

JAMES E. LEONE



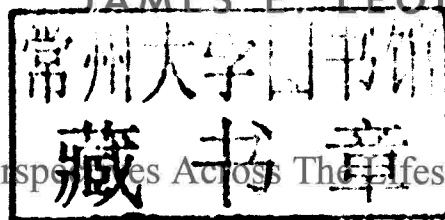
# CONCEPTS IN MALE HEALTH

PERSPECTIVES ACROSS  
THE LIFESPAN

# Concepts in Male Health

Perspectives Across the Lifespan

JAMES E. LEONE



Concepts in Male Health: Perspectives Across The Lifespan

男性终身健康理念



American  
Association for  
**Health Education**



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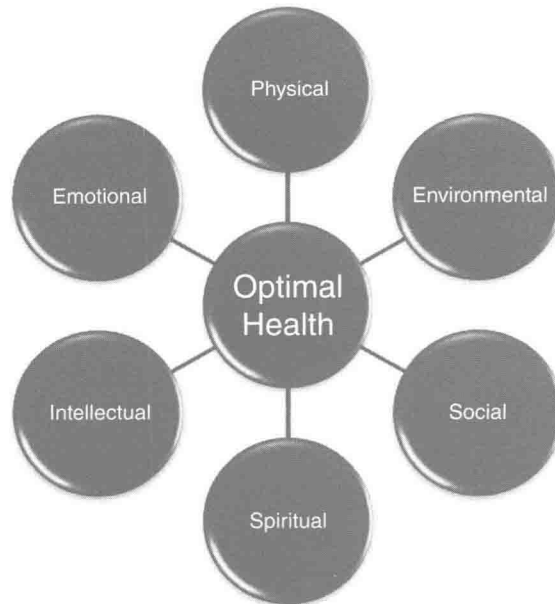
*To my family, friends, Ruby, and to all of the health educators past, present,  
and future; all of you have allowed me to stand on the shoulders  
of "giants."*

## PREFACE

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**VALUE MY** health. Sometimes, however, I take my health status for granted. I have had the good fortune of growing up relatively healthy and in a supportive, healthful environment. As a younger adolescent, I competed in cross-country running, track and field, and eventually marathons and road races. In my younger twenties, I happened upon weights and began aggressively pursuing strength training in addition to cardiovascular health. As I became more involved with health and fitness, I realized that many other people were not. Friends and family members did not share the same zeal for health and fitness that I did. Was I out of the ordinary? As the years progressed, I noticed that many of my male friends did not seem to be aging well in comparison to their female counterparts. Expanding waistlines, poor eating habits, little to no exercise, and a continual barrage of questions often were topics of discussion during our gatherings.

In my professional practice I felt compelled to help family, friends, and other people achieve the best health possible. People want to be healthier, but they also want to balance their lives with other aspects of health and

**Figure P.1 Dimensions of Health and Wellness***Source: Adapted from Hettler (1976)*

wellness outside of gym memberships and treadmills. I changed my practice to reflect the six dimensions of health and wellness: physical, environmental, social, spiritual, intellectual, and emotional (Figure P.1).

Any book is a static resource or a tool. Like a wrench or any other tool, it is up to the reader to use this book by putting its concepts and suggestions into action every day. I have included the most recent research and evidence-based science to help readers along in the quest for optimal health and better health-related outcomes. Health is an ever-changing reflection of the balances and imbalances of our everyday existence. It is my sincere wish that readers use this book in good health or find good health while using it.

## PURPOSE

Why a book on male health? Male health encompasses 50% of the world's medical issues; it is an important topic to study and address in the classroom

and beyond. First, let me clarify why this book refers to *male health* rather than *men's health*. One of the primary purposes of this book is to help readers become familiar with the multitude of sociobiological aspects and influences that affect male health and quality of life across the life span. The term *men* connotes a specific age range. Yet health begins at the time of conception (and sometimes before) and is a process experienced until individuals die. The term *male health* best captures and encompasses all the life stages of the male sex rather than one particular life stage.

