level and sense of being alert and "human." *Low-grade environmental or stress-related illnesses* further sap the soldiers' strength and confidence. Chronic diarrhea, the slight fever from malaria or virus, the skin infection that doesn't heal, can make soldiers easily exhausted and demoralized, setting them up for battle fatigue.

### *Keep Information Flowing*

Keep the troops well-informed of their goals, the situation, and how they are doing. Do not conceal unpleasant possibilities, but put dangers in the perspective of how the team will overcome them. Do not give unrealistic reassurances, since failure of expected support increases battle fatigue.

### *Closing Statement*

In combat, battle fatigue is inevitable, but battle fatigue casualties are not. History shows that highly trained and cohesive units have had fewer than one such casualty for every ten wounded in action, even in very heavy fighting. This is significantly less than the usual one per four or five. By knowing what factors in the tactical and overall situation increase battle fatigue, leaders, buddies and the individual soldier can take action to share the burden, resolve the internal conflict of motives and reduce the stress. By tough, realistic training which builds confidence, and by caring for each other in combat, we can overcome the stressors of the AirLand Battlefield.

# ANNEX F

## List of References (Army Publications)

- FM 26-2, Management of Stress in Army Operations, 29 August 1986, USATSC.
- DA PAM 608-41, Dated 19 June 1987, The Army Family Action Plan IV, Appendix 1, Chief of Staff White Paper - 1983.

### TRADOC Videotapes

- 010-073-072B: Self-Assessment of Basic Combat Training Stressors
- 010-073-0729B: Self-Control and Relaxation
- 010-073-0729B: Introduction to Problem Solving

### Lesson Plans from U.S. Army Soldier Support Institute, Fort Benjamin Harrison, Indiana 46216-5690

- Title: Introduction to Mental Fitness (IET-FTU-CO1)
- Title: Mental Fitness Review (IET-FTU-CO6). Stress Management Workshop, presented by USARIEM Health and Performance Division.
- Title: Stress Management for Federally Employed Women

### Pocket Aids for Stress Management

Responsibility for handling stress begins with oneself, but often must be recognized by significant others such as a buddy, family member, squad or company leader.

Pocket aids on recognizing and dealing with stress are helpful tools for the soldier. The US Army Training and Audiovisual Support Center (TASC) has available the following pocket aids for stress management:

- GTA 21-3-4 Battle Fatigue. Normal Common Signs. What To Do for Self and Buddy, June 1986. Intended for all soldiers, especially the junior enlisted.
- GTA 21-3-5 Battle Fatigue. More Serious Signs: Leader Actions, June 1986. Intended for all leaders, especially at crew, squad, section and platoon level.
- GTA 21-3-6 Battle Fatigue. Company Leader Actions and Prevention, June 1986. Intended for First Sergeants, Company Commander, and CO's, to teach platoon level leaders.

### Training Videotapes

- *Fit to Win: Stress Management for Leaders*. Academy of Health Sciences. 1986.
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- *Self-Control and Relaxation*. 777-8629B. Soldiers Support Center, 1986.
- *Introduction to Problem Solving*. 777-8634B. Soldiers Support Center, 1986.
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This bibliography was developed through a search of the following databases of the Dialog Information Retrieval Service:

- Medline
- Mental Health Abstracts
- Psychalert
- Psych Info

It is not intended to be a comprehensive search of the subject. Please note that the documents referenced in the search are not available from the Public Inquiries Section or other offices within the NIMH. They may be found in university, hospital or large public libraries. You may find further information on the topic by consulting the Reader's Guide to Periodical Literature, Psychological Abstracts, Index Medicus and basic psychology and psychiatric textbooks in your local library. Ask your librarian for assistance.

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### Films

*Stress and Relaxation*. 23 min. color video. 1980. Produced by The Addiction Research Foundation. Order from: Human Relations Media Video, 175 Tompkins Avenue, Pleasantville, New York 10570. \$175.00 (Rental: \$60.00), (800) 431-2222.

*Stress, Health and You*. 18 min. color, video. 1979. Produced by American Educational Films. Order from: Time-Life Video, 100 Eisenhower Drive, P.O. Box 644, Paramus, New Jersey 07652, \$150.00 (No rentals). (201) 843-4345.

*Taking It In Stride*. 22 min. color, 16mm and video. 1981. A Spectrum Films Presentation. Order from: Spectrum Films, 2785 Roosevelt Street, Carlsbad, California 92008. \$460.00 (Rental: \$65.00/3 days), (619) 729-3552.

### New Publications

The National Institute of Mental Health has recently published three new publications that will be of interest to those individuals and professionals who are interested in stress and stress management.

*Preventing The Harmful Consequences of Severe and Persistent Loneliness*, (ADM) 84-1312, GPO Stock No. 017-024-01226-2. \$4.25 per copy.

The objective of this document is to inform and sensitize mental health workers to the importance of loneliness. Current research on loneliness and existing intervention programs pertinent to loneliness are described.

*Preventing Stress-related Psychiatric Disorders*, (ADM) 84-1366. GPO Stock No. 017-024-01240-8. \$6.00 per copy.

This document discusses past, current, and planned research designed to explore the complex relationship between stressful life events, specific mental disorders, and discrete preventive interventions.

*Stressful Life Event Theory and Research: Implications for Primary Prevention*, (ADM) 84-1385, GPO Stock No. 017-024-01248-3. \$2.50 per copy.

This monograph reviews both the substantive and methodological literature in the field of stressful life events. It can be useful to practitioners as well as researchers. Its critical approach has the potential for significantly improving both the quality of research and the effectiveness of intervention programs in the entire mental health field.

These publications are only available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20204. Checks or money orders should be made payable to the Superintendent of Documents and sent directly to that office. Please cite the GPO stock number when ordering.