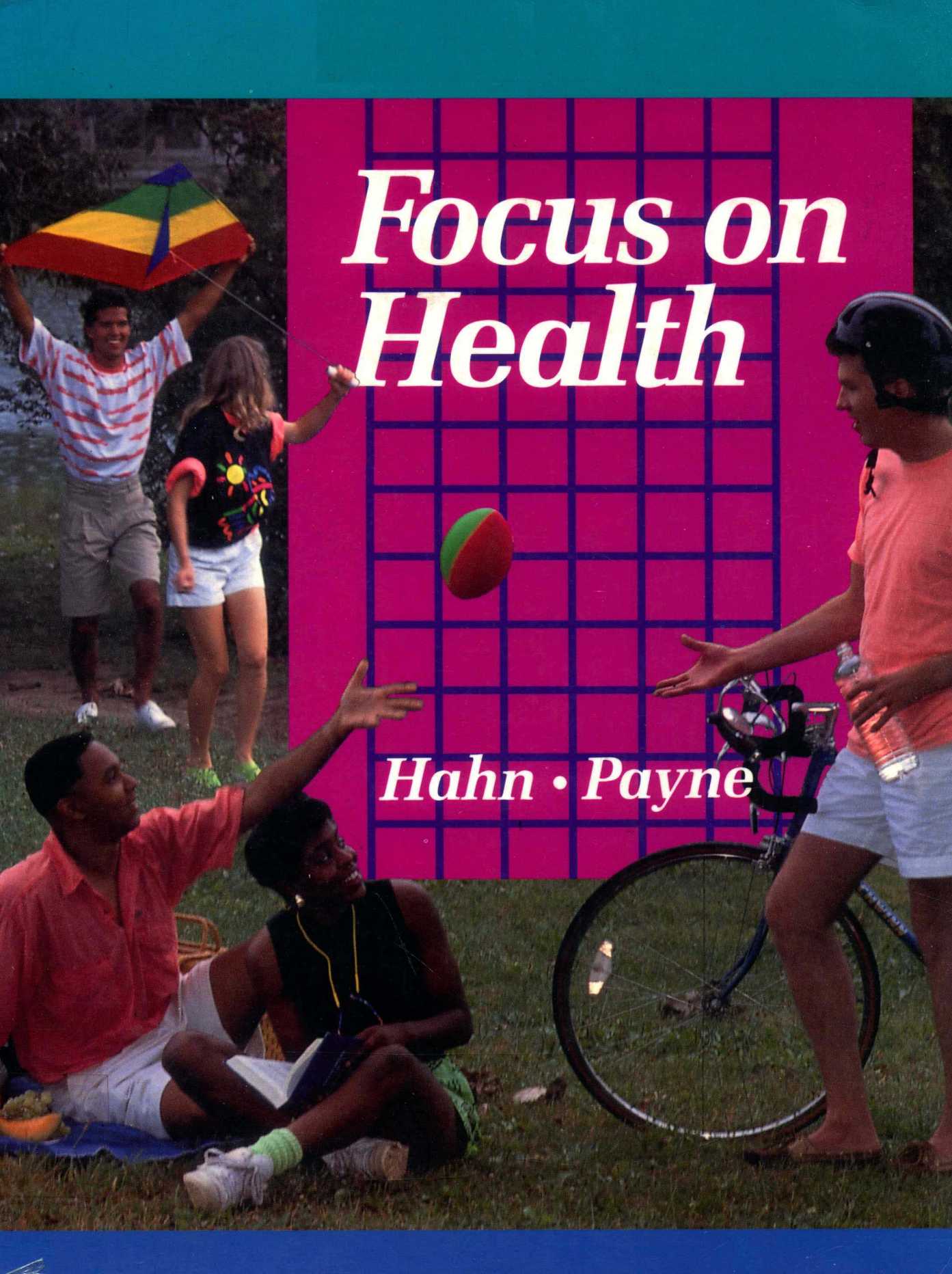




Focus on Health

Hahn • Payne

Focus on Health

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***Focus
on
Health***



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

Preface

The personal health course has the potential to be among the best courses a student takes. *Focus on Health* can help professors make this course exciting by providing students with a meaningful textbook—one that carries students beyond standard health information, healthful suggestions, and personal inventories. *Focus on Health* has retained the best features of Payne and Hahn's very successful *Understanding Your Health* and has placed them in a concise, updated, more basic textbook for college students.

