

Preface

Today, health is headline news—the kind of news that all too often can result in depression, fear, anxiety, anger, and frustration among viewers. If you are like most people, you might want to ask, “Isn’t there any good news out there?” From the latest cases of strange new pathogens carried into our homes by ticks, mosquitoes, or birds or passed on by a careless sexual relationship to the violence in the streets and threats of terrorism or nuclear bombs from other nations to the real-time catastrophic floods, fires, hurricanes, and other natural disasters brought on by climate change to the epidemic rates of diabetes, obesity, and soaring rates of mental health problems among youth and adults—the issues can 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. We can shape many of the things that influence us. It takes time, effort, patience, and a mindful approach.

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 are 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 and why it is important. 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. While there will always be new and formidable challenges in achieving personal health and health equity for all, individuals who are armed with information, who listen and hear others’ points of view, and who take a reasoned approach to problem solving have the best chance of creating environments where people thrive. Creating a classroom and extended learning culture in which young minds ask themselves regularly, “What can I do to make the world a better place—a place where people can increase their years of healthy life?” has been a lifelong goal. 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 the Mindfulness Edition of *My Health*.

Key Features of This Text

My Health: The Mindfulness Edition, Third Edition, maintains many features that this text is known for and includes exciting new features, 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.
- **NEW! The mindfulness theme** throughout the text provides students with research and tools to incorporate mindfulness practices in all aspects of their health, helping them to be more focused in their academic and personal lives. Mindfulness coverage is contained within new modules and signaled by a blue banner.
- **NEW! Modules** on high interest topics such as Sleep, Diversity, and Health Equity.
- **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.
- **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**, helps students focus on the core health content, allowing them to follow the narrative without interruptions and feature boxes, and apply what they have learned at the end of each module.
- **New! Think About It critical thinking questions** are included in the end-of-chapter Study Plan material.

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 on the basis of foundational personal health content appropriate for college-level learners. These outcomes were then revised and edited on the basis of 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 home 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, 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 be able to read through only 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 complete only 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. To keep the book streamlined and focused on essential points, the type of information that has traditionally been relegated to a feature box has been included in the text, if it is important for student understanding, or has been omitted. I hope that you will agree that this provides students with a clear, concise presentation of the most important health information.

Chapter-by-Chapter Revisions

My Health: The Mindfulness Edition, Third 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

- New mindfulness module on how mindfulness influences health
- New module on diversity
- Reorganized section on *Healthy People 2020*, including adding description of leading health indicators
- New coverage of the Affordable Care Act (ACA) and issues with health care in the United States today
- New Think About It end-of-chapter questions

Chapter 2: Psychological Health

- New mindfulness module on meditation
- New mindfulness module on mindfulness therapies
- 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)
- New Think About It end-of-chapter questions

Chapter 3: Stress

- New mindfulness module on relaxation and stress reduction
- Increased coverage on sleep
- New section on happiness and flourishing
- New section titled "Men and Women Respond to Stress Differently"
- New section on shift and persist
- New Think About It end-of-chapter questions

Chapter 4: Relationships and Sexuality

- New mindfulness module on mindful listening and nonverbal skills
- New module on relationships and social media
- New module on using technology responsibly
- New Think About It end-of-chapter questions

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
- New Think About It end-of-chapter questions

Chapter 6: Addiction and Drug Abuse

- New mindfulness module on treatment, recovery, and relapse prevention
- New figure on college students who use drugs and employment rates
- New information about medicinal and legal marijuana
- New content on harm reduction strategies
- New Think About It end-of-chapter questions

Chapter 7: Alcohol and Tobacco

- New mindfulness module on smoking cessation
- New content on e-cigarettes
- New content on different ethnicities and alcoholism
- New Think About It end-of-chapter questions

Chapter 8: Nutrition

- New mindfulness section on mindful eating
- New module on the health benefits of functional foods
- New content on the Dietary Reference Intakes (DRIs)
- New Think About It end-of-chapter questions

Chapter 9: Weight Management and Body Image

- New mindfulness module on mindless versus mindful eating
- 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 and their effectiveness
- New Think About It end-of-chapter questions

