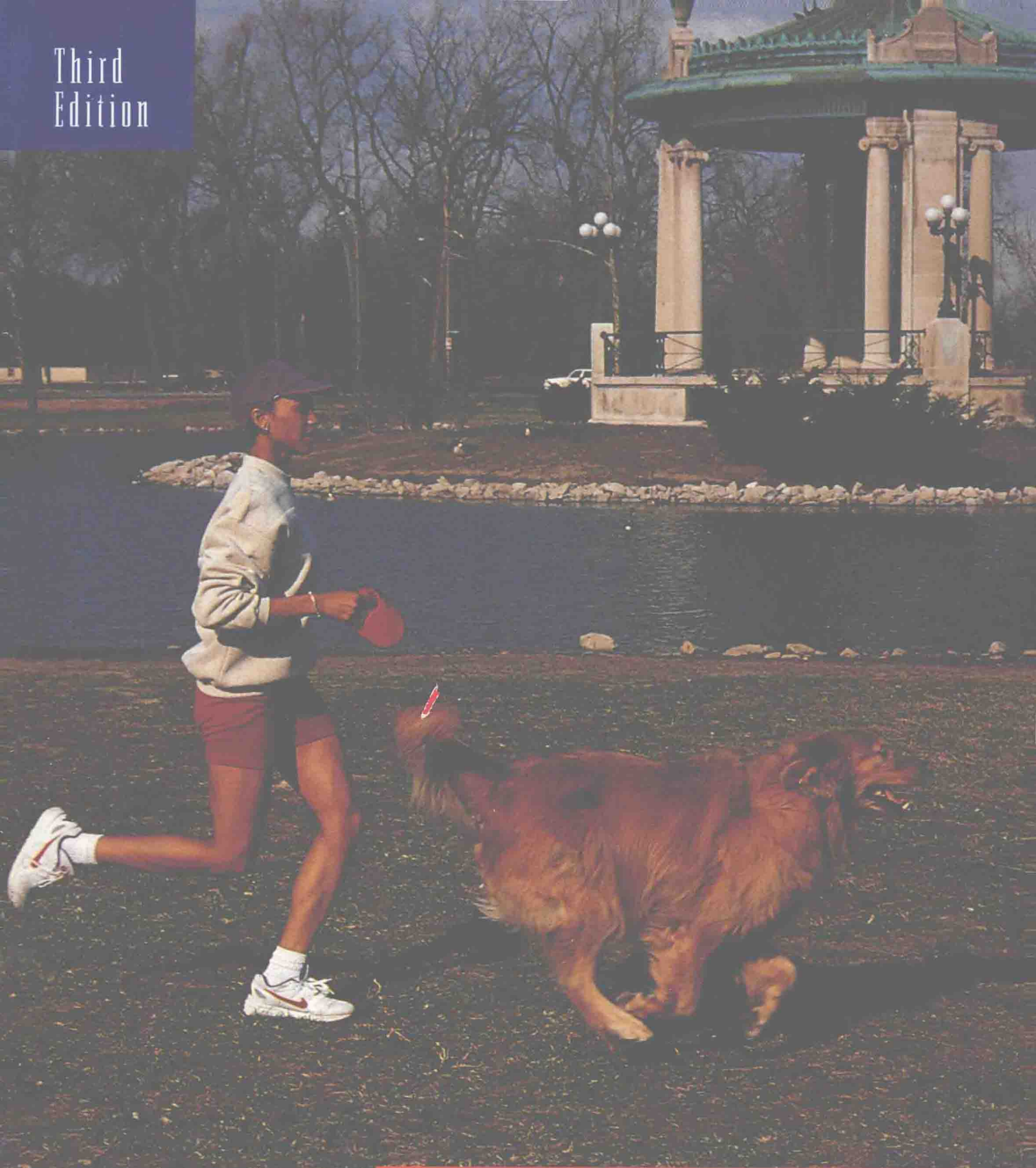


Third
Edition



Dale B. Hahn
Wayne A. Payne

FOCUS ON HEALTH

FOCUS ON HEALTH

Dale B. Hahn, Ph.D.

