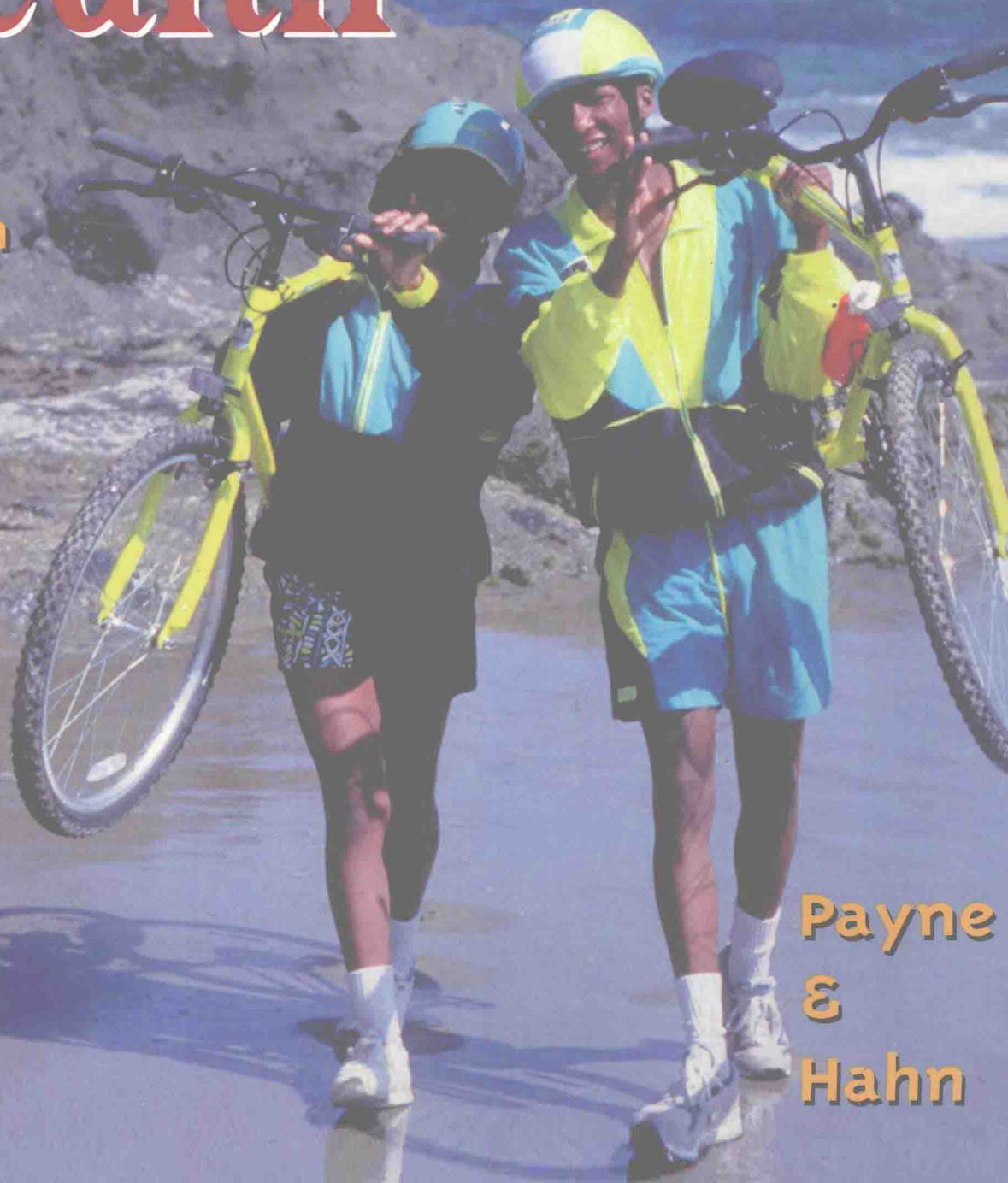


Understanding YOUR Health

fourth
edition

Payne
&
Hahn



Understanding YOUR Health

Wayne A. Payne, Ed.D. ▼ Dale B. Hahn, Ph.D.

