

Empowering Health Decisions



Empowering Health Decisions

Jerrold S. Greenberg, PhD
Professor Emeritus
School of Public Health
University of Maryland
College Park, Maryland



JONES & BARTLETT
LEARNING

© 2014 Jones & Bartlett Learning, LLC. Content not final. Not for sale or distribution.

World Headquarters
Jones & Bartlett Learning
5 Wall Street
Burlington, MA 01803
978-443-5000
info@jblearning.com
www.jblearning.com

Jones & Bartlett Learning books and products are available through most bookstores and online booksellers. To contact Jones & Bartlett Learning directly, call 800-832-0034, fax 978-443-8000, or visit our website, www.jblearning.com.

Substantial discounts on bulk quantities of Jones & Bartlett Learning publications are available to corporations, professional associations, and other qualified organizations. For details and specific discount information, contact the special sales department at Jones & Bartlett Learning via the above contact information or send an email to specialsales@jblearning.com.

Copyright © 2014 by Jones & Bartlett Learning, LLC, an Ascend Learning Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

Empowering Health Decisions is an independent publication and has not been authorized, sponsored, or otherwise approved by the owners of the trademarks or service marks referenced in this product.

Some images in this book feature models. These models do not necessarily endorse, represent, or participate in the activities represented in the images.

The author, editor, and publisher have made every effort to provide accurate information. However, they are not responsible for errors, omissions, or for any outcomes related to the use of the contents of this book and take no responsibility for the use of the products and procedures described. Treatments and side effects described in this book may not be applicable to all people; likewise, some people may require a dose or experience a side effect that is not described herein. Drugs and medical devices are discussed that may have limited availability controlled by the Food and Drug Administration (FDA) for use only in a research study or clinical trial. Research, clinical practice, and government regulations often change the accepted standard in this field. When consideration is being given to use of any drug in the clinical setting, the healthcare provider or reader is responsible for determining FDA status of the drug, reading the package insert, and reviewing prescribing information for the most up-to-date recommendations on dose, precautions, and contraindications, and determining the appropriate usage for the product. This is especially important in the case of drugs that are new or seldom used.

Production Credits

Publisher: William Brottmeier
Editorial Assistant: Sean Coombs
Associate Production Editor: Jill Morton
Developmental Editor: Jennifer Angel
Senior Marketing Manager: Jennifer Stiles
V.P., Manufacturing and Inventory Control: Therese Connell

Composition: Publishers' Design and Production Services, Inc.
Cover Design: Scott Moden
Director, Photo Research and Permissions: Amy Wrynn
Cover Image: © Ilja Mašík/Shutterstock, Inc.
Printing and Binding: Courier Companies
Cover Printing: Courier Companies

To order this product, use ISBN: 978-1-4496-9040-3

Library of Congress Cataloging-in-Publication Data

Greenberg, Jerrold S.

Empowering health decisions / by Jerrold S. Greenberg.

p. cm.

Includes bibliographical references and index.

ISBN 978-1-4496-1738-7 — ISBN 1-4496-1738-7

1. Health—Decision making. 2. Health behavior. I. Title.

RA776.9.G75 2013

613—dc23

2012027218

6048

Printed in the United States of America

17 16 15 14 13 10 9 8 7 6 5 4 3 2 1

Dedication

Empowering Health Decisions is dedicated to my three grandchildren: Garrett, Jonah, and Zoe. It is my hope that their grandfather's book will help them live a healthy and satisfying life full of family, joy, accomplishment, and service to others.



