

Stressors and responses worksheet answer key

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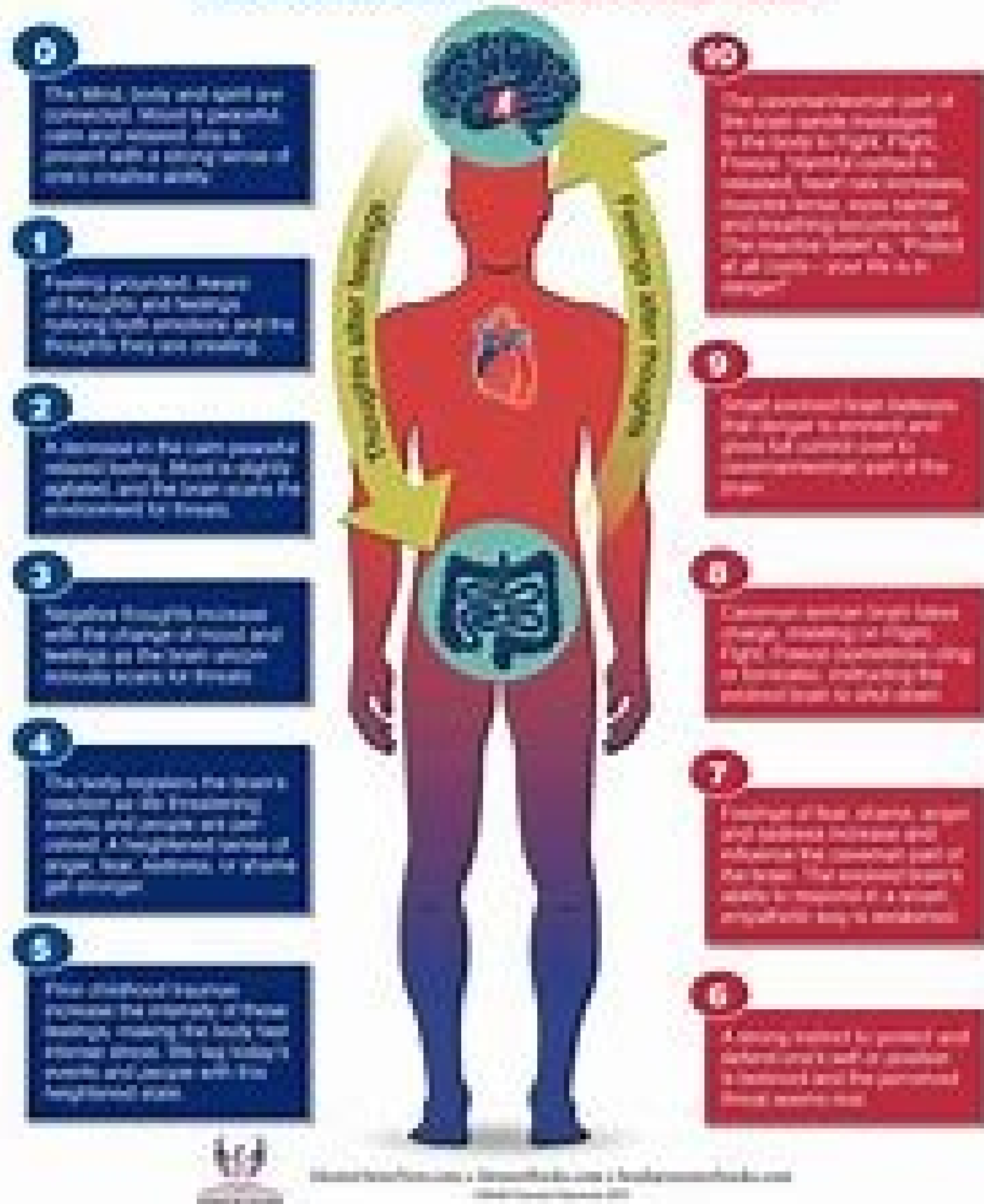

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Allows more aerobic respiration for increased ATP production	Heart rate increases
Less blood travels to the gut, where it's not needed as much	Arterioles to digestive system are constricted
More blood travels to these areas to collect and supply glucose	Arterioles to liver and muscles are dilated
Glycogen is broken down and released from the liver	Blood glucose levels rise
e.g. Increased respiration releases ATP; more glycogenolysis occurs	Metabolic rate increases
More oxygen is taken in to be used in aerobic respiration	Ventilation rate and depth increase

