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# Decisions for Health

Third Edition



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# Decisions for Health

Third Edition



Wm. C. Brown Publishers

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To Susan J. Laing, with thanks for her creative writing, her constant support, and her role in a beautiful relationship.

To Kathleen, for strength, comfort, support, and happiness. To my children Brannon, Tavan, Jordan, and Lauren, for ongoing special moments, mutual trust, and strong hope for the future.

# Preface

With continued emphasis on health, and with the flood of information about health-related issues, products, and services, it is imperative that college students have the means to become informed and intelligent health consumers. Therefore, we feel that the most important offering of a health education department is a personal health course that provides current information and teaches students how to sort out and use that information.

It was once assumed that those possessing health knowledge would always behave in a manner conducive to their health, but this “fallacy of the empty vessel” (that people could be filled with knowledge to guarantee “proper” behavior) has given way to the understanding that healthy attitudes and sound decision-making skills are just as important as the knowledge itself. As educators, we don’t feel it is our right to promote specific health behaviors; rather, we feel it is our responsibility to ensure that our students develop the skills to make informed health-related decisions throughout life.

Between us, we have taught personal health courses at seven different colleges and universities, and we have found continual challenges in at least three areas. First, with so much ongoing research and the constant development and advocacy of new products and services, we are challenged to provide up-to-date information about a great variety of topics related to personal health. Second, with the many personal health students outside the typical college age range, we are further challenged to present material on health needs and issues that arise throughout life. Finally, with the vast amount of information available—much of it complex, confusing, often controversial, and even contradictory—we are challenged to present personal health material as clearly, concisely, and logically as possible.

We have responded to these challenges in a text that instructors and students can use to make the personal health course a more valuable learning experience. By providing up-to-date information, by involving the students in activities related to various health issues, and by providing a framework on which students can build sound decision-making skills, we have written a text that will enable students to become informed health consumers who are also skilled decision makers.

## Organization and Emphasis

*Decisions for Health*, Third Edition, is unique in many ways but particularly in its thorough emphasis on decision making. The first two chapters lay the groundwork for the development of decision-making skills, with their emphasis on total health, health behavior, and health decision making. The remaining chapters build on this theme while dealing with mental health and stress choices; consumer choices; nutrition, physical activity and weight control choices; sexual choices; chemical choices; choices and disease; choices and the aging process; and choices and the world around you. These chapters help the student, the health consumer, integrate health-related information into an overall decision-making model. Health is primarily a product of life-styles, and students will find that they can use this text to help improve their life-styles and, hence, improve their health.

## Continuing Features

We have addressed the problems and challenges involved with teaching a personal health course, responded to comments from users of the first and second editions, and have continued the integration of the following elements into *Decisions for Health*:

1. Chapter Outlines
2. Health Assessments
3. Health Awareness Activities
4. Health Issues
5. Information Boxes
6. Commitment Activities
7. Key Questions, Summaries, Key Terms, and Additional Readings
8. Life-Style Contracts
9. Glossary
10. Index

**Chapter Outlines** give the reader an “up-front” overview of what to expect in the chapter.

**Health Assessments**, found at the beginning of each chapter, give the student an opportunity to assess present

health status or feelings related to health topics contained within the respective chapter. These were developed especially for *Decisions for Health* and help the reader become personally involved in the content to follow.

**Health Awareness Activities** are found at key points throughout the chapters. They are designed to actively involve the reader in what is happening within the text.

**Health Issues** are highlighted throughout *Decisions for Health* by presentations of opposing sides of many contemporary controversies. Consideration of these issues helps students become more involved while learning about health and health decisions.

**Information Boxes** provide fresh information that supplements the usual material found in a personal health text and enlivens particular topics.

**Commitment Activities** are found at the end of every chapter and are designed to prompt readers to act on health problems they have been considering within the chapter. It is well-known that long-lasting health behavior changes are more likely to occur if learners are immediately and actively involved in appropriate positive health activities.

