Anger
Moodjuice Self-help Guide

Learn more about anger and skills to cope with it.
TO WHAT LEVEL DOES YOUR ANGER GO?

TRAIT ANGER: WHAT IS YOUR ANGER LEVEL WHEN YOU WAKE-UP IN THE MORNING?
WHAT IS YOUR ANGER LEVEL WHEN YOU GO TO BED AT NIGHT?
IN NO WAY CAN THE AUTHOR KNOW WHAT MAY BE CLINICALLY APPROPRIATE FOR ANY INDIVIDUAL CASE IN WHICH SHE HAS NOT BEEN FORMALLY AND FULLY PROFESSIONALLY INVOLVED. A CAUTION REGARDING THE APPLICABILITY OF THE MATERIAL CONTAINED IN THIS CLASS TO ANY SPECIFIC CASES OF INTEREST TO THE READER. NOTHING IN THIS CLASS CAN OR SHOULD BE CONSTRUED TO INDICATE NECESSARILY APPROPRIATE OR APPLICABLE APPROACHES IN REGARD TO ANY CASE THE READER MAY ENCOUNTER OR HAVE IN MIND.
TOPICS

• 1. DEVELOPING SELF-AWARENESS---DEVELOPING AN IDENTITY.
• 2. EMOTIONAL INTELLIGENT IQ.
• 3. COMMUNICATION - “I” MESSAGES.
• 4. BUILDING RELATIONSHIPS.
• 5. RESISTING PEER PRESSURE.
• 6. ACQUIRING INFORMATION ABOUT STAGES OF LIFE.
Your brain is not developed until age 25. This part of the brain is called the frontal cortex. In this area, of your brain is the ability to form judgements on issues that occurs. Researches who study how humans make decisions are uncovering the biological mechanisms behind the belief that a choice is likely to be correct. They found that a mechanism involved in decision formation is also involved in establishing the degree of confidence that you have in that decision. If you are under twenty-five years of age and get married, you will most likely question that decision when you are 30 years of age. Your “under 25 years time-line” will show you how uninformed decisions were made by you. This is a turning point in one’s life and a period of increasing potential but also one of greater vulnerability. You may be forty and still have “under twenty-five years” issues to work. You may be fifty years old functioning emotionally and chronologically at the level of twelve years of age.
FUNCTIONS OF FRONTAL CORTEX

Frontal lobe
Executive functions, thinking, planning, organising and problem solving, emotions and behavioural control, personality

Motor cortex
Movement

Sensory cortex
Sensations

Parietal lobe
Perception, making sense of the world, arithmetic, spelling

Occipital lobe
Vision

Temporal lobe
Memory, understanding, language
Anger is a normal, healthy emotion, but when chronic, explosive anger spirals out of control, it can have serious consequences for your relationships, your health, and your state of mind. With insight about the real reasons for your anger and these anger management tools, you can learn to keep your temper from hijacking your life.
• So, when we are talking about the anger that harms your health, it refers to a condition for high levels of anger that occur too often.

• What happen if you anger?

• The exact way of anger in affecting the health of your cardiovascular system and brain is not fully understood. But experts believe that it can directly affect your heart and arteries (major blood vessels in the body that carry blood away from heart to all cells of the body, including to cells of the brain).
BLOOD CELLS WHEN YOU EXPERIENCE LOVE.

NOTICE THE AMOUNT OF SPACE THE BLOOD CELLS HAVE BETWEEN THEM. THERE IS A CALM IN THE MOVEMENT OF THE CELL. THESE ARE THE RED BLOOS CELLS.
LOOK HOW VERY SEPARATED THE CELLS APPEAR. The sample on the screen started to change as well. Even when our blood is out of our body, we are still connected to it.
WHEN WE PLACED THE ENERGY OF FEAR UNDER THE MICROSCOPE, THE CELLS WERE JUST GOING CRAZY! THEY WERE MOVING MUCH FASTER EVEN THAT WITH THE ENERGY OF SADNESS! THERE WERE ALSO A WHOLE LOT MORE OF THE WHITE BLOOD CELLS SHOWING THAN IN ANY OF THE OTHER SAMPLES. I TOOK IT TO MEAN THAT WHEN YOUR BODY FEELS A THREAT IT SENDS OUT THE SOLDIERS TO FIGHT ANY PERCEIVED DANGER. INTERESTINGLY ENOUGH, THE CELLS WERE REALLY GOING CRAZY BUT CAME TO A STANDSTILL VERY QUICKLY. PERHAPS, IT WAS AN ADRENALINE RESPONSE AND IT RAN OUT OF GAS QUICKLY.
AN EXTREMELY CHANGE IN EMOTION SUCH AS HOSTILITY, HIGH STRESS, AND HIGH ANGER CAN TRIGGER YOUR BODY TO RELEASE MORE CORTISOL AND ADRENALINE (STRESS HORMONES). THESE HORMONES WILL TRIGGER YOUR HEART AND THE MECHANISM OF YOUR BREATHING WORK FASTER IN ORDER TO PROVIDE A BURST OF ENERGY, WHICH THEN EVENTUALLY ALSO CAN CAUSE A SIGNIFICANT INCREASE IN YOUR BLOOD PRESSURE. YOU KNOW THE WAH-WAH-WOH-WAH-WAH SOUND THAT ADULTS MAKE WHEN TALKING IN PEANUTS CARTOONS? THAT'S ABOUT ALL YOU'LL HEAR AFTER YOUR MANAGER SAYS YOU'RE BEING LET GO. IT'S ALMOST LIKE YOUR EARS STOP WORKING TO CLEAR WAY FOR A SWATH OF OTHER SENSATIONS TO TAKE HOLD. THERE ARE PLENTY EMOTIONAL AND PHYSICAL SIDE EFFECTS THAT CREST THE SURFACE IF YOU EVER loose YOUR JOB.
• After the discovery of the betrayal, the spouse’s emotions are usually intense. The anger, hurt, bewilderment, betrayal, and numbing shock are almost overwhelming. The betrayed spouse will be angry, and she/he needs the freedom to ventilate her rage. The language of anger is never pleasant; however, it is not only ok to say it with intensity and force, but it is absolutely necessary for true recovery to occur. People do not get better until they get mad.

• If denied, that anger “goes underground” and eats away at the innermost spirit of the person. It is very important for the violated spouse to be free to express the rage that he or she feels. However, it cannot be rage that would be label as a terrorist threat. You cannot put a cherry bomb in their mail box. You cannot wait in your car to run over your partner. You cannot place your finger against them or pull their cell phone from them.
• WHAT ELSE?

• THE BAD EFFECTS OF HIGH ANGER TO YOUR ARTERIES, BLOOD PRESSURE AND CARDIOVASCULAR SYSTEM MAY BE THE KEY ANSWER OF WHY THIS EMOTIONAL PROBLEM CAN AFFECT THE HEALTH OF YOUR BRAIN.

