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HEALTHSTYLES

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DECISIONS

FOR

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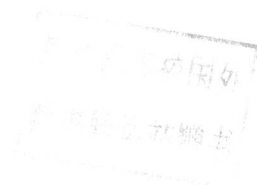
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HealthStyles



Decisions for Living Well

Second Edition

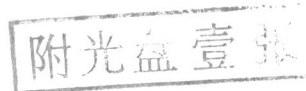
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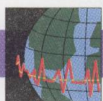
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Preface



Every day, you are involved in making decisions about health—your personal health, the health of your family and friends, and the health of your community. Making such decisions requires having both a sound perspective on health and health behaviors and access to high-quality health information. A healthy lifestyle, something we call *health-style*, is a product of healthy decisions followed by skilled actions.

The first edition of *HealthStyles* was written to give perspective to and information about personal-health decision making. This second edition reinforces these messages by encouraging the development of the skills necessary to lead healthy lives—from choosing healthy foods at the local deli to managing social pressures to participate in unhealthy behaviors such as smoking.

In addition to a focus on health skills, the second edition updates important statistics and covers new developments that relate to personal health. New pictures and diagrams illustrate many of the concepts we discuss. Much of the information reprinted from health journals has been updated.

The subject matter of the second edition of *HealthStyles: Decisions for Living Well* remains intentionally conceptual. By “conceptual,” we mean that *HealthStyles* focuses on the big ideas rather than the specific details of health. While maintaining currency and accuracy, the material is presented in a nontechnical, journalistic writing style. This approach presents health information in an easily understood fashion.

After completing a course of health study that includes *HealthStyles*, you should be more prepared to face the varied decisions related to your personal health. Some decisions may seem simple (like what to eat for breakfast), while some could be a matter of life and death (like whether or not to use a condom). Also, you should be more skilled at putting into practice what you learn in this book. Health-behavior change is far too complex to be brought about simply by learning some facts. Health-behavior change requires a change in attitude, a change in intention, and a change in perception of “normal” behavior. Health skills, along with health knowledge, are the basic building blocks of a healthy lifestyle.



How HealthStyles Is Organized

HealthStyles is organized into six parts that address the key areas of personal health. The organization emphasizes the integrated nature of personal health and wellness.

- Part 1: Introductory Concepts presents the basic definitions and concepts of health and well-being that are the foundation of the book. Part 1 introduces the importance of taking responsibility for one’s own health, for minimizing risks through prevention, and for developing a plan for informed health decision making.

- Part 2: The Basics of Good Health provides an opportunity to learn about many of the most basic components of a healthy lifestyle, including positive mental health, stress management skills, diet and weight control, and physical fitness.
- Part 3: Controllable Health Risks deals with some risk factors that account for health problems—those we can control. The health threats of smoking, alcohol and drug use, unintentional injuries, and violent behavior are covered in this part of the book.
- Part 4: Understanding the Disease Process addresses chronic, infectious, and sexually transmitted diseases including HIV/AIDS. Prevention and risk reduction of these diseases is a critical component of a positive health style.
- Part 5: Sexuality and Relationships: A Life Span Approach presents a social-health perspective on major stages of life. This part covers the importance of developing healthy relationships, including healthy sexual relationships, with people. Relationships across the life span issues include planning a family, the aging process, dying, and death.
- Part 6: Participating in a Healthy Community deals with environmental health and consumer decisions related to health. This part addresses the health of the community now and for future generations.

The organizational and topical approach to *HealthStyles* was chosen after a thorough examination of the public health threats currently facing people in the United States. A commitment to comprehensive health education, as defined by leading professional health education organizations, accounts for the inclusion of the traditional topics. A recognition of the importance of *Healthy People 2000: National Health Promotion and Disease Prevention Objectives*, accounts for the addition of nontraditional topics. This is particularly the case with Chapter 11, Recognizing Violent Behavior, which discusses violence as a serious public health threat. Chapter 11 focuses on practical guidelines for reducing the risk of being in a violent situation. Also in keeping with *Healthy People 2000*, *HealthStyles* recognizes the importance of personal health assessment, which is evident in Chapter 2, Assessing Your Health: A Plan for Informed Decision Making, and in many of the pedagogical tools included throughout the book.