Chapter 10: Fitness

- New mindfulness module on fitness plans and staying motivated
- Expanded coverage of SMART fitness goals and objectives

- New coverage of physical inactivity
- New coverage of alcohol and exercise
- New Think About It end-of-chapter questions

Chapter 11: CVD, Cancer, and Diabetes

- New mindfulness module on mindfulness-based interventions for cancer patients
- 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
- New Think About It end-of-chapter questions

Chapter 12: Infectious Conditions

- New mindfulness module on infection risk factors
- New cold and flu module
- New sections on mumps, measles, and rubella
- Expanded discussion of other pathogens and new pathogens such as Powassan
- New Think About It end-of-chapter questions

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 distracted driving, texting and driving, and other preventable issues, including the statistics on injuries and deaths among college-age adults
- New Think About It end-of-chapter questions

Chapter 14: Environmental Health

- New mindfulness module on environmental mindfulness
- Updated scientific evidence that climate change is real and why you should be concerned
- New section on fracking and potential threats to the environment
- New information on sustainable ways to use consumer electronics
- Expanded coverage related to green cities and campuses
- New Think About It end-of-chapter questions

Chapter 15: Consumerism and Complementary and Integrative Health Care Choices

- New mindfulness module on meditation and mind and body practices
- New table on common nonherbal supplements
- New figure on where our health care dollars are spent
- New Think About It end-of-chapter questions

Supplementary Materials

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

Instructor Supplements

- **Mastering™ Health.** Mastering Health 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 that 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.
- **NEW! Ready-to-Go Teaching Modules** in the Instructor Resources section help instructors efficiently make use of the available teaching tools for the toughest topics. Before-class assignments, in-class activities, and after-class assignments are provided for ease of use in efficient course setup. Instructors can incorporate active learning into their courses with the suggested activity ideas, clicker questions, or Learning Catalytics questions.
- **UPDATED Learning Catalytics™** is a student response tool that generates classroom discussion, guides your lecture, and promotes peer-to-peer learning with real-time analytics. Students use their smartphones, tablets, or laptops to engage them in more interactive tasks and thinking. Instructors, you can:
 - **NEW!** Upload a full PowerPoint® deck for easy creation of slide questions.
 - **NEW!** Name teams the way you want to—team names are no longer case sensitive.
 - Help your students develop critical-thinking skills.
 - Monitor responses to find out where your students are struggling.
 - Rely on real-time data to adjust your teaching strategy.
 - Automatically group students for discussion, teamwork, and peer-to-peer learning.
- **Digital Instructional Resources (Download Only).** The Digital Instructional Resources include everything instructors need to prepare for their course and deliver a dynamic lecture in one convenient place. Resources include *ABC News* videos, Video Tutor videos, clicker questions, Quiz Show questions, PowerPoint lecture outlines, all figures and tables from the text, PDF 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 assignable in Mastering Health 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 Mastering Health.

- **Instructor Resource and Support Manual (Download Only).** 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 Mastering Health and MyDietAnalysis into your classroom activities and homework assignments.
- **Test Bank.** The Test Bank incorporates Bloom's Taxonomy of Educational Objectives 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 Digital Instructional Resources.
- **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 Mastering Health** is organized by chapter, with study resources organized by learning areas: *Read It* houses the new 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. *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.

- **NEW! Pearson eText:**
 - Now available on smartphones and tablets. Offline access is available through the Pearson App.
 - Seamlessly integrated videos, interactive self-assessments worksheets, 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.
- **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 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 Mindfulness Edition, Third Edition, is also available in alternate print and electronic versions:

- **Mastering with eText:** students can purchase access to Mastering Health with eText in lieu of purchase a print text and have access to all of the assignments and study tools within Mastering Health, as well as their entire textbook in a mobile and accessible electronic format.
- **Books a la Carte** offers the exact same content as *My Health: The Mindfulness 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!
- **Vitalsource eTextbooks** are 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 Vitalsource eText at www.vitalsource.com.
- 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 be motivated to focus on their health, students need to understand the complex health world that people live in, to appreciate how the macroenvironment and culture influence health decision making, and to recognize 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*, have been 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 the instructors 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!