

**BRIEF**

**EIGHTH  
EDITION**

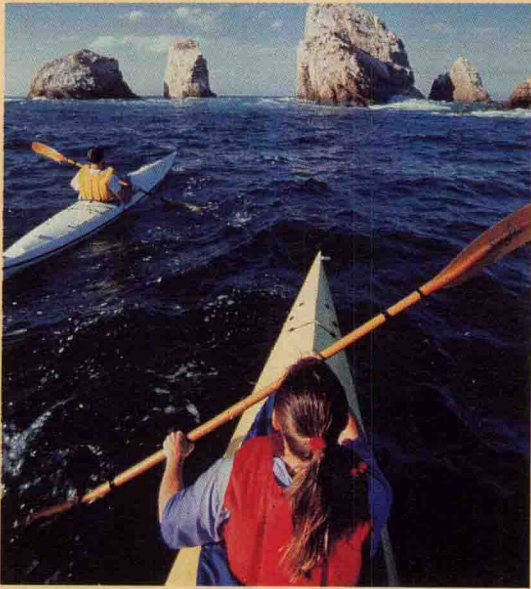
**2000 UPDATE**

# Core Concepts in Health

**PAUL M. INSEL • WALTON T. ROTH**

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**2000 UPDATE**



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EDITION**

# Core Concepts in Health

**PAUL M. INSEL  
WALTON T. ROTH**

*Stanford University*

**KIRSTAN PRICE**

*Developmental Editor*



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# Preface

Now in its eighth edition, *Core Concepts in Health* has maintained its leadership in the field of health education for over 20 years. Since we pioneered the concept of self-responsibility for personal health in 1976, hundreds of thousands of students have used our book to become active, informed participants in their own health care. Each edition of *Core Concepts* has brought improvements and refinements, but the principles underlying the book have remained the same. Our commitment to these principles has never been stronger than it is today, and it is reflected as fully in this Brief Edition as in the Eighth Edition of *Core Concepts* on which this edition is based. We have prepared the Brief Edition to accommodate instructors whose courses—sometimes carrying only one hour of credit—afford too little time for the complete range of topics and the level of detail of the larger edition.

## OUR GOALS

Our goals in writing this book can be stated simply:

- To present scientifically based, accurate, up-to-date information in an accessible format.
- To involve students in taking responsibility for their health and well-being.
- To instill a sense of competence and personal power in students.

The first of these goals means making expert knowledge about health and health care available to the individual. *Core Concepts* brings scientifically based, accurate, up-to-date information to students about topics and issues that concern them—exercise, stress, nutrition, weight management, contraception, intimate relationships, HIV infection, drugs, alcohol, and a multitude of others. Current, complete, and straightforward coverage is balanced with “user-friendly” features designed to make the text appealing. Written in an engaging, easy-to-read style and presented in a colorful, open format, *Core Concepts* invites the student to read, learn, and remember. Boxes, tables, artwork, photographs, and many other features highlight areas of special interest throughout the book.

The second of our goals is to involve students in taking responsibility for their health. *Core Concepts* uses innovative pedagogy and unique interactive features to get students thinking about how the material they’re reading

relates to their own lives. We invite them to examine their emotions about the issues under discussion, to consider their personal values and beliefs, and to analyze their health-related behaviors. Beyond this, for students who want to change behaviors that detract from a healthy lifestyle, we offer guidelines and tools, ranging from samples of health journals and personal contracts to detailed assessments and behavior change strategies.

Perhaps our third goal in writing *Core Concepts in Health* is the most important: to instill a sense of competence and personal power in the students who read the book. Everyone has the ability to monitor, understand, and affect his or her own health. Although the medical and health professions possess impressive skills and have access to a huge body of knowledge that benefits everyone in our society, people can help to minimize the amount of professional care they actually require in their lifetime by taking care of their health—taking charge of their health—from an early age. Our hope is that *Core Concepts* will continue to help young people make this exciting discovery—that they have the power to shape their own futures.