Brief Contents

Chapter 1	Health: What It Is, Why You Need It, and How to Get It	1
Chapter 2	Assuming Responsibility for Your Health	27
Chapter 3	Improving Your Psychological Health	53
Chapter 4	Managing Stress, Rather Than Letting Stress Manage You	81
Chapter 5	Expressing Your Spirituality for Better Health	103
Chapter 6	Building a Lifetime of Physical Fitness	123
Chapter 7	Preventing Lifestyle Diseases	151
Chapter 8	Being an Informed Health Consumer	175
Chapter 9	Taking Charge of Your Diet and Weight	199
Chapter 10	Developing Healthy and Satisfying Relationships	231
Chapter 11	Being Sexual and Responsible	253
Chapter 12	Using Drugs Healthfully and Avoiding Drug Abuse and Misuse	299

Contents

Preface	xv	
Acknowledgments	xxi	
Chapter 1 Health: What It Is, Why You Need It, and How to Get It	1	
Know the Meaning of and Differences Between Illness, Health, and Wellness	2	
Illness	2	
Health	3	
Physical Health	3	
Mental Health	3	
Emotional Health	4	
Social Health	4	
Spiritual Health	4	
The Health–Illness Continuum	5	
Wellness	5	
High-Level Components of Wellness	6	
Balance of Components of Health	6	
Factors Affecting Health and Illness	6	
Communicable Diseases	6	
Lifestyle Illnesses	7	
Tobacco Use	8	
Sedentary Lifestyle	8	
Nutrition	10	
Sexual Behavior	10	
Environmental Factors	11	
Social Policy Issues	12	
Poverty	12	
Lack of Health Insurance	13	
Discrimination	14	
National Health Objectives	15	
What You Can Do to Be Healthy	16	
Factors Within Your Control	16	
Factors Beyond Your Control	18	
Lobbying Key Decision Makers	19	
Chapter 2 Assuming Responsibility for Your Health	27	
Understand Why You Behave as You Do	28	
Your Habits	28	
Your Motivations	28	
Your Values	30	
Your Risk Perception	30	
Your Culture and Family	30	
Environmental and Social Policy	31	
Critically Evaluate Health Information	32	
Sources of Health Information	32	
Advertising	32	
The Internet	34	
Your Family and Friends	34	
Newspaper and Magazine Articles	35	
Understand the Different Levels of Medical Evidence	36	
Case Report	37	
Observational Study	37	
Case-Controlled Study	37	
Cohort Study	37	
Different Types of Clinical Trials	38	
Statistical versus Clinical Significance	38	
How to Make Effective Decisions	40	
Using Systematic Decision Making	40	
Perceive and Define the Problem	40	
Brainstorm and Evaluate Ideas	41	
Act and React	41	
Using Force Field Analysis	41	
Minimize Forces Working to Oppose Change	41	
Maximize Forces Working in Favor of Change	41	
Understand and Apply Health Behavior Change Theories	42	
Why Theories Are Useful	42	
Explain Behavior	42	
Modify Behavior	42	

