

# Focus on Critical Thinking

As the title suggests, *Alters & Schiff Essential Concepts for Healthy Living* was written to provide students with current information on how to live and age well. Our textbook combines evidence-based information with critical thinking activities to guide students towards healthy living through analysis of their own health behavior. We challenge students to think seriously about health-related information by using critical-thinking strategies.

## What Is Critical Thinking? What Does a Critical-Thinking Textbook Do?

Critical thinking encompasses a variety of cognitive skills such as

- Synthesizing
- Analyzing
- Applying
- Evaluating

Throughout the textbook, a critical-thinking icon identifies features that focus specifically on these skills.

In the health sciences, critical-thinking skills are necessary to understand and evaluate health information as well as apply it to daily life. This book teaches critical-thinking skills that help students develop expertise in important cognitive functions:

- Differentiating between verifiable facts and value statements
- Distinguishing relevant information from irrelevant information
- Determining the factual accuracy of health claims
- Making responsible health-related decisions

To think critically, students need a solid foundation of personal health information. *Alters & Schiff Essential Concepts for Healthy Living* has been developed from the latest scientific and medical research, relying heavily on primary sources, which are cited in the text. Because understanding health involves understanding science, this text includes basic scientific information that relates to health and presents it in an easy-to-understand manner.

## What Is New and Improved in This Edition?

The *Seventh Edition* is updated to provide the most current statistical data on a comprehensive array of health and wellness topics and issues, including the latest information on:

- Healthcare costs
- American adults and teenagers affected by stress
- Mental illness
- Violent crime statistics, including aggravated assault, forcible rape, abuse, homicide, domestic partner violence, intimate partner violence, stalking, and female on male violence
- Legalization of same-sex marriages worldwide
- Physical activity and health
- Eating disorders and disordered eating
- Drug use and abuse
- Legalization of marijuana

As with each new edition, this revision continues to discuss major health topics such as:

- Chapter 1
  - Genomics
  - *Healthy People 2020*
  - Extended discussion of individual, social and environmental factors that influence health behavior, and how understanding these factors can assist us in changing health behaviors
  - Updated recommendations for routine health care
- Chapter 2
  - Updated discussion of mental health and mental health disorders, incorporating changes from the DSM-5
  - Extended discussion of suicide and suicide prevention
- Chapter 3
  - Updated discussion regarding stress management strategies

- Chapter 4
  - Expanded discussion regarding sexual assaults on college campuses
  - Extended discussion of workplace violence to include military violence
- Chapter 5
  - Updated information about the Plan B One-Step® emergency contraception
  - Expanded instructions for male condom usage
  - Updated recommendations for menopause hormone replacement therapy
- Chapter 6
  - Extended explanation of the difference between *gender* and *sex*
  - Expanded discussion of sexual orientation, gender identity, and gender roles
- Chapter 7
  - Updated and extended discussion regarding student use of stimulants for academic performance
  - Updated discussion of bath salts
- Chapter 8
  - Updates on proposed graphic warning labels on cigarette packages
  - Extended discussion on e-cigarette use and regulation
- Chapter 9
  - Updated discussion regarding functional foods, including the current definition and marketer claims
  - Updated and extended discussion of *omega-3* and *omega-6* fatty acids, including suggested consumption and impact on health
  - Discussion of “healthy option” menus at restaurants and how to eat healthily when eating out
- Chapter 10
  - Updated information on popular diet plans for weight loss
  - Updated discussion regarding FDA-approved prescription drugs for weight loss
- Chapter 11
  - Discussion of measures of physical activity, including calories, METS, and PAL
  - Inclusion of ACSM guidelines for physical activity
  - Extended discussion of flexibility, including dynamic and PNF stretching
  - Inclusion of the FITT principle for development of an exercise program
- Chapter 12
  - Extended discussion of AEDs, including suggested use and public AED locations
  - Updated information on performing CPR using the American Heart Associations *Two Steps for Stayin’ Alive*
- Updated discussion of cholesterol, including LDL, HDL cholesterol, and their functions in the body
- Updated discussion of C-reactive protein and high-sensitivity C-reactive protein test
- Chapter 13
  - Updated information on Surgeon General’s statement on skin cancer and mandate for warnings on tanning beds
- Chapter 14
  - Updated discussion and graphic of the chain of infection, describing all six links in the chain
- Chapter 15
  - Inclusion of physical activity recommendations for older adults
  - Discussion of the impact of social and psychological health on well-being in older adults
  - Discussion of the impact of brain training, or mind games, on mental health in older adults
- Chapter 16
  - Updated references
  - New objectives

