



# Understanding YOUR Health

fifth edition

Payne • Hahn

# **Understanding YOUR Health**

**fifth edition**

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

## WCB/McGraw-Hill

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PAYNE-HAHN: UNDERSTANDING YOUR HEALTH, FIFTH EDITION

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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 late 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 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 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.

## New 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 new 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.

### Occupational and Environmental Dimensions of Health

Two central themes, the multiple dimensions of health and the developmental tasks, are introduced in Chapter 1. We believe that two other dimensions of health warrant inclusion in this edition: occupational and environmental health. An understanding of the occupational dimension of total wellness is especially important for nontraditional students who must meet the demands of both school and work. Concern about the environmental dimension of health has increased as researchers continue to discover environmental causes of various health problems.

### Healthy People 2000

#### The Midcourse Review & Beyond

Each chapter begins with an update of how far we've come as a nation in achieving the Healthy People 2000 objectives established in 1990. These national health-care goals are explained and the reasons for progress or lack of improvement explored. We finish by predicting how much progress we are likely to make during the last few years of the decade, based on current trends and research data. 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 an entirely new 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, this edition of *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 warranted 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 "big four" 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

New Topics for Today articles examine current issues that students are hearing about in today's news, such as volunteerism, extreme sports, alcohol advertising,

and rage on the road. 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

New 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

New 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 each website so that students can see what each has to offer before logging in. InfoLinks will get students plugged in to the possibilities for learning about health on-line.

## New Design and Revised Illustration Program

The fresh look, bold colors, and exciting graphics in this new edition will draw students in with every turn of the page. In addition, the illustration program has been substantially revised: The all-new photographs reflect the diversity of college students of all ages, the new drawings are attractive and informative, and the anatomical illustrations are accurately rendered and appropriately detailed.

## Exam Prep Guide

A perforated exam preparation section is now 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 new Topics for Today article about the health benefits of following a semi-vegetarian 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*

Occupational and environmental dimensions of health

Preventive medicine

Individual and community health promotion

Behavior change strategies

Developmental tasks of midlife and elderly adults

*Topics for Today* Religious Diversity on Campus:  
A Different Kind of School Spirit

### CHAPTER 2: *Achieving Psychological Wellness*

Emotional wellness of midlife and elderly adults

Cultural celebrations as a means of enhancing emotional wellness

Depression and antidepressant drugs

Anxiety disorders, mood disorders, obsessive-compulsive disorder, panic disorder, and schizophrenia

Therapists who manage psychological disorders

Forms of psychotherapy

*Topics for Today* Lending a Helping Hand:  
Becoming a Volunteer

### CHAPTER 3: *Coping with Stress*

Minority stressors

Job insecurity

Psychogenic and psychosomatic stress-induced illness

*Topics for Today* Going It Alone: Managing the Stress of Single Parenthood

### CHAPTER 4: *Staying Physically Fit*

Updated discussion of choosing an athletic shoe, with new photos

Exercising in an urban environment

Comparison of various types of home fitness equipment

Health benefits of short-term fitness activities and anaerobic fitness

Benefits of tai chi chuan for elderly adults

Causes and prevention of common sports injuries

*Topics for Today* Extreme Sports: Living on the Edge

### CHAPTER 5: *Understanding Nutrition and Your Diet*

Eating healthful ethnic foods

Making healthful restaurant choices

Eating well on the run

Personal Assessment: Do you have fatty habits?

Reducing the fat content of meals

Fats and fat substitutes, including Olestra

Nutrition and the older adult

*Topics for Today* Meals without Meat: Following a Semivegetarian Diet

### CHAPTER 6: *Maintaining a Healthy Weight*

Obesity medications, including Redux and phentermine-fenfluramine

The Mediterranean food pyramid

Health risks of obesity

Lifetime weight control

*Topics for Today* Are You a Victim of Portion Distortion? Learning to Control Serving Sizes

### CHAPTER 7: *Living Drug-Free*

Primary, secondary, and tertiary prevention of drug abuse

Drug use during pregnancy

Rohypnol, the "date-rape drug"

Popular initiatives to change marijuana laws

Reconsidering the value of drug education programs

*Topics for Today* Caffeine: America's Most Popular Drug

**CHAPTER 8: Using Alcohol Responsibly**

Behavioral effects of alcohol at various blood alcohol levels

Personal Assessment: Are you troubled by someone's drinking?

