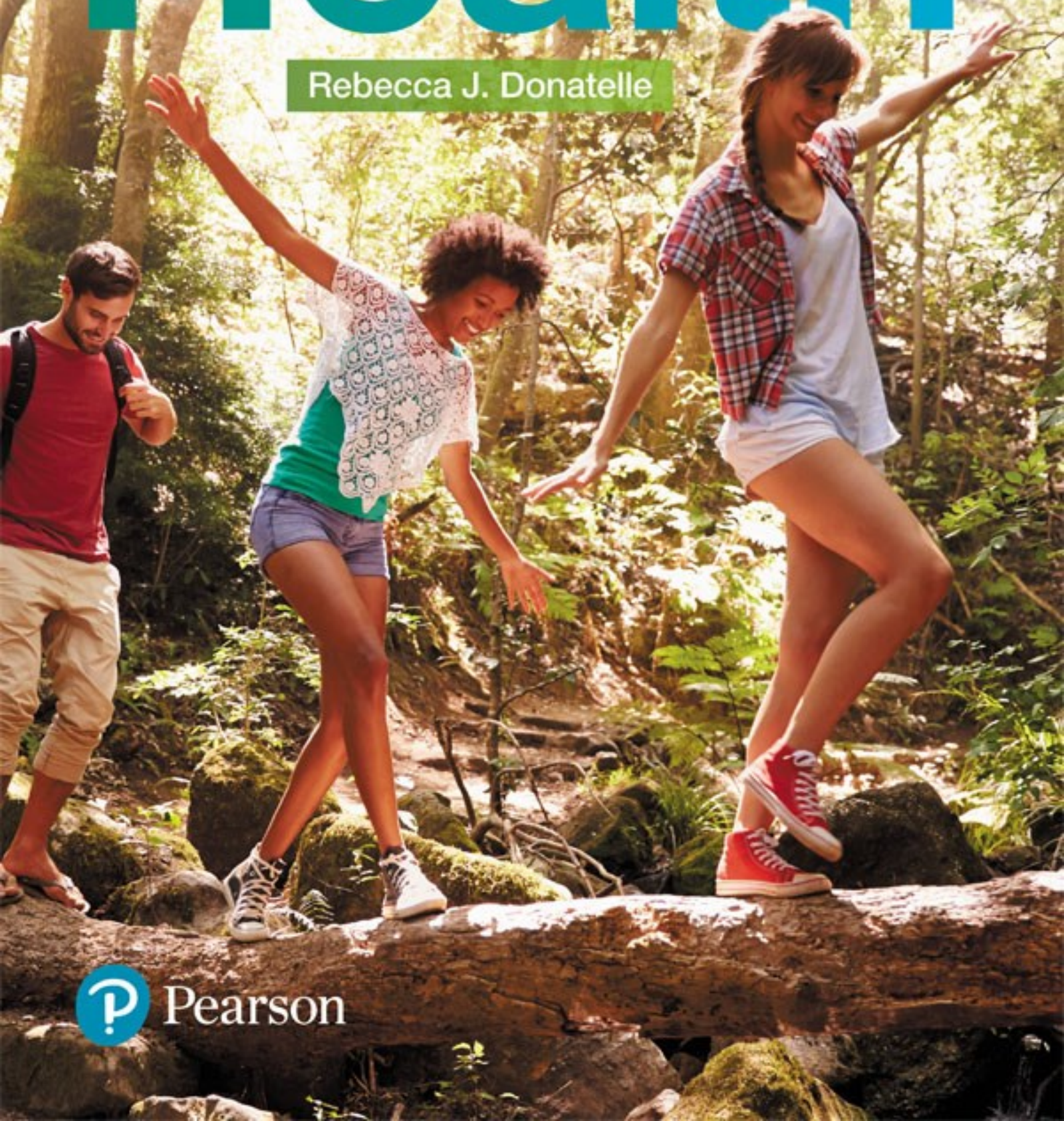


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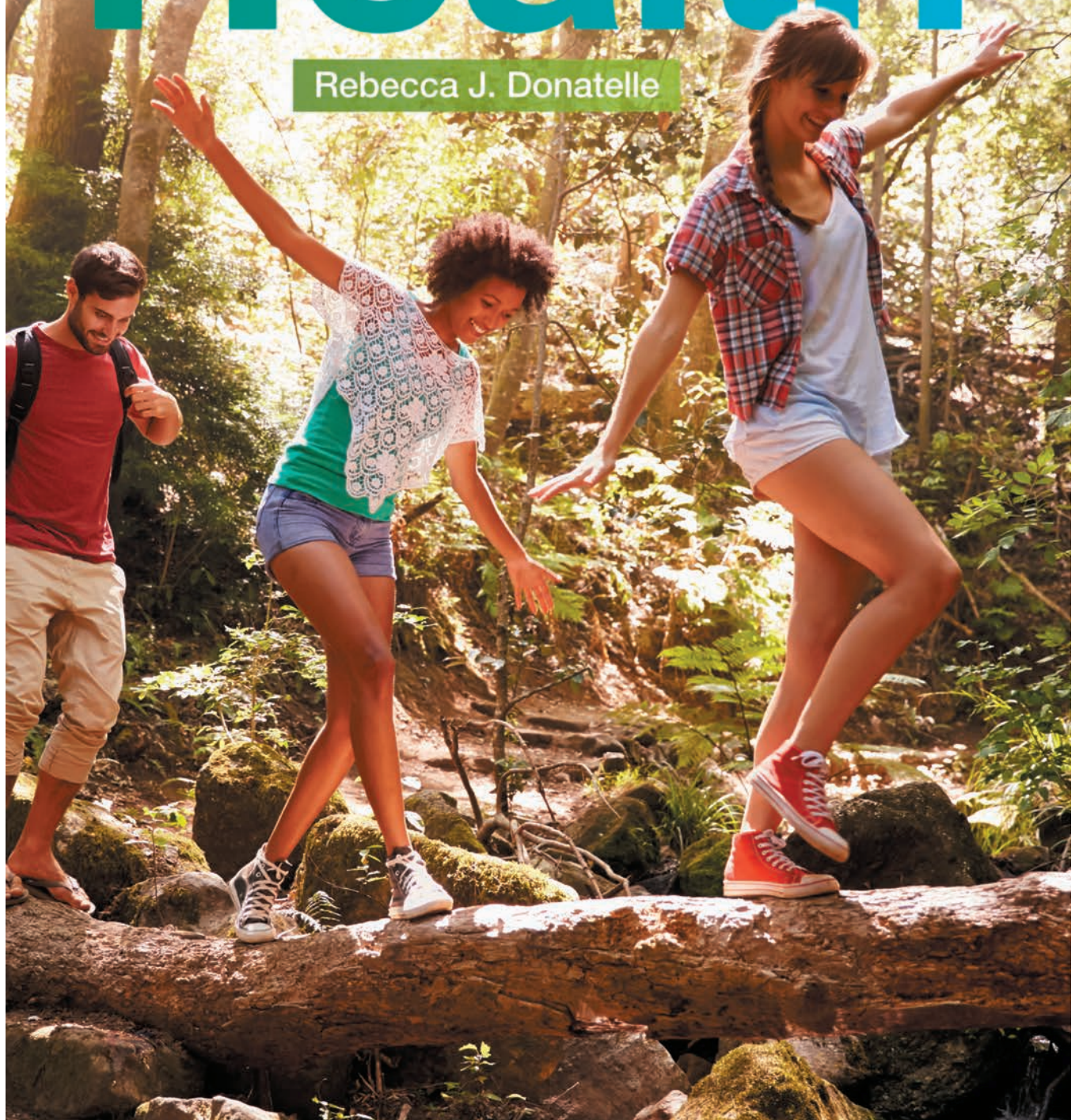
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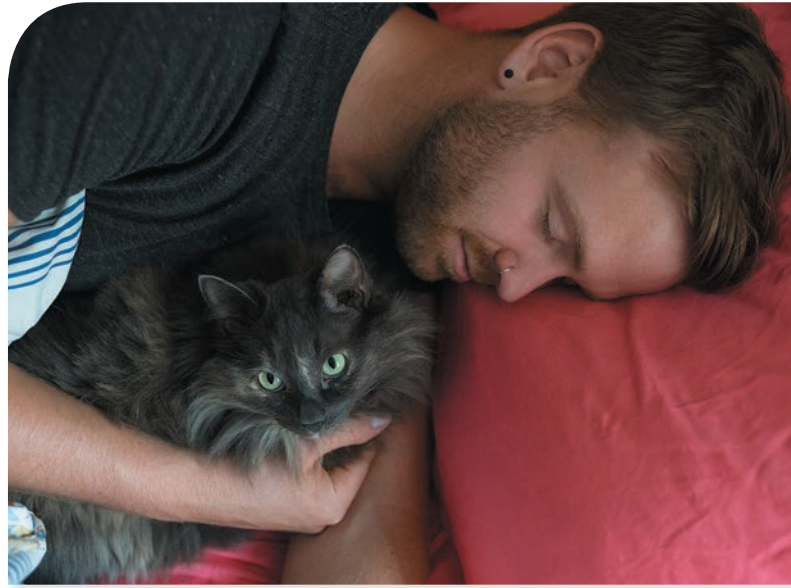
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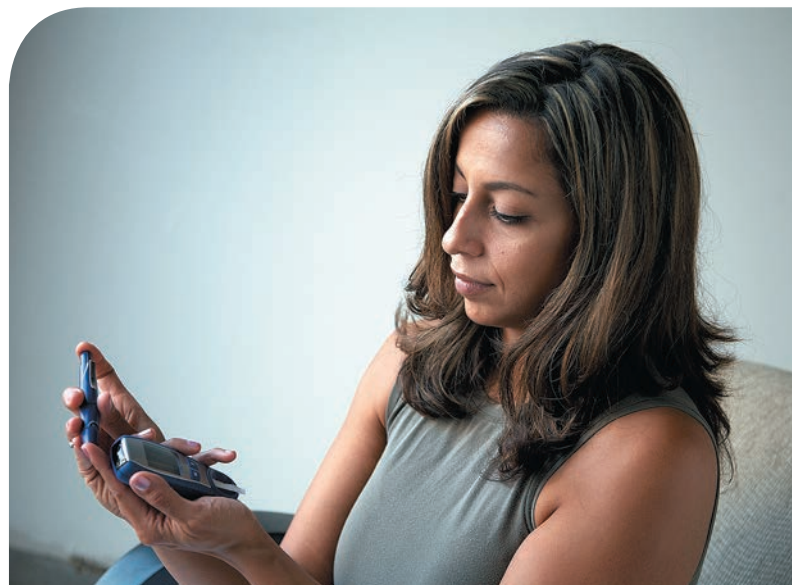
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ASSESS YOURSELF



The Assess Yourself activities are available online at **MasteringHealth**. Go to the **MasteringHealth** Study Area to find the chapter you want in the drop-down menu, and there you will see the Assess Yourself activities. Print them or save the PDF to your computer.