• EACH CELL IN THE BODY NEEDS A CONTINUOUSLY SUPPLY OF NUTRIENTS AND OXYGEN. AND YOUR CARDIOVASCULAR SYSTEM PLAYS A KEY ROLE IN DISTRIBUTING THESE ESSENTIAL NUTRIENTS AND OXYGEN TO ALL AROUND THE BODY.
WHY AM I SO ANGRY?

Most of us have become angry at one point or another. It may be that after a challenging day our patience wears thin and the smallest thing makes us angry. We need remedies, for anger control.

There he goes off again—fists clenched, face reddened, and screaming foul words at the top of his lungs.

Look at her—withdrawn, sullen, sitting in the corner all by herself.

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HERE'S A GREAT TECHNIQUE:

When you begin to feel flustered, take a deep breath and count to ten. Dealing with frustrations and outbursts this way may sound juvenile, but as you count in your head, try to picture the rational way to handle things (it may minimize the damage you may do while angry).
• Anger is an emotion that we all feel at times. It can become a problem if it is too extreme, occurs at inappropriate times, or lasts too long. Anger can be just a simple irritation with something. At the other extreme, it can result in hysterical shouting, screaming and lashing out. Anger can often have a negative impact on our relationships and our work. It can also change the way that we feel about ourselves. We might tend to blame other people or a particular situation for our anger. Often we feel angry when we feel let down in some way or denied of something that we feel and think entitled.
Physical feelings are experienced when your body reacts to stress, fear or anxiety. These symptoms are often referred to as the 'fight or flight' response. This reaction quickly and helpfully prepares the body for action. It prepares us to either protect against or escape danger.

- Making our heart beat faster - to supply more blood to our muscles.
- Producing more sweat - to cool us down.
- Tensing our muscles - getting them ready for action.
- Taking deeper and quicker breaths - to supply oxygen to our muscles.
PHYSICAL WARNINGS

- Chest feels tight
- Tense muscles
- Feel hot
- Sweating
- Light headed
- Heart races
- Raised blood pressure

THE ANGER ZONE
Shutting down body functions that aren't needed at the time e.g. digestion.
Racing thoughts - quickly narrowing the available options to make a quick response.
• IN THE PAST SUCH A REACTION WOULD HAVE OFFERED US SOME PROTECTION. PREPARING US TO REACT QUICKLY IN CASE OF PREDATORS, AND AIDING SURVIVAL AS WE HUNTED AND GATHERED FOOD. THESE DAYS WE DO NOT DEPEND SO MUCH UPON RUNNING OR FIGHTING AS WE NEGOTIATE DIFFICULT CIRCUMSTANCES. THE SYMPTOMS DESCRIBED ABOVE ARE THEREFORE LESS HELPFUL. THEY MAY EVEN END UP BEING QUITE CONFUSING. THREATS LIKE MONEY PROBLEMS, DIFFICULTIES AT WORK, UNHELPFUL STAFF OR RUDE DRIVERS DO NOT REQUIRE SUCH AN EXTREME PHYSICAL REACTION. THESE SYMPTOMS ARE NOT DANGEROUS IN THEMSELVES. IN MANY WAYS IT IS A USEFUL RESPONSE, BUT AT THE WRONG TIME. WE NEED NOT FEAR THE FIGHT OR FLIGHT REACTION.
It is our body’s healthy protection system. Understanding this can help you to manage the physical symptoms. You need not worry about them or feel that you need to respond or react. You can allow them to pass, as they will do quite quickly.

**What causes anger problems? Life Events:**
There may be certain situations which are more likely to trigger an angry reaction from you. Being exposed to a particular scenario or environment might put you on high alert. For example, some people find that they are much more likely to become angry while driving.

**Thinking Styles:**
Our interpretation and thoughts about a situation can result in an angry outburst. Especially how we perceive the intentions of other people and the potential consequences to ourselves. Situations in which we feel wronged in some way can be particularly difficult. Also where an injustice has been done that we feel is unacceptable.
OUR UNDERSTANDING OF ANGER MAY ALSO INFLUENCE OUR REACTION. OUR BELIEFS ABOUT ANGER CAN CHANGE THE WAY THAT WE EXPRESS OR CONTROL OUR ANGER. FOR EXAMPLE, IF WE CONSIDER THAT ANGER MUST BE EXPRESSED AND NOT 'BOTTLED UP'. WE MAY NOT HAVE CONSIDERED MAKING ATTEMPTS TO MANAGE EMOTIONS IN A MORE APPROPRIATE AND SENSITIVE WAY. ANGER IS BELIEVED TO HAVE THREE COMPONENTS (LEWIS & MICHELSON, 1983). THE FIRST COMPONENT OF ANGER IS EMOTION ITSELF, AND CAN BE DEFINED AS THE AROUSAL STATE. ANGER IS USUALLY A SECONDARY EMOTION THAT GOES ALONG WITH WHATEVER SETS YOU OFF. THE SECOND COMPONENT IS THE EXPRESSION OF ANGER. THE EMOTIONS OF EMBARRASSMENT, LONELINESS, ISOLATION. THE THIRD COMPONENT IS THE UNDERSTANDING OF ANGER, OR HOW YOU INTERPRET AND EVALUATE THE EMOTION OF ANGER.
“EIQ” EMOTIONAL INTELLIGENCE QUOTA

