A-1

answers to discovering psychology program review questions

CHAPTER 1
Program Review
1. c, 2. b, 3. c, 4. c, 5. c, 6. c, 7. b, 8. b, 9. d, 10. c, 11. b, 12. b, 13. c, 14. a, 15. b, 16. b, 17. d, 18. c, 19. c, 20. b

Questions to Consider
1. The fundamental issues of psychology include the relationship of mind and body, the role of heredity and environment in determining personality and behavior, the role of the conscious and the unconscious in determining behavior, the influence of individual dispositional and external social and situational forces on behavior, the influence of early experience on later life, and the significance of individual differences and similarities.

2. Many people are not aware of the different kinds of work that psychologists do. A popular stereotype is that of the slightly nutty Freudian-style analyst depicted in popular movies of the 1930s and 1940s. As you will learn, the treatment of mental illness is only one part of psychology. Psychologists are scientists who can also help people teach more effectively and learn more efficiently. They help people improve their physical and emotional well-being, enhance communication, find the right job, quit smoking, make decisions, improve social relations, understand child development, promote world peace, and fight poverty and prejudice.

3. Observer bias influences our choices about what is relevant and what isn't. Our values, interests, and expectations can even influence our perceptions, leading us to see things that are not there and overlook things that are.

4. We can't know the future, but we're certainly at the dawning of an important era when biological and psychological phenomena can truly be seen to interact with each other. It's unlikely that we'll ever completely know how the brain and body create psychological experience or that we'll ever be able to read the intricate details of someone's thoughts just by looking at the firing patterns of neurons in their brain, but there will certainly be progress even on those fronts. For example, we already know that certain kinds of mental activity are associated with greater brain activity in certain regions. In the year 2500, psychologists will probably be required to have training in the neurosciences in order to consider themselves educated in human functioning.

5. Some studies cannot be run without keeping participants somewhat in the dark about the purpose of the research, since knowledge of the study's goals would be likely to affect their behavior and make it unlike the actual phenomenon being studied. The goal is always to be as respectful of participants as possible, never to deceive them if it is not necessary to the research, and always to debrief them after their participation is complete so that the deception is removed and any possible distress is dispelled. According to APA Guidelines, which hold the participants' welfare as primary, any likely distress must be consented to before the study begins, and a study involving deception would threaten the opportunity for truly informed consent. Psychologists acknowledge that this disallows some experiments from being conducted, but have accepted this limitation and, when possible, design other, more acceptable studies that address similar questions.

CHAPTER 2
Program Review
1. d, 2. a, 3. b, 4. c, 5. c, 6. a, 7. a, 8. d, 9. b, 10. a, 11. a, 12. b, 13. d, 14. a, 15. b, 16. b, 17. c, 18. a, 19. c, 20. c

Questions to Consider
1. Techniques such as the fMRI, EEG, CAT, MRI, and PET provide information that can be used to help distinguish between normal and abnormal brain structures and functions. The process of mapping or imaging the brain promises to help identify the chemical or structural abnormalities underlying such problems as Alzheimer's disease, schizophrenia, learning disabilities, and depression.

2. When a person has catastrophic brain injuries and sudden changes in functioning, the people who know the person best may have trouble adapting. Often this involves a sudden loss of language, spatial ability, or memory, with no real change in what they've come to know as their loved one's personality. In the case of Phineas Gage, not only were the changes he experienced unusual, so that his loved ones did not have a previous model to refer to in learning to relate to him, but his changes were in interpersonal functioning and personality, which people tend to think of as unshakeable characteristics. We can only imagine that it was very difficult for loved ones to accept the "new" Phineas and to believe that a new personality had completely replaced the old one.

3. Although we are able to determine which areas of the brain are active and may be able to argue that, for example, verbal activity or emotional activity is involved, there is no indication that we can come any closer to reading or controlling the precise thoughts that people experience.

4. With an all-or-none response, you have a physical means for detecting things, rather than forcing some higher function to decide whether a neuron has fired with a great enough strength for something to be the case (e.g., there really was a noise, I really did have a memory). You also create a system that allows for the same information to be processed, while protecting the neuron from constantly having to be in some state of firing. As for neurotransmitters, the greater number allows for greater diversity of functioning in the brain and allows for one function to be active while other, less relevant or undesired ones remain inactive.