Focus on Health maintains our approach of framing health content around two independent but related focuses: the *multiple dimensions of health* and the *developmental tasks of young adults*. Only when using our text will students be able to consistently consider health information from the physical, emotional, social, intellectual, and spiritual dimensions. *Focus on 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

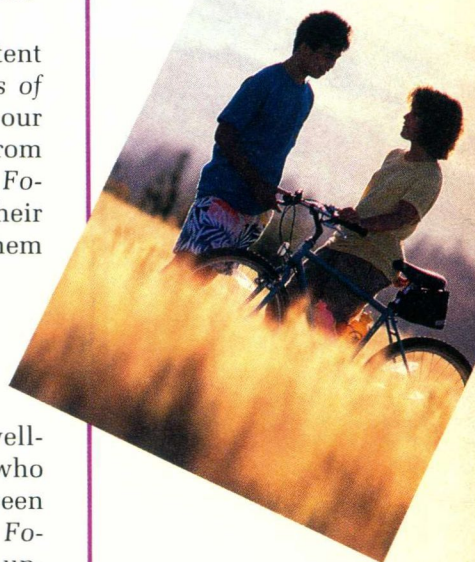
Focus on Health accomplishes this task with a carefully composed, well-documented manuscript that was written by two health educators who teach the personal health course on a daily basis. None of our text has been written by journalists, contributors, graduate students, or ghost writers. *Focus on Health* acknowledges that students and professors seek sound, up-to-date material presented in an attractive, meaningful manner.

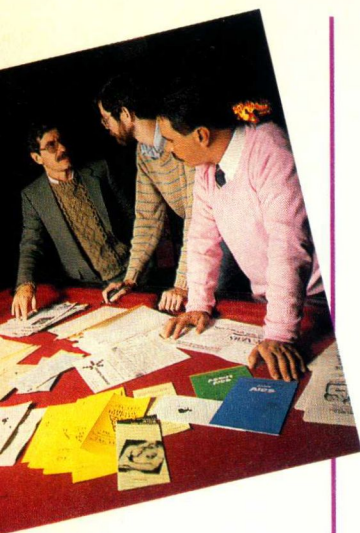
Content Features

Focus on Health presents a number of unique features to enhance student learning. The following summarizes many of these features.

Two Central Themes. The presentation of the two central themes (the multiple dimensions of health and the developmental tasks of young adulthood) enables this text to stand alone. Each unit of *Focus on 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.

Unit and Chapter Organization. To make *Focus on Health* concise and manageable for students, the 7 units and 20 chapters in *Understanding Your Health* have been reduced to just 6 units with 17 chapters. In *Focus on Health* Chapter 2 incorporates both mental health information and stress management content. Chapter 14 covers material on birth control, parenting decisions, and childbirth. Chapter 17 includes information about aging, as well as dying and death.





By narrowing the units and chapters in *Focus on Health*, we have reduced the overall text length by about 20%. Simplification of some of the complex material and elimination of some of the philosophical discussions make *Focus on Health* especially understandable and useful for first- and second-year college students. Nevertheless, the book retains all the topics relevant to a personal health text.

Student Audience. This text is intended for 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. *Focus on Health* continues to encourage nontraditional students to achieve their goals in life.

Authorship. One important feature of this text is that it is written entirely by the authors. Both authors regularly teach the personal health course to nearly 1000 students each year. Being colleagues at the same university, the authors have been able to maintain the highest level of content integration and consistency of writing style. Reviewers clearly indicated that *Focus on Health* is written in a manner that conveys accuracy, clarity, and sensitivity.

New Content Areas. 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 many new topics that will be of interest to today's students. Despite the reduction in overall length, *Focus on Health* has included over 30 new topics. A sampling of these topics is presented below:

