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Concepts of Fitness and Wellness

A COMPREHENSIVE LIFESTYLE APPROACH

Third
EDITION



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CONCEPTS OF FITNESS AND WELLNESS: A COMPREHENSIVE LIFESTYLE APPROACH, THIRD EDITION

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Preface for the Instructor

Meeting the Challenges of the New Millennium

The publication of this third edition, *Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach*, occurs in the year 2000, the beginning of the new millennium. With the challenges of the new millennium, we feel the addition of a new author, Greg Welk of The Cooper Institute for Aerobics Research, will continue our tradition of excellence in writing and research. As the new subtitle implies, the focus of the third edition is on lifestyle changes that help prevent disease and, more importantly, promote good fitness and wellness. This focus on lifestyle change is consistent with national health goals for the year 2010, which emphasize taking control of personal behaviors as part of permanent lifestyle change. The new focus for the new millennium is a “process” rather than the “product.”

As we pioneered the development of fitness and wellness classes over 30 years ago, we focused on trying to get people fit and well. To be sure, fitness is an important product, as is wellness, another product of healthy lifestyle change. But scientific advances have shown that health, fitness, and wellness (all products) are not things you can “do” to people. You have to help them help themselves. Educating them and giving them the self-management skills that help them adopt healthy lifestyles can do this.

The focus of the new millennium is on the *process*. Healthy lifestyles, or what a person does, rather than what a person can do, constitute process. If a person does the process (i.e., adopting a healthy lifestyle), positive changes will occur to the extent that change is possible for that specific person. As noted in the first concept of the book, lifestyles are the most important factors, influencing health, fitness, and wellness. Healthy lifestyles (the processes) are also within a person’s individual control. *Any person* can benefit from lifestyle change, and any person can change a lifestyle. These lifestyle changes will make a difference in health, fitness, and wellness for all people.

The emphasis on lifestyle change in the third edition is consistent with the focus of national health objectives for the new millennium. Though the principal national health goals are to increase years and quality of life (products) for all people, the methods of accomplishing these goals focus

on changing lifestyles. As we move into the new century, we must adopt a new way of thinking to help all people change their lifestyles to health, fitness, and wellness.

New Features of this Edition

The HELP Philosophy

The “new way of thinking” for the new millennium is based on the HELP philosophy, which is outlined and emphasized in the text. **H** is for *health*. Health and its positive component—wellness—are central to the philosophy. Health, fitness, and wellness are for all people. **E** is for *everyone*. **L** is for *lifetime lifestyle* change, and **P** is for *personal*. The goal is to HELP all people to make personal lifetime lifestyle changes that promote health, fitness, and wellness.

The book adheres to this HELP philosophy. To assure that it is useful to everyone, we include discussions to adapt healthy lifestyles based on personal needs. Separate sections are *not* included for specific groups such as older people, women, ethnic groups, or those with special needs. Rather, we focus on healthy lifestyles *for all people* throughout the book.

Meeting Higher-Order Objectives

The “new way of thinking” based on the HELP philosophy suggests that each person must make decisions about healthy lifetime lifestyles if the goals of longevity and quality of life are to be achieved. What one person chooses may be quite different from what another chooses. Accordingly, our goal in preparing the third edition is to help readers to become good problem solvers and decision makers. Rather than focusing on telling them what to do, we offer information to help readers make informed choices about lifestyles. The stairway to lifetime fitness and wellness that we present helps readers understand the importance of “higher-order objectives” devoted to problem solving and decision making.

Strategies for Action

You will notice a new system of organization as well as many other new features in this edition. These changes are designed to put the HELP philosophy and higher-order

objectives into action. The changes are also designed to increase the educational effectiveness of the book. At the end of each concept, *strategies for action* are provided. These are suggestions for putting content into action. Many of these strategies require readers to perform or practice self-assessment or other self-management techniques.

