

LORRAINE G. DAVIS



HEALTH

The Basics

SECOND EDITION

Health: *The Basics*

Second Edition



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reface

Chances are that if your students are like most of today's college students, they already know more than any previous generation about health. Contrary to what most of us think, because health information changes quickly and there is so much to know, none of us can ever really know enough. Even if we have the basic facts, translating them into a meaningful plan of action that is personally relevant can be a difficult task. But today students have the opportunity to choose from health alternatives that were not available a few short years ago. With so many choices available, how can students be sure their everyday decisions will ultimately lead to good health? With this in mind, we have placed increasing emphasis on developing skills to help students make informed, responsible health decisions.

Achieving good health includes recognizing the importance of a particular health outcome, understanding the factors that contribute to the positive and negative aspects of health, contemplating how actions affect health, and choosing to change or modify risk behaviors and develop new and improved behaviors. *Health: The Basics* can be an important source of reliable health information. As you use the latest health information, the special features, and the learning aids in the book, as well as the supplements, we hope to make your students' access to health fun and enlightening with long-term results of improved overall health.

In setting out to revise the second edition, we listened to the comments and concerns of thousands of students and personal health educators. We learned that we share the following goals for a personal health text:

- To prepare students to lead healthy lives long after they have left the classroom by providing tools and strategies to effect positive behavior change.
- To include coverage of "high interest" topics that have traditionally been left out of health texts, such as material that exposes students to multicultural and gender-specific perspectives on health.
- To provide current material that includes the latest health research and citations.
- To recognize that students learn visually and require strong pedagogical elements to help them synthesize information and build healthy behavior skills.
- To include practical, real-life applications to the material presented in the text that encourages students to apply the material to their own lives.

New to This Edition:

- Beginning with the introduction of the **DECIDE model for decision-making** and **Prochaska and DiClemente's Stages of Change model** in Chapter 1, decision making through critical thinking now forms the cornerstone of every chapter, from the "What Do You Think?" scenarios and reflective questions throughout the chapter to the boxed features, and the "Taking Charge" section at the end of each chapter.
- **Cancer and Cardiovascular Disease coverage has been expanded** to emphasize prevention and treatment of the major killing diseases. New and expanded coverage includes options that women face in light of improved technological advances in the area of cancer treatment. In addition, a major new section on women and heart disease includes coverage of risk factors, symptoms of heart disease in postmenopausal women, and why women's CVD symptoms are often neglected.
- **Expanded coverage of gender issues in health** is integrated throughout the text. Topics include areas such as: gender bias in mental health treatment, women and

heart disease, and how gender roles may affect stress levels and a person's ultimate health status.

- **The role of community in health expands coverage** beyond personal health, and demonstrates how to improve a community's health. Community coverage is integrated throughout the text and in special "Checklist for Change: Making Community Decisions" parts within the "Taking Charge" section at the end of each chapter.
- **Greater emphasis on prevention** is applied in the context of changing health behaviors. For example, the text covers how early intervention allows more options, how prevention eases the burden on the health-care system, and how prevention affects lifetime decisions.
- **Expanded coverage of multicultural issues**, now appearing in every chapter, will enhance your understanding of the diversity of the human experience and appreciation for human differences.
- **Expanded coverage of injury prevention** included with the section on Emergency Care in the Appendix and in various chapters, primarily Chapter 4 on "Violence and Abuse."
- **With a new pedagogical framework**, emphasis on building health skills is integrated consistently throughout the text. Students will learn specific applications in every chapter through "Rate Yourself" boxes, "Skills for Behavior Change" boxes, "Building Communication Skills" boxes, and in the "Taking Charge" section.

Special Features

Each chapter of *Health: The Basics* includes the following special feature boxes designed to help build health behavior skills as well as think about and apply the concepts:

New "Skills for Behavior Change" boxes offer specific skills students can use in improving their health behavior.

"Building Communication Skills" boxes, now appearing in every chapter, strengthen the emphasis on using communication as a tool to better health. These boxes provide practical suggestions for improving communication behaviors, interpersonal relations, and social interactions, all essential components of good health.

"Multicultural Perspectives" boxes are designed to promote acceptance of diversity on college campuses and help students adjust to an increasingly diverse world. These boxes increase awareness that people of differing backgrounds can have different perspectives, concerns, and solutions related to current health issues.

"Rate Yourself" (self-assessment) boxes include many assessments new to this edition. These assessments give students the chance to examine their behaviors and de-

termine ways to improve their health. Additional assessments are available in the self-assessment manual, and in the new, comprehensive software.

"Taking Charge" sections at the end of each chapter encourage students to apply the chapter material to their own lives. This highly acclaimed feature, expanded to include more directed activities, now includes the following sections: *Making Decisions for You*, which outlines steps and strategies for making and implementing health decisions; *Checklists for Change*, which outline specific actions to be taken to change unhealthy behaviors, on both a personal and community level; *Critical Thinking* situations, which present a hypothetical situation in which students must make a decision—we encourage the use of the DECIDE model to make this decision.

