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**UNDERSTANDING** SIXTH EDITION  
*your* **health**

**PAYNE • HAHN**

# **Understanding** **YOUR** **Health** **sixth edition**

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To our wives  
Ruth and Ellen  
and  
Our children  
Andrew and Ellen  
Leslie and Laura

**McGraw-Hill Higher Education**   
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UNDERSTANDING YOUR HEALTH, SIXTH EDITION

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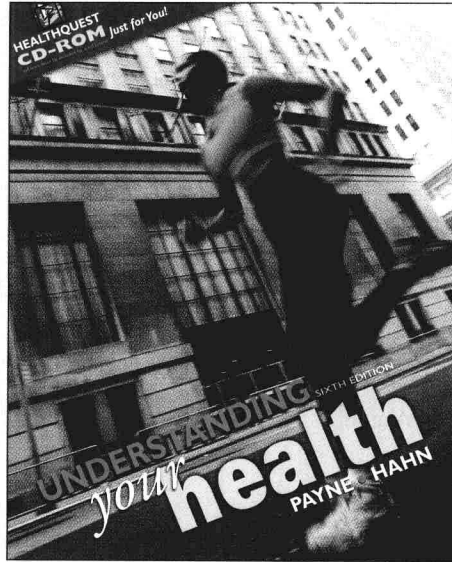
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We want to hear from you. Contact any of our editorial or marketing team members at [www.mhhe.com/hper/health/personalhealth/teaminfo.mhtml](http://www.mhhe.com/hper/health/personalhealth/teaminfo.mhtml). Let us know how we can make our products better suit your educational needs. We assure you that we're listening.



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# p r e f a c e

As a health educator, you already know that personal health 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 millennium. 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 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.

*Understanding Your Health* accomplishes this task with a carefully composed, well-documented manuscript written by two health educators who teach a personal health course to nearly 1,000 students each year. We 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 is carefully constructed to be meaningful to both traditional- and nontraditional-age students. We have paid special attention to the increasing numbers of nontraditional students (those over age 25) who have decided to pursue a college education. The topics covered in the text often address the particular needs of these nontraditional students. *Understanding Your Health* continues to encourage students of all ages and backgrounds to achieve their goals.

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## Features of This Edition

### 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.

### Comprehensive Health Assessment

The Comprehensive Health Assessment at the beginning of the book allows students to take a close look at their own current state of health, typical health behavior, and risk factors. Using this assessment, students can pinpoint trouble spots in their own health behavior and find out what they can do to reduce their risk of disease or other health conditions. For example, a student may discover a pattern of irresponsible alcohol use that puts him or her at risk of alcohol dependence, alcohol-related diseases, drunk driving, low academic performance, and social problems. The student can then turn to Chapter 8, "Using Alcohol Responsibly," to learn more about these risks and how to control them. At the end of the semester, students can take a look at their previous answers to see how their behavior changed as they learned more about health and wellness issues.

### Healthy People: Looking Ahead to 2010

Each chapter begins with a discussion of the Healthy People 2010 national health goals now being drafted. We look at current trends and research data in key health areas, and we explore the steps we can take individually and collectively to reach these crucial goals. Students will thus be motivated to evaluate their individual contributions to these trends and take proactive steps to modify their health habits and behavior.

### Behavior Change

Chapter 1 includes a useful section on behavior change strategies, including determining areas for improvement, setting specific goals, making a personal contract, devising a plan of action, charting progress, preparing for obstacles, and rewarding achievements. Other suggestions for improving health-related behavior are presented throughout the book.

### Integrated Presentation of Aging

Topics of interest to midlife and elderly adults no longer appear in the chapter on dying and death, 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 12, "Managing Chronic Conditions." This reorganization allows both traditional and nontraditional students to learn about the physical and emotional changes that take place as we age.

## Separate Coverage of Cancer and Chronic Conditions

Many students are close to someone who is living with a chronic condition—a grandparent with Alzheimer's or Parkinson's disease, a brother with cystic fibrosis, or a child with Down syndrome. They want and need basic, accurate information about these and other chronic diseases and conditions. Accordingly, *Understanding Your Health* features a separate chapter in which more than twenty of the most common chronic conditions are presented. In addition, rapid developments in cancer prevention, diagnosis, and treatment warrant a separate, more comprehensive chapter on cancer, in which we present the latest research and information.