BALL STATE UNIVERSITY, MUNCIE, INDIANA

FOURTH EDITION

Illustrated

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

Fourth Edition

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Understanding
YOUR
Health

UNDERSTANDING YOUR
HEALTH

Instructor Preface

As a personal health instructor, you already understand how important health issues are for today's college students. For the media-oriented students of the mid 1990s, however, the messages about health can be confusing. Complementing the personal health course in its potential to expand student knowledge, *Understanding Your Health* helps students clearly see how important health is to their daily lives. This is accomplished with a direct and practical approach to health behavior—an approach that is pedagogically sound and visually stimulating.

Three highly successful editions of this book have paved the way for this comprehensive and exciting fourth edition of *Understanding Your Health*. Students who use this text will be able to examine their lifestyles and attitudes pertaining to health issues and decide how they can modify their behavior to improve their overall health status and perhaps prevent or delay undesirable health conditions.

Approach

Understanding Your Health continues its unique framing of health content around two independent but related focuses: the multiple dimensions of health and the developmental tasks of college students. Only when using this text will students be able to consistently consider health information from the physical, emotional, social, intellectual, and spiritual dimensions. *Understanding Your 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
- ▼ Developing intimacy

Authorship

Understanding Your Health accomplishes this task with a carefully composed, well-documented manuscript written by two health educators who teach the personal health course to nearly 1000 students each year. We understand the teaching issues you face in the classroom on a daily basis and have written this text with your concerns in mind.

We have also been able to maintain the highest level of content integration and consistency of writing style. Reviewers clearly indicate that *Understanding Your Health* is written in a manner that conveys accuracy, clarity, and sensitivity.

Audience

This text is written for both traditional-age college students and nontraditional-age students. We have not ignored the increasing number of nontraditional students who have decided to pursue a college education. Frequently, points within the discussion concern the

lives of these nontraditional students. For example, with so many nontraditional students in college in the 1990s, it became increasingly important to add a developmental task specifically for these students. Therefore, the fourth edition of *Understanding Your Health* introduces the developmental task of “developing intimacy” in Chapter 1 and applies it at the completion of each unit. This inclusion helps make the content consistently meaningful for students beyond the traditional college-age years.

New Features In This Edition

The fourth edition of *Understanding Your Health* incorporates several new features that will appeal to your students.

New chapter on violence and safety

Unlike any other time in our nation’s history, personal safety issues represent a monumental health issue for today’s citizens. To meet the needs of students in this area, *Understanding Your Health* contains a new chapter on violence and safety. Topical coverage consists of intentional injuries (such as homicide, domestic violence, gang violence, bias and hate crimes, rape and assault), campus safety, and unintentional injuries (including residential safety, recreational safety, and automobile safety). New Chapter 19, “Violence and Safety: Coping in Today’s Society,” enables your students to think more critically about protecting their safety and helps them apply this information through numerous tips and suggestions.

Learning from all cultures

Recognizing the importance of learning information from a multicultural perspective, students are encouraged to view their health within a broader context with the addition of new boxes in every chapter titled “Learning from All Cultures.” The information in these boxes allows students to examine health-related topics from the perspectives of others from different racial or ethnic backgrounds and to recognize that the world is filled with many fascinating people whose



views and approaches to life and health may be different from those with whom they are already familiar.

Real life, real choices

The fourth edition introduces a unique and practical new feature at the beginning of every chapter: applications using real-life situations that engage students in applying the chapter content. Students may recognize family, friends, or even themselves in these scenarios. After reading the content, *Your Turn* questions at the end of the chapter relate back to these situations and ask students what choices they would make and why. This feature provides another “hands on” method that positively affects students’ attitudes and behaviors toward health.

Healthy people 2000 objectives

Healthy People 2000 is the government document that outlines 300 health objectives for the nation to achieve by the year 2000. Each chapter in this new edition begins with approximately five objectives that relate to that chapter’s content. Awareness of these objectives will enable students to become part of the national push to achieve better health.

Design

We know how important it is to visually “grab” the student’s attention. With its dynamic and exciting design, your students will enjoy looking through this text as well as reading it. The fourth edition now includes a double-column format and provides boxed definitions and helpful pronunciation guides for selected terms.

In addition, the artwork is drawn with a three-dimensional appearance that both enhances the learning process and provides a visually appealing presentation.

Photographs have been selected to convey current health issues and to show a wide diversity of people.