**Key Questions, Summaries, Key Terms, and Additional Readings** are expected by students and instructors, and we have provided them for each chapter: key questions help the reader focus on where we are going; summaries help the reader recall where we have been; key terms help the reader better understand the language of health; and additional readings provide motivated learners with sources of more information. Many new readings have been added for this edition.

**Life-Style Contracts**, also developed especially for this book, are found at the end of each major part of the book. While in the second edition they were at the end of each chapter, many users of the book felt it would be better to combine major ideas and only have contracts at the end of each part. We have responded to that suggestion.

The **Glossary** facilitates understanding of necessary health terminology. In the third edition a running glossary has replaced the standard glossary only found at the end of a typical text.

The **Index** provides ready access to every topic in the book.

## What's New in This Edition?

Uses of the book and professional reviewers encouraged us to retain the many helpful features found in the second edition. With some alterations, we have done that. For the sake of improvement, we have updated assessments, issues, and information boxes where needed. We have

added new issues and boxes where appropriate. Appendixes II, III, and IV, are entirely new to the third edition. "Personal Safety," "Nutrition and Weight Control," and "Health Objectives for the Nation—Year 2000," offer critical information for today's student. The glossary has been modified into a running glossary in order to be more helpful.

To further develop our decision-making theme, a model for action based upon resiliency skills has been added. As explained in chapter 2, the model rests upon protective skills and adjustment skills to promote healthy living. The theoretical base of this model is at the cutting edge of thinking in health education.

New to the third edition is a section that concludes each major part in the book. First within each section are the Life-Style Contracts. We have made the life-style contracts more comprehensive so they reflect information contained within each major part of the book.

Next, each of the major parts of the text contains a brief PNI (Psychoneuroimmunology) discussion. This relatively new and exciting area of health education research examines the way we think (psycho), which then affects the central nervous system (neuro), and in turn affects our immune system (immunology). This section invites the reader to better understand the relationship between the mind and the body as it relates to the topics in each part.

The third and fourth sections at the end of each part are a list of Resources for Additional Information and a Decisions Diary both designed for the reader to pursue and ponder health issues on a very personal basis. Finally, at the end of Part E, Sexual Choices, is a new section entitled "Decisions about Sexually Transmitted Diseases" to offer the student additional information and help the student make healthy decisions about STDs.

Consistent with the decision-making theme of the book, instructors are offered the choice of tailoring this book to the instructor's personal health course. *Decisions for Health* is offered as a customized textbook where the instructor can choose which units are needed and in which order they should be placed. The local WCB sales representative or call 1-800-446-8979 for more information about a customized version. To facilitate customization each page carries a dual numbering system. Each major part has its own page number appearing at the top of each page. Additionally, the book is numbered sequentially from first page to last. The index is referenced by the part (unit) numbers.

## To The Instructor

At the end of each major part of the book, the authors have also provided a life-style contract for potential use by the student. The process of assessing health behavior,



providing instruction, and then contracting for behavior changes is an appropriate formula for helping students make commitments to improve their health status. *Please pay particular attention to Chapter Two where the use of the life-style contracts is described in detail.*

Most researchers believe that students should effectively modify only one or two behaviors at one time. An attempt to modify numerous behaviors will likely result in frustration and failure in several areas.

The purpose of the contract experiences in this text is to allow students the opportunity to consider the behavioral changes that can occur with each topic area. After consideration of the assessments, and their own degrees of readiness and motivation, students may then select the areas that fit their needs and complete the life-style contracts that correspond with those areas. It is assumed that some of the contracts will be left blank and reserved for another time.

The authors hope that these contracts will provide a means to help students improve their health status using the best techniques available today. Good luck in working with your students in this regard.

## Supplements

A number of aids are available to help both the instructor and the student experience the best learning situation possible while using *Decisions for Health*:

### *Instructor's Manual*

The Instructor's Manual that accompanies **DECISIONS FOR HEALTH** is designed to promote an optimal learning experience for students while providing an invaluable and easy-to-use resource for instructors.