CHAPTER 3
Program Review
1. b, 2. d, 3. d, 4. a, 5. b, 6. c, 7. c, 8. a, 9. d, 10. c, 11. b, 12. d, 13. c, 14. a, 15. b, 16. d, 17. a, 18. c, 19. b, 20. d

Questions to Consider
1. Compulsive gambling could be considered a disease and a learned behavior. An organization called Gamblers Anonymous is based on the same principles as Alcoholics Anonymous. However, analyzing compulsive gambling in terms of antecedents and consequences might suggest ways to eliminate cues that lead to gambling, thereby leading to extinction. The best policy might be to avoid all settings where gambling takes place. Because any winning would serve to reinforce gambling, the best goal for a behavior change program is no gambling at all. Because it is reinforced intermittently (on a variable ratio schedule), it may be very resistant to extinction.

2. You could provide positive reinforcement for keeping the school clean. For example, students could receive a sticker for every 50 pieces of litter they pick up. They could also be punished (e.g., with extra homework or reduced break periods) if they are caught littering. You might also try integrating other principles, such as modeling, shaping, and ideal reinforcement schedules, into your program to increase the likelihood that students' behavior will conform to your goals.

3. Intention is not always a prerequisite for learning. We learn many behaviors without setting out to do so. However, if intention can help us focus attention, learning is enhanced. One exciting aspect of learning principles is that they do not require consent or knowledge of the learner in order for them to work. They can work on pigeons, people who are mentally retarded, and people who are resistant to change just as well as they can work on intelligent human adults. Learning principles are truly a universal phenomenon.

4. Parents generally don't reward or punish their children's grammar. Instead, they model good grammar for their children and do what they can to understand whatever utterances their children produce. So the

learning of grammar does not depend on operant principles. Parents do, however, reward and punish other linguistic features, such as content (e.g., "That's right; that *is* a doggy") and politeness (e.g., "Did you say 'thank you'? You're such a good girl").

CHAPTER 4
Program Review
1. d, 2. c, 3. b, 4. b, 5. d, 6. a, 7. b, 8. a, 9. b, 10. b, 11. c, 12. c, 13. d, 14. a, 15. b, 16. d, 17. a, 18. a, 19. b, 20. d

Questions to Consider
1. Helpful memory strategies include paying attention, minimizing distractions and interference, and encoding information in more than one way, such as reading out loud, outlining important points, or chunking information in some personally meaningful way. It is also helpful to add meaning by linking new facts and ideas to familiar information, to use visual imagery, to review material distributed in study sessions, to study before going to sleep, and to overlearn material.
2. The schema we used as children are very different from the ones we have developed as adults. And because young children are lacking in language, which normally helps us to label and organize memories, we may find that memories from our preverbal days are sparse or nonexistent. There is also evidence that early memories may be lost due to physiological maturation. Nevertheless, many memories, particularly from later childhood, are recoverable through good cues, and most people find that cues, such as family stories or photographs, can help in reconstructing memories.
3. The ABC song offers many devices to aid retention. The letters are chunked or grouped in units that conform to the capacity of short-term memory. The letters at the end of each phrase rhyme, which is a mnemonic device. The song encodes the information in sounds as well as in movements. And the fun of it also motivates multiple rehearsals and performances.
4. Most of us are justifiably impressed with the capacity of our long-term memory. Society rewards people for good memories, starting in early childhood. Playing trivia games can set off a host of associations to events and ideas that we often don't even know we have in memory.
5. There is substantial controversy over what "leading" questions do to memories. The way a person perceives and recalls an event depends on perceptual and cognitive biases that even the eyewitness may not be aware of. Jury members are subject to their own biases when they hear and judge testimony. Jurors need to be especially alert to leading questions that might introduce details or prompt a witness to report an event in a particular way. The more informed a jury member is about how memory works, the better he or she may be able to weigh the value of testimony.