Learning Aids

Chapter Objectives: Each chapter begins with a list of objectives tied to the major sections of the chapter to emphasize important topics. These objectives can serve as a helpful tool for you to use when presenting the key concepts in the chapter.

"What Do You Think" chapter opening scenarios: These scenarios prompt stimulating discussions that introduce the concepts presented in the chapters.

New "What Do You Think" reflective questions: These questions appear in major sections of every chapter to encourage you to think critically about important concepts as you read through the chapter.

Margin Glossary of Key Terms: For convenience and added emphasis, Key Terms are boldfaced in the text and defined in the margin on the page where they are first introduced.

Chapter Summary: Linked to the chapter opening learning objectives, these summaries provide a quick, at-a-glance review of key points presented in each chapter.

New Discussion Questions: Tied to major sections of the chapter, these new questions encourage consideration of important concepts from varying angles.

New Application Exercises: These new exercises are linked to the chapter opening scenarios and expand your discussion on these points.

References: Extensive listings of major sources used in researching each chapter are provided in the Reference section at the end of the text.

Supplements

Available with *Health: The Basics, Second Edition*, is a comprehensive set of ancillary material designed to facilitate your classroom preparation and enhance student learning.

Instructor's Resource Manual This comprehensive resource manual, filled with material to enhance your course includes the following: what's new in this edition, chapter objectives, detailed chapter outlines, discussion questions, student activities including individual, community, and diverse population/non-traditional categories, additional references, for further information, and a list of applicable media resources for classroom presentation. Also available on disk to help instructors customize the information to fit their classes.

Test Item File Completely rewritten and checked for accuracy, our new Test Item File is composed of over 1,600 questions made up of factual, applied and conceptual multiple-choice each rated for difficulty level, true/false, fill-in-the-blank, matching and essay formats. Answers and page references to the text are provided with each question.

New Computerized Testing Program ESATEST III, the best-selling, state-of-the-art test generation software program, is available free to adopters. Designed to operate on IBM (DOS and Windows) and Macintosh computers, this program allows you to quickly create and print tests, add your own questions, edit questions, scramble questions, create multiple versions of tests and much more. In addition, ESATEST III offers many unique features like pop-up help screens, a toll-free number for technical support, on-line testing and a comprehensive grading system.

Images of Health Laserdisc Through the cutting-edge technology of laserdiscs, *Health: The Basics* is pleased to present this unique multimedia resource to complement your health program. *Images of Health* brings into the classroom the urgency of the AIDS epidemic, 60-minutes of ABC News programming segments, over 200 still images illuminating visuals from *Health: The Basics* and other Allyn and Bacon health materials, and many other exciting motion segments designed to reinforce healthy behaviors.

Health Transparencies Accentuate your lectures with this set of full-color transparencies representing charts and illustrations found in *Health: The Basics*, as well as diagrams and artwork from other sources. Large type format is perfect for presentations in large classrooms.

Great Ideas in Teaching Health An instructional aid containing original teaching ideas covering a wide range of health-related concepts. Each idea has been tried and tested in the classroom and submitted by health educators from across the United States.

AIDS and STDs Slide Set Containing photos and charts depicting the problem of AIDS and sexually transmitted diseases, this set of 50 slides enables you to present in-depth discussions about these topics in the classroom. It comes complete with a 16-page booklet that will help you create an informative round-table that gets your students discussing these very serious issues. (*Available free upon adoptions of 100 or more copies of the text.*)

CNN Video Through an exclusive arrangement with Cable News Network (CNN), this specially edited videotape offers two hours of footage culled from recent CNN programming. With the latest news and information on health, this videotape provides an excellent vehicle for launching lectures, showing additional examples and sparking classroom discussion. A video user's guide containing a summary of each CNN video segment, along with questions for discussions, is also available.

Allyn & Bacon Video Library for Health Qualified adopters can choose from an impressive selection of videos from such sources as Films for Humanities and Sciences and Annenberg/CPB.

Thinking About Health: A Student Resource Manual This special study guide now includes language enrichment sections for those students who need special language assistance or who have difficulty with health vocabulary. A valuable study tool, it also provides students with a wealth of learning objectives, critical thinking exercises and activities, chapter summaries, key terms, review questions and practice tests.

Take Charge of Your Health! Self-Assessment Workbook with Review and Practice Tests Using this self-assessment workbook along with *Health: The Basics* will encourage students to acquire a broader understanding of health issues, evaluate their attitudes and behaviors, and gain a clearer picture of their health overall. Included are general review questions and two practice tests (with solutions) for each chapter. (*Free to every student.*)

New Take Charge of Your Health! Self-Assessment Software This custom-designed software for the IBM and Macintosh computer is interactive and constitutes an excellent learning tool for students to assess their individual health behaviors and to plan a risk-reduction program, all in the context of material covered in the text.

