



# Focus on Health

sixth edition

*Dale B. Hahn  
Wayne A. Payne*

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# Focus on Health

*sixth edition*

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**To all of our students, with the hope that the  
decisions they make will be healthy ones.**

**McGraw-Hill Higher Education**   
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FOCUS ON HEALTH, SIXTH EDITION

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# Learning to Go: Health

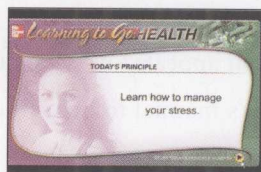
*Your online coach for health behavior change*

## HERE'S HOW IT WORKS

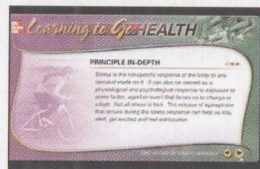
*Learning to Go: Health* is designed to complement your new McGraw-Hill Personal Health textbook. It uses the Internet and “push technology” to bring lessons that relate to this book directly to your computer. You choose the time of day, and the lessons will automatically appear on your screen. You'll spend 15 minutes a day on one lesson that focuses on a single topic.

This feature is based on the following 4-step system:

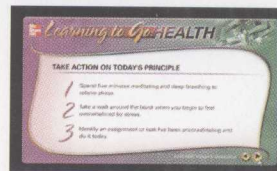
**1** **Core Principle**—Focus on one topic per lesson.



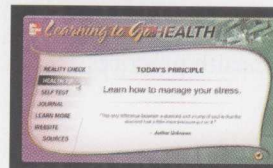
**2** **Lesson Overview**—Review more information about that principle to help yourself learn it.



**3** **Action Steps**—Three action steps per lesson help you learn by doing and taking action. Knowledge isn't powerful until you put it into action.



**4** **Reinforcements**—Interact and learn through various means: Quotations, Reality Checks, Health Tips, True or False, Tic-Tac-Toe, and Learn More.



## HERE'S HOW TO GET STARTED

- Go to the Online Learning Center for this book at:  
[www.mhhe.com/hahn6e](http://www.mhhe.com/hahn6e)
- Click on *Learning to Go: Health*.
- Follow the steps for registration.
- Once you're registered, set your preferences.
- Then you'll be ready for your first lesson!

# HealthQuest CD-ROM 4.0

by Robert S. Gold, *University of Maryland–College Park*

and

Nancy L. Atkinson, *University of Maryland–College Park*

In an interactive and personal way, HealthQuest lets you assess your current health and wellness status, determine your health risks, figure your relative life expectancy, explore your health options, and make decisions for positive change!

- How much of a weight difference would an extra candy bar a day make?
- Am I a likely candidate to contract a sexually transmitted disease?
- Are my CPR skills good enough to save someone?

With the help of HealthQuest's consistent organization and easy-to-use interface, all your health and wellness questions are answered.

## FEATURES

- New! Updated features to provide the latest information in each unit.
- New! Improved print function allows instructors to make assignments and incorporate the program into the course more easily.
- New! Redesigned to provide graphical interface that appeals to a wide range of students.
- New! Provides web-based user tips and instructor's manual to help students and instructors take full advantage of all the CD's features.
- New! Explorations on CPR and personal drug use that ask you to apply learning to your everyday life.
- New! A variety of new assessments and explorations to provide you with the most current and useful information.
- See how your everyday behavior affects your health risks and life expectancy. Explore HealthQuest's interactive, user-friendly modules. Based on your responses and actions in each module, the "Wellboard" will create for you a database of personal information and generate a population curve plotting your average life expectancy. Assess yourself by answering questions based on your:

- general demographics
- family health history
- personal health history
- lifestyle
- preventive health practices

## CONTENTS

Wellboard  
Alcohol  
Cancer  
Cardiovascular Health  
Communicable Diseases  
Fitness  
Nutrition and Weight Loss  
Other Drugs  
Stress Management and Mental Health

## HealthQuest CD-ROM



# Preface

As a health educator, you know that the personal health course is one of the most exciting courses a college student will take. Today's media-oriented college students are aware of the critical health issues of the new century. They hear about terrorism, substance abuse, sexually transmitted diseases, fitness, and nutrition virtually every day. The value of the personal health course is its potential to expand students' knowledge of these and other health topics. Students will then be able to examine their attitudes toward health issues and modify their behavior to improve their health and perhaps even prevent or delay the onset of certain health conditions.

*Focus on Health* accomplishes this task with a carefully composed, well-documented manuscript written by two health educators who teach the personal health course to nearly 1000 students each year. They understand the teaching issues you face daily in the classroom and have written this text with your concerns in mind.

This book is written for college students in a wide variety of settings, from community colleges to large four-year universities. The content has been carefully constructed to be meaningful to both traditional- and nontraditional-age students. Special attention has been paid to the increasing numbers of nontraditional students who have decided to pursue a college education. Points in the discussion often address the particular needs of these nontraditional students. *Focus on Health* continues to encourage students of all ages and backgrounds to achieve their goals.

## SPECIAL FEATURES

### Updated Content

As experienced health educators and authors, we know how important it is to provide students with the most current information available. Throughout each chapter we have included the very latest information and statistics, and the "As we go to Press . . ." feature has allowed us to comment on breaking news right up to press time. In addition, we have

introduced many timely topics and issues that are sure to pique students' interest and stimulate class discussion.

### HealthQuest Activities

Many chapters contain an activities box to complement the HealthQuest CD-ROM that accompanies the text. These activities allow students to assess their health behavior in each of nine different areas. HealthQuest's exciting graphics and interactive approach will encourage students to learn about topics such as condom use, cancer prevention, and healthy eating behavior as they complete the activities.

### OnSITE/InSIGHT

These boxes are designed to spark your students' interest and get them involved. The *Learning to Go: Health* lessons for each chapter challenge students to make positive changes in their health behavior and show them how to get started. The Student Poll features opinion questions and invites students to go online and have their say. Then they have the fun of comparing their responses with those of other college students.