## ORGANIZATION AND CONTENT OF THE BRIEF EIGHTH EDITION

The Brief Eighth Edition of *Core Concepts* focuses on the health issues and concerns of greatest importance to students. The general content of this edition remains essentially the same as the Brief Seventh Edition, with coverage of stress, psychological health, intimate relationships, sexuality, substance use and abuse, nutrition, exercise, weight management, cardiovascular disease, cancer, infectious diseases, aging, and environmental health. New to the Brief Eighth Edition is Chapter 15, “Personal Safety: Protecting Yourself from Unintentional Injuries and Violence.” Injuries—both unintentional and intentional—are leading causes of death and disability for Americans. The goals of Chapter 15 are to make students more aware of why injuries happen and to give them concrete strategies for keeping themselves safe.

For the eighth edition, all chapters were carefully reviewed, revised, and updated. The latest information from scientific and health-related research is incorporated in the text, and newly emerging topics and issues are

discussed. The following list gives a sample of some of the current concerns addressed in the eighth edition:

- Causes and prevention of violence
- Women's health issues
- Finding and evaluating wellness information from the Internet
- Spiritual wellness
- Progress toward *Healthy People 2000* objectives
- The Surgeon General's 1996 recommendations for physical activity
- HIV testing options
- Binge drinking on college campuses
- Addictive behavior
- Critical thinking and consumer choices
- Emerging infectious diseases
- Techniques for managing stress
- Diet and cancer
- Effective communication

Of course, the health field is dynamic, with new discoveries, advances, trends, and theories reported every week. Ongoing research—on the role of diet in cancer prevention, for example, or on new treatments for HIV infection—continually changes our understanding of the human body and how it works in health and disease. For this reason, no health book can claim to have the final word on every topic. Yet within these limits, *Core Concepts* does present the latest available information and scientific thinking on innumerable topics.

## FEATURES OF THE BRIEF EIGHTH EDITION

As a concise version of the eighth edition of *Core Concepts in Health*, this Brief Edition builds on the features that attracted and held our readers' interest in the previous seven editions. One of the most popular features has always been the **boxes**, which allow us to explore a wide range of current topics in greater detail than is possible in the text itself. About half the boxes are new to the eighth edition, and many others have been significantly revised or updated. The boxes are divided into five categories, each marked with a unique icon and label.



**Tactics and Tips** boxes distill from each chapter the practical advice students need in order to apply information to their own lives. By referring to these boxes, students can easily find ways to foster friendships, for example; to become more physically active; to improve communication in their relationships; to reduce the amount of fat in their diets; and to help a friend who has a problem with tobacco or drugs or has an eating disorder.



**Critical Consumer** boxes, new to the eighth edition, emphasize the key theme of critical thinking. These boxes are designed to help students develop and apply critical thinking skills, thereby enabling them to make sound choices related to health and well-being. Critical Consumer boxes provide specific guidelines for evaluating health news and advertising, using food labels to make dietary choices, selecting exercise footwear, safely using medications, and so on.



**Dimensions of Diversity** boxes are part of our commitment to reflect and respond to the diversity of the student population. These boxes give students the opportunity to identify any special health risks that affect them because of who they are, as individuals or as members of a group. They also broaden students' perspectives by exposing them to a wide variety of viewpoints on health-related issues. The different dimensions reflected include gender, ethnicity, socioeconomic status, and age. The principles embodied by these boxes are described in the first box in the series, "Health Issues for Diverse Populations," which appears in Chapter 1. Topics covered in later chapters include special cardiovascular disease risks for women and African Americans, exercise for people with disabilities, suicide among older men, links between poverty and poor environmental health, and attitudes toward dying and death.

In addition, some Dimensions of Diversity boxes highlight health issues and practices in other parts of the world, allowing students to see what Americans share with people in other societies and how they differ. Students have the opportunity to learn about laws and attitudes toward contraception in other countries, the pattern of HIV infection around the world, and other topics of interest.



