

Preface

Now in its ninth edition, *Core Concepts in Health* has maintained its leadership in the field of health education for more than 25 years. Since we pioneered the concept of self-responsibility for personal health in 1976, hundreds of thousands of students have used our book to become active, informed participants in their own health care. Each edition of *Core Concepts* has brought improvements and refinements, but the principles underlying the book have remained the same. Our commitment to these principles has never been stronger than it is today.

OUR GOALS

Our goals in writing this book can be stated simply:

- To present scientifically based, accurate, up-to-date information in an accessible format
- To involve students in taking responsibility for their health and well-being
- To instill a sense of competence and personal power in students

The first of these goals means making expert knowledge about health and health care available to the individual. *Core Concepts* brings scientifically based, accurate, up-to-date information to students about topics and issues that concern them—exercise, stress, nutrition, weight management, contraception, intimate relationships, HIV infection, drugs, alcohol, and a multitude of others. Current, complete, and straightforward coverage is balanced with “user-friendly” features designed to make the text appealing. Written in an engaging, easy-to-read style and presented in a colorful, open format, *Core Concepts* invites the student to read, learn, and remember. Boxes, tables, artwork, photographs, and many other features highlight areas of special interest throughout the book.

The second of our goals is to involve students in taking responsibility for their health. *Core Concepts* uses innovative pedagogy and unique interactive features to get students thinking about how the material they’re reading relates to their own lives. We invite them to examine their emotions about the issues under discussion, to consider their personal values and beliefs, and to analyze their health-related behaviors. Beyond this, for students who want to change behaviors that detract from a healthy lifestyle, we offer guidelines and tools, ranging from samples of health journals and personal contracts to detailed assessments and behavior change strategies.

Perhaps our third goal in writing *Core Concepts in Health* is the most important: to instill a sense of competence and personal power in the students who read the book. Everyone has the ability to monitor, understand, and affect his or her own health. Although medical and health professionals possess impressive skills and have access to a huge body of knowledge that benefits everyone in our society, people can help to minimize the amount of professional care they actually require in their lifetime by taking care of themselves—taking charge of their health—from an early age. Our hope is that *Core Concepts* will continue to help young people make this exciting discovery—that they have the power to shape their own futures.

ORGANIZATION AND CONTENT OF THE NINTH EDITION

The organization of the book as a whole remains essentially the same as in the eighth edition, with some improvements. The book is divided into eight parts. Part One, Establishing a Basis for Wellness, includes chapters on taking charge of your health (Chapter 1), stress (Chapter 2), and psychological health (Chapter 3). Part Two, Understanding Sexuality, opens with an exploration of communication and intimate relationships, including friendship, intimate partnerships, marriage, and family (Chapter 4), and then moves on to discuss physical sexuality (Chapter 5), contraception (Chapter 6), abortion (Chapter 7), and pregnancy and childbirth (Chapter 8). As in previous editions of *Core Concepts*, we devote a separate chapter to abortion to reflect both the importance of this issue and our belief that abortion is not a form of contraception and should not be included in the chapter on that topic.

Part Three, Making Responsible Decisions: Substance Use and Abuse, opens with a discussion of addictive behavior and the different classes of psychoactive drugs (Chapter 9), followed by chapters on alcohol (Chapter 10) and tobacco (Chapter 11). Part Four, Getting Fit, includes a detailed discussion of nutrition (Chapter 12), exercise (Chapter 13), and weight management (Chapter 14).

Part Five, Protecting Yourself Against Disease, deals with the most serious health threats facing Americans today—cardiovascular disease (Chapter 15), cancer (Chapter 16), infectious diseases (Chapter 17), and sexually transmitted diseases (Chapter 18). Part Six, Accepting

Physical Limits, explores aging (Chapter 19) and dying and death (Chapter 20).

The order of topics in Part Seven, Making Choices in Health Care, has been revised for the ninth edition. The part opens with expanded coverage of both conventional and complementary medicine (Chapter 21), followed by information about medical self-care and use of the health care system (Chapter 22). And finally, Part Eight, Improving Your Chances: Personal Safety and Environmental Health, expands the boundaries of health to include injury prevention (Chapter 23) and the effects of environment on wellness (Chapter 24). Taken together, the chapters of the book provide students with a complete guide to promoting and protecting their health, now and through their entire lives, as individuals, as participants in a health care community and system, and as citizens of a planet that also needs to be protected if it is to continue providing human beings with the means to live healthy lives.