Contents

Theories You Can Use	43	<i>Treatment for PTSD</i>	64
<i>Stages of Change Theory</i>	43	Interact with Others in a Psychologically Healthy Way	64
<i>Health Belief Model</i>	45	Resolve Conflicts	64
<i>Social Learning Theory</i>	46	<i>Techniques for Preventing and Defusing Conflict</i>	64
How Decision Making and Behavior Change Theory Are Used in This Text	48	<i>Being Assertive</i>	65
Decision Making and the Use of Behavior Change Theory Is Applied at the End of Each Chapter	49	Communicate Effectively	66
Informing the Health Decision Portfolio	49	<i>Verbal Communication: Communicating in Words</i>	66
		<i>Nonverbal Communication: Communicating in Body Language</i>	67
Chapter 3 Improving Your Psychological Health	53	Understand Suicide and Recognize Suicidal Persons	69
Understand the Difference Between Psychological Health and Mental Illness	54	Why People Attempt Suicide	71
Psychological Health	54	Signs of Suicide	71
Mental Illness	54	Helping a Suicidal Friend or Relative	71
Know the Advantages of Being Psychologically Healthy	55	Know Signs of Mental Illness and the Treatments Available	72
Emotional Benefits	55	Recognizing When Someone Needs Professional Help	72
Physical Benefits	55	Choosing a Therapist	72
Social Benefits	55		
Understand Challenges to Psychological Health	56	Chapter 4 Managing Stress, Rather Than Letting Stress Manage You	81
Low Self-Esteem	56	What Is Stress?	82
<i>Recognizing Symptoms of Low Self-Esteem</i>	56	A Model of Stress	83
<i>Improving What You Think of Yourself</i>	57	Using the Stress Model to Manage Stress	85
Depression	57	Life Situation Interventions	85
<i>Recognizing Symptoms of Depression</i>	57	<i>Time Management</i>	85
<i>What to Do When Feeling Clinically Depressed</i>	58	Perception Interventions	88
Anxiety	58	<i>An Attitude of Gratitude</i>	89
<i>Recognizing Symptoms of Anxiety</i>	59	<i>Internalizing Your Locus of Control</i>	90
<i>Managing Anxiety</i>	59	<i>Positive Self-Talk</i>	90
<i>Chronic Anxiety</i>	60	Emotional Arousal Interventions	90
Shyness	60	<i>Meditation</i>	90
<i>Recognizing Symptoms of Shyness</i>	61	<i>Imagery</i>	92
<i>Managing Feelings of Shyness</i>	61	<i>Diaphragmatic Breathing</i>	92
Loneliness	61	Physiological Arousal Interventions	94
<i>Recognizing Symptoms of Loneliness</i>	61	<i>The Fight or Flight Response</i>	95
<i>Remedies for Loneliness</i>	62	<i>Physical Activity</i>	96
Panic Disorder	62	Consequences	96
<i>Recognizing Symptoms of Panic Disorder</i>	62	Your Health Commitment	97
<i>What to Do if Experiencing Panic Disorder</i>	63		
Posttraumatic Stress Disorder	63		
<i>Recognizing Symptoms of PTSD</i>	63		

Chapter 5 Expressing Your Spirituality for Better Health	103	Know the Advantages of Being Physically Fit	125
Know the Difference Between Religion and Spirituality	104	Physical Benefits	126
Spirituality in the Modern World	105	Psychological Benefits	126
Spirituality and Health	105	Social Benefits	126
How Spirituality Affects Health	106	Design Your Personal Fitness Program	130
Biological Factors	106	Include Exercises for All Components of Fitness	130
Social Factors	107	Frequency, Intensity, and Duration	131
Psychological Factors	107	Cardiorespiratory Fitness Exercises	131
Theories to Explain the Relationship Between Spirituality and Health	107	Muscular Strength and Endurance Exercises	133
Control Theory	107	Flexibility Exercises	133
Social Support Theory	108	Select Physical Activities That Work for You	133
Placebo Theory	109	Incorporate Exercise into Your Daily Life	136
Forgiveness, Spirituality, and Health	109	Schedule Exercise	136
Volunteerism as an Expression of Spirituality	111	Use the Behavioral Strategy of Chaining	138
Volunteerism in the Corporate World	111	Evaluate Health and Fitness Clubs	138
Service Learning and Spirituality	111	Evaluate Home Exercise Equipment	138
How You Can Use Spirituality to Be Healthier	112	Finalize Your Personal Fitness Program	139
Use Control Theory to Your Advantage	112	Maintain Your Exercise Program	139
Join a Religious or Spiritual Organization	114	Use Social Support	140
Take Advantage of the Support Offered by Religious and Spiritual Organizations	114	Develop a Contract	140
Adopt a Forgiving Attitude	114	Use Reminder Systems	140
Help Others	114	Keep a Journal	140
Death and Dying	114	Make It Fun	141
Help for Those in Mourning	114	Avoid Injuries	141
Hospice Care	114	Common Fitness Injuries	141
Making Preparations	115	Strategies for Injury Prevention	141
Deciding about Organ Donation	116	Warm Up	143
		Cool Down and Stretch	144
		Replace Fluids	144
		Avoid Overuse	144
		Treat Injuries That Do Occur	144
		RICE	144
		When to Seek Medical Attention	147
		Physical Therapy	147
Chapter 6 Building a Lifetime of Physical Fitness	123	Chapter 7 Preventing Lifestyle Diseases	151
Understand the Components of Physical Fitness	124	Heart Disease	152
Cardiorespiratory Fitness	124	Risk Factors You Cannot Change	153
Muscular Strength and Endurance	125	Risk Factors You Can Change	153
Flexibility	125	High Blood Cholesterol	153
Body Composition	125	Diet	155