### Taking Charge of Your Health

Taking Charge of Your Health behavior change objectives, listed at the beginning of each chapter, help students apply what they learned in the text. These objectives reinforce the concept of self-responsibility and positive behavior change.

### Online Learning Center Boxes

Online Learning Center boxes, found on the opening page of each chapter, direct students toward the useful resources available on the Online Learning Center that accompanies this text. These resources include chapter key terms and definitions, learning objectives, additional behavior change objectives, student interactive question-and-answer sites, and self-scoring chapter quizzes. The Online Learning Center boxes also list some of the web links that the student will find on the Online Learning Center.

## Eye on the Media

Face it—a student’s world revolves around media of all types, especially the web. Students get most of their health information not from instructors and textbooks, but from television, self-help books, popular news magazines, the web, and the radio. To meet students on this familiar ground, we’ve included Eye on the Media boxes (see the inside front cover for a list of boxes), which take a critical look at these media sources of health information. This feature appears on the first page of each chapter.

## Exploring Your Spirituality

Spirituality has become an important focus in health courses. Exploring Your Spirituality boxes (see the inside front cover for a list of boxes) highlight the spiritual dimension of health and its effect on overall wellness. The boxes cover topics such as journal writing, living well with cancer or a chronic infectious disease, making decisions about sex, and having an enjoyable social life without abusing alcohol or other drugs.

## Changing for the Better

These unique question-and-answer boxes show students how to put health concepts into practice. Each box begins with a real-life question, followed by helpful tips and practical advice for initiating behavior change and staying motivated to follow a healthy lifestyle.

## Integrated Presentation of Aging

Topics of interest to midlife and elderly adults no longer appear in the chapter on death and dying, thus sending a more positive message about aging. Instead, the material has been integrated into appropriate chapters according to subject. For example, Alzheimer’s disease is now discussed in Chapter 11, Living with Cancer and Chronic Conditions. This organization allows both traditional- and nontraditional-age students to learn about the physical and emotional changes that take place as we age.

## Comprehensive Discussion of Sexuality

The biological and psychosocial origins of sexuality, sexual behavior, and intimate relationships are presented in a single comprehensive chapter. This organization gives the student a better framework for studying these complex topics.

## Personal Safety Chapter

With good reason, students are more concerned than ever about issues related to violence and safety both on and off campus. Chapter 16, Protecting Your Safety, delves into critically important current issues such as terrorism; homicide; domestic violence; hate crimes; sexual victimization; and recreational, residential, and motor vehicle safety.

## Wellness and Disease Prevention

Throughout this new edition, you will notice that students are continually urged to be proactive in shaping their future health. For example, Chapter 5, Understanding Nutrition and Your Diet, explains the health benefits of following a semivegetarian or other low-fat diet. Chapter 10, Reducing Your Risk of Cardiovascular Disease, opens with a discussion of the “big six” risk factors for heart disease and emphasizes that prevention must begin early. Even the chapter titles themselves invite students to take control of their own health behavior.

## “Focus on” Articles

“Focus on” articles examine current issues that students are hearing about in today’s news, such as alcohol and violence, volunteering, smokers’ rights, and even sex on the Internet. These often controversial health-related topics are a perfect starting point for class or group discussions. Because these essays are set at the end of each chapter, they can be covered or not at the instructor’s option.

## Attractive Design and Updated Illustration Program

The inviting look, bold colors, and exciting graphics in *Focus on Health* will draw students in with every turn of the page. Photographs are sharp and appealing, drawings are attractive and informative, and anatomical illustrations are accurately rendered and appropriately detailed. In addition, the anatomical illustrations in the cardiovascular disease and sexuality chapters have been reproduced at a large size for greater clarity.

## “Exam Prep” Guide

A perforated exam preparation section is included in the back of the book. The multiple-choice questions test students’ retention of the material they have read. The critical thinking questions allow them to integrate the concepts introduced in the text with the information presented in class lectures and discussions. This built-in study guide is a good value for students.

## Vegetarian Food Pyramid

Many students now follow or are considering a vegetarian diet. To help them understand how such a diet meets nutrient needs, we have printed a vegetarian food pyramid with the USDA Food Guide Pyramid inside the back cover of this textbook. For students who want to significantly reduce but not eliminate meat consumption, a “Focus on” article about the health benefits of following a semivegetarian diet is included in Chapter 5.

## New or Expanded Topics

We are committed to making *Focus on Health* the most up-to-date health textbook available. Here is a sampling of top-

ics that are either new to this edition or covered in greater depth than in the previous edition:

### **Chapter 1 Shaping Your Health**

- Top ten causes of death in the United States
- *Healthy People 2010*
- Developing social skills

### **Chapter 2 Achieving Psychological Wellness**

- Depression among college students
- Recent study of St. John's wort for treatment of depression
- Suicide statistics
- Use of pacemakers to treat depression

### **Chapter 3 Managing Stress**

- Variation in response to stressors
- R (risk-taking) personality
- Using journaling to counteract stress
- Terrorism and stress: the anthrax threat

### **Chapter 4 Becoming Physically Fit**

- Osteoporosis in older women
- Level of physical activity required for fitness
- Intensity of training and target heart rate

### **Chapter 5 Understanding Nutrition and Your Diet**

- Balancing fats in your diet
- Cholesterol level and a healthy diet
- Healthy Weight Pyramid and Healthy Eating Pyramid
- Genetically modified foods
- Vegan diet for infants and children
- Food production and international nutritional concerns

### **Chapter 6 Maintaining a Healthy Weight**

- Obesity and overweight
- BOD POD (Body Composition System)
- New weight-loss drugs
- Resources for anorexia and bulimia treatment
- Determining if your food habits are weight-smart

### **Chapter 7 Making Decisions About Drug Use**

- Finding help for drug abuse
- Psychoactive drug categories
- Use/overuse of Ritalin
- New date rape drugs
- OxyContin as drug of abuse