Chapter 1 How Healthy Are You?

Chapter 2 How Psychologically Healthy Are You?

Focus On What's Your Spiritual IQ?

Chapter 3 How Stressed Are You?

Focus On Budgeting for College Students

Chapter 4 Are You Sleeping Well?

Chapter 5 How Healthy Are Your Eating Habits?

Chapter 6 Are You Ready for a Weight-Loss Program?

Focus On Are Your Efforts to Be Thin Sensible—Or Spinning Out of Control?

Chapter 7 How Physically Fit Are You?

Chapter 8 How Well Do You Communicate?

Chapter 9 What Are Your Sexual Attitudes?

Chapter 10 Are You Comfortable with Your Contraception?

Focus On Are You Addicted?

Chapter 11 What Is Your Risk of Alcohol Abuse?

Chapter 12 Tobacco: Are Your Habits Placing You at Risk?

Chapter 13 Learn to Recognize Drug Use and Potential Abuse

Chapter 14 Myth or Fact? Test Your Infectious Diseases IQ

Chapter 15 STIs: Do You Really Know What You Think You Know?

Chapter 16 What's Your Personal CVD Risk?

Focus On Are You at Risk for Diabetes?

Chapter 17 What's Your Personal Risk for Cancer?

Chapter 18 Are You at Risk for Chronic Illness?

Chapter 19 Are You a Smart Health Care Consumer?

Chapter 20 Are You at Risk for Violence?

Focus On Are You at Risk for a Motor Vehicle Crash?

Chapter 21 Are You Doing All You Can Do to Protect the Environment?

Chapter 22 Are You Afraid of Death?

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PREFACE

Got Health? If you are like most people, “health” is a subliminal message that is constantly playing in the back of your mind. When you sit down for dinner and think about whether you should eat that bacon cheeseburger, the health tape is playing. When you ride the elevator instead of walking up the stairs, it is there, gently nudging you to do the right thing and find the stairway. Whether it be the latest news headline or the latest app that pops up on your mobile device giving you tips about diet, exercise, stress, or sleep—it is hard to avoid those healthy messages. Even Pokémon has morphed into a way to get your daily exercise! Seemingly, with all that media bombardment and expert advice, getting healthy and staying healthy would be easy and we’d be the healthiest nation on Earth! Yet, soaring rates of obesity, increases in mental health issues, rapidly rising violence rates, skyrocketing cases of drug abuse, and evidence of devastating effects of human-influenced climate change all indicate that we are not doing better when it comes to health. In fact, even though we spend the most on health care of any nation, even though we pride ourselves on promoting health and well-being and provide amazing opportunities for people to change behaviors and get healthy, too many of us are not heeding those messages. “Just Do It” falls on deaf ears for the vast majority. Why? The answer to this is multifaceted. For many, the issues and information seem complex and contradictory and the pleasures of continuing certain behaviors trump the effort needed to be healthy. Others lack the resources and supports necessary to change. Still others don’t believe they are at risk, don’t trust the “system,” and/or don’t have the knowledge necessary to make choices that will promote health and prevent disease. Whether by geography, genetics, or social environment, some face overwhelming risks. The facts are clear. Getting healthy and staying healthy are challenges for most of us. There is no quick fix. It takes recognition of risks, knowledge, and motivation to make positive health changes. The good news is that no matter where you are right now in terms of health, you can make the changes that will work for you and enhance your chance for a healthy future. You can also serve as an agent for change within your family, your social networks, and in your community. That opportunity starts now.

My goal in writing *Access to Health* is to provide students with just what that title says: access to health information and to their own health potential. This book provides the most scientifically valid information available to help students be smarter in their health decision making, more positively involved in their personal health, and more active as advocates for healthy changes in their communities. Change isn’t something that just happens. Let’s face it—if it were easy to

lose weight, maintain a healthy diet, manage stress, and exercise regularly, we wouldn’t have one of the costliest and overburdened health care systems. However, the good news is that governmental agencies, communities, schools, and increasing numbers of individuals are taking steps (both small and large) to enhance, preserve, and protect our health. The key is to know where to look for accurate information, which information you can trust, and how to use the information to make the best choices for you and others. In short, it takes knowledge, preparation, and effort; therefore, this book places emphasis on empowering students to identify their health risks, create plans for reducing those risks, and make healthy lifestyle changes part of their daily routines.

Access to Health is designed to help students quickly grasp the information presented and understand its relevance to their own lives and the lives of others. Exciting revisions have been made to the art and design of the book in this new edition, with the purpose of capturing students’ interest, engaging them in the subject matter, helping them find the most reliable resources available, and assisting them in weighing their options as they face health challenges today and in the future. In addition, there are six Focus On chapters that delve into areas of health that are of practical importance to college students but are not always given sufficient coverage in typical personal health texts. These Focus On chapters spotlight financial health, spiritual health, body image, addiction, diabetes, and unintentional injury.

Looking back to the time when I taught my first Personal Health course as a teaching assistant in graduate school and remembering the years of teaching countless numbers of students in classes like this, I am amazed that we are now in the 15th edition of *Access to Health*. Over the years, this text has morphed considerably, as we have focused on meeting the needs of an increasingly savvy student population facing increasingly challenging health threats. As I look back at all of the efforts by so many health and publishing professionals, I am filled with overwhelming gratitude for the many contributions that have helped make this book one of the most successful in the field. With each edition of the text, I have listened to the thoughtful suggestions of instructors and students using the book, as well as to the feedback from my own students in keeping the book relevant, timely, interesting, and accessible. I hope that this edition’s rich foundation of scientifically valid information, its wealth of technological tools and resources, and its thought-provoking features will stimulate you to share my enthusiasm for personal health and to become actively engaged in behaviors that will lead to better health for all.

NEW TO THIS EDITION

Access to Health, 15th edition, maintains many features that the text has become known for, while incorporating several major revisions and exciting new features. The most noteworthy changes to the text as a whole include:

- **New! Why Should I Care?** Introductory statements help focus students' attention on the importance and relevance of information in the chapter to them and to society as a whole.
- **New! Interactive Behavior Change Activities – Which Path Would You Take?** Allow students to explore various health choices through an engaging, interactive, low-stakes, and anonymous experience. These choose-your-own-adventure-style activities show students the possible consequences of various choices they make today on their future health; these activities are accessible via QR code from the book and made assignable in MasteringHealth with follow-up questions.
- **New! Order of chapters in the Table of Contents** To meet instructor requests for chapter ordering that better fits the sequence in which instructors typically teach the course. As such, nutrition, healthy weight, and physical fitness chapters now follow directly after the psychological health, stress, and sleep chapters. Instructors asked and we responded!
- **New! Chapter 4: Improving Your Sleep** Has been expanded from a Focus On chapter to a full chapter to more thoroughly examine the connections between sleep and stress, sleep and nutrition, and more.
- **New! Making Changes Today** Feature provides students with tools and techniques for making changes to their health today and during their lifetime.
- **New! ABC News Videos** Bring health to life and spark discussion with up-to-date hot topics from 2012 to 2016. MasteringHealth activities tied to the videos include multiple-choice questions that provide wrong-answer feedback to redirect students to the correct answer.
- **New! eText 2.0** Complete with embedded ABC News videos and Health Video Tutors; eText 2.0 is mobile friendly and ADA accessible.
 - Now available on smartphones and tablets.
 - Seamlessly integrated videos.
 - Accessible (screen-reader ready).
 - Configurable reading settings, including sizable type and night reading mode.
 - Instructor and student note taking, highlighting, bookmarking, and search.
- **Updated Learning Outcomes** At the beginning of each chapter, corresponding chapter headings to emphasize essential information, and navigational tools to help students measure their progress toward specific learning goals. These learning outcomes help students and instructors assess outcomes deemed most important.
- **Updated end-of-chapter Study Plan** Summarizes key points of the chapter and provides review questions and critical thinking questions to check understanding, all

specifically tied to the chapter's learning outcomes. This carefully planned approach is designed to allow students to drill down to the essential information and critically assess why these outcomes are so important.

Chapter-by-Chapter Revisions

Access to Health, 15th edition, has been updated line by line to provide students with the most scientifically valid, comprehensive, and current information from well-designed professional sources. We painstakingly review studies, compare conflicting results, and provide a balanced and thorough overview of each topic as well as an overview of areas needing further study. Health research is dynamic and ever-changing and we strive to be as up-to-date as possible as we go to press. In addition, we have enhanced and reorganized portions of the text to improve the flow of topics, provided more thought-provoking scenarios and added, updated, and improved all figures, tables, feature boxes, and photos to enhance the learning experience. The following is a chapter-by-chapter listing of some of the many “other” noteworthy changes, updates, and additions.