### *NEW—TestPak 3.0*

The test questions found in the printed Test Item File are also available on TestPak 3.0 with enhanced QuizPak and GradePak, WCB's complete classroom management system. Instructors can prepare hard copy or computerized tests and quizzes and utilize the gradebook package to compute and graph individual student records and total class records. As another option, a professor may use WCB's convenient call-in/mail-in/FAX service to generate tests. More information is available from the instructor's WCB sales representative.

### *NEW—Student Workbook*

The Student Workbook, written by Susan Laing, is designed to promote an optimal learning experience for students. Each chapter contains an overview, learning objectives, key terms, outline, impact on decision making, review questions, decision sheets, sample test questions, and definitions of key terms.

### *NEW—Newsletter*

Qualified adopters of **DECISIONS FOR HEALTH** will receive the "University of California, Berkeley Wellness Letter" every month. More information is available from the instructor's WCB sales representative.

### *NEW—Decisions for Health Transparency Set*

A set of 61 one-, two- and four-color transparency acetates is available to adopters of **DECISIONS FOR HEALTH**.

### *NEW EDITION—The AIDS Booklet, Second Edition, by Frank Cox*

Instructors may request that *The AIDS Booklet* is packaged with **DECISIONS FOR HEALTH**. This supplement is free to students. The local WCB sales representative can provide more details.

### *Videotapes*

A number of videotapes covering various health topics are available free to qualified adopters.

### *NEW—Software*

Software to assess important health issues is available to qualified adopters. More information can be provided by the local WCB sales representative.

### *NEW—Course Organizer*

A special course-planning box will be given free to each adopter of *Decisions for Health, Third Edition*. This useful organizing tool comes complete with tabbed dividers and will conveniently house all ancillary items.

## Acknowledgments

A number of people have contributed to the development of this book, and we would like to thank the most obvious ones. The book profited greatly from the direct contributions of Susan J. Laing. In addition to her overall suggestions, her combined creativity and expertise resulted in excellent chapters on nutrition and weight control as well as an outstanding instructor's manual and a new student manual.

We also want to thank Les Chatelain for his contribution to this edition, writing the comprehensive appendix on Personal Safety.

Our editor, Chris Rogers, continues to be helpful and cooperative. He is a fantastic editor and a great person. He does what he says he will do and even frequently does extra things. We thank him for that. We are convinced that one of the reasons Chris is so good is because of the presence of Sue Pulvermacher-Alt. She has been promoted within the William C. Brown Co., but fortunately for us she has stayed involved with *Decisions for Health*.

It would be hard to find a person who is better organized or more efficient than Sue. She was constantly behind us in what we wanted to do, but still stayed ahead of us in where we needed to go.

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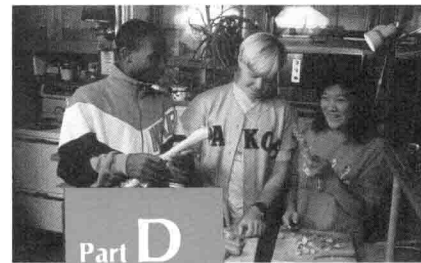
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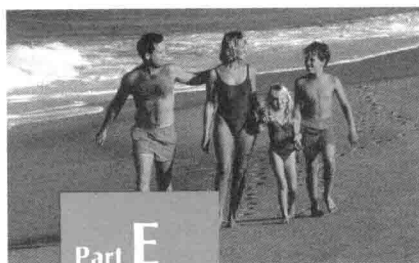
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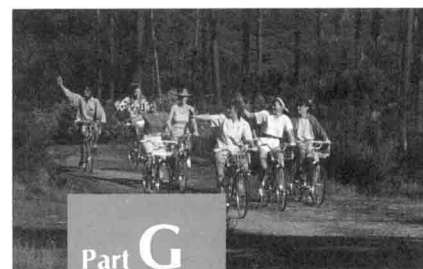
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