

# THE **CORE CONCEPTS** IN HEALTH LEARNING SYSTEMS

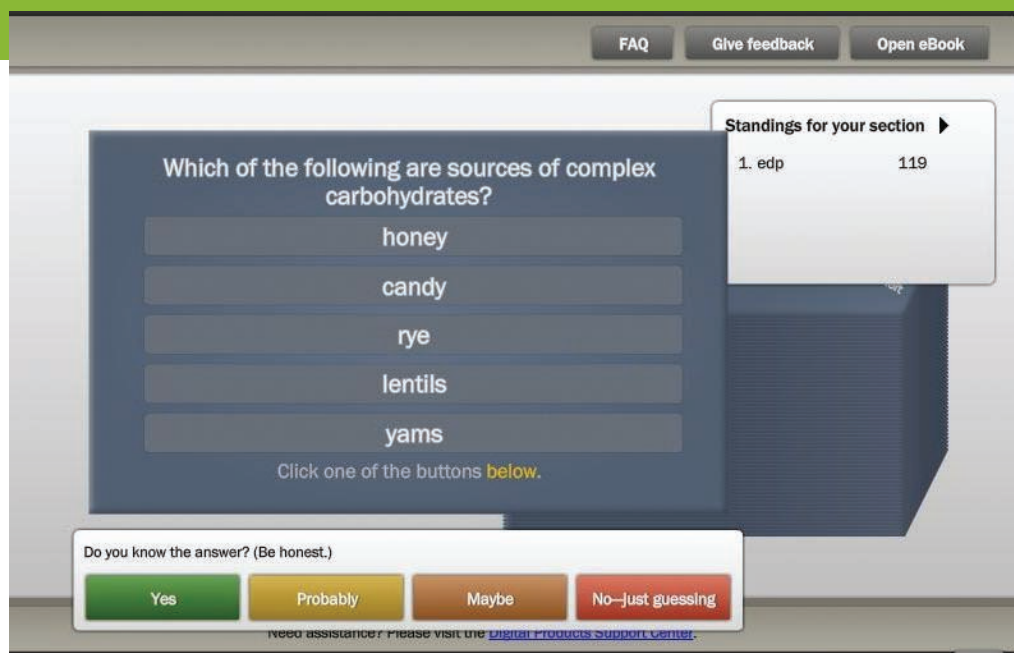
*Connect Core Concepts in Health* is an integrated program designed to personalize the science of personal health and to motivate students to build research skills, critical thinking skills, and behavior change skills for lifelong health. The new edition of *Connect Core Concepts in Health* combines the expert content you've come to expect with an increased focus on behavior change and personalization—personal learning styles, personal motivation, and personal responsibility. Highlights of the 13th edition include

- The LearnSmart adaptive testing program, which creates individualized study plans for each student, helping to build a strong foundation of knowledge.
- The latest scientific findings, data, and statistics, with up-to-date coverage of topics ranging from the government's MyPlate food guidance system to the potential positive and negative effects of digital communication technologies to the latest physical activity recommendations.
- A new "Wellness on Campus" feature in every chapter that explores specific health and wellness issues as they pertain to college students.
- A new media bank in Connect, offering easy access to all of the video content available with *Connect Core Concepts in Health*.



# A PERSONAL PLAN FOR LEARNING

McGraw-Hill's LearnSmart is an adaptive learning system designed to help students learn faster, study more efficiently, and retain knowledge for greater success. Through a series of adaptive questions, LearnSmart continually measures and monitors each student's progress. LearnSmart provides each student with a unique, individualized learning path to help him or her increase knowledge and competencies while helping to make class time more interactive and productive.



## WELLNESS ON CAMPUS Deliberate Self-Harm

In general, people want to be well and healthy, protect themselves from harm, and try to make use of the guidance that this book gives. But surprisingly, there are individuals—predominantly in their teens and adolescence—who deliberately harm themselves, although in a nonfatal way. One common method is to cut or burn their skin, leaving scars that may serve as visible representation of emotional pain that they shamefully hide beneath their clothes.

Self-cutting and other self-injurious behaviors are not aesthetically motivated. Many report seeking the physical sensations (including pain) produced by a self-inflicted injury, which may temporarily relieve feelings of tension, perhaps through a release of endorphins.