Georgetown College
Georgetown, Kentucky

Wayne A. Payne, Ed.D.

Ball State University
Muncie, Indiana

with 164 illustrations

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Third
Edition



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On the cover: A college student jogs through the park with her golden retriever. The companionship and affection a dog or cat provides can reduce stress and promote emotional wellness. Owning a large dog like this one can help protect our safety when we're outdoors alone and can make our homes more secure as well.

THIRD EDITION

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To all of our students, with the hope
that the decisions they make will be
healthy ones.

Preface

As a health educator, you already know that the personal health course is one of the most exciting courses a college student will take. Today's media-oriented college students are aware of the critical health issues of the 1990s. They hear about environmental issues, substance abuse, sexually transmitted diseases, fitness, and nutrition virtually every day. The value of the personal health course is its potential to expand students' knowledge of these and other health topics. Students will then be able to examine their attitudes toward health issues and modify their behavior to improve their health and perhaps even prevent or delay the onset of certain health conditions.

Focus on 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 daily in the classroom and have written this text with your concerns in mind.

This book is written for college students in a wide variety of settings, from community colleges to large four-year universities. The content is carefully constructed to be meaningful to both traditional and nontraditional-age students. We have paid special attention to the increasing numbers of nontraditional students who have decided to pursue a college education. Points in the discussion often address the particular needs of these nontraditional students. *Focus on Health* continues to encourage students of all ages and backgrounds to achieve their goals.

NEW FEATURES OF THIS EDITION

Updated Content

As experienced health educators and authors, we know how important it is to provide students with the most current information available. Throughout each chapter we have included the very latest information and statistics, and the "As we go to press . . ." feature has allowed us to comment on breaking news right up to press time. In addition, we have introduced many timely topics and issues that are sure to pique students' interest and stimulate class discussion.

Occupational Dimension of Health

Two central themes, the multiple dimensions of health and the developmental tasks, are introduced in Chapter 1. We believe that a sixth dimension of health warrants inclusion in this edition: occupational health. An understanding of this aspect of total wellness is especially important for nontraditional students who must meet the demands of both school and work.

Healthy People 2000 Midcourse Reviews

Each chapter begins with an update of how far we've come as a nation in achieving the Healthy People 2000 objectives established in 1990. These national health care goals are explained and the reasons for progress or lack of improvement explored. Students will thus be motivated to evaluate their individual contributions to these trends and take proactive steps to modify their health habits and behavior.

Behavior Change

Chapter 1 includes an entirely new section on behavior change strategies, including determining areas for improvement, setting specific goals, making a personal contract, devising a plan of action, charting progress, preparing for obstacles, and rewarding achievements. Other suggestions for improving health-related behavior are presented throughout the book.

Integrated Presentation of Aging

Topics of interest to midlife and elderly adults no longer appear in the chapter on death and dying, thus sending a more positive message about aging. Instead, the material has been integrated into appropriate chapters according to subject. For example, Alzheimer's disease is now discussed in Chapter 11, Living with Cancer and Chronic Conditions. This reorganization allows both traditional and nontraditional students to learn about the physical and emotional changes that take place as we age.

Reorganized Discussion of Sexuality

The biological and psychosocial origins of sexuality, sexual behavior, and intimate relationships are now presented in a single, comprehensive chapter. This organization gives the student a better framework for studying these complex topics.

New Personal Safety Chapter

With good reason, students are more concerned than ever about issues related to violence and safety both on and off campus. This new chapter, Chapter 16, Protecting Your Safety, delves into critically important current issues such as homicide; domestic violence; hate crimes; sexual victimization; and recreational, residential, and motor vehicle safety.