Contents

<i>Overweight/Obesity</i>	155	Self-Care	186
<i>Physical Inactivity</i>	155	Self-Care Skills	186
<i>Diabetes</i>	155	Self-Care Supplies and Medications	188
<i>Tobacco Use</i>	155	Self-Care Resources	189
Stroke	156	Using the Internet	189
Symptoms	156	When to Consult with a Healthcare Provider	191
Causes of Stroke	156	Choosing Health Insurance	191
Risk Factors	157	The Various Health Insurance Plan Options	192
Cancer	159	<i>Health Maintenance Organization</i>	193
Symptoms	159	<i>Preferred Provider Organizations</i>	193
Types of Cancer	160	<i>Point of Service</i>	193
<i>Lung Cancer</i>	160	<i>Indemnity Plans</i>	193
<i>Colorectal Cancer</i>	160	The Various Dental Insurance Options	193
<i>Skin Cancer</i>	161	<i>Direct Reimbursement</i>	193
<i>Breast Cancer</i>	162	<i>Indemnity Plans</i>	194
<i>Cervical Cancer</i>	163	<i>Preferred Provider Organization</i>	194
<i>Endometrial Cancer</i>	163	<i>Dental Health Maintenance Organization</i>	194
<i>Prostate Cancer</i>	164	Issues to Consider When Choosing Dental Insurance	194
<i>Testicular Cancer</i>	165		
Diabetes	169	Chapter 9 Taking Charge of Your Diet and Weight	199
Symptoms	169	Body Image	200
Types of Diabetes	169	The Elusive Perfect Body	201
Prevalence of Diabetes	169	<i>Why Models Look So Perfect</i>	201
Complications	169	<i>Cultural Influences</i>	201
Treatment of Diabetes	170	Body Esteem	202
What You Can Do to Prevent Lifestyle Diseases	170	Nutrients and Good Health	204
		Overweight and Obesity	204
Chapter 8 Being an Informed Health Consumer	175	What Causes Overweight and Obesity?	205
Choosing a Healthcare Provider	176	<i>Lack of Energy Balance</i>	206
Choosing a Doctor	177	<i>Environment</i>	207
The Primary Care Physician: The Gatekeeper	178	<i>Genes and Family History</i>	208
Choosing a Dentist	180	<i>Health Conditions</i>	208
Evaluating Healthcare Providers	181	<i>Emotional Factors</i>	208
<i>Evaluating Your Doctor</i>	181	<i>Age</i>	209
<i>Evaluating Your Dentist</i>	181	<i>Lack of Sleep</i>	209
Choosing and Evaluating Hospitals	181	Preventing Overweight and Obesity	210
Deciding Whether to Use Complementary or Alternative Medicine	185	<i>A Healthy Eating Plan</i>	210
What Is Complementary or Alternative Medicine?	185	<i>Healthy Foods</i>	210
What Does the Research Show?	186	<i>Foods to Limit</i>	210
		Weight-Loss Strategies	210
		The Food Weight Strategy	210
		Behavioral Strategies	211