Brain-Body Stress Response

Smart Evolved Brain = **Caveman/Neanderthal Brain**

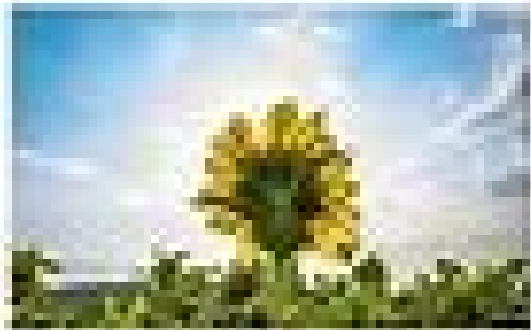
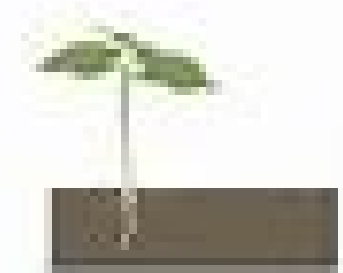


Join correct response and stimuli.

References



References

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Chapter 12 Health, Stress, and Coping

- | | |
|--|------------------------------------|
| 1. The science of psychology that investigates the relationship between people's behaviors and their minds. | A. Coping |
| 2. Any event or environmental stimulus or stressor that we respond to because we perceive it as challenging or threatening. | B. General adaptation syndrome |
| 3. A change in which the goal is lost, that requires readjustment. | C. Life event |
| 4. The ongoing emotions and transactions that individuals face. | D. Cognitive thought shift |
| 5. The capacity to adapt well to significant demands. | E. Attentional resources deficit |
| 6. A situation in which a person must choose between two or more costly, desirable alternatives. | F. Secondary appraisal |
| 7. A situation in which a person must choose between two desirable events. | G. Emotion focused coping |
| 8. A situation in which a person must choose between two undesirable events. | H. Problem focused coping |
| 9. A situation in which a person is faced with a decision about that has both positive and negative aspects. | I. Social support |
| 10. A situation that poses several alternatives that each have positive and negative features. | J. Approach-avoidance conflict |
| 11. The initial interpretation of an event as stressful, positive or stressful. | K. Health psychology |
| 12. An evaluation of resources available to cope with a stressor. | L. Problem-focused coping |
| 13. The general physical responses with experience when faced with a stressor. | M. Behavioral change |
| 14. The first phase of the general adaptation syndrome characterized by immediate activation of the nervous and endocrine system. | N. Stress |
| 15. The second phase of the general adaptation syndrome in which the nervous and endocrine systems continue to be activated. | O. Progressive relaxation training |
| 16. The third and final phase of the general adaptation syndrome, in which bodily resources are drained and wear and tear in the body begins. | P. Primary appraisal |
| 17. The field of study that investigates the connections among psychology, behavior, thoughts, emotions, the nervous system and internal system functioning. | Q. Immunosuppression |
| 18. The collection is activity of the immune system. | R. Daily hassles |
| 19. The behaviors that we engage in to manage stressors. | S. Conflict |
| 20. Behaviors that aim to control or alter the environment that is causing stress. | T. Copied images |
| 21. Behaviors aimed at controlling the internal emotional reactions to a stressor. | U. Behavioral change |
| 22. An active and conscious process in which we alter our interpretation of a stressful event. | V. Resilience |
| 23. Unconsciously automatic strategies that we engage in to reduce anxiety and maintain a positive self-image. | W. Defense mechanisms |
| 24. A stress management technique in which a person learns how to rationally assess and solve inside groups in the body. | X. Approach-avoidance conflict |
| 25. Having close and positive relationships with others. | Y. Multiple approach-avoidance C |
| 26. A technique in which you focus on a pleasant, relaxing image to achieve a state of relaxation when you feel anxious. | Z. Stress Reaction |

