

PSY 556 Stress and Coping
Fall 2016
Tuesday and Thursday 10:00-11:20
Location: Psychology B-248

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Overview

In this course, we will cover classical approaches in addition to recent empirical research and theoretical development related to stress and coping. We will begin by reviewing definitions and major theoretical orientations. In subsequent weeks we will concentrate on stress, coping, and related topics across a broad range of circumstances. For example, we will examine effects of stress and how stress effects may be mediated behaviorally and physiologically. We will consider ways to define successful and maladaptive coping and we will review a variety of stress-protective factors. During the final sessions of the course, we will address topics of particular interest to students. Students will select a topic, choose a relevant reading assignment for the class in consultation with the instructor, and present their topic in a class session devoted to student presentations.

Format

One to three readings are assigned per class session. Students are expected to read assignments **carefully** in advance of class and to discuss topics raised by the articles during class meetings. To facilitate thoughtful discussion, students should formulate at least one question or issue in preparation for each class session. A primary objective of the course is for students to learn how to understand and critique readings in a scholarly manner -- by noting their merits, their weaknesses, by drawing comparisons, and by recognizing and perhaps resolving apparent contradictions. Students will demonstrate these skills through the questions that they formulate, through their participation in class discussion, and by identifying "critical issues" from assigned readings. Another objective of the course is to facilitate original thinking about stress and coping and to enable students to design research to test their ideas. Students will achieve this through a course paper.

Course Requirements

1. Students are expected to arrive at class on time and must notify the instructor in advance if they are unable to attend. More than two absences, particularly if unexcused, may result in an unsatisfactory evaluation.
2. Students are expected to complete readings carefully and to participate in class discussions. Participation does not require making "brilliant" comments, nor does it entail constant speaking. It means offering comments when one has a contribution to make that shows thought about the readings or discussion topic.
3. On four occasions, students will identify a "critical issue" relevant to the class topic or readings and bring a description of it to class (approximately two pages; must be typed, double-spaced, and labeled with name and date). For example, you might highlight a discrepancy in the reading, an important point not covered, an idea for research that might resolve a question raised by one of the readings, or an issue to which the reading material could be applied. Students will present their critical issue in class and will submit it to the instructor at the end of the class session.

FOUR critical issue papers will be required during the semester. A critical issue paper can be submitted on a Tuesday or Thursday -- but not both -- of any week (and only on days when we hold class). **EXCEPTION: Do not submit a critical issue paper prior to September 8 or after November 29.** It is a student's responsibility to monitor the number of critical issue papers submitted. By the end of the course, a

total of four critical issue papers must have been submitted; fewer papers will result in an unsatisfactory evaluation. The instructor suggests that students retain critical issue papers that have been returned to resolve any discrepancy that could arise. In addition, review the document entitled "Improving Your Psychology Manuscripts" that appears on our Blackboard site under the Documents folder. Many of the recommendations contained in it will help you improve your critical issue papers.

4. For every class session other than the four for which they have prepared a critical issue paper (see above), students will formulate a question or issue based on their reading or thinking about stress and coping. The question or issue should be recorded in any format (electronic, paper) for reference during class. The instructor will call on students to present their question or issue.

5. Students will select a topic of particular interest to them which is not covered in class. Examples include: responses to victims; developmental perspectives on coping; specific life events, such as cancer or bereavement or community disasters; specific physical or mental health outcomes of stress; attributional perspectives and blame; coping via social comparison; stress in particular populations (e.g., firefighters, mental health workers, abused children). After selecting a topic, each student will consult with the instructor to select one relevant general reading for their classmates to complete. A topic and reading must be approved by the instructor by **October 25th**. The final sessions of the course will be devoted to student-selected topics. Students will present their topic in one of these class sessions.