## 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 major 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.

## Topics for Today Articles

Topics for Today articles examine current issues that students are hearing about in today's news, such as volunteerism, extreme sports, alcohol advertising, and road rage. These often controversial health-related topics are a perfect starting point for class or group discussions. Because these essays are placed at the end of each chapter, they can be covered or not at the instructor's option.

## Learning from Our Diversity Boxes

These new boxes expose students to alternative viewpoints and highlight what we can learn from the differences that make each of us unique. For example, what are the benefits and rewards for the athletes who participate in the Special Olympics? How do women with multiple sclerosis cope with the disease and continue to lead rich, fulfilling lives? What steps can inner-city minority youths take now to reduce their

risk of heart disease later in life? Looking at these topics helps students realize that each of us makes important contributions and faces special challenges.

## Personal Applications Questions

Personal Applications questions throughout each chapter ask students to think critically about what they have just read and apply the information to their own lives: What have I done in the last week to improve my cardiovascular health? Have I ever considered becoming a vegetarian? Do I know and observe safety guidelines for the recreational activities in which I participate? Questions like these invite students to reconsider their health behavior and make positive changes when necessary.

## InfoLinks

InfoLinks boxes placed at the end of each Health Action Guide and Topics for Today article give students a starting point for exploring health information on the Internet. Log into the MADD website to learn how to host a party responsibly. Get tips on the most healthful menu choices at ethnic restaurants. Or check out helpful advice for preparing for exams and coping with test anxiety. A corresponding section at the end of the book provides descriptions of the websites so that students can see what each has to offer before logging on. InfoLinks will get students plugged in to the possibilities for learning about health on-line.

## 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.

## 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. For students who want to significantly reduce but not eliminate meat consumption, a Topics for Today article about the health benefits of following a semivegetarian diet is included in Chapter 5.

## New or Expanded Topics

We are committed to making *Understanding Your Health* the most up-to-date health textbook available. Following is a sampling of topics that are either completely new to this edition or covered in greater depth than in the previous edition:

**Chapter 1: Shaping Your Health**

Updated morbidity and mortality statistics

Updated information on part-time students

New Health Action Guide on risk reduction

**Chapter 2: Achieving Psychological Wellness**

New Star Box on learning to cry

New Star Box on forgiveness as an emotionally healthy response

New Health Action Guide on understanding your mental health rights

**Chapter 3: Coping with Stress**

New coverage of psychoneuroimmunology

New information on non-ergot compounds (e.g., Midrin, Imitrex) for headaches

New Health Action Guide on dealing with work-related stress

New Star Box on how stress can trigger flare-ups of chronic diseases, such as asthma, lupus, and arthritis

**Chapter 4: Staying Physically Fit**

New information on fitness for the elderly

New information on creatine

Updated information on exercise across the life span, particularly during middle age

New coverage on how fitness saves companies money

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

New information on fast foods, including prices, flavor ratings, and saturated fat content

New information on the pros and cons of using vitamin supplements

Surgeon general's definition of moderate alcohol consumption

Updated information on fat replacements

Updated information on Americans' eating habits

**Chapter 6: Maintaining a Healthy Weight**

Updated information on diet drugs, including Redux, phen-fen, and Meridia

Revised coverage of infant feeding

New height and weight chart

Updated information of the advantages and disadvantages of selected diets

New coverage of methods of determining body composition

**Chapter 7: Living Drug-Free**

Updated drug use statistics

New information on over-the-counter drugs

New information on methamphetamine abuse

**Chapter 8: Using Alcohol Responsibly**

New section on alcohol and the family

New section on alcoholism among elderly adults

New information on thrill-seeking genes

Updated statistics on college drinking

New information on SADD (Students Against Destructive Decisions)

**Chapter 9: Rejecting Tobacco Use**

Updated information on the tobacco settlement

New information on the increased incidence of smoking among adolescents

Latest statistics on tobacco production, sales, and per capita consumption

Updated statistics on tobacco-related cancer

New information on the EPA's risk assessment report on smokeless tobacco

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

New information on Ritalin and sudden cardiac death

New coverage of the link between CVD risk factors and mental decline

Updated CVD death and prevalence statistics

New discussion of the AHA's reclassification of diabetes and obesity as major CVD risk factors