Chapter 1

- Updated information on health-related impediments to academic performance
- Updated information on student health and its relevance for today's students
- Updated material on factors that limit life expectancy by age, race, sex, and more
- Updated information on risks for young adults and priorities for change
- Updated information on costs of obesity and how your behaviors influence others both directly and indirectly
- New, more skills-focused **Making Changes Today** feature
- Expanded discussion of intellectual health
- Added material on epigenetics
- Updated material on health care reform and implications for college students
- Updated Health in a Diverse World box on health disparities

Chapter 2

- Updated info on **Growing Problem of Mental Health on American Campuses**
- New coverage of emotional intelligence and why it is important
- Added coverage of family, community, and social supports
- Expanded discussion of positive psychology and PERMA
- Updated discussion of the role of happiness in overall health and well-being
- Updated statistics throughout, with particular emphasis on college student mental health issues, contributors, and consequences, including suicide and other outcomes
- New, skills-focused **Making Changes Today** feature on enhancing psychological health

Chapter 2A

- Updated overview of latest research demonstrating the importance of spiritual health in overall health and well-being
- Updated material on characteristics that distinguish religion and spirituality and the importance of each in overall health and well-being
- Updated research on how millennials view spirituality and religion and the importance of each in their lives
- Updated material on the relationship between spirituality and academic performance
- Updated material on the relationship between spiritual well-being and physical health

Chapter 3

- Updated research supporting the importance of stress in overall health, particularly as a factor in sleep, chronic and infectious disease, and overall mental health
- New figure indicating the importance of stress on various ages and stages of life
- Updated figure on physical symptoms of stress based on the latest science
- Updated section on the sources of stress in America, at-risk populations, and negative consequences
- Updated coverage of role of oxytocin in returning body to homeostasis
- Expanded coverage of the transactional model of stress and coping, minority stress and its implications for diverse populations, and the Yerkes-Dodson law of arousal
- Expanded coverage of the role of finances in stressful outcomes, particularly for college students
- Expanded section on strategies that individuals can take to reduce stress in their lives, including emphasis on mindfulness and journaling, as well as apps for helping to control stress reactions
- New section on the role of “self-compassion” in one’s approach to stress and how “cutting yourself some slack” in your pursuit of excellence can dramatically influence stress levels

Chapter 3A

- New explanation and revised figure on the role of the Health-Income Gradient on overall health outcomes
- Updated research/statistics focusing on how GDP per capita influences life expectancy at birth
- New figure on how families cut costs to make college more affordable
- New information on social capital, what it is, and how it can have a significant role in determining health
- New info on correlation between health insurance coverage and health
- Expanded discussion of SES and health
- Updated coverage of average college costs, as well as federal programs and tax credits to help offset costs of higher education
- Expanded discussion of wise credit card use

Chapter 4

- Expanded coverage on the importance of sleep in overall health and why sleep is particularly challenging and important for college students
- New figure on the parts of the brain involved in sleep
- Expanded discussion of the problem of sleep deprivation in America and updated research on the various components of a good night’s sleep
- Expanded and updated coverage of sleep issues on campus, factors that contribute to sleep deprivation, and possible consequences for students
- Expanded discussion of unique sleep needs of individuals throughout life
- New material on the unique aspects of the “short sleeper” and possible genetic aspects of circadian rhythm and sleep debt
- Updated material on sleep apnea, risks for untreated sleep apnea, and new options for treatment
- Expanded material on “sleep hygiene” and actions you can take to ensure a good night’s sleep
- New info on reported sleep aids, what works and what doesn’t, and associated risks

Chapter 5

- Updated figure on caloric intake for various populations, and discussion of risks and new dietary challenges
- Updated info on essential nutrients, current evidence for dietary recommendations, and determining fact from fiction when it comes to nutrition
- Expanded coverage of dehydration and the importance of water in overall health
- Updated info on fat intake recommendations and the latest on healthy fats versus others
- New discussion of healthful eating patterns and new dietary recommendations
- New info on supplement labelling, what consumers need to know, and recent labelling changes to aid consumers in sound nutritional choices
- Enhanced skills-based info on how college students can eat healthily when on a budget and when there may be limitations in eating well in college
- Expanded coverage on the increasing prevalence of food-borne illnesses, new threats, and steps you can take to prevent infection

Chapter 6

- Completely revised and updated research and statistics on the “globesity” epidemic as well as the growing threat of overweight/obesity in the United States by age, race, gender, socioeconomic status, and other factors
- New map showing trends in U.S. obesity as well as current prevalence by state
- Update of research supporting the potential threat of obesity and overweight, from increased risk for chronic disease, to increased risk of infectious disease, sexual

dysfunction issues, and stigma and social issues for the obese in America

- New figure and specific information focused on the 10 most obese and least obese countries of the world
- New research and updated material on childhood obesity as a predictor of future adult obesity
- New coverage of specific risk factors for obesity, including genetic, hormonal, and environmental factors in obesity development and maintenance
- New coverage of thrifty and spendthrift metabolism and how metabolism can influence obesity development

Chapter 6A

- Updated statistics on prevalence of dissatisfaction with appearance and body dysmorphic behaviors
- Updated info on childhood dieting behavior and predictors of later life patterns
- Expanded info on Social Media and how it influences abnormal fixation on appearance
- Expanded coverage of disordered eating and the new obsession with food called orthorexia nervosa
- New coverage of Health At Every Size philosophy
- Expanded coverage of controversial questions of whether you can be fat and healthy

Chapter 7

- Update on exercise in America, how we are doing in terms of meeting the exercise guidelines, and updated research and statistics on the benefits of exercise
- Updated figure on calories burned by exercise type
- New figure on the benefits of exercise on cognitive function and whether regular exercise can help your performance on exams
- Updated tables on popular fitness equipment
- New material on negative health outcomes of sitting for extended periods
- New material on peak bone mass and lifestyle factors—where you are now and what can you expect in terms of bone density
- Expanded discussion of strategies for losing weight, gaining weight, and overall improved weight management

Chapter 8

- Updated research and trends in relationships in the United States, including marriage, cohabitation, singlehood, lesbian and gay relationships, and other options
- Expanded coverage of the trend toward remaining single and later-life marriage
- Updated info on the importance of healthy relationships and the effects of social isolation on physical health
- Expanded coverage of same-sex relationships, gay marriage laws, and issues of discrimination
- Enhanced coverage of the role of communication in the digital age and the effect of modern technology on relationships

- Enhanced coverage of strategies for improving communication and staying safe while interacting online
- Updated coverage of relationship failure and coping with conflict

Chapter 9

- Expanded discussion of transgender and gender expression, current issues, and emerging policies
- Updated information on sexual prejudice
- Updated discussion of sexual dysfunction
- New information on desire and arousal disorders
- New coverage of the CERTS model for healthy sexuality
- Updated coverage of the health benefits and risks of sexual behavior
- Updated discussion of disability and sexual relationships

Chapter 10

- Updated research and statistics on pregnancy in America
- New information on pregnancy and the Zika virus
- Updated information on contraceptive types and their advantages/disadvantages and risks/benefits
- New **Pop Quiz** questions
- Updated discussion on decision making and factors in reproductive choices
- New coverage of cycle tracking and reproductive health apps
- New coverage of enhancing men's involvement in reproductive choices
- Updated information on contraceptives in the developing world
- Updated information on communicating with a partner about contraceptive choices

Chapter 10A

- Updated statistics and research on addictions, particularly newer addictions related to media and mobile devices and the urge to stay connected
- Updated information on gambling addiction
- Expanded coverage of Internet addiction and compulsive use of mobile devices
- Updated stats on the costs of addiction
- New, skills-based **Making Changes Today** box on what to do if you or a friend has a problem
- Updated coverage of treatment programs for addiction, their effectiveness, and factors to consider when seeking help

Chapter 11

- Updated stats on alcohol use
- Updated stats on the prevalence of negative consequences associated with college drinking
- Updated info on driving fatalities among drivers with BACs above the legal limit
- Updated stats on binge drinking
- Coverage of new FDA approved “hangover cures”
- Updated stats on alcohol and sexual assault, rape, and dating violence

- More on alcohol and cancer and alcohol's impact on the immune system
- New section on alcohol inhalation
- New section on functional alcoholism
- Updated info on alcohol and costs to society

Chapter 12

- Updated stats on prevalence of smoking among college students
- Updated coverage of advertising and education around smoking and cessation
- Expanded coverage of why people smoke
- Updated Health in a **Diverse World** box on fighting the tobacco epidemic
- New information on e-cigarettes

Chapter 13

- Updated caffeine content comparison among popular products
- Updated info on benefits and hazards of caffeine use
- Updated stats on college marijuana use as well as legalization
- Updated information on stimulants
- Updated coverage of bath salts
- New information on costs of the drug war

Chapter 14

- Expanded coverage and updated statistics of current, emerging, and resurging infectious diseases, risk factors, and strategies for prevention
- Updated adult immunization schedule with a focus on college students
- New figure on how antibiotic resistance occurs and spreads
- New coverage of the impact of the Zika virus and emerging threats from bacterial, viral, and other pathogenic diseases
- Expanded coverage of climate change and the likelihood of disease proliferation
- Expanded coverage of toxic chemicals and the immune system
- Updated coverage of vaccinations, particularly those of importance to college students, their effectiveness, and the validity of controversial stances on vaccinations

Chapter 15

- New research and statistics on STI prevalence, risk factors, prevention, and treatment
- Updated figure on signs and symptoms of STIs
- New figure on rates of new HIV diagnoses and most affected populations
- Updated, skills-based **Making Changes Today** box on safe sex
- New information on prevention strategies for persons at high risk of HIV infection
- Updated stats on prevalence of a variety of STIs