Issues in Health: Readings from the Washington Post This brief series of current articles from the *Washington Post* presents high-interest, topical and provocative issues related to health. Perfect for launching classroom discussion and to encourage critical thinking. Available for download on the Allyn and Bacon worldwide web site.

Time-out Video and Study Guide Produced by Paramount Pictures, this timely and frank video discussion of HIV and AIDS by well-known sports figures and actors brings relevance and reality to the classroom in a dynamic manner. (*One tape per adoption.*) The study guide is a nonsense primer designed as an informational booklet with practical "do's" and "don'ts." (*Free to students.*)

Custom Publishing Program This unique and exciting program allows you to assemble a custom book or supplement to fit your own curriculum from Donatelle/Davis, *Health: The Basics*, other published sources, and your own materials. Ask your Allyn and Bacon representative for more details, including class size requirements.

America Online Upon adoption of this text, Allyn and Bacon will waive the America Online membership for

the first two months. Use this introductory membership to access a wide variety of interactive services and educational information, including a fast and easy gateway to the Internet. You'll also have access to College Online, a special section on America Online developed by the Simon & Schuster Higher Education Group that gives you access to material specific to health and this text.

Acknowledgments

After years of writing health books for the college audience, we recognize that the publishing business is an ever-changing, dynamic process. Fortunately, we have worked with several highly competent editors over the last decade. Each of these editors and their staffs helped us develop a high-quality, cutting-edge product—one that will be useful in the short- and long-term. From the excellent initial development efforts of Prentice Hall's Ted Bolen to the continued standards of excellence at Allyn & Bacon, we have been pleased with the efforts of our publishing teams. We are extremely grateful to be with the outstanding publishing professionals of Allyn & Bacon. The highly personalized, detailed developmental attention of Senior Editor Suzy Spivey and Developmental Editor Mary Kriener has kept the revision process positive. Our personal thanks to all of you.

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Contributors to the Second Edition:

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Rod Harter, Associate Professor in the Department of Exercise and Sport Science at Oregon State University, utilized his expertise in human physiology, training, human performance, and strength and conditioning in writing his exceptional chapter, "Personal Fitness."

Chris Hafner-Eaton, Assistant Professor in the Department of Public Health at Oregon State University and RAND corporation-policy analyst, used her considerable background in health services and public policy to provide a major revision of Chapter 16, "Consumerism."

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Brief Contents

Chapter 1 Promoting Healthy Behavior 1

PART I Finding the Right Balance

Chapter 2 Psychosocial Health: Achieving Mental, Emotional, Social, and Spiritual Wellness 25

Chapter 3 Managing Stress: Toward Prevention and Control 48

Chapter 4 Violence and Abuse: Societal Challenges 66

PART II Creating Healthy and Caring Relationships

Chapter 5 Healthy Relationships and Sexuality: Making Commitments 84

Chapter 6 Birth Control, Pregnancy, and Childbirth: Managing Your Fertility 117

PART III Building Healthy Lifestyles

Chapter 7 Nutrition: Eating for Optimum Health 148

Chapter 8 Managing Your Weight: Finding a Healthy Balance 179

Chapter 9 Personal Fitness: Improving Your Health Through Exercise 204

PART IV Avoiding or Overcoming Harmful Habits

Chapter 10 Licit and Illicit Drug Use: Understanding Addictions 226

Chapter 11 Alcohol, Tobacco, and Caffeine: Unacknowledged Addictions 256

PART V Preventing and Fighting Disease

Chapter 12 Cardiovascular Disease and Cancer: Reducing Your Risks 286

Chapter 13 Infectious and Noninfectious Conditions: Risks and Responsibilities 318

PART VI Facing Life's Challenges

Chapter 14 Life's Transitions: The Aging Process 355

Chapter 15 Environmental Health: Thinking Globally, Acting Locally 381

Chapter 16 Consumerism: Selecting Health-Care Products and Services 400

ontents

1

Promoting Healthy Behavior Change 1

What Is Health? 2

Health and Sickness: Defined by Extremes 2 • Health: More than a Statistic 2 • Health as Wellness: Putting Quality into Years 3

Healthy People 2000: A New Direction 5

Health Promotion: Helping You Stay Healthy 6 • Prevention: The Key to Future Health 10

Gender Differences and Health Status 10

Improving Your Health 11

Benefits of Achieving Optimal Health 11 • Making Health-Wise Choices 12

Preparing for Behavior Change 13

Factors Influencing Behavior Change 13 • Your Beliefs and Attitudes 14 • Do Beliefs and Attitudes Influence Behavior? 15 • Your Intentions to Change 17 • Significant Others as Change Agents 17