Organization

Consistent with the focus on process or lifestyle change, the table of contents has changed to sequentially study healthy lifestyles. The concepts are rearranged in several ways. First, the focus is on lifestyles rather than fitness. The physical activity concepts are organized sequentially around the physical activity pyramid. Nutrition and stress management are two additional priority healthy lifestyles that follow. A section on time management is added to one of the two stress concepts, which both have expanded coverage. Second, the concepts on planning are moved up to help students begin the planning process early. Third, the concept on body composition has been placed with nutrition after the physical activity concepts. This is done at the request of several reviewers. Finally, a new concept on performance is added. While the focus of the book is on lifestyle changes for health, fitness, and wellness, there are people who are especially interested in high-level performance. The new concept provides information for these people.

Activity Features with Activity Labs

Each of the exercises described in the book is now contained in new activity features using the new magazine format. This format allows students to get immediately involved in activity and to keep activity logs using the newly designed labs. New “Basic 8” tables feature many new and easy to use exercises.

Web Icons

As we begin the new millennium, it is appropriate that students be provided with state-of-the-art technology to promote educational effectiveness. The web icons are unique to this book. It allows learners to locate (at point of use) additional pictures, tables, and figures that illustrate concepts presented in the book. Web addresses to supplemental resource materials such as a self-study guide, sample exam questions, and definitions of terms, as well as other enrichment materials, are also provided on the Online Learning Center.

Redesigned and Expanded Labs

There are many new labs in this third edition. Some of these labs were created based on recommendations of

users. They are designed to get users involved in practicing self-management skills that will promote healthy lifestyle change. The labs are in a new attractive and educationally effective format. They are easy to find and easy to use. In many cases, lab resource materials that aid the student in performing lab activities precede them. These resources are retained in the book even when the labs are torn out. This allows future use of such materials as fitness self-assessments. The physical activity labs are designed to get people active early in the course and ultimately to allow each user to plan his or her own personal activity program.

Focus on Self-Management Skills

The educational effectiveness of a book depends on more than just presenting information. If lifestyle changes are to be implemented, there must be opportunities to learn how to make these changes. Research suggests that learning self-management skills is important to lifestyle change. A new expanded section is included early in the book, and additional discussions of how to practice and implement these skills are included throughout the book.

Health Goals for the Year 2010

The health goals are based on the revised health goals for the new millennium (Health Goals for the Year 2010). These goals are provided at the beginning of each concept to help readers relate content to goals.

Magazine Format

The attractive format supports student reading and studying with a more appealing look in a new magazine format. This format has been shown to be educationally effective.

Student User's Guide

This new guide follows the Preface to the Instructor, and it is designed to help students use the book more effectively. Instructors are encouraged to urge students to read this section prior to using the book.

Terms at Point-of-Use

It greatly pleased us that the *Surgeon General's Report on Physical Activity and Health* adopted our physical fitness definitions in their report. Just as we have led the way in defining fitness, we now include state-of-the-art definitions related to wellness and quality of life. These—and all other definitions—are now included at the first point-of-use to make them easier to locate.

Continued Use of Conceptual Format

We use concepts rather than chapters, and each concept contains factual statements that follow concise informational paragraphs. This tried-and-true method has proven to be educationally sound and well received by students and instructors.

Pedagogical Aids

Suggested Readings

Because students want to know more about a particular topic, a list of readings is given at the end of each chapter. Most suggested readings are readily available at bookstores or public libraries.

Appendixes

Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach, third edition, includes five appendixes that are valuable resources for the student. The metric conversion chart, metric conversions of selected charts and tables. Caloric guide to common foods, calories of protein, carbohydrates, and fats in food, and the Canadian food guide are included for your use.

Ancillaries

A Note for Instructors

As with past editions, you will see that we have updated this edition with the most recent scientific information. As noted earlier, we have changed the organization, and we have included many new labs that require learners to participate in healthy lifestyles. We have designed experiences to promote higher-order thinking. There is another consideration we think to be important. As usual, we have worked to keep the price of the book low. We have eliminated section pages, reduced the number of concepts, and reduced duplication to achieve this goal.