Wellness and Disease Prevention

Throughout this new edition, you will notice that students are continually urged to be proactive in shaping their future health. For example, Chapter 5, Understanding Nutrition and Your Diet, explains the health benefits of following a semivegetarian or other low-fat diet. Chapter 10, Reducing Your Risk of Cardiovascular Disease, opens with a discussion of the “big four” risk factors for heart disease and emphasizes that prevention must begin early. Even the chapter titles themselves invite students to take control of their own health behavior.

Spirituality

A highly developed sense of spirituality is integral to wellness. Accordingly, we have included a “Focus On . . .” article in Chapter 2 that explores topics such as holistic healing, mind-body disciplines, and enhancement of spirituality through volunteering.

“Focus On . . .” Articles

New “Focus On . . .” articles examine current issues that students are hearing about in today’s news, such as melatonin, telecommuting, smokers’ rights, and even sex on the Internet. These often controversial health-related topics are a perfect starting point for class or group discussions. Because these essays are set at the end of each chapter, they can be covered or not at the instructor’s option.

New Design and Revised Illustration Program

The fresh look, bold colors, and exciting graphics in this new edition will draw students in with every turn

of the page. In addition, the illustration program has been substantially revised: photographs are sharp and appealing, new drawings are attractive and informative, and anatomical illustrations are accurately rendered and appropriately detailed. In addition, the anatomical illustrations in the cardiovascular disease and sexuality chapters have been enlarged for greater clarity.

“Exam Prep” Guide

A perforated exam preparation section is now included in the back of the book. The multiple-choice questions test students’ retention of the material they have read. The critical thinking questions allow them to integrate the concepts introduced in the text with the information presented in class lectures and discussions.

Vegetarian Food Pyramid

Many students now follow or are considering a vegetarian diet. To help them understand how such a diet meets nutrient needs, we have printed a vegetarian food pyramid with the USDA Food Guide Pyramid inside the back cover of this textbook. For students who want to significantly reduce but not eliminate meat consumption, a new “Focus On . . .” article about the health benefits of following a semivegetarian diet is included in Chapter 5.

New or Expanded Topics

We are committed to making *Focus on Health* the most up-to-date health textbook available. Below is a sampling of topics that are either completely new to this edition or covered in greater depth than in the previous edition:

Chapter 1: Shaping Your Health

- Occupational dimension of health
- Behavior change strategies
- Developmental tasks of midlife and elderly adults
- Focus On . . . The diversity of today’s college students*

Chapter 2: Achieving Emotional Maturity

- Taking a proactive approach to life
- Emotional wellness of midlife and elderly adults
- Focus On . . . Enhancing spirituality and wellness*

Chapter 3: Managing Stress

- Hardiness
- Diaphragmatic breathing
- Psychogenic and psychosomatic stress-induced illness
- Focus On . . . Managing work-related stress*

Chapter 4: Becoming Physically Fit

Health benefits of short-term fitness activities
 Effects of alcohol on sport performance
 Aging and physical activity
Focus On . . . Staying fit during pregnancy

Chapter 5: Understanding Nutrition and Your Diet

Reconsidering sweet snacks
 Assessing your fat intake
 Fat content of various types of milk
 Reducing the fat content of meals
 1995 Dietary Guidelines for Americans
Focus On . . . Following a semivegetarian diet

Chapter 6: Maintaining a Healthy Weight

Health risks of obesity
 Sheldon's body types
 Lifetime weight control
 Liposuction and other surgical means of weight loss
 Compulsive exercise and compulsive eating
Focus On . . . Gaining weight healthfully

Chapter 7: Choosing a Drug-Free Lifestyle

Updated statistics on college students' drug use
 Gateway drugs
 Increase in marijuana use among youth
 Caffeine content of various products
Focus On . . . Prescription drug abuse

Chapter 8: Taking Control of Alcohol Use

Negative consequences of alcohol abuse for college students
 Secular recovery programs
 New drug for treating alcoholism (naltrexone)
 Zero tolerance laws
 Controversy regarding designated drivers as enablers
Focus On . . . Alcohol and violence