**Chapter 11: Living with Cancer**

New information on cancer incidence

New Star Box on the power of the mind to help heal cancer patients

Latest information on management of breast cancer, including Herceptin, tamoxifen, and sentinel node biopsy

Updated information on calcium, folic acid, and arsenic in cancer treatment



**Chapter 12: Managing Chronic Conditions**

New information on the spiritual care of Alzheimer's patients

New description of the two types of multiple sclerosis

Revised discussion of spina bifida, including the importance of folic acid intake for prevention

New discussion of fibromyalgia

**Chapter 13: Preventing Infectious Disease Transmission**

New information on innovative immunization methods

New coverage of cord blood and stem cell therapies

Updated information on chronic fatigue syndrome

Expanded discussion of hepatitis

Updated coverage of drug treatments for HIV/AIDS

Updated and expanded coverage of STD treatments

**Chapter 14: Exploring the Origins of Sexuality**

New Health Action Guide on dysmenorrhea

Updated information on the most recent tampon scare

New section in the Topics for Today article on well-known men and women who have broken sex-role stereotypes

**Chapter 15: Understanding Sexual Behavior and Relationships**

New Health Action Guide on communicating with your partner

New Star Box on "secondary virginity"

New discussion of office romances

**Chapter 16: Managing Your Fertility**

New information on talking to your partner about birth control

Updated information on emergency contraception

Updated information on the cost of different methods of birth control

New discussion of abstinence

Updated information on abortion

**Chapter 17: Becoming a Parent**

New Learning from Our Diversity box on pregnancy and parenting after 40

New Health Action Guide on dealing with emotions during pregnancy and after giving birth, including the father's role

New coverage of the stages of parenting

Revised coverage of fetal distress, amniocentesis, survival past the fourth month of gestation, and morning sickness

**Chapter 18: Making Consumer Health-Care Decisions**

New Star Box on whether doctors or HMOs should determine which treatments patients receive

New discussion of whether insurance companies should pay for Viagra

New section on herbal medicines sold as dietary supplements

**Chapter 19: Caring for Our Environment**

New Learning from Our Diversity Box on the traditional Native American view of the environment

New Star Box on protecting North America's national parks

Expanded coverage of overpopulation

**Chapter 20: Protecting Your Safety**

New information on school shootings

New coverage of the safety of sport utility vehicles for both SUV drivers and other motorists

New information on workplace violence

New discussion of cell phones and driving safety

Updated crime statistics

New examples of road rage

**Chapter 21: Accepting Dying and Death**

New information on physician-assisted suicide, including Dr. Jack Kevorkian's recent use of active euthanasia

New sample living will for the state of Florida

New discussion of millennialist apocalyptic suicides

Updated estimated funeral costs

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## Successful Features

Along with its new features, *Understanding Your Health* has the following unique existing features that enhance student learning.

## Two Central Themes

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. A helpful illustration (Figure 1-1) depicts the completion of the developmental tasks within the dimensions of health.

### Flexibility of Chapter Organization

The sixth edition of *Understanding Your Health* has twenty-one 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 for 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 several 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 new pedagogical features listed previously, the following teaching aids proved to be successful in the first five 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. 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.

#### Health Action Guides

These unique boxes provide step-by-step guidelines for achieving health behavior change. They allow students to apply their knowledge in practical and life-enhancing ways.

#### Definition Boxes

Key terms are set in boldface type and 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.

### 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. These suggested readings are readily available at bookstores or public libraries. This edition contains more than fifty new annotated readings.