CHAPTER 5
Program Review
1. d, 2. a, 3. a, 4. c, 5. c, 6. b, 7. a, 8. d, 9. b, 10. a, 11. c, 12. a, 13. b, 14. b, 15. a, 16. d, 17. c, 18. a, 19. a, 20. c

Questions to Consider
1. Scripts might include types of activities and dress, level of education, achievement, income, social status, family patterns, interests, vacation ideas, restaurant preferences, and health status.
2. Pitfalls of problem solving include the inability to define the problem, to be illogical in situations in which emotions are involved, and the reluctance to consider opposing points of view. People also depend on certain familiar approaches and strategies and often do not recognize when these are no longer useful. Cognitive bias and mental shortcuts also cause people to draw false conclusions or make bad decisions.
3. According to the representativeness heuristic, we are prone to believe that an event is likely if it fits our stereotype of what usually happens. This makes us particularly likely to notice events that fit our stereotype, and it may lead us to overestimate how commonly stereotype-consistent instances are. Similarly, the availability heuristic can perpetuate stereotypes through the cues we provide ourselves with when conjuring up examples or "typical profiles" of the groups with whom we hold the stereotypes.
4. No. Environment still has an important influence on the expression of any trait or ability. This is obvious from studies of development in

enriched and impoverished environments. Impoverished environments lower a person's test performance. Both heredity and environment play a role.
5. It is rare for someone to be universally more capable or more intelligent than the average person. A brilliant mathematician may be kinesthetically awkward, and a person with excellent spatial skills may be average or below average on verbal measures of intelligence. Looking around at our greatest models of mathematical intelligence, body skills, and social intelligence leads to outstanding models for those specific kinds of intelligence that may show no particular excellence on any of the other scales.

CHAPTER 6
Program Review
1. c, 2. d, 3. b, 4. d, 5. c, 6. d, 7. d, 8. d, 9. b, 10. b, 11. a, 12. c, 13. d, 14. b, 15. d, 16. c, 17. c, 18. a, 19. a, 20. c

Questions to Consider
1. Lack of knowledge or inappropriate expectations can cause unnecessary frustration and misunderstanding. Some child abuse may be related to unrealistic expectations, especially in toilet training and bed-wetting. In the past, parents were warned not to spoil their children by handling them too much. This was followed by a period of attentive indulgence. Currently, child-rearing advice falls somewhere between these two extremes.
2. Many very clever techniques for measuring topics, such as memory, perception, and preference, have been developed to study infants, who can have sophisticated abilities but who cannot respond to complex language or answer questions verbally. Some of these techniques can be adapted for use with other nonverbal animals, as long as their behavioral capabilities (such as grasping and looking) are well enough developed.
3. Language helps structure thought, and people use words to think, solve problems, and define and use concepts. But thinking also involves visual and sensory images. Certain cognitive operations, but not all, are dependent on language.
4. You would have a hard time raising your child without exposing him or her to any gender-typing biases. Other people your child interacts with on a day-to-day basis, including young children and even strangers, will treat your child in a manner consistent with gender roles. If you try to disguise your child's gender in order to prevent this, by careful selection of clothing and a unisex-style haircut, people may ask your child whether he or she is a boy or a girl in order to figure out what they believe to be the appropriate means of interacting, and other children might tease or reject your child for not following stereotypical dress and behavior patterns. Socialization and interaction based on gender is so strong in our culture that it is unlikely you'd be successful at your efforts.
5. Social attitudes and economic conditions determine which changes and responsibilities are considered appropriate for adult roles. For example, the age at which marriage is acceptable or at which children are expected to become self-supporting is often set by economic and social conditions in the larger society.

CHAPTER 7
Program Review
1. d, 2. c, 3. c, 4. a, 5. d, 6. a, 7. a, 8. a, 9. c, 10. c, 11. b, 12. b, 13. c, 14. b, 15. a, 16. d, 17. c, 18. a, 19. d, 20. a

Questions to Consider
1. The distinction between sensation and perception is an important one and will still be present 50 years from now. Whereas "sensation" refers to the registering of a physical stimulus on one of many different kinds of receptors, "perception" refers to one's experience of the stimulus. Sensations are translated through sophisticated neuronal structures into perceptions.
2. To improve the environment for individuals with visual deficits, one could print large labels on medicine bottles and other containers. For people with impaired balance, handrails in hallways and safety rails in bathrooms could be installed. To adjust for hearing loss, background noise could be reduced by better insulation, and blinking lights that indicate when the phone is ringing could be installed. For those with a

loss of sensitivity to smells, smoke detectors or fire alarms could be installed. And, if loss of smell is affecting appetite, special effort should go into planning a diet to enhance flavors and ensure adequate nutrition.