The education about stress and every person interested in self-awareness of what causes stress to him or her are fundamental to stress management. Practicing stress management routine and disciplined is what will be useful for most people. The employees who have a history of exhibiting traumatic events or who have suffered with a mental disease before working on the disaster behavioral response program may require more assistance with their stress management efforts. Professional behavioral health support is recommended in these situations. To find local services of professional behavioral health, visit the behavioral health treatment services locator at . Typical stressors for the response to the disaster response / crisis Personal counseling Experience with the Catastrophy Direct exposition to the negative effects of the accumulated stress disaster from hearing stories of survivors Crane stress from approaching strangers who can reject your help Feeling oppressed by the depth of sadness and sadness of others feel unable to relieve the pain of others working long hours in difficult environments lack of supervision or insufficient inadequate or inexperienced management and leadership that negatively affects personal advice Crises warning excessive stress signs (signs that last more than two to four weeks) Body sensations and fanciful effects Card capacity fast, palpitations, muscle tension, headaches, tremors, gastrointestinal ailments nausea, inability to relax when it is off, difficulty in falling asleep or sleeping, nightmares or flashbacks fear or have ROR in life-risk situations or perks of danger, anger, frustration, argument, irritability, deep sadness, difficulty in keeping the emotional balance difficulty thinking clearly disorientation Or confusion, difficulty in problems and making decisions, difficulty in remembering instructions, inability to see situations clearly, distortion and misinterpretation of comments and and Problemic or risky behaviour Unnecessary risk risk, failure to use personal protective equipment, refusal to follow orders or leave the scene of disaster, danger of team members, increased use or misuse of prescribed medicines or alcohol Irritability, anger and hostility, guilt, Reduction of capacity to support teammates, peer or family conflicts, deprivation, isolation Some specific warning signs of disaster include high adrenaline, physical euphoria, numbing the endorphin effect (a reduction of