As always with our *Concepts* books, an extensive list of ancillary materials is available to help you provide the most effective instruction. Brief descriptions of these materials follow.

Instructor's Resource Materials

Instructor's Manual (IM)

The Instructor's Manual contains all new lesson plans, as well as lab plans, suggestions for grading, audiovisual resources, sources of equipment, objectives, and discussion questions.

Microtest III

A completely revised version of our computerized testing software is available with the new editions of *Concepts*. This test bank 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 for IBM Windows and Macintosh computers.

Course Organizer

In order to put it all together, we offer this special course-planning binder, which conveniently organizes all the ancillary package items with tabbed dividers.

Visual Resources

PowerPoint Presentation Program. With the publication of the third edition, we continue to provide PowerPoint slide presentations for instructor use. This is also available as a gratis downloadable ancillary on the Concepts book-specific web site. www.mhhe.com/hper/physed/clw.

Instructional Videos

Video 1: Introduction to Physical Fitness. This video includes a statement of fitness philosophy, a look at important fitness objectives, including the Stairway to Lifetime Fitness, and a description of the fitness tests included in the *Concepts* books. Test descriptions include estimated 1 RM for strength, the trunk rotation test for flexibility, and the curl-up test for muscular endurance. Other fitness test descriptions are newly described. This video may be viewed by instructors or shown to students to help them understand the various tests. It has been proven popular with both students and instructors. The HELP philosophy is part of the flow of the video presentation of concepts.

Video 2: Introduction to Wellness. This second instructional video defines wellness and puts wellness, health, and fitness in perspective for both students and instructors. The video helps establish common ground for the study of wellness. This proven video has helped provide the basic foundation for the study of wellness that is needed by many students.

The Lifetime Fitness Concepts Course Video Series

This is a series of fifteen 28-minute video programs designed to provide basic conceptual physical fitness information to young adults. When used in conjunction with either of the *Concepts* textbooks on fitness and wellness, the

videos help interested students learn how to do self-tests of fitness and wellness, plan effective lifetime fitness and wellness programs, and learn concepts that will make them better fitness and wellness decision makers, problem solvers, and informed consumers.

McGraw-Hill Fitness and Wellness Transparencies

Illustrations and graphics are available as transparency acetates. Attractively printed in full color, these useful tools facilitate learning and classroom discussion. They were chosen specifically to help explain complex concepts.

Concepts Transparencies

Fifty four-color acetate transparencies illustrate anatomical and physiological concepts, and help instructors to describe the scientific concepts of physical fitness and health-related fitness.

Student Self-Assessment Materials

Fitness/Wellness Profile Diskette. This proven computer diskette includes several valuable fitness and wellness program applications that will enhance student learning. Included are a fitness evaluation profile as well as the target heart rate, heart disease risk, and nutrition and stress programs, which have proven to be effective in the past. The fitness profile allows students to enter fitness test results and receive ratings on a “learn as you go” basis. Ratings and test results can be displayed on the computer screen or printed on paper. This profile is excellent for use in program planning.

The Fitness Analyst Software. This software is designed to provide comprehensive support for health and fitness appraisal, prescription, and performance tracking. It is ideally suited to provide student/client appraisal data, generate exercise prescription, track performance data, and create well-designed and informative charts and reports. Five disks for Standard Edition and six disks for the Master Edition runs on IBM and compatibles and in Windows-based platforms.

Fitsolve II Software. Fitsolve is educational software designed to facilitate the teaching of high-order physical fitness objectives such as self-evaluation, diagnosis, and problem-solving skills, which in turn enable the achievement of fitness independence, and a state of self-sufficiency in which individuals can design and implement their own fitness programs.

Mosby's NutriTrac Software. Available for Windows and Macintosh computers, this nutrient-analysis software allows you and your students to analyze diets easily, using an icon-based interface and on-screen help features. Foods for breakfast, lunch, dinner, and snacks may be selected from more than 2,250 items in the database. Records may be kept for any number of days. The program can provide intake analyses for individual foods, meals, days, or for an entire intake period. Intake analyses can compare nutrient values to RDA or RNI values and to the USDA food guide pyramid and provide breakdowns of fat and calorie sources.