- | | |
|--|---|
| Chapter 1 ◇ Minority students on campus | ◇ New passive smoking information |
| ◇ Top 12 causes of death in the United States | Chapter 9 ◇ The denicotined cigarette |
| Chapter 2 ◇ Seasonal affective disorder (SAD) syndrome | ◇ New cardiovascular statistics |
| ◇ Suicide machine | ◇ New cholesterol and lipoprotein information |
| Chapter 3 ◇ Breast support during exercise | ◇ Hypertension and stroke among minorities |
| Chapter 4 ◇ Tropical oils | ◇ MRI screening for stroke |
| ◇ Soluble fiber (oat bran) | Chapter 10 ◇ Adjuvant chemotherapy for cancer |
| ◇ Psyllium | ◇ New cancer statistics |
| Chapter 5 ◇ Electrical impedance measurement of body fat | Chapter 11 ◇ Latest AIDS information |
| ◇ Body mass index | ◇ Human papilloma virus (HPV) |
| Chapter 6 ◇ Drug testing and accuracy | Chapter 13 ◇ Do's and don't's for dating |
| ◇ Methamphetamine ("ice") | ◇ Oral sex and AIDS |
| ◇ Cocaine's impact on society (especially on the poor, minorities, and crack babies) | Chapter 14 ◇ Female condom |
| Chapter 7 ◇ Women and alcohol | ◇ Triphasic oral contraceptives |
| ◇ Targets of advertising | ◇ RU486 (the abortion pill) |
| ◇ Alcohol warning labels | ◇ Recent abortion legislation |
| Chapter 8 ◇ New smoking statistics | |

◇ Subdermal contraceptive implants

Chapter 15 ◇ Home health test products on the market

Chapter 16 ◇ Mutagenic, teratogenic,

and carcinogenic changes

◇ Improving the home environment

Chapter 17 ◇ New funeral expense statistics

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 hotline phone numbers.

Pedagogical Aids

Focus on Health uses a variety of learning aids that will 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 ("Evaluating Your Health: A Personal Profile") in Chapter 1. These inventories serve two important functions: they capture the attention of the student and they serve as a basis for introspection and behavior change.

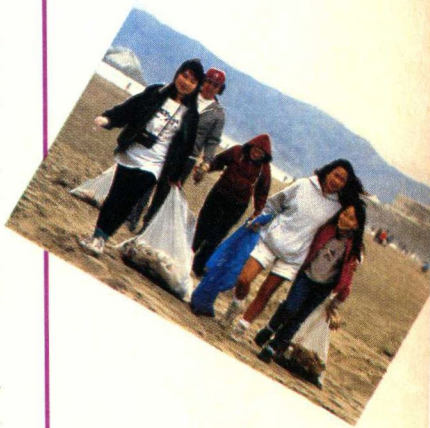
Boxed Material. In each chapter special material in boxes encourages the student to delve into a particular topic or to closely examine an important health issue.

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 given after each chapter for review and analysis of the material presented.

Questions for Personal Contemplation. To encourage students to apply a chapter's content to their own attitudes or life situation, questions with a philosophical orientation are given after each chapter. These questions promote student thinking to a degree beyond mere recall.

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. *Focus on*



Health provides this kind of solid documentation with information fully referenced at the end of each chapter.

Annotated Readings. Because some students desire further reading in a particular area of interest or research, we provide 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. *Focus on Health* includes more than 60 new annotated readings not found in *Understanding Your Health*.

Appendixes. *Focus on 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, supplied by the Canadian government, include information about such topics as accidents, marriage and divorce rates, cardiovascular disease, and cancer rates.

Categories of Mental Disorders. Categories of mental disorders and therapeutic approaches are outlined.

Body Systems. The anatomical systems of the human body have been included for quick reference.

Ancillaries

An extensive ancillary package is available to adopters to enhance the teaching-learning process. We, as well as the publisher, 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 in their use that enhances 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, current media resources including software, and full-page transparency masters of helpful illustrations and charts. The Test Bank contains multiple choice, true/false, matching, and essay test questions. All test items have been thoroughly checked for accuracy, clarity, and range of difficulty by several instructors who also served as reviewers

of the text. The manual is perforated and three-hole punched for convenience.

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 Apple 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 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.

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.