For the ninth edition, all chapters were carefully reviewed, revised, and updated. The latest information from scientific and health-related research is incorporated in the text, and newly emerging topics and issues are discussed. The following list gives a sample of some of the current concerns addressed in the ninth edition:

- Healthy People 2010 objectives
- Dietary Guidelines for Americans, 2000 Edition, and Dietary Reference Intakes
- Complementary and alternative medicine
- Causes and prevention of violence
- Ecstasy, GHB, and other “club drugs”
- West Nile virus and other emerging infections
- Emergency contraception and other new methods of contraception
- Mifepristone (RU-486)
- Dietary supplement labeling and safety issues
- Health and safety effects of cell phone use
- Implications of the Human Genome Project
- Women’s health issues
- Effective communication
- Genetically modified foods, organic foods, food irradiation, food safety, and other nutrition issues
- Campus safety
- Spiritual wellness
- Carpal tunnel syndrome
- Health risks of cigars, bidis, and spit tobacco

For the ninth edition, the coverage of health care has been substantially revised. An all-new Chapter 21, “Health Care: Conventional and Complementary Medicine,” provides consumer-oriented coverage of both conventional Western medicine and widely used comple-

mentary and alternative practices. Topics include the basic premises of conventional medicine; the scientific method and the U.S. drug-approval process; guidelines for choosing a primary care physician; general characteristics of complementary and alternative medicine (CAM); descriptions of such CAM practices as acupuncture, chiropractic, homeopathy, and herbal remedies; and consumer guidelines for evaluating CAM practitioners and therapies. In addition, coverage of dietary supplements has been expanded throughout the text; topics new to the ninth edition include dietary supplement labeling (Chapter 12) and the use of specific supplements for depression (Chapter 3), premenstrual syndrome (Chapter 5), athletic performance (Chapter 13), weight loss (Chapter 14), and elevated cholesterol levels (Chapter 15).

The ninth edition includes a greater emphasis on the development of total wellness, with expanded coverage of spiritual wellness and the close connections between mind and body. New and updated topics include paths to spiritual wellness; global religious views on tobacco use; the effects of stress on the brain, the immune system, and the course of pregnancy; and the benefits of close connections with others. Chapter 4 has been expanded to include more information on the benefits of intimate relationships and additional strategies for building and maintaining healthy interpersonal relationships. Suggested journal writing activities throughout the book help students to further explore their feelings and values.


Many other areas of special concern to students have also been expanded and updated in the ninth edition. The discussion of violence in Chapter 23 includes new material on stalking, cyberstalking, and date-rape drugs; the coverage of unintentional injuries has been updated with new material on the link between cell phone use and car crashes, the dangers of sleepy driving, scooter injuries, and repetitive stress injuries such as carpal tunnel syndrome. Chapter 12 on nutrition has been thoroughly updated to include the most recent dietary recommendations as well as new information on special topics such as food irradiation, genetically modified foods, organic foods, functional foods, and foodborne illness. Chapter 15 presents the latest research on cardiovascular disease, the leading killer of Americans; it reports on the effects of diet, exercise, tobacco use, genetics, infectious agents, and other recently discovered factors on an individual’s risk of developing cardiovascular disease.

Core Concepts also takes care to address the health issues and concerns of an increasingly diverse student population. While most health concerns are universal—we all need to eat well, exercise, and manage stress, for example—certain differences among people have important implications for health. These differences can be genetic or cultural, based on factors such as gender, socioeconomic status, age, and ethnicity. Where such differences are important for health, they are discussed in

the text or in a type of highlight box called Dimensions of Diversity (discussed in greater detail below). Examples of these discussions include the links between ethnicity and genetic diseases, the relationship between poverty and environmental health, and the effects of gender and ethnicity on body image. Topics in women's health receive special attention; the ninth edition includes discussions of how contraceptive use varies among U.S. women, the special risks faced by women who smoke or drink, hormonal influences on cardiovascular health and disease, the increased risk women face for depression and autoimmune disorders, and special dietary challenges faced by women.