Chapter 9: Rejecting Tobacco Use

Preventing teen smoking
 Nicotine as an addictive drug
 The nicotine patch and nicotine-containing gum
 Tobacco and caffeine use
 Avoiding weight gain when you stop smoking
Focus On . . . Smokers vs. nonsmokers: A question of rights

Chapter 10: Reducing Your Risk of Cardiovascular Disease

Behavior change to prevent heart disease
 Early prevention of heart disease
 Women and heart disease
Focus On . . . Hypertension in African-Americans

Chapter 11: Living with Cancer and Chronic Conditions

Systemic lupus erythematosus

Asthma
 Checking your skin for melanoma
Focus On . . . Managing chronic pain

Chapter 12: Preventing Infectious Diseases

Hantavirus pulmonary syndrome
 Drug-resistant pathogens
 Type D hepatitis
 New vaccines for whooping cough and chickenpox
 New AIDS drugs
Focus On . . . Controlling infectious disease transmission

Chapter 13: Understanding Sexuality

Sex and aging
 Menopause
 Paraphilias
 Sexual orientation
Focus On . . . Sex on the Internet

Chapter 14: Managing Your Fertility

Dilation and extraction (partial-birth abortion)
 RU-486 testing
 Maternal deaths during pregnancy and childbirth
Focus On . . . Preventing unintended pregnancy

Chapter 15: Making Consumer and Health Care Choices

Qualified health educators as sources of health information
 On-line computer health services
 Recognizing quackery
Focus On . . . Health hype: A look at melatonin

Chapter 16: Protecting Your Safety

Homicide rates
 Brady law
 "Three strikes and you're out" laws
 Handgun violence
 Court confrontations between stalkers and their victims
 Making your home safe, secure, and comfortable
Focus On . . . Drowsy driving

Chapter 17: Controlling Environmental Influences

Individual contributions to improving the environment
 Recycling
 Nontoxic home pest control
Focus On . . . Telecommuting

Chapter 18: Accepting Dying and Death

Physician-assisted suicide
 "Choice in Dying" living will
 Near-death experiences
 Organ donation
 Death of a child
Focus On . . . Death of an infant or unborn child

SUCCESSFUL FEATURES

Along with its new features, *Focus on Health* has many unique existing features that enhance student learning:

Two Central Themes

As mentioned earlier, two central themes—the multiple dimensions of health and the developmental tasks—are presented in Chapter 1. These give students a foundation for understanding their own health and achieving positive behavior change.

Flexibility of Chapter Organization

The third edition of *Focus on Health* has 18 chapters. The first stands alone as an introductory chapter that explains the focus of the book. The arrangement of the remaining chapters follows the recommendations of both the users of previous editions of the book and reviewers of this edition. Of course, professors can choose to cover the chapters in any sequence that suits the needs of their courses.

Health Reference Guide

The Health Reference Guide found at the back of the book lists many of the most commonly used health resources. In this edition, we have included many Internet addresses, as well as phone numbers and mailing addresses of various organizations and government agencies. The guide is perforated and laminated, making it durable enough for students to keep for later use.

Pedagogical Aids

In addition to the new pedagogical features listed previously, the teaching aids described below proved to be successful in the first two editions of this book and have been included in this new edition:

Star Boxes

In each chapter, special material in Star Boxes encourages students to delve into a particular topic or closely examine an important health issue.

Personal Assessment Inventories

Each chapter contains at least one Personal Assessment inventory, beginning with a comprehensive health inventory in Chapter 1. These self-assessment exercises serve three important functions: they capture students' attention, serve as a basis for introspec-

tion and behavior change, and provide suggestions for carrying the applications further.

Health Action Guides

These unique boxes provide step-by-step guidelines for achieving health behavior change. They allow students to apply their knowledge in practical and life-enhancing ways.

Definition Boxes

Key terms are set in boldface type and are defined in corresponding boxes. Pronunciation guides are provided where appropriate. Other important terms in the text are set in italics for emphasis. Both approaches facilitate student vocabulary comprehension.