### **Chapter 8 Taking Control of Alcohol Use**

- Negative consequences of alcohol use
- Drinking patterns among college students
- Drinking and driving statistics
- BAC and legal intoxication
- Drugs for treatment of alcoholism

### **Chapter 9 Rejecting Tobacco Use**

- Tobacco use statistics
- States with highest and lowest smoking rates
- Tobacco industry under fire
- Nicotine as an addictive drug
- Cancer statistics
- Smoking cessation

### **Chapter 10 Reducing Your Risk of Cardiovascular Disease**

- Heart disease statistics
- Prevalence of major cardiovascular diseases
- Cardiovascular deaths and heart attacks
- Development of self-contained artificial heart
- Women and heart disease
- Yoga and blood pressure level
- Contributing risk factors
- Congenital heart disease
- Removal of Baycol, a cholesterol-lowering drug, from market

### **Chapter 11 Living with Cancer and Chronic Conditions**

- Cancer incidence and deaths
- Breast cancer updates
- Breast cancer as rare diagnosis in men
- Updated statistics on ovarian, colon and rectal, pancreatic, and skin cancer
- Anti-cancer drugs
- Alzheimer's disease findings

### **Chapter 12 Preventing Infectious Diseases**

- Updated statistics on HIV/AIDS
- Geographic distribution of people living with HIV/AIDS
- Infectious disease and older adults
- West Nile virus update

### **Chapter 13 Understanding Sexuality**

- Patterns of sexual activity among college students
- Updated statistics on cohabitation
- Patterns of single parenthood
- Suicide among gay and lesbian adolescents

### **Chapter 14 Managing Your Fertility**

- Effectiveness rates of birth control methods
- Intrauterine devices
- Condom use
- Injectable contraceptives
- New drugs for medical abortion: mifepristone and methotrexate
- Abortion laws by state
- Contraceptive patch (EVRA)



### **Chapter 15 Becoming an Informed Health-Care Consumer**

- Buying health-care products on the Internet
- New studies of effectiveness of homeopathy
- Changes in use of prescription drugs
- Dietary supplements and health claims
- Medical errors resulting in death

### **Chapter 16 Protecting Your Safety**

- Terrorism and the World Trade Center attacks
- Intentional injury statistics
- Cell phone safety and driving
- Violence against the disabled
- Age factor in fatal motor vehicle crashes
- Terrorism and changes in airline safety requirements

### **Chapter 17 Accepting Dying and Death**

- Advance medical directives
- Living will
- Organ donation

## **SUCCESSFUL FEATURES**

*Focus on Health* has many unique features that enhance student learning:

### **Two Central Themes**

As mentioned earlier, two central themes—the multiple dimensions of health and the developmental tasks—are presented in Chapter 1. These give students a foundation for understanding their own health and achieving positive behavior change.

### **Flexibility of Chapter Organization**

The sixth edition of *Focus on Health* has 17 chapters. The first stands alone as an introductory chapter that explains the focus of the book. The arrangement of the remaining chapters follows the recommendations of both the users of previous editions of the book and reviewers of this edition. Of course, professors can choose to cover the chapters in any sequence that suits the needs of their courses.

### **Health Reference Guide**

The Health Reference Guide found at the back of the book lists many of the most commonly used health resources. In this edition, we have included many Internet addresses, as well as phone numbers and mailing addresses of various organizations and government agencies. The guide is perforated and laminated, making it durable enough for students to keep for later use.

### **Pedagogical Aids**

In addition to the special pedagogical features listed previously, the teaching aids described here proved to be suc-

cessful in the earlier editions of this book and have been included in this new edition:

### **Star Boxes**

In each chapter, special material in Star Boxes encourages students to delve into a particular topic or closely examine an important health issue.

### **Personal Assessment Inventories**

Each chapter contains at least one Personal Assessment inventory, beginning with a comprehensive health assessment just before Chapter 1. These self-assessment exercises serve three important functions: they capture students' attention, serve as a basis for introspection and behavior change, and provide suggestions for carrying the applications further.

### **Definition Boxes**

Key terms are set in boldface type and are defined in corresponding boxes. Pronunciation guides are provided where appropriate. Other important terms in the text are set in italics for emphasis. Both approaches facilitate student vocabulary comprehension.

### **Comprehensive Glossary**

At the end of the text, all terms defined in boxes, as well as pertinent italicized terms, are merged into a comprehensive glossary.

### **Chapter Summaries**

Each chapter concludes with a bulleted summary of key concepts and their significance or application. The student can then return to any topic in the chapter for clarification or study.

### **Review Questions**

A set of questions appears at the end of each chapter to aid the student in review and analysis of chapter content.

### **Think About This . . .**

These engaging questions encourage students to apply what they have learned in the chapter by analyzing their own health habits and finding appropriate solutions to the issues raised.

### **Suggested Readings**

Because some students want to know more about a particular topic, a list of annotated readings is given at the end of each chapter. The suggested readings are readily available at bookstores or public libraries.

### **Mental Disorders Appendix**

Categories of mental disorders and therapeutic approaches are outlined in this appendix.

# Owner's Manual

Are you looking for health information in the media? Working hard to get in shape? Trying to improve your grade? The great features in *Focus on Health* will help you do all this and more! Let's take a look . . .

## ONLINE LEARNING CENTER

Want to get a better grade? This box reminds you about the study aids and other resources available at our free Online Learning Center and describes some of the useful web links you'll find there.

## chapter 1

# Shaping Your Health



### Online Learning Center Resources

[www.mhhe.com/hahn6e](http://www.mhhe.com/hahn6e)

Log on to our Online Learning Center (OLC) for access to these additional resources:

- Chapter key terms and definitions
- Learning objectives
- Additional behavior change objectives
- Student interactive question-and-answer sites
- Self-scoring chapter quiz

The OLC also offers web links for study and exploration of health

topics. Here are some examples of what you'll find:

- [www.yahoo.com/health](http://www.yahoo.com/health) Research hundreds of health-related links and use the Yahoo search engine to zero in on sites of interest.
- [www.healthfinder.gov](http://www.healthfinder.gov) Check out this gateway for consumer health and human services information from the U.S. government.
- [www.HealthAtoZ.com](http://www.HealthAtoZ.com) Look here for a searchable database of health information sites that are rated for quality.