The health field is dynamic, with new discoveries, advances, trends, and theories reported every week. Ongoing research—on the role of diet in cancer prevention, for example, or on new treatments for HIV infection—continually changes our understanding of the human body and how it works in health and disease. For this reason, no health book can claim to have the final word on every topic. Yet within these limits, *Core Concepts* does present the latest available information and scientific thinking on innumerable topics.

To aid students in keeping up with rapidly advancing knowledge about health issues, the ninth edition of *Core Concepts* also includes coverage of a key source of up-to-date information—the Internet. Each chapter includes an annotated list of World Wide Web sites that students can use as a launching point for further exploration of important topics. Appendix C, Resources for Self-Care, provides a brief introduction to the Internet, including guidelines for performing Web searches, using newsgroups and mailing lists, and evaluating health information from the Web.

 Each chapter in the ninth edition is also closely tied to the Web site developed as a companion to the text. Boxes, illustrations, tables, and sections of text marked with the special new World Wide Web icon have corresponding links and activities on the *Core Concepts in Health* Online Learning Center (<http://www.mhhe.com/inse19>). The Web site and other online supplements are described below in greater detail.

FEATURES OF THE NINTH EDITION

This edition of *Core Concepts in Health* builds on the features that attracted and held our readers' interest in the previous editions. One of the most popular features has always been the **boxes**, which allow us to explore a wide range of current topics in greater detail than is possible in the text itself. More than one-third of the boxes are new to the ninth edition, and many others have been significantly revised or updated. The boxes are divided into seven categories, each marked with a unique icon and label.



New to the ninth edition, **In the News** boxes focus on current health issues that have recently been highlighted in the media. Topics covered include the Human Genome Project, same-sex marriage and civil unions, cybersex, club drugs, genetically modified foods, medical errors, cell phones and distracted driving, mifepristone (RU-486), and emerging infectious diseases. Each In the News box is accompanied by the new World Wide Web icon, indicating that the *Core Concepts* Online Learning Center has links to Internet resources students can use to learn more about the topic of the box.



Mind/Body/Spirit boxes are an expanded version of the Sound Mind, Sound Body boxes that appeared in previous editions of *Core Concepts*. The new label reflects their broader focus and greater emphasis on spiritual wellness and the close connections between people's feelings and states of mind and their physical health. Included in Mind/Body/Spirit boxes are topics such as paths to spiritual wellness, religious views of tobacco use, benefits of being a volunteer, sexual decision making and personal values, the placebo effect, how exercise fosters emotional wellness, and how stress affects pregnancy and the immune system. Mind/Body/Spirit boxes emphasize that all the dimensions of wellness must be developed in order for an individual to achieve optimal health and well-being.



Take Charge boxes distill from each chapter the practical advice students need in order to apply information to their own lives. By referring to these boxes, students can easily find ways to foster friendships, for example; to become more physically active; to enhance support in their relationships; to reduce the amount of fat in their diets; and to help a friend who has a problem with tobacco or drugs or has an eating disorder.



Critical Consumer boxes emphasize the key theme of critical thinking by helping students develop and apply critical thinking skills, thereby allowing them to make sound choices related to health and well-being. Critical Consumer boxes provide specific guidelines for evaluating health news and advertising, using food labels to make dietary choices, choosing a bicycle helmet, avoiding quackery, selecting exercise footwear, making environmentally friendly shopping choices, and so on.



Dimensions of Diversity boxes are part of our commitment to reflect and respond to the diversity of the student population. These boxes give students the opportunity to identify any special health risks that affect them because of who they are as individuals or as members of a group. The boxes also broaden students' perspectives by exposing them to a wide variety

of viewpoints on health-related issues. The different dimensions these boxes reflect include gender, ethnicity, socioeconomic status, and age. The principles embodied by these boxes are described in Chapter 1; topics covered in later chapters include special cardiovascular disease risks for African Americans, exercise for people with disabilities, suicide among older men, drug use in rural America, ethnic foods, links between poverty and poor environmental health, and attitudes toward aging.

In addition, some Dimensions of Diversity boxes highlight health issues and practices in other parts of the world, allowing students to see what Americans share with people in other societies and how they differ. Students have the opportunity to learn about laws and attitudes toward abortion in other countries, tobacco control around the world, the global pattern of HIV infection, health care systems around the world, and other topics of interest.



