

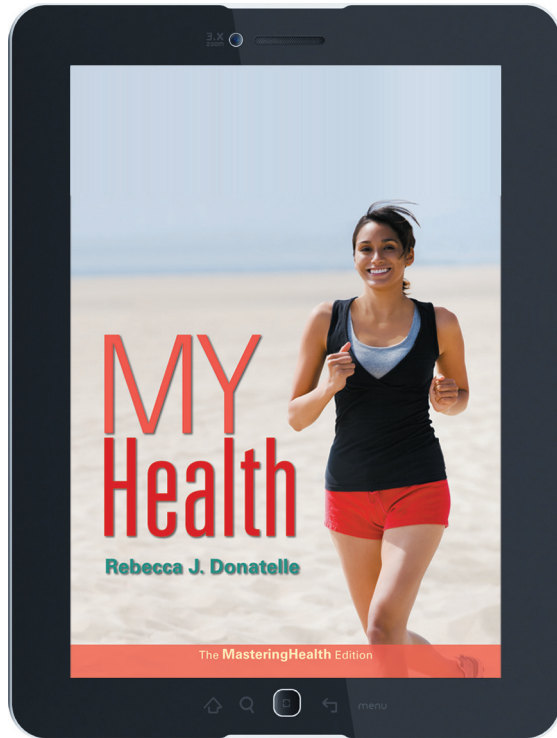
MY Health

Rebecca J. Donatelle

The **MasteringHealth** Edition

SO MANY OPTIONS FOR YOUR STUDENTS

Students today want options when it comes to their learning and especially their textbooks. *My Health* gives students the flexibility they desire, offering a wide range of formats for the book and a large array of online learning resources. Let your students find a version that works best for them!



Whether it's on a laptop, tablet, or cell phone, *My Health* lets students access media and other tools about health.

My Health Pearson eText 2.0

0-133-97949-0 / 978-0-133-97949-7

Available at no charge within MasteringHealth, the Pearson eText 2.0 version of *My Health* gives students access to the text whenever and wherever they have access to the Internet. Features of the eText now 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.

My Health CourseSmart eTextbook

0-133-98071-5 / 978-0-133-98071-4

CourseSmart eTextbooks are an exciting new choice for students looking to save money. As an alternative to purchasing the print textbook, students can subscribe to the same content online and save up to 40% off the suggested list price of the print text. Go to www.coursesmart.com.

My Health Books a La Carte

0-133-98081-2 / 978-0-133-98081-3


Books a la Carte features the same exact content as *My Health* in a convenient, three-hole-punched, loose-leaf version. Books a la Carte offers a great value for your students—this format costs 35% less than a new textbook package.

Pearson Custom Library: You Create Your Perfect Text

www.pearsonlearningsolutions.com/custom-library

My Health is available on the Pearson Custom Library, allowing instructors to create the perfect text for their course. Select the chapters you need, in the sequence you want. Delete chapters you don't use: Your students pay only for the materials you choose.

No matter the format, with each new copy of the text students will receive full access to the Study Area in MasteringHealth, providing a wealth of videos, MP3 study podcasts and case studies, mobile apps, and interactive online worksheets. Give your students all the learning options with *My Health*.

A woman with dark hair tied back, wearing a black tank top over a grey shirt and red shorts, is running on a sandy beach. She is smiling and looking towards the camera. The background is a bright, slightly blurred beach scene with the ocean in the distance.

Ready, Set, GO!

WITH DONATELLE, MY HEALTH, 2E
The MasteringHealth Edition

Get Your Students Ready!

For today's students, text and media go hand in hand as study tools. The MasteringHealth Edition of *My Health* brings text and online practice together to meet students where they are, providing them with the tools that they need to effectively learn and master health concepts and to apply those concepts to their daily lives. The MasteringHealth Edition provides YOU, the instructor, with the ability to evaluate student comprehension and assign specific content from the text for extra practice, improving overall student performance.

9.1 Obesity in the United States and Worldwide

9.1. Examine obesity trends in the United States.

The United States currently has the dubious distinction of being among the fattest nations on Earth. Young and old, rich and poor, rural and urban, educated and uneducated Americans share one thing in common—they are fatter than virtually all previous generations!

The word **obesogenic**, meaning characterized by environments that promote increased food intake, nonhealthful foods and physical inactivity, has increasingly become an apt descriptor of our society. The maps in Figure 9.1 illustrate the rapidly increasing levels of obesity in the United States over the last two decades. Indeed, the prevalence of obesity has tripled among children and doubled among adults in recent decades! While previous research has shown some stabilization in overweight and obesity rates between 2003–2004 and 2011–2012, current rates are still extremely high. More than 68 percent of U.S. adults overall (over 170 million people) are overweight (have a body mass index [BMI] of 25.0–29.9) or obese (have a BMI of 30.0 or higher).¹ Rates of obesity are 34.4 percent among men and 36.1 among women, with rates of extreme obesity on the rise.² This has staggering implications for increased risks from heart disease, diabetes, and other health complications associated with obesity.

A bright spot in the obesity profile appears to be among the very youngest populations. Rates for 2- to 5-year-olds have dropped significantly, from a high of nearly 14 percent in 2003–2004 to just over 8 percent in 2011–2012.³ Possible reasons for this include greater public awareness, more options for healthy foods in child care centers, restaurants, and grocery stores; improves in labeling improvements in physical activity programs; and decreases in sugar consumption.

Research points to higher obesity rates and risks among some ethnic groups. Mexican American men (81 percent) and non-Hispanic whites (73 percent) are more likely to be overweight/obese than non-Hispanic blacks (69 percent). Non-Hispanic black women (80 percent) and Mexican-American women (78 percent) are more likely to be overweight or obese than are non-Hispanic white women (60 percent). In sharp contrast, nearly 58 percent of Asian populations are at a healthy weight.⁴ Of youth aged 2 to 19, over 39 percent of Hispanics, Mexican Americans, and non-Hispanic blacks, as well as nearly 28 percent of non-Hispanic whites, are overweight/obese. Low parental education, low-income, and higher unemployment are related to increased risk of overweight/obesity in youth.⁵

The United States is not alone in the obesity epidemic. In fact, overweight and obesity have become the fifth leading risks for global death, and nearly 1.5 billion adults aged 20 and over and 40 million children under the age of 5 are overweight/obese.⁶ While obesity was once predominantly a problem in high-income countries, today, increasing numbers of low- and middle-income countries have overweight/obesity problems.⁷ The global epidemic of high rates of overweight and obesity in multiple regions of the world has come to be known as **globesity**.

Check Your Understanding

- How have levels of obesity changed in the United States over the last two decades?
- Why do you think disparities in obesity levels exist among certain populations in the United States?

9.2 Health Effects of Overweight and Obesity

9.2. List health effects associated with overweight and obesity.

Although smoking is still the leading cause of preventable death in the United States, obesity is rapidly gaining ground on this killer as associated health problems soar. Cardiovascular disease (CVD), stroke, cancer, hypertension, diabetes, depression, digestive problems, gallstones, sleep apnea, osteoarthritis, and other ailments lead the list of life-threatening, weight-related problems. Diabetes, strongly associated with overweight and obesity, is another major concern. Nearly 26 million Americans have diabetes and another 79 million adults have prediabetes.⁸ Figure 9.2 summarizes these and other potential health consequences of obesity.

Short- and long-term health consequences of obesity are not our only concern. According to new estimates, obesity accounts for nearly 21 percent of U.S. health care costs, more than double previous estimates. Morbidly obese individuals may cost between \$6,500 and \$15,000 dollars more per year in additional health care costs when factors such as longer hospital stays, recovery, and increased medications are included.⁹ Of course, it is impossible to place a dollar value on a life lost prematurely due to diabetes, stroke, or heart attack or to assess the cost of the social isolation of and discrimination against overweight individuals. Of growing importance is the recognition that obese individuals suffer significant disability during their lives, in terms of work and activities of daily living.¹⁰

Other effects of overweight and obesity include depression, an poor body image, and suicidal acts and thoughts. Unhealthy weight-control practices, such as care due to doctors spending less time with patients, can also contribute to these problems.

Check Your Understanding

- How do you think the social isolation of and discrimination against overweight individuals affects their lives?
- What are some potential health consequences of obesity?

NEW! Numbered Learning Outcomes and Study Plan

Each module now has a numbered Learning Outcome, giving students a roadmap for their reading. Every chapter concludes with a Study Plan, which summarizes key points of the chapter and provides review questions to check understanding, both tied to the chapter's learning outcomes and assignable in MasteringHealth.

Obesity Trends among U.S. Adults, 1990, 2000, and 2012

Figure 9.1 shows three maps of the United States illustrating obesity trends among U.S. adults in 1990, 2000, and 2012. The maps use a color scale to represent obesity prevalence rates. In 1990, most of the country was in the 10-14% range. By 2000, many areas had moved to the 15-19% and 20-24% ranges. By 2012, a significant portion of the country, particularly in the South and parts of the Midwest, had moved into the 25-29% and 30%+ categories.

Potential Negative Health Effects of Overweight and Obesity

Figure 9.2 is an anatomical diagram of a human body with callouts to various health effects of overweight and obesity. The effects are categorized by system:

- Mental Health:** Increased rates of depression and anxiety disorders.
- Cardiovascular System:** High blood pressure, higher triglyceride levels and decreased HDL levels, both factors in the development of cardiovascular disease.
- Endocrine System:** A weight gain of 11–18 pounds doubles a person's risk of type 2 diabetes.
- Reproductive System:** Higher rates of sexual dysfunction; increased risks for prostate, endometrial, and testicular cancer; increased risk of breast cancer in women; in pregnant women, increased risk of fetal and maternal death, labor and delivery complications, and both defects.
- Immune System:** Tendency toward more infectious diseases; reduced wound healing.
- Heart:** Dramatically increased risk for all forms of heart disease.
- Respiratory System:** Increased risk of sleep apnea and asthma.
- Digestive System:** Increased risks for colon, gallbladder, and kidney cancers; increased risk of gallbladder disease.
- Bones and Joints:** For every 2-pound increase in weight, the risk of arthritis increases 9%–13%; increased risk of osteoarthritis, especially in weight-bearing joints, such as knees and hips.