**Sound Mind, Sound Body** boxes explore the close connection between mind and body. Drawn from studies in psychoneuroimmunology and related fields, these boxes focus on total wellness by examining the links between people's feelings and states of mind and their physical health. They emphasize that all the dimensions of wellness must be developed in order for an individual to achieve optimal health and well-being. Included in Sound Mind, Sound Body boxes are topics such as how social support promotes wellness, how hostility and cardiovascular disease are linked, how intimate relationships improve health, and how exercise fosters psychological and emotional wellness.



**A Closer Look** boxes highlight current wellness topics of particular interest. Topics include bicycle helmets, shyness, Alzheimer's disease, Prozac, codependency, and physician-assisted death.

In addition to the box program, many new and refined features are included in the eighth edition of *Core Concepts*. **Vital Statistics** tables and figures highlight important facts and figures in a memorable format that often reveals surprising contrasts and connections. From tables and figures marked with the Vital Statistics label, students can learn about drinking and drug use among college students, world population growth, trends in public opinion about abortion, leading causes of death and disability in the United States, the relationship between victims and offenders in violent crime, and a wealth of other information. For students who grasp a subject best when it is displayed graphically, numerically, or in a table, the Vital Statistics feature provides alternative ways of approaching and understanding the text.

The eighth edition also features an expanded program of attractive and helpful **illustrations**. The anatomical art, which has been prepared by medical illustrators, is both visually appealing and highly informative. These illustrations help students understand such important information as how blood flows through the heart and how the process of conception occurs. Many of the graphs, charts, and other illustrations have been rendered in a dynamic, colorful, and appealing new style. New topics illustrated for the eighth edition include the immune response, the physical activity pyramid, energy balance for weight management, and the pattern of HIV infection. These lively and abundant illustrations will particularly benefit those students who learn best from visual images. Taken together, all the visual elements of the book provide powerful pedagogical tools and create a colorful and inviting look.

**Personal Insights** are open-ended questions designed to encourage self-examination and heighten students' awareness of their feelings, values, beliefs, thought processes, and past experiences. These questions have been formulated in a nonjudgmental way to foster honest self-analysis. They appear at appropriate points throughout each chapter.

**Take Action**, appearing at the end of every chapter, suggests hands-on exercises and projects that students can undertake to extend and deepen their grasp of the material. Suggested projects include interviews, investigations of campus or community resources, and experimentation with some of the behavior change techniques suggested in the text. Special care has been taken to ensure that the projects are both feasible and worthwhile.

**Journal Entry** also appears at the end of each chapter. These entries suggest ways for students to use their Health Journal (which we recommend they keep while using *Core Concepts*) to think about topics and issues, explore their own views, and express their thoughts in written form. They are designed to help students deepen their awareness and understanding of their own health-related behaviors.

Making wise choices about health requires students to sort through and evaluate health information. To help

students become skilled evaluators, each chapter contains at least one **Critical Thinking Journal Entry**. These entries help students develop their critical thinking skills, including finding relevant information, separating fact from opinion, recognizing faulty reasoning, evaluating information, and assessing the credibility of sources. Critical Thinking Journal Entry questions do not have right or wrong answers; rather, they ask students to analyze, evaluate, or take a stand on a particular issue.

The **Behavior Change Strategies** that conclude many chapters offer specific behavior management/modification plans relating to the chapter's topic. Based on the principles of behavior management that are carefully explained in Chapter 1, these strategies will help students change unhealthy or counterproductive behaviors. Included are strategies for dealing with test anxiety, quitting smoking, planning a personal exercise program, phasing in a healthier diet, and many other practical plans for change.

