

Understanding Your Health



Payne ■ Hahn
Third Edition

Understanding Your Health

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BALL STATE UNIVERSITY MUNCIE, INDIANA

Third Edition

Illustrated



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To
Our Wives
Ruth and Ellen
and
Our Children
Andrew and Ellen
Leslie and Laura

Third Edition

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To help you understand your health.

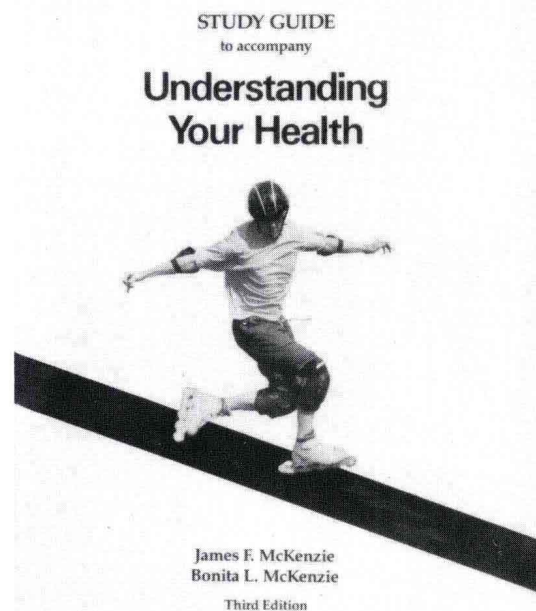
Student Study Guide to accompany
UNDERSTANDING YOUR HEALTH
3rd edition

James F. McKenzie, PhD, MPH and
Bonita L. McKenzie, MEd
Ball State University (0-8016-6654-6)

An invaluable aid to help you better understand your health and prepare for tests, this manual reinforces concepts presented in the text.

- Content emphasizes test preparation through such self-quizzing activities as learning objectives, vocabulary reviews, and multiple-choice and true-false questions.
- Flashcards help you study by reviewing key concepts that may appear on exams.

To order this invaluable manual, ask your bookstore manager or call toll-free 800-426-4545. We look forward to hearing from you soon.



HEALTH REFERENCE GUIDE

Emotional Health

National Institute of Mental Health
Public Inquiries Branch
5600 Fishers Lane
Room 15C-05
Rockville, MD 20857
(301) 433-4513

National Mental Health Association
1021 Prince Street
Alexandria, VA 22314
(703) 684-7722

Recovery, Inc.
Association of Nervous and Former
Mental Patients
802 N. Dearborn
Chicago, IL 60610
(312) 337-5661

Fitness and Nutrition

American Anorexia/Bulimia Association, Inc.
133 Cedar Lane
Teaneck, NJ 07666
(201) 836-1800

Bulimic & Anorexic Self-Help (BASH)
Deaconess Hospital
6150 Oakland Avenue
St. Louis, MO 63139
(800) 762-3334

National Anorexic Aid Society, Inc.
P.O. Box 29461
Columbus, OH 43229
(614) 436-1112

National Association of Anorexia Nervosa & Associated Disorders
Box 7
Highland Park, IL 60035
(312) 831-3438

Overeaters Anonymous
(213) 542-8363

President's Council on Physical Fitness & Sports
450 5th Street, N.W.
Suite 7103
Washington, DC 20001
(202) 272-3430

TOPS (Take Off Pounds Sensibly)
(414) 482-4620

Weight Watchers International, Inc.
(516) 939-0400

Substance Abuse

Al-Anon and Alateen
1 Park Avenue
New York, NY 10016
(212) 302-7240

Al-Anon Family Group Headquarters
314 W. 53rd Street
2nd Floor
New York, NY 10012
(800) 356-9996
(212) 245-3151 (NY & Canada)

Alcohol Hotline
(800) ALCOHOL

Alcoholics Anonymous
P.O. Box 459
Grand Central Station
New York, NY 10163
(212) 686-1100

Alcoholism & Drug Addiction Treatment Center
9904 Genesee Avenue
La Jolla, CA 92037
(800) 382-4357
(619) 458-4300

Drug & Alcohol Abuse
(800) 387-2916 (Canada)

Mothers Against Drunk Driving (MADD)
(214) 744-6233
(800) 438-6233 (victims only)