Summary

LO 9.1 Overweight, obesity, and weight-related health problems have reached epidemic levels in the United States, largely due to obesogenic behaviors in an obesogenic environment.

LO 9.2 Societal costs from obesity include increased health care costs, lowered worker productivity, low self-esteem, and obesity-related stigma. Individual health risks from overweight and obesity include a variety of chronic diseases.

LO 9.3–9.4 Many factors contribute to risk for obesity, including environmental factors, poverty, education level, genetics, developmental factors, endocrine influences, psychosocial factors, eating cues, metabolic changes, and lifestyle.

LO 9.5–9.6 Percentage of body fat is a reliable indicator for levels of overweight and obesity. Overweight is most commonly defined as a BMI of 25 to 29 and obesity as a BMI of 30 or greater. Waist circumference is believed to be related to risk for several chronic diseases, particularly type 2 diabetes. Body mass index is one of the most commonly accepted measures of assessing body fat.

LO 9.7–9.9 Sensible eating and exercise offer the best options for weight loss and maintenance. The best diet programs allow you to make healthy choices in real-world settings without sacrificing anything enjoyable. Successful weight management includes making a plan and changing habits.

LO 9.10 Diet pills, surgery, and very-low-calorie diets are drastic measures for weight loss and may carry significant risks.

LO 9.11 To gain weight, increase intake of energy-dense, nutritious foods.

LO 9.12 Negative feelings about one's body can contribute to behaviors that can threaten health. In contrast, a healthy body image can contribute to reduced stress and personal empowerment. Body image disorders affect men and women of all ages. Body image can be affected by culture, media, and individual psychological and psychological factors.

LO 9.13–9.15 Disordered eating and eating disorders such as anorexia nervosa, bulimia nervosa, and binge-eating disorder can lead to serious health problems and even death.

LO 9.16 Although exercise is healthy in moderation, if it becomes a compulsion it can lead to disorders such as muscle dysmorphia and the female athlete triad.

Pop Quiz

LO 9.1 The rate at which your body consumes food energy to sustain basic functions is your

- basal metabolic rate.
- resting metabolic rate.
- body mass index.
- set point.

LO 9.2 Which of the following statements is false?

- A slowing basal metabolic rate may contribute to weight gain after age 30.
- Hormones are implicated in hunger impulses and eating behavior.
- The more muscles you have, the fewer calories you'll burn.
- Overweight and obesity can have serious health consequences, even before middle age.

LO 9.3 Which of the following statements about BMI is false?

- BMI is based on height and weight measurements.
- BMI is accurate for everyone, including people with high muscle mass.
- Children's BMIs are used to determine a percentile ranking among their age peers.
- BMI stands for "body mass index."

LO 9.4 Which of the following BMI ratings is considered overweight?

- 20
- 25
- 30
- 35

LO 9.5 Which of the following body circumferences is most strongly associated with risk of heart disease and diabetes?

- Hip circumference
- Chest circumference
- Waist circumference
- Thigh circumference

LO 9.6 One pound of additional body fat is created through consuming how many extra calories?

- 1,500 calories
- 3,500 calories
- 5,000 calories
- 7,000 calories

LO 9.7 To lose weight, you must establish a(n)

- negative caloric balance.
- energy balance.
- positive caloric balance.
- set point.

LO 9.8 Successful, healthy weight loss is characterized by

- a lifelong pattern of healthful eating and exercise.
- cutting out fats and carbohydrates.
- never eating foods considered bad for you.
- a pattern of repeatedly losing and regaining weight.

LO 9.9 Which of the following is not a contributor to negative body image?

- Idealized media images of celebrities
- Increases in portion sizes
- Cultural attitudes about body ideals
- Neurotransmitter regulation in the brain

LO 9.10 Which of the following eating disorders includes compensatory behaviors in its definition?

- Anorexia nervosa
- Bulimia nervosa
- Binge-eating disorder
- Muscle dysmorphia

Answers to these questions can be found on page A.1. If you answered a question incorrectly, review the module identified by the Learning Outcome. For even more study tools, visit MasteringHealth.

NEW! QR Codes link to Video Tutors

Video tutors highlight a book figure in an engaging video, covering key concepts such as how drugs act on the brain, reading food labels, and the benefits of regular exercise. Using a QR code reader, students can easily access the Video Tutors on their mobile device—just scan the code and the Video Tutor loads instantly.

2.1 What Is Psychological Health?

2.1 Describe basic characteristics shared by psychologically healthy people, and identify each level in Maslow's hierarchy of needs.

Psychological health is the sum of how we think, feel, value, and react to our day-to-day lives. Our thoughts, perceptions, emotions, motivations, interpersonal relationships, and behaviors are the product of a combination of our experiences and the skills we have developed to meet life's challenges. Most experts identify several basic elements shared by psychologically healthy people:

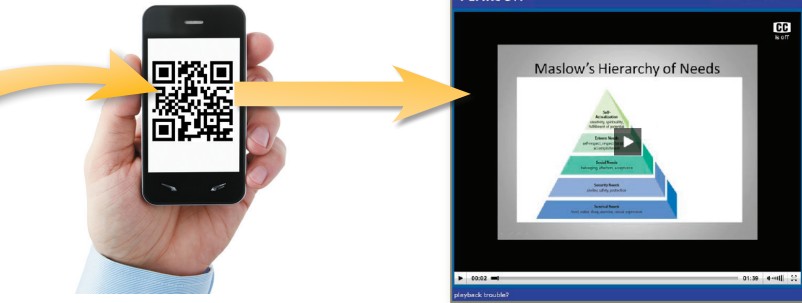
- They feel good about themselves. They are not typically overwhelmed by life's stressors, problems, goals, or worries. They know who they are, have a realistic sense of their capabilities, and respect themselves even though they realize that they aren't perfect.
- They feel comfortable with other people and express respect and compassion toward others. They enjoy satisfying and lasting personal relationships and do not take advantage of others or allow others to take advantage of them. They recognize that there are others whose needs are greater than their own and take responsibility for their fellow human beings. They can give time, consider others' interests, take time to help others, and respect personal differences.
- They control tension and anxiety. They recognize the underlying causes and symptoms of stress and anxiety in their lives and consciously avoid irrational thoughts, excessive worry, excessive stress making, and blaming others for their problems. They use

reasons and learn skills to control their reactions to stressful situations.

- They meet the demands of life. Psychologically healthy people try to solve problems as they arise, accept responsibility, and plan ahead. They set realistic goals, think for themselves, and make independent decisions. Acknowledging that change is inevitable, they embrace new experiences.
- They curb hate and guilt. They acknowledge and combat tendencies to resent, judge, think negatively, self-blame, overindulge, or feel guilty of inadequacy. They do not try to brook their own faults or to blame, but rather reach out to help others.
- They maintain a positive outlook. They approach each day with a perspective that things will go well. They look to the future with enthusiasm rather than dread. Having fun and making time for themselves are integral parts of their lives.
- They value diversity. Psychologically healthy people do not feel threatened by those of a different race, gender, religion, sexual orientation, ethnicity, or political party. They are nonjudgmental and do not view race, gender, and sexual orientation as a barrier in the workplace and act responsibly to preserve their environment.

Psychologists have long argued that before we can achieve any of the above characteristics of psychologically healthy people, we must have certain basic needs met in our lives. In the 1950s, psychologist Abraham Maslow developed a hierarchy of needs to describe this idea.

Figure 2.1 Maslow's Hierarchy of Needs



UPDATED! Modular organization for effective student learning

Each health concept is covered in a one-or-two-page spread, allowing students to pace their learning. The text flows smoothly from the newly numbered learning outcome to questions without being interrupted by feature boxes or other distractions.

Learning Outcome gives students a clear and specific goal for what they should be able to accomplish after completing the module.

Striking photos and graphics capture student attention.

UPDATED! Cutting-edge coverage of hot topics

Current health issues are covered throughout the new edition, speaking to students' questions and concerns. New and updated material covers such areas as mindfulness, gender differences in responses to stress, social media and relationships, spiritual health, the Affordable Care Act, marijuana legalization, and relationships, spiritual health, the Affordable Care Act, marijuana legalization, and environmental health, and more.

7.1 Alcohol and College Students

7.1 Discuss the alcohol use patterns of college students and the factors that make college students vulnerable to alcohol-related problems.

Alcohol is the most popular drug on college campuses, where large numbers of students report having consumed alcohol. On average, in the past 30 days (Figure 7.1) a new record on college campuses, women's consumption of alcohol has come closer to equating that of men.

Approximately 40 percent of all college students engage in binge drinking (consuming five or more drinks (male) or four or more drinks (female) in about 2 hours). Students who drink only once a week are considered binge drinkers if they consume these amounts within 2 hours. Binge drinking can result in bad academic outcomes, unconsciousness, alcohol poisoning, and even death.

For some students, independence is emboldened by alcohol use. Others drive to "have fun" which often means drinking empty to get drunk. This may be a sign of coping with loneliness, anxiety, or academic and social pressures.

In the past 12 months, a significant number of college students who drink experienced at least one negative consequence of alcohol consumption (see 7.2). About 30 percent of college students who drink report being injured by the same person; 21 percent were injured during drinking; and 45 percent have had a sexual partner who was injured or sexually assaulted.

Increasingly, many students report abuse or sexual harassment from someone they know when consuming alcohol. About 46 percent said they shared with the same group of friends one time when they drank. 44 percent reported using a designated driver; 79 percent reported using before or during drinking; and 45 percent have had a sexual partner who was injured or sexually assaulted.

However, some students don't drink responsibly, and the stakes are high. According to one study, 125 college students die each year because of alcohol-related unintentional injuries, including car accidents.¹ Alcohol consumption is the top cause of preventable death among U.S. undergraduates.

Who Drinks? It's likely that students who enter college will drink at some point, but some groups are more likely to drink more, and more often, for example, students who believe that their parents approve of their drinking.