3. Items on the grocery shelves have labels on them so that it's easy to group by perceptual similarity. Products belonging to the same category are typically stored within the same area of the store, allowing grouping by proximity. At the checkout stand, two different customers will typically leave a perceptible space between their clusters of purchases, allowing the clerk to group the clusters by the principle of proximity. Items moving together on a clerk's conveyer belt can be grouped by the principle of common fate.

4. By training yourself to pay close attention to visual and auditory elements, you can become increasingly aware of the purposeful choices film and television directors make and how they use and combine various techniques to influence your perceptions. For example, children's toys are frequently photographed in ads so that they appear larger or sturdier than they really are. In films and television programs, dim lighting, a low camera angle, and shadows are used to create suspense or danger. Music is often used in television and film to evoke happiness, fear, or other emotions.

5. One possibility is that the tendency in primates to climb and to brachiate through trees required an extremely accurate three-dimensional perceptual system that would allow rapid navigation. Vision seems to serve this function best, although other animals who navigate at night seem to do well by using hearing, rather than vision.

CHAPTER 8
Program Review
1. c, 2. c, 3. b, 4. c, 5. d, 6. b, 7. c, 8. a, 9. d, 10. d, 11. b, 12. d, 13. b, 14. a, 15. d, 16. c, 17. b, 18. a, 19. c, 20. d

Questions to Consider
1. REM sleep is critical, and when one is deprived of it, one generally experiences rebound effects. These can take the form of particularly vivid daydreaming, more rapid onset of the first REM phase when one falls asleep again, and a longer proportion of total sleep time spent in REM sleep.

2. Illness, love, and grief can cause many changes in mental functioning typically associated with altered consciousness. Love and grief particularly can cause people to experience intense or extensive changes in consciousness and behavior.

3. Treatment should take into account social and psychological factors, as well as chemical effects and physiological factors. Drug education programs must prepare students to evaluate the social and psychological components of drug use that lead to dependence and addiction. Some drug education programs aimed at children attempt to establish a certain mind-set that counteracts peer and cultural pressures and promotes critical thinking about pro-drug messages.

4. Effects of extensive television viewing include heightened arousal and suggestibility, depression, and lowered motivation, as well as a distorted sense of time, disorientation, impulsivity, and hyperactivity, especially in children. Studies tend to be contradictory. Prolonged inactivity can lead to a kind of stimulus deprivation. Young children do not have the intellectual ability or sufficient experience and information to distinguish fantasy from reality, so they may be confused by the distortions of reality they see on television.

5. People certainly differ in their ability to be hypnotized or the ease with which they can enter meditative states. It may take some practice, but you may well find that the benefits outweigh the investment you have to make up-front to learn to do it. In both cases, exposing oneself to quiet environments, practicing without imposing inappropriate demands on oneself, and following the instructions of an expert should help.

CHAPTER 9
Program Review
1. d, 2. b, 3. b, 4. c, 5. a, 6. c, 7. c, 8. a, 9. d, 10. b, 11. a, 12. b, 13. c, 14. a, 15. d, 16. c, 17. d, 18. b, 19. a, 20. c

Questions to Consider
1. An individual's sexual script is based on a unique combination of personal, social, and cultural beliefs and attitudes. Scripts are influ-

enced by family role models, the media, and feedback from social experiences. Boys and girls are typically treated differently during development. Cultural stereotypes tend to reinforce some personal choices and not others. Sexual scripts are often not overtly expressed and may be a source of friction and disappointment in a relationship. If couples can talk about mismatched role expectations and values, they may be able to negotiate a shared script. The threat of AIDS and other sexually transmitted diseases may change the norms governing sexual activity and thereby rewrite the social scripts that guide sexual behavior. Expect to see changes in what characterizes an acceptable mate, dating patterns, and other relationship issues.

2. How you respond might be determined by your need for achievement. If you believed you could get an A, you probably would want a grade. Your motivation to study might be reduced by the less rewarding pass/fail option. If you thought you could earn only a C, a pass/fail option might be more appealing. You would eliminate the potentially handicapping stress of working for a grade. Working for a grade might also interfere with your intrinsic motivation to learn. If you were very interested in the course but didn't want the pressure of working hard, you would not need the incentive of being graded, and a pass/fail option would be more appealing.