Current issues and topics

In addition to updating information that appeared in the third edition of *Understanding Your Health* (for example, HIV infection and AIDS, cancer, heart disease, drug information, and contraceptives), we have added more than 50 new topics. Some of these topics include:

Chapter 1

- ▼ The concept of health empowerment
- ▼ Developing intimacy for midlife adults

Chapter 2

- ▼ Shyness
- ▼ Expanded discussion of spiritual development

Chapter 3

- ▼ Time management and tips for reducing test anxiety
- ▼ Cultural conflict as a basis for stress
- ▼ The concept of “hardiness”

Chapter 4

- ▼ Steroid “stacking”
- ▼ Static vs. ballistic stretching
- ▼ Power nap

Chapter 5

- ▼ Vitamin supplementation and antioxidants
- ▼ Food technology

Chapter 6

- ▼ Obesity related health conditions
- ▼ Life-time control of weight and body composition
- ▼ FTC restraint against weight loss claims

Chapter 7

- ▼ Updated data about college students’ drug use
- ▼ Addictive behaviors
- ▼ Smart drinks and raves
- ▼ Cocaine-related hospital episodes

Chapter 8

- ▼ Zero tolerance laws
- ▼ Binge drinking
- ▼ Ice beer
- ▼ New definition of alcoholism
- ▼ 12-step and secular recovery programs

Chapter 9

- ▼ Transdermal nicotine patches
- ▼ Joe Camel

- ▼ Smoking as self-medication
- ▼ Chippers

Chapter 10

- ▼ Women and heart disease
- ▼ Alcohol and heart disease
- ▼ Physical inactivity as a risk factor
- ▼ Excimer laser use on clogged arteries

Chapter 11

- ▼ PSA test
- ▼ Breast implants

Chapter 12

- ▼ HIV in the health care setting
- ▼ Hantavirus pulmonary syndrome
- ▼ Pneumonia, mumps, tuberculosis

Chapter 14

- ▼ Homosexuals in the military

Chapter 15

- ▼ Depo-Provera injectable progesterone
- ▼ Updated information on the female condom

- ▼ President Clinton’s executive orders regarding abortion
- ▼ Updated contraceptive effectiveness chart

Chapter 16

- ▼ Updated section on pregnancy tests
- ▼ HIV and breastfeeding caution
- ▼ Revised success rates for IVF-ET and GIFT

Chapter 17

- ▼ Animal and human research in drug development

Chapter 18

- ▼ Off-road vehicle engine pollution
- ▼ Electromagnetic radiation concerns
- ▼ Wetlands destruction
- ▼ Selecting sunglasses

Chapter 20

- ▼ Hip replacement
- ▼ The elderly driver

Chapter 21

- ▼ New generic living will
- ▼ Updated funeral costs

Successful Features

Along with our new features, *Understanding Your Health* presents a number of existing unique features that enhance student learning:

Two central themes

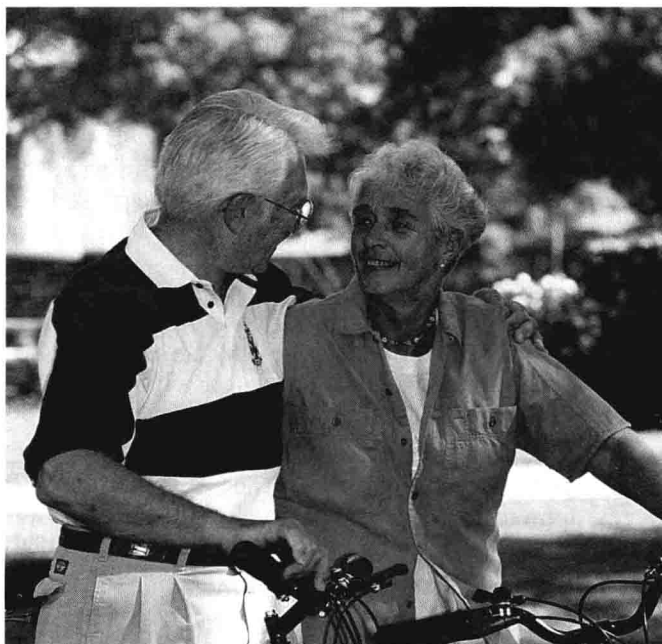
As mentioned earlier, two central themes (the multiple dimensions of health and the developmental tasks of college students) are woven throughout this text. Each unit of *Understanding Your Health* starts with a one-page discussion of how the five dimensions of health are related to the information in the unit. Each unit ends with a one-page description of how the unit’s information may help students achieve their developmental tasks.