6. A 10 to 25 page paper is required. It is due **Friday, December 9th, by 3:30 p.m.** Submit both a hard (paper) copy and electronic copy emailed as an attachment to marci.lobel@stonybrook.edu. The paper should be written and referenced in APA style. Ideally, a student's paper and selected class topic will address overlapping issues. Students are encouraged to use the opportunity to develop some testable ideas or hypotheses about stress and coping. For example, the paper might be an integration of prior research or theory (a *Psych Bulletin* or *Psych Review* type of paper), or it might include a research proposal or suggested methods and measures to test ideas. **It may be a paper that fulfills other requirements for the student (such as the first draft of a dissertation proposal), provided this is approved in advance by the instructor and any other involved parties, such as the student's advisor or other instructor.** Topics must be finalized and approved by the instructor by **November 15th**. Before beginning your paper, be sure you (re-)review the document entitled "Improving Your Psychology Manuscripts" that appears on our Blackboard site under the Documents folder.

Course grades will be computed according to the following APPROXIMATE algorithm:

Participation, questions, and attendance - 30%
Critical issue papers - 30%
Topic/reading/presentation - 15%
Paper - 25%

Class Schedule and Assigned Readings

NOTE: Most readings are downloadable from the Stony Brook University Library. Readings marked with asterisks (***) are posted on our Blackboard course site under the Documents folder.

Tuesday August 30 Introduction and course business

I. Conceptualizing Stress

Thursday September 1

***Lazarus, R. S., & Folkman, S. (1984). Chapter 1: The stress concept in the life sciences (pp. 1-21). *Stress, appraisal, and coping*. NY: Springer.

Tuesday September 6 SBU CLASSES NOT IN SESSION

Thursday September 8

***Lazarus, R. S., & Folkman, S. (1984). Chapter 2: Cognitive appraisal processes (pp. 22-54). *Stress, appraisal, and coping*. NY: Springer.

Tuesday September 13

*** Nesse, R. M., Bhatnagar, S., & Young, E. (2007). The evolutionary origins and functions of the stress response. In Fink, G. (Ed.), *The Encyclopedia of Stress, Second Edition* (pp. 965-970). San Diego, CA: Academic Press.

Thursday September 15

***Kagan, J. (2016). An overly permissive extension. *Perspectives on Psychological Science, 11*(4), 442–450.

II. The Psychophysiology of Stress

Tuesday September 20

***McEwen, B. S. & McEwen, C. A. (2016). Response to Jerome Kagan's essay on stress (2016). *Perspectives on Psychological Science, 11*(4), 451-455.

***Cohen, S., Gianaros, P. J., & Manuck, S. B. (2016). A stage model of stress and disease. *Perspectives on Psychological Science, 11*(4), 456–463.

***Kagan, J. (2016). Why stress remains an ambiguous concept: Reply to McEwen & McEwen (2016) and Cohen et al. (2016). *Perspectives on Psychological Science, 11*(4), 464-465.

Thursday September 22

Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R. A. R., & Updegraff, J. A. (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight-or-flight. *Psychological Review, 107* (3), 411-429.

Tuesday September 27

David C. Geary and Mark V. Flinn (2002). Sex differences in behavioral and hormonal response to social threat: Commentary on Taylor et al. (2000). *Psychological Review, 109* (4), 745–750.

Taylor, S. E., Lewis, B. P., Gruenewald, T. L., Gurung, R. A. R., Updegraff, J. A., & Klein, L. C. (2002). Sex differences in biobehavioral responses to threat: Reply to Geary and Flinn (2002). *Psychological Review, 109* (4), 751–753.

III. Effects of Stress

Thursday September 29

Cohen, S., Janicki-Deverts, D., & Miller, G. E. (2007). Psychological stress and disease. *JAMA, October 10, 298* (14), 1685-1687.

Raposa, E. B., Hammen, C. L., Brennan, P. A., O'Callaghan, F., & Najman, J. M. (2014). Early adversity and health outcomes in young adulthood: The role of ongoing stress. *Health Psychology, 33* (5), 410–418.

Tuesday October 4 – NO CLASS

Thursday October 6

Keller, A., Litzelman, K., Wisk, L. E., Maddox, T., Cheng, E. R., Creswell, P. D., & Witt, W. P. (2012). Does the perception that stress affects health matter? The association with health and mortality. *Health Psychology, 31* (5), 677–684.