Designed for quick reference is the **Appendix**, "Nutritional Content of Popular Items from Fast-Food Restaurants." It provides a handy guide to the nutritional content of commonly ordered items at eight popular fast-food restaurants. Students can use the information to make healthier fast-food choices and to plan their daily food intake. "First Aid at a Glance" from the Red Cross appears inside the back cover of the text, providing information that can save lives. These guides offer students the kind of information they can keep and use for years to come.

An innovative **built-in Study Guide** is included in the back of the book. Printed on perforated pages for easy removal, the study guide provides sample test questions for each chapter to help students prepare for examinations. Also included are 16 Wellness Worksheets, which provide additional opportunities for self-assessment.

## LEARNING AIDS

Although all the features of *Core Concepts in Health* are designed to facilitate learning, several specific learning aids have also been incorporated in the text. **Learning Objectives** appear on the opening page of each chapter, identifying major concepts and helping to guide students in their reading and review of the text. Important terms appear in boldface type in the text and are defined in a **running glossary**, helping students handle a large and complex new vocabulary.

**Chapter summaries** offer students a concise review and a way to make sure they have grasped the most important concepts in the chapter. Also found at the end of every chapter are **Selected Bibliographies** and sections called **For More Information**. New to the eighth edition, For More Information sections contain annotated lists of books, newsletters, hotlines, organizations, and Web sites that students can use to extend and broaden

their knowledge or pursue subjects of interest to them. A complete **Index** at the end of the book includes references to glossary terms in boldface type.

## TEACHING TOOLS

Available to qualified adopters of the Brief Eighth Edition of *Core Concepts in Health* is a comprehensive package of supplementary materials that enhance teaching and learning. Included in the package are the following items:

- Instructor's Resource Binder
- Students on Health: Custom Video to Accompany *Core Concepts in Health*
- Transparency Acetates
- Wellness Worksheets
- *Mayfield's Quick View Guide to the Internet for Students of Health and Physical Education*
- *Core Concepts in Health* Presentation Software
- Mayfield Wellness Software
- Computerized Test Bank
- Additional videos, software, and other multimedia

The **Instructor's Resource Binder**, new for the eighth edition, contains a variety of helpful teaching materials in an easy-to-use form. Included in the binder are a comprehensive Instructor's Resource Guide, transparency masters and handouts, an extensive set of examination questions, Wellness Worksheets, a sample color transparency acetate, and complete descriptions and ordering information for special *Core Concepts* packages.

- The **Instructor's Resource Guide** provides a variety of supplementary materials that can be used to direct and facilitate students' learning: extended chapter outlines, learning objectives, classroom activities, additional resources, Internet resources, selected *Healthy People 2000* objectives, and health crossword puzzles.

- **Transparency masters and handouts**—82 in all—are provided as additional lecture resources. The transparency masters include tables, graphs, and key points from the text; illustrations of many body systems are also provided.

- The **examination questions** have been completely revised and updated for the eighth edition by Phyllis D. Murray at Eastern Kentucky University. The test bank contains nearly 1600 multiple choice and true/false questions. The answer key lists the page number in the text where each answer is found.

- The Instructor's Resource Binder also includes a complete set of **Wellness Worksheets**, a student learning aid described below.

Also new for the eighth edition is **Students on Health: Custom Video to Accompany *Core Concepts in Health***.

Filmed exclusively for *Core Concepts* with students at college campuses across the country, this unique video is designed to stimulate critical thinking and class discussion. The 8–10-minute segments focus on key wellness concerns—stress, intimate relationships, alcohol, tobacco, nutrition, exercise, STDs, and personal safety. The accompanying Instructor's Video Guide provides summaries of each segment and discussion questions.

Sixty **transparency acetates**, half in color, provide material suitable for lecture and discussion. The acetates do not duplicate the transparency masters in the Instructor's Resource Binder, and many of them are from sources other than the text.