Health action guides

These unique boxes provide health behavior strategies or guidelines that students can use to improve their own health habits. These guidelines enliven the text material in every chapter to make the content especially applicable to students.

Flexibility of chapter organization

The fourth edition of *Understanding Your Health* has 21 chapters organized into 7 units. The first chapter stands





alone as an introductory chapter that explains the focus of the book. This arrangement of the chapters and units follows the recommendations of both the users of earlier editions of *Understanding Your Health* and the reviewers for this edition. Of course, individual professors can choose to arrange the chapters in any order that suits the needs of their own courses.

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

In addition to the new pedagogical features previously discussed, the fourth edition of *Understanding Your Health* incorporates a variety of proven learning aids that enhance student understanding. Each box or feature is easily identified by a particular design element or symbol.

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

Personal assessment inventories. Each chapter contains at least one personal assessment inventory, starting with a comprehensive inventory (“A Personal Profile: Evaluating Your Health”) in Chapter 1. These inventories serve three important functions: they capture the attention of the student, they serve as a basis for introspection and behavior change, and they provide suggestions to carry the applications further.

Definition boxes. Key terms important to the student’s understanding and application of the material are in boldface type and are defined in corresponding boxes. Pronunciation guides are provided where appropriate.

Other significant terms in the text are in italics for added emphasis. Both approaches facilitate student vocabulary comprehension.

Chapter summaries. To help the student pull the chapter material together, each chapter concludes with a bulleted 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 provided after each chapter for review and analysis of the material presented.

Think about this. . . This feature poses questions that encourage students to apply what they have learned in the chapter to determine appropriate solutions.

Your turn. Follow-up questions that correspond with the *Real Life Real Choices* scenarios at the beginning of each chapter ask students to explore how they would resolve the identified problem based on their understanding of the chapter content. These questions also promote classroom discussion.

Documentation. We believe that it is critical both for instructors and for students to be convinced that the material presented in the textbook is scientifically accurate, fully documented, and as up-to-date as possible. *Understanding Your Health* provides this kind of solid documentation by fully referencing the information at the end of each chapter.

Suggested readings. Because some students desire further reading in a particular area of interest or research, *Understanding Your Health* provides 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.

Appendixes. *Understanding Your 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.** This Appendix outlines first aid procedures to follow for injury situations.
- ▼ **A look at Canadian health.** Statistical information pertinent to the health of Canadians is presented. These statistics include information about a variety of health-related topics.
- ▼ **Mental disorders.** Categories of mental disorders and therapeutic approaches are outlined.
- ▼ **Body systems.** The anatomical systems of the human body have also been prepared with a three-dimensional appearance to highlight more difficult concepts.

Comprehensive glossary. At the end of the text, all terms defined in the boxes, as well as pertinent italicized terms, are merged into a comprehensive glossary. This glossary improves the overall usefulness of the text.

Ancillaries

An extensive ancillary package is available to adopters to enhance the teaching-learning process. We 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 that enhances the 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.

Instructor's manual and test bank

Prepared by Nancy Geha, Ed.D., 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, activities for nontraditional students and special populations, current media resources including software,

