

NINTH EDITION

Comprehensive **Stress** Management



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Jerrold S. Greenberg



NINTH EDITION

Comprehensive Stress Management

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IF I WERE ASKED TO CHOOSE THE BEST WAY TO MANAGE STRESS, I WOULD PROBABLY CHOOSE COMMUNICATING WITH OTHER PEOPLE AND OBTAINING SOCIAL SUPPORT FROM THEM. FOR THIS TO OCCUR, THOUGH, PEOPLE HAVE TO MAKE THEMSELVES AVAILABLE TO PROVIDE THAT SUPPORT, MEANING THEY HAVE TO SACRIFICE A GOOD DEAL OF THEIR OWN TIME, EFFORT, AND ENERGY. THAT IS WHY THIS BOOK IS DEDICATED TO MY WIFE, KAREN. KAREN IS SOCIAL SUPPORT INCARNATE. SHE IS CARING, CONCERNED, CONSIDERATE, LOVING, AND AVAILABLE TO FRIENDS, FAMILY, AND EVEN ACQUAINTANCES. THAT IS WHY SHE IS SOUGHT OUT BY PEOPLE IN HER WORLD WHO ENCOUNTER PROBLEMS AND NEED A SYMPATHETIC EAR TO LISTEN. TO RECOGNIZE THIS EXTRAORDINARY PERSON, WHOM I AM FORTUNATE TO HAVE IN MY LIFE, AND TO ACKNOWLEDGE THAT SYMPATHETIC EAR, THAT LOVING PERSON, THAT STRESS-BUSTER, I DEDICATE THIS BOOK WITH LOVE.

PREFACE

The first edition of this book evolved out of two needs. The first pertained to my discussions with students, colleagues, friends, and relatives who, as I listened more carefully, seemed to be crying out for help in dealing with the stress of life. Upon closer scrutiny, I realized that the only cries I was deaf to were my own. I, too, needed help managing stress. The second need related to the nature of texts on this subject. I thought they were informative or interesting but seldom both. Furthermore, I didn't think stress management was presented as the complex subject I envision it to be. I thought books on this subject explored parts of stress management but omitted several key components. Both of these needs continue to exist and cry out for this, the ninth edition of *Comprehensive Stress Management*.

This book, then, is written in a more personal, informal manner than most and is organized to consider stress as a function of situations in life that, when perceived as distressing, result in emotional and physiological arousal. There is an abundance of scientific and statistical information in this book, but it hangs on to anecdote, humor, and personal experience to breathe life into its content. In addition, numerous means of assessment are provided in the form of Laboratory Assessments at the end of most chapters so that content takes on personal meaning for each reader.

NEW TO THIS EDITION

We all learn from our experiences, and I am no exception. Consequently, this ninth edition of *Comprehensive Stress Management* incorporates changes recommended by readers of the first eight editions while maintaining the elements valued by those readers. Revisions include the following:

- Laboratory Assessment activities have been added at the end of selected chapters. The Lab Assessments allow students to determine how they relate to the constructs discussed in the chapter. In addition, the text is perforated for easy removal of the Labs, allowing students to develop their own stress portfolios.
- More detail on stress theory has been added to Chapter 1, including life-events theory, hardiness theory, and social support theory.
- A new section concerning psychosocial illness in Chapter 3 demonstrates the relationship between mind and body regarding illness and disease.
- Elaboration of the stress model presented in Chapter 4 by discussing the possibility of feedback loops from one part of the model to others. However, the focus remains on how the stress model can be used to manage stress.
- Additional research findings about using humor to manage stress are presented in Chapter 7. These research findings lend credence to the value of using certain types of humor to cope with stress.