Weight-Loss Medications	211	Female Screenings	259
Popular Weight-Loss Diets and Programs	211	Female Concerns	260
The Key to Successful Weight-Loss Diets	212	Male Screenings	261
Weight-Loss Programs	213	Decide How to Express Yourself Sexually	261
Guidelines to Healthful Eating	213	What Does It Mean to Be Sexually Active?	261
ChooseMyPlate.gov	214	Sexual Orientation	261
SuperTracker	214	Types of Sexual Behaviors	262
The Vegetarian Food Guide Pyramid	220	Abstinence and Celibacy	263
Reading Food Labels	220	Autoerotic Behaviors	263
The Role of Exercise in Weight Management	223	Outercourse	264
Eating Disorders	223	Mutual Manual Stimulation of the Genitals	264
Anorexia Nervosa	223	Oral–Genital Stimulation	264
Bulimia	224	Vaginal Intercourse	264
Muscle Dysmorphia	224	Anal Stimulation	264
Chapter 10 Developing Healthy and Satisfying Relationships	231	Understanding Fertility and Conception	265
Friendship	233	The Menstrual Cycle	265
Romantic Relationships	233	Male Fertility	267
Types of Love	233	Conception	267
Breakups	234	Prevent Unintentional Pregnancy: Methods of Contraception	268
Unhealthy Relationships	237	Nonprescription Methods	268
Emotionally Abusive and Controlling Relationships	237	Male and Female Condoms	268
Relationship Violence	239	Spermicidal Agents	268
Cohabitation	240	Contraceptive Sponge	270
Marriage	240	Withdrawal	270
Health-Related Effects of Marriage	241	Natural Family Planning	271
How to Select a Life Partner	242	Emergency Contraception	273
Parenting	245	Prescription Methods	273
Single-Parent Families	245	Hormonal Methods	273
Blended Families	246	Intrauterine Devices	275
Chapter 11 Being Sexual and Responsible	253	Diaphragm and Cervical Cap	275
Maintain Your Sexual Health	254	Surgical Methods	276
Know Your Reproductive System and How It Functions	254	Deciding Which Contraception to Use	276
The Female Reproductive System	255	Unintended Pregnancy: Know Your Options	277
The Male Reproductive System	257	Choosing Adoption	277
Have Regular Screenings	259	Types of Adoptions	277
		Choosing Abortion	278
		The Controversy	279
		The Law	279
		Abortion Procedures	280
		Choosing Parenthood	280
		Weighing All the Options	281
		Avoid Sexually Transmitted Infections	283
		STIs and Their Transmission	283
		Protecting Yourself from STIs	283

Contents

Common Symptoms of STIs	284	Signs of Problems with Alcohol	304
Treatment for STIs	285	Strategies to Overcome Alcohol-Related Problems	305
Assert Your Sexual Rights: Rape and Sexual Harassment	285	The Hangover	306
Rape: Nonconsensual Intercourse	285	Binge Drinking	306
Rape on College Campuses	290	Alcohol Poisoning	307
Preventing Date Rape	290	Fetal Alcohol Syndrome	308
Sexual Harassment: Unwanted Sexual Advances	290	Tobacco Use	308
Sexual Harassment on College Campuses	292	Health Effects of Smoking	310
What to Do if You Are Sexually Harassed	292	Secondhand Smoke	311
Using Resistance Skills	293	Withdrawal Symptoms	311
		Strategies to Quit Smoking	313
		Other Drugs	314
		Prescription Drug Misuse and Abuse	320
		Drug Dependence and Addiction	321
		Why Are Drugs Abused in Spite of Known Health Risks?	323
		Drug Tolerance	323
		Treatment for Drug Abuse	323
Chapter 12 Using Drugs Healthfully and Avoiding Drug Abuse and Misuse	299	Glossary	329
Alcohol	300	Index	337
Effects of Alcohol on the Brain	300	Photo Credits	353
Effects of Alcohol on Neurotransmitters	301		
Why Different People's Responses to Alcohol Are Varied	302		
How to Drink Responsibly	302		

Preface

Over three decades of teaching, I have been bothered by several troublesome concerns regarding health textbooks for college students. Primary among these concerns is that these texts are inconsistent with what is known about effective health communication. Health communication research advises that important messages not be diluted with other messages of lesser importance. When communication becomes diluted in this manner, the primary message gets lost and learning suffers. In the case of college health texts, readers do not as readily learn which behaviors are health enhancing and which are associated with health risks—even if they do learn the names of anatomical structures or complex physiological processes. This is because college health texts often present a wealth of health information that is not necessary for readers to know in order to make decisions that enhance their health and well-being.