## How to Use This Book

Analyzing health-related information activities included throughout the text provide students with examples of common advertisement techniques and other forms of media, and asks them to determine whether the information presented is valid. Because health information is readily available through many forms of media, we believe it is important for students to be able to distinguish evidence-based information from unreliable health information.

We believe that students will find these activities and tools easy to use and, if students read each chapter carefully and complete each activity thoroughly, they will gain a good understanding of major concepts of healthy living that can be applied to their personal lives, as well as future health-related careers.

## Key Features

*Alters & Schiff Essential Concepts for Healthy Living* focuses on teaching behavior change, personal decision-making, and up-to-date personal health concepts. The critical-thinking approach encourages students to consider their own behaviors in light of the knowledge they are gaining. The pedagogical aids that appear in the chapters are described in the following pages.

The organization of ideas is an integral part of learning comprehension. The chapters are structured with a consistent format throughout the text. Each chapter begins and ends with a section that points out the key concepts and ties the information together.

## Chapter-Opening Pedagogy

Each chapter-opening spread shows students the organization of the chapter using a chapter overview and a list of the special boxed features. It also lists activities in the companion Student Workbook (included at the back of this text).

**CHAPTER 1**

**Health: The Foundation for Life**

**Learning Objectives**

After studying this chapter, you should be able to:

1. Identify trends in United States population health.
2. Describe the impact of lifestyle choices on one's health.
3. Discuss different perspectives on health and wellness.
4. Describe the six components of health and discuss how each component affects one's health.
5. Identify major causes of death for members of various age groups.
6. Explain why Americans' life expectancy increased dramatically during the 20th century.
7. Identify the purpose and four main goals of *Healthy People 2020*.
8. Describe factors that influence health behavior and health behavior change.
9. Describe the steps of the decision-making model and the stages of behavior change model.
10. Explain how to analyze health information and assess information on the Internet.
11. Differentiate between conventional and complementary and alternative medicine.
12. Describe how to choose a conventional medical practitioner.

**Chapter Overview**  
How the dimensions of health influence your well-being  
The major health concerns of our nation  
How your decisions affect your health  
How to analyze health-related information  
The differences between conventional and alternative treatment methods

**Student Workbook**  
Self-Assessment, Healthstyle | Personal Health History  
Changing Health Habits: Model Activity for Better Health

**Do You Know?**  
How your lifestyle affects your health?  
How to make responsible health-related decisions?  
How to analyze health-related information?

**Special Features:**  
Diversity in Health: Minority Health Status in the United States  
Consumer Health: Consumer Protection  
Managing Your Health: Routine Health Care for Disease Prevention  
Across the Life Span: Health

*"A higher percentage of American adults report exercising during their leisure time..."*

## Chapter Summaries

Research says that students learn how to identify the key ideas of stories in elementary school, but that they often have difficulty identifying key ideas in textbooks in their later schooling. Chapter summaries help students with this task. The chapter summaries follow the organization of the chapter.

**CHAPTER REVIEW**

**Summary**

Lifestyle includes behaviors that promote or deter good health and well-being. Optimal wellness is an optimal degree of health. The holistic approach to health integrates physical, psychological, social, intellectual, spiritual, and environmental dimensions. Contemporary definitions of health reflect not only how an individual functions but also what that person can achieve, given his or her circumstances.

Heart disease and cancer are the major killers of Americans. Lifestyle choices contribute to the development of these and many other life-threatening diseases. The distribution of health problems differs among the various ethnic and racial groups in the United States. Poverty and cultural differences are often barriers to good health care.