Much of the information in *HealthStyles* does not require a full understanding of the human body's biological functions. One exception is human sexuality. We recognize the importance of students knowing human anatomy and physiology to understand sexuality. Accordingly, a special section, "Your Sexual Body: A Primer on Reproductive Anatomy and Physiology" explains the biological functions of the male and female reproductive systems. This section is designed for flexible use in the course and can enhance students' understanding of material presented in other parts of the text relating to sex and sexuality.

Special Features and Learning Aids

The study of health is not a passive encounter with health facts. Therefore, we have written *HealthStyles* to involve the reader in several ways.

Each chapter of *HealthStyles* opens with a **case study** that offers contrasting scenarios of how individuals may face the health-related decision-making process. Most of the cases involve two college students—one who makes a positive health decision while the other does not. A *new* series of questions prompt

the reader to analyze the case study to understand the complexity of health-related behavior. These questions preview the concepts and topics discussed throughout each chapter.

Critical Thinking Questions, an important *new* feature, are highlighted at various points throughout each chapter. This feature prompts in-depth thought about some dilemmas and consideration of possible solutions based on information learned in the chapter and from real-life experiences. Every chapter includes at least two Critical Thinking Questions based on *Healthy People 2000*.

In addition, boxes appear throughout the book to highlight, personalize, and otherwise bring special attention to critical, relevant health information. Three of these boxes appear at least once in each chapter.

Critical Thinking Question

Health education is often thought of as a process of information transfer, whether person-to-person (e.g., health educator to students) or via technology (e.g., the Internet). Such a view of health education assumes that the accumulation of health knowledge will lead to healthy behavior. Do you agree with this assumption? Can you present examples in which this assumption does not hold true? How would you define health education?

Health Skills

Skills are abilities that can help you achieve tasks. A skill is something you know how to do and feel comfortable doing. Once learned, a skill may become automatic. This is the case when you learn to drive a car safely. When you first start to drive, you have to think about when to signal before making a turn. With practice, however, signaling becomes a task that is done with little thought—it becomes automatic.

Health skills are abilities that can help you achieve good health. They are specific to healthy development or healthy behavior change. As with other skills, they evolve over time and with practice. The better you perform a health skill, the more likely you are to use it.

There are different ways to categorize health skills:

- **Motor skills** involve some physical movement, as in exercising or in brushing and flossing your teeth.
- **Intellectual skills** include decision making, gathering information, and using good judgment.
- **Emotional skills** involve managing stress, dealing with feelings, and using self-control.
- **Social skills** include listening, helping others, and asking for help.

The ability to assess blood pressure provides an example of how these skills interact. It requires (1) the motor skill of using a blood pressure measuring device properly; (2) the intellectual skills of knowing why it is important to know your blood pressure and what you can do if it is too high; (3) the emotional skill of practicing stress reduction as a way to control high blood pressure; and (4) the social skill of asking how to do any of the previous skills (see Figure 1.3).

You use health skills more often than you think you do. In fact, you use them as part of your daily living, learning, working, and playing activities.

LIVING Day-to-day living requires basic health skills. For example, you need to have the basic skill of washing your hands to reduce the spread of infectious diseases. This skill—and the habit of doing it—is usually learned in childhood.

Sleeping is another basic part of living and is an element of health that many people take for granted—until they have trouble sleeping. Relaxation skills can aid in bringing about a good night's sleep. When such skills are applied regularly, a good night's sleep becomes a matter of habit.

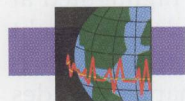
health skills Abilities that influence health development, health status, and health maintenance.



Developing Health Skills boxes focus on the process of developing health-related skills. Education about health skills is not a passive process, but rather an active encounter with the finite behaviors necessary for the maintenance, the restoration, or the improvement of health.



Here's Looking at You boxes offer a series of self-tests that help with self-assessment of attitudes and behaviors and help personalize health information.



Cultural View boxes explore interesting health issues and concepts from a cross-cultural perspective

Other boxes appear at various points in the book in chapters where most applicable.



Healthwise Consumer boxes examine a wide range of health-related products and services, particularly those relevant to college students.



Your Environmental Neighborhood boxes examine events and issues specifically related to environmental health.