Consequently, when writing *Empowering Health Decisions*, an attempt was made to include only content necessary for college students to make healthy lifestyle decisions. Admittedly, decisions regarding inclusion or exclusion of content cannot be made with total objectivity. That is, there is no way to apply strict and rigid rules and standards to make these determinations. However, valid decisions about what to include and what not to include can still be made. To do so in *Empowering Health Decisions*, content inclusion was guided by the following questions:

- Can a healthy decision be made by the reader without having this information? If yes, then that content was omitted.
- Is this information necessary for the reader to behave healthfully? If yes, then that content was included.

As a check and balance for these decisions, experts in health education and college instructors of health education courses reviewed drafts of this book to ensure that content was not omitted that, in their determination,

needed to be included. The result is confidence that extraneous content is not included and necessary content is.

This process led to a book of fewer pages than the typical college health text, albeit more effective in communicating and highlighting health information necessary for readers to adopt and maintain a healthy lifestyle.

Theory Based

Health behavior change theories and models of decision-making can be quite helpful in aiding students to behave in healthy ways. Yet descriptions of these theories and models are too often presented in a complicated and confusing manner. *Empowering Health Decisions* describes behavior change theories and models of decision-making in a way that readers can easily understand, and applies these theories throughout the text. In an early chapter, several behavior change theories and models of decision-making are described in detail, and examples of how to use these models to make health-enhancing decisions are presented. Subsequently, following chapters refer back to these theories and models, and include an exercise in which students select one scenario to which they wish to apply one of the behavior change theories or decision-making models.

Pedagogical Features

Empowering Health Decisions includes several pedagogical features to enhance student learning. Among these features are:

- **Learning Objectives.** Listed at the beginning of each chapter, learning objectives guide the student and instructor to the major learning components that follow.

- **Health Check Up.** Consists of scales, questionnaires, numerous assessments, and other activities to help students determine how they would behave with regard to the information presented in each chapter.
- **What I Need to Know.** Interesting content, pertinent to making health-enhancing decisions, is highlighted to emphasize its importance.

What I Need to Know



College Students' Health

The American College Health Association regularly collects data on the health of college students. Some of the highlights from those studies are as follows.

Students experienced various health problems during the past 12 months:

Allergies	20%
Asthma	9%
Back pain	13%
Ear infection	7%
Migraine	8%
Strep throat	11%
Sinus infection	18%

Only 33% received Human papillomavirus (HPV) vaccination, 40% flu vaccination, and 55% meningococcal meningitis vaccination.

Only 34% of males performed a testicular self-exam, and 54% of females had a gynecological exam in the past year.

Less than half of college students used sunscreen regularly for sun exposure.

When riding a bicycle, 42% never used a helmet.

Depression was prevalent. Ten percent were diagnosed with depression, and 31% reported difficult functioning as a result of feeling depressed. Depression affected academic performance for 12%, and 61% reported feeling very sad.

Anxiety is also prevalent with 48% feeling overwhelmingly anxious and 18% stating anxiety affected their academic performance.

Alarming, 6% of students considered suicide within the past 12 months, and 1% actually attempted suicide.

Sleepiness was problematic as well. Sleepiness interfered with the daytime activities of 16%, and sleep difficulties affected the academic performance of 20%.

Stress also created problems for students. Forty-one percent experienced *more than average stress* and another 10% experienced *tremendous stress*. For 27%, stress interfered with their academic performance.

Alcohol is the most commonly used drug on campuses, with 80% of students using it. In spite of driving and drinking concerns, 27% drove after ingesting alcohol. The last time they partied, 43% drank five or more drinks. Alcohol drinking led to 35% doing something they later regretted. Furthermore, under the influence of alcohol, 17% had unprotected sex, and 17% physically injured themselves.