In 2011 a research group led by Alicia Meuret, an associate professor of psychology at Southern Methodist University, conducted surveys on more than 550 college students and found that over 20% had engaged in self-injury at some point, which is consistent with prevalence estimates in other studies on college populations. In examining differences between self-injurers and non-injurers, individuals that had recently engaged in self-harm were significantly more depressed, anxious, and disgusted with themselves. Compared to non-injurers, self-injurers were roughly 4 times more likely to report a history of physical abuse and 11 times more likely to report a history of sexual abuse.



Self-injury is not the same as a suicide attempt, but individuals who repeatedly hurt themselves are more likely to commit suicide than the general population. In any case, self-injury should be taken seriously. If you do it, talk to a counselor. If someone you know does it, try to convince him or her to talk to a counselor.

NEW "Wellness on Campus" features highlight health and wellness issues that are of particular relevance to college students. Topics include alcoholic energy drinks, eating well while on campus, and protecting against STDs.

Connect Core Concepts in Health gives students access to a wealth of interactive online content, including fitness labs and self-assessments, video activities, a fitness and nutrition journal, a behavior change workbook, and practice quizzes with immediate feedback. Additionally, the media-rich eBook available with Connect Plus contains embedded video clips, full-color images, links to discipline-specific sites, key terms and definitions, and behavior change tools.

## Chapter by Chapter

« my courses | switch sections

PERSONAL HEALTH

home

library

reports

## library

ebook

assignments

my files

LearnSmart  
study modules

my lectures

instructor  
resources

### Resources for you to build your course.



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#### Suggested Assignments by Chapter

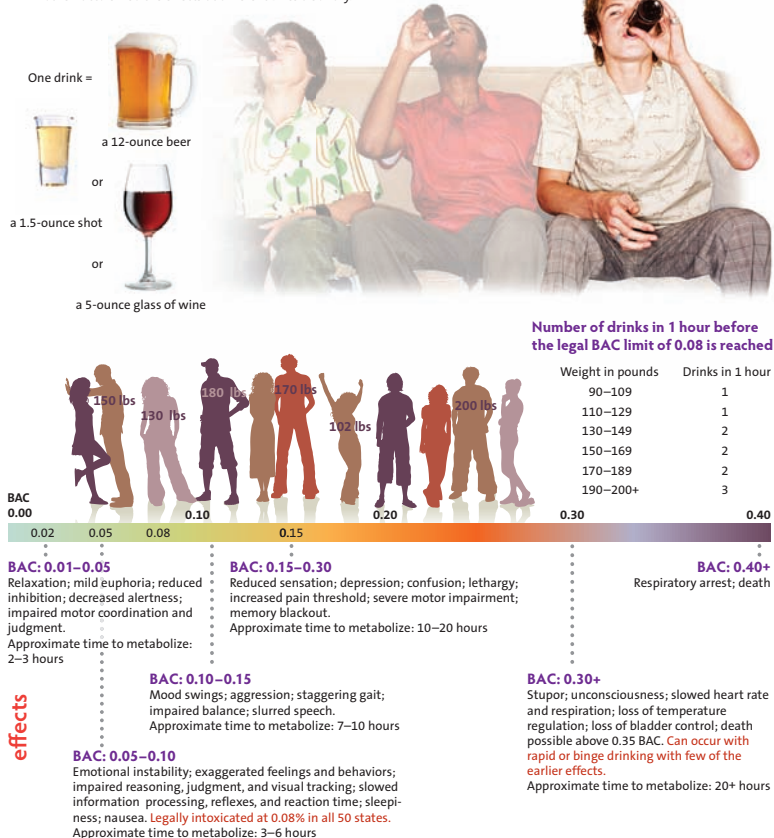
These assignments have been created to support the learning objectives of your course.



ebook

Easily assign pre-made exercises designed for your eBook readings.


Blood alcohol concentration (BAC) rises quickly with alcohol consumption, but alcohol is metabolized at a relatively slow rate—about 1 drink per hour. Note that rate of alcohol metabolism varies widely depending on sex, body weight, ethnicity, age, food in the stomach, genetics, and other factors—so the effects at different BACs also vary.



Connect Core Concepts in Health supports student learning with a wealth of print and online features. In addition to the rich set of resources available in Connect, feature boxes in the text highlight issues related to diversity, behavior change, and consumer awareness. The 13th edition features two vibrant transparency sections called “Touring Lifestyle Behaviors” and “Touring the Cardiorespiratory System” designed to engage students and reinforce learning, especially for visual learners.