Behavior Change Techniques 18

Shaping: Developing New Behaviors in Small Steps 18 • Visualizing: The Imagined Rehearsal 18 • Modeling 18 • Controlling the Situation 18 • Reinforcement: “Different Strokes for Different Folks” 18 • Changing Self-Talk 20

Making Behavior Change 20

Self-Assessment: Antecedents and Consequences 20 • Analyzing the Behavior You Want to Change 21 • Decision Making: Choices for Change 21 • Setting Goals 21

Taking Charge: Managing Your

Behavior-Change Strategies 22

Summary 23 • Discussion Questions 24 • Application Exercise 24

1: Finding the Right Balance

2

Psychosocial Health: Achieving Mental, Emotional, Social, and Spiritual Wellness 25

Defining Psychosocial Health 26

Mental Health: The Thinking You 27 • Emotional Health: The Feeling You 28 • Social Health: Interactions with Others 30 • Spiritual Health 30

Factors Influencing Psychosocial Health 31

External Influences 31 • Internal Influences 31

Enhancing Psychosocial Health 34

Developing and Maintaining Self-Esteem 34 • Getting Adequate Amounts of Rest 36 • The Mind-Body Connection 37

When Things Go Wrong 38

Depression 38 • Obsessive-Compulsive Disorders 39 • Anxiety Disorders 40 • Seasonal Affective Disorder 40 • Schizophrenia 41 • Gender Issues in Psychosocial Health 41

Suicide: Giving Up on Life 43

Warning Signals 43 • Taking Action to Prevent a Suicide Attempt 43

Seeking Professional Help 44

Types of Mental Health Professionals 44 • What to Expect When You Begin Therapy 45

Taking Charge: Managing Your Psychosocial Health 45

Summary 46 • Discussion Questions 46 • Application Exercise 47

3

Managing Stress: Toward Prevention and Control 48

What Is Stress? 49

The Mind-Body Connection: Physiological Responses 50

The General Adaptation Syndrome 51

Alarm Phase 51 • Resistance Phase 52 • Exhaustion Phase 53

Sources of Stress 53

Psychosocial Sources of Stress 54 • Environmental Stress 56 • Self-Imposed Stress 57

Stress and the College Student 58

Stress Management 59

Dealing with Stress 59 • Managing Emotional Responses 60 • Taking Mental Action 60 • Taking Physical Action 61 • Time Management 62 • Making the Most of Support Groups 63 • Alternative Stress Management Techniques 63

Taking Charge: Managing Stress Behaviors 64

Summary 64 • Discussion Questions 65 • Application Exercise 65

4

Violence and Abuse: Societal Challenges 66

Violence in the United States 67

Homicide 68 • Bias and Hate Crimes 68 • Gang Violence 69 • Violence on Campus 70

Domestic Violence 70

Spousal Abuse 70 • Women as Victims 70 • Men as Victims 72 • Causes of Domestic Violence 72 • Child Abuse 73 • Child Sexual Abuse 73

Sexual Victimization 75

Sexual Assault and Rape 75 • Why Some Males Sexually Assault Women 75 • Date Rape 76
Social Assumptions 76 • Sexual Harassment 77

Preventing Personal Assaults 78

Self-Defense against Rape 79 • Preventing Assaults at Home 80 • Preventing Assaults on the Street 80 • Preventing Assaults in Your Car 81

Taking Charge: Managing Campus Safety 81

Summary 82 • Discussion Questions 82 • Application Exercise 83

2: Creating Healthy and Caring Relationships

5 Healthy Relationships and Sexuality: Making Commitments 84

Characteristics of Intimate Relationships 85

Types of Intimate Relationships 86

Forming Intimate Relationships 87

Families: The Ties that Bind 87 • Today's Family Unit 87 • Friendships: Finding the Right Ingredients 87 • Significant Others, Partners, Couples 88 • This Thing Called Love 88

Gender Issues: Men, Women, and Relationships 90

Why the Differences? 91 • Picking Partners: Similarities and Differences between Genders 91

Barriers to Intimacy 92

Dysfunctional Families 92 • Jealousy: The Green-Eyed Monster of Relationships 92

Committed Relationships 93

Marriage 93 • Cohabitation 94 • Gay and Lesbian Partnerships 94

Success in Committed Relationships 96

Partnering Scripts 96 • The Importance of Self-Nurturance 96 • Elements of Good Relationships 97

Staying Single 97

Having Children 98

Ending a Relationship 98

The Warning Signs 98 • Seeking Help: Where to Look 99 • Trial Separations 99 • Why Relationships End 99 • Deciding to Break Up 99 • Coping with Loneliness 100

Defining Your Sexual Identity 100

Gender Identity and Roles 101

Reproductive Anatomy and Physiology 102

Female Reproductive Anatomy and Physiology 102 • Male Reproductive Anatomy and Physiology 105