Comprehensive Glossary

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

Chapter Summaries

Each chapter concludes with a bulleted summary of key concepts and their significance or application. The student can then return to any topic in the chapter for clarification or study.

Review Questions

A set of questions appears at the end of each chapter to aid the student in review and analysis of chapter content.

Think About This . . .

These engaging questions encourage students to apply what they have learned in the chapter by analyzing their own health habits and finding appropriate solutions to the issues raised.

Suggested Readings

Because some students want to know more about a particular topic, a list of annotated readings is given at the end of each chapter. The suggested readings are readily available at bookstores or public libraries. This edition contains more than 45 new annotated readings.

Appendixes

Focus on Health includes four 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 consumers of these products. Newly available OTC products, such as naproxen, ketoprofen, minoxidil, and nicotine-containing gum, are included.

- **First aid.** This appendix outlines important general first-aid measures, such as what to do when someone is choking, bleeding, or in shock. It includes a special section on recognition and first-aid treatment of epileptic seizures.

- **Mental disorders.** Categories of mental disorders and therapeutic approaches are outlined in this appendix.

- **Body systems.** The systems of the human body have been clearly and accurately rendered in this appendix to make difficult anatomical concepts easier for students to understand.

ANCILLARIES

An extensive ancillary package is available to adopters to enhance the teaching-learning process. We have made a concerted effort to produce supplements of extraordinary utility and quality. This package has been carefully planned and developed to help instructors derive the greatest benefit from the text. We encourage instructors to examine them carefully. Beyond the following brief descriptions, additional information about these ancillaries is available from Mosby.

Instructor's Manual and Test Bank

Prepared by Virginia Lee Mermel, of Wellness Resources, the instructor's manual features chapter overviews, learning objectives, suggested lecture outlines with notes and recommended activities for teaching each chapter, Debating the Issues boxes, individual and community activities sections, suggestions for guest lectures, a list of current media resources, including software and on-line resources, and 60 full-page transparency masters of helpful illustrations and charts. In addition, the Personal Assessment inventories in the textbook and 50 others are combined into a single section of the instructor's manual. These assessments can be easily photocopied and given to each student as a single packet. The test bank, prepared by Dayna Brown, of Morehead State University, contains multiple-choice, true or false, matching, and critical thinking exam questions. It also includes questions to test students' knowledge of the new supplemental "Focus On . . ." boxes that appear at the end of each chapter in the text. The manual is perforated and three-hole punched for convenience of use.

Computerized Test Bank*

The 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.

Overhead Transparency Acetates*

Sixty key 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 the instructor explain complex concepts.

Personal Assessment Software*

For an additional charge, your students can receive 26 Personal Assessments on an IBM 3.5" or 5.25" diskette with the text. Using this software, students can automatically tally their responses and keep track of their performance.

Videodisc*

This ancillary includes many film clips on health issues facing students today. About 1 hour long, this visual presentation enhances classroom discussion. The videodisc is also available in videotape (VHS) format.

Mosby's Health Exchange*

This newsletter provides instructors with the latest information about "hot" health topics to supplement their Mosby health, fitness, sexuality, drugs, and wellness textbooks. Published twice a year, the newsletter is a useful resource for instructors. Each edition also includes a pullout center section containing information designed for student use.

VIEWSTUDY™ Presentation Software*

This CD-ROM, compatible with either Windows or Macintosh, contains key illustrations from Mosby's health, wellness, and fitness texts. Images are arranged by chapter, and a slide show tool allows selection of prearranged images. Illustrations can also be printed full size for use as transparency acetates and may be exported for use with other programs and applications, such as the computerized test bank.

Mosby's NUTRITRAC™ Software*

Compatible with either Windows or Macintosh, this nutrient-analysis software allows you and your

*Available to qualified adopters of the text.