Figure 7.1 College Student Behavior of Alcohol Use

| Gender | Used alcohol in the past 30 days | Used 1-9 days | Used 10-29 days | Used 30 or less days |
|--------|----------------------------------|---------------|-----------------|----------------------|
| Women | 71.0% | 14.8% | 10.8% | 0.7% |
| Men | 71.0% | 15.0% | 12.2% | 2.1% |

Figure 7.2 Prevalence of Negative Consequences of Drinking among College Students, Past Year

| Consequence | Percentage |
|---|------------|
| Had something they later regretted | 35.1% |
| Forgot where they were or what they did | 35% |
| Had unprotected sex | 20% |
| Required medical attention | 1.6% |
| Got in trouble with the police | 3.5% |
| Physically injured another person | 2.4% |

Skills for Behavior Change

TIPS FOR DRINKING RESPONSIBLY

- Eat before and while you drink.
- Don't drink before the party.
- Avoid drinking if you are angry, anxious, or depressed.
- Don't mix more than one alcoholic drink at a time.
- Avoid alcohol and nonalcoholic drinks.
- Remember about how much you drink.
- Avoid drinking games.
- Know how to slow down your drink.
- Don't drink and drive. Volunteer to be the sober driver.
- Avoid parties where you can expect heavy drinking.

See It! Videos

Learn more about the impact of alcohol on college students with the video **Spring Breaker in the South** from the **See It! Videos** series.

Skills for Behavior Change tips give students the tools they need to make immediate changes for healthier lifestyles.

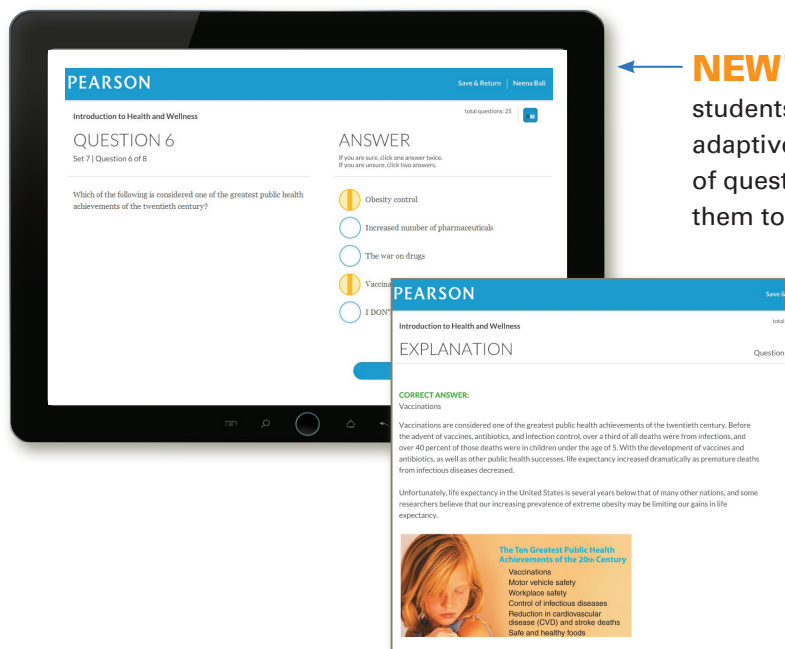
Check Yourself questions give students immediate feedback on their mastery of the content of the module.

Get Your *Students Going* with MasteringHealth™ Before, During & After Class

Mastering is the most effective and widely used online homework, tutorial, and assessment system for the sciences and now includes content specifically for health courses. Mastering delivers self-paced tutorials that focus on your course objectives, provides individualized coaching, and responds to each student's progress.

Before Class

Dynamic Study Modules and Pre-Class Assignments provide students with a preview of what's to come.

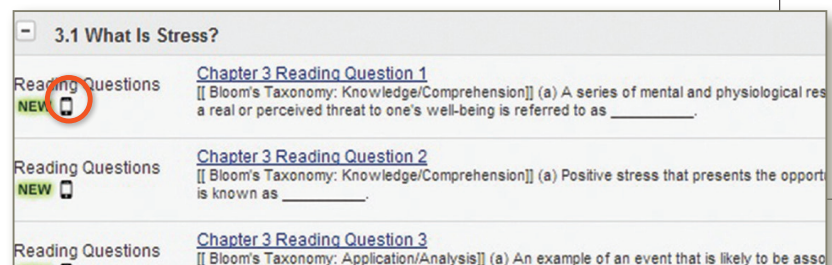


NEW! **Dynamic Study Modules** enable students to study effectively on their own in an adaptive format. Students receive an initial set of questions with a unique answer format asking them to indicate their confidence level.

Once completed, Dynamic Study Modules include explanations using materials taken directly from the text. These modules can be accessed on smartphones, tablets, and computers. You can also assign an individual Dynamic Study Module for completion as a graded assignment prior to class.

MasteringHealth offers Pre-Lecture Quiz Questions that are easy to customize and assign.

NEW! **Reading Questions** ensure that students complete the assigned reading before class and understand the reading material. Reading Questions are 100% mobile ready to give students extra flexibility for study time.



During Class

Learning Catalytics™ and Engaging Media

What has professors and students so excited? Learning Catalytics, a “bring your own device” student engagement, assessment, and classroom intelligence system, allows students to use their smartphones, tablets, or laptops 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.
- Automatically create groups for peer instruction based on student response patterns, to optimize discussion productivity.

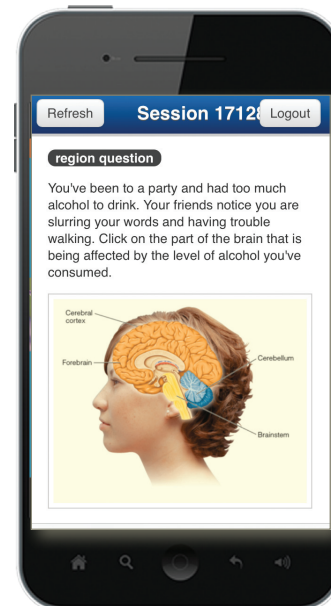
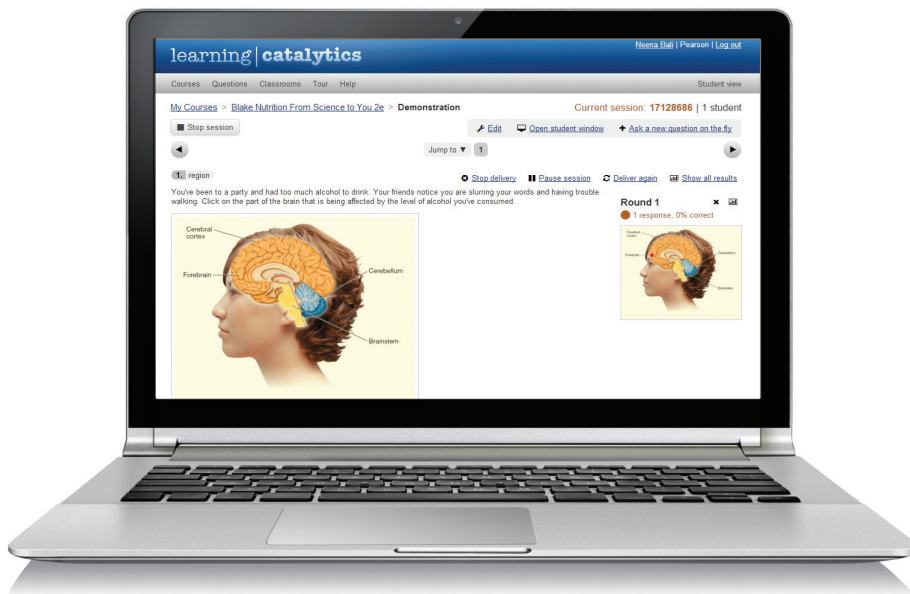
“

My students are so busy and engaged answering Learning Catalytics questions during lecture that they don't have time for Facebook.

Declan De Paor

Old Dominion University

”



Engaging In-class Media

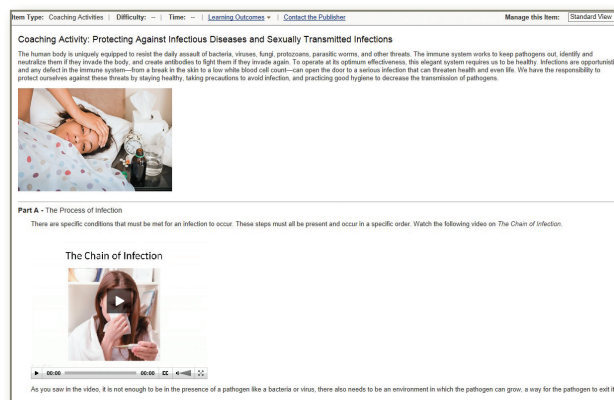
Instructors can also incorporate dynamic media from the **Teaching Toolkit** DVD into lecture and build class discussions and activities around *ABC News* Lecture Launchers, Video Tutors, and more. For more information, please see the last page of this walkthrough.

MasteringHealth™

After Class

Easy-to-Assign, Customizable, and Automatically Graded Assignments

The breadth and depth of content available to you to assign in MasteringHealth is unparalleled, allowing you to quickly and easily assign homework to reinforce key concepts.