Chapter 16

- New statistics on CVD trends; current rates based on age, race, and sex; and key risk factors
- New information on how we are doing in terms of meeting the Ideal healthy heart measures in the United States
- New discussion of disparities in CVD by age, race, and gender
- New section on sudden cardiac death
- Updates on the social, emotional, and economic burden of CVD on individuals and families
- New comparisons of CVD rates in developed and developing countries
- New information on the SPRINT trial and its influence on new blood pressure treatment recommendations
- New information on using the ankle-brachial index for diagnosis of PAD
- New treatments for blockages caused by clots and other problems
- Update on MetS prevalence, risk factors, and prevention strategies
- Update of current research and statistics on stroke
- New material on potential impact of new Dietary Guidelines on CVD risk
- Update and expansion of newest strategies for reducing CVD rates and the diagnosis and treatment of CVD
- New update on use of aspirin for CVD risk reduction
- New information on emotional aspects of CVD survival for individuals and families
- New theory that bacteria in the gut may be more important than fat in the diet in predicting and treating CVD
- Update of strategies or actions to be initiated when a heart attack or stroke occurs
- Updated figure on major cardiovascular disease death rates by state
- Updated stats on the breakdown of deaths attributable to certain cardiovascular diseases
- Updated **Making Changes Today** box on what to do when a heart attack hits
- Updated info on blood pressure classification
- Updated info on changing fat and cholesterol intake recommendations

Chapter 16A

- Updated figure on blood glucose levels in prediabetes and untreated diabetes to include A1C levels
- Updated stats on prevalence of prediabetes and diabetes in the U.S.
- New information on genetic predisposition to diabetes
- Updated statistics on medical costs of diabetes and related illness
- New, skills-based **Making Changes Today** box on reducing risks for diabetes

Chapter 17

- New research and statistics in every section of chapter highlighting trends and current issues

- Updated data on 5-year survival cancer rates by site and race
- Updated data on leading sites of new cancer cases and deaths
- Expanded coverage of types of ALL and CLL leukemia prevalence, risks, prevention, and treatment
- Expanded coverage and updated stats on skin cancer risks, prevalence, and prevention
- Updated info on alcohol and cancer risks
- New information on “other” cancers that are related to HPV infections, particularly among young adults

Chapter 18

- New **Why Should I Care?** focuses attention on the current and future relevance to chronic disease
- New information on the staggering social and economic impact of chronic diseases in the United States
- Updated stats on college students with chronic conditions
- New figure on asthma prevalence by age, sex, and race/ethnicity in the United States
- New figure on lost workdays by medical cause
- New information on asthma, allergies, and food sensitivity
- New information on repetitive motion disorders and new technology that increases risks
- Expanded coverage of ulcerative colitis and inflammatory bowel disease
- Updated info on anaphylaxis and anaphylactic shock
- Expanded coverage of neurological disorders

Chapter 19

- New data and research on complementary and integrative medicine, who uses these health care options, and emerging trends
- New figure on types of complementary health approaches
- New, more skills-based **Making Changes Today** box on complementary health approaches and self-care
- Expanded information on the Affordable Care Act and complementary and integrative medicine
- More information on selecting doctors and nonmedical providers

Chapter 20

- New data and statistics on crime contributors and risks by age, race, and gender
- Updated data and figure on changing crime rates, trends, types of crime, and risks
- Updated figure on homicide by type of weapon in the United States
- Updated information on substance use and crime
- Updated homicide statistics and discussions of gun violence and gun policies
- Expanded coverage of intimate partner violence
- New and expanded legal definition of what constitutes rape, as well as updated coverage of rape on campus
- Updated stats on campus hazing, sexual harassment, and other key violence issues

Chapter 20A

- Updated information on prevalence of unintentional injury with particular emphasis on young, college-age adults
- Updated stats around injuries and fatalities related to motor vehicle crashes
- Updated information on marijuana and driving
- Expanded info on aggressive driving and vehicle safety issues, use of mobile devices while driving (texting, etc.)
- Updated information on injuries related to skiing, skateboarding, and snowboarding
- Updated stats around common home unintentional injuries
- New information on disaster preparedness
- More skills-based **Making Changes Today** box on avoiding motor vehicle injuries

Chapter 21

- New **Why Should I Care?** focusing on current and future threats of unchecked population growth, increasing demand for scarce resources and potential future threats
- New data and statistics on global population trends, threats, and impact on climate change
- Updated figure of world population estimates
- Updated figure on world energy consumption by fuel type
- New figure on major energy sources and percent share of total U.S. electricity generation
- Updated information on what is in American trash and how we squander resources, such as food resources
- Expanded coverage of fracking and potential threats to the environment
- New and expanded coverage of alternative energy sources—how we are doing and how we compare to other countries of the world
- New **Health Headlines** box on the Flint Water Crisis and how archaic infrastructure in the United States contributes to health risks

Chapter 22

- Updated information on successful aging and how to have vibrant and healthy later years
- Updated stats and projections on number of Americans age 65 and older
- Updated information on living arrangements of Americans age 65 and older
- Updated stats around organ donation and patients needing/receiving transplants
- Updated, more skills-based **Making Changes Today** box on how to talk to loved ones when someone dies
- New information on complicated grief
- New information on millennials and financial planning for future health and well-being

TEXT FEATURES AND LEARNING AIDS

Access to Health, 15th Edition, includes the following special features, all of which have been revised and improved upon for this edition:

- Numbered learning outcomes at the beginning of each chapter are tied to each major chapter section, helping students navigate each chapter and measure their progress against specific learning goals and helping instructors assess the key information and skills students are meant to take away from each chapter.
- **What Do You Think?** critical thinking questions within the chapter prompt students to reflect on personal and societal issues relating to the material they have just learned.
- **Why Should I Care?** feature now opens every chapter and leads students to recognize the relevance of health issues and the upcoming chapter content to their own lives in the here and now.
- **Did You Know?** figures call attention to statistics that are relevant to the lives of college students in a fun and informative format.
- **Assess Yourself callouts at the end of every chapter** direct students to online self-assessment worksheets in MasteringHealth where they can assess their current health behaviors in order to better set goals and follow-through on behavior change.
- **Making Changes Today** boxes give students specific strategies for making lasting changes to their health behaviors.
- **Tech & Health** boxes cover key new technology innovations, from medical tests to calorie-counting smartphone apps and other devices that can help students stay healthy.
- **Student Health Today** boxes offer current data and information about health trends specific to college students, including potential risks and safety issues that affect students' lives.
- **Health Headlines** boxes highlight new discoveries and research, as well as interesting trends in the fields of public and personal health.
- **Health in a Diverse World** boxes expand discussion of health topics to diverse groups within the United States and around the world, as well as spurring discussion about key disparity issues facing many populations.
- **Money & Health** boxes cover health topics from the financial perspective, discussing everything from how to lessen money stress during school to how something like a plastic bag tax at the grocery store might impact behavior.
- A **running glossary** in the margins defines terms where students first encounter them, emphasizing and supporting understanding of material.
- **QR codes and media callout boxes** indicate when podcasts, videos, and assessments are available online in MasteringHealth for use with the book.
- The end-of-chapter **Study Plans** help students target their studying and master key chapter concepts by explicitly tying the chapter learning outcomes to the **Summary** points that

wrap up chapter content, the **Pop Quiz** multiple-choice questions and **Think About It!** discussion questions that encourage students to evaluate and apply new information, and the **Accessing Your Health on the Internet** sections offer more opportunities to explore areas of interest.

- The **appendices** at the end of the book include practical information on providing emergency care and a table of nutritive values for selected foods and fast foods.
- A **Behavior Change Contract** for students to fill out is included in the back of the book.

SUPPLEMENTARY MATERIALS

Available with *Access to Health*, Fifteenth Edition, is a comprehensive set of ancillary materials designed to enhance learning and to facilitate teaching.

Instructor Supplements

- **MasteringHealth with Pearson eText 2.0**
MasteringHealth is an online homework, tutorial, and assessment product designed to improve results by helping students quickly master concepts. Students will benefit from self-paced tutorials that feature immediate wrong answer feedback and hints that emulate the office-hour experience to help keep them on track. With a wide range of interactive, engaging, and assignable activities, students will be encouraged to actively learn and retain tough course concepts:
 - **Before class**, assign adaptive Dynamic Study Modules and reading assignments from the eText with Reading Quizzes to ensure that students come prepared to class, having done the reading.
 - **During class**, Learning Catalytics, a “bring your own device” student engagement, assessment and classroom intelligence system, allows students to use their smartphone, tablet, or laptop to respond to questions in class. With Learning Catalytics, you can assess students in real-time using open ended question formats to uncover student misconceptions and adjust lectures accordingly.
 - **After class** assign, an array of assignments such as Which Path Would You Take activities, ABC Videos, Video Tutors, Behavior Change Videos, and much more. Students receive wrong-answer feedback personalized to their answers, which will help them get back on track.For more information on MasteringHealth, please visit www.masteringhealth.com
- **Video Tutors, ABC News Health and Wellness Lecture Launcher Videos, and Behavior Change Videos.**
Twenty-seven brief video tutors accessible via QR codes in the text, plus 60 ABC News videos, each 5 to 10 minutes long, and ten whiteboard-style behavior change videos help instructors stimulate critical discussion in the classroom. Videos are provided already linked within Power-Point lectures and are available separately in large-screen format with optional closed captioning through MasteringHealth.