Testwell by the National Wellness Institute. This is a self-scoring, pencil-and-paper wellness assessment booklet developed by the National Wellness Institute in Stevens Point, Wisconsin, and distributed exclusively by McGraw-Hill Publishers. It adds flexibility to any personal health or wellness course by allowing adopters to offer pre- and postassessments at the beginning, end, or anytime during the course.

Internet Resources

Book-Specific Web Site. This is a special ancillary that allows instructors and students to get book-specific resources on the Web. Instructors and students can access the Online Learning Center to find online quizzes, interactive key terms, hot-off-the-press articles, and web links. The instructor using the book will have access to these downloadable ancillaries and much more. The web icons in the book indicate the location of web materials related to specific information present at that point of use.

Interactive CD-ROMs

HealthQuest CD-ROM. *HealthQuest* is designed to help students explore the behavioral aspects of personal health and wellness through a state-of-the-art interactive CD-ROM. Your students will be able to assess their current health and wellness status, determine their health risks, and explore options and make decisions to improve the behaviors that impact their health.

Interactive Personal Trainer CD-ROM. The Interactive Personal Trainer CD-ROM provides users with a variety of features. First, self-assessments for all parts of health-related fitness are provided. Still pictures and QuickTime movies illustrate the assessments, and written statements describe each one. Second, a fitness profile allows users to input assessment results to get a rating profile. In many cases (e.g., skinfolds), calculations are

made automatically. Third, physical activities and exercises are provided for each part of fitness and for care of the back and good posture. Users can select exercises for any part of fitness or for different body parts and get descriptions, still pictures and real-time videos of each. Finally, pictures and descriptions of risky exercises are provided followed by descriptions and real-time movies of appropriate alternatives. The CD-ROM is available in either Windows or Mac versions. Instructors may encourage use on a computer accessible to students.

Print Publications

UC Berkeley Wellness Letter. This highly regarded health-related newsletter keeps you informed of the latest developments in the health and wellness field.

The AIDS Booklet, sixth edition, by Frank Cox. This booklet provides current and accurate facts about AIDS and HIV: what it is, how the disease is transmitted, its prevalence among various population groups, symptoms of HIV infection, strategies for prevention, etc. Also included are various legal, social, medical, and ethical issues related to HIV and AIDS. Updated semiannually, this short booklet makes HIV and AIDS understandable to your students and insures that they get the most current information possible on HIV and AIDS.

Acknowledgments

It is only fitting as we enter the new millennium that we acknowledge those people who have contributed to the development of this book over its 30+ year history. For this edition an exceptionally large number of people contributed reviews and comments. At the risk of inadvertently failing to mention someone, we want to acknowledge the following people for their role in the development of this book.

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Preface for the Student

This book is designed to help you—the reader—adopt behaviors that lead to lifelong fitness, health, and wellness. The focus on lifetime behaviors (lifestyle change) is consistent with national health goals for the new millennium (the year 2010).

First, you are given a brief introduction to lifestyles for health, wellness, and fitness. Information is then presented to advise you about the fundamental principles and health benefits of physical activity. A variety of self-management skills are discussed and opportunities to practice these skills are provided in laboratory activities. You are also provided with information concerning nutrition and body composition, stress management, and other healthy lifestyles. The emphasis is on making informed choices about active healthy living.

Before you begin reading this book, it is important that you become familiar with its special features, each of which is designed to help you use the book more effectively.

Features

Concept Statement. Chapters in the book are referred to as concepts. Each concept begins with a title and a conceptual statement that characterizes the nature of the material. Be sure to read the statement prior to reading the content of the concept.