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

Acknowledgments

The publisher's reviewers made excellent suggestions and criticisms that were integrated whenever possible. Their contributions are present in every chapter. We would like to express our sincere appreciation for both their critical and comparative readings. They were:

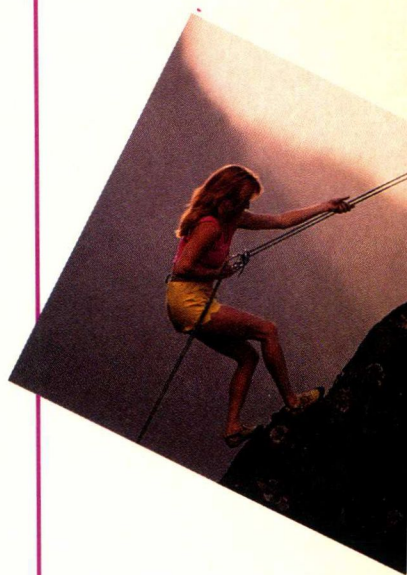
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Focus on Health could not have been written and published without the assistance of numerous people. Among these are our department colleagues



at Ball State University who continue to keep us abreast of new information in areas related to personal health. A special thanks goes out to Dr. James F. Comes for his help through the Ball State Health Science Library.

A variety of dedicated people at Mosby—Year Book deserve thanks. Among them are our publisher, Ed Murphy, for his vision that this book would be a major success; our editor, Donna Sokolowski, whose recent direction and guidance have been welcomed; and our developmental editor, Michelle Turenne, 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 *Focus on Health* well organized and visually appealing for today's college students. Special kudos go out to John Rogers and Ann Mannle. As project manager, John supervised the entire production effort. As production editor, Ann made certain every manuscript detail was clear and every deadline was met.

Finally, we would like to thank Mr. John Dill, President of Mosby—Year Book. We especially have appreciated his personal interest in *Focus on Health* and his steadfast belief in the importance of Mosby—Year Book's entire line of HPER textbooks. John Dill has made us proud to be Mosby—Year Book authors.