• SOME PEOPLE HAVE A HIGHER EMOTIONAL INTELLIGENCE, AND GRASP ON THEIR FEELINGS. BUT WHAT SETS EMOTIONALLY INTELLIGENT PEOPLE APART, AND ARE THEY MORE SUCCESSFUL? FOR MANY PEOPLE, EMOTIONS CAN BE BEWILDERING — THEY CAN BE MISREAD, AFFECT JUDGMENT, TRIGGER UNEXPECTED AND PERPLEXING BEHAVIOR AND SOMETIMES COMPLETELY OVERWHELM YOU. EMOTIONALLY INTELLIGENT PEOPLE, HOWEVER, ARE LESS CHALLENGED BY FEELINGS. THOSE WITH HIGH EMOTIONAL INTELLIGENCE ARE ABLE TO RECOGNIZE AND EXPRESS EMOTION, INCORPORATE IT INTO INTELLECT AND MANAGE EMOTIONS IN THEMSELVES AND IN OTHERS. IN SHORT, EMOTIONAL INTELLIGENCE IS THE ABILITY TO READ FEELINGS AND RESPOND IN AN APPROPRIATE WAY, SAYS TINA B. TESSINA, PSYCHOTHERAPIST AND AUTHOR OF “IT ENDS WITH YOU: GROW UP AND OUT OF DYSFUNCTION.” SO HOW CAN YOU SPOT THOSE WITH HIGH EMOTIONAL INTELLIGENCE? THE FOLLOWING ARE FIVE HABITS OF EMOTIONALLY INTELLIGENT PEOPLE THAT HELP THEM EXCEL IN VARIOUS ASPECTS OF THEIR LIVES. SO FOLLOW THEIR LEAD AND SEE WHERE IT TAKES YOU.
1. THEY ARE EXTERNALLY AWARE THOSE WITH EMOTIONAL INTELLIGENCE ARE KEENLY AWARE OF THOSE AROUND THEM. "WHEN HIGH-EI PEOPLE ARE WORKING OR TALKING WITH SOMEONE, THEY'RE NOT JUST THINKING ABOUT THEMSELVES," SAYS CARA DAY, EDUCATIONAL AND BEHAVIORAL THERAPIST AND THE CEO OF DAYCHILD.ORG. THEY RECOGNIZE AND UNDERSTAND THE FEELINGS OF OTHERS. EMOTIONALLY INTELLIGENT PEOPLE TYPICALLY KNOW WHEN TO ALLOW SOMEONE A BIT OF SPACE AND WHEN TO OFFER SUPPORT AND SYMPATHY. THEY ARE ABLE TO USE THE INFORMATION THEY'VE GATHERED TO "CONNECT AND SUCCEED IN A MYRIAD OF SITUATIONS, ESPECIALLY THOSE INVOLVING HIGH EMOTIONS OR RISK," DAY SAYS.
• 2. THEY PRACTICE SELF-REGULATION “ALSO KNOWN AS SELF-CONTROL AND IMPULSE CONTROL, SELF-REGULATION IS THE ABILITY TO CONTROL EMOTIONS AND IMPULSES,” EXPLAINS PSYCHOTHERAPIST TINA B. TESSINA. THOSE WHO SELF-REGULATE GENERALLY DON’T ALLOW THEMSELVES TO BECOME OVERLY EMOTIONAL. “THEY DON’T HAVE TEMPER TANTRUMS OR HYSTERICAL OUTBURSTS, AND THEY DON’T MAKE IMPULSIVE, CARELESS DECISIONS,” TESSINA SAYS. “THEY THINK BEFORE THEY ACT OR REACT.” SOME CHARACTERISTICS OF SELF-REGULATION ARE THOUGHTFULNESS, COMFORT WITH CHANGE, INTEGRITY AND THE ABILITY TO SAY NO. THOSE WHO KNOW HOW TO SELF-REGULATE “ARE GOOD AT DELAYED GRATIFICATION, UNDERSTANDING THAT WAITING FOR WHAT THEY WANT MAY BRING BETTER RESULTS,” TESSINA SAYS. THE SELF-REGULATION SKILLS EMOTIONALLY INTELLIGENT PEOPLE POSSESS CAN BENEFIT THEM IN BOTH BUSINESS AND SOCIAL SITUATIONS, ALLOWING THEM TO REMAIN CALM, KEEP A CLEAR HEAD AND FOCUS ON THE ISSUES AT HAND.
3. THEY ARE SELF-AWARE PEOPLE WITH HIGH EMOTIONAL INTELLIGENCE (EI) KNOW THE DIFFERENCE BETWEEN EMOTIONS AND INTELLECT, SAYS PSYCHOTHERAPIST TINA B. TESSINA. THEY USE THEIR CRITICAL-THINKING SKILLS TO MODERATE THEIR FEELINGS WITHOUT IGNORING THEM OR QUASHING THEM. THOSE WITH HIGH EI ARE ABLE TO LOOK AT THEMSELVES HONESTLY AND SEE THEMSELVES REALISTICALLY, TESSINA SAYS. "THEY KNOW THEIR STRENGTHS AND WEAKNESSES. THEY HAVE REALISTIC POSITIVE SELF-REGARD, WHICH MEANS THEY HAVE REASONABLE STANDARDS FOR THEIR OWN GOOD BEHAVIOR," SHE SAYS. "THIS SELF-AWARENESS IS AN ESSENTIAL FOUNDATION OF EI." ON HIS WEBSITE, DANIEL GOLEMAN, AUTHOR OF NEW YORK TIMES BEST-SELLER "EMOTIONAL INTELLIGENCE," SUGGESTS MINDFULNESS AS A WAY TO BUILD SELF-AWARENESS, NOTING THAT IT TEACHES A PERSON TO DETECT SUBTLE YET IMPORTANT SIGNALS AND RECOGNIZE THOUGHTS AND FEELINGS AS THEY ARISE INSTEAD OF BEING OVERWHELMED BY THEM.
4. THEY PRACTICE EMPATHY “EMPATHY IS THE ABILITY TO IDENTIFY WITH AND UNDERSTAND THE WANTS, NEEDS AND VIEWPOINTS OF THOSE AROUND YOU,” EXPLAINS PSYCHOTHERAPIST TINA B. TESSINA. “PEOPLE WITH EMPATHY ARE GOOD AT RECOGNIZING THE FEELINGS OF OTHERS, EVEN WHEN THOSE FEELINGS MAY NOT BE OBVIOUS.” CONSEQUENTLY, THOSE WITH EMPATHY TYPICALLY UNDERSTAND AND RELATE WELL TO OTHERS. “THEY AVOID STEREOTYPEING AND JUDGING TOO QUICKLY, AND THEY LIVE THEIR LIVES IN A VERY OPEN, HONEST WAY,” TESSINA SAYS. WHEN PEOPLE ARE AWARE OF THE FEELINGS OF THOSE AROUND THEM, THEY TEND TO ALSO UNDERSTAND HOW THEIR OWN ACTIONS AFFECT OTHERS. AS SUCH, THEY ARE MORE LIKELY TO “EXHIBIT GENEROSITY AND BENEVOLENCE AND A POSITIVE ATTITUDE TOWARDS OTHERS,” TESSINA ADDS.
• 5. THEY ALLOW FOR DIFFICULT EMOTIONS EMOTIONALLY INTELLIGENT PEOPLE ARE FAMILIAR WITH EMOTIONS — INCLUDING THE DIFFICULT ONES. THEY “RECOGNIZE WHEN THEY ARE ANXIOUS OR EXHAUSTED AND PUT OFF IMPORTANT DECISIONS UNTIL THEY ARE CALMER AND BETTER RESTED,” SAYS DAVE POPEL, PSYCHOLOGIST AND PRESIDENT OF PSYNET GROUP. THOSE WITH HIGH EI KNOW TO ALLOW FOR DIFFICULT EMOTIONS AND ACCEPT THEM AS A PART OF LIFE. “ALLOWING NEGATIVE FEELINGS TO SURFACE FULLY INTO AWARENESS, WITH ACCEPTANCE AND NON-JUDGMENT, SUPPORTS SELF-KNOWLEDGE AND AN ENHANCED SENSE OF PURPOSE,” SAYS TINA GILBERTSON, PSYCHOTHERAPIST AND AUTHOR OF “CONSTRUCTIVE WALLLOWING: HOW TO BEAT BAD FEELINGS BY LETTING YOURSELF HAVE THEM.” MOREOVER, THE EMOTIONALLY INTELLIGENT PERSON ALLOWS FOR AND ACCEPTS NEGATIVE EMOTIONS IN OTHERS AS WELL.
EMOTIONAL QUOTIENT HAS A STRONG IMPACT ON THE BUSINESS WORLD. FOR EXAMPLE, SOME COMPANIES USE EMOTIONAL QUOTIENT TESTS IN HIRING PROCESSES AND ORDER EMOTIONAL INTELLIGENCE TRAINING. IN ADDITION, RESEARCH EVIDENCE REVEALS THAT GOOD LEADERS AND MANAGERS ARE EMOTIONALLY INTELLIGENT. SOME SCHOOLS IN THE UNITED STATES MAKE SOCIAL AND EMOTIONAL LEARNING PROGRAMS PART OF THEIR CURRICULUM. EVIDENCE Shows THAT PEOPLE WITH HIGHER EMOTIONAL QUOTIENTS PERFORM BETTER AT WORK. EMOTIONAL INTELLIGENCE PROVIDES A PERSON WITH THE ABILITY TO COMMUNICATE AND NEGOTIATE WELL, WHICH LEADS TO SUCCESS. EMOTIONAL QUOTIENT ALSO DEFINES THE PERSONALITY OF A PERSON. IT GUIDES BEHAVIOR AND THINKING, AND HELPS PEOPLE TO NAVIGATE WITHIN THEIR SOCIAL ENVIRONMENTS.
STUDIES ALSO REVEAL THAT PEOPLE WITH A HIGHER EMOTIONAL INTELLIGENCE QUOTIENT HAVE GREATER MENTAL HEALTH. INTELLIGENCE QUOTIENT, OR IQ, IS ALSO REGARDED AS AN IMPORTANT FACTOR OF SUCCESS. HOWEVER, IQ ALONE IS NOT SUFFICIENT TO MAKE A PERSON SUCCESSFUL BECAUSE IT ACCOUNTS FOR ONLY ABOUT 10 PERCENT OF THE INGREDIENTS OF SUCCESS. DECADES OF RESEARCH PROVE THAT EMOTIONAL INTELLIGENCE IS AN IMPORTANT FACTOR DIFFERENTIATING TOP PERFORMERS FROM OTHERS. IT COMPRISSES FOUR CORE SKILLS CATEGORIZED UNDER TWO MAIN COMPETENCIES: PERSONAL COMPETENCE AND SOCIAL COMPETENCE. IT AFFECTS THE WAY PEOPLE MANAGE THEIR BEHAVIOR, DEAL WITH SOCIAL COMPLEXITIES AND MAKE PERSONAL DECISIONS THAT LEAD TO POSITIVE OUTCOMES. IT IS POSSIBLE TO DEVELOP EMOTIONAL INTELLIGENCE, AS THE BRAIN HAS THE ABILITY TO CHANGE AND GROW NEW CONNECTIONS AS A PERSON LEARNS NEW SKILLS.
WHAT IS RELATIONSHIP BUILDING ALL ABOUT?