National Cocaine Hotline
(800) COCAINE

National Council on Alcoholism
(800) 622-2255

National Federation of Parents for Drug-Free Youth
(800) 554-5437

National Institute on Drug Abuse
Drug Information & Treatment Hotline
12280 Wilkins Avenue
1st Floor
Rockville, MD 20852
(800) 662-HELP

Remove Intoxicated Drivers (RID)
(518) 372-0034

Students Against Driving Drunk (SADD)
(508) 481-3568

Conditions and Diseases

Acne Helpline
(800) 222-SKIN
(800) 221-SKIN (California)

AIDS Hotline
(800) 533-AIDS
(800) 668-AIDS (Canada)

AIDS Information Hotline
(800) 342-AIDS

American Cancer Society
3340 Peachtree Road, N.E.
Atlanta, GA 30326
(404) 320-3333

American Diabetes Association
(800) 232-3472
(703) 549-1500

American Heart Association
(800) 527-6941
(214) 373-6300

American Kidney Fund
(800) 638-8299
(800) 492-8361 (Maryland)
(301) 881-3052

American Lung Association
(212) 315-8700

American Red Cross
(202) 737-8300

Asthma & Allergy Foundation of America
(800) 7-ASTHMA
(202) 265-0265

Cancer Information Service
(800) 4-CANCER
(800) 638-6070 (Alaska)
(808) 524-1234 (Hawaii)
(202) 636-5700 (Washington, DC)

Center for Sickle Cell Disease
(202) 806-7930

Centers for Disease Control
1600 Clifton Road, N.E.
Atlanta, GA 30333
(404) 639-3286

Juvenile Diabetes Foundation
International Hotline
(800) 223-1138
(212) 889-7575 (New York)

Leukemia Society of America, Inc.
(212) 573-8484

Conditions and Diseases— cont'd

Lungline

National Asthma Center
(800) 222-LUNG
(303) 355-LUNG (Denver)

March of Dimes Birth Defects Foundation

(914) 428-7100

Medic Alert Foundation

(800) 344-3226
(209) 668-3333

National Association for Sickle Cell Disease

(800) 421-8453
(213) 936-7205

National Asthma Center

(800) 222-LUNG
(303) 355-LUNG (Denver)

National Headache Foundation

(800) 843-2256
(800) 523-8858 (Illinois)
(312) 878-7715

PMS Access

(800) 222-4PMS
(608) 274-6688

STD National Hotline

(800) 634-3662
(800) 982-5883 (California)

Sexuality, the Family, and Fertility Control

Battered Women's Shelter

(800) 333-SAFE

Child Abuse Hotline

(800) 422-4453

Childwatch

National Child Safety Council
4065 Page Avenue
P.O. Box 1368
Jackson, MI 49204
(800) 222-1464
(800) 248-1464 (Canada)

Family Service Association of America

11700 West Lake Park Place
Milwaukee, WI 53224
(414) 359-2111

National Abortion Federation

Consumer Hotline
(800) 772-9100
(202) 546-9060

National Center for Missing & Exploited Children

1835 K. Street N.W.
Suite 600
Washington, DC 20006
(800) 843-5678
(202) 634-9821

National Center for the Prevention & Control of Rape

5600 Fishers Lane
Room 6C-12
Rockville, MD 20857

National Pregnancy Hotline

(800) 852-5683
(800) 493-6425 (Oklahoma)

National Runaway Switchboard

(800) 621-4000
(312) 880-9860

National SIDS Foundation

(Sudden Infant Death Syndrome)
(800) 221-SIDS
(301) 459-3388 (Maryland)

Parents Anonymous

(for abusive parents)
(800) 421-0353
(800) 352-0386 (California)
(213) 410-9732

Parents Without Partners, Inc.

International Headquarters
8807 Colesville Road
Silver Spring, MD 20910
(301) 588-9354

Planned Parenthood Federation of America

810 7th Avenue
New York, NY 10019
(800) 829-7732

Pregnancy Crisis Center

(800) 368-3336

Runaway Hotline

(800) 231-6946
(800) 392-3352 (Texas)

Women Against Rape

P.O. Box 02084
Columbus, OH 43202

Consumer and Environmental Safety

Auto Safety Hotline

(800) 424-9393
(202) 366-0123 (Washington, DC)

Consumer Product Safety Commission

Washington, DC 20207
(800) 638-CPSC

Energy Conservation

(800) 428-2525

Environmental Protection Agency (EPA)