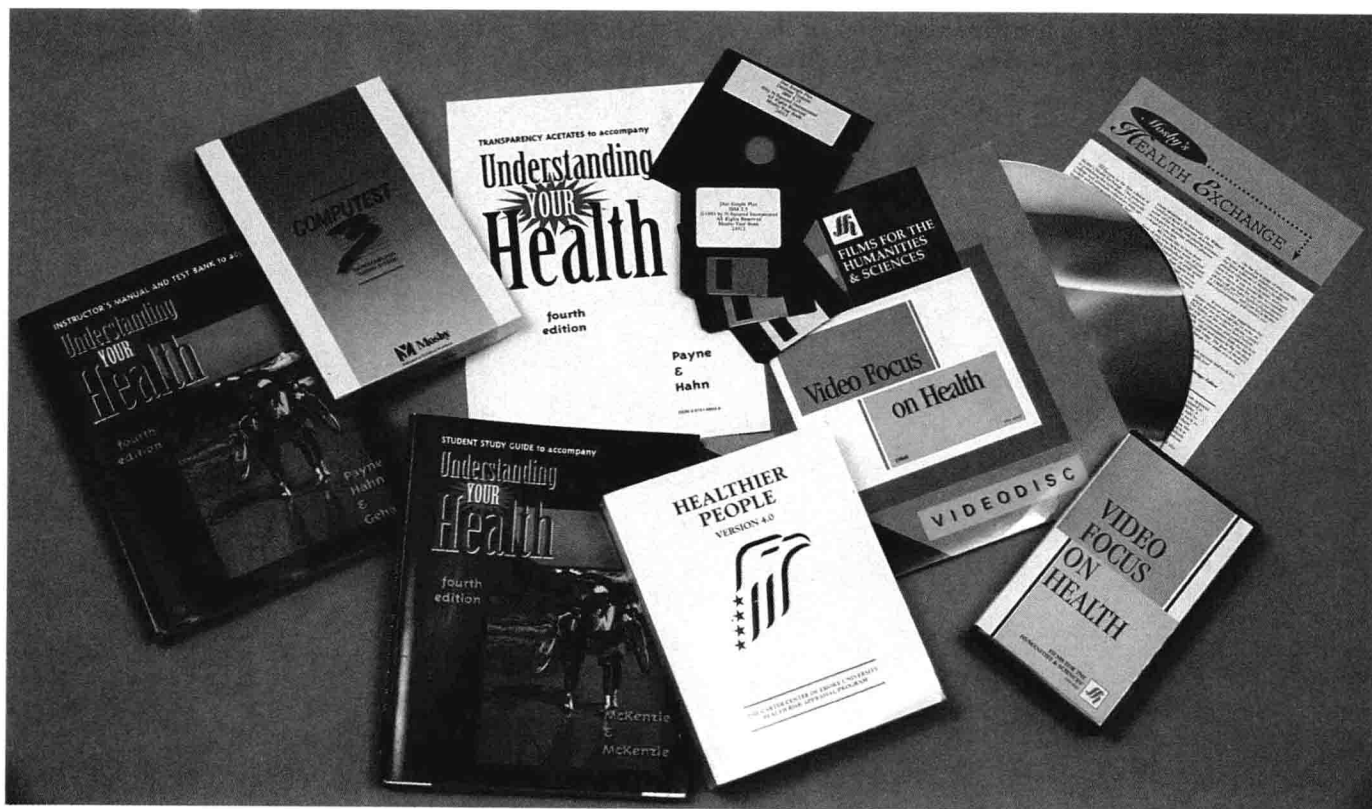
and 65 full-page transparency masters of helpful illustrations and charts. The Test Bank contains multiple choice, true/false, matching, and essay test questions. The manual is perforated and three-hole punched for convenience of use. The Instructor's Manual is also available for use on IBM and Macintosh computers.

Student study guide

For the fourth edition, the Student Study Guide was prepared by James F. McKenzie, Ph.D., M.P.H., and Bonita L. McKenzie, M.Ed., both of Ball State University. With an emphasis on test preparation, the comprehensive manual includes content and vocabulary reviews, self-quizzes, and flashcards to provide students with more self-testing questions. Your students will be better prepared for examinations after working through self-tests and exercises that reinforce content knowledge.

Computerized test bank

This software provides a unique combination of user-friendly aids that enables the instructor to select, edit, delete, or add questions, as well as construct and print tests and answer keys. The Computerized Test Bank package is available to qualified adopters of the text for the IBM and Macintosh microcomputers.



Overhead transparency acetates

Important illustrations and graphics are available as acetate transparencies. Attractively designed in full-color, these useful tools facilitate learning and classroom discussion. They were chosen specifically to help explain difficult concepts. This package is available to qualified adopters of the text.

Mosby's Health Exchange

This new newsletter provides instructors with the latest information concerning "hot" health topics to supplement their Mosby health, fitness, sexuality, drugs, and wellness books. Published twice a year, the newsletter covers numerous health and wellness areas. In addition to being a useful resource for instructors, each edition will include a pullout center section with information designed for student use.

Personal assessment software

For an additional charge, your students can also receive the 26 Personal Assessments from the text on an IBM 3.5 or 5.25 disk; free to adopters.

Videodisc

Approximately 60 minutes in total, this visual presentation enhances classroom discussion with numerous film clips on health issues facing students today. The videodisc is also available in videotape (VHS) format to qualified adopters.

Mosby Diet Simple

This program calculates nutritive analyses of single foods or combinations of foods that may be classified



as recipes, meals, menus, or complete diets. Analyses include weight and percent of RDAs according to age and sex for 32 nutrients. The Client Activity Profile portion of the program allows one to calculate energy expenditures, excesses, and deficits. (Available to qualified adopters.)