Health Goals. The health goals that appear on the second page of each concept (green box) are adapted from the national health goals (*Healthy People 2010*). These health goals help the reader understand how the content of each concept relates to meeting national health objectives. They are meant to be realistic goals that can be accomplished by the year 2010. A more complete description of the health goals is included at the beginning of Concept 1.

Concept Introduction. After the health goals, an introduction to each concept is provided. This expands on the concept statement and is designed to set the stage for the materials that follow.

Fact Statements. Each concept includes “fact statements” followed by a discussion that expands on the fact statement. Fact statements are important points that are highlighted as much as you might emphasize material with a highlighter in other books. We have done this for you.

Definitions of Terms. As you read, you will come across terms that are **bold**. All terms in bold are defined in a light-blue definition box on the right page. Look for this box when you see a bold-faced term.



Web Icons. As you read, you will come across icons to indicate that materials are available on the Web to supplement the content described in the book. Look for the icon in the book. To access the information, type the web address, URL. Then select the appropriate concept number, and the column (1 or 2) of the icon.

Exercise Features. In many of the concepts on physical activity, exercise features are included on specially tabbed pages. You can look at the side of the book and easily locate the dark-blue tabs. The featured exercises are ones you can incorporate into your personal plan and record on an activity log.

Strategies for Action. Toward the end of each concept you will find strategies for action, which provide a basis for action. You can find information about self-management skills that enhance adherence to healthy lifestyles. In many cases, the strategies refer you to labs that allow you to perform activities or refer you to informational sources that lend you to lifestyle changes.

Web Review. At the end of each concept, you will find Web Review section. These sites link you to study questions, sample test questions, supplemental pictures and tables, and the definitions of terms. You may get information about access to the Web at www.mhhe.com/hper/physed/clw/student.

Suggested Readings. Suggested readings are at the end of each concept. These readings are not original research articles but rather review articles that give easy-to-read, scientifically sound, information on topics covered in the concept. The research articles that document concept content are included in the reference list at the end of the book and in a supplementary list in Web Review.

Lab Resource Materials. Lab resource materials are special materials and information that you will need to complete the various lab activities in the book. They are on the yellow pages with dark red tabs that precede the labs. Unlike labs, lab resource materials are *not* meant to be torn from the book. You can re-use these if you removed the lab report pages from the book. Not all concepts contain lab resource materials.

Tear-Out Labs. The tear-out labs are located at the end of each concept. The page is bright yellow with a blue tab. Read the Purpose and Procedures sections carefully before entering data or answering questions. In many cases, the labs are self-explanatory, though some require lab resource materials. Some labs may require use of information from the appendix.

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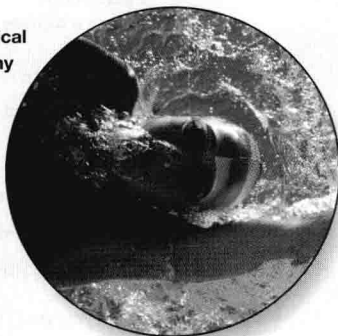
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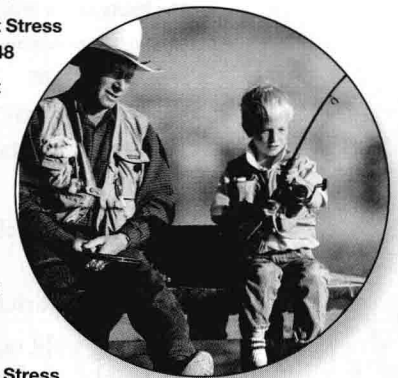
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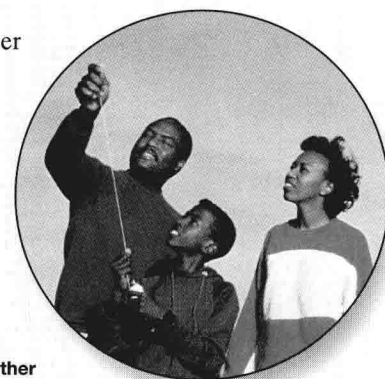
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