Experiences, knowledge, needs, and values affect one's motivation to change health-related behaviors. People are motivated to take action if they feel that a sufficient threat to their health exists and that the results of changing their behavior will be worthwhile. Although no one can guarantee good health, many factors contribute to one's chances of enjoying a long and productive lifetime of good health. Several of these factors are the result of lifestyle choices that people can make, while they are still young, to prevent or delay disease. Responsible health-related lifestyle choices involve a systematic approach to decision making.

People can become more careful consumers of health-related information, products, and services by learning to recognize misinformation. To obtain reliable health-related information, check with experts in federal, state, and local agencies and organizations. Conventional medicine relies on modern scientific principles, modern technologies, and scientifically proven methods to prevent, diagnose, and treat health conditions. Complementary and alternative medicine (CAM) is an unconventional and diverse system of preventing, diagnosing, and treating diseases that emphasizes spirituality, self-healing, and harmonious interaction with the environment. Conventional medical practitioners are likely to be skeptical of CAM techniques that have not been shown scientifically to be safe and effective. Until supportive data are available, consumers should be wary of CAM practices.

Throughout the life span, health concerns vary. The most common causes of infant deaths are birth defects, low birth weights, and prematurity. Preventable injuries are the major causes of death for children and youth. Additional serious public health concerns for adolescents are suicide, homicide, drug abuse, obesity, pregnancy, and sexually transmitted infections (including HIV).

**Applying What You Have Learned**

1. Develop a plan to improve your health by selecting a health behavior you'd like to change.
 

**Application**
2. Select a health-related advertisement from the Internet and evaluate the validity of its information. Use the information provided in the "Analyzing Health Information" section to help you answer the following questions. **Analysis**
3. Identify several sources of health information that you have used in the past year. Using the criteria from the "Analyzing Health Information" section, explain why you think each source is reliable or unreliable. **Synthesis**
4. Think of a health-related decision that you made recently. For example, did you decide to turn down an offer to use a mind-altering drug, wear a helmet while riding a motorcycle, lose a few pounds, or use an herbal product to treat a condition? When you made this decision, did you use the decision-making process described in this chapter or did you act impulsively? Explain why you would or would not make the same decision today. **Evaluation**

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## How to Use This Book to Adopt Healthier Lifestyles

*Alters & Schiff Essential Concepts for Healthy Living, Seventh Edition* encourages students to adopt healthier lifestyles, and the boxed features throughout the text recommend practical ways to do so.

## Healthy Living Practices

Unique to this text, these short lists of bulleted statements throughout the chapters summarize key points and concisely state concrete yet simple actions students can take to improve their own health.

## Managing Your Health

This feature contains short essays or lists of tips that focus on ways to live a healthier life.

### Managing Your Health

#### Routine Health Care for Disease Prevention: Adult Recommendations

The following recommendations apply to adults who have low risks of disease. People who have higher risks may need more frequent testing and to begin testing at an earlier age. Consult your personal physician for advice about routine testing and immunization schedules.

Medical Test/Preventive Measure	Recommended Frequency
Blood pressure	At least every 2 years
Cholesterol (fasting lipoprotein profile)	Every 5 years for people aged 20 and older
Glucose	Asymptomatic adults with sustained blood pressure greater than 135/90 mm Hg
PSA and digital rectal exam (detects prostate cancer)	Discuss the need for testing with physician
Testicular exam	Some physicians recommend regular exams; discuss need for exam with physician
Skin exam (detects skin cancer)	Have physician check skin during routine general exams
Breast exam (detects breast cancer)	American Cancer Society recommends annual screen and clinical breast exams for healthy women aged 40 years and older; women between 20 and 39 years of age should undergo clinical breast exam every 3 years. Breast self-exam is an option for women
Pap test (detects cervical cancer)	Begin screening within 3 years of first sexual intercourse or by 21st birthday; yearly Pap test, or every 2 years if liquid form of test is used. Beginning at age 30 years, include human papillomavirus (HPV) test