Several additional learning aids that appear in each chapter are an integral part of *HealthStyles*:

- **Learning Objectives** at the beginning of each chapter—a new feature for the second edition—preview the content of the chapter and serve as a tool for evaluating comprehension once the chapter has been completed.
- A **Running Glossary** defines health terms near text discussion.
- **HealthLinks** throughout each chapter—another new feature of the second edition—direct students to additional information contained on the World Wide Web. HealthLinks appear within the margin at related sections of the text, as well as at the end of each chapter. These links put students in touch with the latest changes in personal health and wellness.
- A list of **Key Concepts** and a list of **Review Questions** are at the end of each chapter.
- Another new feature, **Health Hotlines**, provides a listing of toll-free telephone numbers for groups and organizations that deal with topics covered in each chapter.
- A **Selected Bibliography** for each chapter is useful for further exploration of the topics discussed.
- At the end of the book is a complete alphabetized **Glossary** of terms defined throughout the text.

HealthLinks



Student Supplements

Available with *HealthStyles*, second edition, is a comprehensive set of supplemental materials designed to enhance student learning.

- A **Student Resource Manual** includes a general review of key topics and activities to encourage retention of health concepts. A valuable study tool, it

provides learning objectives, critical thinking activities, chapter summaries, key terms, chapter reviews, and practice tests.

- An **Interactive Edition CD-ROM** helps bring the text to life by providing additional information that enhances the learning environment. Video and audio clips help clarify important health concepts, as well as provide updates with changes in personal health and wellness. Activities and practice tests encourage review of key information. Hot links to the Internet connect to all the major health organizations bringing about change in health.
- *Issues in Health: Readings from the Washington Post, Volume 3* is a brief series of timely articles from *The Washington Post* that presents high-interest, topical, and provocative issues related to health.
- *Quick Guide to the Internet* is a brief guide that provides activities and instructions for navigating the Internet for health-related information and material.

Instructor Supplements

The following materials are available to instructors using *HealthStyles*, second edition, to facilitate classroom preparation and enhancement.

- Instructor's Resource Manual
- Test Item File
- Computerized Testing Program (IBM, Mac)
- Digital Image Archive with PowerPoint Presentation
- PowerPoint Presentation for IBM and Mac
- *Total Health: Achieving Your Personal Best* Telecourse Series
- *Images of Health* Laserdisc
- *HealthStyles* Web Site
- Health Transparencies
- AIDS and STDs Slide Set
- Allyn & Bacon Health Video Library

A Word of Thanks

Dozens of health-education experts have contributed to this book through their thoughtful reviews and suggestions over two editions. These reviewers teach health education in colleges and universities across the country. They are at the cutting edge of their profession, and have assured that the contents of *HealthStyles*, second edition, is on the cutting edge as well. We are deeply appreciative of the time they took to comment on this textbook.

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Words on a piece of paper do not make a book. We are especially grateful to the team at Allyn and Bacon for their work in moving *HealthStyles* into its second edition. Beginning with the editor who brought us aboard, Suzy Spivey, and continued on by Publisher and HPER Editor, Joseph Burns, Senior Development Editor, Mary Kriener, and Production Coordinator, Sue Brown, the professionalism and expertise of this team has been outstanding. A very special thank you to you all. It takes a complete team to pull off such a project, and the team at Allyn and Bacon has been top-notch.

Most of the work on the revision of the second edition of *HealthStyles* was completed while one author was in residence at the University of Newcastle, New South Wales, Australia and the other in Washington, D.C. The revision from “down under” could not have been completed without the support of

friends and colleagues, especially Marie and Phil Williams from Newcastle. The hospitality of the University of Newcastle was also key to the successful completion of this revised edition.

The completion of a book demands support and love from all family members. The authors wish to thank Katy and Bob, as well as our children for their love, support, and patience.



Why HealthStyles?

The subject of health and the knowledge and skills acquired through its study, are personal, relevant, and lifelong. *HealthStyles* is a textbook for the study of health and health behaviors, but it is also much more than that. It is a book to use throughout life for knowledge and skills for living well. Welcome to a study of the most interesting and personally relevant subject in the college catalog.

Buzz Pruitt
College Station, Texas

Jane Stein
Washington, D.C.

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