- **Instructor Resource and Support Manual.** Easier to use than a typical instructor's manual, this key guide provides a step-by-step visual walk-through of all the resources available to you for preparing your lectures. Also included are tips and strategies for new instructors, sample syllabi, and suggestions for integrating MasteringHealth into your classroom activities and homework assignments.
- **Teaching with Student Learning Outcomes.** This feature provides essays from 11 instructors who teach using student learning outcomes. They share goals and suggestions for developing good learning outcomes and give tips and suggestions for how to teach personal health in this manner.
- **Teaching with Web 2.0.** From Facebook to Twitter and blogs, students are interacting with technology constantly. This handbook gives tips on how to incorporate technology in your course.
- **Test Bank.** The Test Bank incorporates Bloom's Taxonomy, or the Higher Order of Learning, to help instructors create exams that encourage students to think analytically and critically, rather than simply to regurgitate information.
- **Great Ideas! Active Ways to Teach Health & Wellness.** This manual provides ideas for classroom activities related to specific health and wellness topics, as well as suggestions for activities that can be adapted to various topics and class sizes.
- **Dynamic Study Modules in MasteringHealth** assess students' performance and activity in real time. They use data and analytics that personalize content to target students' particular strengths and weaknesses. And, because we know students are always on the go, Dynamic Study Modules can be accessed from any computer, tablet, or smartphone.
- **Behavior Change Log Book and Wellness Journal.** This assessment tool helps students track daily exercise and nutritional intake and create a long-term nutrition and fitness prescription plan. It includes behavior change contracts and topics for journal-based activities.
- **Eat Right! Healthy Eating in College and Beyond.** This handy, full-color booklet provides students with practical guidelines, tips, shopper's guides, and recipes that turn healthy eating principles into blueprints for action. Topics include healthy eating in the cafeteria, dorm room, and fast-food restaurants; planning meals on a budget; weight management; vegetarian alternatives; and how alcohol affects health.
- **Live Right! Beating Stress in College and Beyond.** This booklet gives students useful tips for coping with a variety of life's challenges both during college and for the rest of their lives. Topics include sleep, managing finances, time management, coping with academic pressure, relationships, and a closer look at advertised products that promise to make our lives better.
- **Digital 5-Step Pedometer.** Take strides to better health with this pedometer, which measures steps, distance (miles), activity time, and calories and provides a time clock.
- **MyDietAnalysis** (www.mydietanalysis.com). Powered by ESHA Research, Inc., MyDietAnalysis features a database of nearly 20,000 foods and multiple reports. It allows students to track their diet and activity using up to three profiles and to generate and submit reports electronically.

Student Supplements

- **MasteringHealth Student Study Area** also provides students with self-study material like access to the eText 2.0, practice quizzes, flashcards, videos, MP3s, and much more to help them get the best grade in your course at their own pace.

ACKNOWLEDGMENTS

It is hard for me to believe that *Access to Health* is in its fifteenth edition and that this one may be the best one yet! Since its inception, the personal health textbook market has undergone remarkable changes. Whereas the text remains the foundation and springboard for information, the ability to communicate with students through the Internet and a wide range of other media and devices such as smartphones and tablets provides textbook authors and publishers entirely new and exciting ways of teaching, sharing information, motivating students to become actively engaged in the learning experience, and covering up-to-the-minute health topics in every class. Today's text offers opportunities for student engagement and thought-provoking exercises that do more than test basic factual data. *Access to Health* is also designed to help students understand complex issues surrounding health so they can make better decisions related to health care and behaviors.

To maximize student learning, we sought input from faculty members and experts in technology and e-learning—those who work with students daily and who understand how to engage today's learners with written and visual content. We also interviewed students and asked them about how they used technology in their learning and incorporated their recommendations in our student-centered approach.

Producing a text that students actually want to pick up and read—one that they find interesting and that encourages critical thinking and learning—is no small task. In fact, in addition to having an author and contributors with the professional training and expertise in the scientific foundations of the health field, it takes a small army of publishing professionals and media specialists who take the basic information and make it come alive for the reader. Each step in planning, developing, and marketing a high-quality textbook and supplemental materials requires a tremendous amount of work from many skilled and dedicated professionals. I often think how fortunate I have been to work with the many gifted and talented professionals who make up the Pearson family. Upon reflection, there have been so many names and faces along the way—from people who have carried a tremendous amount of responsibility from beginning to end to those who have quietly worked behind the scenes on special tasks, in many cases, to make *Access to Health* a resounding success from the first edition to this one. I owe each of them tremendous gratitude, for without their efforts, this book may have languished on the shelves along the way. From my perspective, Pearson personnel personify key aspects of what it takes to be successful in the publishing world: (1) skill and competence; (2) drive and motivation; (3) creativity and commitment to excellence; (4) a vibrant, youthful, and enthusiastic approach; and

(5) personalities that motivate an author to continually strive to produce market-leading texts.

In particular, I am indebted to my new Content Producer, Deepti Agarwal, who took over the reins with this edition of *Access to Health* and never missed a beat in ensuring that the project kept on schedule and continued to reflect excellent editorial skills. Deepti was able to juggle numerous responsibilities and organizational tasks, provide thoughtful recommendations, and problem-solve along the way to keep the team on task and working to provide a final manuscript on a tight schedule—all the while gently nudging the author, who has a slight tendency to want to add more and more in a limited space! In short, Deepti did a fantastic job in making this edition continue as a leading text in the field. In addition to Deepti, I am thankful to Kari Hopperstead and Nedah Rose, development editors, who continued working with us to refine and develop a newer, cutting-edge edition. Their history with the project allowed them to make excellent recommendations for revisions and incorporate new information seamlessly into each chapter. Their creative suggestions helped maintain continuity and excellence in the final product. Consistent with Pearson's team approach to publishing, so many people work with these projects over the years, and their collective memory, edition to edition, makes for a fantastic author/editor interaction.

In short, Deepti, Kari, and Nedah were part of the “dream team” that allowed the author and contributors to focus on the task at hand—using their knowledge to provide scientifically valid information about health. Thank you, all. I would also like to thank Nic Albert for his behind-the-scenes work as developmental editor on our chapters as we submitted our revisions. Having worked with Nic on several projects, I am thankful for his skill in focusing material, worrying the details in manuscript development, and helping keep the book on target. Laura Specht Patchkofsky played a key role in refining material, synthesizing my long narratives, and keeping the text clean and concise for students.

I also wish to give profound thanks to Susan Malloy, Content Producer, for her continued oversight, careful management, and wise decision making. Without Susan's dedicated support behind the scenes, this project would not have been possible. Susan is a great resource, a committed professional, and a huge part of the glue that helps keep the experience a success. Although many acquisitions editors play a more detached role in project management and development, I was fortunate in being able to work with a hands-on and enthusiastic editor on this edition. Much appreciation and many thanks go to senior acquisitions editor Michelle Yglecias.

Whether traveling to assist with adoptions, dealing with issues that inevitably arise in a changing health marketplace, or securing necessary resources to stay on top of a competitive field, Michelle has been key to the success of my books and the health list at the Pearson publishing enterprise. A tireless worker, an enthusiastic advocate for authors and her staff, Michelle has been a driving force in moving the *Access to Health* series into the twenty-first century of technologically savvy textbooks. Clearly, she “gets it” when it comes to keeping a steady hand on the pulse of the personal health market and what instructors are looking for and what students need. Although these individuals were key contributors to the finished work, there were many other people who worked on this revision of *Access to Health*. In particular, I would like to thank Patty Donovan of SPi Global who put everything together to make a polished finished product. Patty worked wonders in giving the book an exciting and fresh new look, both inside and out. Editorial Assistant Nicole Constantine gets major kudos for supporting the editorial team, as does Timothy Hainley, Senior Content Producer, who developed a comprehensive MasteringHealth program. Additional thanks go to the rest of the team at Pearson, especially Design Manager Mark Ong, Rights and Permissions Manager Ben Ferrini, and Director of Content Development Barbara Yien. A special thank you to Barbara for her steady hand and oversight of this project and her commitment to producing a quality text!

The editorial and production teams are critical to a book’s success, but I would be remiss if I didn’t thank another key group who ultimately help determine a book’s success: the textbook representative and sales group and their leaders, Executive Product Marketing Manager Neena Bali and Field Marketing Manager Mary Salzman. Neena and Mary talk with faculty daily and provide the editorial and author teams with helpful advice and many good ideas. In keeping with my overall experiences with Pearson, the members of the marketing and sales staff are among the best of the best. I am very lucky to have them working with me on this project with each book, I appreciate their time, skill, and dedication even more! This is truly a great group of publishing professionals. Thank you to every one of you!

CONTRIBUTORS TO THE FIFTEENTH EDITION

Many colleagues, students, and staff members have provided the feedback, reviews, extra time, assistance, and encouragement that have helped me meet the rigorous demands of publishing this book over the years. Whether acting as reviewers, generating new ideas, providing expert commentary, or revising chapters, each of these professionals has added his or her skills to our collective endeavor. I would like to thank other key contributors to chapters in this edition. As always, I would like to give particular thanks to Dr. Patricia Ketcham, who has helped with the *Access to Health* series since its beginnings. As

past president of the American College Health Association, former Associate Director of Health Promotion in Student Health Services at Oregon State University, and current Evaluation Specialist at Western Oregon University, Pat provides a current and unique perspective on key campus challenges and the innovative ways in which campuses are responding to a wide range of student health issues. Although she has been instrumental in the development and updating of several different chapters over the years, for this edition she used her skills in careful revisions of Chapter 2, “Promoting and Preserving Your Psychological Health”; “Focus On: Recognizing and Avoiding Addiction”; Chapter 11, “Drinking Alcohol Responsibly”; Chapter 12, “Ending Tobacco Use”; Chapter 13, “Avoiding Drug Misuse and Abuse”; and Chapter 22, “Preparing for Aging, Death, and Dying”.

Dr. Erica Taylor, associate professor in the Department of Public and Allied Health Sciences at Delaware State University, used her extensive background in exercise science and kinesiology to prepare an excellent update and revision for Chapter 7, “Improving Your Personal Fitness.” Dr. Susan Dobie, Associate Professor in the Department of Health, Physical Education and Leisure Sciences at the University of Northern Iowa, has worked with our team for several recent editions, providing several outstanding chapter revisions. Susan utilized her expertise in the health promotion and health behavior areas to revise “Focus On: Enhancing Your Body Image”; Chapter 8, “Connecting and Communicating in the Modern World”; Chapter 9, “Understanding Your Sexuality”; and Chapter 10, “Considering Your Reproductive Choices.” As an educator, mentor, and researcher, Dr. Dobie provided detailed, cutting-edge information in an interesting and well-written update designed to engage students and provide thought-provoking learning experiences.