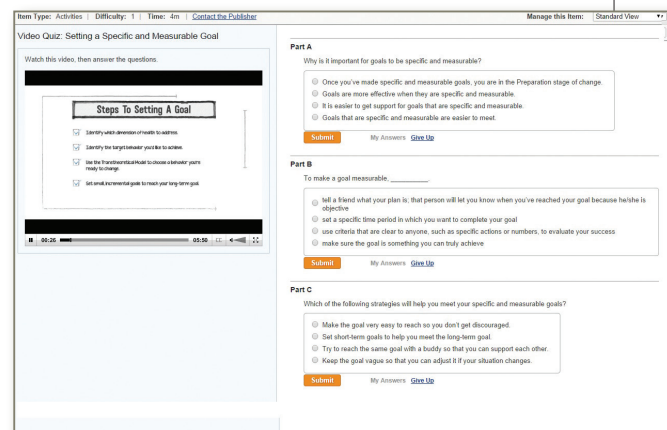


Health and Fitness Coaching Activities

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

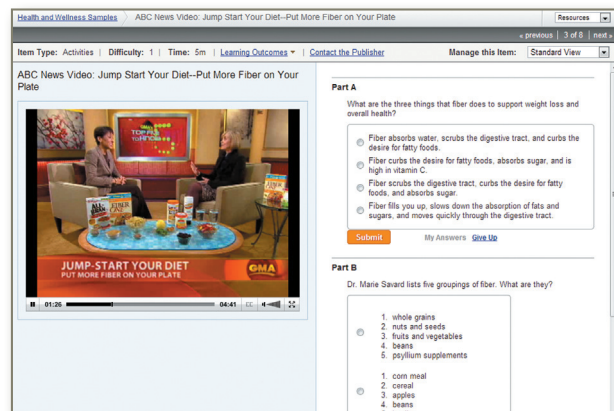
Behavior Change Videos

Concise whiteboard-style videos 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.



ABC News Videos

51 ABC News videos with assessment and feedback help health come to life and show how it's related to the real world.



Other automatically graded health and fitness activities include

- Health Video Tutors
- Chapter Reading Quizzes
- MP3Tutor Sessions

Self-Assessments from the Text

Do you want your students to write a self-reflection piece on their self-assessment? Or would you like them to complete the self-assessment and have it automatically speak to the gradebook so that students will get credit for these activities? Self-assessments are assignable within MasteringHealth both in PDF format with a self-reflection section and as a multi-part activity.

The left screenshot shows the PDF version of the 'Assess Yourself: How Stressed Are You?' activity. It includes instructions for students to use Adobe Reader, download the PDF, and complete the assessment. Below the instructions is a section titled 'Assess Yourself: How Stressed Are You?' with a sub-section 'Recent History' listing five major life events: 1. Death of a close family member or friend, 2. Ending a relationship, 3. Major financial upset, 4. Major move, leaving friends, family, and/or your past life behind, and 5. Serious illness (you). Each event has a 'Select' dropdown menu.

The right screenshot shows the interactive version of the activity. It is titled 'Assess Yourself: How Stressed Are You? (Part 1)'. It contains three parts (A, B, C) of multiple-choice questions. Part A asks about the death of a close family member or friend. Part B asks about ending a relationship. Part C asks about major financial upset. Each question has three radio button options: 'Never experienced (0)', 'I have experienced (5)', and 'I have experienced more than once (10)'. There are 'Submit', 'My Answers', and 'Give Up' buttons for each part.

The screenshot shows the 'MasteringNutrition' interface for a 'Build a Sandwich' activity. It features a 'Build a Sandwich' section with a visual of a sandwich and a nutrition facts table. Below this is a multiple-choice question: 'You have decided to improve the Nutritional Score of your 12" wheat bread, provolone cheese, turkey, lettuce, and mayonnaise sandwich by adding tomatoes. Which of the following changes occur to the Nutritional Score?' The options are: 'The Nutrition Score for the Food Group criterion goes from 2 low to 6 good', 'The Nutrition Score for the vitamin A criterion goes from 2 low to 10 high', 'The Nutrition Score for the vitamin C criterion goes from 2 low to 10 high', and 'The Nutrition Score for the fiber criterion goes from 2 low to 6 good'. There are 'Submit', 'Hints', 'My Answers', 'Give Up', and 'Review Part' buttons.

NutriTool Build-A-Meal Activities

These unique activities allow students to combine and experiment with different food options and learn first-hand how to build healthier meals.

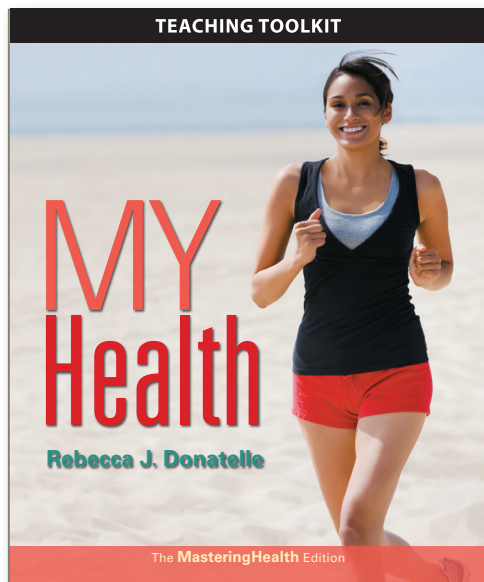
Learning Outcomes

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 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.

The screenshot shows the 'MasteringNutrition' Learning Outcomes Summary table. The table lists learning outcomes with columns for '# OF ITEMS', '% COMPLETE', and '% AVERAGE SCORE'. The table is sorted by '% COMPLETE' in descending order.

| # | LEARNING OUTCOMES | # OF ITEMS | % COMPLETE | % AVERAGE SCORE |
|-------------|--|-------------------------------------|------------|-----------------|
| 1 | Demonstrate an understanding of the principles of scientific inquiry | 8 | 73.7 | 88.7 |
| 2 | Demonstrate the ability to think critically and employ critical thinking skills | 9 | 77.8 | 85.4 |
| 3 | Identify the characteristics of a healthy diet | 3 | 100 | 91.6 |
| ASSIGNMENTS | | | | |
| | | ITEM | % COMPLETE | % AVERAGE SCORE |
| | | Q2.3 | 100 | 93 |
| | | Q2.2 | 100 | 91.9 |
| | | ABC News: Video: Measuring Calories | 100 | 94.4 |
| | | Q2.1 | 100 | 94.4 |
| 4 | Demonstrate the ability to read and interpret graphs | 5 | 80.0 | 93.5 |
| 5 | Identify the food groups, number of servings, and serving sizes included in MyPlate | 1 | 100 | 93.4 |
| 6 | Identify functions of the cell membrane | 1 | 100 | 92.7 |
| 7 | Demonstrate the understanding between appetite and hunger and the mechanisms that stimulate each | 1 | 84.2 | 74.4 |
| 8 | Global: Demonstrate the quantitative skills needed to succeed in Introductory Nutrition | 1 | 84.2 | 74.4 |
| 9 | Global: Read and interpret graphs, data and food labels | 2 | 86.0 | 77.9 |
| 10 | Identify three types of lipids found in foods | 1 | 100 | 88.1 |

Everything You Need to Teach In One Place



Teaching Toolkit DVD for *My Health*

The Teaching Toolkit DVD provides everything that you need to prep for your course and deliver a dynamic lecture in one convenient place. Included on 3 disks are these valuable resources:

DISK 1

Robust Media Assets for Each Chapter

- 51 ABC News Lecture Launcher 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

DISK 2

Comprehensive Test Bank

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

DISK 3

Additional Innovative Supplements for Instructors and Students

For Instructors

- Instructor's Resource Support Manual
- Introduction to MasteringHealth
- Introductory video for Learning Catalytics
- *Teaching with Student Learning Outcomes*
- *Teaching with Web 2.0*

For Students

- Take Charge of Your Health worksheets
- Behavior Change Log Book and Wellness Journal
- *Live Right! Beating Stress in College and Beyond*
- *Eat Right! Healthy Eating in College and Beyond*
- *Food Composition Table*

User's Quick Guide for *My Health*

This easy-to-use printed supplement accompanies the Teaching Toolkit and offers easy instructions for both experienced and new faculty members to get started with rich Toolkit content, how to access assignments within MasteringHealth, and how to "flip" the classroom with Learning Catalytics.

A young woman with dark hair tied back, wearing a black tank top over a grey shirt and red shorts, is running on a sandy beach. She is smiling and looking towards the camera. The background shows the ocean and a clear sky.

MY Health

Rebecca J. Donatelle

Oregon State University

PEARSON

2e

The **Mastering Health** Edition

Senior Acquisitions Editor: Michelle Cadden
Project Manager: Jessica Picone
Program Manager: Susan Malloy
Development Editor: Erin Schnair
Editorial Assistant: Leah Sherwood
Director of Development: Barbara Yien
Program Management Team Lead: Mike Early
Project Management Team Lead: Nancy Tabor
Production Management: Thistle Hill Publishing Services
Copy Editor: Jane Loftus

Compositor: Cenveo® Publisher Services
Cover and Interior Designer: Mark Ong
Illustrators: Precision Graphics
Rights & Permissions Project Manager—Image: Maya Gomez
Rights & Permissions Project Manager—Text: William
Opaluch
Rights & Permissions Management: Rachel Youdelman
Photo Researcher: Jamey O'Quinn, Lumina Datamatics, Inc.
Manufacturing Buyer: Stacey Weinberger
Executive Marketing Manager: Neena Bali

Cover Photo Credit: Tetra Images/Corbis

Copyright © 2016, 2013 Pearson Education, Inc. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions department, please visit www.pearsoned.com/permissions/.

Acknowledgments of third party content appear on page C-1, which constitutes an extension of this copyright page.

PEARSON, ALWAYS LEARNING and MasteringHealth™ are exclusive trademarks in the United States and/or other countries owned by Pearson Education, Inc. or its affiliates.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees or distributors.

Library of Congress Cataloging-in-Publication Data

Donatelle, Rebecca J., 1950–

My health : the masteringhealth edition / Rebecca J. Donatelle, Oregon State University. — Second edition.

pages cm

Includes bibliographical references and index.

ISBN 978-0-13-386564-6 — ISBN 0-13-386564-9

1. Health. 2. Health behavior. 3. Diseases—Prevention. I. Title.

RA776.D6635 2016

613—dc23

2014042092

ISBN 10: 0-13-386564-9; ISBN 13: 978-0-13-386564-6 (Student Edition)

ISBN 10: 0-13-398079-0; ISBN 13: 978-0-13-398079-0 (Instructor's Review Copy)

PEARSON

www.pearsonhighered.com

1 2 3 4 5 6 7 8 9 10—V011—18 17 16 15 14

About the Author

Rebecca J. Donatelle, Ph.D.