- Additional anxiety disorders are discussed in Chapter 7, including panic disorder, social phobia, and specific phobias.
- Additional new research findings about spirituality and stress have been included in Chapter 8, including a section on spirituality, the threat of terrorism, and the role of social support to better cope with this threat. Also, the contribution that service-learning can make to enhancing spiritual health is presented.
- The discussion of diaphragmatic breathing and other breathing exercises has been expanded in Chapter 12, giving the student more options when deciding to use breathing exercise as a relaxation technique.
- An updated section that discusses the value of pets in managing stress has been added to Chapter 12. Numerous research findings are presented that validate that pets can help students cope better with the stressors they experience.
- A new section in Chapter 13 elaborates on the role and value of exercise for the elderly. Research findings that support the physiological and psychological benefits of exercise in older populations are presented.
- Additional theories of health behavior change are presented in Chapter 14, including ways in which readers can employ these theories to adopt behaviors (such as exercising regularly or studying more) or to refrain from engaging in behaviors (such as socializing too much, smoking, or drinking alcohol products).
- A new section on national health objectives and diversity in Chapter 15 elaborates on the reasons for health disparities.
- The presentation of workaholism has been clarified in Chapter 16 to propose that workaholism is often a function of confused identity, wherein the workaholic identifies with the job rather than with the person he or she is.
- Also added to Chapter 16 is a new section that examines gender and occupational stress.
- A new section on financial issues as they relate to college students has been added to Chapter 17. Some of the reasons why students experience financial stress are discussed and remedies are suggested.
- A new section in Chapter 18 discusses gay and lesbian families, including the issue of gay marriage; laws and court decisions related to gay marriage are outlined.
- References have been updated to the most current available, including more than 100 new entries; in addition, statistics have been revised based on the latest available data.
- New photographs replace less relevant and outdated images throughout the book.

The sum of these changes assures the reader of the most current and accurate content, presented in an interesting and educational format.

PEDAGOGICAL FEATURES

- The workbook icon appears alongside content that relates to sections in the accompanying workbook, *Your Personal Stress Profile and Activity Workbook*, giving instructors the option of integrating coursework with workbook content. Page locations to the workbook are provided in the icons for easy coordination of materials.
- The stress portfolio icon appears with related content in the text to better enable students to organize their materials into one source and to develop their own stress portfolio.

- The boxed feature, “Getting Involved in Your Community” in selected chapters, challenges readers to apply the chapter content to a related community project to assist in decreasing stress levels in their communities.
- Bulleted chapter summaries are provided at the end of every chapter to reinforce the content and assist students with test preparation.
- The extensive bibliography is updated and included at the back of the book so readers can delve further into the topics discussed.
- The two-color format of the text enhances the visual design.

ORGANIZATION

Part 1 of this book contains a complete discussion of the stress reaction and its relationship to specific illnesses and diseases. Parts 2, 3, and 4 teach you how to intervene—to step between the stressor and physiological arousal. Consequently, you should be able to limit the harmful effects of the stressors you encounter. In brief, you will learn how to adjust your life situations, perceive events differently, react less emotionally, and use the products of stress to limit their duration. In addition, you should be able to recognize the relationship between spirituality and stress. Part 5 discusses the particular stress needs of homemakers, workers outside the home, children and youths, college students, and the elderly. The stress management procedures presented in Parts 2, 3, and 4 are applied to each of these specific populations to demonstrate their use in alleviating the harmful effects of stress.

The major theme of this book is that people usually have greater control over their lives and their environments than they realize. Unfortunately, many of us do not exercise this control and become rudderless in a rapidly changing and stressful society. Stress management is learning to recapture control of ourselves, and this book describes how to do that.

ANCILLARIES

The ninth edition of *Comprehensive Stress Management* is accompanied by an updated ancillary package, including the following:

Your Personal Stress Profile and Activity Workbook, 4th edition, by Jerrold Greenberg is a workbook that allows students to evaluate their current level of stress, then develop a personal stress profile. This workbook helps students become active participants in managing their stress instead of merely reading about it.

COURSE INTEGRATOR GUIDE

Formerly the Instructor’s Manual, this guide includes all the features of a useful instructor’s manual, including learning objectives, suggested lecture outlines, suggested activities, media resources, and Web links. It also integrates the text with all the related resources McGraw-Hill offers, such as the HealthQuest CD, the Online Learning Center, the *Healthy Living* Video Clips CD-ROM, and the Health and Human Performance Web site. The guide also includes references to relevant print and broadcast media.

TEST BANK

This printed manual includes multiple choice, true-false, and fill-in-the-blank questions for each chapter, providing more than 700 test items. All questions have been entered into the computerized test bank.