Park, C. L. & Iacocca, M. O. (2014). A stress and coping perspective on health behaviors: Theoretical and methodological considerations. *Anxiety, Stress, and Coping, 27* (2), 123–137.

IV. Coping with Stress: Foundational Approaches

Tuesday October 11

Pearlin, L. I. & Schooler, C. (1978). The structure of coping. *Journal of Health and Social Behavior, 19* (1), 2-21.

Brickman, P., Rabinowitz, V. C., Karuza, Jr., J., Coates, D., Cohn, E., & Kidder, L. (1982). Models of helping and coping. *American Psychologist, 37* (4), 368-384.

Thursday October 13

***Lazarus, R. S., & Folkman, S. (1984). Chapter 6: The coping process: An alternative to traditional formulations (pp. 141-180). *Stress, appraisal, and coping*. NY: Springer.

V. Coping with Stress: Newer Perspectives

Tuesday October 18

Folkman, S. and Moskowitz, J. T. (2000). Positive affect and the other side of coping. *American Psychologist, 55* (6), 647-654.

***Carver, C. (2011). Coping. In: Contrada, R. J. & Baum, A. (Eds.), *The Handbook of Stress Science: Biology, Psychology, and Health* (pp. 221-229). NY: Springer.

VI. Adaptive Coping

Thursday October 20

Wortman, C. B. & Silver, R. C. (1989). The myths of coping with loss. *Journal of Consulting and Clinical Psychology, 57* (3), 349-357.

Tuesday October 25 PRESENTATION TOPIC AND READING SELECTION DUE BY TODAY

McFarland, C. & Alvaro, C. (2000). The impact of motivation on temporal comparisons: Coping with traumatic events by perceiving personal growth. *Journal of Personality and Social Psychology, 79* (3), 327-343.

Thursday October 27

Stanton, A. L. & Low, C. A. (2012). Expressing emotions in stressful contexts: Benefits, moderators, and mechanisms. *Current Directions in Psychological Science, 21*(2), 124-128.

VII. Coping with Stress: Applications

Tuesday November 1

Guardino, C. M. & Dunkel Schetter, C. (2014). Coping during pregnancy: A systematic review and recommendations. *Health Psychology Review, 8* (1), 70-94.

Thursday November 3

King, D. B. & DeLongis, A. (2014). When couples disconnect: Rumination and withdrawal as maladaptive responses to everyday stress. *Journal of Family Psychology, 28* (4), 460–469.

Tuesday November 8

Updegraff, J. A., Silver, R. C., & Holman, E. A. (2008). Searching for and finding meaning in collective trauma: Results from a national longitudinal study of the 9/11 terrorist attacks. *Journal of Personality and Social Psychology, 95* (3), 709–722.

Graham, J. E., Lobel, M., Glass, P., & Lokshina, I. (2008). Effects of written anger expression in chronic pain patients: Making meaning from pain. *Journal of Behavioral Medicine, 31* (3), 201-212.

VIII. Stress Protective Factors

Thursday November 10

Rothbaum, F., Weisz, J. R., & Snyder, S. S. (1982). Changing the world and changing the self: A two-process model of perceived control. *Journal of Personality and Social Psychology, 42* (1), 5-37.

Tuesday November 15 PAPER TOPICS DUE BY TODAY

***Uchino, B. N. & Birmingham, W. (2011). Stress and support processes. In: Contrada, R. J. & Baum, A. (Eds.), *The Handbook of Stress Science: Biology, Psychology, and Health* (pp. 111-121). NY: Springer.

Thursday November 17

Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2010). Optimism. *Clinical Psychology Review, 30*, 879–889.

Jobin J., Wrosch, C., & Scheier, M. F. (2014). Associations between dispositional optimism and diurnal cortisol in a community sample: When stress is perceived as higher than normal. *Health Psychology, 33* (4), 382–391.

Tuesday November 22

Baer, R. A., Carmody, J., & Hunsinger, M. (2012). Weekly change in mindfulness and perceived stress in a mindfulness-based stress reduction program. *Journal of Clinical Psychology, 68*, 755–765.