### Taking Charge of Your Health

- Complete the Comprehensive Health Assessment on p. xxxi. Develop a plan to modify your behavior in the areas in which you need improvement.
- Take part in a new spiritual activity, such as meditating, creating art or music, or appreciating nature.
- To promote the social dimension of your health, try to meet one new

person each week during the semester.

- Choose one developmental task you would like to focus on, such as assuming responsibility, and plan the steps you can follow to progress in this area.
- Volunteer to be an assistant in a community service program, such as a literacy project or a preschool program.

### Eye on the Media Where Does Our Health Information Come From?



Today our health information comes from

a variety of media—some more reliable than others. The following six media groups convey health-related information. Because Eye on the Media will appear in each chapter of this text, this introduction is limited to an overview of these sources. Later chapters will deal with the important issue of which ones are good (in other words, valid and reliable) sources for learning about health.

#### Radio and Television

When you think of radio, the first thing that may come to mind is your favorite music. But two areas of radio are especially important for news and information: talk radio and National Public Radio (NPR). Talk radio raises the question of validity of information. For example, if you're listening to a talk show about HIV exposure, the perceptions and opinions of the host (which may be strong or even extreme) are an important part of the show. When this point of view is combined with the opinions of callers, whose "facts" may come from unauthoritative sources, what you're hearing is probably not solid information. It's certainly not a good basis for making your health decisions.

## EYE ON THE MEDIA

How can you tell whether to trust health information in the media? These boxes take a critical look at coverage of health issues on the web, on television, on the radio, and in print.

### Social Dimension

Social ability is the third dimension of total health. Whether you identify it as social graces, skills, or insights, you probably have many strengths in this area. Because most of your growth and development has occurred in the presence of others, you can appreciate how this dimension of your health may become even more important in your future development.

The social abilities of many nontraditional-age students may already be firmly established. Entering college may encourage them to develop new social skills that help them socialize with their traditional-age student colleagues. After being on campus for a while, nontraditional-age students often interact comfortably with traditional-age students in such diverse places as the classroom, the student center, and the library. This type of interaction enhances the social dimension of health for both.

### Intellectual Dimension

Your ability to process and act on information, clarify values and beliefs, and exercise your decision-making capacity is one of the most important aspects of total health. Coping skills, flexibility, or the knack of saying the right thing at the right time may not serve you as well as the ability to use information or understand a new idea. A refusal to grasp new information or undertake an analysis of your beliefs could hinder the degree of growth and development that your college experience can provide.



People who feel good about their work often have high self-esteem.



### Exploring Your Spirituality Pondering the Meaning of Life

In a survey conducted in May of 1999 by Yankelovich Partners for the Lutheran Brotherhood (an insurance company affiliated with the Lutheran Church), a large, randomly selected sample of American adults was asked a version of the following question: "If you were able to do so, what questions would you ask God or a supreme being?" The most commonly asked question (34%) was: "What is my purpose for being here?" The second (19%) and third (16%) most frequently raised questions were: "Will I have life after death?" and "Why do bad things happen?" The remaining responses reported were: "Is there intelligent life elsewhere?" (7%) and "How long will I live?" (6%). A variety of other questions were asked but not reported on. Twelve percent of the respondents said that they would not (or could not) ask a question, even if given the opportunity.

If it is assumed that these questions are common to the vast majority of Americans (at least on occasion), in the absence of a theology-based belief system, to whom would they be directed? Perhaps to a respected academic, a wise elder, a seasoned veteran of the "school of hard knocks," or a mystic? On the other hand, for those with such a belief system, answers may never be expected. The process of asking in itself may create a sense of inner peace centered on the belief that there is someone (or something) that does have answers to these and other profound questions of life and that eventually those answers will be known.

### Spiritual Dimension

The fifth dimension of health is spiritual. Although you can include your religious beliefs and practices category, this discussion focuses on your relationship to other living things, the role of a spiritual director in your life, the nature of human behavior, and your willingness to serve others.

Many of today's students appear to be searching for a deeper understanding of the meaning of life. Although you may not feel uneasy about the nature of your spiritual beliefs, many students do feel anxious about the spiritual side of their lives. In fact, one explanation of the renewed interest in the spiritual dimension of life may stem from its value as a resource for lessening personal stress. The spiritual dimension is so significant that some health professionals believe it to be the actual key to wellness.

Cultivating the spiritual side of your health may help you discover how you fit into this universe. You may enhance your spiritual health in a variety of ways, many of which involve opening yourself to new experiences.

## EXPLORING YOUR SPIRITUALITY

A healthy body and a healthy mind go hand in hand. This feature will help you tap into your spiritual side to improve your self-esteem, foster good relationships with others, and jump start your physical health.



Many students want to change a specific behavior, such as following a more nutritious diet.

### Changing for the Better

#### Looking Toward the Future: What's Your Game Plan?



After discussing the areas of growth and development from ages 18 to 40 in a personal health class, one student asked: "Just what should I do with all of this growth stuff, anyway?" Some of the responses—from other students and the professor—were as follows:

- Ask others to share their stories with you. Choose people you view as independent, comfortable with their plans, and responsible or established in areas of development where you feel uncertain. Hearing their first-hand accounts can be an excellent way to gain insight into your own future.
- While you are reading, either for recreation or a class assignment, look for aspects of these growth areas in the people being described. Do the same thing with characters depicted in films, plays, or TV programs. For example, think about the character played by Renée Zellweger in *Bridget Jones's Diary* and the college experiences of the main character in the TV program *Felicity*.
- Set aside time to give serious thought to where you are now in each of these developmental areas. Compare your perceived points of progress with what others (friends, professors, family) might see or expect when they think about you and your life experiences. Construct a mental game plan for one or more of the five developmental areas discussed in this chapter.