Special thanks to Dr. Disa Cornish, assistant professor in the Department of Health Promotion and Education at Northern Iowa University, for her timely, thorough, and thoughtful revision of the “Focus On: Cultivating Your Spiritual Health,” an area gaining increasing interest among millennials today.

Finally, Laura Bonazzoli, development editor and author, provided a thorough and timely revision of Chapter 1, “Accessing Your Health”; “Focus On: Improving Your Financial Health”; Chapter 5, “Nutrition: Eating for a Healthier You”; Chapter 19, “Making Smart Health Care Choices”; and “Focus On: Reducing Your Risk of Unintentional Injury.” As per usual, Laura has done an outstanding job in revising chapters with the latest/greatest scientifically accurate information in a straightforward and thoughtful manner designed to motivate students.

The above contributors were brought on because of their history of working with college students, and their vital, enthusiastic approach to student learning. Importantly, they are all experts in subject-matter content and have proven academic training and research background in related fields. Thank you to each of you for your help in making this edition of *Access to Health* one of the best yet!

REVIEWERS FOR THE FIFTEENTH EDITION

With each new edition of *Access to Health*, we have built on the combined expertise of many colleagues throughout the country who are dedicated to the education and healthy behavioral changes of students. I thank the many reviewers of the past 14 editions of *Access to Health* who have made such valuable contributions. I want you, the instructors who have used and reviewed the book over the years, to know that I am grateful for your support and guidance. You are an essential resource for knowing how to best stimulate students to learn, grow, and tackle the health challenges that lie ahead of them.

For the fifteenth edition, reviewers who have helped us continue this tradition of excellence include:

Aaron Fried, Glendale Community College
Chris Harman, California University of PA
Christine Foster, Western Michigan University
Lamia Scherzinger, Miami University
Melissa Mesman, Kennesaw State University
Nikki Bonanni, Ithaca College
Peter DiLorenzo, Camden County College
Richard Scheidt, Fresno City College

Which Path Would You Take? Writers and Reviewers

Kathy Munoz, Humboldt State University
Michele Lomonaco, The Citadel
Brent Heidorn, University of West Georgia
Joshua Tarbay, Tarrant County College–Northwest Campus
Kelly Droege, Training and Organizational Development
Business Partner, RESOLUTE Forest Products, Montreal,
Canada
Dina Hayduk, Kutztown University
Susan Roberts-Dobie, University of Northern Iowa
Trevor Burns, Daytona State College
Carole Sloan, Henry Ford College
Karla Rues, Ozarks Technical Community College

Contributors to Instructor Supplements and MasteringHealth

Karla Rues, Ozarks Technical Community College;
Brenda Moore, Ozarks Technical Community College;
Nikki Bonanni, Ithaca College; Laura Bonazzoli; Nic Albert;
Pardess Mitchell, Harper College;
Melanie Healy from University of Wisconsin La Crosse

Many thanks to all!
Rebecca J. Donatelle, PhD

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Changing Behavior Today for a Better Tomorrow



Focusing on Choices Today for Better Health



**BILLS PILING UP?
IS IT TIME FOR A NEW JOB
OR A NEW CREDIT CARD?**

**WHICH PATH
WOULD YOU TAKE?**



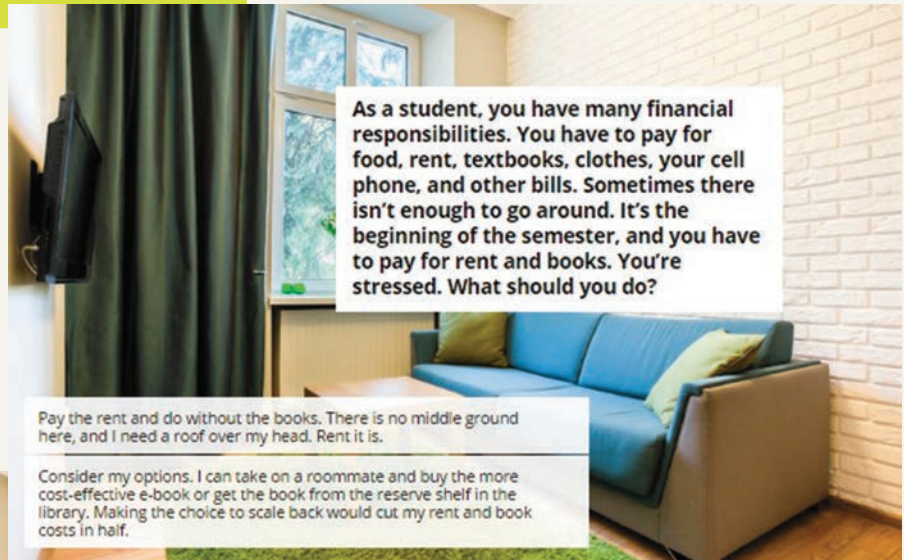
Scan the QR code to play Which Path Would You Take? and see where decisions like these lead you!

NEW! Interactive Behavior Change Activities—Which Path Would You Take?

By scanning QR codes with their mobile devices, students gain access to an exploration of various health choices through an engaging, interactive, low-stakes, and anonymous experience.

Which Path Would You Take?

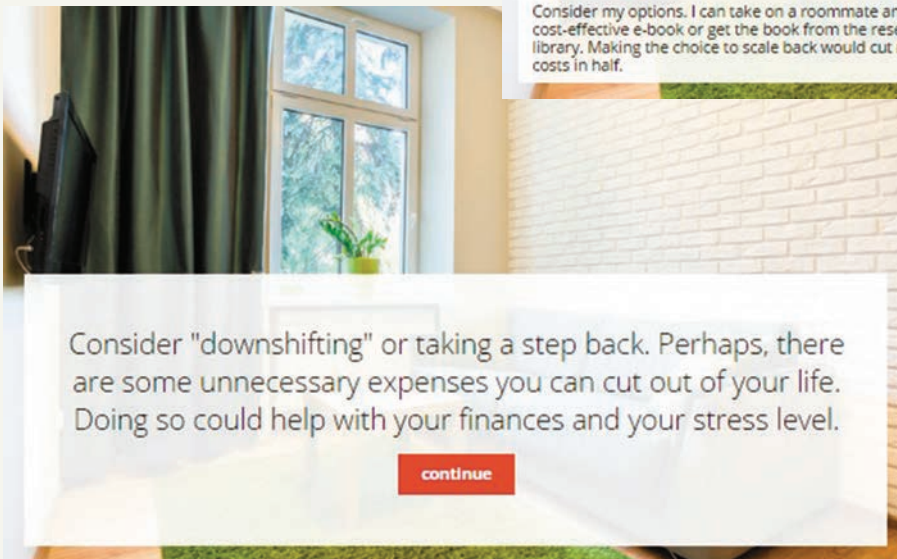
cover topics such as alcohol, smoking, nutrition, and fitness.



As a student, you have many financial responsibilities. You have to pay for food, rent, textbooks, clothes, your cell phone, and other bills. Sometimes there isn't enough to go around. It's the beginning of the semester, and you have to pay for rent and books. You're stressed. What should you do?

Pay the rent and do without the books. There is no middle ground here, and I need a roof over my head. Rent it is.

Consider my options. I can take on a roommate and buy the more cost-effective e-book or get the book from the reserve shelf in the library. Making the choice to scale back would cut my rent and book costs in half.



Consider "downshifting" or taking a step back. Perhaps, there are some unnecessary expenses you can cut out of your life. Doing so could help with your finances and your stress level.


continue

Students receive specific feedback on the choices they make today and the possible consequences on their future health.

Outcomes Tomorrow

NEW! Chapter 4: Improving Your Sleep
Based on user feedback, sleep has been expanded from a Focus On chapter to a full chapter to examine the connections between sleep and stress, sleep and nutrition, and more.

4 Improving Your Sleep



LEARNING OUTCOMES

- 1-1 Describe the problem of sleep deprivation in the United States, including the unique challenges of sleep deprivation on campus.
- 1-2 Explain why we need sleep and what happens if we don't get enough, including potential physical, emotional, social, and safety threats to health.
- 1-3 Explain the processes of sleep, including the four-stage model, circadian rhythm, and sleep-wake cycle, and how they work, as well as their importance for health.
- 1-4 Describe some common sleep disorders, including risk factors and what can be done to prevent or treat them.
- 1-5 Explain ways to improve your sleep through cognitive behavioral therapy for insomnia, changing daily habits, modifying your environment, avoiding sleep disruptions, using sleep aids responsibly, and other sound sleep hygiene strategies.

WHY SHOULD I CARE? Sleeping for fewer than 7 hours per night may be one of our greatest public health threats—more so than with any nutritional risk for obesity, diabetes, heart disease, prostate, coronary heart disease, cancer, stroke, gastrointestinal issues, frequent mental distress, and all-cause mortality. It can also have a direct effect on cognitive performance, which can increase the likelihood of motor vehicle and workplace accidents, industrial accidents, medical errors, loss of work productivity, memory loss, and our relationships with others. College students, in particular, report high levels of sleeplessness and stress. But there are things you can do to become healthy and productive sleepers again.

10-1 | SLEEPLESS IN AMERICA
Describe the problem of sleep deprivation in the United States, including the unique challenges of sleep deprivation on campus.

Nearly every night, we have our waking world and slide into a series of deep sleep, punctuated by changes in heart rate, respiratory rate, blood pressure, and other bodily processes. We all need sleep—the signs and changes that allow the body to repair, restore, and stretch itself. However, over 83 million people in the United States don't get the sleep they need, with as many as 70 million individuals suffering from an actual sleep disorder.¹

Thankfully sleep isn't just an American problem; in fact, people in the United States and Japan have the dubious distinction of being the most sleep-deprived countries in the world, consistently taking up fewer hours of sleep each night than people in the United Kingdom, Germany, Canada, and Mexico. Overall, poor sleep affects quality of life, productivity, physical and mental health, and social interactions of 45 percent of the world's population, and those numbers are increasing.² **FIGURE 4.1** compares average nightly sleep times across a number of countries.