Public Information Center
PM 211-B
401 M. Street, S.W.
Washington, DC 20460
(202) 382-2080

Hazardous Waste Hotline

(800) 424-9346
(202) 382-3000

National Coalition for the Homeless

(202) 265-2371

National Highway Traffic Safety Administration

U.S. Department of Transportation
400 7th Street, S.W.
Room 5130
Washington, DC 20590
(202) 366-9550

Poison Control Center

(800) 392-9111

The Maturing Adult

Alzheimer's Association

(800) 621-0379
(800) 572-6037 (Illinois)
(312) 853-3060

American Association of Retired Persons (AARP)

1909 K. Street, N.W.
Washington, DC 20049
(202) 872-4700

Arthritis Medical Center

(800) 327-3027

Concern for Dying

(800) 248-2122
(212) 246-6962

Living Bank

(800) 528-2971
(713) 528-2971

Medic Alert Organ Donor Program

(800) 344-3226
(209) 668-3333

Organ Donor Hotline

(800) 24-DONOR

INSTRUCTOR PREFACE

As an instructor, you already 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 already aware of the critical health issues of the 1990s. They hear about environmental issues, 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 be able to examine their attitudes toward health issues and decide how they can modify their behavior to improve their overall health status and perhaps prevent or delay certain health conditions.

APPROACH

Understanding Your Health continues its unique framing of health content around two independent but related focuses: the multiple dimensions of health and the developmental tasks of young adults. Only when using this text will students be able to consistently consider health information from the physical, emotional, social, intellectual, and spiritual dimensions. *Understanding Your Health* also clearly and consistently reminds students that their health allows them to achieve personally satisfying lives by helping them master the important developmental tasks that confront them:

- ▶ Forming an initial adult identity
- ▶ Assuming responsibility
- ▶ Establishing independence
- ▶ Developing social skills

AUTHORSHIP

Understanding Your 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. We understand the teaching issues you face in the classroom on a daily basis and have written this text with your concerns in mind.

Also, being colleagues at the same university, we have been able to maintain the highest level of content integration and consistency of writing style. Reviewers clearly indicate that *Understanding Your Health* is written in a manner that conveys accuracy, clarity, and sensitivity.

AUDIENCE

This text is written for both traditional-age college students and older, nontraditional-age students. We have not ignored the increasing numbers of nontraditional students who have decided to pursue a college education. Frequent points within the discussion concern the lives of these nontraditional students. *Understanding Your Health* continues to encourage nontraditional students to achieve their goals.

NEW FEATURES IN THIS EDITION

The third edition of *Understanding Your Health* incorporates several new features that will appeal to your students.

Design

The dynamic design of this edition was crafted by a successful advertising agency. We know how important it is to visually "grab" the students' attention. Your students will enjoy looking through this text, as well as reading it. We have also increased the page size, while retaining the single-column format, which again includes helpful margin definitions and tips.

With this edition, we have created a totally new illustration program. The artwork has been reconceived and redrawn for a better defined, three-dimensional appearance that both enhances the learning process and provides a more visually appealing presentation.

In addition, we consulted the expertise of a photographic researcher in order to select photos that would not only relay current health issues but also show a wide diversity of people.

Current issues and topics

In addition to updating information that appeared in the second edition of *Understanding Your Health* (for example, AIDS, cancer, heart disease, contraceptives, and drug information), we have added more than 50 new topics. Some of these topics include:

Chapter 1

- Minority students on campus
- Top 12 causes of death in the United States

Chapter 2

- Normal range of emotions
- Depression; self-esteem
- The value of humor

- Chapter 3*
- Seasonal affective disorder (SAD) syndrome
 - Suicide machine
- Chapter 4*
- Breast support during exercise
 - ACSM fitness criteria
- Chapter 5*
- The new five food groups
 - Tropical oils
 - Soluble fiber (oat bran)
 - Low-fat hamburger
- Chapter 6*
- Healthful weight ranges
 - Body mass index
- Chapter 7*
- Drug testing and accuracy
 - Cocaine's impact on society
- Chapter 8*
- Codependence
 - Women and alcohol
- Chapter 9*
- New passive smoking information
- Chapter 10*
- Revised cholesterol and lipoprotein information
 - Hypertension and stroke among minorities
 - MRI screening for stroke