**TALKING PRINTS** • What does being an adult mean to you at this point? How would you explain this to your best friend?

8. *Set up a reward system.* Rewards tend to motivate people. They can be used to reinforce your positive changes. If you achieve success at a particular point in your plan, reward yourself with a special meal, new clothes, or a weekend trip. Pat yourself on the back occasionally for your efforts. Relish your success.
9. *Prepare for obstacles along the way.* No one who achieved anything of importance did it without a few setbacks, so prepare yourself mentally for an occasional obstacle. For example, if you neglect your fitness plan during a long holiday weekend, try to get back on course as soon as possible. Work through your setbacks with a "forgive and forget" attitude.
10. *Revise your plan as necessary.* Try to be flexible in your approach to behavior change. A strategy that works for a while might not work as well after a month or two. So be prepared to reevaluate your goals and try new techniques when necessary.

## CHANGING FOR THE BETTER

Learn to put health concepts into practice by following these useful tips. This feature gives you practical advice for making positive changes and staying motivated to follow a healthy lifestyle.

help you focus on specific activities for reaching your goals, use the Changing for the Better boxes found in each chapter. For example, see p. 106 Dietary Guidelines for Americans, p. 265 Eat to Lower Your Cancer Risk, and p. 238 Monitoring Your Cholesterol Level. Identify any milestones along the way to your goal. Specify the time, personal resources, and energy you will need to commit to this project.

5. *Devise a plan of action.* As you develop your strategy, adjust your environment to help you replace old cues with new ones. For example, if you are trying to get more sleep, calm yourself before bedtime by reading rather than listening to loud music or watching a TV drama. If you want to improve in your eating behavior, change your walking route so that you avoid passing the campus snack bar.
6. *Chart your progress in your diary or journal.* From day 1, keep a record of how you are doing. Consider making this record visible. For instance, posting an eating record on the refrigerator door is a good motivator for some people.
7. *Encourage your family and friends to help you.* Social support is important in any attempt at behavior change. Your friends may want to join you and change their own behavior. Then you can support each other. But some friends or family members might misunderstand your efforts. They might actually discourage you. If possible, avoid these people—at least while your project is under way.

## OnSITE/InSIGHT

Studying personal health can be a fun experience! Use the OnSITE/InSIGHT boxes to guide you to the *Learning to Go: Health* lessons that go with each chapter. Then take the Student Poll and see how your opinions on health issues compare with what other students think.

10

Focus on Health



### OnSITE/InSIGHT

#### Learning to Go: Health

Getting tired of your study routine? Click on the Motivator icon for a different slant on studying. Check out these lessons, which make a good match for this chapter.

- Lesson 1: Chart a plan for behavior change.
- Lesson 2: Strive for multidimensional health.

#### STUDENT POLL

Thinking about shaping up your health? Go to the Online Learning Center at [www.mhhe.com/haha06a](http://www.mhhe.com/haha06a). Click on Student Resources to find the Student Poll, where you can answer these questions. Then find out how other students responded.

1. Is improving your health a high priority for you?
2. Do you believe you have control over your own health?

3. Do you take a proactive, preventive approach to your health?
4. Are your eating habits nutritionally sound?
5. Do you consider yourself in good physical shape?
6. Do you search out health information?
7. Is there balance in the different areas of your life?
8. Do you have strong friendships?
9. Do you consider yourself emotionally well balanced?
10. Is being smart important to you?
11. Do you see a spiritual aspect to your everyday life?
12. Is what you're doing today preparing you for your future?
13. Are you career-oriented?
14. Is becoming an adult an important milestone for you?
15. Do you agree that "if you've got your health, you've got everything"?

### THE COMPOSITION OF HEALTH

Your health is composed of six interacting, dynamic dimensions, each of which provides resources that can be utilized in accomplishing the activities that constitute growth and development within each development area appropriate to young adulthood. Because your health is dynamic, you can modify aspects of its dimensions to help you in your quest for well-being.

Your health is not static. The health you had yesterday no longer exists. The health you aspire to have next week or next year is not guaranteed. However, scientific evidence suggests that what you do today will help determine the quality of your future health. Let's briefly consider each of the six dimensions of health.

#### Physical Dimension

A number of physiological and structural characteristics—including your level of susceptibility to disease, body height, visual ability, strength, coordination, level of endurance, and powers of recuperation—can help you participate in the experiences that form the basis of your growth and development. In certain situations the physical dimension of your health may be the most important. Perhaps this is why many authorities have traditionally graded health with the design and operation of the body to the absence of illness or a low level of risk for illness.

#### Emotional Dimension

Your emotional makeup can aid in your progress through the various growth areas. The emotional dimension of health includes the degree to which you are able to cope



### HealthQuest Activities

- The *How Stressed Are You?* activity in Module 1 lets you look at several areas of your life (including money, school, relationships, and health) and identify stress caused by various events and daily hassles. You can also rate your perceived stress level for each area. Use this feature to find out which area or areas generate the highest levels of stress for you.
- The *CyberStress* activity in the Stress Management and Mental Health Module simulates a stress-filled day. Use it to assess your reactions to daily stressors. Choose the scenario that most closely matches your own. For example, if you work and go to school, you should check both of these choices on the preferences screen. As you are presented with stressful situations, choose the reaction that is closest to how you would react. At the feedback screen, print the screen showing your score. Then evaluate your experience by answering the questions in the *What do you think?* section.

with stress, remain flexible, and compromise to resolve conflict. This dimension is most closely related to your feelings. How you feel about your family and friends, your life goals and ambitions, and your daily life situations is all tied to the emotional dimension of health.