Vail, K. E. III, Juhl, J., Arndt, J., Vess, M., Routledge, C., & Rutjens, B. T. (2012). When death is good for life: Considering the positive trajectories of terror management. *Personality and Social Psychology Review, 16* (4), 303-329.

Thursday November 24 Thanksgiving Holiday - No Class**Tuesday November 29**

Dunkel Schetter, C. & Dolbier, C. (2011). Resilience in the context of chronic stress and health in adults. *Social and Personality Psychology Compass, 5/9*, 634–652.

Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist, 59* (1), 20–28.

Thursday December 1 Student-selected topics

Tuesday December 6 Student-selected topics

Thursday December 8 Student-selected topics

Paper is due Friday December 9th by 3:30 p.m.

Related Reading:

Abelson J. L., Erickson, T. M., Mayer, S. E., Crocker, J., Briggs, H., Lopez-Duran, N. L., & Liberzon, I. (2014). Brief cognitive intervention can modulate neuroendocrine stress responses to the Trier Social Stress Test: Buffering effects of a compassionate goal orientation. *Psychoneuroendocrinology*, *44*, 60-70.

Aldwin, C. M., Levenson, M. R., Spiro, A., III, & Bosse, R. (1989). Does emotionality predict stress? Findings from the Normative Aging Study. *Journal of Personality and Social Psychology*, *56*, 618-624.

Aldwin, C. M. & Revenson, T. A. (1987). Does coping help? A reexamination of the relation between coping and mental health. *Journal of Personality and Social Psychology*, *53*, 337-348.

Allred, K. D. & Smith, T. W. (1989). The hardy personality: Cognitive and physiological responses to evaluative threat. *Journal of Personality and Social Psychology*, *56*, 257-266.

Andreotti, C., Thigpen, J. E., Dunn, M. J., Watson, K., Potts, J., Reising, M. M., Robinson, K. E., Rodriguez, E. M., Roubinov, D., Luecken, L. & Compas, B. E. (2013). Cognitive reappraisal and secondary control coping: Associations with working memory, positive and negative affect, and symptoms of anxiety/depression. *Anxiety, Stress, and Coping*, *26*, (1), 20-35.

Appleton, A. A., Buka, S. L., Loucks, E. B., Gilman, S. E., & Kubzansky, L. D. (2013). Divergent associations of adaptive and maladaptive emotion regulation strategies with inflammation. *Health Psychology*, *32* (7), 748–756.

Appley, M. H. & Trumbull, R. (1986). Development of the stress concept. In M. H. Appley & R. Trumbull (Eds.), *Dynamics of stress: Physiological, psychological, and social perspectives* (pp. 3-18). NY: Plenum Press.

Baum, A., Davidson, L. M., Singer, J. E., & Street, S. W. (1987). Stress as a psychophysiological process. In A. Baum & J. E. Singer (Eds.), *Handbook of psychology and health, Volume 5* (pp. 1-24). Hillsdale, NJ: Erlbaum.

Baum, A., Fleming, R., & Singer, J. E. (1983). Coping with victimization by technological disaster. *Journal of Social Issues*, *39*, 117-138.

Ben-Zur, H. & Zeidner, M. (2012) Gender differences in loss of psychological resources following experimentally-induced vicarious stress. *Anxiety Stress and Coping*, *25* (4), 457-475.

Bolger, N. (1990). Coping as a personality process: A prospective study. *Journal of Personality and Social Psychology*, *59*, 525-537.

Bolger, N. & Eckenrode, J. (1991). Social relationships, personality, and anxiety during a major stressful event. *Journal of Personality and Social Psychology*, *61*, 440-449.

Bower, J. E., Moskowitz, J. T., & Elissa Epel, E. (2009). Is benefit finding good for your health? Pathways linking positive life changes after stress and physical health outcomes. *Current Directions in Psychological Science*, *18* (6), 337-341.

Brown, G. W. (1974). Meaning, measurement, and stress of life events. In B. S. Dohrenwend & B. P. Dohrenwend (Eds.), *Stressful life events: Their nature and effects* (pp. 217-243). NY: Wiley.

Brown, K. W. & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, *84* (4), 822–848.