Recommendations vary among medical organizations. Data from U.S. Centers for Disease Control and Prevention. (2014). Recommended adult immunization schedule—United States—2014. Retrieved from <http://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html>; Agency for Healthcare Research and Quality. (2012). Guide to Clinical and Preventive Services. 2012. Retrieved from <http://wwwahrq.gov/professionals/clinicians-providers/guidelines-recommendations/guide/section/brandnew/>; Centers for Disease Control and Prevention. (n.d.). National HIV and STD testing resources. Retrieved from <http://hivtest.cdc.gov/faq.aspx#stdtest>; American Cancer Society. (2013). American Cancer Society guidelines for early detection of cancer. Retrieved from <http://www.cancer.org/healthy/findcancerearly/cancerscreeningguidelines/american-cancer-society-guidelines-for-the-early-detection-of-cancer>



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Medical Test/Preventive Measure	Recommended Frequency
Colon/rectal examination (detects cancer)	Have flexible sigmoidoscopy or colonoscopy at age 50 years; physician can decide which test is appropriate and how often testing should be repeated
Sexually transmitted infections	Sexually active people who are 25 years of age or younger should be tested annually for chlamydia infection; older women should be tested if they have new or multiple sex partners. Physician can decide which other tests are appropriate, such as for HIV infection
Immunizations	
Rubella	One or two doses from ages 19 to 55
Influenza	Annually for adults aged 19 and older
Tetanus	Every 10 years
Hepatitis B	Three doses

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## Consumer Health

These commentaries and tips provide practical information and suggestions to help students become more careful consumers of health-related goods and services. In addition to being highlighted in this feature, consumer topics are integrated throughout the book and are the subject of scrutiny in the Analyzing Health-Related Information activities.

**anecdotes** Personal reports of individual experiences.  
**testimonials** Individual claims about the value of a product.

### Analyzing Health Information

"Take antioxidants to live longer." Drink red wine to prevent heart attacks." "Improve your memory with ginkgo." Every day Americans are barraged with a confusing array of health-related information in newspapers, magazines, television and radio shows, commercials, and infomercials. Family members, friends, medical professionals, and the Internet also supply information about health and health-related products. Are these sources reliable? Not necessarily. No laws prevent anyone from making statements or writing books about health, even if the information is false. The First Amendment to the U.S. Constitution protects freedom of speech and freedom of the press. This protection extends to talk show hosts and guests, authors, and salespeople in health food stores who might provide health misinformation.

Companies and individuals can make considerable amounts of money by selling untested remedies, worthless cures, unnecessary herbal supplements, and books filled with misinformation. Health frauds include the promotion or sale of substances or devices that are touted as being effective to diagnose, prevent, cure, or treat health problems, but the scientific evidence to support their safety and effectiveness is lacking. Despite the regulatory activities of the Food and Drug Administration (FDA) and Federal Trade Commission (FTC), the sale of fraudulent products and services and the circulation of false or misleading health information continue to be concerns of medical experts. For information about the roles of the FDA and FTC in regulating health-related information, see the Consumer Health feature that follows.

### Becoming a Wary Consumer of Health Information

Maybe you have read an article or an ad about the health benefits of an herbal supplement or a weight loss device that you might buy. Perhaps you watched a physician promote his "antiaging, high-energy" diet on a TV show. How do you know if health-related information and claims that are in the media and from other sources are true? Will the supplement, device, product, or diet do what its promoters claim? Or will you merely be wasting your money?

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## Consumer Health

### Consumer Protection

The U.S. government has laws and agencies to protect consumers against health fraud.

The federal agencies that enforce consumer protection laws include the Food and Drug Administration (FDA) and the Federal Trade Commission (FTC). The FDA protects consumers by regulating the information that manufacturers can place on food or drug product labels. In addition, FDA personnel alert consumers about fraudulent health practices and can seize untested or unsafe medical devices and drugs. The manufacturers of such products can be punished (usually fined) for their illegal practices. The FTC regulates claims made in advertisements for products and services. Both agencies

regulate only products and services involved in interstate commerce. The FDA's website is [www.fda.gov](http://www.fda.gov), and the FTC's website is [www.ftc.gov](http://www.ftc.gov).

To avoid being victims of health frauds, people must take the initiative and be very critical when judging the reliability of health-related information.

If you suspect fraudulent activity, you can file a complaint with the local office of the FDA or your state's attorney general. You can also file a lawsuit if you have been injured as a result of following the advice or using the services or products of unscrupulous practitioners and manufacturers.