Computerized Test Bank CD-ROM

McGraw-Hill's EZ Test is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from book-specific items. It accommodates a wide range of question types, and instructors may add their own questions. Multiple versions of the test can be created, and any test can be exported for use with course management systems such as WebCT, BlackBoard, or PageOut. The program is available for Windows and Macintosh environments.

Internet Resources

ONLINE LEARNING CENTER

www.mhhe.com/greenberg9e

This Web site offers resources to students and instructors. It includes downloadable ancillaries, Web links, student quizzing, additional information on topics of interest, and more.

Resources for the instructor include:

- Downloadable PowerPoint presentation
- Lecture outlines
- Discussion questions
- Concept summaries

Resources for the student include:

- Flashcards
- Online chapter reviews
- Interactive quizzes

HEALTH & HUMAN PERFORMANCE WEB SITE

www.mhhe.com/hhp

McGraw-Hill's Health and Human Performance Discipline Page provides a wide variety of information for instructors and students—including monthly articles about current issues, monthly articles that celebrate our diversity, text ancillaries, a “how to” guide to technology, study tips, and athletic training exam preparation materials. It includes professional organization, convention, and career information, and includes information on how to become a McGraw-Hill author.

Additional features of the Discipline Page include:

- *This Just In*—This feature provides information on the latest hot topics, the best Web resources, and more—all updated monthly!
- *Faculty Support*—Access online course supplements such as lecture outlines and PowerPoint presentations, and create your own course Web site with PageOut!
- *Student Success Center*—Find online study guides and other resources to improve your academic performance. Explore scholarship opportunities, and learn how to launch your career!
- *Author Arena*—Interested in writing a textbook or supplement for the college market? Read the McGraw-Hill proposal guidelines and links to the Editorial and Marketing teams, and meet and converse with our current authors!

PAGEOUT: THE COURSE WEB SITE DEVELOPMENT CENTER

www.pageout.net

PageOut enables you to develop a Web site for your course. The site includes:

- A course home page

- An instructor home page
- A syllabus (interactive, customizable, and includes quizzing instructor notes, and links to the Online Learning Center)
- Web links
- Discussions (multiple discussion areas per class)
- An online grade book
- Student Web pages
- Design templates

This program is now available to registered adopters of McGraw-Hill textbooks.

Interactive CD-ROM

HEALTHQUEST CD-ROM

HealthQuest is an interactive CD allowing exploration of your health and wellness status. The module on stress management and mental health provides the opportunity to input personal criteria and receive feedback about your stress level. Ask your McGraw-Hill sales representative for details.

ACKNOWLEDGMENTS

There are many people who have helped bring this project to completion. They can never be adequately thanked, but perhaps a mention here will let them know that their help has been appreciated.

First are my students, who have taught me as much about stress management as I have ever taught them. Not only do I learn from their term papers and other assignments, but the way in which they live their lives teaches me much about managing stress.

Then there are my colleagues at the University of Maryland. My fellow faculty encourage, stimulate, and provoke me to be as competent and as qualified as I can—if for no other reason than to keep pace with them. In particular, I wish to thank Robert Feldman, the author of Chapter 14, whose contribution to this book is obvious, albeit immeasurable.

And, of course, there are those reviewers whose comments exasperated, bewildered, and angered me. They also created more work and revision than I desired. However, they also encouraged and provided important guidance. Because of them, this book is better than it otherwise would have been. These reviewers include:

Beverly Black	Robert A. Fox
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Kristina Bowman	Rick B. Lambson
Indiana Univ.–Purdue Univ.	Southern Utah University
Ft. Wayne	Earl E. Martin
Guy E. Cunningham	Everett Community College
Grand View College (Iowa)	

I would be remiss not to acknowledge the support of Michelle Turenne, my developmental editor for the ninth edition of *Comprehensive Stress Management*, for helping to guide this edition through the sometimes confusing production process. Her support, competence, and encouragement are very much appreciated.

Most important, there is my family. They not only respected my need for quiet time to write but also provided much of the inspiration I needed. Karen, Keri, and Todd—I don't tell you often enough how much you contribute to my work and productivity, but you do, and I recognize your support and value it.

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