Students are also sexually active with 50% engaging in sexual intercourse during the past year, but only 51% using a condom or other protective barrier. The result is that 2% of those who had sexual intercourse experienced an unintended pregnancy.

Only 49% of students met the recommended guidelines for moderate-intensity or vigorous-intensity exercise.


DATA FROM: American College Health Association. *American College Health Association–National College Health Assessment II: Reference Group Executive Summary Spring 2010*. Linthicum, MD: American College Health Association, 2010.

- **Myths and Facts.** Myths and misconceptions specific to each chapter’s content are presented. Alongside each myth, the correct information (fact) is discussed. Only the necessary facts and myths that should be dismissed to make health-enhancing decisions are included.
- **Running Glossary.** Key terms are defined at the bottom of the pages on which they appear to help students better understand each chapter’s content.
- **Applying Behavior Change Theory.** Students are asked to choose a health behavior specific to each chapter’s content that they want to modify. They will choose a behavior change theory or decision-making model to modify that behavior, outline the steps to apply that theory or model, and make a judgment regarding how successful they think they would be in modifying that health behavior if they applied the theory or model as described.

Myths *and* Facts

About Behavior Change Theories

MYTH	FACT
Each health behavior change theory is unique.	Many behavior change theories have similar constructs. Social support, self-efficacy, and the influence of the environment are several of these constructs.
All health behavior change theories take a similar approach to affect behavior change.	Some health behavior change theories take very different approaches. For example, stages of change theory suggests different activities for people who fall into different stages. In contrast, the health belief model suggests similar activities for people regardless of their readiness for change. Some theories rely more heavily on the influence of the environment (social learning theory), whereas others are more inner/individual directed (social marketing theory).
Theories that were developed many years ago are outdated and should not be used.	For a theory to be useful, it must be tested over many years, in many different settings, with many different groups of people. If that type of research demonstrates the validity of the theory, then one can be confident it accurately explains health behavior and can be used to modify that behavior. Therefore, theories developed many years ago may actually be more valid and useful than theories developed more recently.



- **My Health Commitment.** A behavioral contract is included in which the student commits to a health behavior change. The reader is asked to apply a decision-making model or behavior change theory to facilitate this change.
- **Summary.** At the end of each chapter, a summary of the content included in that chapter is provided. This summary guides students to the most important knowledge and skills included in that chapter.
- **Internet Resources.** At the end of each chapter, a list of websites that pertain to that chapter's content are listed so students can acquire more information about topics in which they are particularly interested.
- **References.** Included at the end of the chapter, these current citations validate content presented in *Empowering Health Decisions* and provide students with resources for continued health education.
- **Companion Website.** Access to the student companion website (go.jblearning.com/Empowering) is included with every new text. Students can use the interactive glossary, flash-cards, crossword puzzles, practice quizzes, web links, and other resources to master the material covered in the text.

My Health Commitment: A Behavioral Contract

I _____ (your name) am committed to better management of stress. To do that, I need to _____ (the behavior you wish to change) because _____ (the reason you need to make this change).

Hint: Make sure the behavior you identify is very specific. You should specify how much and/or how often you are able to measure the outcome. For example, "I will meditate for 30 minutes five times a week."

If I am successful at changing this behavior, I will reward myself by _____ (the reward you will apply). I have decided I will make this behavior change by _____ (date).

Hint: Make sure the reward is something you would not usually give yourself; for example, calling a friend enrolled at another university.

If I do not make this change, I will reevaluate this contract and adjust it so it can be more successful as an aid to achieve my behavior goal. Then I will implement it again.