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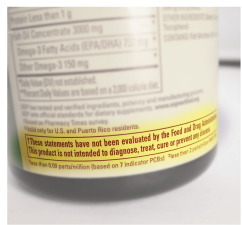
never get colds." **Testimonials** are claims individuals make concerning the value of a product. Advertisers often rely on paid celebrities to provide testimonials. Anecdotes may be interesting and testimonials may be persuasive, but these sources of information reflect the experiences of individuals and may not be true for most people. More compelling evidence, on the other hand, involves results of studies of hundreds or thousands of people. Such findings are more likely to be generalized to a wide population.

Look for **disclaimers** on product labels or in advertisements, such as "This statement has not been evaluated by the FDA." "This product is not intended to diagnose, treat, cure, or prevent disease," or "Results are not typical." In televised or written ads, disclaimers usually appear in small print near the end of the ad. Disclaimers may provide important information to consider.

2. What are the credentials of the person who makes health-related claims? Does this person have the appropriate background and education in the topic area? What can you do to check the person's credentials? Often it is difficult to tell if a health "expert" is qualified to make claims. Articles and books usually include the name and credentials of the author, but the credentials may be fraudulent. Anyone can call himself or herself a "nutritionist," "dietician" or "health expert." Therefore, a PhD or the title "Certified . . ." after someone's name is no guarantee that this person

has had extensive training in a health or science field from an accredited educational institution. Individuals can buy certain doctorate degrees through the mail or Internet from unaccredited colleges called "diploma mills." To determine if a college or university is accredited, visit the U.S. Department of Education's website ([www.ed.gov](http://www.ed.gov)).

One way to investigate an author's medical or scientific expertise is to see if his or her work has been published in reputable journals. To conduct



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## How to Use This Book to Enforce Critical Thinking

The focus of education today is not simply to give students information, but to teach them how to acquire and evaluate information. Unlike other personal health textbooks, the critical-thinking features in this text teach students higher-order thinking skills and give them ways to practice these skills in every chapter.

## Diversity in Health

This feature cultivates an interest in and an appreciation for the health status and practices of various ethnic, cultural, and racial groups in the United States, as well as people around the world. Although the diversity essays focus specifically on multiculturalism, additional multicultural information is woven throughout the book.



## Diversity in Health

### Minority Health Status in the United States

Did you know that African Americans are more likely to die of cancer than are Whites? Did you know that Hispanics are more likely to die in accidents than as the result of strokes? The differences in death and illness rates for various population subgroups reflect numerous factors, such as socioeconomic status and access to health insurance and medical care. By investigating reasons for these differences, medical researchers have learned a great deal about the health of American minorities. A major goal of the U.S. Department of Health and Human Services is improving the health of all Americans through research, education, and better access to health care.

### Hispanic or Latino People

Hispanic or Latino, people have immigrated to the United States or have ancestors from countries in which Spanish is the primary language, especially Mexico, Puerto Rico, Central and South America, and Cuba. Hispanics are the largest minority group in the United States, making up 16.7% of the population in 2011.<sup>13</sup>

In 2011, the leading causes of death for Hispanics were cancer, heart disease, accidental injuries, stroke, and diabetes.<sup>14</sup> Some Hispanic/Latino population groups have a high prevalence of asthma, obesity, chronic lung diseases, HIV infection, tuberculosis (TB), and diabetes.

Poverty, lack of health insurance, and poor education are barriers to good health for many Hispanics. About 26.6% of this minority lives in poverty.<sup>15</sup> Health disorders associated with poverty, such as tuberculosis and obesity, are more common in certain Spanish-speaking subgroups. In 2010, almost 31% of Hispanic Americans did not have health insurance.<sup>16</sup> Hispanic persons, especially those of Mexican ancestry, are more likely to be uninsured than non-Hispanic Whites. Regardless of one's ethnic/racial background, not having health insurance is a major obstacle to obtaining good health care in the United States.