Expressing Your Sexuality 106

Human Sexual Response 106 • Sexual Orientation 108 • Developing Sexual Relationships 109 • Sexual Expression: What Are Your Options? 110 • What Is Right for Me? 111 • Variant Sexual Behavior 111

Difficulties that Can Hinder Sexual Functioning 112

Sexual Desire Disorders 112 • Sexual Arousal Disorders 112 • Orgasm Disorders 113 • Sexual Pain Disorders 113 • Drugs and Sex 113

Taking Charge: Building Better Relationships 114

Summary 115 • Discussion Questions 115 • Application Exercise 116

6 Birth Control, Pregnancy, and Childbirth: Managing Your Fertility 117

Methods of Fertility Control 118

Reversible Contraception 119 • New Methods of Birth Control 125 • Fertility Awareness Methods (FAM) 127 • Permanent Contraception 127

Abortion 130

Methods of Abortion 130 • RU-486: "The Abortion Pill" 131

Planning a Pregnancy 132

Emotional Health 132 • Maternal Health 132 • Paternal Health 132 • Financial Evaluation 132 • Contingency Planning 133

Pregnancy 133

Prenatal Care 133 • A Woman's Reproductive Years 135 • Pregnancy Testing 136 • The Process of Pregnancy 136 • Prenatal Testing and Screening 137

Childbirth 139

Choosing Where to Have Your Baby 139 • Labor and Delivery 139 • Birth Alternatives 140 • Drugs in the Delivery Room 140 • Breast-Feeding and the Postpartum Period 141 • Complications 141

Infertility 143

Causes in Women 143 • Causes in Men 143 • Treatment 143 • Surrogate Motherhood 145

Taking Charge: Managing Your Fertility 145

Summary 146 • Discussion Questions 146 • Application Exercise 147

3: Building Healthy Lifestyles

7 Nutrition: Eating for Optimum Health 148

Healthy Eating 149

Responsible Eating: Changing Old Habits 150 • The Food Guide Pyramid 151 • Making the Pyramid Work for You 151 • The Digestive Process 155

Obtaining Essential Nutrients 155

Water 155 • Proteins 156 • Carbohydrates 158 • Fiber 159 • Fats 160 • Vitamins 162 • Minerals 166 • Gender Differences in Nutritional Needs 169

Vegetarianism: Eating for Health 170

The Vegetarian Pyramid 170

Improved Eating for the College Student 170

Fast Foods: Eating on the Run 172 • Healthy Eating When Funds Are Short 172 • Healthy Eating in the Dormitory 173

Is Your Food Safe? 174

Irradiation 174 • Food-Borne Illness 174 • Food Allergies 175 • Organic Foods 176

Taking Charge: Managing Your Eating Behavior 177

Summary 178 • Discussion Questions 178 • Application Exercise 178

8

Managing Your Weight: Finding a Healthy Balance 179

Body Image 180

Determining the Right Weight for You 181 • Redefining Obesity: Weight versus Fat Content 182 • Assessing Your Body Content 183

Risk Factors for Obesity 186

Heredity 186 • Hunger, Appetite, and Satiety 187 • Developmental Factors 187 • Setpoint Theory 187 • Endocrine Influence 188 • Psychosocial Factors 188 • Eating Cues: Targeted by the Food Industry 188 • Dietary Myth and Misperception 188 • Metabolic Changes 189 • Lifestyle 189 • Gender and Obesity 190

Managing Your Weight 191

What Is a Calorie? 191 • Exercise 191 • Dieting: Is It Healthy? 192 • Changing Your Eating Habits 196 • Selecting a Nutritional Plan that's Right for You 197 • "Miracle" Diets 197 • Trying to Gain Weight 198

Eating Disorders 198

Anorexia Nervosa 199 • Bulimia Nervosa 200 • Binge Eating Disorder 200 • Treating Eating Disorders 201

Taking Charge: Managing Your Weight 202

Summary 203 • Discussion Questions 203 • Application Exercise 203

9

Personal Fitness: Improving Your Health Through Exercise 204

Benefits of Physical Fitness 205

Improved Cardiorespiratory Efficiency 205 • Improved Skeletal Mass 206 • Improved Weight Control 206 • Improved Health and Life Span 207 • Improved Mental Health and Stress Management 207 • Improved Physical Fitness 208

Improving Cardiovascular Fitness 209

Aerobic Fitness Programs 210

Improving Your Flexibility 212

Stretching for Flexibility 212

Improving Muscular Strength and Endurance 212

Principles of Strength Development 213 • Types of Muscle Activity 214 • Methods of Providing Resistance 215 • Getting Started 216

Fitness Injuries 217

Causes of Fitness-Related Injuries 217 • Prevention 217 • Common Overuse Injuries 219 • Treatment 220 • Exercising in the Heat 221 • Exercising in the Cold 221