# A PERSONAL APPROACH TO BEHAVIOR CHANGE

An extensive program of Wellness Worksheets help students to evaluate and assess their own health-related behaviors, and to chart their progress in meeting personal health goals. These Wellness Worksheets are available online, where they can be assigned, submitted, and stored electronically.




### Wellness Worksheet 93 Diet and Cancer

All the information you enter in this exercise will be saved when you exit.

Your diet may include both cancer fighters and cancer promoters. Track your diet for 3 days and select which day you ate any food on one of the following lists.

Potential Cancer Fighters				Day1	Day2	Day3	
Orange and yellow vegetables and (some) fruits				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	whole grains (whole-grain bread, cereal, and pasta; brown rice; etc.)
Day1	Day2	Day3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	legumes (peas, lentils, and beans, including fava, navy, kidney, pinto, black, and lima beans)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	apricots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	apples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	cantaloupe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	asparagus
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	carrots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	berries (strawberries, raspberries, blueberries)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mangoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	chili peppers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	papaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	grapes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	pumpkin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	green peppers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	red and yellow peppers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	honeydew melon
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	sweet potatoes (yams)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	kiwi fruit
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	winter squash (acorn, butternut, banana, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	onions, garlic, leeks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	other: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	radishes
Dark-green leafy vegetables				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	soy products (tofu, tempeh, soy milk, miso, soybeans, etc.)
Day1	Day2	Day3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	sprouts (alfalfa, broccoli)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	beet greens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tomatoes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	broccoli rabe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	watermelon
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	chard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	other: <input type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	collard greens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



### TAKE CHARGE Realistic Self-Talk

Do your patterns of thinking make events seem worse than they truly are? Do negative beliefs about yourself become self-fulfilling prophecies? Substituting realistic self-talk for negative self-talk can help you build and maintain self-esteem and cope better with the challenges in your life. Here are some examples of common types of distorted, negative self-talk, along with suggestions for more accurate and rational responses.

COGNITIVE DISTORTION	NEGATIVE SELF-TALK	REALISTIC SELF-TALK
Focusing on negatives	Babysitting is such a pain in the neck; I wish I didn't need the extra money so bad.	This is a tough job, but at least the money's decent and I can study once the kids go to bed.
Expecting the worst	I know I'm going to get an F in this course. I should just drop out of school now.	I'm not doing too well in this course. I should talk to my professor to see what kind of help I can get.
Overgeneralizing	My hair is a mess and I'm gaining weight. I'm so ugly. No one would ever want to date me.	I could use a haircut and should try to exercise more. This way I'll start feeling better about myself and will be more confident when I meet people.
Minimizing	It was nice of everyone to eat the dinner I cooked, even though I ruined it. I'm such a rotten cook.	Well, the roast was a little dry but they ate every bite. The veggies and rolls made up for it. I'm finally getting the hang of cooking!
Blaming others	Everyone I meet is such a jerk. Why aren't people more friendly?	I am going to make more of an effort to meet people who share my interests.

“Embracing Wellness,” “Ask Yourself,” and “Take Charge” sections encourage students to relate material to their own lives, to examine their health-related behaviors, and to take responsibility for those behaviors and change them when necessary. Many of these sections are paired with assignable and assessable activities in Connect.



# KEY FEATURES AND LEARNING AIDS

The streamlined pedagogical program for the 13th edition maintains important features discussing diversity, behavior change, and personal reflection, while integrating some key material into the body of the chapter. All features that appear with a Connect icon offer a linked Connect activity.



**Diversity Matters** features address the ways that our personal backgrounds influence our health strengths, risks, and behaviors.



**Embracing Wellness** boxes outline ways that physical health is influenced by *all* of the dimensions of wellness and provide strategies for improvement.



**Assess Yourself** features provide rubrics and assessments for students to use in analyzing their own health and health-related behaviors.



**Critical Consumer** sections help students to navigate the numerous and diverse set of health-related products currently available.



**Take Charge** boxes challenge students to take meaningful action toward personal improvement.

**Behavior Change Strategy** sections offer specific behavior management/modification plans related to the chapter topics.

**Quick Stat** sections focus attention on particularly striking statistics related to the chapter content.

**Ask Yourself (Questions for Critical Thinking)** sections encourage critical reflection on students' own health-related behaviors.

**Tips for Today and the Future** end each chapter with a quick, bulleted list of concrete actions readers can take now and in the near future.

**Connect to Your Choices** sections challenge students to explore their inner motivations for their health choices and to explore ways of translating this awareness into action.