### Appendices

*Understanding Your Health* includes four appendices that are valuable resources for the student:

- **First Aid.** This appendix outlines important general first-aid measures, such as what to do when someone is choking, bleeding, or in shock. It includes a special section on recognition and first-aid treatment of epileptic seizures.
- **Body Systems.** The systems of the human body have been clearly and accurately rendered in this appendix to make difficult anatomical concepts easier for students to understand.
- **Canadian Health.** Written by Canadian health educator Don Morrow, this section provides a comprehensive overview of the health promotion movement in Canada. It begins by presenting the historical background of the movement, including an explanation of important documents such as *A New Perspective on the Health of Canadians*, the *Ottawa Charter for Health Promotion*, and the theoretical model *A Framework for Health Promotion*. The section then introduces the *Action Statement for Health Promotion in Canada* and discusses current provincial perspectives, recent initiatives, and future directions.
- **InfoLinks Guide.** All of the new InfoLinks boxes, which appear within each Health Action Guide and Topics for Today article in the text, are listed and annotated in this useful appendix. Students can read concise descriptions of the

websites that interest them, and then choose which web pages to visit for more information.

## Ancillaries

An extensive ancillary package is available to qualified adopters to enhance the teaching-learning process. We have made a concerted effort to produce supplements of extraordinary utility and quality. This package has been carefully planned and developed to help instructors derive the greatest benefit from the text. We encourage instructors to examine them carefully. Many of the products can be packaged with the text at a discounted price. Beyond the following brief descriptions, additional information about these ancillaries is available from your McGraw-Hill sales representative.

## Instructor's Resource Materials

### ***Instructor's Manual and Test Bank***

The Instructor's Manual features chapter overviews, learning objectives, suggested lecture outlines with notes and recommended activities for teaching each chapter, Debating the Issues boxes, individual and community activities sections, suggestions for guest lectures, a list of current media resources, including software and on-line resources, and sixty-five full-page transparency masters of helpful illustrations and charts. In addition, the Personal Assessment inventories in the textbook and fifty others are combined into a single section of the instructor's manual. These assessments can be easily photocopied and given to each student as a single packet. The 2,000-item test bank contains multiple-choice, true or false, matching, and critical-thinking exam questions. It also includes questions to test students' knowledge of the new supplemental Topics for Today articles that appear at the end of each chapter in the text. The manual is perforated and three-hole punched for convenience of use.

### ***Computerized Test Bank***

The test bank software provides a unique combination of user-friendly aids that enable the instructor to select, edit, delete, or add questions, as well as construct and print tests and answer keys. The computerized test bank package is available for IBM Windows and Macintosh computers.

## Visual Resources

### ***Visual Resource Library***

The Visual Resource Library is a CD-ROM containing about 200 carefully selected images that can be imported into any graphics or multimedia application. You can also use the images to make overhead trans-

parencies. The photos and illustrations are organized by title, subject, and key word. This valuable tool is available to qualified adopters.

### ***Overhead Transparency Acetates***

Seventy-two key illustrations and graphics are available as transparency acetates. Attractively printed in full color, these useful tools facilitate learning and classroom discussion. They were chosen specifically to help explain complex concepts.

### ***Health and Wellness Videodiscs***

These videodiscs allow you to use images to enhance your classroom lectures and discussions in health and wellness courses. The photographs, tables, graphics, and other illustrations on the discs have been selected from McGraw-Hill Higher Education publications.

### ***Video Library***

Choose from the McGraw-Hill videotape library, which 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.

## Student Self-Assessment Materials

### ***TestWell: Making Wellness Work for You***

This is a self-scoring, pencil-and-paper wellness assessment booklet developed by the National Wellness Institute in Stevens Point, Wisconsin, and distributed exclusively by McGraw-Hill. It adds flexibility to any personal health or wellness course by allowing adopters to offer pre- and post-assessments at the beginning and end of the course, or at any time during the semester.

### ***FitSolve II Software***

This software encourages students to evaluate their fitness behaviors and learn problem-solving skills by designing and implementing their own fitness programs. The colorful graphics and easy point-and-click data entry system allows students to focus on content and important concepts. The software provides many assessment activities students can use to evaluate their fitness level, such as the 1.5-mile run; the Rockport Fitness Walking Test; muscle, endurance, and flexibility tests; and body measurement analyses.

## Internet Resources

### ***Personal Health Supersite***

[www.mhhe.com/hper/health/personalhealth](http://www.mhhe.com/hper/health/personalhealth)

At our Personal Health Supersite, you can find information about our books and telecourse, learn what

conventions we plan to attend, and get updates to *Health Net* and *The AIDS Booklet*. The password-protected section of the site includes health news, downloadable personal assessments and lab activities, digitized still images, and a PowerPoint presentation created especially for *Understanding Your Health*.