Oregon State University

Rebecca Donatelle has served as a faculty member in the Department of Public Health, College of Health and Human Sciences, at Oregon State University for the last two decades. In that role, she has chaired the department and been program coordinator for the Health Promotion and Health Behavior Program (bachelor's degree, master of public health, and Ph.D. degree programs), as well as served on over 50 national, state, regional, and university committees focused on improving student academic success and improving the public's health. Most importantly to her, she has also taught and mentored thousands of undergraduate and graduate students. She is proud of the many outstanding accomplishments of her students! Many of these students gained community-based intervention and research skills while working on Dr. Donatelle's funded projects, and those experiences have led to exciting career paths nationally and internationally. Others have gone on to receive advanced degrees in public health and have assumed leadership roles in a wide range of academic, community, and health care system positions. "I believe that my successes are measured in large part by the successes of the students I have worked with and their contributions to the improved health of others," says Donatelle.

Dr. Donatelle has a Ph.D. in community health/health promotion and health education, with specializations in health behaviors, aging,

and chronic disease prevention, from the University of Oregon; a master of science degree in health education from the University of Wisconsin, La Crosse; and a bachelor of science degree from the University of Wisconsin, La Crosse, with majors in health/physical education and English. In recent years, Dr. Donatelle has received several professional awards for leadership, teaching, and service within the university and for her work on developing nationally ranked undergraduate and graduate programs in the health promotion/health behavior areas.

Her primary research and scholarship areas have focused on finding scientifically appropriate means of motivating behavior change among resistant populations. Specifically, her work uses incentives, social and community supports, and risk communication strategies in motivating diverse populations to change their risk behaviors. She has worked with pregnant women who smoke in an effort to motivate them to quit smoking, obese women of all ages who are at risk for cardiovascular disease and diabetes, prediabetic women at risk for progression to type 2 diabetes, and a wide range of other health issues and problems. Earlier research projects have focused on decision making and factors influencing the use of alternative and traditional health care providers for treatment of low back pain, illness and sick role behaviors, occupational stress and stress claims, and work-site health promotion.



Brief Contents

- 1 Healthy Change** 1
- 2 Psychological Health** 21
- 3 Stress** 45
- 4 Relationships and Sexuality** 67
- 5 Reproductive Choices** 94
- 6 Addiction and Drug Abuse** 123
- 7 Alcohol and Tobacco** 147
- 8 Nutrition** 173
- 9 Weight Management and Body Image** 201
- 10 Fitness** 227
- 11 CVD, Cancer, and Diabetes** 253
- 12 Infectious Conditions** 291
- 13 Violence and Unintentional Injuries** 317
- 14 Environmental Health** 343
- 15 Consumerism and Complementary and Alternative Medicine** 363

Contents

Preface xv
Acknowledgments xix

1 Healthy Change 1

- 1.1 What Is Health? 2
- 1.2 Health in the United States 4
- 1.3 What Influences Your Health? 6
- 1.4 Models of Behavior Change 8
- 1.5 Improving Health Behaviors: Precontemplation and Contemplation 10
 - SKILLS FOR BEHAVIOR CHANGE** Maintain Your Motivation 11
- 1.6 Improving Health Behaviors: Preparation 12
- 1.7 Improving Health Behaviors: Action 14
 - SKILLS FOR BEHAVIOR CHANGE** Challenge the Thoughts That Sabotage Change 15
- 1.8 Behavior Change Contract 16
- 1.9 Assess Yourself: How Healthy Are You? 17
- Summary 20
- Pop Quiz 20



2 Psychological Health 21

- 2.1 What Is Psychological Health? 22
- 2.2 Dimensions of Psychological Health 24
- 2.3 Factors That Influence Psychological Health 26
- 2.4 Strategies to Enhance Psychological Health 28
 - SKILLS FOR BEHAVIOR CHANGE** Tips to Enhance Your Support Network and Maintain Positive Relationships 28
- 2.5 What Is Spiritual Health? 29
- 2.6 Why Is Spiritual Health Important? 30
- 2.7 Strategies for Cultivating Spiritual Health 32
 - SKILLS FOR BEHAVIOR CHANGE** Finding Your Spiritual Side Through Service 33
- 2.8 When Psychological Health Deteriorates 34
- 2.9 Anxiety Disorders 35
- 2.10 Mood Disorders 36
 - SKILLS FOR BEHAVIOR CHANGE** Dealing with and Defeating Depression 37
- 2.11 Other Psychological Disorders 38
- 2.12 Psychological Health and Successful Aging 39

- 2.13 When Psychological Problems Become Too Much: Suicide 40
- 2.14 Seeking Professional Help 41
- 2.15 Assess Yourself: What's Your Spiritual IQ? 42
- Summary 44
- Pop Quiz 44

3 Stress 45

- 3.1 What Is Stress? 46
- 3.2 Your Body's Response to Stress 48
- 3.3 Effects of Stress on Your Life 50
- 3.4 Stress and Headaches 52
- 3.5 Stress and Sleep Problems 53
- 3.6 Psychosocial Causes of Stress 54
- 3.7 Internal Causes of Stress 56
- SKILLS FOR BEHAVIOR CHANGE** Overcoming Test-Taking Anxiety 57
- 3.8 Stress Management Techniques: Mental and Physical Approaches 58
- 3.9 Stress Management Techniques: Managing Emotional Responses 60
- 3.10 Stress Management Techniques: Managing Your Time and Your Finances 61
- 3.11 Relaxation Techniques for Stress Management 62
- 3.12 Assess Yourself: What's Your Stress Level? 64
- Summary 66
- Pop Quiz 66



4 Relationships and Sexuality 67

- 4.1 Characteristics and Types of Intimate Relationships 68
- 4.2 Strategies for Success in Relationships 70
- 4.3 Relationships and Social Media 72
- 4.4 Skills for Better Communication: Appropriate Self-Disclosure 73
- 4.5 Skills for Better Communication: Using Technology Responsibly 74
- 4.6 Skills for Better Communication: Understanding Gender Differences 75
- 4.7 Skills for Better Communication: Listening and Nonverbal Skills 76
- 4.8 Skills for Better Communication: Managing Conflict 77
- SKILLS FOR BEHAVIOR CHANGE** Communicating when Emotions Run High 77
- 4.9 Committed Relationships 78
- 4.10 When Relationships Falter 80
- SKILLS FOR BEHAVIOR CHANGE** How Do You End It? 81
- 4.11 Your Sexual Identity: More than Biology 82
- 4.12 Female Sexual Anatomy and Physiology 84
- 4.13 Menstrual Problems and Menopause 86
- 4.14 Male Sexual Anatomy and Physiology 87
- 4.15 Human Sexual Response and Expression 88
- 4.16 Sexual Dysfunction 90
- 4.17 Alcohol, Drugs, and Sex 91



- 4.18 Responsible and Satisfying Sexual Behavior 92
SKILLS FOR BEHAVIOR CHANGE Taking Steps Toward
Healthy Sexuality 92

Summary 94

Pop Quiz 94

5 Reproductive Choices 94

- 5.1 Barrier Methods: Male and Female
Condoms 96
- 5.2 Other Barrier Methods 98
- 5.3 Hormonal Methods: Oral Contraceptives 100
- 5.4 Hormonal Methods: The Patch, Ring, Injections,
and Implants 102
- 5.5 Intrauterine Contraceptives 104
- 5.6 Emergency Contraception 105
- 5.7 Behavioral Methods and Fertility Awareness
Methods 106
- 5.8 Surgical Methods 107
- 5.9 Choosing a Method of Contraception 108
- 5.10 Abortion 110
- 5.11 Planning a Pregnancy 112
SKILLS FOR BEHAVIOR CHANGE Preparing for
Pregnancy 113
- 5.12 The Process of Pregnancy 114
- 5.13 Prenatal Care 116
- 5.14 Childbirth and the Postpartum Period 118
- 5.15 Infertility 120
- 5.16 Assess Yourself: Are You Comfortable with Your
Contraception? 121



Summary 122

Pop Quiz 122

6 Addiction and Drug Abuse 123

- 6.1 What Is Addiction? 124
- 6.2 Addictive Behaviors 126
- 6.3 Drug Dynamics 128
- 6.4 Misusing and Abusing Over-the-Counter,
Prescription, and Illicit Drugs 130
- 6.5 Common Drugs of Abuse: Stimulants 132
- 6.6 Common Drugs of Abuse: Marijuana 134
- 6.7 Common Drugs of Abuse: Depressants and
Narcotics 136
- 6.8 Common Drugs of Abuse: Hallucinogens 138
- 6.9 Common Drugs of Abuse: Inhalants 140
SKILLS FOR BEHAVIOR CHANGE Responding to an
Offer of Drugs 140
- 6.10 Common Drugs of Abuse: Anabolic
Steroids 141
- 6.11 Treatment and Recovery 142
- 6.12 Addressing Drug Misuse and Abuse in the
United States 144
- 6.13 Assess Yourself: Do You Have a Problem with
Drugs? 145
- Summary 146
- Pop Quiz 146



7 Alcohol and Tobacco 147

- 7.1 Alcohol and College Students 148
 - SKILLS FOR BEHAVIOR CHANGE** Tips for Drinking Responsibly 149
- 7.2 Alcohol in the Body 150
- 7.3 Alcohol and Your Health: Short-Term Effects 152
- 7.4 Alcohol and Your Health: Long-Term Effects 154
- 7.5 Drinking and Driving 155
- 7.6 Alcohol Abuse and Alcoholism 156
- 7.7 Reducing Alcohol Intake 158
 - SKILLS FOR BEHAVIOR CHANGE** How to Cut Down on Your Drinking 158
- 7.8 Treatment and Recovery 159
- 7.9 Tobacco Use in the United States 160
- 7.10 Tobacco: Its Components and Effects 162
- 7.11 Health Hazards of Tobacco Products 164
- 7.12 Environmental Tobacco Smoke 166
- 7.13 Tobacco Use Prevention Policies 167
- 7.14 Quitting the Tobacco Habit 168

SKILLS FOR BEHAVIOR CHANGE Tips for Quitting Smoking 169

- 7.15 Assess Yourself: What's Your Risk of Alcohol Abuse? 170
- 7.16 Assess Yourself: Why Do You Smoke? 171
- Summary 172
- Pop Quiz 172