## Focus on

### SUPERTWINS: THE BOOM IN MULTIPLE BIRTHS



The increased use of fertility drugs and techniques has caused a boom in multiple births. More than 1,000 sets of triplets are born each year in the United States.

During World War II their parents gave them patriotic names, such as Franklin, Delano, and Roosevelt, or Franklin D. (for Roosevelt) and Winnie C. (a girl named for Winston Churchill).<sup>1</sup> You may know them as Rachel, Richard, Rebecca, and Ryan or Courtney, Brittany, and Tiffany. They're super-twins—multiple-birth siblings such as triplets, quadruplets, quintuplets, and even sextuplets and more. From 1989 to 1993, an average of 1,057 sets of triplets, 241 sets of quads, and 32 sets of quints were born each year in the United States.<sup>1</sup> More recently, the McCaugheys of Iowa gave birth to septuplets on November 19, 1997. All of their septuplets are home and doing well. Nkem Chukwu and her husband Lyke Louis Udobi of Texas were not as lucky with their octuplets. One of the eight died shortly after delivery in 1998.

Such multiple births are controversial for several reasons, including the increased risk they bring to the mother and the fetuses.

#### The Good, the Bad, and the Unusual

A special type of bonding occurs among multiple-birth siblings that ranges from reading one another's moods to saving another's life, as in the case of twin girls Brielle and Kyrie.<sup>1,2</sup> Kyrie, at 2 pounds 3 ounces, was doing well, but Brielle, the smaller twin, at 2 pounds, had had trouble breathing, an irregular heart rate, and a low blood oxygen level since birth. Then Brielle's condition suddenly became critical. The hospital staff tried every medical procedure they thought might help, to no avail. As a last resort, they put the girls in the same incubator, as some European hospitals do. Amazingly, Brielle's condition immediately improved

and within minutes her blood oxygen level was the best it had been since birth. Studies have confirmed that double bedding of multiple-birth babies reduces the length of their hospital stay.<sup>2</sup>

On the darker side, sometimes multiple births, or the prospect of them, are exploited by parents. The Dionne quintuplets, now 60 years old, were the middle 5 of 13 children. When their father sold the rights to exhibit his daughters, the Ontario government made them wards of the state. But the government ended up exploiting them in a bizarre glass playground Quintland-type display, which attracted 10,000 visitors a month. When they were returned to their parents, they were made to feel guilty for their unusual birth and the ensuing familial discord.<sup>3</sup> The surviving quints have written a book about their experiences and have helped teach the world that multiples are not something to be exploited.

Recently, in England, a woman abused fertility drugs by taking them even though she was already fertile and ignoring her

physician's instructions while on the drugs. She became pregnant with eight fetuses. She refused to undergo multifetal pregnancy reduction, which would have given the remaining fetuses a better chance of survival, because she had sold her story to a tabloid and would get more money for each baby born. All eight fetuses died at 19 weeks' gestation.<sup>4</sup>

#### Fertility Drugs and Techniques

Since the birth of the first "test tube baby" (conceived by in vitro fertilization) in 1978, the number of assisted pregnancies and multiple births has escalated. The use of fertility drugs and techniques that stimulate ovulation sometimes causes the release of multiple eggs per cycle.<sup>1,5</sup>

The infertility rate among married couples is 8.5 percent. While this rate has remained relatively constant in recent years, the number of couples seeking help for infertility has tripled.<sup>6</sup> Less than half of the couples who receive fertility treatment ever give birth, but one-fourth of those who do achieve a pregnancy give birth to

## HEALTHQUEST ACTIVITIES

You received a free HealthQuest CD-ROM with your new copy of *Focus on Health*. This feature provides activities to help you explore HealthQuest and assess your health behavior in areas like cancer prevention, fitness, and nutrition.

## "FOCUS ON" ARTICLES

Every day you hear the buzz about hot health topics like vegetarian diets, Internet dating, and fertility drugs that lead to triplets, quadruplets, or more! Read these articles and decide where you stand on these controversial issues.

## PERSONAL ASSESSMENTS

Do you eat too much fat? What's the best method of birth control for you if you are sexually active? How compatible are you and your partner? Each chapter in *Focus on Health* includes assessments to help you learn the answers to these questions and many others.

Name \_\_\_\_\_ Date \_\_\_\_\_ Section \_\_\_\_\_



### Personal Assessment

#### Do You Have Fatty Habits?

Fat has earned a bad reputation because of the health problems to which it contributes when we eat too much of it. The questionnaire below will help you think about the amounts and types of fat that you generally eat. For each general type of food or food habit,

circle the response category that is most typical for you. If you never or almost never eat any items of a particular food type, just skip that type.

Food Type/Habit	High Fat	Medium Fat	Low Fat
Chicken	Fried with the skin	Baked, broiled, or barbecued with the skin	Baked, broiled, or barbecued without the skin
Fat present on meats	Usually eat	Sometimes eat	Never eat
Fat used in cooking	Butter, lard, bacon grease, chicken fat	Margarine, oil	Nonstick cooking spray or no fat used
Additions to rice, bread, potatoes, vegetables, etc.	Butter, lard, bacon grease, chicken fat, coconut oil, cream cheese	Margarine, oil, peanut butter	Butter-flavored granules or no fat used
Pizza toppings	Sausage, pepperoni, extra cheese, combination	Canadian bacon	Vegetable
Sandwich spreads	Mayonnaise or mayonnaise-type dressing	Light mayonnaise, oil and vinegar	Mustard, fat-free mayonnaise
Milk and milk products (e.g., yogurt)	Whole milk and whole-milk products	Reduced fat and low-fat milk and milk products	Skim milk and milk products
Sandwich side orders	Chips, potato salad, macaroni salad with creamy dressing	Coleslaw, pasta salad with clear dressing	Vegetable sticks, pretzels, pickle
Salad dressings	Blue cheese, Ranch, Thousand Island, other creamy type	Oil and vinegar, clear-base dressing	Oil-free dressing, lemon juice, flavored vinegar
Typical meat portion eaten	6–8 ounces or more	4–5 ounces	2–3 ounces
Sandwich fillings	Beef or pork hot dogs, salami, bologna, pepperoni, cheese, tuna, or chicken salad	Turkey hot dogs, 85% fat-free lunch meats, corned beef, peanut butter, hummus (chickpea paste)	95% fat-free lunch meats, roast turkey, roast beef, lean ham
Ground meats	Regular ground beef, sausage meat, ground meat, ground pork (about 30% fat)	Lean ground beef, ground chuck, turkey sausage meat (20%–25% fat)	Ground turkey, extra lean ground beef, ground round (about 15% fat)
Deep-fried foods (e.g., french fries, onion rings, fish or chicken patties, egg rolls, tempura)	Eat every day	Eat once a week	Eat once a month or never
Bread for sandwiches	Croissant	Biscuit	Whole wheat, French, tortilla, pita or pocket bread, bagel, sourdough, or English muffin