### **McGraw-Hill Online Learning Center**

The website for *Understanding Your Health* is a great resource for you and your students. It offers downloadable ancillaries, such as a PowerPoint presentation that corresponds to each chapter in the book. Students can take online quizzes, find updated health information, and log on to interactive web links.

### **McGraw-Hill Learning Architecture**

MHLA is a sophisticated web-based course management tool allows you to bring technology into the classroom. It offers instructor and student e-mail capabilities, a test bank, a study guide, lecture outlines, web links, key terms, activities for HealthQuest, NutriQuest, and FitSolve, personal assessment software, video clips, and a PowerPoint presentation.

### **McGraw-Hill Course Solutions**

McGraw-Hill is proud to offer an exciting new suite of multimedia products and services called Course Solutions. Designed specifically to meet your individual course needs, Course Solutions will help you integrate your syllabus with *Understanding Your Health* and the state-of-the-art new media tools that support it. At the heart of Course Solutions you'll find fully integrated multimedia tools, a full-scale Online Learning Center, McGraw-Hill Learning Architecture, McGraw-Hill Course Consultant Integrator Service, Visual Resource Library image licensing, a syllabus service, PageOut: The Course Web Site Development Center, PageOut Lite, and other delivery options. In addition, Course Solutions offers a unique Course Integrator Guide that ties together these tools. Written by a health expert, this printed manual will show you how to integrate *Understanding Your Health* with its available new media resources, including the Online Learning Center. Course Solutions truly meets your every teaching need. Contact your McGraw-Hill sales representative for more information.

### **McGraw-Hill PageOut: The Course Web Site Development Center**

PageOut is a program that enables you to easily develop a website for your course. The site includes a course home page, an instructor home page, a customizable syllabus, web links, discussion areas, an online grade book, student web pages, and sixteen design templates. This program is now available to registered adopters of *Understanding Your Health*. If

you adopt 200 or more copies per year of a McGraw-Hill text, our technology experts will create your website for you in 30 minutes or less. And even novices can turn a syllabus into a Web site in just a few minutes using PageOut Lite. For more information, log on to [www.pageout.net/pageout.html](http://www.pageout.net/pageout.html).

### **Health Net: A Health & Wellness Guide to the Internet**

This valuable new booklet is your navigational tool for exploring the vast array of health resources available on the Internet. A helpful introduction provides general information about the Internet. Each of the following sections in the booklet contains an annotated list of websites to supplement those listed in the text.

### **Interactive CD-ROMs**

#### **HealthQuest CD-ROM**

by Robert Gold, Nancy Atkinson, Kathleen Mullen, and Robert McDermott

This interactive CD-ROM contains many assessment activities with customized feedback, activities to assess readiness for behavior change, a risk-analysis component, many articles from journals and other sources, and video and animation. An accompanying Instructor's Manual assists you in using this program in your course.

#### **NutriQuest 2.0 CD-ROM**

This user-friendly nutrition-analysis program can be used in a wide variety of courses. NutriQuest helps your students understand and apply key nutritional concepts. Users enter their food intake and energy expenditure, compare recommended servings, calories, and nutrients, and use this information to implement an appropriate weight loss (or gain) plan. Data can be stored for a specific food group, a meal, or a one- to three-day average.

### **Print Publications**

#### **Taking Sides: Clashing Views on Controversial Issues in Health and Society**

This effective resource consists of previously published essays from conflicting viewpoints on a variety of topics, including health care, mind-body issues, substance abuse, sexuality, fitness, nutrition, the environment, and consumer health.

#### **Annual Editions: Health**

These books contain an array of previously published contemporary articles on topics your students want to know more about, such as stress, drug use, diseases,

and sexuality. For more information about Annual Editions and Taking Sides, go to [www.dushkin.com](http://www.dushkin.com).