3. You may, for example, be perceived as overly familiar with people, expressing your affection for them in too forward a manner. Or you may be perceived as not expressive enough if, for example, you were raised to be relatively stoic and reserved but you find yourself in a demonstrative culture that expects more showy displays of love, surprise, or sadness.

CHAPTER 10
Program Review
1. c, 2. b, 3. a, 4. b, 5. a, 6. d, 7. d, 8. b, 9. c, 10. b, 11. a, 12. c, 13. d, 14. a, 15. b, 16. b, 17. a, 18. a, 19. c, 20. d

Questions to Consider
1. The id is the driving energy of our passion, curiosity, and excitement. According to Freud, it is the life force that operates on the pleasure principle. On the positive side, it is the drive for self-preservation. It is also the place where sexual urges arise, thus ensuring the survival of the species. The fantasies of the id are the basis for imagination and creative endeavors. The id also contains aggressive and destructive drives that can be turned against the self or against society.

2. Although the Internet exposes us to lots of different kinds of people from all around the world, many of the social skills used with the Internet are specific to that particular medium. For people who substitute Internet-based interaction with face-to-face interaction, other critical social skills may be underdeveloped or lost over time. They may feel isolated, awkward in social situations, and shy. This is becoming particularly important as people find that identities are easy to slip into and out of in an Internet-based culture.

CHAPTER 11
Program Review
1. a, 2. c, 3. d, 4. a, 5. b, 6. a, 7. c, 8. d, 9. a, 10. b, 11. b, 12. c, 13. d, 14. a, 15. a, 16. c, 17. b, 18. c, 19. a, 20. d

Questions to Consider
1. The participants in Milgram's research could avoid blaming themselves if they reasoned that the situation was influencing their behavior. They could rationalize that they were only following orders and did not have to accept responsibility for their behavior. Therefore, they could avoid guilt, much as the Nazis did when they claimed they were only following orders.

2. Although extreme examples of blind obedience, such as Nazi Germany or even Milgram's experiment, are easy to identify, there are many ambiguous situations in which the difference is not so clear. In schools, churches, and the workplace, cooperation is highly esteemed and compliance is usually rewarded. Efforts to undermine authority are typically considered to be a threat by the leader of the group. Parents and teachers tend to reinforce obedient behavior in children. It may be useful to cite examples of people who buck authority and to help illustrate possibilities for legitimate dissent. However, most research on so-

cial influence shows that unquestioning obedience is the norm in the presence of perceived authority figures.

3. You should artificially create a situation in which people do not feel as though they are part of a large group of people who could act. Individually identify someone and ask him or her to help you. In such a situation, it would be unlikely that he or she would fall prey to diffusion of responsibility.

4. Individuals do not respond to situations identically. Some individuals have such strong personal values and self-confidence that they do not seek social approval as much as others. Also, people usually choose what they hear and watch. They can turn off the television, ignore a program, or walk out of the movie theater. They can read selectively, actively looking for articles that support their ideas or challenge them. They can associate with people who share their beliefs and opinions or purposely expose themselves to new ideas and experiences.

5. People who are made aware of their identities and responsibilities are more likely to follow cultural norms. The deindividuation and anonymity of big cities foster irresponsible and aggressive behavior. In addition, in accordance with the principle of diffusion of responsibility, the large number of people who can intervene to help or to correct a situation tends to lower the likelihood that anyone will intervene.

CHAPTER 12
Program Review
1. d, 2. b, 3. b, 4. b, 5. d, 6. a, 7. b, 8. c, 9. d, 10. b, 11. d, 12. b, 13. c, 14. a, 15. b, 16. a, 17. d, 18. b, 19. d, 20. a

Questions to Consider
1. Courts differ on how they deal with the insanity defense. In order for a person to be excused from legal responsibility for criminal actions, the defense must demonstrate severely impaired judgment and lack of self-control. A person is not considered legally responsible if he or she is unable to distinguish right from wrong. The definition may vary from country to country, from state to state, even from court to court. It is a highly controversial issue.

2. The *Diagnostic and Statistical Manual* has been criticized for inflating disorders, basing some criteria on myth instead of empirical evidence, and for stigmatizing people. It is also, clearly, a relative assessment guide subject to cultural forces. For example, homosexuality was once characterized as a disorder. Today, the self-defeating personality has been proposed as a disorder to be included. Women's groups and others are very concerned that such a label will lead to a blaming of the victim.