Healthier People version 4.0 software

This software is a state-of-the-art health risk appraisal program that provides Participant Reports highlighting health risks affecting life expectancy and pinpoints risks an individual can control. (Available to qualified adopters.)

Acknowledgments

REVIEWERS

Our goal throughout this project has been to provide the most accurate, up-to-date, and useful personal health text available. We have constantly called on the expert assistance of many noted colleagues in health

research and instruction. Their contributions are present in every chapter of this text. We would like to express our sincere appreciation for their valuable insight and critical and comparative readings.

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We also wish to acknowledge the contributions of Bonnie McKenzie. Bonnie played a key role in the development of the new multicultural information boxes. We appreciate her research and writing efforts in this important area.

A note of thanks must also be given to Hanover College, Hanover, Indiana, and to Gary Rice for selected photographs used in this edition of the text.

A variety of dedicated people at Mosby deserve thanks. Among them are Publisher, Jim Smith, for his

vision that this book will continue to be a major success; our Acquisitions Editor, Vicki Malinee, whose direction and guidance have been welcomed; and Senior 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 *Understanding Your Health* well organized and visually appealing for today's college students. Linda McKinley's leadership as the Project Manager was superb.

Special kudos go out to Gail Brower and Elizabeth Fett. As Senior Production Editor, Gail made certain every manuscript detail was clear and every deadline was met. As our Senior Designer, Elizabeth created an exciting and inviting appearance for this book.

Finally, we would like to thank our families for the continued support and love they have given us. More than anyone else, these people know the energy and dedication it takes to write and revise textbooks. To them we offer our sincere admiration and loving appreciation. Thanks a lot !

Wayne A. Payne
Dale B. Hahn

Student Preface

We're not all the same . . . Because we all have different health needs, *Understanding Your Health* addresses today's relevant health issues to help you make informed decisions that will positively affect your attitudes and behaviors toward your own health. Our goal is to help you improve your overall health, and even to delay and avoid possible adverse conditions, through an exciting and lively presentation.

Features

We have included the following helpful features in *Understanding Your Health*:

- ▼ **Current Topics.** We address those health issues likely to have the greatest impact on the health of today's college students: from managing test anxiety to your cholesterol intake; from using drugs to passive smoking; and from the latest information on AIDS, contraception, and abortion to suggestions for personal and home safety.
- ▼ **Personal Assessments.** *Understanding Your Health* includes Personal Assessments that conclude with recommendations to help you apply the chapter content to your own lifestyle.
- ▼ **Full-color Presentation.** The use of full-color throughout *Understanding Your Health* provides a

presentation that is both instructional and visually exciting.

Pedagogy

Understanding Your Health includes tools called *pedagogy* to help you learn. The next pages graphically illustrate how to use these study aids to your advantage.

Ancillaries

- ▼ **Student Study Guide.** A Student Study Guide is available that includes self-quizzes and flashcards to help you prepare for classroom examinations.
- ▼ **Mosby Diet Simple.** Your instructor may request that you purchase this software to help you determine your daily nutritional habits.
- ▼ **Personal Assessment Software.** The 26 Personal Assessment activities from the text are also available on software to help you evaluate your own health behaviors, and determine where improvement is needed.
- ▼ **Diet Analysis Quick Reference.** This pocket-size quick reference is a handy nutrition evaluation tool which is available free with every *new* purchase of this text.



19

Violence and Safety

Coping in Today's Society

As recently as 15 years ago, the suspicious disappearance of a school-age child or the death of a bystander during a drive-by shooting was virtually unheard of. In the mid-1990s, violent crimes are committed so frequently in the U.S. that they rarely make front page headlines. However, in June of 1994, the brutal deaths of Nicole Brown Simpson (former wife of football Hall of Famer O.J. Simpson) and her friend put one form of violence—domestic violence—back on the front page. Domestic violence directed at women and children seems to be increasing, and many persons fear being a random victim of a homicide, robbery, or carjacking. Law enforcement officials contend that gang activities and hard core drug involvement are major factors that have increased violent behavior in our society.

Chapter opens feature overviews and objectives.

A new chapter on *Violence and Safety* provides a complete discussion of this crucial topic.