### **Primis Library of Personal Health**

Primis is a new and evolving publishing program that provides a wide range of individualized, preselected, permission-precleared material for classroom use. Organized by the instructor and printed for each specific class, Primis features more than 230 high-quality selections to choose from, including public press articles and Taking Sides issues. In addition, an overview and summary, key concepts, and multiple-choice, true or false, and discussion questions are available for each selection. Visit the Primis website ([www.mhhe.com/payne](http://www.mhhe.com/payne)) for a regularly updated menu of articles.

### **The AIDS Booklet, Fifth Edition**

This booklet, by Frank D. Cox, offers current, accurate information about HIV and AIDS: what it is, how the virus is transmitted, how the disease progresses, its prevalence among various population groups, symptoms of HIV infection, and strategies for prevention. Also included are discussions of the legal, social, medical, and ethical issues related to AIDS and HIV. Updated semiannually, this short booklet makes AIDS and HIV understandable to your students and ensures that they have the most current information possible.

### **UC–Berkeley Wellness Letter**

Available to qualified adopters, this highly regarded health newsletter keeps you informed of the latest developments in the field.

### **Diet and Fitness Log**

This logbook helps students track their diet and exercise programs. Since a computer is not always available, this booklet allows students to keep a handwritten record that's handy and portable.

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**Wayne A. Payne**  
**Dale B. Hahn**

# Comprehensive Health Assessment

## Social and Occupational Health

	Not true/ rarely	Somewhat true/ sometimes	Mostly true/ usually	Very true/ always
1. I feel loved and supported by my family.	1	2	3	4
2. I establish friendships with ease and enjoyment.	1	2	3	4
3. I establish friendships with people of both genders and all ages.	1	2	3	4
4. I sustain relationships by communicating with and caring about my family and friends.	1	2	3	4
5. I feel comfortable and confident when meeting people for the first time.	1	2	3	4
6. I practice social skills to facilitate the process of forming new relationships.	1	2	3	4
7. I seek opportunities to meet and interact with new people.	1	2	3	4
8. I talk with, rather than at, people.	1	2	3	4
9. I am open to developing or sustaining intimate relationships.	1	2	3	4
10. I appreciate the importance of parenting the next generation and am committed to supporting it in ways that reflect my own resources.	1	2	3	4
11. I recognize the strengths and weaknesses of my parents' childrearing skills and feel comfortable modifying them if I choose to become a parent.	1	2	3	4
12. I attempt to be tolerant of others whether or not I approve of their behavior or beliefs.	1	2	3	4
13. I understand and appreciate the contribution that cultural diversity makes to the quality of living.	1	2	3	4
14. I understand and appreciate the difference between being educated and being trained.	1	2	3	4



	Not true/ rarely	Somewhat true/ sometimes	Mostly true/ usually	Very true/ always
15. My work gives me a sense of self-sufficiency and an opportunity to contribute.	1	2	3	4
16. I have equal respect for the roles of leader and subordinate within the workplace.	1	2	3	4
17. I have chosen an occupation that suits my interests and temperament.	1	2	3	4
18. I have chosen an occupation that does not compromise my physical or psychological health.	1	2	3	4
19. I get along well with my coworkers most of the time.	1	2	3	4
20. When I have a disagreement with a coworker, I try to resolve it directly and constructively.	1	2	3	4
				Points _____

### Spiritual and Psychological Health

	Not true/ rarely	Somewhat true/ sometimes	Mostly true/ usually	Very true/ always
1. I have a deeply held belief system or personal theology.	1	2	3	4
2. I recognize the contribution that membership in a community of faith can make to a person's overall quality of life.	1	2	3	4
3. I seek experiences with nature and reflect on nature's contribution to my quality of life.	1	2	3	4
4. My spirituality is a resource that helps me remain calm and strong during times of stress.	1	2	3	4
5. I have found appropriate ways to express my spirituality.	1	2	3	4
6. I respect the diversity of spiritual expression and am tolerant of those whose beliefs differ from my own.	1	2	3	4
7. I take adequate time to reflect on my own life and my relationships with others and the institutions of society.	1	2	3	4
8. I routinely undertake new experiences.	1	2	3	4
9. I receive adequate support from others.	1	2	3	4
10. I look for opportunities to support others, even occasionally at the expense of my own goals and aspirations.	1	2	3	4
11. I recognize that emotional and psychological health are as important as physical health.	1	2	3	4