### African or Black Americans

In the United States, African Americans comprised 14.2% of the population in 2012; they are the second largest minority group.<sup>14</sup> Despite recent improvements, the health status of Black Americans is generally poorer than that of other minorities. The life expectancies of Whites and Blacks reflect their health status. In 2011, the life expectancy of African American females was 78.7 years; the life expectancy of White American females was 81.3 years. At the same time, the life expectancy of African American males was 72.1 years and that of White males was 76.6 years.<sup>14</sup>

The major causes of death of Black Americans are similar to those of non-Hispanic Whites. Although Black Americans are less likely to die from chronic lung diseases, Alzheimer's disease, and suicide, members of this minority are more likely to die of homicide, cancer, stroke, diabetes, HIV infection, and heart disease than are White Americans.<sup>14</sup> Black women are more likely to die of breast, cervical, colon, and stomach cancers than White women are, and Black men are more likely to die of lung, prostate, colon, and stomach cancers than White men are.<sup>14</sup>

Childbearing is riskier for an African American woman; in 2008, she was almost three times more likely to die during pregnancy or childbirth than a White woman was.<sup>29</sup> In addition, Black infants are more likely to die during the first month of life than other babies are.

In 2008, the infant death rate among Black infants was more than twice that of White babies.<sup>29</sup>

In 2007–2010, African Americans were more likely to have hypertension than non-Hispanic White Americans or Mexican Americans.<sup>29</sup> The reason for this high prevalence is unclear, but scientists think diet, genetics, stress, and smoking play roles. Overweight also increases the risk of hypertension. Black women are more likely to have excess body fat than are other Americans. In the period from 2007 to 2010, 93% of non-Hispanic Black women were obese.<sup>29</sup>

### Asian and Pacific Islanders

As one of the fastest-growing minority groups, Asian Americans and Pacific Islanders (APIs) are a diverse group of people who immigrated to the United States

## Analyzing Health-Related Information



This suggests that American scientists do not understand that medicines can be derived from plant sources, when, in fact, American researchers often rely on plants as sources of chemicals that have medicinal uses. No scientific evidence is cited to show that the herbs in Panacea have the touted properties. These two sentences, then, contain only value claims, thus, the information may be unreliable.

For centuries, doctors in the Orient have known about the wonders of herbal medicines—nature's botanical cures for human ailments.



Finally, American scientists are recognizing the healthful benefits of these herbs.

**A PANACEA PILL A DAY KEEPS THE EXPENSIVE DOCTORS AWAY!**  
\* These statements have not been evaluated by the FDA.

No scientific evidence is cited that a daily Panacea pill prevents serious illness. Additionally, this statement attacks conventional medical practitioners by implying that they are interested only in making money, which suggests that physicians can't be trusted.

**Conclusion:** This ad is merely a collection of value claims that are not supported by scientific research. The ad further attempts to encourage the reader to purchase the product by suggesting that it is better (and less expensive) than conventional therapies. It claims to relieve a wide range of health conditions. The red-flag phrases and testimonials, lack of scientific evidence, and failure to caution consumers about potential hazards of the product all suggest the ad is an unreliable source of health-related information.

**SwayCon Pharmaceuticals** has developed a formula that corrects everything you need to reduce suffering, enhance health, and regain youthful vigor.

- A team of medical experts from three major medical schools in the United States have clinical proof that the ingredients of Panacea are effective! Panacea contains a chemical-free mixture of natural enzymes and active herbs that:
  - relieve up to 80% more arthritis pain than aspirin.
  - lower blood pressure by up to 20%.
  - lower cholesterol by up to 40%.
  - reduce lung cancer risk by as much as 50%, even in smokers.
  - and reduce the risk of heart attack by 75%.\*

**Other remarkable findings:** Being fat-free for a few weeks can improve cognition. If E, a college student at a top East Coast university, reports: "On the last day of the fall semester, I started taking three capsules of Panacea a day. My GPA went from a 1.8 to a 3.4. Panacea has had me up at it!"

Report on coming into our office that Panacea acts as a great stimulant, increasing energy, G.I., and immune response in Dr. Louis, when: "There has always been a marriage. Before taking Panacea, my husband complained about my lack of interest in sex. One of my friends told me that Panacea can help. Just a few days after taking the capsules, our marriage turned into a joyful honeymoon."