8 Nutrition 173

- 8.1 Understanding Nutrition: Digestion and Caloric Needs 174
- 8.2 Essential Nutrients: Water and Protein 176
- 8.3 Essential Nutrients: Carbohydrates 178
 - SKILLS FOR BEHAVIOR CHANGE** Bulk Up Your Fiber Intake! 179
- 8.4 Essential Nutrients: Fats 180
- 8.5 Essential Nutrients: Vitamins 182
- 8.6 Essential Nutrients: Minerals 184
- 8.7 Health Benefits of Functional Foods 186
- 8.8 Planning a Healthy Diet: Using the Food Label 187
- 8.9 Planning a Healthy Diet: Dietary Guidelines and MyPlate 188



- 8.10 Eating Well in College 190
SKILLS FOR BEHAVIOR CHANGE Healthy Eating Simplified 191
- 8.11 Vegetarianism: A Healthy Diet? 192
- 8.12 Is Organic for You? 193
- 8.13 Food Technology 194
- 8.14 Food Allergies and Intolerances 195
- 8.15 Food Safety and Foodborne Illnesses 196
SKILLS FOR BEHAVIOR CHANGE Reduce Your Risk for Foodborne Illness 197
- 8.16 Assess Yourself: How Healthy Are Your Eating Habits? 196
Summary 200
Pop Quiz 200

9 Weight Management and Body Image 201

- 9.1 Obesity in the United States and Worldwide 202
- 9.2 Health Effects of Overweight and Obesity 203
- 9.3 Factors Contributing to Overweight and Obesity: Genetics, Physiology, and the Environment 204
SKILLS FOR BEHAVIOR CHANGE Beware of Portion Distortion 205
- 9.4 Factors Contributing to Overweight and Obesity: Psychosocial, Economic, and Lifestyle 206
SKILLS FOR BEHAVIOR CHANGE Finding the Fun in Healthy Eating and Exercise 206
- 9.5 Assessing Body Weight and Body Composition 207
- 9.6 Assessing Body Weight and Body Composition: BMI and Other Methods 208
- 9.7 Weight Management: Understanding Energy Balance and Improving Eating Habits 210
SKILLS FOR BEHAVIOR CHANGE Tips for Sensible Snacking 211
- 9.8 Weight Management: Assessing Diet Programs 212
- 9.9 Weight Management: In Perspective 213
SKILLS FOR BEHAVIOR CHANGE Keys to Successful Weight Management 213
- 9.10 Considering Drastic Weight-Loss Measures 214



- 9.11 Trying to Gain Weight 215
SKILLS FOR BEHAVIOR CHANGE Tips for Gaining Weight 215
- 9.12 Understanding and Improving Body Image 216
SKILLS FOR BEHAVIOR CHANGE Steps to a Positive Body Image 217
- 9.13 What Is Disordered Eating? 218
- 9.14 Eating Disorders: Anorexia Nervosa 219
- 9.15 Eating Disorders: Bulimia Nervosa and Binge Eating 219
- 9.16 Exercise Disorders 221
- 9.17 Assess Yourself: Are You Ready to Jump Start Your Weight Loss? 222
- 9.18 How Sensible Are Your Efforts to Be Thin? 225
Summary 226
Pop Quiz 226

10 Fitness 227

- 10.1 Physical Activity and Fitness: Guidelines and Components 228
- 10.2 Health Benefits of Physical Activity 230



- 10.3 Getting Motivated for Physical Activity 232
- 10.4 Some Popular Fitness Gadgets and Equipment 234
- 10.5 Fitness Program Components 235
- 10.6 The FITT Principle for Cardiorespiratory Fitness 236
- 10.7 The FITT Principle for Muscular Strength and Endurance 238
- 10.8 The FITT Principle for Flexibility 240
- 10.9 Developing and Staying with a Fitness Plan 241
- 10.10 Developing Core Strength 242
- 10.11 Activity and Exercise for Special Populations 243
- 10.12 Nutrition and Exercise 244
- 10.13 Fitness-Related Injuries: Prevention and Treatment 246
- 10.14 Exercising in the Heat and Cold 248
- 10.15 Smart Shopping for Fitness 249
- 10.16 Assess Yourself: How Physically Fit Are You? 250
- Summary 252
- Pop Quiz 252

11 CVD, Cancer, and Diabetes 253

- 11.1 Understanding the Cardiovascular System 254
- 11.2 Cardiovascular Disease: An Epidemiological Overview 255

- 11.3 Key Cardiovascular Diseases: Hypertension 256
- 11.4 Key Cardiovascular Diseases: Atherosclerosis 257
- 11.5 Key Cardiovascular Diseases: Coronary Heart Disease 258
 - SKILLS FOR BEHAVIOR CHANGE** What to Do when a Heart Attack Hits 258
- 11.6 Key Cardiovascular Diseases: Stroke 259
 - SKILLS FOR BEHAVIOR CHANGE** A Simple Test for Stroke 259
- 11.7 Other Cardiovascular Diseases 260
- 11.8 Reducing CVD Risk: Metabolic Syndrome 261
- 11.9 Reducing CVD Risk: Modifiable Risks 262
- 11.10 Reducing CVD Risk: Nonmodifiable Risks 264
- 11.11 Diagnosing and Treating CVD 265
- 11.12 What Is Cancer? 266
- 11.13 Types and Sites of Cancer 267
- 11.14 Risk Factors for Cancer 268
- 11.15 Lung Cancer 270
- 11.16 Colon and Rectal Cancers 271
- 11.17 Breast Cancer 272
- 11.18 Skin Cancer 274
 - SKILLS FOR BEHAVIOR CHANGE** Tips for Protecting Your Skin in the Sun 275
- 11.19 Prostate and Testicular Cancer 276
- 11.20 Other Cancers 277
- 11.21 Cancer Detection and Treatment 278
- 11.22 What Is Diabetes? 280
- 11.23 Diabetes: Risk Factors, Symptoms, and Complications 282





SKILLS FOR BEHAVIOR CHANGE Key Steps to Begin Reducing your Risk for Diabetes 283

- 11.24 Diabetes: Diagnosis and Treatment 284
- 11.25 Assess Yourself: What's Your Personal CVD Risk? 286
- 11.26 Assess Yourself: What's Your Personal Risk for Cancer? 288
 - Summary 290
 - Pop Quiz 290

12 Infectious Conditions 291

- 12.1 The Process of Infection 292
- 12.2 Your Immune System 294
 - SKILLS FOR BEHAVIOR CHANGE** Reduce Your Risk of Infectious Disease 295
- 12.3 Bacterial Infections: Staph, Strep, Meningitis, Pneumonia, TB, and Tick-borne Diseases 296
- 12.4 Viral Infections: Mono, Hepatitis, Herpes, Mumps, Measles, and Rubella 298
- 12.5 Viral Infections: The Cold and Flu 300
- 12.6 Other Pathogens 301
- 12.7 Emerging Diseases 302
- 12.8 Antibiotic Resistance 303
- 12.9 Sexually Transmitted Infections 304
 - SKILLS FOR BEHAVIOR CHANGE** Safe Is Sexy 305
- 12.10 Sexually Transmitted Infections: HIV/AIDS 306

- 12.11 Sexually Transmitted Infections: Chlamydia and Gonorrhea 308
 - SKILLS FOR BEHAVIOR CHANGE** Communicating about Safer Sex 309
- 12.12 Sexually Transmitted Infections: Syphilis 310
- 12.13 Sexually Transmitted Infections: Herpes 311
- 12.14 Sexually Transmitted Infections: Human Papillomavirus 312
- 12.15 Other Sexually Transmitted Infections 313
- 12.16 Assess Yourself STIs: Do You Really Know What You Think You Know? 314
 - Summary 316
 - Pop Quiz 316

13 Violence and Unintentional Injuries 317

- 13.1 Crime Rates and Causes of Violence 318
- 13.2 Interpersonal Violence 320
- 13.3 Violence in the Family 322
- 13.4 Sexual Victimization 324
- 13.5 Other Forms of Sexual Violence 326
- 13.6 Collective Violence 327
- 13.7 How to Avoid Becoming a Victim of Violence 328
 - SKILLS FOR BEHAVIOR CHANGE** Reducing Your Risk of Dating Violence 329





- 13.8 Campus and Community Responses to Violence 330
SKILLS FOR BEHAVIOR CHANGE Stay Safe on all Fronts 331
- 13.9 Reducing Your Risk on the Road 332
- 13.10 Safe Recreation 334
- 13.11 Avoiding Injury from Excessive Noise 336
- 13.12 Safety at Home 337
- 13.13 Avoiding Workplace Injury 338
- 13.14 Assess Yourself: Are You at Risk for Violence or Injury? 340
Summary 342
Pop Quiz 342

14 Environmental Health 343

- 14.1 Overpopulation 344
- 14.2 Air Pollution 346
- 14.3 Indoor Air Pollution 348
SKILLS FOR BEHAVIOR CHANGE Be Mold Free 349
- 14.4 Global Warming and Climate Change 350
- 14.5 Pollution in the Water 352
SKILLS FOR BEHAVIOR CHANGE Waste Less Water! 353
- 14.6 Pollution on Land 354
- 14.7 Radiation 356

- 14.8 Sustainability on Campus 358
SKILLS FOR BEHAVIOR CHANGE Shopping to Save the Planet 359
- 14.9 Assess Yourself: What Are You Doing to Preserve the Environment? 360
Summary 362
Pop Quiz 362

15 Consumerism and Complementary and Alternative Medicine 363

- 15.1 Taking Responsibility for Your Health Care 364
SKILLS FOR BEHAVIOR CHANGE Be Proactive in Your Health Care 365
- 15.2 Assessing Health Professionals 366
- 15.3 Types of Allopathic Health Care Providers 367
- 15.4 Choosing Health Products: Prescription and OTC Drugs 368



15.5 Complementary and Alternative Medicine (CAM) 370
15.6 CAM: Alternative Medical Systems 372
15.7 CAM: Manipulative and Body-Based Practices 373
15.8 CAM: Energy Medicines 374
15.9 Other CAM Practices 375
15.10 Herbal Remedies and Supplements 376
15.11 Health Insurance 378
15.12 Issues Facing the Health Care System 380

15.13 Assess Yourself: Are You a Smart Health Care Consumer? 382
 Summary 383
 Pop Quiz 383

Answers to Pop Quiz Questions A-1
Glossary G-1
References R-1
Photo Credits C-1
Index I-1

This page intentionally left blank

Preface

For students today, health is headline news. Whether it's the latest cases of life-threatening *E. coli* infections from eating infected produce, a deadly Ebola epidemic threatening to kill millions, a new environmental catastrophe brought on by global warming, or increasing rates of obesity and diabetes, the issues often seem overwhelming. However, although many things that influence our health are beyond our control, we are lucky that we do have control over many of the health risks we face. Health is multifaceted, and achieving it is a personal and societal responsibility.