Assess Yourself boxes give students the opportunity to examine their behavior and identify ways that they can change their habits and improve their health. By referring to these boxes, students can examine their eating habits, for example; evaluate their fitness level; discover if they are at increased risk for cancer or cardiovascular disease; evaluate their driving habits; determine what triggers their eating; and examine their drinking and drug-taking behavior. These self-assessments are included on the student CD-ROM in an interactive format; see below for more on the CD-ROM.



In Focus boxes highlight current wellness topics of particular interest. Topics include diabetes, headaches, injection drug use, asthma, genetic testing for cancer, carpal tunnel syndrome, and shyness.

In addition to the box program, many new and refined features are included in the ninth edition of *Core Concepts*. Each chapter opens with **Test Your Knowledge**—a series of 4–6 multiple choice and true-false questions, with answers. These self-quizzes facilitate learning by getting students involved in a variety of wellness-related issues. The questions emphasize important points, highlight common misconceptions, and spark debate. Many questions are new to the ninth edition.

Vital Statistics tables and figures highlight important facts and figures in a memorable format that often reveals surprising contrasts and connections. From tables and figures marked with the Vital Statistics label, students can learn about drinking and drug use among college students, alternative medicine use in the United States, world population growth, prevalence of psychological disorders, trends in public opinion about abortion, and a wealth of other information. For students who grasp a subject best when it is displayed graphically, numerically, or in a table, the Vital Statistics feature provides alternative ways of approaching and understanding the text. In

addition, for each Vital Statistics table and figure, the *Core Concepts* Online Learning Center has links to sites where students can find the latest statistics and information.

Core Concepts features a wealth of attractive and helpful **illustrations**, more than 30 of which are new to the ninth edition. The anatomical art, which has been prepared by medical illustrators, is both visually appealing and highly informative. These illustrations help students understand such important information as how blood flows through the heart, how the process of conception occurs, and how to use a condom. New topics illustrated for the ninth edition include diabetes, the effects of cocaine use on brain chemistry, the allergic response, the process of tumor development, osteoarthritis, and the vegetarian food pyramid. These lively and abundant illustrations will particularly benefit those students who learn best from visual images



Many of the illustrations in the ninth edition are marked with the new CD icon, indicating that they appear in an enhanced format on *Core Concepts Interactive*, the student CD-ROM that accompanies the text. From self-guided mini-tutorials on the CD-ROM, students can learn more about the stress response, the effects of alcohol and tobacco use, physical processes of aging, immediate and long-term effects of physical activity, the development of cancerous tumors, the greenhouse effect, and many other topics. The CD-ROM is described in more detail below.

New to the ninth edition, **Communicate!** exercises suggest strategies and activities for improving communication skills in ways that will enhance wellness. *Communicate!* covers all aspects of communication, from interpersonal communication and communication with oneself to mass communication, from assertive speaking to empathic listening, and from methods of persuasion to critical evaluation of public messages. These exercises appear at appropriate points throughout each chapter.

Also new to the ninth edition are chapter-ending **Tips for Today** sections. These provide a very brief distillation of the major message of each chapter, followed by suggestions for a few simple things that students can try right away. Tips for Today are designed to encourage students and to build their confidence by giving them easy steps they can take immediately to improve their wellness.

Take Action, appearing at the end of every chapter, suggests hands-on exercises and projects that students can undertake to extend and deepen their grasp of the material. Suggested projects include interviews, investigations of campus or community resources, and experimentation with some of the behavior change techniques suggested in the text. Special care has been taken to ensure that the projects are both feasible and worthwhile.

Journal Entry also appears at the end of each chapter. These entries suggest ways for students to use their Health Journal (which we recommend they keep while using *Core Concepts*) to think about topics and issues, explore and

formulate their own views, and express their thoughts in written form. They are designed to help students deepen their understanding of their own health-related behaviors. (Journal Entry questions also appear on the *Core Concepts* Online Learning Center in a format that enables students to e-mail their responses to their instructors.)