- Chapter 11*
- Asthma
- Chapter 12*
- Latest AIDS information
 - Human papilloma virus (HPV)
- Chapter 14*
- Hepatitis
 - Do's and don'ts for dating
 - Oral sex and AIDS
- Chapter 15*
- Female condom
 - The abortion pill (RU 486)
 - Recent abortion legislation
 - Subdermal contraceptive implants
- Chapter 16*
- Parenting tips
- Chapter 18*
- Radon gas
 - Improving the home environment
- Chapter 19*
- Comorbidity
 - Alternative housing
- Chapter 20*
- Right-to-die rulings
 - Durable power of attorney for health care

All new body systems appendix

Also to enhance learning and visual appeal, the Body Systems have been completely redrawn to highlight more difficult anatomical concepts. These have been conceived in a more realistic format, which will be more relevant for the student.

Personalized learning

We have incorporated many new pedagogical features in this edition that ask your students to apply the information to their own behaviors. Each box or feature is easily identified by a design element or symbol.

Health Action Guides These unique boxes provide health behavior strategies or guidelines that students can use to improve their own health habits. These guidelines enliven the text material in every chapter to make the content especially applicable to students.

From the Authors' Files When teaching our personal health classes, we collect written comments

from the students. These serve as an anonymous springboard for class discussions. Each chapter includes student comments that are presented in brief sections labeled "From the Authors' Files." These comments will stimulate your students to reflect on their own thoughts or viewpoints.

Think About This . . . Earlier editions of *Understanding Your Health* included "Questions for Personal Contemplation" at the end of every chapter. A new pedagogical feature of the third edition relocates these questions throughout each chapter's margins in brief highlighted sections called "Think About This . . ." to encourage students to apply what they have learned as it occurs in the discussion.

To Carry This Further . . . Each Personal Assessment concludes with this section to help students apply what they have learned to their daily lives.

SUCCESSFUL FEATURES

Along with our new features, *Understanding Your Health* presents a number of existing unique features that enhance student learning:

Two central themes

As mentioned earlier, two central themes (the multiple dimensions of health and the developmental tasks of young adulthood) are woven throughout this text. Each unit of *Understanding Your Health* starts with a one-page discussion of how the five dimensions of health are related to the information in the unit. Each unit ends with a one-page description of how the unit's information may help students achieve their developmental tasks.

Flexibility of chapter organization

The third edition of *Understanding Your Health* has 20 chapters organized into 7 units. The first chapter stands alone as an introductory chapter that explains the focus of the book. This arrangement of the chapters and units follows the recommendations of both the users of earlier editions of *Understanding Your Health* and the reviewers for this edition. Of course, individual professors can choose to set up their chapters in any arrangement they desire to suit the needs of their own courses.

Health reference guide

This guide lists the most commonly used resources that may have an impact on health. Perforated and laminated, this guide provides information students can keep for later use, such as national hot line phone numbers.

Pedagogical aids

In addition to the new pedagogical features previously discussed, the third edition of *Understanding Your Health* incorporates a variety of proven learning aids that enhance student understanding.

Key Concepts Each chapter opens with five to seven key concepts. The listing of these concepts will assist and direct the student's reading and comprehension of the chapter's most important topics.

Marginal Glossary Key terms important to the student's understanding and application of the material are in boldface type and are defined in the margin. Other significant terms in the text are in italics for added emphasis. Both approaches facilitate student vocabulary comprehension.

Comprehensive Glossary At the end of the text, all terms defined in the margin, as well as pertinent italicized terms, are merged into a comprehensive glossary. This glossary improves the overall usefulness of the text. Since terms in the glossary are page-coded, students will be able to find a text location for any word in the glossary.

Personal Assessment Inventories Each chapter contains at least one personal assessment inventory, starting with a comprehensive inventory ("A Personal Profile: Evaluating Your Health") in Chapter 1. These inventories serve three important functions: they capture the attention of the student, they serve as a basis for introspection and behavior change, and they provide suggestions to carry the applications further.

Star Boxes In each chapter special material in "star" boxes encourages the student to delve into a particular topic or to closely examine an important health issue.

Chapter Summaries To help the student pull the chapter material together, each chapter concludes with a summary of the key ideas and their significance or application. The student can then return to any part of the chapter for repeated study or clarification as needed.

Review Questions To help the student check for overall understanding, questions are provided after each chapter for review and analysis of the material presented.