## HEALTH & HUMAN PERFORMANCE WEBSITE

[www.mhhe.com/hhp](http://www.mhhe.com/hhp)

The Personal Health Website is where you'll find a link to the *Focus on Health* website and other resources. Read about the latest "hot" health topics in "This Just In," or link to more self-assessments and updated health information.

## ANCILLARIES

### Course Integrator Guide

This manual includes all the features of a useful instructor's manual, such as 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-ROM, Online Learning Center, Image Presentation CD-ROM, Healthy Living Video Clips CD-ROM, and Health and Human Performance Website. In addition, the guide includes references to relevant print and broadcast media.

### Test Bank

This printed manual includes more than 2,000 questions, including multiple-choice, true-or-false, matching, and critical thinking questions.

### Computerized Test Bank CD-ROM

Brownstone's Diploma Computerized Testing is the most flexible, powerful, easy-to-use electronic testing program available in higher education. The Diploma system allows the test maker to create a print version, an online version (to be delivered to a computer lab), or an Internet version of each test. Diploma includes a built-in instructor gradebook, into which student rosters and files can be imported. Diploma is for Windows users, and the CD-ROM includes a separate testing program, Exam IV, for Macintosh users.

### Course Management Systems

[www.mhhe.com/solutions](http://www.mhhe.com/solutions)

Now instructors can combine their McGraw-Hill Online Learning Center with today's most popular course-management systems, such as WebCT, Blackboard, and Top Class. Our Instructor Advantage program offers customers access to a complete online teaching website called the Knowledge Gateway, with prepaid, toll-free phone support and unlimited e-mail support directly from WebCT and Blackboard. Instructors who use 500 or more copies of a McGraw-Hill textbook can enroll in our Instructor Advantage Plus program, which provides on-campus, hands-on training from a certified platform specialist. Consult your McGraw-Hill sales representative to learn what other course management systems are easily used with McGraw-Hill online materials.

### HealthQuest 4.0 CD-ROM

by Robert S. Gold and Nancy L. Atkinson

The HealthQuest 4.0 CD-ROM helps students explore their wellness behavior using state-of-the-art interactive technology. Students can assess their current health status, determine their risks, and explore options for positive lifestyle change. Tailored feedback gives students a meaningful and individualized learning experience without using valuable classroom time. Modules include the Wellboard (a health

self-assessment); Stress Management and Mental Health; Fitness; Nutrition and Weight Control; Communicable Diseases; Cardiovascular Health; Cancer; Tobacco; Alcohol; and Other Drugs. An online instructor's manual presents ideas for incorporating HealthQuest into your course.

### Learning to Go: Health

by InfoAlly and McGraw-Hill Higher Education

*Learning to Go: Health* is an Internet-based reinforcement system that periodically delivers interactive lessons directly to users' computers. The lessons help students retain and act on what they learn. This system provides a menu of lessons in personal health, from which instructors can choose content geared to their course. Through *Learning to Go*, students get bite-sized lessons—through overviews, test questions, and other content—that reinforce the main themes taught in class and in the text. Instructors can check students' progress as they move through the course.

### Making the Grade Student CD-ROM

Making the Grade is an interactive study tool that enables students to test their mastery of text material with chapter-by-chapter quizzes. Multiple-choice, fill-in-the-blank, and true-or-false questions test students on key facts and concepts. All quizzes are graded instantly, and each includes feedback to explain the correct response. The CD-ROM also offers a Learning Styles Assessment to help students understand how they learn and, based on that assessment, how they can use their study time most effectively. Making the Grade also offers two different guides to the web. The Internet Primer explains the essentials of online research, including how to log on to the web and find information online. For more experienced web researchers, the CD-ROM contains the *McGraw-Hill Guide to Electronic Research*, which shows students how to use web-based information databases and explains how to evaluate the quality of information gathered online.

### Online Learning Center

The Online Learning Center to accompany this text offers additional resources for students and instructors.

Resources for the instructor include the following:

- Downloadable PowerPoint presentation
- Lecture outlines
- Interactive web links
- Links to professional resources

Resources for the student include the following:

- Flashcards for learning key terms and their definitions
- Learning objectives and behavior change objectives
- Interactive activities
- Self-scoring chapter quizzes
- Web links for study and exploration of topics in the text
- Student PowerPoint presentation

### Image Presentation CD-ROM

The Image Presentation CD-ROM is an electronic library of visual resources. The CD-ROM comprises images from the text displayed in PowerPoint, which allows the user to view, sort, search, use, and print catalog images. It also includes a complete ready-to-use PowerPoint presentation, which allows users to play chapter-specific slideshows.

### Transparency Acetates

Seventy-two illustrations and graphics are available as transparency acetates to accompany this text. Attractively printed in full color, these useful tools facilitate learning and classroom discussion. They were chosen specifically to help explain complex concepts, and they serve as helpful aids for educators.