Just how serious is sleep deprivation, a condition that occurs when sleep is insufficient for a given age? How many suffer from *sleeplessness*—insomnia, nightmares, and a lack of mental alertness that can affect daily performance in the United States?³ Although recent surveys of nearly 450,000 U.S. adults' self-reported sleep habits indicate that just over 45 percent had slept the recommended 7 hours in the last 24 hours, the other 35 percent—over 83 million people—did not. Over 36 percent of Americans reported unintentionally falling asleep during the day at least once in the last month.⁴

While falling asleep in class or studying for an exam can have serious implications, one of the greatest potential risks for drowsiness occurs when a tired individual gets behind the wheel of a motor vehicle. Over 3 percent of all drivers reported falling asleep at the wheel, and 1 in 25 report actually falling asleep at the wheel in the last month!⁵ Drowsy driving was responsible for nearly 81,000 crashes, 37,000 injuries, and 640 deaths in the United States in 2014—not to mention 48,000 property-only crashes each year!⁶

FIGURE 4.1 International Sleep Statistics
Source: Sleep and Health Study Foundation, 2012 International Sleep Poll. Summary of findings: <http://chicago.vee.com/vee/Research/2012-06-04/2012-international-sleep-poll-summary.pdf>.



FIGURE 4.1 International Sleep Statistics

¹ Represents worldwide. All sleep an average of 45 minutes more on weekends.
² Represents the number of hours needed for respondents to function at their best the next day (self-reported).
³ Represents worldwide. A condition that occurs when sleep is insufficient.
⁴ Represents insomnia, nightmares, and lack of mental alertness that can affect your daily performance and lead to the dangerous sleepiness while driving.

MAKING CHANGES TODAY

Shake Your Salt Habit

Take simple steps today to reduce your sodium intake:

- ☉ When buying packaged foods, choose low-sodium or sodium-free products.
- ☉ At the movies, order popcorn without salt.
- ☉ Use kosher salt—it has 25 percent less sodium than regular table salt.
- ☉ Avoid adding salt to foods during cooking or at the table; instead, try using fresh or dried herbs and spices to season foods.

NEW! Making Changes Today
Provide students with tools and techniques for making changes to their health today and during their lifetime.

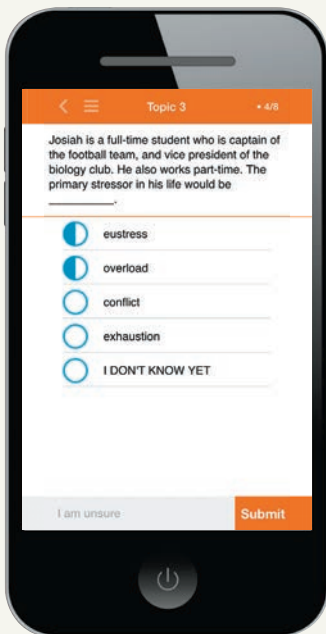
HALLMARK! Why Should I Care?
Feature now opens every chapter and leads students to recognize the relevance of the upcoming chapter content to their own lives in the here and now.

WHY SHOULD I CARE?
A poor-quality diet is a major risk factor for three of the top five causes of death: heart disease, cancer, and stroke. The food and beverage choices you make now can have both immediate and long-term effects on your health.

Continuous Learning Before, During, and After Class

BEFORE CLASS

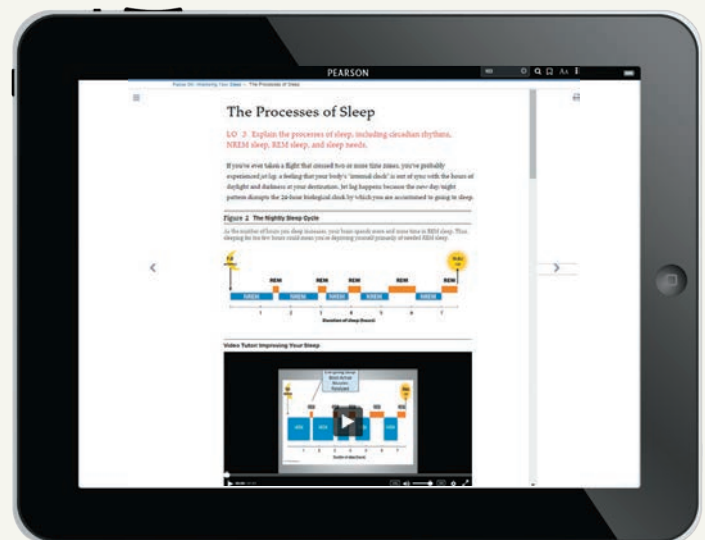
Mobile Media and Reading Assignments Ensure Students Come to Class Prepared



UPDATED! **Dynamic Study Modules** help students study effectively by continuously assessing student performance and providing practice in areas where students struggle the most. Each Dynamic Study Module, accessed by computer, smartphone, or tablet, promotes fast learning and long-term retention.

NEW! **Interactive eText 2.0** gives students access to the text whenever they can access the internet. eText features include:

- Now available on smartphones and tablets
- Seamlessly integrated videos and other rich media
- Accessible (screen-reader ready)
- Configurable reading settings, including resizable type and night reading mode
- Instructor and student note-taking, highlighting, bookmarking, and search
- Now available for offline use via the Pearson eText 2.0 app



Pre-Lecture Reading Quizzes are easy to customize and assign

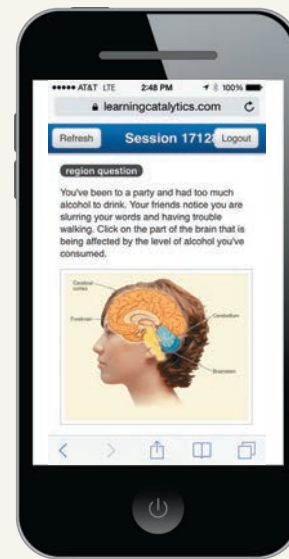
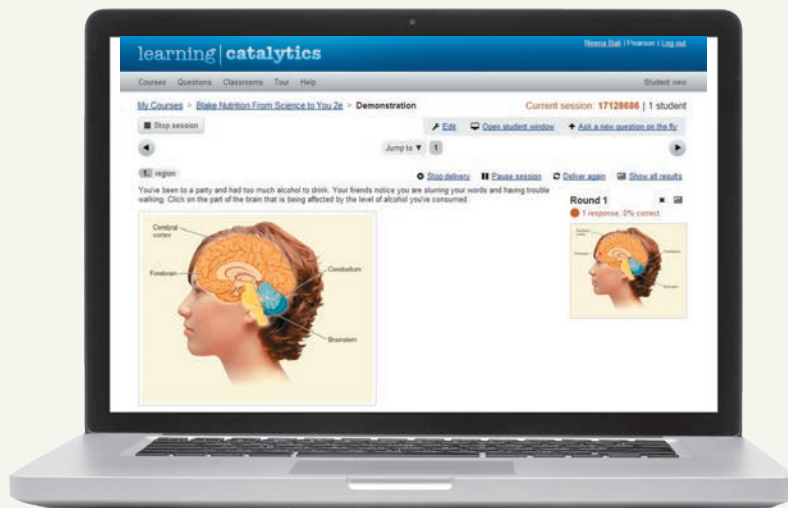
NEW! Reading Questions ensure that students complete the assigned reading before class and stay on track with reading assignments. Reading Questions are 100% mobile ready and can be completed by students on mobile devices.

with MasteringHealth™

DURING CLASS

Engage students with Learning Catalytics

Learning Catalytics, a “bring your own device” student engagement, assessment, and classroom intelligence system, allows students to use their smartphone, tablet, or laptop to respond to questions in class.



AFTER CLASS

MasteringHealth Delivers Automatically Graded Health and Fitness Activities

NEW! Interactive Behavior Change Activities—Which Path Would You Take?

Have students explore various health choices through an engaging, interactive, low-stakes, and anonymous experience. These activities show students the possible consequences of various choices they make today on their future health.

These activities are assignable in Mastering with follow-up questions.

Which Path Would You Take? Alcohol

In this activity, you will explore two scenarios on drinking alcohol. To start the activity, simply click on the image below and answer the first question that appears. Continue to choose an answer to each question that appears and read the feedback.

What Path Would You Take? Alcohol

You are on Spring Break in an unfamiliar town. You and your friends are going to a bar and you decide to eat before you leave. What would you choose to eat before a night out?

- Burger with french fries
- Caesar salad with horseradish dressing
- Strawberry smoothie made with fruit juice

When you have completed the scenario, answer the questions below.
(Keep the Which Path Would You Take? window open so that you can try another path later.)

Thinking About the Choices You Made

In this section, you will answer questions based on the path you just took through the scenario. (Before completing this activity, you'll have the chance to put yourself in someone else's shoes.)

Part A

Did this scenario change your understanding of alcohol or its use?

- yes, very much so
- yes, some
- maybe, just a little
- no, not at all

My Answers Give Feedback

Continuous Learning Before, During, and After Class

AFTER CLASS

Easy-to-Assign, Customize, Media-Rich, and Automatically Graded Assignments

STUDY PLAN
Customize your study plan—and master your health!

Part A - LO 1. Describe the Health Benefits of Being Physically Active
Which of the following statements are correct regarding the benefits of physical activity?
Select all that apply.

- Moderate exercise can lower immunity.
- Exercise can decrease risk of some cancers.
- Exercise can help improve ability to study.
- Exercise can help lower LDL levels in the blood.
- Exercise can lower risk of type 2 diabetes.

Part B - LO 2. Distinguish Between the Physical Activity Required for Health, Fitness, and Performance
Physical activity is any body movement that works muscles; exercise is intentional activity that is planned, structured, and repetitive with the goal of improving or maintaining a component of physical fitness.
Plyometric (jumping) drills to increase jump height for competitive basketball best illustrate physical activity for _____.