Documentation We believe that it is critical both for instructors and for students to be convinced that the material presented in a textbook is scientifically accurate, fully documented, and as up to date as possible. *Understanding Your Health* provides this kind of solid documentation with information fully referenced at the end of each chapter.

Suggested Readings Because some students desire further reading in a particular area of interest or

research, *Understanding Your Health* provides an annotated reading list at the end of each chapter. This list is made up of current books that can be readily obtained in bookstores or public libraries. This edition includes more than 50 new annotated readings not found in earlier editions.

Appendixes *Understanding Your Health* includes five appendixes that are valuable resources for the student.

- ▶ **Commonly Used Over-the-Counter Products.** Popular categories of over-the-counter drugs are discussed in detail, with recommendations for the consumer of these products.
- ▶ **First Aid and Personal Safety.** This appendix outlines practical safety recommendations in seven key areas: general first aid, personal safety, residential safety, recreational safety, firearm safety, motor vehicle safety, and home accident prevention.
- ▶ **A Look at Canadian Health.** Statistical information pertinent to the health of Canadians is presented. These statistics include information about a variety of health related topics.
- ▶ **Mental Disorders.** Categories of mental disorders and therapeutic approaches are outlined.
- ▶ **Body Systems.** The anatomical systems of the human body have been completely redrawn for this edition to highlight more difficult anatomical concepts.

ANCILLARIES

An extensive ancillary package is available to adopters to enhance the teaching-learning process. We have made a conscious effort to produce supplements that are extraordinary in utility and quality. This package has been carefully planned and developed to assist instructors in deriving the greatest benefit from the text. To that end you will find several unique features within them, and a quality that enhances the use of this book. Each of these ancillaries has been thoroughly reviewed by personal health instructors, and we have subsequently refined them to ensure clarity, accuracy, and a strong correlation to the text. We encourage instructors to examine them carefully. Beyond the following brief descriptions, additional information on these helpful packages may be obtained from Mosby-Year Book, Inc.

Instructor's Manual and Test Bank Prepared by Susan Cross Lipnickey, Ph.D., of Miami University, Ohio, the Instructor's Manual features chapter overviews, learning objectives, suggested lecture outlines with recommended notes and activities for teaching each chapter, personal assessments, issues in the news, individual activities, community activities, suggestions for guest lectures, activities for nontradi-

tional students and special populations, current media resources including software, and 60 full-page transparency masters of helpful illustrations and charts. The Test Bank has been revised by Kim Stassen, M.A., of Ball State University, and contains multiple choice, true/false, matching, and essay test questions. The manual is perforated and three-hole punched for convenience of use.

Computerized Test Bank Qualified adopters of this text may request a Computerized Test Bank package compatible with the IBM PC, Apple IIc, Apple IIe, or Macintosh microcomputers. This software is a unique combination of user-friendly computerized aids for the instructor:

- ▶ **Testing.** A test generator allows the user to select items from the test bank either manually or randomly; to add, edit, or delete test items through a preset format that includes multiple choice, true/false, short answer, or matching options; and to print exams with or without saving them for future use.
- ▶ **Grading.** A computerized record keeper saves student names (up to 250), assignments (up to 50), and related grades in a format similar to that used in manual grade books. Statistics on individual or class performance, test weighting, and push-button grade curving are features of this software.
- ▶ **Tutoring.** A tutorial package uses items (starred to avoid duplication) from the Test Bank for student review. Student scores can be merged into the grading records.
- ▶ **Scheduling.** A computerized datebook makes class planning and schedule management quick and convenient.

Overhead Transparency Acetates Seventy-two important illustrations and graphics are available as acetate transparencies. Attractively designed in full-color, these useful tools facilitate learning and classroom discussion; they were chosen specifically to help explain difficult concepts. This package is available to adopters of the text.

Personal Health Self-Assessment Software This interactive software allows students to assess their personal health status by helping them to better understand their individual behaviors and habits, and how these affect health. Students are asked a series of short questions about lifestyle and habits. Then they receive a personal health score that compares their health status with the optimal health score for a person of the same age, along with suggestions for gaining or maintaining high-level health. It is available to qualified adopters for use on IBM and Apple computers.