• RELATIONSHIPS ARE THE BUILDING BLOCKS FOR ALL COMMUNITY ORGANIZING ACTIVITIES. WHETHER YOU WANT TO ORGANIZE A VOLLEYBALL GAME OR GET RID OF UNFAIR HOUSING PRACTICES IN YOUR TOWN, YOU WILL NEED LOTS OF GOOD RELATIONSHIPS. WHY? BECAUSE THE RELATIONSHIPS WE HAVE WITH OUR COWORKERS, THE COMMUNITIES WE SERVE, AND EVEN OUR ADVERSARIES ARE THE MEANS FOR ACHIEVING OUR GOALS. PEOPLE DON’T WORK IN ISOLATION: WE NEED TO BE WORKING TOGETHER! IT IS OUR RELATIONSHIPS ALL ADDED TOGETHER THAT ARE THE FOUNDATION OF AN ORGANIZED EFFORT FOR CHANGE. WE NEED LOTS OF PEOPLE TO CONTRIBUTE THEIR IDEAS, TAKE A STAND, AND GET THE WORK DONE.
• IT IS ALSO THE PEOPLE WHO MOTIVATE US TO REACH OUR GOALS. AS COMMUNITY BUILDERS, WE CARE DEEPLY ABOUT PEOPLE AND CARING IS PART OF OUR WORK. IT IS OUR CARING FOR OTHERS THAT MOTIVATES US TO WORK AS HARD AS WE DO. IT IS OFTEN THE HEALTH AND HAPPINESS OF OUR CHILDREN, NEIGHBORS, AND COWORKERS THAT WE HOLD FIXED IN OUR MINDS AS WE PUSH OURSELVES TO OVERCOME OBSTACLES AND TAKE ON CHALLENGES THAT CAN FEEL OVERWHELMING.

• IF YOU ARE THE OFFICIAL LEADER, OR AN ACTIVE CITIZEN WITHOUT AN OFFICIAL TITLE, YOU WILL BE MOST EFFECTIVE IF YOU ESTABLISH MANY STRONG RELATIONSHIPS AROUND YOURSELF IN THE COMMUNITY. IN THIS SECTION, WE WILL TALK ABOUT BUILDING AND SUSTAINING RELATIONSHIPS AND GIVE YOU SOME PRACTICAL TIPS AND GENERAL GUIDELINES. AND REMEMBER: ORDINARY PEOPLE LEARN THE SKILLS OF ESTABLISHING AND MAINTAINING RELATIONSHIPS ALL THE TIME. YOU DON’T NEED TO BE PARTICULARLY CHARMING, WITTY, OR TALENTED. HOWEVER, IF YOU ARE CHARMING, WITTY, OR TALENTED, THESE GUIDELINES MAY HELP YOU, TOO!
EVERY RELATIONSHIP IS DIFFERENT, BUT THEY ALL MATTER. IF YOU SMILE AND SAY HELLO TO THE SCHOOL CROSSING GUARD ON YOUR WAY TO WORK EVERY DAY, YOU HAVE FORMED A RELATIONSHIP. THAT CROSSING GUARD MAY BE THE ONE WHO WILL BE WATCHING OUT FOR YOUR KIDS OR GRANDCHILDREN WHEN THEY ARE OLD ENOUGH TO WALK TO SCHOOL BY THEMSELVES. THE GUARD WILL REMEMBER YOU AND YOUR WARM SMILE WHEN ESCORTING YOUR CHILD ACROSS THE STREET. AND MAYBE THE CROSSING GUARD WILL BE THE ONE YOU EVENTUALLY RECRUIT TO HEAD UP THE CITIZENS’ TRAFFIC SAFETY COMMITTEE.