VIOLENCE AND SAFETY

The following objectives will be covered in this chapter:

- ▼ Reduce homicides to no more than 7.2 per 100,000 people. (Age-adjusted baseline: 8.5 per 100,000 in 1987; p. 278.)
- ▼ Reduce physical abuse directed at women by male partners to no more than 3,000 couples (Baseline: 30 per 1000 in 1985; p. 233.)
- ▼ Reduce assault injuries among people age 12 and older to no more than 10 per 1000 people. (Baseline: 11.1 per 1000 in 1986; p. 233.)
- ▼ Reverse to less than 25.2 per 1000 children the rising incidence of maltreatment of children younger than age 18. (Baseline: 25.2 per 1000 in 1986; p. 232.)

HEALTHY PEOPLE 2000 OBJECTIVES

Health ACTION Guide

Preventing a Carjacking

In the past 5 years a new form of violence has reached the streets of America. This crime is popularly called carjacking. Unlike auto theft, in which a car thief attempts to steal an unattended parked car, carjacking still behind the wheel. Most carjacking attempts begin when a driver is stopped at an intersection, usually at a traffic light. A carjacker will approach the driver and force him or her to give up the car. Resisting an armed carjacker can be extremely dangerous. Law enforcement officials offer the following tips to prevent carjacking.

- ▼ Drive only on well-lit and well-traveled streets, if possible.
- ▼ Always keep your doors locked when driving your car.
- ▼ Observe traffic that may be following you. If you think that something suspicious is happening, try to locate a police officer or a busy, populated area to seek help.
- ▼ If someone approaches your car and you cannot safely drive away, roll the window down only slightly and leave the car running and in gear. If the situation turns bad, use your wits and quickly flee the scene, either in the car or on foot. Remember, your life is worth more than your car.
- ▼ If another car taps the rear of your car (a common carjacking maneuver to get you to exit your car) and you feel uncomfortable about getting out of your car, tell the other driver that you are driving to the police station to complete the accident report.

Bias and Hate Crime

One sad aspect of any society is how some segments of the majority treat certain people in the minority. Nowhere is this more violently pronounced than in bias and hate crimes. These crimes are directed at persons or groups of persons solely because of their ethnic, religious, or other difference attributed to them. Victims are often verbally and physically attacked, their homes are spray painted with various slurs, and many are forced to move from one neighborhood or community to another. Typically, the offenders in bias or hate crimes are fringe elements of the larger society who believe that the presence of someone with a racial, ethnic, or religious difference is inherently bad for the community, state, or country. Examples of groups commonly known to commit bias and hate crimes in the U.S. are white supremacists, skinheads, and the Ku Klux Klan. Increasingly, state and federal laws have been enacted to make bias and hate crimes serious offenses. With a small but growing presence of neo-Nazi groups in Europe and clear evidence of so-called ethnic cleansing taking place in Bosnia, Serbia, Croatia and the former Soviet Union, bias and hate crimes are a worldwide problem. It is hoped that the recent push on college campuses to promote multicultural education, as well as the celebration of diversity, will make today's generation of college graduates well aware of the importance of tolerance and inclusion, rather than bigotry and exclusion.

Stalking

In recent years, the crime of stalking has received considerable attention. Stalking refers to an assailant's planned efforts at pursuing an intended victim. Most

stalkers are males. (One notable exception is the convicted female stalker of talk show host David Letterman.) Many of these stalkers are excessively possessive or jealous and pursue persons with whom they have had a former relationship. Some stalkers pursue people with whom they have had only an imaginary relationship.

Some stalkers have served time in prison and have waited years to "get back" at their victims. In some cases stalkers go to great lengths to locate their intended victims and frequently know how to locate their whereabouts. Although not all stalkers plan to batter or kill their victims, their presence and potential for violence are enough to create an extremely frightening environment for the intended victim and her family.

Fortunately, since 1990 virtually all states have enacted or tightened their laws related to stalking and have created stiff penalties for those who do stalk. In many areas, the criminal justice system is proactive in letting possible victims of stalking know, for example, when a particular inmate is going to be released. In other areas, citizens are banded together to provide support and protection for persons who may be victims of stalkers.

If you think you or someone you know is being stalked, contact the police (or local crisis intervention hotline number) to report your case and use their guidance. You can sense that you are a potential stalking victim either through the unusual behavior of a past relationship or through the circumstances of a past someone who seems irrationally jealous of you or overly obsessed with you. Report a person who continues to pester you with phone calls, written notes or letters, or unwanted gifts. Report people who make

