

STUDENT STRESS CHECKLIST

Everyone has stress in their lives for different reasons. Both positive and negative events can be stressful.

Stress is a multifaceted response to challenges or demands, characterized not only by distress but also by eustress, which is a positive form of stress associated with growth and improvement. Understanding both can help students manage their reactions effectively.

Stress is a negative emotional experience accompanied by predictable biochemical, physiological, cognitive, and behavioral changes that are directed either toward altering the stressful event or accommodating its effects. It may also be referred to as distress.

Not all stress is negative – **eustress** is not a negative emotional experience. Some experiences and life events can be exciting and have a positive form of stress called eustress.

Which of the following events have you experienced in the past six months? Which events might you experience in the coming six months?

- | | |
|---|---|
| <input type="checkbox"/> Academic probation | <input type="checkbox"/> Final exam time |
| <input type="checkbox"/> Argument with an instructor | <input type="checkbox"/> Roommate problems |
| <input type="checkbox"/> Change in health of a friend/family member | <input type="checkbox"/> Argument with a family member |
| <input type="checkbox"/> Change in living conditions | <input type="checkbox"/> Applying to graduate school |
| <input type="checkbox"/> Change in sleeping or eating habits | <input type="checkbox"/> Pledging a fraternity/sorority |
| <input type="checkbox"/> Change in social activities | <input type="checkbox"/> Change in working hours/conditions |
| <input type="checkbox"/> Death of a loved one | <input type="checkbox"/> Lower grade than expected |
| <input type="checkbox"/> Divorce | <input type="checkbox"/> New job |
| <input type="checkbox"/> Elected to a leadership position | <input type="checkbox"/> Too many missed classes |
| <input type="checkbox"/> Encounter with the legal system | <input type="checkbox"/> Financial problems |
| <input type="checkbox"/> Increase in course load or difficulty | <input type="checkbox"/> Graduation |
| <input type="checkbox"/> Losing a job | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Major personal illness or injury | <input type="checkbox"/> Getting ready to study abroad |
| <input type="checkbox"/> Marriage | <input type="checkbox"/> Chronic car trouble |
| <input type="checkbox"/> New romance | <input type="checkbox"/> Long commute |
| <input type="checkbox"/> Outstanding achievement | <input type="checkbox"/> Raising children |
| <input type="checkbox"/> Relocation to Tucson | <input type="checkbox"/> Breakup of a relationship |
| <input type="checkbox"/> Serious argument with a close friend | <input type="checkbox"/> Working more than one job |
| <input type="checkbox"/> Transition to UA | <input type="checkbox"/> Declaring a major |
- Digital overload
Online learning
Social media pressures

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Reflect on the stress in your life:

- Which of the stressors in your life do you control? Reflect on how you can apply mindfulness or other stress-reduction techniques to these areas?
- Consider which stressors feel outside your control. What are strategies, such as seeking support or adjusting expectations, that might lessen their impact?
- What can you do to relieve some of the stress in your life?
- What can you do to lessen the effect that stress has on your well-being?

If you feel like these events are causing significant negative stress, visit the **Stress Management Assessment** activity for further information.

Want to learn more and get support developing your own stress management plan? You can meet with an Academic Skills Tutor for free! For assistance, email thinktank@email.arizona.edu or call the THINK TANK front desk at 520-626-0530.

Seek help if you feel that the stress you are experiencing is unmanageable. It is important to address this problem early before you experience some of the more serious negative consequences, such as physical symptoms.

Counseling and Psychological Services (CAPS) through UA Campus Health is a great resource, you can find out more at
Or, call **520-621-3334**

Sources:

Holmes, T. H., & Rahe, R. H. (1967). The social readjustment rating scale. *Journal of psychosomatic research*, 11(2), 213-218.

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O'Sullivan, G. (2011). The relationship between hope, eustress, self-efficacy, and life satisfaction among undergraduates. *Social indicators research*, 101(1), 155-172.

Taylor, Shelley E., (2009). *Health psychology*. New York, NY: McGraw-Hill

Additional Resources:

1. Mindfulness and Stress Management:

- A study by Sehgal and Kaur (2024) on the role of mindfulness and stress management highlighted the importance of integrating these practices into students' daily routines. This study provides evidence that mindfulness exercises can enhance students' abilities to cope with stress and improve their overall psychological resilience.
- **Citation:** Sehgal, R., & Kaur, A. (2024). Role of Mindfulness and Stress Management in Enhancing Life Skills for Sustainable Living. Icertpublication.com.
- **Link:** [Role of Mindfulness and Stress Management](#)

2. Resilience and Stress Differences:

- Research by Azoulay et al. (2024) during the COVID-19 pandemic revealed that different individuals exhibit distinct coping mechanisms under stress, influenced by factors like gender. This study suggests the need for personalized stress management strategies that consider these differences.
- **Citation:** Azoulay, E., Pochard, F., Argaud, L., et al. (2024). Reply to Zijlstra: Resilience and Stress Are Heterogenic Too, We Should Act Accordingly. *American Journal of Respiratory and Critical Care Medicine*.
- **Link:** [Resilience and Stress Differences](#)