**Wellness Worksheets** help students become more involved in their own wellness and better prepared to implement successful behavior change programs. The 90 worksheets developed for the eighth edition include assessment tools that help students learn more about their wellness-related attitudes and behaviors, Internet activities that guide them in finding and using information from the World Wide Web, and knowledge-based reviews of key concepts. Wellness Worksheets are available in an easy-to-use pad; 16 worksheets are found in the built-in Study Guide included in the back of the Brief Edition.

New for the eighth edition is *Mayfield's Quick View Guide to the Internet for Students of Health and Physical Education* by Jennifer Campbell and Michael Keene at University of Tennessee, Knoxville. It provides step-by-step instructions on how to access the Internet and how to find and use information about health. It includes extensive lists of Internet resources for both students and instructors. The *Quick View Guide* also shows students how to evaluate the credibility of online information sources, communicate via e-mail and chat rooms, use listservs and newsgroups, find jobs through the Internet, and even create a Web page.

Also new for the eighth edition is the ***Core Concepts in Health* Presentation Software** package. This helpful lecture aid includes two components. The **CD-ROM Image Bank**, compatible with both IBM and Macintosh computers, contains over 150 images from the eighth edition as an additional lecture resource. The images can be used with LCD overhead projectors and can be imported into PowerPoint® and other presentation software. The **PowerPoint Lecture Outlines** are electronic transparencies that can be customized to fit any lecture.

Easy-to-use **Mayfield Wellness Software** includes instructions and contracts for creating successful behavior change programs, as well as 15 interactive assessment activities. The assessments, which cover fitness, nutrition, stress, weight management, and cardiovascular health, help students pinpoint behaviors they can change to increase wellness. The software is available in both Windows and Macintosh formats.

A **computerized test bank** is available to qualified adopters. Microtest III, developed by Chariot Software

Group, allows instructors to design tests using the examination questions included with *Core Concepts in Health* and/or incorporating their own questions. Microtest is available in both Windows and Macintosh formats.

**Additional videos, software, and other multimedia**—including nutrition, fitness, and health risk appraisal software—are available to qualified adopters. The **Mayfield video library** includes tapes on topics such as stress, intimate relationships, alcohol use, AIDS, nutrition, violence, fitness, and many more. **DINE Healthy software** provides an easy way for students to evaluate the nutritional value of their current diet; it also includes an exercise section that allows students to track their energy expenditures. The **Healthier People Network Health Risk Appraisal** is a self-assessment tool that alerts students to their personal risk areas and advises them on how to improve their risk profile.

If you have any questions concerning the book or teaching package, please call your local Mayfield sales representative or the Marketing and Sales Department at 800-433-1279. You may also reach Mayfield at [profservices@mayfieldpub.com](mailto:profservices@mayfieldpub.com).

## A NOTE OF THANKS

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## Academic Contributors

Roger Baxter, M.D., Internist and Infectious Disease Specialist, Kaiser Permanente Medical Center, Oakland, California; Associate Clinical Professor, University of California, San Francisco

### ***Immunity and Infection***

Virginia Brooke, Ph.D., University of Texas Medical Branch at Galveston

### ***The Challenge of Aging***

Boyce Burge, Ph.D., *Healthline*

### ***Cardiovascular Disease and Cancer***

Christine DeVault, Cabrillo College

### ***Sexuality, Pregnancy, and Childbirth***

Thomas Fahey, Ed.D., California State University, Chico

### ***Exercise for Health and Fitness***

Michael R. Hoadley, Ph.D., University of South Dakota

### ***Personal Safety: Protecting Yourself from Unintentional Injuries and Violence***

Paul M. Insel, Ph.D., Stanford University  
***Taking Charge of Your Health; Stress: The Constant Challenge; Alcohol and Tobacco; Cardiovascular Disease and Cancer***

Nancy Kemp, M.D., Sonoma State University  
***Alcohol and Tobacco; Immunity and Infection***

Charles Ksir, Ph.D., University of Wyoming  
***The Use and Abuse of Psychoactive Drugs***

Joyce D. Nash, Ph.D., Clinical Psychologist in private practice (San Francisco and Palo Alto)  
***Weight Management***