3. Statistically, homosexuality is relatively less common. However, cultural standards are relative. Psychological assessments show no differences in personality or adjustment between heterosexuals and homosexuals. Today, the *DSM-IV* does not list homosexuality as a disorder. It is considered a problem only if it causes guilt or self-hate.

4. Women may be more willing to talk about distress and emotional problems. They are more often denied opportunities for independence and achievement and may feel angry, hopeless, or helpless, justifiably. There is a male bias toward traditional concepts of mental health.

5. Many psychological problems are just extreme instances of behavior that most of us exhibit at one time or another. If you are extremely worried about a certain behavior, if the behavior is disruptive to relationships, or if it has become a persistent problem, you might consider getting a professional evaluation.

CHAPTER 13
Program Review
1. c, 2. a, 3. d, 4. b, 5. a, 6. b, 7. d, 8. c, 9. c, 10. d, 11. a, 12. c, 13. b, 14. b, 15. b, 16. d, 17. c, 18. a, 19. c, 20. a

Questions to Consider
1. A given psychological problem is often associated with clear abnormalities in the functioning of the brain. We know, for example, that depression is associated with the functioning of the neurotransmitter sero-

tonin. We also know that serotonin can be affected in multiple ways, including through either direct manipulation of serotonin reuptake in the brain, as is accomplished through some antidepressants, or indirectly, through one's psychological experience. Psychotherapy is intended to provide people with the skills and experience that will allow changes in one's behavior, environment, experience, and relationships. Although it is not intended as the ultimate goal, a change in brain functioning co-occurs with these other changes. One's movement toward greater happiness and self-efficacy is reflected in one's brain.

2. Finding the right match between a problem and an approach to therapy starts with how you define the problem and your attitude or beliefs about the kind of help you need. A person might seek assistance in making the decision from a physician or person in the community who is familiar with available resources and services.

3. Program 22 describes therapies that focus on illness and problem solving, as well as on those designed to address life-management issues, self-esteem, relationships, and potential. Most people, at some time, could benefit from professional intervention.

4. In U.S. culture, there is typically a stigma associated with seeking help of any kind. Our culture emphasizes individuality, self-sufficiency, and strength, especially for men. That makes it harder to admit weakness or the need for support.

5. Although it is confrontational and can be aversive, exposure therapy is also quite an effective treatment strategy. If you are committed to facing and overcoming a phobia and you trust your therapist, you might consider this very efficient therapeutic strategy.

CHAPTER 14
Program Review
1. c, 2. b, 3. d, 4. b, 5. d, 6. c, 7. a, 8. b, 9. c, 10. d, 11. b, 12. d, 13. a, 14. c, 15. b, 16. c, 17. a, 18. d, 19. b, 20. c

Questions to Consider
1. Friends can help reduce stress in several ways. They can offer practical help. For example, when there is illness or a crisis in a family, friends can relieve temporary concerns about money, child care, food, or transportation needs. They can also offer emotional support, being there to listen and empathize with you about what you are going through and reassuring you that you are not going crazy even when you feel most vulnerable and confused. Friends may also offer advice in an unfamiliar situation, helping you to think through decisions. Social support makes people less vulnerable to stress-related problems. Social networks counteract a sense of isolation by providing a sense of belonging. In support groups, individuals help each other by providing a social reference group. They share advice, feelings, and information specific to the situation.

2. Self-defeating thoughts undermine a person's sense of self-esteem, optimism, efficacy, and control—all necessary for adequate coping.

3. Perfectionists unnecessarily stress themselves by setting impossible goals and standards. They may compare themselves with inappropriate models of achievement, never being satisfied with their own accomplishments. They may feel they have inadequate resources to measure up to their unreasonably high standards. These attitudes can create stress and can undermine their ability to perform.

4. Although the traditional gender roles for running a household have changed over the past several years, men still typically find themselves in more stressful, powerful job situations. Such work conditions are associated with poor lifestyle habits, such as caffeine, nicotine, and alcohol abuse, and with insufficient sleep and lack of exercise. Add to that a cultural tendency to foster aggression in men, and we see that such a combination puts men at risk for cardiovascular disease. Women are also at risk. In the workplace, they may find themselves in situations where they have less control than men do, making them also prone to stress-related health problems, including cardiovascular disease. And as gender roles continue to shift, women become more and more vulnerable to the traditional "male" stress-related risks.