# CHAPTER-BY-CHAPTER CHANGES

## Chapter 1

- The discussion of the dimensions of wellness has been thoroughly updated with the addition of *financial wellness* and refined explanations of emotional, interpersonal, and occupation wellness.
- All of the chapter's statistical material has been updated to reflect the latest information on morbidity, mortality, and measures of quality of life.
- The discussion of Healthy People 2020 has been updated with the newest round of objectives and the latest statistics on Americans' progress toward meeting these goals.
- A new Wellness Matters box, "Wellness Matters for College Students," introduces students to the wellness issues most relevant to their age and circumstances.
- A new blank Behavior Change Contract provides a vital tool for tracking and achieving meaningful behavior change.

## Chapter 2

- Statistics on stress have been updated throughout, with data from the 2011 American Psychological Association's "Stress in America" survey.
- A new Wellness Matters box, "Coping with News of Traumatic Events," helps students deal with troubling news, whether it be about local, nation, or international events.
- An expanded discussion of the role of spirituality in managing stress includes spiritual engagement beyond the traditional definition of organized religion.

## Chapter 3

- A new section on becoming resilient defines psychological resilience and provides tips for building personal resilience.
- All of the chapter's statistical material has been updated to reflect the latest information on the prevalence of psychological disorders among Americans.
- A new Wellness Matters box, "Deliberate Self-Harm," addresses the prevalence of and treatment for deliberate self-injury.
- Updated coverage of pharmacological therapy includes the latest drug therapies for depression, psychosis, and ADHD; discussion of the criticisms of drug therapy has been expanded.

## Chapter 4

- Self-acceptance is added to the discussion of self-concept and self-esteem, including the role that adults play in nurturing self-acceptance in children.
- A new section explores the role that emotional intelligence plays in developing and maintaining meaningful relationships; tips are included on enhancing one's own emotional intelligence.
- The discussion of ending a relationship has been expanded to include "rebound relationships."
- A new section addresses the potential positive and negative effects that digital communication has on human relationships.
- The discussion of same-sex marriage has been updated to include the latest state and national legislature action.
- Demographic statistics have been updated throughout, with data from the U.S. Census Bureau, the National Center for Health Statistics, and others.

## Chapter 5

- A new table about reproductive aging in women outlines the changes that occur in the female reproductive system from puberty to postmenopause.
- A new Wellness Matters box, "Questions to Ask before Getting Involved in a Sexual Relationship," prompts readers to consider their sexual beliefs, interest, and boundaries *before* entering a sexual relationship.
- Statistics on Americans' sexual attitudes and behaviors have been thoroughly updated.

## Chapter 6

- An expanded discussion of the principles of contraception introduces students to the broad principles involved in effective contraception.
- A new Wellness Matters box, "Contraception Use and Pregnancy among College Students," provides the most up-to-date statistics on college-aged populations, including differences among races and ethnicities.
- Sections on the contraceptive ring, contraceptive implants, injectable contraceptives, and IUDs have been updated with the latest information about effectiveness and potential side effects.

- Statistics on the popularity and effectiveness of available contraceptive methods have been updated throughout.

## Chapter 7

- Information about the current legal status of abortion has been updated to include the latest laws and restrictions.
- The most current statistics on abortion rates and methods have been integrated throughout the chapter.
- A new section provides information about a man's legal rights regarding abortion.

## Chapter 8

- New information about ethnicity and genetic disease has been added to the Diversity Matters box.
- The sections about infertility and infertility treatments have been updated with the latest statistics and medical considerations.
- New information about the causes and survival rates of preterm birth is now included in the section about complications of pregnancy.

## Chapter 9

- A new section addresses the rise of synthetic recreational drugs, including "bath salts."
- A new Wellness Matters box, "Drug Use among College Students," contains the latest statistics and data.
- Information about gender differences and drug use has been significantly revised.
- The section about the legal consequences of drug use has been updated and expanded.

## Chapter 10

- A new Wellness Matters box about alcoholic energy drinks details the usage and dangers of these increasingly popular beverages.
- The newest data on binge drinking are included, along with discussion of the potentially harmful consequences of this practice.
- Material about gender differences and alcohol use has been integrated throughout the chapter.

## Chapter 11

- Statistics on tobacco use have been updated with data from the National Survey on Drug Use and Health, the Youth Risk Behavior Strategy, the American Cancer Society, and others.
- Updated content about e-cigarettes addresses their composition and the validity of their marketing claims.