### Health and Human Performance Website

[www.mhhe.com/hhp](http://www.mhhe.com/hhp)

McGraw-Hill's Health and Human Performance website provides a wide variety of information for instructors and students, including monthly articles about current issues, online articles that celebrate diversity, downloadable supplements for instructors, a "how to" technology guide, study tips, and exam-preparation materials. It includes information about professional organizations, conventions, and careers. Additional features include:

- *This Just In*—Offers information on the latest hot topics, the best web resources, and more—all updated monthly.
- *Faculty Support*—Provides downloadable course supplements, such as instructor's manuals and PowerPoint presentations, and allows instructors to create their own course website with PageOut.
- *Student Success Center*—Offers online study guides and other resources to improve students' academic performance. Students can also explore scholarship opportunities and learn how to launch a rewarding career.
- *Author Arena*—Answers instructor's questions about writing a textbook or supplement for the college market. Potential authors can read the McGraw-Hill proposal guidelines, click on links to the Editorial and Marketing teams, and meet our current authors.
- *Self-Assessments*—Provides dozens of self-assessments that help students apply health topics to their own lives.

### PageOut: The Course Website Development Center

[www.pageout.net](http://www.pageout.net)

PageOut, free to instructors who use a McGraw-Hill textbook, is an online program that creates custom course websites with the following features:

- A course home page
- An instructor home page

- A syllabus (interactive and customizable, including quizzing, instructor notes, and links to the text's Online Learning Center)
- Web links
- Discussions (multiple discussion areas per class)
- An online gradebook
- Links to student web pages

Contact your McGraw-Hill sales representative to obtain a password.

### PowerWeb

[www.dushkin.com/online](http://www.dushkin.com/online)

The PowerWeb website is a reservoir of course-specific articles and current events. Students can visit PowerWeb to take a self-scoring quiz, complete an interactive exercise, click through an interactive glossary, or check the daily news. An expert in each discipline analyzes the day's news to show students how it relates to their field of study.

PowerWeb is packaged with many McGraw-Hill textbooks. Students are also granted full access to Dushkin/McGraw-Hill's Student Site, where they can read study tips, conduct web research, learn about different career paths, and follow fun links on the web.

### Primis Online

[www.mhhe.com/primis/online](http://www.mhhe.com/primis/online)

Primis Online is a database-driven publishing system that allows instructors to create content-rich textbooks, lab manuals, or readers for their courses directly from the Primis website. The customized text can be delivered in print or electronic (eBook) form. A Primis eBook is a digital version of the customized text (sold directly to students as a file downloadable to their computer or accessed online by a password).

### *The AIDS Booklet, sixth edition*

by Frank D. Cox

[www.mhhe.com/catalogs/sem/hhp/student](http://www.mhhe.com/catalogs/sem/hhp/student)

This booklet provides current facts about HIV/AIDS: what it is, how the virus is transmitted, its prevalence among various population groups, symptoms of HIV infection, and strategies for prevention. It also covers the legal, social, medical, and ethical issues related to HIV/AIDS. Updates are posted to the website.

### *Annual Editions, edited by Richard Yarian*

*Annual Editions* is an ever-enlarging series of more than seventy volumes, each designed to provide convenient, low-cost access to a wide range of current, carefully selected articles from some of the most important magazines, newspapers, and journals published today. Prominent scholars, researchers, and commentators write the articles, drawn

from more than 400 periodical sources. All *Annual Editions* have common organizational features, such as annotated tables of contents, topic guides, unit overviews, and indexes. In addition, a list of annotated websites is included. An Instructor's Resource Guide with testing suggestions for each volume is available to qualified instructors.

### Fitness and Nutrition Log

This logbook helps students track their diet and exercise programs. It serves as a diary to help students monitor their behaviors. It can be packaged with any McGraw-Hill textbook for a small additional fee.

### FoodWise College Edition

Adapted from the widely tested professional version of FoodWise, this dietary-analysis software has been developed for use in college courses. It offers a variety of functions based on the latest USDA data. A unique tool allows the user to add foods to the database. The program is available for Windows and networks.

### Healthy Living Video Clips CD-ROM

The Healthy Living Video Clips CD-ROM contains a collection of digitized video clips from the *Healthy Living: Road to Wellness* telecourse. These clips are brief (2- to 4-minute) segments that can be used to introduce a lecture or to spark classroom discussion. Instructors can incorporate these video clips into their classroom presentations. Links give instructors brief descriptions of each video clip for the corresponding chapter.

### Healthy Living Video Library

The McGraw-Hill Video Library contains many quality videotapes, including selected Films for Humanities and all videos from the award-winning series *Healthy Living: Road*

*to Wellness*. Digitized video clips are also available (see Healthy Living Video Clips CD-ROM).

### *Taking Sides*, fifth edition

by Eileen L. Daniel and Carol Levine

[www.dushkin.com/takingsides](http://www.dushkin.com/takingsides)

McGraw-Hill/Dushkin's *Taking Sides* series currently comprises twenty-two volumes with an instructor's guide and testing material available for each volume. The *Taking Sides* approach brings together the arguments of leading social and behavioral scientists, educators, and contemporary commentators, forming eighteen to twenty debates, or issues, that present the pros and cons of current controversies in an area of study. An Issue Introduction that precedes the two opposing viewpoints gives students the proper context and historical background for each debate. After reading the debate, students are given other viewpoints to consider in the Issue Postscript, which also offers recommendations for further reading. *Taking Sides* fosters critical thinking in students and encourages them to develop a concern for serious social dialogue.

### Video Library

The McGraw-Hill Video Library contains many quality videotapes, including selected Films for Humanities and all videos from the award-winning series *Healthy Living: Road to Wellness*. Digitized video clips are also available (see Healthy Living Video Clips CD-ROM). The library also features Students on Health Video, a unique video filmed on college campuses across the country, which includes eight brief (8- to 10-minute) segments featuring students involved in discussion and role-play on health issues. Lastly, a new video—McGraw-Hill Health Video—is available. This video features brief clips on a wide range of topics of interest in personal health courses.

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