Special concerns of women with alcoholism

Alcohol's connection to violence

Binge drinking and drinking games

Secular recovery programs

*Topics for Today* Success in a Bottle? A Look at Alcohol Advertising

**CHAPTER 9: Rejecting Tobacco Use**

What parents can do to keep their children from smoking

Countdown to quit day: A plan for smoking cessation

Immediate and long-term health benefits of quitting smoking

Increase in smoking among youth

The nicotine patch and nicotine-containing gum

Recent developments in tobacco industry liability

Avoiding weight gain when you stop smoking

Fetal tobacco syndrome

Alcohol and tobacco use

*Topics for Today* Smoking among Women: Troubling Trends

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

Behavior change to prevent heart disease

Early prevention of heart disease

Hormone replacement therapy to prevent heart disease in women

Differences in treatment of women for CVD

Effects of alcohol on CVD risk

*Topics for Today* Hypertension in African-Americans: Targeting Prevention

**CHAPTER 11: Living with Cancer**

New emphasis on risk factors, prevention, and early detection

Cervical cancer, ovarian cancer, and lymphatic cancer now covered

Prophylactic mastectomy and hysterectomy

Determining genetic risk for cancer

Chemoprevention

Checking the skin for melanoma

*Topics for Today* Cancer and Genetic Testing: Answers Raise New Questions

**CHAPTER 12: Managing Chronic Conditions**

Sex chromosome disorders, Down syndrome, Tay-Sachs disease, cystic fibrosis, and Duchenne muscular dystrophy now covered

Talipes (clubfoot), cleft lip and palate, spina bifida, patent foramen ovale, and scoliosis now covered

Hypoglycemia, lactose intolerance, and PKU now covered

Crohn's disease, lupus, Parkinson's disease, and Alzheimer's disease now covered

Expanded coverage of diabetes

Expanded coverage of asthma

Genetic counseling

*Topics for Today* Managing Chronic Pain: New Treatments Offer Solutions for Sufferers

**CHAPTER 13: Preventing Infectious Disease Transmission**

New illustration of the chain of infection

New illustration of the immune response

Human-to-human transmission of hantavirus

Drug-resistant pathogens

New vaccines for whooping cough and chickenpox

Transition of AIDS from terminal illness to chronic condition

Signs that HIV has become AIDS

New AIDS drugs, including protease inhibitors

New summary table of sexually transmitted diseases

*Topics for Today* The Hot Zone: New Infectious Diseases Emerge from the Rainforest

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

Sexuality and aging

Reconsidering circumcision

Hormone therapy to reduce menopausal symptoms

Easing the symptoms of PMS

Fibrocystic breast condition

Celebrating life after menopause

*Topics for Today* A Woman's Place: Reconsidering Gender Roles



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

The debate over same-sex marriage

Sexual orientation

Federal policy on gays in the military

Reconsidering no-fault divorce

Paraphilias

*Topics for Today* Virtual Love and Cybersex: How Far Should You Go on the Internet?

**CHAPTER 16: Managing Your Fertility**

Men taking a more active role in birth control

Dilation and extraction (partial-birth abortion)

Experimental contraceptive methods, including oral contraceptives for men

RU 486 testing

The debate about teaching abstinence

The consequences of unintended pregnancy

*Topics for Today* Childless by Choice: New Options for Women and Couples

**CHAPTER 17: Becoming a Parent**

Reconsidering episiotomy

Ethical implications of reproductive technology

Needs of expectant fathers

Guidelines for successful breastfeeding

Preconceptional counseling and prenatal screening

Common pregnancy complications

*Topics for Today* Supertwins: The Boom in Multiple Births

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

Why we consult health-care providers

Access to health care

Classes of OTC medications

Alternative health-care specialties

Choosing an alternative health-care practitioner

*Topics for Today* Separating Fact from Fiction: Using Health Information on the Internet

**CHAPTER 19: Caring for Our Environment**

Environmental justice

Community-supported agriculture

Benefits of choosing organic foods

Gulf War syndrome

Telecommuting

Recycling cars

*Topics for Today* Xeriscaping: Caring for Your Corner of the World

**CHAPTER 20: Protecting Your Safety**

Protecting your eyes from injury

Drowsy driving

Airbags

Bicycling and boating safety

Reducing urban violence

Guidelines for dealing with a stalker

Oklahoma City, World Trade Center, and Olympic Park bombings

*Topics for Today* Rage on the Road: The Danger of Aggressive Driving

**CHAPTER 21: Accepting Dying and Death**

Mass cult suicides

Volunteering at a hospice

Death of an infant or unborn baby

Talking with children about death

*Topics for Today* No Time to Say Good-bye: Dealing with Accidental or Violent Death

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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**

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

**Flexibility of Chapter Organization**

The fifth 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 four 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.

## Appendixes

*Understanding Your Health* includes four appendixes 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 1996 *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 WCB/McGraw-Hill sales representative.

## Instructor's Resource Materials

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

Prepared by Lori Dewald, of Shippensburg University, 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 enables 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

### ***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.

### ***WCB/McGraw-Hill Personal Health Transparency Set***

This set of more than eighty acetates contains illustrations from several WCB/McGraw-Hill texts and from other sources to complement the teaching materials in your personal health course.

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

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

### ***Personal Health Photo CD***

This classroom presentation tool, compatible with Macintosh or Windows, is a bank of electronic images to enhance lectures and discussions. The slide editor tool allows you to create customized slide shows.