Student Study Guide For the third edition, the Student Study Guide was prepared by James F. McKenzie, Ph.D., M.P.H., and Bonita L. McKenzie, M.Ed., both of Ball State University. The comprehensive manual has been revised to place greater emphasis on test preparation. Activities have been removed, and self-quizzing flashcards have been added to provide students with more self-testing questions. Your students will be better prepared for examinations after working through self-tests and exercises that reinforce content knowledge.



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Focus group participants

Special thanks go to those dedicated instructors who journeyed to St. Louis to participate in an in-depth

Focus Group session. Their insight helped to formulate the development of this edition.

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Reviewers

As our goal throughout this project has been to provide the most accurate, up-to-date, and useful personal health text available, we have constantly called on the expert assistance of many noted colleagues in

health research and instruction. Their contributions are present in every chapter of this text. We would like to express our sincere appreciation for their valuable insight and critical and comparative readings.

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whose constant enthusiasm and prodding we have grown to appreciate.

Many people in the production end of this project also deserve recognition. Their expertise and dedication have made *Understanding Your Health* well organized and visually appealing for today's college students. Special kudos go out to Ann Rogers. As Production Editor, Ann made certain every manuscript detail was clear and every deadline was met.

Finally, we would like to thank our families for the continued support and love they have given us. More than anyone else, these people know the energy and dedication it takes to write and revise textbooks. To them we offer our sincere admiration and loving appreciation. Thanks a lot!

Wayne A. Payne ■ Dale B. Hahn

STUDENT PREFACE

Understanding Your Health addresses today's relevant health issues to help you make informed decisions that will positively affect your attitudes and behaviors toward your own health. Our goal is to help you improve your overall health, and even to delay and avoid possible adverse conditions, through an exciting and lively presentation.

Features

We have included the following helpful features in *Understanding Your Health*:

- ▶ **Current Topics.** We address those health issues likely to have the greatest impact on the health of today's college students: from managing academic stress to your cholesterol intake; from using drugs to passive smoking; and from the latest information on AIDS, contraception, and abortion to suggestions for improving your home environment.

- ▶ **Personal Assessments.** *Understanding Your Health* includes Personal Assessments that conclude with recommendations to help you apply the chapter content to your own lifestyle.
- ▶ **Full-color Presentation.** The use of full-color throughout *Understanding Your Health* provides a presentation that is both instructional and visually exciting.