feeling) disguising angst. Together with fatigue, compassion can change and create an inability to recognize bad judgment. The anger is © a common obstacle against recognising these problems. Individual approaches to Stress Management Self-Awareness Management © Stress reduction techniques So © Effective supervising techniques and self-awareness training suggested that about half of the people working in the field of tracheistic stress have a history of exposing themselves t o tracheistic events. For some of these individuals, this may be a risk factor, particularly when events the respondents have t o deal with are similar to their own experiences. It may be easier for field responders to process or be resilient because they are often without their usual support as family and friends, pets, houses, and other supports. Some respondents may have health vulnerabilities. For example, someone © m may be evil © or have joint or muscle problems, or may be prone to allergies. Others may still have a mental disorder. None of these things makes a person incapable of being an efficient worker in catastrophic situations, but this means that workers must be aware of their health needs and respect what they have t o do to stay healthy, especially on the ground. If the They are not aware of the need to monitor their physical, emotional and spiritual needs, they can start experiencing difficulties in their work and personal lives. Irritability with colleagues and family, difficulty difficulty Routine tasks, as well as more serious issues, such as increased consumption of alcohol and substances, including abusive use of prescribed medications, are common concerns in the community response community. Understand that these are the shared experiences of many catstrophes responders can help reduce stigma and avoid talking and seeking help to solve the stress of response work to catstrophes. Repliers can increase the awareness of their work stress routinely participating in stress debriefing events or stress management exercises. Formal groups that include the opportunity to speak and learn about the physiology of stress and the opportunity to exploit the techniques of management that work personally for each member of the group are effective ways of dealing with stress. Some examples that are described later in the section - ~ Å ~ Leftå €™ include breath, walking, stretching, talking to others, working at the gym, running with a friend, listening Relaxing music, massage, acupuncture, writing, drawing, dancing and other leisure activities. It is essential to schedule these activities for the day of work or for the work week and for the weekend. For those with busy schedules, it is important to actually mark the days and hours during each day and week that will be allocated to stress management techniques. Since we are likely to pay attention to our physical answers, can help you remember the Halt anagram to help recognize that you need to stop whenever you are: hungryangrytired know that when these physical reactions are The occurring, your body is saying that it is time to stop and provide any kind of self-care you need. Pay attention to the message. Sometimes when we are at all steam at our work, we ignore it when our body is trying to warn us for worries. Learn of this and tell yourself that you will stop, listen and answer. Fatigue Wallet Card This Portfolio Card Is © way for disaster response program staff to keep track of their own health needs. COMPOSITAL Fatigue Portfolio Card (Doc | 17KB) Workload Management An effective way to reduce stress is varying the workload or reaching the most severely traumatized versus survivors do not traumatized. The more severely affected are the survivors of catstrophes to which workers are exposed, greater is the probability of experiencing compassion fatigue and / or secondary traumatic stress. On the ground during a disaster, the staff may be providing support for more hard-hit communities and all the people with whom they come into contact may have suffered great losses. This can be difficult for the personal day yes, no day. Whenever possible, personnel should vary their exposure with survivors so that they are not always with the most affected. This may mean changing the geographic areas that cover every day or two in two days to vary the exposure intensity. If this is not possible, then use the buddy system. Even the exchange of papés between friends so that the same respondent is not always the one that makes the presentations and assumes the leadership can be somehow a relief. In addition, when respondents are exposed to very distressing survivors, survivors who have suffered the loss of a loved one or other heavy personal losses or those who have very difficult experiences for any reason, respondents must have more and More immediate access to supervision. Supervisors can listen and support respondents, help solve problems and make decisions about rotation, as well as keep or not a worker on the ground. Supervisors can also order the rotation and use of benefit time, especially when respondents will not make the pauses you need or withdraw from difficult tasks. Balanced lifestyle as mentioned earlier, people who respond to disasters can introduce forms relieve stress at work and during off-duty time, even when they are in the field. One of the most effective ways to create a balanced lifestyle for yourself © really program the activities you identified as being stress-reducing, relaxing, and Many times, respondents will say that if they do not program leisure activities, they do not participate in them. Arrange free time for yourself, time to exercise, time to write, and time to connect to family and friends, as you would arrange a business meeting. This allows you to see that you have booked time, and may encourage you to continue with the stress management or programmed self-care activity. During the working day, creating balances can be as simple as stopping t o take deep breaths every two hours or using breaks as a time to do simple exercises like walking and stretching (yoga) or even just calming the mind (meditation and attention). Some people are lucky to have the opportunity to use a gymnasium near the workplace or to access a swimming site. Take advantage of such facilities if they are available and it is discovered that the exercise helps you relax. Many respondents find that taking a short break © It's hard- like they can't get away from what they're doing. Sometimes this is © a cognitive problem insofar a s only respondents give themselves the message that they cannot take a break. The practice of messages that give you permission to self-care can help you think differently. For example, messages like, "It doesn't hurt that I take a 15-minute break. My colleagues will replace me" Or "I'm not performing life-saving activities at this time. I can take a break for lunch or a walk to reenergize" Think of the words you need to say, in the messages you need to give yourself to allow you to bring balance to the working day. Write the message on an index card and put it on a uncle where you will probably s e e it throughout the day. On the ground, when you are posted but you are not working, book that time to program and engage in stress management and self-care activities. Once again, these can be as simple as taking a walk and talking t o colleagues. Write notes, keep one or writing letters to the family and friends can also be relaxing© and lessen the stress of working in the midst of dramatic events such as disasters. Sending letters has the dual effect of connecting with others, which is © one of the most effective ways to deal with stress. Also © is © important, preparing for your field work© can also decrease anxiety and stress related to field work. A note of caution here is © make sure that you won't spend all your time off getting ready for work, thinking and talking about working with colleagues, or essentially (â€”workâ€”) even when you're not. In your personal life, many of the previous tips can help. During your day, be involved in taking care of children or a father of advanced age, conduct daily home © or deal with stressful situations around financialities, relationships, relationships, or other concerns, take a few various moments a day to engage in breathing exerciseand make sure you are aware of your stress level. Most importantly, take the time