David Quadagno, Ph.D., Florida State University  
***Sexuality, Pregnancy, and Childbirth***

Walton T. Roth, M.D., Stanford University  
***Psychological Health***

James H. Rothenberger, M.P.H., University of Minnesota  
***Environmental Health***

Albert Lee Strickland and Lynne Ann DeSpelder, Cabrillo College  
***The Challenge of Aging***

Bryan Strong, Ph.D., University of California, Santa Cruz, and Christine DeVault, Cabrillo College  
***Intimate Relationships***

Mae V. Tinklenberg, R.N., N.P., M.S., Nurseweek Publications

### ***Contraception and Abortion***

Stella L. Volpe, Ph.D., R.D., F.A.C.S.M., University of Massachusetts—Amherst

### ***Nutrition Basics***

## Academic Advisers and Reviewers

Dianne A. R. Bartley, Middle Tennessee State University

Dayna S. Brown, Morehead State University

Susanne M. Christopher, Portland Community College

Paul Finnicum, Arkansas State University

Marianne Frauenknecht, Western Michigan University

Julie Gast, Utah State University

Marie R. Horton, Texas Southern University

Bobby E. Lang, Florida Agricultural and Mechanical University

Rebecca R. Leas, Clarion University of Pennsylvania

Terri Mulkins Manning, University of North Carolina at Charlotte

Juli Miller, Ohio University

M. Sue Reynolds, University of Maryland

N. Heather Savage, University of New Orleans

Martin D. Schwartz, Ohio University

Wesley E. Sime, University of Nebraska at Lincoln

David A. Sleet, National Center for Injury Prevention  
and Control, Centers for Disease Control and Prevention  
Helen M. Welle, Georgia Southern University  
Michael A. White, Kings River College  
Kathy M. Wood, Butler County Community College  
Jenny Kisuk Yi, University of Houston

### **Technology Focus Group Participants**

Ken Allen, University of Wisconsin–Oshkosh  
Lisa Farley, Butler University  
Barbara Greenburg, Butler University  
Bill Johnson, Stephen F. Austin State University  
Rita Nugent, University of Evansville  
Patricia Dotson Pettit, Nebraska Wesleyan University  
Carol Plugge, Lamar University  
Steve Sedbrook, Fort Hays State University  
Marilyn Strawbridge, Butler University

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**Paul M. Insel**  
**Walton T. Roth**

# About the 2000 Update

Because changes in health-related information occur so rapidly, and because we are committed to providing comprehensive, accurate information on the most pressing current issues, we have prepared this updated version of the Brief Eighth Edition of *Core Concepts in Health*. The overall content, organization, and features of the eighth edition remain in place, but within this framework, key topics and issues have been updated with the most recent information available.

## CONTENT AND ORGANIZATION

Coverage has been updated in two general ways:

- Where important new issues or topics have arisen, or where new information has become available in key areas, we have incorporated this information into the text or highlight boxes. Examples of new and updated topics include the draft *Healthy People 2010* objectives, the Dietary Reference Intakes for vitamins and minerals, the new labeling requirements for dietary supplements, the newly approved kits for emergency contraception, physician-assisted suicide laws, hepatitis C, and treatments for breast cancer.
- Wherever more recent statistics have become available, we have replaced older figures with newer ones. For example, we have updated statistics on the incidence of various diseases, including CVD, cancer, and AIDS; on rates of use of tobacco, alcohol, and other drugs; on leading causes of death; and on worldwide population growth.

For a complete list of changes to the 2000 Update, contact your local Mayfield sales representative or the Marketing and Sales Department (800-433-1279; [calpoppy@mayfieldpub.com](mailto:calpoppy@mayfieldpub.com)).

