The Efficiency of Self-Nurture in Coping with Stress from Change, in Community College Student Populations

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# Abstract

Stress related to Change and major life events is best reduced by self-nurture, a process we deem ‘emotional.’

# Introduction: Setting the Stage

Prior research regarding stress for college students covers a gamut of stressors for traditional college enrollees. In considering the success stories of community college and non-traditional, residential college students, new research can be done, factoring their strategies for coping with the same variety of stressors. Using Misra’s core five stressors (llllllll), we queried a large population of Community College students in Riverside, California, asking them to categorize how they reduced stress related to various stressors, capturing their chosen technique for doing so, and measuring the impact of that technique.

In doing so, we aim to establish the power of self-nurture. This technique entails vacationing, taking time off, attending religious activities, reading, and other forms of self-help. These techniques are deemed to be ‘emotional,’ given the capacity to reduce stress after the fact, and aid in the process of adaptation.

In the scenario of change, life events such as moving, new work, new classes or new room mates is a stressor, however exhilarating. We posit factual statistics in favor of self-nurture in the recovery and adaptation process.

# Prior Work / Literature Survey

Ross establishes a basis for studying stress management among the college demographic, using basic types of stress such as academics, changes, in residence, sleep pattern change and otherwise adaptation to academic culture. Resists including CC students in their analysis. (Ross, 1999)

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# Design of Our Experiment

# Discussion of Findings

# Summary Conclusion

# Questions for Future Research

# Bibliography

Ross, S. E. (1999). Sources of stress among college students. *Social psychology 61(5)*, 841-846.