YOUR RELATIONSHIP WITH THE CROSSING GUARD MAY BE QUITE DIFFERENT FROM THE RELATIONSHIPS YOU HAVE WITH PEOPLE INVOLVED IN YOUR NEIGHBORHOOD PARK-CLEANING COMMITTEE. THE RELATIONSHIPS YOU HAVE WITH THE MAYOR’S AIDE, WITH YOUR STAFF, WITH MEMBERS OF YOUR BOARD OF DIRECTORS, AND WITH YOUR SPOUSE WILL ALL BE DIFFERENT BUT THEY ALL PLAY AN IMPORTANT ROLE IN YOUR LIFE.
ONE OF THE EASIEST WAYS TO DEFUSE AN INTERPERSONAL CONFLICT IS TO AVOID ACCUSATORY OR ESCALATORY LANGUAGE. ONE WAY TO DO THIS IS BY USING STATEMENTS ABOUT YOURSELF AND YOUR FEELINGS (CALLED "I-MESSAGES" BECAUSE THEY START WITH "I FEEL" OR "I FELT"), INSTEAD OF "YOU-MESSAGES," WHICH START WITH AN ACCUSATION, SUCH AS, "YOU DID THIS (BAD THING)," OR, "YOU ARE (ANOTHER BAD THING)." IN OTHER WORDS, IF YOU SAY, "I FELT LET DOWN," RATHER THAN, "YOU BROKE YOUR PROMISE," YOU WILL CONVEY THE SAME INFORMATION. BUT YOU WILL DO SO IN A WAY THAT IS LESS LIKELY TO PROVOKE A DEFENSIVE OR HOSTILE REACTION FROM YOUR OPPONENT. YOU-MESSAGES SUGGEST BLAME, AND ENCOURAGE THE RECIPIENT TO DENY WRONG-DOING OR TO BLAME BACK. FOR EXAMPLE, IF YOU SAY, "YOU BROKE YOUR PROMISE," THE ANSWER IS LIKELY TO BE, "NO, I DIDN'T," WHICH SETS YOU UP FOR A LENGTHY ARGUMENT, OR, "WELL, YOU DID, TOO," WHICH ALSO CONTINUES THE CONFLICT. I-MESSAGES SIMPLY STATE A PROBLEM, WITHOUT BLAMING SOMEONE FOR IT. THIS MAKES IT EASIER FOR THE OTHER SIDE TO HELP SOLVE THE PROBLEM, WITHOUT HAVING TO ADMIT THAT THEY WERE WRONG.
I-MESSAGE

- Remembering to use I-messages can be difficult, however, because many people are not used to talking about themselves or their feelings (and in some cultures, this would be highly inappropriate). When we are in a conflict -- especially an escalated conflict -- there is a very strong tendency to blame many of one's problems on the other side. So stating the problem in terms of a "you-message" is much more natural, and is more consistent with one's view of the problem. But by making the effort to change one's language, one can also reframe the way one thinks about the conflict, increasing the likelihood that a resolution can be found.
I-MESSAGES ARE PARTICULARLY USEFUL WHEN YOU ARE UPSET AND WANT TO EXPRESS YOUR FEELINGS WITHOUT ESCALATING A CONFLICT. THEY CAN BE PARTICULARLY USEFUL WHEN PAIRED WITH ACTIVE LISTENING. IF YOU HAVE A SENSE THAT SOMEONE IS UPSET WITH YOU, FOR EXAMPLE, YOU CAN START A CONVERSATION WITH AN "I-MESSAGE" SUCH AS: I GET THE IMPRESSION THAT YOU ARE UNHAPPY ABOUT SOMETHING--AM I RIGHT?" AND THEN YOU CAN ACTIVE LISTEN TO THEIR RESPONSE TO FIGURE OUT WHAT IS GOING ON. IF THEY MAKE SOME ASSERTIONS THAT DO NOT JIVE WITH YOUR BELIEFS, RATHER THAN ARGUING, YOU CAN HEAR THEM OUT AND PARAPHRASE OR SUMMARIZE THEIR STATEMENTS TO SHOW YOU UNDERSTAND THEIR POINT OF VIEW. ONCE YOU DO THAT, THEN YOU CAN THEN USE A SECOND SET OF I-MESSAGES TO EXPLAIN HOW YOU SEE IT, AND THEN EXPLORE WAYS THAT YOU BOTH CAN REFRAME TO A SHARED STORY AND/OR A SHARED SOLUTION TO THE PROBLEM.
• Peer pressure isn’t a joke—it’s very real for teens and adults alike. Teens are even more vulnerable to peer pressure, and it can get to the point where some teens are driven to the point of trying drugs and alcohol or other unhealthy habits because of it. It’s important that we spread positive tips to avoid peer pressure! Self-esteem is a crucial component when it comes to avoiding peer pressure. When you have a good self-image, you’re less likely to give in when someone starts turning up the heat. You can build self-esteem by not cutting yourself down in front of others and feeling confident in your own skin. Surround yourself with positive role models to encourage this behavior!
EVER HEARD THE EXPRESSION "BIRDS OF A FEATHER FLOCK TOGETHER"? IT MEANS THAT THE SAME TYPES OF PEOPLE WILL HANG OUT TOGETHER. SO CHOOSE YOUR FRIENDS WISELY! IF YOU HAVE FRIENDS THAT ARE HAPPY, CONFIDENT WITH THEMSELVES AND ACCEPT YOU FOR WHO YOU ARE, THEY WILL BE LESS LIKELY TO TRY AND PRESSURE YOU INTO SOMETHING THAT YOU DON'T FEEL COMFORTABLE DOING. MOST PEOPLE HAVE A CONSCIENCE. SOME PEOPLE HAVE THE ABILITY TO BRUSH IT AWAY, BUT MOST PEOPLE DO HAVE A CONSCIENCE. SOMETIMES WHEN YOU FIND YOURSELF IN A SITUATION WHERE YOU START TO CAVE INTO PEER PRESSURE, STOP AND THINK OF THE CONSEQUENCES. THERE ARE ALWAYS CONSEQUENCES, AND SOMETIMES THEY CAN BE MORE GRAVE THAN OTHERS. SO GIVE EVERY MOMENT SERIOUS THOUGHT WHEN YOU START FEELING PRESSURED.
• IT ALWAYS HELPS TO HAVE A TRUSTED FRIEND THAT YOU CAN TALK THINGS OVER WITH. SOMEONE WHO IS A POSITIVE INFLUENCE AND GIVES YOU GOOD ADVICE. HAVING SOMEONE YOU KNOW YOU CAN TRUST TO DISCUSS THINGS OVER WITH WILL BE HELPFUL WHEN YOU START FEELING PRESSURE FROM YOUR FRIENDS TO DO #THINGS YOU SHOULDN’T DO OR DON’T WANT TO DO. IT CAN BE A FRIEND OR RELATIVE!

• MANY TIMES, YOU CAN SENSE WHETHER SOMETHING IS RIGHT OR NOT.

• PEER PRESSURE ISN’T ALWAYS NECESSARILY A BAD THING.

• SOMETIMES HAVING THIS KIND OF PRESSURE CAN BE GOOD, IN SITUATIONS WHERE YOU JUST NEED A LITTLE PUSH TO TRY SOMETHING NEW OR A LITTLE SCARY.