Planning Your Fitness Program 223

Identifying Your Fitness Goals 223 • Designing Your Fitness Program 223

Taking Charge: Managing

Your Fitness Behaviors 224

Summary 225 • Application Exercise 225

4: Avoiding or Overcoming Harmful Habits

10

Licit and Illicit Drug Use: Understanding Addictions 226

Defining Addiction 227

The Physiology of Addiction 227 • The Addictive Process 228 • Signs of Addiction 228

Drug Dynamics 228

Types of Drugs 229 • Routes of Administration of Drugs 231

Drug Use, Abuse, and Interactions 232

Individual Response to Psychoactive Drugs: Set and Setting 232 • Drug Interactions 232

Prescription Drugs 234

Types of Prescription Drugs 234 • Use of Generic Drugs 235

Over-the-Counter (OTC) Drugs 235

How Prescription Drugs Become OTC Drugs 236 • Types of OTC Drugs 236

Illicit Drugs 238

Controlled Substances 239

Cocaine 241 • Amphetamines 243 • Newer-Generation Stimulants 243 • Marijuana 243 • Opiates 246 • Psychedelics 247 • The Deliriants 249 • Designer Drugs 250 • Inhalants 250 • Steroids 251

Illegal Drug Use in the United States 252

Women and Drug Abuse 252 • Drugs in the Workplace 252 • Solutions to the Problem 253

Taking Charge: Managing Drug Use Behavior 253

Summary 254 • Discussion Questions 255 • Application Exercise 255

5: Preventing and Fighting Disease

11

Alcohol, Tobacco, and Caffeine: Unacknowledged Addictions 256

Alcohol: An Overview 257

Alcohol and College Students 257 • Rights vs. Responsibilities 258

Physiological and Behavioral Effects of Alcohol 259

Behavioral Effects 259 • Absorption and Metabolism 260 • Immediate Effects 261 • Long-Term Effects 263 • Alcohol and Pregnancy 264 • Drinking and Driving 265

Alcoholism 265

How, Why, Who? 266 • The Causes of Alcoholism 266 • Effects of Alcoholism on the Family 268 • Costs to Society 268 • Women and Alcoholism 269

Recovery 269

The Family's Role 269 • Treatment Programs 269 • Relapse 271

Our Smoking Society 272

Tobacco and Social Issues 272

Tobacco and Its Effects 273

Health Hazards of Smoking 275

Cancer 275 • Cardiovascular Disease 275 • Respiratory Diseases 276 • Other Health Effects of Smoking 276 • Women and Smoking 276 • Smoking and Pregnancy 277

Smokeless Tobacco 277

Risks of Smokeless Tobacco 278

Environmental Tobacco Smoke 278

The Tobacco Industry Strikes Back 279

Quitting 279

Breaking the Nicotine Addiction 279 • Breaking the Habit 280 • Benefits of Quitting 280

Caffeine 281

Caffeine Addiction 282 • The Health Consequences of Long-Term Caffeine Use 283

Taking Charge: Alcohol, Tobacco and Caffeine 283

Summary 285 • Discussion Questions 285 • Application Exercise 285

12

Cardiovascular Disease and Cancer: Reducing Your Risks 286

Cardiovascular Diseases 287

Understanding Your Cardiovascular System 288

Types of Cardiovascular Diseases 289

Atherosclerosis: A Major Culprit 289 • Heart Attack 290 • Angina Pectoris 290 • Arrhythmias 291 • Congestive Heart Failure 291 • Congenital and Rheumatic Heart Disease 291 • Stroke 292

Controlling Your Risks for Cardiovascular Diseases 292

Risks You Can Control 292 • Risks You Cannot Control 297

Women and Cardiovascular Disease 298

Risk Factors in Women 298 • Symptoms in Postmenopausal Women 299 • Neglect of Symptoms 299

New Weapons Against Heart Disease 299

Techniques of Diagnosing Heart Disease 299 • Angioplasty versus Bypass Surgery 300 • Thrombolysis 300

An Overview of Cancer 301

What Is Cancer? 301

What Causes Cancer? 302

Biological Factors 303 • Occupational/Environmental Factors 303 • Social and Psychological Factors 303 • Chemicals in Foods 304 • Viral Factors 304 • Medical Factors 304 • Combined Risks 304

Types of Cancers 304

Lung Cancer 306 • Breast Cancer 306 • Colon and Rectum Cancers 307 • Prostate Cancer 308 • Skin Cancer 308 • Testicular Cancer 309 • Ovarian Cancer 309 • Uterine Cancer 310 • Leukemia 310 • Oral Cancer 311

Facing Cancer 312

Detecting Cancer 312 • Recommended Cancer Checkups 312 • New Hope in Cancer Treatments 312 • Life After Cancer 315

