

Comprehensive Stress Management

Twelfth Edition



Jerrold S. Greenberg

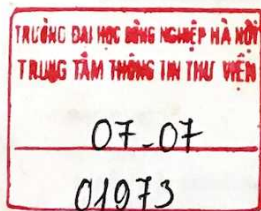
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TWELETH EDITION



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Preface

This book evolved out of two needs. The first pertained to the experiences of my students, colleagues, friends, and relatives who, as I listened to their stories, 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. I wrote *Comprehensive Stress Management* both to address the complexity of the subject and to respond to the very human needs of college students living highly stressful lives.

This book, then, is written in a more personal, informal manner than most, and it is organized around situations in life that, when perceived as distressing, result in the emotional and physiological arousal we know as stress. There is an abundance of scientific and statistical information in this book, but there is also a healthy dose of anecdote, humor, and personal experience to bring the content to life. In addition, numerous means of self-evaluation are provided so that content takes on personal meaning for each student.

Managing Stress in an Increasingly Stressful World

Comprehensive Stress Management empowers students to—

Learn what stress is—emotionally and physiologically—and how it affects their health.

- The science of stress is presented in three chapters covering everything from the role of the brain in stress to the effects of stress on the body.
- New or expanded topics include resiliency, optimism, humor, forgiveness, spirituality, anxiety, budgeting, safety on campus, the relationship between obesity and stress, and many more.

Evaluate their current level of stress and develop a stress profile that identifies their personal triggers and stressors.

- Lab Assessments in each chapter help them identify attitudes, behaviors, and coping skills and target areas for improvement.
- The Personal Stress Profile and Activity Workbook—available on the Online Learning Center for *Comprehensive Stress Management* (www.mhhe.com/greenberg12e)—helps students actively create a personal plan for managing stress in their lives.

Apply what they learn to their own lives by using the tools and activities to become active participants in managing their own stress.

- A chapter on stress and the college student helps students identify and understand stressors unique to their current phase of life.
- Detailed descriptions of stress management and relaxation techniques offer many different approaches to explore and try, including yoga breathing techniques, meditation, progressive relaxation, imagery, behavior and anxiety management techniques, and more.
- “Getting Involved in Your Community” boxes challenge students to participate in projects designed to decrease stress levels on a broader scale.

Content Revisions by Chapter

We all learn from experience, and I am no exception. This edition of *Comprehensive Stress Management* incorporates many changes and updates while still retaining the content and features valued by instructors and students over the previous eleven editions.

Chapter 1: New discussion of allostatic load theory added; new box added on what causes stress for Americans.

Chapter 2: New box added on the structure and function of the brain; new box added on the relationship between cortisol and the stress response; new box added summarizing the stress-related hormones and their effects on the body.

Chapter 3: New table added summarizing the components of the immunological system and their function; discussion of hypercholesterolemia added, including the roles of high-density lipoproteins and low-density lipoproteins in the body; table added summarizing cholesterol guidelines; discussion of stroke and TIAs added; new section on obesity and stress added, including the molecule neuropeptide Y (NPY); information added on use of alternative and complimentary modalities in stress management, broken out by gender, race, ethnicity, type of modality, and type of health problem, with data from the National Center for Complimentary and Alternative Medicine.

Chapter 4: Illustration and example added to clarify Lazarus’s Model of Appraisal; new box added on optimism and health; new information and research added on Type C and Type D personality factors and their relationship to health.

Chapter 7: Table added summarizing anxiety management techniques, with examples; new section added on resiliency and its relationship to stress and health; new Lab Assessment 7.1 added, “What Kind of Sense of Humor Do You Have?”

Chapter 8: Statistics updated on religious composition of the U.S. population; discussion of spirituality and stress updated; section on forgiveness and health expanded; new Lab Assessment 8.2 added, “How Forgiving Are You?”

Chapter 9: Box added on how to meditate; new discussion of yoga breathing techniques added, including instructions.

Chapter 12: New description added of RICE method for dealing with exercise injuries; new box added on calculating target heart rate range.

Chapter 13: New box added summarizing techniques for controlling stressful behaviors.

Chapter 14: Statistics related to the relationship between stress and race and ethnicity updated throughout, including data on hate crimes, leading causes of death, HIV/AIDS, cancer, suicide, poverty, homelessness, and family structure.


Chapter 16: New table added showing the costs associated with college; new table added showing percentage of college students with student loan debt; new box added on governmental and private sources of student financial aid; new box added on how to stay safe on campus and how to avoid becoming a victim of abuse; new Lab Assessment 16.1 added, "Budgeting While in School: Using a Worksheet to Help Manage Your Money."


Chapter 17: Statistics updated throughout, including data on marriage and divorce, single-parent families, and dual-career families; new box added on adoption.


Chapter 18: New box added on exercise guidelines for older adults; discussion of Kubler-Ross's Stages of Dying revised and table of stages added; new table added on stages of grief.

Resources for Instructors

The Online Learning Center for Comprehensive Stress Management (www.mhhe.com/greenberg12e) offers instructors many resources, including a Course Integrator Guide, a Test Bank, and PowerPoint slides.

 **Tegrity campus** Tegrity Campus is a service that captures audio and computer screen shots from your lectures, allowing students to review class material when studying or completing assignments. Lectures are captured in a searchable format so that students can replay any part of any class across an entire semester of class recordings. With classroom resources available all the time, students can study more efficiently and learn more successfully.

 **CourseSmart**, the largest provider of eTextbooks, offers students the option of receiving Connect Comprehensive Stress Management as an eBook. At CourseSmart, your students can take advantage of significant savings off the cost of a print textbook, reduce their impact on the environment, and gain access to powerful web tools for learning. CourseSmart eTextbooks can be viewed online or downloaded to a computer. The eTextbooks allow students to do full text searches, add highlighting and notes, and share notes with classmates. Visit www.CourseSmart.com to learn more and to try a sample chapter.

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Many people 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 were my students, who taught me as much about stress management as I have ever taught them. Not only did I learn from their term papers and other assignments, but the way in which they lived their lives taught me much about managing stress.

Then there were my professional colleagues, who encouraged, stimulated, and provoked me to be as competent and as qualified as I could—if for no other reason than to keep pace with them. In particular, I wish to thank Robert Feldman, who contributed to Chapter 15.

And, there are the academic reviewers, whose comments sometimes exasperated, bewildered, or angered me but who also encouraged me and provided important guidance for revision. Because of them, this book is better than it otherwise would have been. These reviewers include

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Most important, there is my family. They not only respect my need for quiet time to write but also provide much of the inspiration I need. 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.

This edition is dedicated to Jonah, Zoe, and Garrett—my three grandchildren. When I am with them all stress evaporates away. I wish them that feeling throughout their lives, although I know that to be unrealistic. So, when they experience stress, I hope they are successful employing the numerous stress management techniques learned from reading their grandpa's book and, as a result, achieve lives of satisfaction and fulfillment.

—Jerrold S. Greenberg