## Chapter 12

- Coverage of U.S. food guidance systems has been updated to reflect the new 2010 Dietary Guidelines for Americans.

- Coverage of the USDA's new MyPlate has been added.
- The recommended Daily Allowances for calcium and vitamin D have been updated to reflect 2011 revisions to the Dietary Reference Intakes (DRIs) by the Food and Nutrition Board of the Institute of Medicine.
- New content about the 2011 Food Safety Modernization Act appears.

## Chapter 13

- A new, more detailed definition of physical fitness opens the chapter.
- All exercise guidelines have been updated to reflect the 2011 statement of the ACSM.
- A new section about responders versus nonresponders to exercise addresses the variety of individual responses to any particular exercise program.
- A new section describes how to use a heart rate monitor to measure the intensity of exercise.

## Chapter 14

- Statistics on overweight and obesity in the United States have been updated, including breakdowns by gender and race/ethnicity; all statistics reflect the latest numbers available from the CDC.
- Results of the latest research on overweight and obesity are addressed throughout the chapter.
- Material from the 2010 Dietary Guidelines for Americans on overweight and obesity has been added, including information about obesogenic environments.
- A new Wellness Matters box, "The Freshman 15: Fact or Myth?" addresses the true amount of typical college weight gain and provides tips for maintaining a healthy weight in college.

## Chapter 15

- Statistics on heart disease have been updated throughout.
- New information appears about optimal cholesterol and LDL levels.
- New content addresses the use of statins to reduce the risk of CVD.

## Chapter 16

- A new figure (16.1) provides data on cancer deaths attributable to cigarette smoking.
- A new section describes the link between the BRCA gene and breast cancer.
- Expanded coverage addresses environmental and industrial pollution as a cause of cancer.

- Information about screening and treatment for prostate cancer and ovarian cancer has been updated with the latest medical recommendations.
- New information appears about the treatment of melanoma.

### **Chapter 17**

- Statistics on top infectious diseases nationwide and worldwide have been updated with data from the CDC and the WHO.
- A new Wellness on Campus box, “Meningococcal Meningitis and College Students,” provides information about the disease along with vaccination recommendations from the CDC and the American College.
- A new section provides coverage of the 2011–2012 controversy over suppression of influenza research.
- A new Embracing Wellness box, “Exercise, Diet, Body Weight, and the Immune System,” addresses the link between overall physical fitness and wellness and immunological health.

### **Chapter 18**

- Statistics on the prevalence of HIV/AIDS and other STDs in the United States and worldwide have been updated throughout, with breakdowns by gender, ethnicity/race, sexual orientation, and sexual behavior; the latest numbers available from the CDC, the WHO, and UNAIDS are included.
- Content updates address the latest research on HIV/AIDS and other STDs.
- The new U.S. Preventive Services Task Force and American Cancer Society recommendations for Pap test and HPV test are included.
- New coverage addresses the STD lymphogranuloma venereum.

### **Chapter 19**

- Updated coverage of global warming provides the latest scientific information about the problem and potential solutions.
- Information about renewable energy sources has been significantly updated with the latest usage statistics and technologies.

- A new section addresses the risk and benefits of extreme energy sources.
- All statistics have been updated throughout the chapter.

### **Chapter 20**

- A new section about pharmaceuticals and the placebo effect integrates this coverage into the chapter.
- The Critical Consumer box “Evaluating Health News” has been significantly revised to better guide students through appraising the legitimacy of health information and recommendations.
- A new Wellness on Campus box guides students through the process of creating a personal health record.

### **Chapter 21**

- Updated information discusses the dangers of distracted driving, including coverage of recent state legislation and the NTSB’s recommended ban on the use of portable electronic devices while driving.
- Statistics have been updated throughout with data from the National Safety Council, Federal Bureau of Investigation, CDC, WHO, and others.

### **Chapter 22**


- A new section about sexual functioning in older adults describes changes that typically occur as we age.
- Expanded information about dementia discusses the latest Alzheimer’s research, as well as other common causes of dementia.

### **Chapter 23**

- The chapter has been revised throughout to address the typical concerns of a student audience.
- The section about end-of-life care has been considerably revised, including a significantly expanded section about hospice care.
- Material about funeral procedures has been updated to reflect the rising prevalence of cremation in the United States.

# TEACHING AND LEARNING WITH CORE CONCEPTS IN HEALTH



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- Course Integrator guide
- Test bank
- PowerPoint slides
- Transparency masters and student handouts
- Health and wellness related weblinks

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