Taking Charge: Managing Your Health 315

Summary 316 • Discussion Questions 316 • Application Exercise 317

Infectious and Noninfectious Conditions: Risks and Responsibilities 318

Infectious Disease Risk Factors 319

Risk Factors You Can't Control 319 • Risk Factors You Can Control 320

The Pathogens: Routes of Invasion 320

Bacteria 320 • Viruses 322 • Other Pathogens 325

Your Body's Defenses: Keeping You Well 325

Physical and Chemical Defenses 325 • The Immune System: Your Body Fights Back 326 • Fever 327 • Pain 327 • Vaccines: Bolstering Your Immunity 327

Sexually Transmitted Diseases 328

Possible Causes: Why Me? 328 • Modes of Transmission 328 • Chlamydia 331 • Pelvic Inflammatory Disease (PID) 331 • Gonorrhea 332 • Syphilis 332 • Pubic Lice 333 • Venereal Warts 333 • Candidiasis (Moniliasis) 334 • Trichomoniasis 334 • General Urinary Tract Infections 334 • Herpes 335

Acquired Immune Deficiency Syndrome (AIDS) 336

New Definition, Increasing Numbers 336 • Women and AIDS 336 • How HIV Is Transmitted 337 • Symptoms of the Disease 338 • Testing for HIV Antibodies 338 • Treatment in the 1990s 340 • Preventing HIV Infection 340

Noninfectious Diseases 340

Respiratory Disorders 341

Allergy-Induced Problems 341 • Hay Fever 342 • Asthma 342 • Emphysema 343 • Chronic Bronchitis 343

Neurological Disorders 343

Headaches 343 • Seizure Disorders 344

Gender-Related Disorders 345

Fibrocystic Breast Condition 345 • Premenstrual Syndrome (PMS) 345 • Endometriosis 346

Digestion-Related Disorders 346

Diabetes 346 • Colitis and Irritable Bowel Syndrome (IBS) 347 • Diverticulosis 347 • Peptic Ulcers 347 • Gallbladder Disease 348

Musculoskeletal Diseases 348

Arthritis 348
Systemic Lupus Erythematosus (SLE) 350 • Low Back Pain 350

Other Maladies 350

Chronic Fatigue Syndrome (CFS) 351 • Job-Related Disorders 352

Taking Charge: Managing Your Disease Risks 352

Summary 353 • Discussion Questions 354 • Application Exercise 345

6: Facing Life's Challenges

Life's Transitions: The Aging Process 355

Redefining Aging 356

What Is Normal Aging? 358

Who Are the Elderly? 358

A Profile of Today's Elderly 358 • Impact on Society 359

Theories on Aging 360

Biological Theories 360 • Psychosocial Theories 360

Changes in the Body and Mind 361

Physical Changes 361 • Mental Changes 363

Health Challenges of the Elderly 365

Alcohol Use and Abuse: Myth or Reality? 365 • Prescription Drug Use: Unique Problems for the Elderly 365 • Over-the-Counter Remedies 365 • Vitamins and Mineral Supplements 365 • Gender Issues: Caring for the Elderly 366

Understanding Death and Dying 366

Defining Death 367 • Denying Death 368

The Process of Dying 369

Coping Emotionally with Death 369 • Social Death 370 • Near-Death Experiences 370 • Coping with Loss 370 • What Is "Normal" Grief? 372 • When an Infant or a Child Dies 372 • Quasi-Death Experiences 372

Taking Care of Business 374

Hospice: An Alternative for the Dying Person 374 • Making Funeral Arrangements 375 • Pressures on Survivors 375 • Wills 376 • Organ Donation 377

Life-and-Death Decision Making 377

The Right to Die 377 • Rational Suicide 378

Taking Charge: Dealing with the Aging Process 379

Summary 380 • Discussion Questions 380 • Application Exercise 380

Environmental Health: Thinking Globally, Acting Locally 381

Overpopulation 382

Air Pollution 383

Sources of Air Pollution 383 • Photochemical Smog 385 • Acid Rain 385 • Indoor Air Pollution 386 •

Ozone Layer Depletion	387 • Global Warming	388 •
Reducing Air Pollution	389	
Water Pollution	389	
Water Contamination	389 • Chemical	
Contaminants	390	
Noise Pollution	392	
Land Pollution	393	
Solid Waste	393 • Hazardous Waste	393
Radiation	395	
Ionizing Radiation	395 • Nonionizing Radiation	396 •
Nuclear Power Plants	396	
Taking Charge: Managing Environmental Pollution	397	
Summary	398 • Discussion Questions	399 • Application
Exercise	399	

16

Consumerism: Selecting Health-Care Products and Services 400

Responsible Consumerism: Choices and Challenges	401
Attracting Consumers' Dollars	401 • Why Some False
Claims May Seem True	403
Accepting Responsibility for Your Health Care	403
Self-Help or Self-Care	403 • When to Seek Help
Assessing Health Professionals	404