• BUT THERE ARE OTHER TIMES THAT PRESSURE FROM YOUR FRIENDS WILL LEAD TO FAR MORE DANGEROUS OR UNHEALTHY THINGS, AND THOSE ARE THE TIMES YOU NEED TO FOLLOW YOUR INSTINCTS.
THE TWELVE STAGES OF THE HUMAN LIFE CYCLE

• WHICH STAGE OF LIFE IS THE MOST IMPORTANT? SOME MIGHT CLAIM THAT INFANCY IS THE KEY STAGE, WHEN A BABY’S BRAIN IS WIDE OPEN TO NEW EXPERIENCES THAT WILL INFLUENCE ALL THE REST OF ITS LATER LIFE. OTHERS MIGHT ARGUE THAT IT’S ADOLESCENCE OR YOUNG ADULTHOOD, WHEN PHYSICAL HEALTH IS AT ITS PEAK. MANY CULTURES AROUND THE WORLD VALUE LATE ADULTHOOD MORE THAN ANY OTHER, ARGUING THAT IT IS AT THIS STAGE THAT THE HUMAN BEING HAS FINALLY ACQUIRED THE WISDOM NECESSARY TO GUIDE OTHERS. WHO IS RIGHT? THE TRUTH OF THE MATTER IS THAT EVERY STAGE OF LIFE IS EQUALLY SIGNIFICANT AND NECESSARY FOR THE WELFARE OF HUMANITY. EACH STAGE OF LIFE HAS ITS OWN UNIQUE “GIFT” TO CONTRIBUTE TO THE WORLD. WE NEED TO VALUE EACH ONE OF THESE GIFTS IF WE ARE TO TRULY SUPPORT THE DEEPEST NEEDS OF HUMAN LIFE. HERE ARE THE TWELVE GIFTS OF THE HUMAN LIFE CYCLE:
STAGES OF LIFE

• MIDDLE CHILDHOOD (AGES 6-8): IMAGINATION - IN MIDDLE CHILDHOOD, THE SENSE OF AN INNER SUBJECTIVE SELF DEVELOPS FOR THE FIRST TIME, AND THIS SELF IS ALIVE WITH IMAGES TAKEN IN FROM THE OUTER WORLD, AND BROUGHT UP FROM THE DEPTHS OF THE UNCONSCIOUS. THIS IMAGINATION SERVES AS A SOURCE OF CREATIVE INSPIRATION IN LATER LIFE FOR ARTISTS, WRITERS, SCIENTISTS, AND ANYONE ELSE WHO FINDS THEIR DAYS AND NIGHTS ENRICHED FOR HAVING NURTURED A DEEP INNER LIFE. LATE CHILDHOOD (AGES 9-11): INGENUITY - OLDER CHILDREN HAVE ACQUIRED A WIDE RANGE OF SOCIAL AND TECHNICAL SKILLS THAT ENABLE THEM TO COME UP WITH MARVELOUS STRATEGIES AND INVENTIVE SOLUTIONS FOR DEALING WITH THE INCREASING PRESSURES THAT SOCIETY PLACES ON THEM. THIS PRINCIPLE OF INGENUITY LIVES ON IN THAT PART OF OURSELVES THAT EVER SEeks NEW WAYS TO SOLve PRACTICAL PROBLEMS AND COPE WITH EVERYDAY RESPONSIBILITIES. ADOLESCENCE (AGES 12-20): PASSION - THE BIOLOGICAL EVENT OF PUBERTY UNLEASHES A POWERFUL SET OF CHANGES IN THE ADOLESCENT BODY THAT REFLECT THEMSELVES IN A TEENAGER’S SEXUAL, EMOTIONAL, CULTURAL, AND/OR SPIRITUAL PASSION. ADOLESCENCE PASSION THUS REPRESENTS A SIGNIFICANT TOUCHSTONE FOR ANYONE WHO IS SEEKING TO RECONNECT WITH THEIR DEEPEST INNER ZEAL FOR LIFE.
EARLY ADULTHOOD (AGES 20-35): ENTERPRISE - IT TAKES ENTERPRISE FOR YOUNG ADULTS TO ACCOMPLISH THEIR MANY RESPONSIBILITIES, INCLUDING FINDING A HOME AND MATE, ESTABLISHING A FAMILY OR CIRCLE OF FRIENDS, AND/OR GETTING A GOOD JOB. THIS PRINCIPLE OF ENTERPRISE THUS SERVES US AT ANY STAGE OF LIFE WHEN WE NEED TO GO OUT INTO THE WORLD AND MAKE OUR MARK.

MIDLIFE (AGES 35-50): CONTEMPLATION - AFTER MANY YEARS IN YOUNG ADULTHOOD OF FOLLOWING SOCIETY’S SCRIPTS FOR CREATING A LIFE, PEOPLE IN MIDLIFE OFTEN TAKE A BREAK FROM WORLDLY RESPONSIBILITIES TO REFLECT UPON THE DEEPER MEANING OF THEIR LIVES, THE BETTER TO FORGE AHEAD WITH NEW UNDERSTANDING. THIS ELEMENT OF CONTEMPLATION REPRESENTS AN IMPORTANT RESOURCE THAT WE CAN ALL DRAW UPON TO DEEPEN AND ENRICH OUR LIVES AT ANY AGE.

MATURE ADULTHOOD (AGES 50-80): BENEVOLENCE - THOSE IN MATURE ADULTHOOD HAVE RAISED FAMILIES, ESTABLISHED THEMSELVES IN THEIR WORK LIFE, AND BECOME CONTRIBUTORS TO THE BETTERMENT OF SOCIETY THROUGH VOLUNTEERISM, MENTORSHIPS, AND OTHER FORMS OF PHILANTHROPY. ALL OF HUMANITY BENEFITS FROM THEIR BENEVOLENCE. MOREOVER, WE ALL CAN LEARN FROM THEIR EXAMPLE TO GIVE MORE OF OURSELVES TO OTHERS.
• LATE ADULTHOOD (AGE 80+): WISDOM - THOSE WITH LONG LIVES HAVE ACQUIRED A RICH REPOSITORY OF EXPERIENCES THAT THEY CAN USE TO HELP GUIDE OTHERS. ELDERS THUS REPRESENT THE SOURCE OF WISDOM THAT EXISTS IN EACH OF US, HELPING US TO AVOID THE MISTAKES OF THE PAST WHILE REAPING THE BENEFITS OF LIFE’S LESSONS. DEATH & DYING: LIFE - THOSE IN OUR LIVES WHO ARE DYING, OR WHO HAVE DIED, TEACH US ABOUT THE VALUE OF LIVING. THEY REMIND US NOT TO TAKE OUR LIVES FOR GRANTED, BUT TO LIVE EACH MOMENT OF LIFE TO ITS FULLEST, AND TO REMEMBER THAT OUR OWN SMALL LIVES FORM PART OF A GREATER WHOLE.
• Since each stage of life has its own unique gift to give to humanity, we need to do whatever we can to support each stage, and to protect each stage from attempts to suppress its individual contribution to the human life cycle. Thus, we need to be wary, for example, of attempts to thwart a young child’s need to play through the establishment high-pressure formal academic preschools. We should protect the wisdom of aged from elder abuse. We need to do what we can to help our adolescents at risk. We need to advocate for prenatal education and services for poor mothers, and support safe and healthy birthing methods in third world countries. We ought to take the same attitude toward nurturing the human life cycle as we do toward saving the environment from global warming and industrial pollutants. For by supporting each stage of the human life cycle, we will help to ensure that all of its members are given care and helped to blossom to their fullest degree.
HAVE A PLAN