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 2250 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 can provide breakdowns of fat and calorie sources. Students may purchase NUTRITRAC™ with the text for a nominal fee.

ACKNOWLEDGMENTS

The publisher's reviewers made excellent comments and suggestions that were very useful to us in writing and revising this book. Their contributions are present in every chapter. We would like to express our sincere appreciation for both their critical and comparative readings.

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The third edition of *Focus on Health* is the ninth book we have written during the last decade. We could not have accomplished all of this without the help of many people. Among these are our faculty colleagues at Georgetown College and Ball State University, who continue to keep us abreast of new information in areas related to personal health. A special thanks goes out to all of you.

Additionally, we want to recognize our administrative colleagues. We are fortunate to have worked with administrators who maintain the vision that (a) textbooks represent important resources for today's college students, and (b) textbooks reflect faculty contributions that shed favorable light on a college community. We very much appreciate the support of Dr. Charles N. Boehms, Senior Vice President and Academic Dean of Georgetown College, and Dr. Ronald L. Johnstone, Dean of the College of Sciences and Humanities at Ball State University.

The list of dedicated people at Mosby is quite long. Many have played a direct part in influencing the direction of this writing project. Jim Smith, Vicki Malinee, Michelle Turenne, and Cathy Bailey are exceptional people who have championed this project for years. They understand clearly the demands authors face as they juggle family, teaching, and writing schedules. They do their best to provide a supportive environment for Mosby authors.

Another key player at Mosby is our newest developmental editor, Melissa Martin. This third edition of *Focus on Health* has been her special project for many months. It is difficult for us to realize how smooth her transition has been from the production side of pub-

lishing to the editorial side. She has been on top of every detail from the moment she took over this project. We appreciate her talent, effort, and humor very much.

We also wish to acknowledge the contributions of Virginia Lee Mermel and Dayna Brown. Over the years, we have learned the importance of providing professors with a comprehensive, well-written instructor's manual and test bank. Virginia Lee Mermel and Dayna Brown have developed an excellent instructor's manual and test bank that will benefit experienced instructors, as well as new ones.

One of the unique new features of this edition of *Focus on Health* is its "Focus On . . ." articles. Dawn L. Elmore-McCrary, of San Antonio College, and Thomas Neil McCrary combined their teaching experience and health expertise to develop, research, and write these outstanding essays. We are grateful for the considerable time and effort they devoted to making these articles up-to-date, exciting, and informative.

It is difficult for the authors to know the many people who work on the production end of a textbook project. Our principal connection with this part of Mosby has been our production editor, Rick Dudley. Rick made certain that every manuscript detail was clear and every production deadline met. In addition, the credit for the book's attractiveness goes to the designer, Sheilah Barrett.

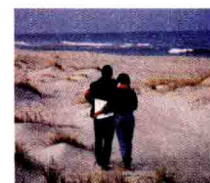
Finally, we would like to thank our families for the continued support and love they have given us. Perhaps more than others, our families understand the effort and commitment it takes to write books. We truly appreciate their sacrifices.

Dale B. Hahn
Wayne A. Payne

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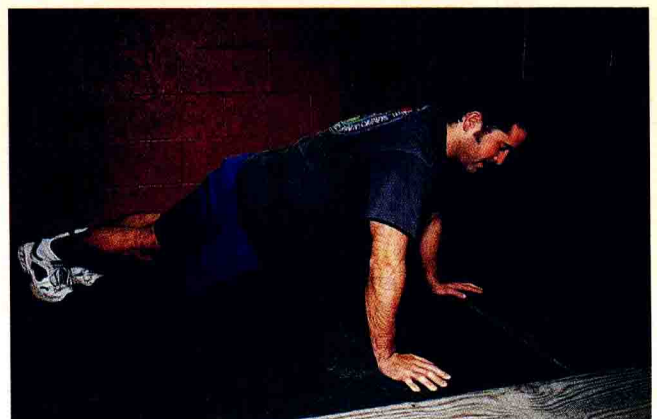
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