- performance
- fitness
- health

UPDATED! Study Plans tie all end-of-chapter material to specific numbered Learning Outcomes and Mastering assets. Assignable Study Plan items contain at least one multiple choice question per Learning Outcome and wrong-answer feedback.

HALLMARK! Coaching Activities guide students through key health and fitness concepts with interactive mini-lessons that provide hints and feedback.

Coaching Activity: Maintaining Flexibility and Back Health
Achieving and maintaining optimal flexibility can benefit both current and future health and wellness. Taking the time to stretch on a regular basis is worth the investment to help maintain mobility and joint health.

Part B - Factors Influencing Flexibility
There are a variety of factors that influence how flexible an individual is. Joint structure, muscles and tendons, and the nervous system all have an effect. In addition, factors due to individual differences, such as genetics, gender, age, body type, activity level, and health status can all contribute to flexibility. Match each term to the appropriate sentence. Note that some terms will not be used.

- arthritis**
- grip tendon organs**
- bursae**
- cartilage**
- soft tissue**
- men of women**
- genetics**
- synovial membrane**
- body type**
- temperature**
- ligaments**

- Found on the end of bones, _____ provides strong, smooth tissue to prevent bones from rubbing directly against one another.
- By connecting bone to bone, _____ reinforce the structure of the joint and provide stability.
- About 50% of resistance to movement at the joint is attributed to _____ like connective tissue, tendons, and skin.
- Soft tissues like muscles lengthen more easily when their _____ rises.
- _____ in tendons trigger muscle relaxation when forces are too great.
- Difference in body structure and elasticity due to _____ contribute to individual differences in flexibility.
- Depending on the joint or area of the body, either _____ on average may have the greater flexibility.
- Health-related issues, such as scar tissue, genetic disease, pregnancy, and _____ may all effect flexibility.
- Training, activity level, and genetics are more important in determining flexibility than is _____.

HALLMARK! Assess Yourself Worksheets are available as auto-graded, assignable assessments within MasteringHealth.

Assess Yourself: How Stressed Are You? (Part 1)
Let's face it: Some periods in life, including your college years, can be particularly stressful. Respond to each part (Part 1) compare your points to the life-stressor scale.

Part A
Death of a close family member or friend

- Never experienced (0)
- I have experienced (5)
- I have experienced more than once (10)

Part B
Ending a relationship (whether by choice or not)

- Never experienced (0)
- I have experienced (5)
- I have experienced more than once (10)

Part C
Major financial upset jeopardizing your ability to stay in college

- Never experienced (0)
- I have experienced (5)
- I have experienced more than once (10)

Recent History

| Event | Points |
|--|--------|
| Death of a close family member or friend | 10 |
| Ending a relationship (whether by choice or not) | 5 |
| Major financial upset jeopardizing your ability to stay in college | 10 |
| Major stress, leaving stresses, family, and/or your past life behind | 5 |
| Business Women Conf | 5 |
| Business Women Conf | 5 |

with MasteringHealth™

Item Type: Activities | Difficulty: 1 | Time: 4m | [Contact the Publisher](#) Manage this Item: Standard View

Video Quiz: Setting a Specific and Measurable Goal

Watch this video, then answer the questions.

Steps To Setting A Goal

- Identify which direction of health to address.
- Identify the target behavior you'd like to address.
- Use the Transportation Model to choose behavior goals ready to change.
- Set small incremental goals to reach your long-term goal.

00:28 / 05:50

Part A
Why is it important for goals to be specific and measurable?

- Once you've made specific and measurable goals, you are in the Preparation stage of change.
- Goals are more effective when they are specific and measurable.
- It is easier to get support for goals that are specific and measurable.
- Goals that are specific and measurable are easier to meet.

Submit My Answers Give Up

Part B
To make a goal measurable, _____

- tell a friend what your plan is, that person will let you know when you've reached your goal because he/she is objective.
- set a specific time period in which you want to complete your goal.
- use criteria that are clear to anyone, such as specific actions or numbers, to evaluate your success.
- make sure the goal is something you can truly achieve.

Submit My Answers Give Up

Part C
Which of the following strategies will help you meet your specific and measurable goals?

- Make the goal very easy to reach so you don't get discouraged.
- Set short-term goals to help you meet the long-term goal.
- Try to reach the same goal with a buddy so that you can support each other.
- Keep the goal vague so that you can adjust it if your situation changes.

Submit My Answers Give Up

« Previous Item Item 13 of 24 Next Item »


Behavior Change Videos are concise whiteboard-style videos that help students with the steps of behavior change, covering topics such as setting SMART goals, identifying and overcoming barriers to change, planning realistic timelines, and more. Additional videos review key fitness concepts such as determining target heart rate range for exercise. All videos include assessment activities and are assignable in MasteringHealth.

NEW! ABC News Videos bring health to life and spark discussion with up-to-date hot topics from 2012–2015. Activities tied to the videos include multiple choice questions that provide wrong-answer feedback to redirect students to the correct answer.

3. Managing Stress and Coping with L.L. ABC News Video: Generation Stress - Tips for Millennials to Reduce Stress

Item Type: Activities | Difficulty: -- | Time: -- | Learning Outcomes | [Contact the Publisher](#) Manage this Item: Standard View

ABC News Video: Generation Stress - Tips for Millennials to Reduce Stress



Part A
The video notes that today's college students are termed "Generation Stress." What factors are described as playing a role in increasing students' stress levels?

- academic demands, student loan debt, and difficulty finding a job
- lack of ability to make new friends in an unfamiliar environment
- parents' expectations and living far away from family and friends
- only having access to low-paying, entry-level jobs while in school

Submit My Answers Give Up

Part B
According to the video, what percentage of college students are more stressed than the rest of the population?

- 15%
- 25%
- 50%
- 8%

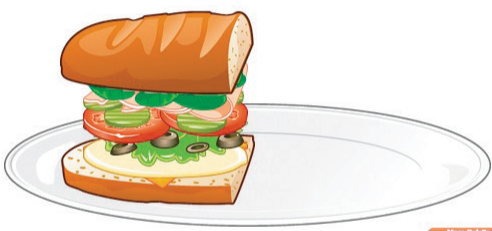
Submit My Answers Give Up

« Previous Item Item 2 of 3 Next Item »

Build A Sandwich

Choose your: 1. Breads 2. Spreads 3. Cheeses 4. Vegetables 5. Proteins

- Mavonnaise
- Ketchup
- Mustard
- Honey Mustard
- Italian
- Vinegar
- Olive Oil
- Barbeque



Nutrition Facts
1 serving
Serving size: 1 sandwich
521 Calories per sandwich

| %DV* | amount per sandwich | %DV* | amount per sandwich | %DV* | amount per sandwich |
|------|-----------------------|------|-----------------------------|------|---------------------|
| 36% | Total Fat 23.50 g | 14% | Total Carbohydrates 41.40 g | 25% | Vitamin C 15.00 mg |
| 61% | Saturated Fat 12.10 g | 17% | Dietary Fiber 4.20 g | 22% | Vitamin D 2.27 mcg |
| 28% | Cholesterol 85.00 mg | | Sugars 3.00 g | 46% | Calcium 465.70 mg |
| 46% | Sodium 1121.00 mg | 75% | Protein 37.40 g | 25% | Iron 4.50 mg |
| 17% | Potassium 596.00 mg | 22% | Vitamin A 330.40 mcg | | |

Ingredients: White Bread, Onions, American Cheese, Provolone Cheese, Lettuce, Olives, Tomato, Pickles, Turkey, Spinach

Check Your Nutrient Servings Poor Good Excellent Nutrients Reference Table Reset

ALWAYS LEARNING PEARSON

UPDATED! NutriTools Coaching Activities in the nutrition chapter allow students to combine and experiment with different food options and learn firsthand how to build healthier meals.

Resources for YOU, the Instructor



MasteringHealth™ provides you with everything you need to prep for your course and deliver a dynamic lecture, in one convenient place. Resources include:

Media Assets for Each Chapter

- ABC News Lecture Launcher videos
- Behavior Change videos
- PowerPoint Lecture Outlines
- PowerPoint clicker questions and Jeopardy-style quiz show questions
- Files for all illustrations and tables and selected photos from the text

Test Bank

- Test Bank in Microsoft Word, PDF, and RTF formats
- Computerized Test Bank, which includes all the questions from the printed test bank in a format that allows you to easily and intuitively build exams and quizzes.

Teaching Resources

- Instructor Resource and Support Manual in Microsoft Word and PDF formats
- Teaching with Student Learning Outcomes
- Teaching with Web 2.0
- Learning Catalytics: Getting Started
- Getting Started with **MasteringHealth**

Student Supplements

- Take Charge of Your Health Worksheets
- Behavior Change Log Book and Wellness Journal
- Eat Right!
- Live Right!
- Food Composition Table

Measuring Student Learning Outcomes?

All of the MasteringHealth assignable content is tagged to book content and to Bloom's Taxonomy. You also have the ability to add your own learning outcomes, helping you track student performance against your learning outcomes. You can view class performance against the specified learning outcomes and share those results quickly and easily by exporting to a spreadsheet.

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Accessing Your Health



LEARNING OUTCOMES

- LO 1 Describe the immediate and long-term rewards of healthy behaviors and the effects that your health choices may have on others.
- LO 2 Compare and contrast the medical model of health and the public health model, and discuss the six dimensions of health.
- LO 3 Identify modifiable and nonmodifiable personal and social factors that influence your health; discuss the importance of a global perspective on health; and explain how gender, racial, economic, and cultural factors influence health disparities.
- LO 4 Compare and contrast the health belief model, the social-cognitive model, and the transtheoretical model of behavior change, and explain how you might use them in making a specific behavior change.
- LO 5 Identify your own current risk behaviors, the factors that influence those behaviors, and the strategies you can use to change them.