Choices of Medical Care 406

Traditional (Allopathic) Medicine	406 • Allied
Professionals	408 • Nonallopathic Medicine
Health-Care Agencies, Programs, and Facilities	410
Types of Medical Practices	410 • Hospitals
and Clinics	411
Promises and Problems of Our Health-Care System	412
Cost	412 • Access
Quality and Malpractice	414
• Detecting Fraud and Abuse in the System	414
Health Insurance	414
Early Private Health Insurance	415 • Medicare and
Medicaid (Social Insurance versus Welfare)	416 •
Managed Care: New Types of Health-Care Delivery	417
Taking Charge: Managing Your Health-Care Needs	418
Summary	419 • Discussion Questions
Application	419 • Application
Exercise	420
Appendix: Injury Prevention and Emergency Care	421
References	430
Index	438

Promoting Healthy Behavior Change



CHAPTER OBJECTIVES

- ◆ Define health and wellness, and explain the interconnected roles of the physical, social, mental, emotional, environmental, and spiritual dimensions of health.
- ◆ Discuss the health status of Americans, the factors that contribute to health, and the importance of *Healthy People 2000* objectives in establishing national goals for promoting health and preventing premature death and disability.
- ◆ Evaluate the role of gender in health status, health research, and health training.
- ◆ Identify the leading causes of death and the lifestyle patterns associated with the reduction of risks.
- ◆ Examine how predisposing factors, beliefs, attitudes, and significant others affect your behavior changes.
- ◆ Survey behavior change techniques, and learn how to apply them to personal situations.
- ◆ Apply decision-making techniques to behavior changes


WHAT DO YOU THINK?

Tim is a 22-year-old sophomore who is 75 pounds overweight and does not like exercising. A sensitive, caring young man, he has many close friends and is a volunteer at many health-related agencies that help people in need. He likes to enjoy nature and the inner peace he derives from a walk on the beach or a quiet night by a campfire in the wilderness. He is a strong advocate for human rights, animal rights, and the preservation of the environment.

Kim is a 20-year-old first-year college student who lives off campus. She tries to eat healthful foods some of the time, feels she is about 10 pounds overweight, and walks 1 to 2 miles per day. She is shy and hasn't made many friends since coming to college. During a typical day, she goes to class, studies, watches TV, and writes letters to her high school friends and family. She likes bicycle riding, but she only finds time to get out for a short ride on weekends. She is tired much of the time and wonders why she is in school. After a checkup, her doctor says, "Everything looks good. Keep up whatever you're doing, and you should be fine."

- Do you know people who are like either of these individuals? Who do you think is the healthier? The more unhealthy? What factors may have contributed to their current behaviors? What actions could you take to help these people achieve a more balanced "healthstyle"? Where else could they go for help?

Health - to extend the quality of life!



If you and your close friends were to list the most important things in your lives, you might be surprised at the differences in the responses. Some of you would probably list family, love, financial security, significant others, and happiness. Others might also list health. Raised on a steady diet of clichés—"If you have your health, you have everything," "Be all that you can be," "Use it or lose it," "Just do it"—most of us readily acknowledge that good health is a desirable goal. But what does it really mean to be healthy? How can you "get healthy" if you aren't doing so well now? How can you maintain and enhance the good health behaviors you may already have?

This text offers fundamental information that will provide you an *Access to Health* consistent with who you are and what you want to become. Health is not an entity that is always totally within your control, but there are many changes you can make in your behavior that may significantly affect your risk factors. For those risk factors beyond your control, you must learn to react, adapt, and make optimal use of your resources to create the best situation for yourself. By making informed, rational decisions, you will be able to improve both the quality and the length of your life.

WHAT IS HEALTH?

The current definition of **health has evolved over several periods of world and American history.**

Health and Sickness: Defined by Extremes

Prior to the late 1800s, people viewed health as the opposite of sickness. A person was healthy if he or she wasn't suffering from a life-threatening infectious disease. When deadly epidemics such as bubonic plague, pneumonic plague, influenza, tuberculosis, and cholera killed millions of people, survivors were considered healthy and congratulated themselves on their good fortune. In the late 1800s and early 1900s, researchers slowly began to discover that victims of these epidemics were not simply unhealthy people. Rather, they were the victims of microorganisms found in contaminated water, air, and human wastes. Public health officials moved swiftly to sanitize the environment and, as a result, many people began to think of health as *good hygiene*. Practices such as sanitary disposal of wastes and other behaviors that promoted hygiene were the harbingers of good health. Colleges offered courses in "Health and Hygiene" or "Hygiene" that were the ancestors of the course you are in today.

Health: More than a Statistic

Once scientists began to learn about the microorganisms that cause infectious diseases, dramatic changes occurred in the sickness profile of the American public. In the early 1900s, the leading causes of death were infectious diseases such as tuberculosis, pneumonia, and influenza. The average life expectancy was only 47. Improvements in sanitation brought about dramatic changes in life expectancy; the development of vaccines and antibiotics added even