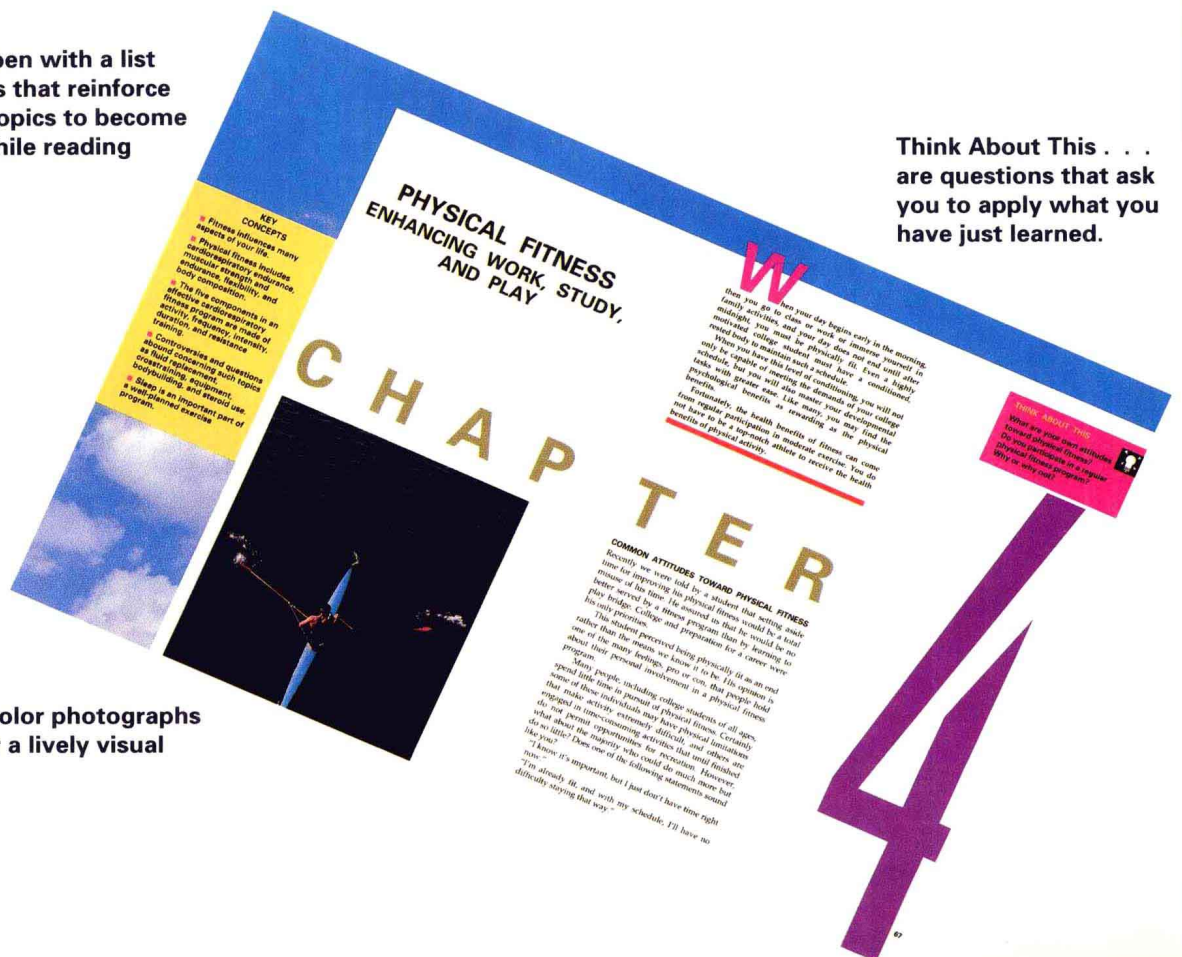
Pedagogy

Understanding Your Health includes tools called *pedagogy* to help you learn. The next pages graphically illustrate how to use these study aids to your advantage.

Student Study Guide

A Student Study Guide is available that includes self-quizzes and flashcards to help you prepare for classroom examinations.

The chapters open with a list of Key Concepts that reinforce the important topics to become familiar with while reading the chapter.



Abundant full-color photographs are included for a lively visual appearance.

Think About This . . . are questions that ask you to apply what you have just learned.

From the Authors' Files reflects actual situations that can stimulate further discussion.

FROM THE AUTHORS' FILES

Common Cold

The common cold, an acute upper respiratory tract infection, may also be called a "coryza" or "coryza." It is caused by one of the many rhinoviruses that infect the upper respiratory tract. The rhinoviruses are the most common cause of the common cold. The symptoms of a cold are usually mild and last for about 7 to 10 days. The symptoms include a runny nose, sore throat, cough, and sneezing. The common cold is not a serious illness, but it can be very annoying. The common cold is not contagious, but it can be spread to others by direct contact or by droplets of mucus that are coughed or sneezed into the air.

Influenza

Influenza is also an acute contagious disease caused by viruses. Some influenza viruses produce mild symptoms, while others produce severe symptoms. The symptoms of influenza include a fever, cough, sore throat, and muscle aches. The common cold is not a serious illness, but it can be very annoying. The common cold is not contagious, but it can be spread to others by direct contact or by droplets of mucus that are coughed or sneezed into the air.

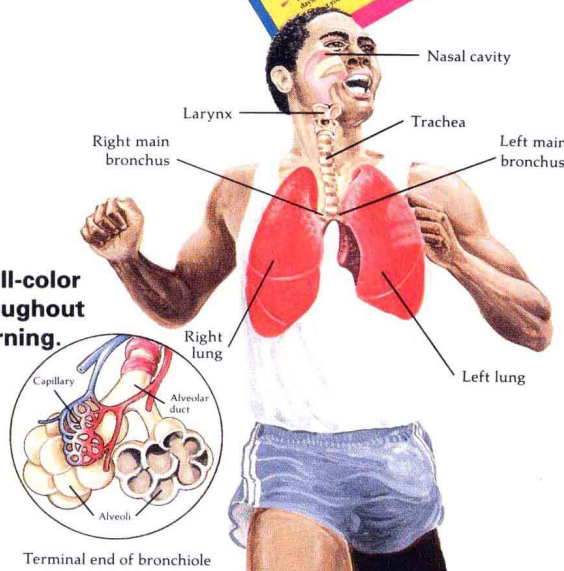
HEALTH ACTION GUIDE

If you have a cold, follow these suggestions:

- Rest
- Drink fluids
- Eat moderately
- Use acetaminophen for aches and pains
- Use of over-the-counter remedies should not exceed more than a few days.