- IDENTIFY YOUR GOALS AND ACTION PLAN
- THINK OF YOUR **GOALS** IN TERMS OF SPECIFIC BEHAVIORS AND YOUR REACTIONS. USE A TIME FRAME TO MEASURE YOUR PROGRESS. FOR EXAMPLE, LET'S SAY YOUR FIRST GOAL IS TO REFRAIN FROM VERBALLY ATTACKING YOUR SPOUSE. HOW WILL YOU GO ABOUT DOING THIS? IF YOU FEEL YOURSELF GETTING ANGRY, CAN YOU WALK AWAY AND COOL DOWN?
- HOW MUCH TIME DO YOU THINK IT WILL TAKE YOU TO REACH THIS GOAL?
• DON'T PLAY THE BLAME GAME

• **BLAMING** OTHERS WILL NOT HELP YOU GET OVER YOUR ANGER. ALSO, SELF-BLAME WILL ONLY ALLOW FEELINGS OF ANGER AND RESENTMENT TO LINGER LONGER THAN THEY SHOULD. LEARN TO TAKE RESPONSIBILITY FOR YOUR ANGER AND YOUR REACTION TO IT WHEN THINGS DON'T GO YOUR WAY.
LEARN AND PRACTICE RELAXATION TECHNIQUES

LEARNING AND PRACTICING RELAXATION TECHNIQUES ON A REGULAR BASIS CAN HELP YOU STAY CALM. SOME EXAMPLES INCLUDE:

DEEP BREATHING

WHEN PEOPLE ARE ANXIOUS, THEY TEND TO TAKE RAPID, SHALLOW BREATHS THAT COME DIRECTLY FROM THE CHEST. THIS TYPE OF BREATHING IS CALLED THORACIC OR CHEST BREATHING. WHEN YOU'RE FEELING ANXIOUS OR ANGRY, YOU MAY NOT EVEN BE AWARE THAT YOU'RE BREATHING THIS WAY. DEEP BREATHING CAN HELP YOU CALM DOWN AND KEEP YOUR ANGER FROM SPIRALING OUT OF CONTROL.
• **PROGRESSIVE MUSCLE RELAXATION (PMR)**

ANGER CAN CAUSE A LOT OF PHYSICAL SENSATIONS, INCLUDING MUSCLE TENSION. BY USING PMR, YOU CAN COUNTER THESE PHYSICAL CHANGES AND SENSATIONS TO ACHIEVE A "RELAXATION RESPONSE." DURING PMR, YOUR BREATHING SLOWS AND YOUR HEART RATE AND BLOOD PRESSURE DECREASE. BEING IN A RELAXED STATE CAN REDUCE MANY OF THE UNPLEASANT PHYSICAL EFFECTS OF YOUR ANGER.

• **VISUALIZATION**

• BY IMAGINING YOURSELF IN A PEACEFUL, STRESS-FREE SETTING, YOU CAN REACH A STATE OF MENTAL AND PHYSICAL RELAXATION.
• For example, imagine yourself sitting by a beautiful, peaceful lake. Focus on the scene for a period of time. Feel the soft sand on the bottom of your feet. As a gentle breeze sweeps across the water, imagine the warm air on your face as you watch a magnificent sunset on the horizon.
DEVELOPMENTAL PSYCHOLOGY IS THE **SCIENTIFIC** STUDY OF HOW AND WHY **HUMAN** BEINGS CHANGE OVER THE COURSE OF THEIR LIFE. ORIGINALLY CONCERNED WITH **INFANTS AND CHILDREN**, THE FIELD HAS EXPANDED TO INCLUDE **ADOLESCENCE, ADULT DEVELOPMENT, AGING**, AND THE ENTIRE LIFESPAN. THIS FIELD EXAMINES CHANGE ACROSS A BROAD RANGE OF TOPICS INCLUDING: **MOTOR SKILLS, COGNITIVE DEVELOPMENT, EXECUTIVE FUNCTIONS, MORAL UNDERSTANDING, LANGUAGE ACQUISITION, SOCIAL CHANGE, PERSONALITY, EMOTIONAL DEVELOPMENT, SELF-CONCEPT AND IDENTITY FORMATION.** DEVELOPMENTAL PSYCHOLOGY EXAMINES THE INFLUENCES OF NATURE AND NURTURE ON THE PROCESS OF HUMAN DEVELOPMENT, AND PROCESSES OF CHANGE IN CONTEXT AND ACROSS TIME. MANY RESEARCHERS ARE INTERESTED IN THE INTERACTION BETWEEN PERSONAL CHARACTERISTICS, THE INDIVIDUAL’S BEHAVIOR AND **ENVIRONMENTAL FACTORS**, INCLUDING **SOCIAL CONTEXT** AND THE **BUILT ENVIRONMENT**. ONGOING DEBATES INCLUDE BIOLOGICAL **ESSENTIALISM** VS. **NEUROPLASTICITY** AND **STAGES OF DEVELOPMENT** VS. DYNAMIC SYSTEMS OF DEVELOPMENT.
• Developmental psychology involves a range of fields, such as, educational psychology, child psychopathology, forensic developmental psychology, child development, cognitive psychology, ecological psychology, and cultural psychology. Influential developmental psychologists from the 20th century include Urie Bronfenbrenner, Erik Erikson, Sigmund Freud, Jean Piaget, Barbara Rogoff, Esther Thelen, and Lev Vygotsky. John B. Watson and Jean-Jacques Rousseau are typically cited as providing the foundations for modern developmental psychology. In the mid-18th century Jean Jacques Rousseau described three stages of development: infants (infancy), puer (childhood) and adolescence in Emile: Or, On Education. Rousseau’s ideas were taken up strongly by educators at the time.
IN THE LATE 19TH CENTURY, PSYCHOLOGISTS FAMILIAR WITH THE EVOLUTIONARY THEORY OF DARWIN BEGAN SEEKING AN EVOLUTIONARY DESCRIPTION OF PSYCHOLOGICAL DEVELOPMENT; PROMINENT HERE WAS THE PIONEERING PSYCHOLOGIST G. STANLEY HALL, WHO ATTEMPTED TO CORRELATE AGES OF CHILDHOOD WITH PREVIOUS AGES OF MANKIND. JAMES MARK BALDWIN WHO WROTE ESSAYS ON TOPICS THAT INCLUDED IMITATION: A CHAPTER IN THE NATURAL HISTORY OF CONSCIOUSNESS AND MENTAL DEVELOPMENT IN THE CHILD AND THE RACE: METHODS AND PROCESSES. BALDWIN WAS HEAVILY INVOLVED IN THE THEORY OF DEVELOPMENTAL PSYCHOLOGY. SIGMUND FREUD, WHOSE CONCEPTS WERE DEVELOPMENTAL, HAD A SIGNIFICANT IMPACT ON PUBLIC PERCEPTIONS.
• PIAGET CLAIMED THAT LOGIC AND MORALITY DEVELOP THROUGH CONSTRUCTIVE STAGES. EXPANDING ON PIAGET'S WORK, LAWRENCE KOHLBERG DETERMINED THAT THE PROCESS OF MORAL DEVELOPMENT WAS PRINCIPALLY CONCERNED WITH JUSTICE, AND THAT IT CONTINUED THROUGHOUT THE INDIVIDUAL'S LIFETIME.