**Panacea is only available in five health food stores. Order a three-month supply now, while supplies last.**

This statement has value claims that are not supported with scientific evidence. No treatment contains everything each person needs to improve his or her health.

"Clinical proof" is a red flag. The medical experts and medical schools where their research had been conducted are not identified. Objective testing could show the product is neither safe nor effective. The ad should cite the specific effects of the product, including negative ones.

"Chemical free" is a red flag. All matter, including herbs and other plants, is comprised of chemicals. Furthermore, scientific studies should be cited to provide evidence for these value claims.

A testimonial from an individual is not scientific evidence. This student's G.P.A. may have risen for a variety of reasons. Studies conducted to show that a treatment is useful should contain at least 30 subjects.

"Potency" is a vague and undefined red-flag term. Again, this testimonial is a value claim that is unsupported by scientific evidence.

This is irrelevant information. Where the product is sold has nothing to do with its quality or characteristics. The authors of the ad are simply trying to make their product look superior to other similar products.

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Disclaimer

## Analyzing Health-Related Information

This innovative feature teaches students the critical-thinking skill of analysis. Students use this skill and the model provided to determine the reliability of health-related information in articles, advertisements, websites, and other sources. Learning such a skill and practicing it helps students become knowledgeable consumers of health-related information and products.

## Reflecting on Your Health

This end-of-chapter journal-writing activity stimulates students to consider what they have learned and to understand how their thoughts and feelings about health might have changed as a result of their new knowledge. Compiling these activities and reviewing them from time to time, especially at the end of the semester, can offer tangible evidence of changes and psychological and intellectual growth.

## Applying What You Have Learned

This unique end-of-chapter feature is a series of questions and activities that require critical thinking—application, analysis, synthesis, and evaluation. Each question is labeled with what type of critical thinking is required, and a key provides a brief explanation of the process students need to follow to complete the question or activity.

## The Integrated Teaching and Learning Package

Integrating the text and ancillaries is crucial to deriving their full benefit. Based on feedback from instructors and students, the following supplements are offered with *Alters & Schiff Essential Concepts for Healthy Living, Seventh Edition*.

## Instructor Resources

- Robust Test Bank
- Slides in Power Point Format
- Image Bank
- Instructor Manuals
- Transition Guide
- Sample Syllabus

## Student Workbook

In addition, the *Seventh Edition* contains a built-in critical-thinking workbook that allows students to assess and improve their health-related behaviors and attitudes. (See the Student Workbook at the end of this text for more information.)

**Application** using information in a new situation. **Analysis** breaking down information into component parts. **Synthesis** putting together information from different sources. **Evaluation** making informed decisions.

**Reflecting on Your Health**

A reflective journal is a personal record of your thoughts and expressions of your feelings. The purposes of keeping this journal are to stimulate your thinking about what you have learned about health and to help you understand how your thoughts and feelings about your health might have changed over the semester. Thinking about new information can help you determine its usefulness, which can influence your attitudes and behaviors.

The Reflecting on Your Health questions at the end of each chapter are designed to guide your thinking. If you want to write about something else that is related to the contents of the chapter, feel free to do so, but make sure to identify the topic in your opening sentence. Write your journal entries in the first person, using "I" statements to express your thoughts, as though you were talking to a close friend. Do not worry about your spelling, punctuation, or grammar—just let your thoughts flow.

Some instructors make journal writing an optional activity; others require that you respond to all of the questions, and they grade journals. Still other instructors simply check to see if students are doing the assignment. Refer to the course syllabus or ask your instructor about his or her grading practices and other instructions concerning the journal.

1. What does the term **health** mean to you? Which of the definitions of health provided in this chapter best "fits" with your thoughts on health?
2. Do you think everyone should strive to achieve optimal health? Provide a rationale for your response.
3. What impact does spiritual health have on your sense of well-being? If spiritual health is important to you, describe the role it plays in your life.
4. Do you agree with the idea presented in the chapter that social health influences your physical health? Why or why not?
5. Select a current behavior that you believe is your worst health behavior. Identify three factors that influence this specific behavior, and explain how each factor influences your behavior.
6. Under what circumstances would you consider using alternative therapies?

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