Burger, J. (1989). Negative reactions to increases in perceived personal control. *Journal of Personality and Social Psychology*, *56* (2), 246-256.

- McKenzie Carlisle, Bert N. Uchino, David M. Sanbonmatsu, Timothy W. Smith, Matthew R. Cribbet, Wendy Birmingham, Kathleen C. Light, & Allison A. Vaughn. (2012). Subliminal activation of social ties moderates cardiovascular reactivity during acute stress. *Health Psychology, 31* (2), 217–225.
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology, 56*, 267-283.
- Carver, C. S. & Scheier, M. F. (1994). Situational coping and coping dispositions in a stressful transaction. *Journal of Personality and Social Psychology, 66*, 184-195.
- Cecilia Cheng (2001). Assessing coping flexibility in real-life and laboratory settings: A multimethod approach. *Journal of Personality and Social Psychology, 80* (5), 814-833.
- Cecilia Cheng (2003). Cognitive and motivational processes underlying coping flexibility: A dual-process model. *Journal of Personality and Social Psychology, 84* (2), 425–438.
- Yoichi Chida and Mark Hamer (2008). Chronic psychosocial factors and acute physiological responses to laboratory-induced stress in healthy populations: A quantitative review of 30 years of investigations. *Psychological Bulletin, 134* (6), 829–885.
- Cohen, L. H., Towbes, L. C., & Flocco, R. (1988). Effects of induced mood on self-reported life events and perceived and received social support. *Journal of Personality and Social Psychology, 55*, 669-674.
- Cohen, S., Evans, G. W., Stokols, D., & Krantz, D. S. (1986). Chapter 1: Stress processes and the costs of coping. In S. Cohen, G. W. Evans, D. Stokols, & D. S. Krantz, *Behavior, health, and environmental stress* (pp. 1-23). NY: Plenum Press. READ PAGES 7-23 ONLY
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior, 24*, 385-396.
- Collins, D. L., Baum, A., & Singer, J. E. (1982). Coping with chronic stress at Three Mile Island: Psychological and biochemical evidence. *Health Psychology, 2*, 149-166.
- Collins, N. L., Dunkel-Schetter, C., Lobel, M., & Scrimshaw, S. C. M. (1993). Social support in pregnancy: Psychosocial correlates of birth outcomes and postpartum depression. *Journal of Personality and Social Psychology, 65*, 1243-1258.
- Nancy L. Collins, Heidi S. Kane, Molly A. Metz, Christena Cleveland, Cynthia Khan, Lauren Winczewski, Jeffrey Bowen and Thery Prok (2014). Psychological, physiological, and behavioral responses to a partner in need: The role of compassionate love. *Journal of Social and Personal Relationships, 31*(5), 601–629
- Conger, R. D., Lorenz, F. O., Elder, Jr., G. H., Simons, R. L., & Ge, X. (1993). Husband and wife differences in response to undesirable life events. *Journal of Health and Social Behavior, 34*, 71-88.
- Jennifer K. Connor-Smith and Celeste Flachsbart (2007). Relations between personality and coping: A meta-analysis. *Journal of Personality and Social Psychology, 93* (6), 1080–1107.
- James C. Coyne and Melissa W. Racioppo (2000). Never the twain shall meet? Closing the gap between coping research and clinical intervention research. *American Psychologist, 55* (6), 655-664.
- Coyne, J. C., Wortman, C. B., & Lehman, D. R. (1988). The other side of support: Emotional overinvolvement and miscarried helping. In B. H. Gottlieb (Ed.), *Marshalling social support: Formats, processes, and effects* (pp. 305-330). Newbury Park, CA: Sage.

J. David Creswell, Laura E. Pacilio, Emily K. Lindsay, Kirk Warren Brown (2014). Brief mindfulness meditation training alters psychological and neuroendocrine responses to social evaluative stress. *Psychoneuroendocrinology*, 44, 1-12.

J. David Creswell, William T. Welch, Shelley E. Taylor, David K. Sherman, Tara L. Gruenewald, and Traci Mann (2005). Affirmation of personal values buffers neuroendocrine and psychological stress responses. *Psychological Science*, 16 (11), 846-851.