to create a personal life. Identify people who love you and understand you. Get to them and plan to spend time with them routinely © even if it's just a ride together or a weekly lunch meeting. Engaging in some kind of group meeting, exercise, sport, mindfulness, or meditation. Social support and body movement are great activities to reduce stress and increase a sense of well-being. Do what you need to do to have a personal life, social contacts and physical activity. Stress reduction technologies We refer to various technical stress© management in this section. Be aware that there may be many © examples of stress management literature. This section contains samples of these© tools, but responders should look for additional examples and use what best suits their needs. Inside In To use the overall stress management, disaster responders can analyze how your work contributes to stress and implement specific ways of thinking and working that can make them stronger in the face of the distressing aspects of your work. We have listed several ways to address spectress stressors: wait, seek, and accept that pair support responders are stronger when they work on strike teams and task forces that train together and fit together. Responders who work well hope they can better manage their stress when they seek help from pairs and accept pairs support. Pairs are our best defense in the field against physical and emotional pain. Make sure you know who your peers are and if you find yourself working on an isolated job, use the phone or the internet to get to these pairs they understand and accept you. The exhibition of limited master empathy controlled to survivors who are in great physical or emotional pain can be very difficult to sometimes. As human beings and helpers, most of us have great empathy and can "feel the pain" of others. It is often why we entered our professions. Repliers can learn how to control their feelings during an acute crisis and limit their empathy, so that they do not really experience the same grievance as the survivors. This is usually performed by formation, consciousness and cognitive messages. Some responders will use an image of a screen or a short wall in front of them to remind them to manage their feelings and especially their empathy in an effort to remain professional and functional. Monitoring and controlling excessive identification related to survivors or "excessively identifier" with them can also be a concern for responders, especially when helping survivors who may be of the same age as family of the responder, or have some similar characteristics. of someone © they know. For example, when confronted with a wounded child, a responder may need to give himself the message: "This is not happening to my My family is safe. I can help and take care of this child without feeling afraid that this has happened to someone © m that I care. "Defining structure and limits Reply comes from varied professions and disciplines. Some people have a license while others are subject to a set of guidelines or policies set by their employer; and most respondents have many layers of structure and rules they need to follow. important to help respondents manage stress © ensure that they are very clear on their daddy © is and responsibilities in general as well as in each specific disaster situation. In some cases, even when a staff member is not © under cover, can create a dangerous situation for the rest of the team. © Operational meetings held just before the start of the deployment (and often on a different basis below) help define these structures, and respondents who do not know what they should be doing and how they should be doing it need to immediately seek a direction of supervision. In the behavioral response field to disaster, there are established limits that include limiting working hours, places and types of Some examples include: responders must refrain from visiting a survivor after their service is completed, by giving survivors the opportunity t o call for an accompanying visit, the respondents must indicate the working hours, establishing the expec respondents should not offer personal funds to survivors or transport survivors in their personal vehicles. These are just examples of limits and each agency of providers, employer and manager. © Responsible for ensuring that respondents are aware of policies defining the structure and suitable for this specific work and / or agency. Self-assessment is vital for a successful stress and self-assisting management one of the dangers of the profession of response © lack of recognition as to the effects of the many stress or stiletos faced and how they affect the lives of respondents. The use of pairs for feedback is © way to evaluate how you are managing. Self-reflection is ©: look at yourself and your life and ask: "Do I have significant relationships? and "What © the quality of my connections"? Supervision can also © in the evaluation. Too often, employers do not use supervision as a useful tool to look for constructive criticism or examples of malfunction. Employees who see their peers, as well as supervisors as equals in many ways, are often more open to learning from them. In© addition, one of the empirically tested tools to assess the level of compassion fatigue, compassionate and burnout satisfied in this section is © the ProQOL, which can be used by the respondents themselves, as well as in a formal environment to assess how they are to leave. Commit to implementing self-care © the only way for respondents to remain well and healthy. Your health and well-being depends on you. Commit to taking care of yourself and invite family and friends to work with you on this trip. Effective Supervisors and Trainers need to be properly trained before being deployed to the field. As in any profession, the training is © to conduct your work well and efficiently. The training section of this toolkit talks about the types of training recommended for people who respond to behavioral health issues. Here, we point out that respondents are responsible for working with their supervisors and identifying the competences© and technical ones they feel they should improve in order to perform their work at a safe and appropriate level. Performance assessment requires the help of a supervisor The supervisor can choose to accompany respondents on the ground to observe their work "in vivo" or use other adult learning techniques, such as papé's game to determine if one It's ready in the field. It is the responsibility of the supervisor to ensure that respondents are ready for deployment, having participated in training activities and demonstrating appropriate skills and understanding of "do no harm" to survivors who depend on assistance from respondents in matters © laugh at behavioral health to guide them in recovery. Toe Leaflets © Stress Management techniques These templates provide information on stress management and ways to deal with it. The models are intended for the general public that may be going through disaster situations. The logo for your program and contact information can be inserted in the brochures. Examples of the Technical Assistance Centre © Technique in SAMHSA Catstrokes. (2012) "Self-care for podcasts responding to health behavioral disasters" Obtained in This 60-minute podcast of SAMHSA DTAC provides information, better practices, and tools that allow health supervisors and managers to identify and manage effectively the stress and tracheal stress across © the structures of the workplace and self-care practices. Quality of professional life. (2012) The Quality of Professional Life Score (ProQOL) measured. Obtained in THE PROQOL © the measure most frequently used to measure the negative and positive effects of helping other people who are suffering and suffering trauma. The Project has subspecies to satisfy the compassion, burnout, and compassion fatigue. This is © one of the few scientifically reliable and reliable tools for evaluating helpers and can help staff see how © that they're running. ProQOL is available in a variety of languages. University of East Carolina. (d) "Self-care Assessment File" Obtained in (PDF | 12.31 KB) This evaluation tool, the workbook "Transforming the pain", provides a general vision of Strategies to engage in self-care and prepare self-care goals. Goals.

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