Health Action Guides provide guidelines to improve your health behaviors and decision making.

Instructional full-color art is used throughout to enhance learning.



DRUG IMPACT ON THE CENTRAL NERVOUS SYSTEM

This illustration depicts the disruption caused by the actions of psychoactive drugs upon the central nervous system. (1) Neurotransmitters are chemical messengers that transfer electric impulses across the synapse between nerve cells. (2) Psychoactive drugs disrupt this process, thus interrupting the coordinated function of the nervous system.

1 Normal Nerve Activity
Neurotransmitter (red arrows) delivers message to receptors and returns to cell.

2 Drug Interference
Alters deactivation, allowing continuous stimulation
Allows continuous release of neurotransmitter
Produces an altered neurotransmitter
Blocks the release of the stimuli completely

SYNAPTIC INTERFERENCE
Message sent to brain

Labels: Stimuli, Dendrite, Direction of impulse, Axon, Synapse, Receptors, Synapse.

Boxed materials provide additional health information.

Key terms are set in boldface type throughout each chapter to help you become more familiar with them. Marginal definitions immediately reinforce new terms as they appear.

Personal Assessments are self-assessment inventories in every chapter. Each concludes with To Carry This Further . . . sections that provide recommendations to help you apply what you have learned to your daily life.

PERSONAL ASSESSMENT HEALTH CONSUMER SKILLS

Check the selection that best describes your practice. Then add your points for interpretation of your health consumer skills.

- 1 I read all literature and then file for safekeeping. 1 2 3 4
- 2 I read labels for information pertaining to the nutritional quality of food. 1 2 3 4
- 3 I practice comparative shopping and use unit pricing when available. 1 2 3 4
- 4 I read health-related advertisements and use unit pricing. 1 2 3 4
- 5 I challenge all claims pertaining to secret cures or revolutionary new health devices. 1 2 3 4
- 6 I engage in appropriate medical self-care screening. 1 2 3 4
- 7 I maintain a patient-provider relationship with a variety of health care providers. 1 2 3 4
- 8 I inquire about the fees charged before using a health care provider's services. 1 2 3 4
- 9 I consult reputable health insurance coverage. 1 2 3 4
- 10 I ask pertinent questions of health care providers when I am uncertain about the information I have received. 1 2 3 4
- 11 I seek second opinions when the diagnosis of a condition is not recommended. 1 2 3 4
- 12 I follow directions pertaining to the use of OTC drugs. 1 2 3 4
- 13 I follow directions pertaining to the use of OTC drugs. 1 2 3 4
- 14 I follow directions pertaining to the use of OTC drugs. 1 2 3 4
- 15 I maintain a well-stocked medicine cabinet. 1 2 3 4

Interpretation

16-24 points: A very poorly skilled health consumer
25-40 points: An inadequately skilled health consumer
41-56 points: An adequately skilled health consumer
57-72 points: A highly skilled health consumer

Your total points: _____

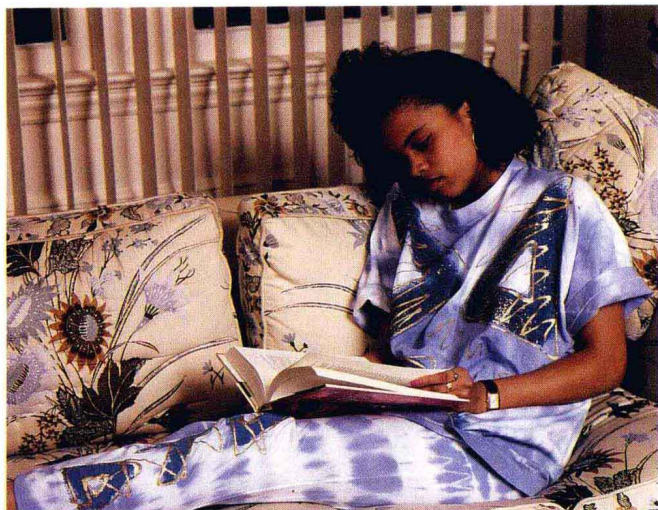
To carry this further . . .
Could you ever have been the victim of consumer fraud? What will you need to do to be a better skilled consumer?

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