### ***Video Library***

Choose from our WCB/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*.

## Student Self-Assessment Materials

### ***Personal Assessment Software***

For an additional charge, your students can receive twenty-six Personal Assessments on diskette with the text. Using this software, students can automatically tally their responses and keep track of their performance.

### ***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 WCB/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

### ***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.

### **CyberCourse Planner**

The CyberCourse Planner is an HTML-based presentation CD that can be downloaded from our Internet website into a PowerPoint presentation. This helpful tool includes the Instructor's Manual and electronic images for each chapter. It also includes weblinks and about sixty minutes of digitized video. Check into our website often for other useful teaching tools and exciting new developments!

### **Health Exchange On-line Newsletter**

This on-line newsletter provides instructors with the latest information about hot health topics to supplement their WCB/McGraw-Hill health, fitness, sexuality, drugs, and wellness textbooks. Updated regularly, the newsletter is a useful resource for instructors.

### **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.

#### **WCB/McGraw-Hill's NutriQuest 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.

#### **Explorations in Health and Human Behavior CD-ROM**

This exciting CD-ROM gives your students the opportunity to investigate ten vital health-related topics as they should be explored—with movement, color, sound, and interaction.

### **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.

### **E.L.I.T.E. Library of Personal Health**

E.L.I.T.E. 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, E.L.I.T.E. 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 E.L.I.T.E. website regularly for an updated menu of articles at <http://www.dushkin.com/elite>

### **The AIDS Booklet, Fourth 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 program. 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  
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# 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

	Not true/ rarely	Somewhat true/ sometimes	Mostly true/ usually	Very true/ always
12. I express my feelings and opinions comfortably, yet am capable of keeping them to myself when appropriate.	1	2	3	4
13. I see myself as a person of worth and feel comfortable with my own strengths and limitations.	1	2	3	4
14. I establish realistic goals and work to achieve them.	1	2	3	4
15. I understand the differences between the normal range of emotions and the signs of clinical depression.	1	2	3	4
16. I know how to recognize signs of suicidal thoughts and am willing to intervene.	1	2	3	4
17. I regularly assess my own behavior patterns and beliefs and would seek professional assistance for any emotional dysfunction.	1	2	3	4
18. I accept the reality of aging and view it as an opportunity for positive change.	1	2	3	4
19. I accept the reality of death and view it as a normal and inevitable part of life.	1	2	3	4
20. I have made decisions about my own death to ensure that I die with dignity when the time comes.	1	2	3	4

Points \_\_\_\_\_

**Stress-Management**

	Not true/ rarely	Somewhat true/ sometimes	Mostly true/ usually	Very true/ always
1. I accept the reality of change while maintaining the necessary stability in my daily activities.	1	2	3	4
2. I seek change when it is necessary or desirable to do so.	1	2	3	4
3. I know what stress-management services are offered on campus, through my employer, or in my community.	1	2	3	4
4. When necessary, I use the stress-management services to which I have access.	1	2	3	4
5. I employ stress-reduction practices in anticipation of stressful events, such as job interviews and final examinations.	1	2	3	4
6. I reevaluate the way in which I handled stressful events so that I can better cope with similar events in the future.	1	2	3	4



	Not true/ rarely	Somewhat true/ sometimes	Mostly true/ usually	Very true/ always
7. I turn to relatives and friends during periods of disruption in my life.	1	2	3	4
8. I avoid using alcohol or other drugs during periods of stress.	1	2	3	4
9. I refrain from behaving aggressively or abusively during periods of stress.	1	2	3	4
10. I sleep enough to maintain a high level of health and cope successfully with daily challenges.	1	2	3	4
11. I avoid sleeping excessively as a response to stressful change.	1	2	3	4
12. My diet is conducive to good health and stress management.	1	2	3	4
13. I participate in physical activity to relieve stress.	1	2	3	4
14. I practice stress-management skills, such as diaphragmatic breathing and yoga.	1	2	3	4
15. I manage my time effectively.	1	2	3	4
				Points _____

**Fitness**

	Not true/ rarely	Somewhat true/ sometimes	Mostly true/ usually	Very true/ always
1. I participate in recreational and fitness activities both to minimize stress and to improve or maintain my level of physical fitness.	1	2	3	4
2. I select some recreational activities that are strenuous rather than sedentary in nature.	1	2	3	4
3. I include various types of aerobic conditioning activities among the wider array of recreational and fitness activities in which I engage.	1	2	3	4
4. I engage in aerobic activities with appropriate frequency, intensity, and duration to provide a training effect for my heart and lungs.	1	2	3	4
5. I routinely include strength-training activities among the wider array of fitness activities in which I engage.	1	2	3	4
6. I routinely vary the types of strength-training activities in which I participate in order to minimize injury and strengthen all of the important muscle groups.	1	2	3	4
7. I do exercises specifically designed to maintain joint range of motion.	1	2	3	4