Making wise choices about health requires students to sort through and evaluate health information. To help students become skilled evaluators, each chapter contains at least one **Critical Thinking Journal Entry**. These entries help students develop their critical thinking skills, including finding relevant information, separating fact from opinion, recognizing faulty reasoning, evaluating information, and assessing the credibility of sources. Critical Thinking Journal Entry questions do not have right or wrong answers; rather, they ask students to analyze, evaluate, or take a stand on a particular issue.

The **Behavior Change Strategies** that conclude many chapters offer specific behavior management/modification plans relating to the chapter's topic. Based on the principles of behavior management that are carefully explained in Chapter 1, these strategies will help students change unhealthy or counterproductive behaviors. Included are strategies for dealing with test anxiety, quitting smoking, developing responsible drinking habits, planning a personal exercise program, phasing in a healthier diet, and many other practical plans for change.

Three quick-reference appendixes provide students with resources they can keep and use for years to come:

- Appendix A, “Nutritional Content of Popular Items from Fast-Food Restaurants,” provides information on commonly ordered menu items.
- Appendix B, “Self-Care Guide for Common Medical Problems,” provides information to help students manage common symptoms, including fever, sore throat, indigestion, headache, and cuts and scrapes.
- Appendix C, “Resources for Self-Care,” lists books, information centers, hotlines, and electronic sources of wellness-related materials. Guidelines for using the Internet—how to perform searches, how to evaluate online information, and how to use newsgroups, mailing lists, and chat rooms—are also provided.

“First Aid at a Glance” from the Red Cross appears inside the back cover of the text, providing information that can save lives.

LEARNING AIDS

Although all the features of *Core Concepts in Health* are designed to facilitate learning, several specific learning aids have also been incorporated in the text. Learning objectives labeled **Looking Ahead** appear on the opening page of each chapter, identifying major concepts and

helping to guide students in their reading and review of the text. Important terms appear in boldface type in the text and are defined in a **running glossary**, helping students handle a large and complex new vocabulary. A pronunciation guide to all the key terms appears on the student CD-ROM.

Chapter summaries offer students a concise review and a way to make sure they have grasped the most important concepts in the chapter. Also found at the end of every chapter are **Selected Bibliographies** and sections called For More Information. **For More Information** sections contain annotated lists of books, newsletters, hotlines, organizations, and Web sites that students can use to extend and broaden their knowledge or pursue subjects of interest to them. A complete **Index** at the end of the book includes references to glossary terms in boldface type.

TEACHING TOOLS

Available to qualified adopters of the ninth edition of *Core Concepts in Health* is a comprehensive package of supplementary materials that enhance teaching and learning. Included in the package are the following items:

- Instructor's Resource Binder
- Transparency Acetates
- Instructor's CD-ROM
- Students on Health Custom Video and McGraw-Hill Health and Wellness Custom Video
- Computerized Test Bank
- *Core Concepts in Health* Online Learning Center
- *Core Concepts Interactive* Student CD-ROM
- Wellness Worksheets
- *Mayfield's Quick View Guide to the Internet for Students of Health, Physical Education, and Exercise Science, Version 2.0*
- Nutrition and Weight Management Journal
- Additional videos, software, and other multimedia
- PageOut, PowerWeb, and other distance learning and online instruction options

The **Instructor's Resource Binder**, contains a variety of helpful teaching materials in an easy-to-use form.

- The **Instructor's Resource Guide**, prepared for the ninth edition by Cathy Kennedy, Colorado State University, includes learning objectives, extended chapter outlines, classroom activities, Internet resources, selected Healthy People 2010 objectives, and health crossword puzzles.

- **Transparency masters and handouts**—157 in all—are provided as additional lecture resources. The transparency masters include tables, graphs, and key points from the text; illustrations of many body systems are also provided.

- The **examination questions** have been completely revised and updated for the ninth edition by Kathy McGinnis, San Diego City College. The test bank contains nearly 3000 multiple choice and true-false questions. The answer key lists the page number in the text where each answer is found.

- A complete set of **Wellness Worksheets**, a student learning aid described below, is also included in the Instructor's Resource Binder.

Expanded for the ninth edition, the set of 80 **transparency acetates** provides material suitable for lecture and discussion. The acetates do not duplicate the transparency masters in the Instructor's Resource Binder, and many of them are from sources other than the text.