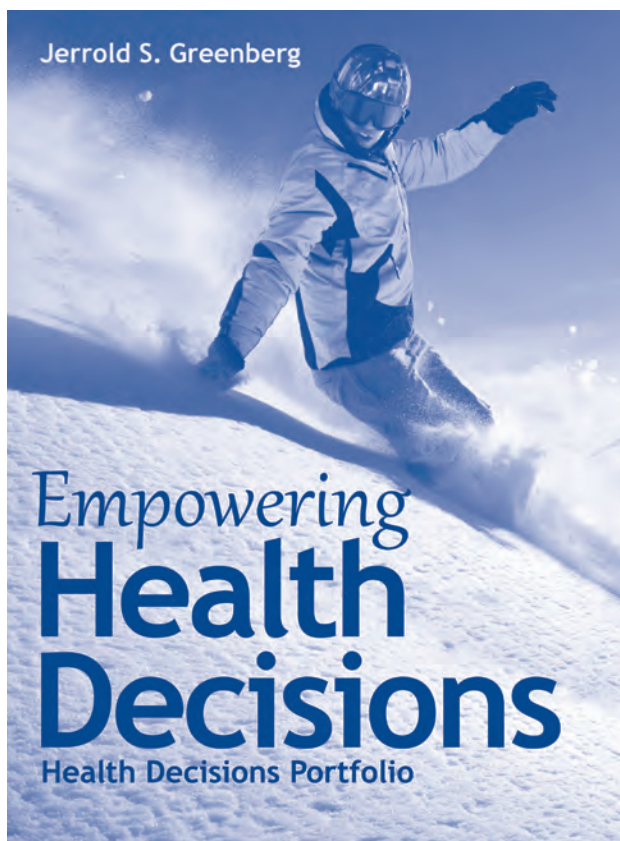
_____ (your signature) _____ (today's date)

_____ (witness signature) _____ (today's date)

Hint: Having a friend or relative witness the contract will encourage you to adhere to it and increase your chances of being successful in changing the behavior.

The Health Decision Portfolio

go.jblearning.com/Empowering.



An integral part of *Empowering Health Decisions* is the *Health Decision Portfolio*. Too often, students complete assignments associated with one chapter only to forget about those assignments as they move to another chapter. In this disjointed way, students fail to see the relationship between health-related information. Failing to see how

assignments or content from one chapter relate to decisions regarding content from another chapter results in a reductionistic view of health.

The *Health Decision Portfolio* remedies this situation. Readers develop an online *Health Decision Portfolio* that maintains assignments, exercises completed in the book, and material from websites. Then, at the conclusion of the course, the instructor can ask students to tie all of that together in a variety of ways. For example, a term paper could be written on the topic “What I Learned About My Own Health and How to Maintain It.” Alternatively, students could be asked to identify gaps in their health knowledge and information after compiling their *Health Decision Portfolios*—gaps they feel impact their abilities to make life long health decisions. Once the gaps are recognized, students can identify how they propose to close those gaps. Another option is for students to complete a behavior change contract that refers to future health goals to which they are willing to commit. In other words, the *Health Decision Portfolio* summarizes the course and the student’s interaction with the course content. It then challenges students to identify health-related behavior changes they need to make, and decide which strategies they will use to make these changes, to maintain a healthy lifestyle long after the completion of the course.

The goal, then, of *Empowering Health Decisions* is to provide students with the knowledge and skills they need to modify their health behavior, and to be able to do so throughout their lives. If we have succeeded in achieving this goal, the time spent writing this book and the cost of producing it will be well worth the effort. Let us know how we did—both students and instructors. Now, on to better health.

Acknowledgments

The author wishes to thank the following reviewers for their feedback and advice while writing this manuscript:

- Jeanne M. Clerc, EdD, MT(ASCP)SH, Health Sciences Department, Western Illinois University
- Charles “Pete” LeRoy, New Mexico Highlands University
- Elizabeth Lincoln, MD, Sauk Valley Community College

- Dr. Kirsten Lupinski, Albany State University, Department of Health, Physical Education and Recreation

- Dr. Alan Temes, Zero Point Field

The author also wishes to thank Jennifer Angel for her feedback and suggestions while developing this text.