This book addresses issues in male health using data-driven, epidemiological information presented in an easy-to-understand format. Each stage of male health, from birth and infancy until the elder years and death, is discussed in detail. Topics range from physical health and wellness to emotional and psychological health. Others include intellectual health, environmental health, occupational health, and spiritual health. *Concepts in Male Health* provides a comprehensive, practical approach to teaching and learning about issues affecting male health across the life span.

## BOOK DEVELOPMENT

Development of this book began like that of many others. A passing discussion with a colleague, a cup of coffee with a friend, much personal reflection on lived experiences, and many other normal life processes initiated and provided the impetus for this book. After being challenged by my former department chairperson to develop a course dedicated to issues in men's health, I went about writing a course syllabus, finding appropriate resources and activities, and selecting course readings. The latter proved more difficult than expected. There were no adequate textbooks for the course. I set out on a mission, casing several listservs, to see if anyone could point me in the best direction. Responses to many of the discussions and questions I posed were met with a similar level of frustration. My conclusions were that men's health was a topic embedded in gender studies or human sexuality courses and only received a passing mention. Moreover, most instructors appeared to be using a medley of articles and internet resources to facilitate their

courses. I was trying to put together a course reading packet. A cohesive textbook and resource was needed for students in my classes.

## ORGANIZATION OF THE BOOK

Covering important health topics as they pertain to males is the primary intent of this book. However, *how* the content is presented to the reader is a strong focal point. Each chapter presents a particular life stage and the health challenges many males face during this stage. The information in each chapter is practical, usable, and applicable in daily life.

### Key Features

Throughout the text, you will notice the following features that will help you assimilate the chapter concepts in a more meaningful and practical way:

- *Chapter Learning Objectives.* Each chapter includes learning objectives consistent with Bloom's Taxonomy for each main point of the chapter. Learning objectives are presented in an easy-to-follow format and sequence.
- *Myths/Facts.* Many areas of health are surrounded by a shroud of intrigue, mystery, and simply misinformation. The Myth/Fact feature in each chapter presents common myths, misinformation, and half-truths about a topic and follows with the related facts. These features allow readers to question what they may have assumed or learned in the past and "unlearn" their assumptions based on fact-driven, evidence-based resources.
- *Vignettes.* A brief vignette in each chapter presents a real-world example of a pertinent health issue that many males face. Examples include physical issues such as heart disease and cancer; other areas address occupational and social health determinants such as job stress and relationships.
- *Key Terms.* A list of relevant terms for each chapter is provided to assist the reader in developing a comprehensive and working under-



standing of the chapter information. Terms are defined in the glossary at the end of the book.

- *Discussion Questions.* Review questions are provided at the end of each chapter. These questions address health-specific content included in the chapter, spanning both the scope and breath of the information.

Additionally, the book's website ([www.josseybass.com/go/leone](http://www.josseybass.com/go/leone)) includes instructor support materials that can be adapted to course content and instructor teaching style.

The resources included with this book will help advance not only the knowledge of male health, but also the study of it. Through the teaching resource repository and chapter PowerPoints on the book's website, students and instructors will find it simple to integrate the main concepts pertaining to male health. Presenting the facts in an easy-to-follow format enables students to assess their knowledge of the topic so as to develop a healthier perspective of male health.

## DISCLAIMER

This book is meant to serve as a textbook for students in classes that support male health. Not all diseases are presented; many are presented in the chapters on periods of the life span when the diseases are most likely to occur. Some diseases may occur during different phases of life than where detailed in this book. This book does not claim to provide information that replaces qualified medical and professional consultation.

## ACKNOWLEDGMENTS

The writing of a book is never possible without the support of others. I thank the following people, groups, and organizations for their input, kindness, and continued support of my work.

I am grateful to my grandparents, parents, all of my family, good friends, and my dog Ruby for understanding why I put so much time and effort

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## THE AUTHOR

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# Concepts in Male Health

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