The **Instructor's CD-ROM**, expanded for the ninth edition, contains annotated PowerPoint® lecture outlines, an image set, transparency acetates, and an electronic version of the Instructor's Resource Guide, including the transparency masters and handouts. Also available on the CD-ROM is a new **Integrated Teaching Solutions** tool, which allows the user to create customized chapter lecture outlines keyed to all the supplements available with the text.

Two **customized videos** are available with the ninth edition. The **McGraw-Hill Health and Wellness Custom Video**, new for the ninth edition, includes brief video segments with additional information on health topics such as nutrition, exercise, and heart disease. **Students on Health** was filmed exclusively for *Core Concepts* with students at college campuses across the country. The 8–10-minute segments focus on key wellness concerns and are designed to stimulate critical thinking and class discussion. The accompanying Instructor's Video Guide provides summaries of each segment and discussion questions.

A **computerized test bank** is available to qualified adopters. Diploma, developed by Brownstone Research Group, allows instructors to design tests using the examination questions included with *Core Concepts in Health* and/or incorporating their own questions. It is available in both Windows and Macintosh formats.

Updated and expanded for the ninth edition, the **Core Concepts in Health Online Learning Center** includes a variety of tools for both instructors and students. Password-protected instructor's resources include links to professional resources and downloadable versions of the PowerPoint slides, acetates, image set, wellness worksheets, and Instructor's Resource Guide. The Integrated Teaching Solutions tool is also available online. Student resources include a wide variety of elements keyed to each chapter in the text: chapter outlines and learning objectives, interactive study guide questions, glossary flashcards with a pronunciation guide, interactive crossword puzzles, Journal Entry exercises, Internet activities that guide students in locating and evaluating health-related Web sites, In the News and Vital Statistics Web links, and extensive sets of health and wellness Web links. In addition, the Online Learning Center

includes a Behavior Change Workbook and information on career opportunities in health. All of the resources in the Online Learning Center can also be used with PageOut, Web CT, Blackboard, PowerWeb, and other options for online courses.

The **Core Concepts Interactive Student CD-ROM** is also expanded and updated for the ninth edition. Packaged with each copy of the text, this interactive CD-ROM provides many helpful learning aids and wellness tools. Resources include chapter objectives and summaries, interactive quizzes and wellness self-assessments, self-guided tutorials on special topics, a pronunciation guide to key terms, an electronic fitness log, and a guide to using the Internet.

The more than 100 **Wellness Worksheets** available with the ninth edition help students become more involved in their own wellness and better prepared to implement successful behavior change. The worksheets include assessment tools, Internet activities, and knowledge-based reviews of key concepts. They are available shrink-wrapped with the text in an easy-to-use pad.

Other practical items for the student can also be shrink-wrapped with the text:

- The **Nutrition and Weight Management Journal** guides students in assessing their current diet and making appropriate changes.

- Available in a new edition is **Mayfield's Quick View Guide to the Internet for Students of Health, Physical Education, and Exercise Science, Version 2.0**, by Jennifer Campbell Koella and Michael Keene, University of Tennessee, Knoxville. In addition to listing useful Web links, it provides step-by-step instructions on how to access the Internet; how to find, evaluate, and use online information about wellness; and many other topics.

Additional videos, software, and other multimedia are available to qualified adopters. The video library includes tapes on topics such as stress, AIDS, violence, nutrition, alcohol use, and many more. DINE Healthy software provides an easy way for students to evaluate their diets and track the energy expenditure of their activities. HealthQuest software contains interactive assessments, behavior change activities, current articles, video clips, Web links, and many other resources.

McGraw-Hill also offers a wide variety of **digital solutions** to help instructors put courses online. **PageOut** is a simple program that enables instructors to easily develop Web sites for their courses. PageOut can be used to create a course home page, an instructor home page, an interactive syllabus that can be linked to elements in the Online Learning Center, Web links, online discussion areas, an online grade book, and much more. The Online Learning Center can also be customized to work with products like WebCT and Blackboard. **PowerWeb** is a student Internet resource that includes articles from the Annual Editions series, weekly updates with assessments, informative and

timely world news, Web links, research and study tools, and interactive exercises. For more information on these and other digital solutions offered by McGraw-Hill, contact your local representative or visit our Web site (<http://www.mhhe.com/solutions>).

A NOTE OF THANKS

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