• HE SUGGESTED THREE LEVELS OF MORAL REASONING: PRECONVENTIONAL MORAL REASONING, CONVENTIONAL MORAL REASONING, AND POSTCONVENTIONAL MORAL REASONING. PRECONVENTIONAL MORAL REASONING IS TYPICAL OF CHILDREN AND IS CHARACTERIZED BY REASONING THAT IS BASED ON REWARDS AND PUNISHMENTS ASSOCIATED WITH DIFFERENT COURSES OF ACTION. CONVENTIONAL MORAL REASON OCCURS DURING LATE CHILDHOOD AND EARLY ADOLESCENCE AND IS CHARACTERIZED BY REASONING BASED ON RULES AND CONVENTIONS OF SOCIETY.
• LASTLY, POSTCONVENTIONAL MORAL REASONING IS A STAGE DURING
 WHICH THE INDIVIDUAL SEES SOCIETY'S RULES AND CONVENTIONS AS
 RELATIVE AND SUBJECTIVE, RATHER THAN AS AUTHORITY.

• KOHLBERG USED THE HEINZ DILEMMA TO APPLY TO HIS STAGES OF
 MORAL DEVELOPMENT. THE HEINZ DILEMMA INVOLVES HEINZ'S WIFE
 DYING FROM CANCER AND HEINZ HAVING THE DILEMMA TO SAVE HIS
 WIFE BY STEALING A DRUG. PRECONVENTIONAL MORALITY,
 CONVENTIONAL MORALITY, AND POSTCONVENTIONAL MORALITY
 APPLIES TO HEINZ'S SITUATION.
AGGRESSIVE BEHAVIOR IS AN ASSOCIATED SYMPTOM OF MANY PSYCHIATRIC DISORDERS AND CAN MANIFEST THROUGHOUT THE LIFE SPAN, FROM ATTENTION-DEFICIT HYPERACTIVITY DISORDER (ADHD) IN CHILDREN AND ADOLESCENTS, TO DOMESTIC VIOLENCE IN ADULTS, TO DEMENTIA IN OLDER ADULTS. WHILE MUCH OF THE AGGRESSION LITERATURE HAS FOCUSED ON ADOLESCENTS AND ADULTS, LESS ATTENTION HAS BEEN GIVEN TO UNDERSTANDING THE ETIOLOGY OF AGGRESSIVE BEHAVIORS ACROSS THE ENTIRE DEVELOPMENTAL SPECTRUM.
AGGRESSIVE BEHAVIOR CAN BE CONCEPTUALIZED AS THE OBSERVABLE MANIFESTATION OF AGGRESSION, WHICH IS DEFINED AS ANY ACT INTENDED TO CAUSE HARM, PAIN, OR INJURY IN ANOTHER (ZIRPOLI, 2008). IT IS IMPORTANT TO NOTE THAT ALTHOUGH AGGRESSIVE BEHAVIOR AND VIOLENCE ARE OFTEN THOUGHT OF AS SYNONYMOUS, THEY ARE NOT. VIOLENCE IS A FORM OF PHYSICAL ASSAULT, WHEREAS AGGRESSIVE BEHAVIOR IS A BROADER CONSTRUCT THAT INCLUDES PHYSICAL, VERBAL, PSYCHOLOGICAL, AND OTHER MEANS OF CAUSING HARM, I.E. VIOLENCE IS BUT ONE FORM OF AGGRESSIVE BEHAVIOR. THEREFORE, AGGRESSIVE BEHAVIOR DOES NOT NECESSARILY INCLUDE A PHYSICAL COMPONENT. THIS DISTINCTION IS IMPORTANT BECAUSE, ALTHOUGH UNDERSTANDING AGGRESSIVE BEHAVIOR AS A CORRELATE OR PREDICTOR OF VIOLENCE IS INFORMATIVE, NON-VIOLENT AGGRESSIVE BEHAVIOR CAN STILL LEAD TO NEGATIVE OUTCOMES AND IS EQUALLY DESERVING OF ATTENTION.
THE STUDY OF AGGRESSIVE BEHAVIOR IS IMPORTANT TO THE HEALTHCARE FIELD DUE TO THE WIDE RANGE OF POSSIBLE NEGATIVE PUBLIC HEALTH OUTCOMES, INCLUDING YOUTH VIOLENCE, INCREASED MEDICAL RESOURCE USE (E.G., EMERGENCY DEPARTMENT, PSYCHIATRIC, AND CRITICAL CARE) AND ECONOMIC COSTS, AND GREATER INVOLVEMENT IN THE CRIMINAL JUSTICE SYSTEM (BASTIAENS & BASTIAENS, 2006; LIU, 2004). A 2002 REPORT FROM THE WORLD HEALTH ORGANIZATION FOUND THAT 4,400 PEOPLE DIE EACH YEAR DUE TO ACTS OF VIOLENCE (KRUG ET AL., 2002), UNDERSCORING THE PUBLIC HEALTH RELEVANCE OF UNDERSTANDING AND PREVENTING AGGRESSIVE BEHAVIOR.
• Spousal abuse is a concern among adults, not only for the physical toll it can take but also for the emotional trauma involved. Although both genders can commit spousal abuse, men are responsible for a majority of incidents. For instance, 7.7% of all women in the United States reported being the victim of sexual violence, and about 22% of women were physically assaulted by a male partner at some point in their lives (Krug et al., 2002). Because nurses are the primary caregivers to these victims, they are active in helping them recover physically and emotionally.
MINDFULNESS MEDITATION

Many people find meditation calming and revitalizing. Mindfulness meditation can offer clarity and a sense of peace. You can perform a meditation exercise sitting or lying down. Make sure your surroundings are quiet and dress comfortably.

Give it a try by following these steps:

• Close your eyes and do some deep breathing for several minutes.
• Concentrate on a single word or object. For example, slowly repeat the word “relax.”
• If you find your mind wandering during the exercise, just take deep breaths and refocus.
• Continue the process until you feel calm and refreshed.

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