Cutrona, C. E. (1986). Behavioral manifestations of social support: A microanalytic investigation. *Journal of Personality and Social Psychology*, 51, 201-208.

Bryan T. Denny and Kevin N. Ochsner (2014). Behavioral effects of longitudinal training in cognitive reappraisal. *Emotion*, 14 (2), 425-433.

Depue, R. A., & Monroe, S. M. (1986). Conceptualization and measurement of human disorder in life stress research: The problem of chronic disturbance. *Psychological Bulletin*, 99, 36-51.

Dohrenwend, B. P. & ShROUT, P. E. (1985). "Hassles" in the conceptualization and measurement of life stress variables. *American Psychologist*, 40, 780-785.

Dohrenwend, B. S. & Dohrenwend, B. P. (1984). Life stress and illness: Formulations of the issues. In B. S. Dohrenwend & B. P. Dohrenwend (Eds.), *Stressful life events and their contexts* (pp. 1-27). New Brunswick, NJ: Rutgers University Press.

Dunkel-Schetter, C. & Bennett, T. L. (1990). Differentiating the cognitive and behavioral aspects of social support. In I. G. Sarason, B. R. Sarason, & G. R. Pierce (Eds.), *Social support: An interactional view* (pp. 267-296). New York: Wiley.

Dunkel-Schetter, C., Folkman, S., & Lazarus, R. S. (1987). Correlates of social support receipt. *Journal of Personality and Social Psychology*, 53, 71-80.

Dunkel-Schetter, C., & Lobel, M. (2012). Pregnancy and birth outcomes: A multi-level analysis of prenatal stress and birth weight. In A. Baum, T. A. Revenson, & J. Singer (Eds.), *Handbook of Health Psychology, Second Edition* (pp. 431-463). NY: Psychology Press.

Ellis, B.J. & Giudice, M. (2014). Beyond allostatic load: Rethinking the role of stress in regulating human development. *Development and Psychopathology*, 25, 1-20.

Robert A. Emmons & Michael E. McCullough (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84 (2), 377-389.

Kevin J. Eschleman, Gene M. Alarcon, Joseph B. Lyons, Charlene K. Stokes and Tamera Schneider (2012). The dynamic nature of the stress appraisal process and the infusion of affect. *Anxiety, Stress, & Coping*, 25 (3), 309-327.

Exline, J. J. & Lobel, M. (1999). The perils of outperformance: Sensitivity about being the target of a threatening upward comparison. *Psychological Bulletin*, 125, 307-337.

Folkman, S. (1984). Personal control and stress and coping processes: A theoretical analysis. *Journal of Personality and Social Psychology*, 46, 839-852.

Folkman, S. & Lazarus, R. S. (1985). If it changes it must be a process: Study of emotion and coping during three stages of a college examination. *Journal of Personality and Social Psychology*, 48, 150-170.