As I have taught personal health courses over the past two decades, I have seen changes in students, especially regarding their health, their health concerns, and the way they assimilate information and make decisions about their health and the health of those around them. A new mode of instruction and a new approach to learning is required for instructors and textbook authors to present and relay scientifically valid information, create learning environments that meet diverse needs, and motivate students to engage in their own learning experiences. Students today want their information to be organized and concise. They want to know what they should be learning, see the relevance in knowing the information so that they can apply it to real world situations, and be able to test themselves to confirm that they understand the material. What's more, students and their instructors want to be able to demonstrate that they know more about their health, see things with a more critical eye, and have options for making changes to improve their health and the health of others as a result of a particular course or course sequence. When they want to delve more deeply into a given topic, they will have the skills and resources to get more information. For these reasons and more, I decided that the time had come to bring to fruition a new textbook that would change the health text marketplace. I decided to tap the creative minds of my colleagues and students and work with a great publishing company in writing *My Health: The MasteringHealth Edition*.

Key Features of This Text

My Health: The MasteringHealth Edition maintains many features that this text is known for, including the following:

- **The modular organization**, which presents information in one- and two-page spreads, helping students to pace their learning and highlighting the most essential, up-to-date information about each topic in a synthesized, easy-to-understand format.
- **Student learning outcomes**, which give instructors and students a measurable goal for each module and are matched specifically to the content in each module in the text. These take the guesswork out of the question that students inevitably ask: "What do I need to know for this exam or this performance outcome?"
- **Check Yourself questions** to help students confirm that they have mastered the content of each module.
- **Assess Yourself modules**, which provide opportunities for students to assess their current behaviors, with at least one Assess Yourself at the end of every chapter.
- **Skills for Behavior Change boxes**, which are featured in many modules and are designed to help students develop the skills necessary to use what they have learned in making practical and important improvements in their health behaviors.
- **Striking figures and photos** on every page to engage students and encourage learning.
- **A streamlined approach**, with feature-box material integrated into the text so that students can follow the narrative without interruptions, quickly navigate through the material, and apply what they have learned.

Student learning outcomes are a critical part of this book. Learning outcomes are a powerful tool to set clear expectations for students and to assess their level of mastery of a subject area. Outcomes for this text were developed based on foundational personal health content appropriate for college level learners. These outcomes were then revised and edited based on careful review and input from health instructors and other experts from representative colleges and universities throughout the country (their names are listed later in the Acknowledgments section). Each module has a specific outcome that students must try to achieve to be successful. This mastery approach helps students hone in on the relevant information and focus attention on achieving this learning outcome.

At the end of each module, students are challenged by Check Yourself questions. If students can successfully answer these questions, then they are ready to move on to the next module. If they have difficulty answering the questions, they are able to go back through the material and focus on key points until they have mastered the module content.

We know that students are often pressed for time and may only be able to read through a few pages of this book in one sitting. With the learning outcomes and the Check Yourself questions, students can learn the material in one or two modules, test themselves, and know that they have accomplished a measurable portion of their reading goal, even if they can only complete part of a reading assignment.

In addition to the modular organization, learning outcomes, and Check Yourself questions, you will notice Skills for Behavior Change boxes throughout the chapters. Using the skills learned from these boxes, students can engage in behaviors that will contribute to improved health. You will also see that these are the only feature boxes in the text. In order to keep the book streamlined and focused on essential points, the type of information that traditionally has been relegated to a feature box has been included in the text, if it is important for student understanding, or it has been omitted. I hope that you will agree that this provides students with a clear, concise presentation of the most important health information.

New to This Edition

Video Tutors

Video tutors highlight a book figure in an engaging video, covering key concepts such as how drugs act on the brain, reading food labels, and the benefits of regular exercise. Using a QR code reader, students can easily access the Video Tutors on their mobile device—just scan the code and the Video Tutor loads instantly.

Study Plan

Each module now has a numbered Learning Outcome, giving students a road map for their reading. Each chapter concludes with a Study Plan, which summarizes key points of the chapter and provides review questions to check understanding, both tied to the chapter's learning outcomes.

Chapter-by-Chapter Revisions

My Health: The MasteringHealth Edition has been thoroughly updated to reflect the most cutting-edge, scientifically valid, and relevant information available and includes additional references that will allow students to glean additional information from key sources in the area. Portions of modules have been reorganized to improve the flow of topics, while figures, tables, and photos have all been added, improved on, and updated. The following is a chapter-by-chapter listing of some of the most noteworthy changes, updates, and additions.

Chapter 1: Healthy Change

- Reorganized section on *Healthy People 2020*, including adding description of leading health indicators
- New coverage of the Affordable Care Act (ACA)

Chapter 2: Psychological Health

- New Skills for Behavior Change box on relationships
- New module on the importance of spiritual health
- New Assess Yourself on spiritual health
- Added coverage of Seligman's happiness theory (PERMA)

Chapter 3: Stress

- Increased coverage of mindfulness
- New section on happiness and flourishing
- New section named "Men and Women Respond to Stress Differently"
- New section on shift and persist

Chapter 4: Relationships and Sexuality

- New module on relationships and social media
- New module on using technology responsibly

Chapter 5: Reproductive Choices

- New section on abortions in the developing world
- New section on contingency planning for parents
- Expanded coverage of nutrition and exercise in prenatal care

Chapter 6: Addiction and Drug Abuse

- New figure on college students who use drugs and employment rates
- New information about medicinal and legal marijuana
- New content on harm reduction strategies

Chapter 7: Alcohol and Tobacco

- New content on e-cigarettes
- New content on different ethnicities and alcoholism

Chapter 8: Nutrition

- New module on the health benefits of functional foods
- New content on the Dietary Reference Intakes (DRIs)

Chapter 9: Weight Management and Body Image

- New Skills for Behavior Change box on portion distortion
- New figure showing an overview of methods to measure body composition
- Expanded coverage of treatment of anorexia and bulimia
- New table on popular diet programs

Chapter 10: Fitness

- Expanded coverage of SMART fitness goals and objectives
- New coverage of physical inactivity
- New coverage of alcohol and exercise

Chapter 11: CVD, Cancer, and Diabetes

- New table on the signs of a heart attack in men and women
- New Skills for Behavior Change box on recognizing the signs of a stroke
- Increased coverage on diabetes prevalence rates and risks
- New Skills for Behavior Change box on reducing your risk for diabetes
- New module on diabetes diagnosis and treatment

Chapter 12: Infectious Conditions

- New cold and flu module
- New sections on mumps, measles, and rubella
- Expanded discussion of other pathogens

Chapter 13: Violence and Unintentional Injuries

- New section on rape on U.S. campuses and government policies on violence
- New section on coping in the event of campus violence
- Added new statistics and information related to texting and driving

Chapter 14: Environmental Health

- Updated coverage of climate change
- New section on fracking
- New information on sustainable ways to use consumer electronics
- Expanded coverage related to green cities and campuses

Chapter 15: Consumerism and Complementary and Alternative Medicine

- New table on common nonherbal supplements
- New figure on where our health care dollars are spent

Supplementary Materials

Available with *My Health: The MasteringHealth Edition* is a comprehensive set of ancillary materials designed to enhance learning and to facilitate teaching.

Instructor Supplements

- **MasteringHealth.** MasteringHealth coaches students through the toughest health topics. Instructors can assign engaging tools to help students visualize, practice, and understand crucial content, from the basics of health to the fundamentals of behavior change. **Coaching Activities** guide students through key health concepts with interactive mini-lessons, complete with hints and wrong-answer feedback. **Reading Quizzes** (20 questions per chapter) ensure students have completed the assigned reading before class. **ABC News Videos** stimulate classroom discussions and include multiple-choice questions with feedback for students. **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. **MP3s** relate to chapter content and come with multiple-choice questions that provide wrong-answer feedback. **Learning Catalytics** provides open-ended questions students can answer in real time. Through targeted assessments, Learning Catalytics helps students develop the critical-thinking skills they need for lasting behavior change.
- **Teaching Toolkit DVD.** The Teaching Toolkit DVD includes everything instructors need to prepare for their course and deliver a dynamic lecture in one convenient place. Resources include the following: *ABC News* videos, Video Tutor videos, clicker questions, Quiz Show questions, PowerPoint lecture outlines, all figures and tables from the text, PDFs and Microsoft Word files of the *Instructor Resource and Support Manual* and the Test Bank, the Computerized Test Bank, the User's Quick Guide, *Teaching with Student Learning Outcomes*, *Teaching with Web 2.0*, *Behavior Change Log Book and Wellness Journal*, *Eat Right!*, *Live Right!*, and *Take Charge of Your Health* worksheets.
- **ABC News Videos and Video Tutors.** Fifty-one new *ABC News* videos, each 5 to 10 minutes long, and 22 brand-new brief videos accessible via QR codes in the text help instructors stimulate critical discussion in the classroom. Videos are provided already linked within PowerPoint lectures and are also available separately in large-screen format with optional closed captioning on the Teaching Toolkit DVD and through MasteringHealth.
- **Instructor Resource and Support Manual.** This teaching tool provides chapter summaries and outlines of each chapter. It includes information on available PowerPoint lectures, integrated *ABC News* video discussion questions, tips and strategies

for managing large classrooms, ideas for in-class activities, and suggestions for integrating MasteringHealth and MyDietAnalysis into your classroom activities and homework assignments.