Dale B. Hahn ◇ **Wayne A. Payne**



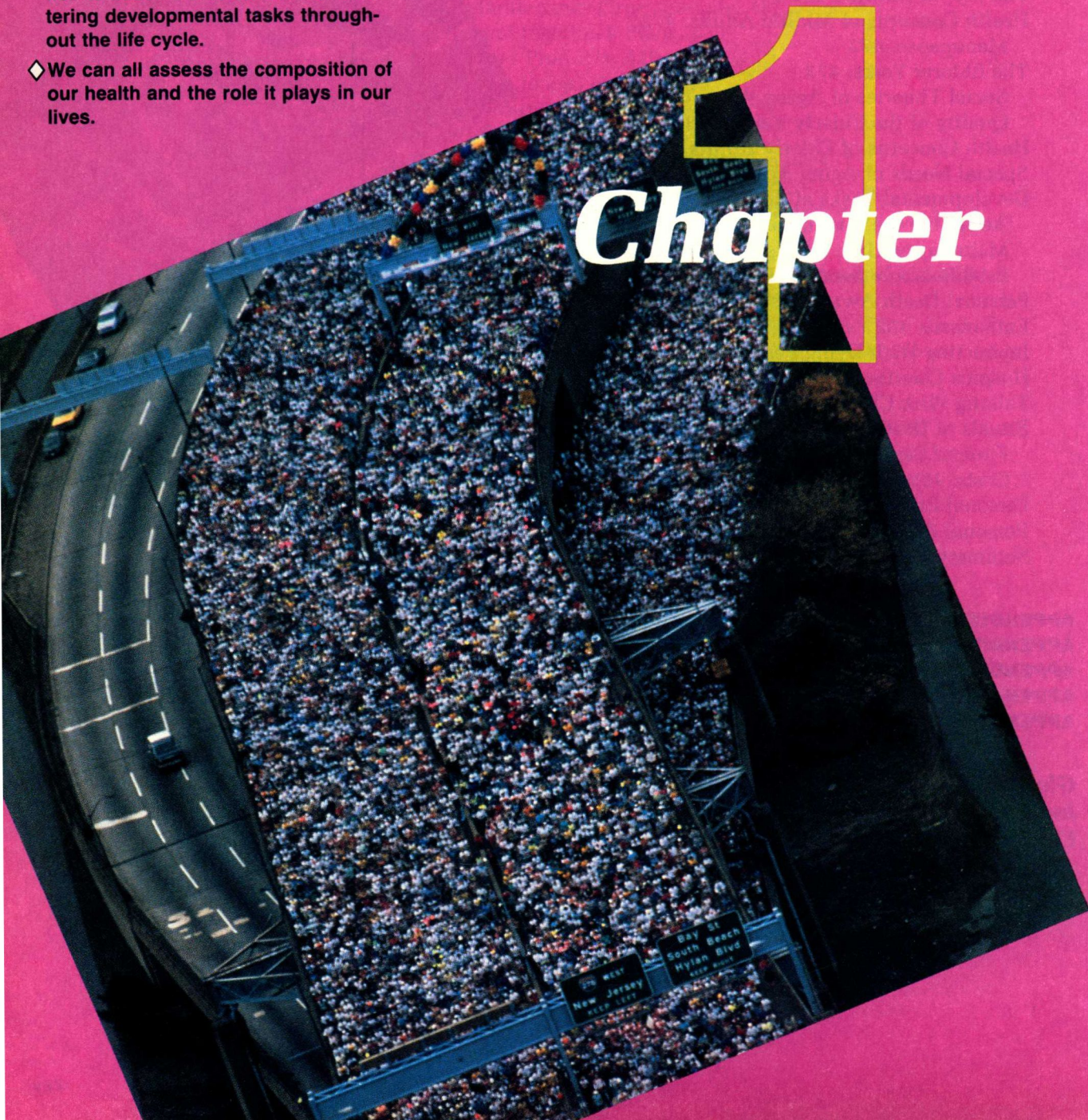
KEY CONCEPTS

- ◆ Health can be defined in several different ways.
- ◆ Developmental tasks are important to the young adult years.
- ◆ Health can be described in relation to developmental tasks.

Health: Support for Your Future

- ◆ Health is dynamic and can be modified to become a better tool for mastering developmental tasks throughout the life cycle.
- ◆ We can all assess the composition of our health and the role it plays in our lives.

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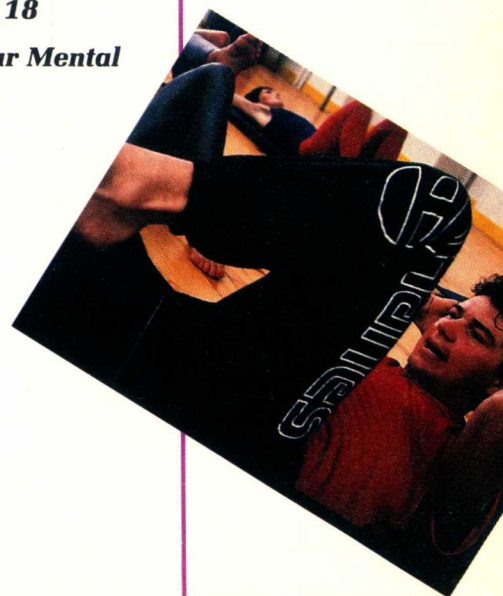
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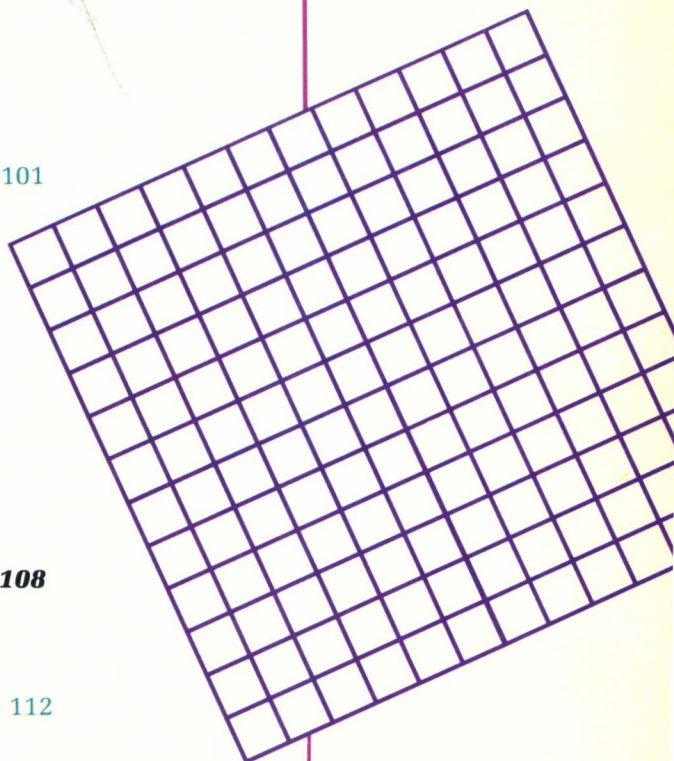
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