- Folkman, S. & Lazarus, R. S. (1988). Coping as a mediator of emotion. *Journal of Personality and Social Psychology*, 54, 466-475.
- Folkman, S., Lazarus, R. S., Dunkel-Schetter, C., DeLongis, A., & Gruen, R. (1986). The dynamics of a stressful encounter: Cognitive appraisal, coping, and encounter outcomes. *Journal of Personality and Social Psychology*, 50, 992-1003.
- Frankenhuis, W.E. & de Weerth, C. (2013). Does early-life exposure to stress shape or impair cognition. *Current Directions in Psychological Science*, 22(5), 407-412.
- Frazier, P., Keenan, N., Anders, S., Perera, S., Shallcross, S. & Hintz, S. (2011). Perceived past, present, and future control and adjustment to stressful life events. *Journal of Personality and Social Psychology*, 100(4), 749-765.
- Funk, S. C. & Houston, B. K. (1987). A critical analysis of the hardiness scale's validity and utility. *Journal of Personality and Social Psychology*, 53, 572-578.
- Gayman, M. D., Cislo, A. M., Goidel, A. R., & Ueno, K. (2014). SES and race-ethnic differences in the stress-buffering effects of coping resources among young adults. *Ethnicity & Health*, 19 (2), 198–216.
- Giscombé, C. W. & Lobel, M. (2005). Explaining disproportionately high rates of adverse birth outcomes among African Americans: The impact of stress, racism, and related factors in pregnancy. *Psychological Bulletin*, 131, 662-683.
- Jean-Philippe Gouin, Ronald Glaser, William B. Malarkey, David Beversdorf, & Janice Kiecolt-Glaser (2012). Chronic stress, daily stressors, and circulating inflammatory markers. *Health Psychology*, 31 (2), 264–268.
- Graham, J. E., Lobel, M., & DeLuca, R. S. (2002). Anger after childbirth: An overlooked reaction to postpartum stressors. *Psychology of Women Quarterly*, 26, 222-233.
- Greenberg, J. & Arndt, J. (2012). Terror management theory. In: Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (Eds.), *Handbook of Theories of Social Psychology, Volume 1* (pp.398-415). Thousand Oaks, CA: Sage Publications Ltd.
- Greenberg, J., Solomon, S., Pyszczynski, T., Rosenblatt, A., Burling, J., Lyon, D., Simon, L., & Pinel, E. (1992). Why do people need self-esteem? Converging evidence that self-esteem serves an anxiety-buffering function. *Journal of Personality and Social Psychology*, 63 (6), 913-922.
- Griffin, K., Friend, R., Eitel, P., & Lobel, M. (1993). Effects of environmental demands, stress, and mood on health practices. *Journal of Behavioral Medicine*, 16, 1-19.
- Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *Journal of Psychosomatic Research*, 57 (1), 35-43.
- Grupe, D. W., & Nitschke, J. B. (2013). Uncertainty and anticipation in anxiety: an integrated neurobiological and psychological perspective. *Nat Rev Neurosci*, 14(7), 488-501. doi: 10.1038/nrn3524
- Mingzhu Guo, Yiqun Gan and Jing Tong (2013). The role of meaning-focused coping in significant loss. *Anxiety, Stress, & Coping*, 26 (1), 87-102.
- Philipp Yorck Herzberg (2013) Coping in relationships: the interplay between individual and dyadic coping and their effects on relationship satisfaction, *Anxiety, Stress, & Coping: An International Journal*, 26:2, 136-153.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513-524.

Hobfoll, S. E., Johnson, R. E., Ennis, N., & Jackson, A. P. (2003). Resource loss, resource gain, and emotional outcomes among inner city women. *Journal of Personality and Social Psychology*, 84 (3), 632–643. Correction to Hobfoll et al. (2003): On page 643, in the tables for Appendixes B and C, the variables labeled with “T3” should all read “T2.” In Appendix C, the column headings “Nonlinear model” should read “Nonlinear model T1”; the column headings “Linear model” should read “Nonlinear model T2.” These changes do not affect the findings, interpretations, or conclusions.

Hull, J. G., Van Treuren, R. R., & Virnelli, S. (1987). Hardiness and health: A critique and alternative approach. *Journal of Personality and Social Psychology*, 53, 518-530.

Karatsoreos, I.N. & McEwen, B.S. (2011). Psychobiological allostasis: resistance, resilience, and vulnerability. *Trends in Cognitive Sciences*, 15 (12), 576-584.

Kastenmuller, A., Greitemeyer, T., Epp, D., Frey, D., & Fischer, P. (2012). Posttraumatic growth: Why do people grow from their trauma? *Anxiety, Stress, and Coping*, 25 (5), 477-489.

Kessler, R. C., McLeod, J. D., & Wethington, E. (1985). The costs of caring: A perspective on the relationship between sex and psychological distress. In I. G. & B. R. Sarason (Eds.), *Social support: Theory, research and applications* (pp. 491-506). Dordrecht, The Netherlands: Martinus Nijhoff.

Kobasa, S. C. O. & Puccetti, M. C. (1983). Personality and social resources in stress resistance. *Journal of Personality and Social Psychology*, 45, 839-850.

Richard S. Lazarus (2000). Toward better research on stress and coping. *American Psychologist*, 55 (6), 665-673.

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