- **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. Test Bank questions are tagged to global and book-specific student learning outcomes.
- **User's Quick Guide.** Newly redesigned to be even more useful, this valuable supplement acts as your road map to the Teaching Toolkit DVD.
- **Teaching with Student Learning Outcomes.** This publication contains essays from 11 instructors who are teaching using student learning outcomes. They share their goals in using outcomes and the processes that they follow to develop and refine them, and they provide many useful suggestions and examples for successfully incorporating outcomes into a personal health course.
- **Teaching with Web 2.0.** From Facebook to Twitter to blogs, students are using and interacting with Web 2.0 technologies. This handbook provides an introduction to these popular online tools and offers ideas for incorporating them into your personal health course. Written by personal health and health education instructors, each chapter examines the basics about each technology and ways to make it work for you and your students.
- **Behavior Change Log Book and Wellness Journal.** This assessment tool helps students track daily exercise and nutritional intake and create a long-term nutritional and fitness prescription plan. It also includes a Behavior Change Contract and topics for journal-based activities.

Student Supplements

- **The Study Area of MasteringHealth** is organized by learning areas. *Read It* houses the Pearson eText 2.0, with which users can create notes, highlight text in different colors, create bookmarks, zoom, click hyperlinked words for definitions, and change page view. Pearson eText 2.0 also links to associated media files. *See It* includes 51 *ABC News* videos on important health topics and the key concepts of each chapter. *Hear It* contains MP3 Study Tutor files and audio case studies. *Do It* contains critical-thinking questions and Web links. *Review It* contains study quizzes for each chapter. *Live It* helps jump-start students' behavior-change projects with assessments and resources to plan change; students can fill out a Behavior Change Contract, journal and log behaviors, and prepare a reflection piece.
- **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 booklet provides students with practical nutrition guidelines, shopper's guides, and recipes.

- **Live Right! Beating Stress in College and Beyond.** This booklet gives students useful tips for coping with stressful life challenges both during college and for the rest of their lives.
- **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.

Flexible Options

My Health: The MasteringHealth Edition is also available in alternate print and electronic versions:

- **CourseSmart eTextbooks** are an exciting new choice for students looking to save money. As an alternative to purchasing the print textbook, students can subscribe to the same content online and save 40% off the suggested list price of the print text. Access the CourseSmart eText at www.coursesmart.com.
- **Books a la Carte** offers the exact same content as *My Health: The MasteringHealth Edition* in a convenient, three-hole-punched, loose-leaf version. Books a la Carte offers a great value for your students—this format costs 35% less than a new textbook!
- Creating a customized version of the book from the **Pearson Custom Library**, with only the chapters that you select, is also possible. Contact your Pearson sales representative for more details.

A Note on the Text

From my earliest years of college instruction, I have believed that in order to motivate students to focus on their health, they needed to understand the complex health world that people live in, to appreciate how the macroenvironment and culture influence health decision making, and to understand that there is no “best” recipe for health. Helping students access the best information available and motivating them to ask the right questions and be thoughtful in their analysis of issues, as well as mindful in their approach to healthy change, has been a part of my overall approach to teaching, learning, and writing.

Today’s students have been raised on a steady dose of health information, some of which sounds good, but may be highly questionable in terms of accuracy. Helping them sift through the changing sands of health information, examine their own risks, and make positive changes that affect them, their loved ones, and others in the community is key to improving health. Writing a text such as this one has helped keep me current in my teaching and tuned in to the needs of twenty-first-century students and those who teach classes such as this one. This text, focused on a more technology-based, interactive, and challenging approach to learning, cuts to the chase in delivering essential information and thought-provoking questions. Consistent with an ever-evolving and “information at your fingertips” approach, this format is designed to help students navigate the seemingly endless world of health and bring it to life in a colorful and fresh format. In keeping with the times, this text is a “work in continual progress,” and it will benefit greatly from your feedback and suggestions. As an author, I’d love to hear from you!

Acknowledgments

Writing and developing a textbook is truly a team effort. Each step along the way in planning, developing, and translating critical health information to students and instructors requires a tremendous amount of work from many dedicated professionals, including contributors who are at the top of their games in their knowledge of health science and behaviors and publishing professionals who personify all that is the absolute “best” in terms of qualities an author looks for in bringing a text to fruition. I cannot help but think how fortunate I have been to work with the gifted contributors to this text and the extraordinary publishing professionals at Pearson. Through time constraints, exhaustive searches for cutting-edge background research, and the writing process, these contributors were outstanding.

From painstaking efforts in development, design, editing, and editorial decision making to highly skilled marketing and dedicated sales efforts, the Pearson group handled every detail, every obstacle with patience, professionalism, and painstaking attention to detail. From this author’s perspective, these personnel personify key aspects of what it takes to be successful in the publishing world: (1) drive and motivation; (2) commitment to excellence; (3) fantastic job and performance skills; (4) a vibrant, youthful, forward-thinking and enthusiastic approach; and (5) personalities that motivate an author to continually strive to produce market-leading texts. I have been amazed at the way that this team continually works to be well ahead of the curve in terms of cutting-edge information. Asking “what do students need to know” and “what will help instructors and students thrive in today’s high-pressure academic settings” was at the heart of our efforts. I am deeply indebted to everyone who has played a role in making this book come alive for students and get into the hands of instructors.

In particular, credit goes to my development editor for this edition, Erin Schnair, who worked with Susan Malloy and Jessica Picone in painstakingly merging and synthesizing content and provided additional insight and expertise in making this new edition accessible to students. Erin did an extraordinary job of streamlining and revising material to fit within the constraints of the modular outline, while retaining accuracy and readability. Without her, this book would not exist—thank you!

Further praise and thanks go to the highly skilled and hardworking executive editor Sandra Lindelof, who was responsible for the conceptualization of this text and helped spearhead its initial development in the marketplace, doing the necessary work to procure the cutting-edge technology and skilled professionals that were key to its success. Her successor, Michelle Cadden, quickly took charge of the list after Sandy’s departure and worked closely with Susan and Jessica to ensure that this text provided the necessary framework to meet the needs of an increasingly demanding group of instructors and students.

Although these women were key contributors to the finished work, there were many other people who worked on *My Health*:

The MasteringHealth Edition. Thanks go to Angela Urquhart and Andrea Archer at Thistle Hill Publishing Services, who reliably kept us on track with flexibility and dedication. Design director Mark Ong refreshed the visually impactful design while keeping students and instructors in mind. We could not have created this book without his creativity and dedication. Mark also created the remarkable cover, which we feel perfectly conveys the unique qualities of the text. Denise Wright of Southern Editorial gets major kudos for overseeing the supplements package. Director of Media Development Laura Tommasi put together an innovative and comprehensive set of assets for *My Health: The MasteringHealth Edition*. Additional thanks go to the rest of the team at Pearson, especially Editorial Assistant Leah Sherwood, Program Manager Team Lead Mike Early, Project Manager Team Lead Nancy Tabor, and Director of Development Barbara Yien.

The editorial and production teams are critical to a book’s success, but I would be remiss without thanking another key group who ultimately help determine a book’s success: the textbook sales group and Executive Marketing Manager Neena Bali. With Neena’s support, the Pearson sales representatives traverse the country, promoting the book, making sure that instructors know how it compares to the competition, and providing support to customers. From directing an outstanding marketing campaign to the everyday tasks of being responsive to instructor needs, Neena does a superb job of making sure that *My Health* gets into instructors’ hands and that adopters receive the service they deserve. In keeping with my overall experiences with Pearson, the marketing and sales staff is among the best of the best. I am very lucky to have them working with me on this project and want to extend a special thanks to all of them!

This book was developed in part from material from my other textbooks, *Access to Health* and *Health: The Basics*. I would like to thank the contributors to those books, particularly Dr. Patricia Ketcham (Oregon State University and immediate past president of the American College Health Association); Dr. Susan Dobie, associate professor in the School of Health, Physical Education, and Leisure Services at the University of Northern Iowa; Dr. Kathy Munoz, professor in the Department of Kinesiology and Recreation Administration at Humboldt State University; Dr. Erica Jackson, associate professor in the Department of Public and Allied Health Sciences at Delaware State University; Dr. Karen Elliot, senior instructor in the Health Promotion and Health Behavior Program at Oregon State University; and Laura Bonazzoli, who has been instrumental in writing key Focus On chapters and updating material and content for several editions of these texts. A special thanks to Niloofar Bavarian (Oregon State University), who drafted the original student learning outcomes on which the book is based.

Thanks also to the talented people who contributed to the supplements package: Denise and her team at Southern Editorial who updated the *Instructor Resource and Support Manual*; Brent

Goff, who updated the Test Bank; and Melanie Healey (University of Washington-La Crosse), who updated the PowerPoint lecture slides and PowerPoint quiz show slides.

Reviewers

This book is the result of not only my efforts, but also the invaluable contributions of the many reviewers. From the initial idea to the fine-tuning of each and every learning outcome, the thoughtful comments from reviewers shaped this book in many ways. I am extremely grateful for your feedback.

I am forever grateful to all of those who contributed in large and small ways to the success of this text. It really does take a village to make things happen, and this village was extraordinary!

Rebecca J. Donatelle, PhD

Second Edition Reviewers

Debbie Allison
Guilford Technical Community College

Nicole Clark
Indiana University of Pennsylvania

Henry Counts
University of South Carolina

Teresa Dolan
Lincoln University

Kathy Finley
Indiana University Bloomington

Ari Fisher
Louisiana State University

Chris Isenbarth
Weber State University

Ellen Larson
Northern Arizona University

Cynthia Smith
Central Piedmont Community College

MasteringHealth Faculty Advisor Board Reviewers

Kris Jankovitz
California Polytechnic State University

Stasi Kasianchuk
Oregon State University

Lynn Long
University of North Carolina at Wilmington

Ayanna Lyles
California University of Pennsylvania

Steven Namanny
Utah Valley University