## FEATURES AND LEARNING AIDS

All the student-oriented features and learning aids of the eighth edition have been retained and updated: boxes, Learning Objectives, Personal Insights, Vital Statistics tables and figures, Take Action, Journal Entry, Behavior Change Strategies, running glossary, selected bibliogra-

phies, chapter summaries, and the Appendix. In every chapter, For More Information listings of recommended readings, organizations, hotlines, and Web sites have been thoroughly updated; the section in Chapter 1 on how to locate and evaluate online wellness resources has been expanded. Students can access all the Web sites listed in the book, as well as many others, from the links page of the *Core Concepts in Health* Web site, described in the next section.

The five types of boxes found in the eighth edition have been retained in the 2000 Update—Tactics and Tips, Critical Consumer, Dimensions of Diversity, A Closer Look, and Sound Mind, Sound Body. Many of the boxes have been updated with new research findings and new statistics. In addition, new boxes have been added to highlight key current issues:

- Health in the Twenty-First Century (Chapter 1)
- Lifting Depression with Drug Therapy (Chapter 3)
- Online Relationships (Chapter 4)
- Using Dietary Supplement Labels (Chapter 9)
- Diabetes (Chapter 11)
- Body Mass Index (Chapter 11)
- Evaluating Fat and Sugar Substitutes (Chapter 11)

## TEACHING TOOLS

For the 2000 Update, the comprehensive package of supplementary materials created for the eighth edition has been updated as needed to match the text:

- Instructor's Resource Binder, including the Instructor's Resource Guide (prepared by Cathy Kennedy and Janna West Kowalski, Colorado State University), Examination Questions, and Transparency Masters and Handouts
- Transparency Acetates
- Wellness Worksheets (expanded to include 102 worksheets and 28 Internet activities)
- Computerized Test Bank
- Students on Health: Custom Video to Accompany *Core Concepts in Health*

- Mayfield's Quick View Guide to the Internet for Students of Health and Physical Education
- Additional videos, software, and other multimedia

In addition, four new supplements have been developed for the 2000 Update of the Brief Eighth Edition. The **Core Concepts in Health Web site** (<http://www.mayfieldpub.com/inse1>) includes resources for both instructors and students. The syllabus builder allows instructors to construct and edit a syllabus that can be accessed online or printed for distribution. An Image Bank, a set of PowerPoint® slides, and the Instructor's Resource Guide can be downloaded from a password-protected portion of the site. For students, there are interactive quizzes that provide immediate feedback and a behavior change workbook that guides them through the process of behavior change. Also included on the Web site is an extensive set of Internet resources, including links for further information, guidelines for finding and evaluating information from the Internet, and Internet activities.

The new **Instructor's CD-ROM** provides a variety of valuable teaching tools for both IBM-compatible and Macintosh computers. The Image Bank contains over 70 full-color images from the book, as well as images from the transparency acetates and masters; the images can be used with LCD projectors and imported into PowerPoint® and other presentation software. A complete set of PowerPoint slides, prepared by Steve Sedbrook, Fort Hays State University, is provided as an additional lecture resource. The CD-ROM also contains the text of the Instructor's Resource Guide, which can be customized to fit any course.

Also new is **Core Concepts Interactive**, a CD-ROM designed to help students learn and apply key wellness concepts. It contains interactive quizzes, video segments, a pronunciation guide to many of the text's key terms, electronic versions of the color images from the text, and a link to the *Core Concepts in Health* Web site. The CD-ROM can be used with both IBM-compatible and Macintosh computers.

Finally, the **Nutrition and Weight Management Journal** is also now available for students. This easy-to-use journal guides students in assessing their current diet and making appropriate changes. It includes many valuable tools, including the Food Guide Pyramid, serving-size recommendations, the Dietary Guidelines for Americans, a sample food label, and information about the nutritional content of popular items from fast-food restaurants.

For more information about the teaching tools, contact your local Mayfield representative or contact Mayfield at 800-433-1279 or [calpoppy@mayfieldpub.com](mailto:calpoppy@mayfieldpub.com)

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