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A LETTER TO READERS

Dear Readers,

I am pleased to present you with the Sixth Canadian Edition of Health: The Basics. This is my third opportunity to change and update this outstanding textbook; please know that I revise with you in mind—you, the post-secondary student.

Some of the health challenges you face today are different than when I entered university almost 30 years ago. However, some are the same too—managing stress, eating well, being physically active, protecting yourself from sexually transmitted infections, using the health-care system wisely, to name a few similarities.

Although we likely know more about what it takes to live healthily today, we also seem to face more trials in doing so. We know we should be physically active and we are well aware of the importance of eating at least 7 to 10 servings of vegetables and fruits each day, and yet, many of us cannot manage to do either. Some of us choose to drive short distances when walking or cycling would be a healthier—and the more environmentally friendly—option. Many believe that we must ‘work out’ to benefit from physical activity. Food choices can be challenging, especially given the abundance and availability of fast and convenience foods; media and advertising messages convince us that such foods will save us time.

Many of us also have an ‘all or none’ way of thinking. In other words, we may not recognize that each lifestyle choice—whether physical or mental—is important and contributes to our overall health and wellness. Further, our health results from a culmination of many different parameters and influences with each playing its role. Sometimes we think of and manage only the components related to our physical health, neglecting our social, emotional, intellectual, and spiritual dimensions.

You may be in Human Kinetics or Kinesiology, Physical Education, Nursing, Health Sciences, Business, or General Arts or Science. Regardless of your program of study, I invite you to engage with this textbook, your classmates, and your professor. Please read and think about how each opening scenario, introductory section, and detailed presentation of various Canadian statistics is relevant to you. How does each topic apply to you? Do you invest time thinking about a particular topic? Why or why not?

I challenge you to question the choices you make and the attitudes you have regarding your health and wellness. Are they the best for you, for right now? How can you make better decisions? When will you make better choices?

I also encourage you to question contemporary thinking about many health issues. For example, binge drinking. Why is it socially acceptable and expected to drink heavily in your college and university years? You might also query the societal and media pressures regarding body image. Why do we expect men and women to look a certain way? Why do we judge people based upon how they look? Question contemporary thinking about many issues, not just those I bring up here.

I encourage you to read and to reflect deeply. Learning can only happen with reflection. Further, I urge you to ask questions, questions that will help you to better understand yourself, questions that will help you to better understand health and wellness, questions that will encourage you to choose more wisely now while you are a student and later when you are not.

Finally, I suggest you approach this textbook with a sense of optimism and hopefulness, as well as an opportunity to be selfish. Reading this textbook, participating in class, and completing your assignments provides you with the chance to think about you and what is best for you and your health. As you read through this book, you will understand why I suggest you have a sense of optimism and hopefulness—that is a choice we all make.

Sunshine and smiles,

Angie
In revising the sixth Canadian edition, we listened to the comments and concerns of Canadian personal health educators and learned that we share the following goals for a personal health text:

- To prepare students to lead healthy lives, now and in the future, by providing knowledge, tools, and strategies to make responsible and appropriate decisions regarding their health.
- To include “high-interest” topics not always included in health texts, such as multicultural and sex-specific perspectives on health.
- To include current Canadian research, material, and statistics.
- To recognize that students learn in many ways and require strong pedagogical elements to help them synthesize information and build healthy attitudes and behaviours.
- To include practical, real-life applications to encourage students to think critically about their health and to apply the material to their own lives.
- To encourage self-awareness, integrity, respect, self-responsibility, and gratitude in the reader.

Inside the Book

- **Decision making through critical thinking** is the cornerstone of every chapter, beginning with the introduction of the DECIDE model for decision making. Prochaska and DiClemente’s Stages of Change model, and various behaviour change techniques in Chapter 1.
- **Personal reflection**, a hallmark feature woven throughout, includes Consider This . . . scenarios and reflective questions, Student Health and Point of View boxed features, and Taking Charge sections with the opportunity to Assess Yourself at the end of each chapter.
- An overriding **philosophy of self-responsibility**, including a better understanding and self-awareness behind the reasons why we do what we do (or do not do) in regards to our health and wellness, appears throughout each section of this book.
- Each part of the textbook concludes with Focus On, a three- to five-page feature that provides additional information on an engaging topic relevant to university and college students and their health.
- **Coverage of sex issues in health** is integrated throughout the text. Topics include sex bias in mental health treatment, women and heart disease, and how sex and gender roles may affect stress, stress management, and a person’s ultimate health status.
- Updated references in APA format help the reader connect more easily to the research and to the thinking that leads to making better choices regarding his or her health.
- Each chapter applies a **pedagogical framework** that stresses building health skills consistently. Students can personalize each chapter through the Student Health and Point of View textboxes within each chapter, as well as through the Assess Yourself and Taking Charge boxes at the end of each chapter.

New to the Sixth Canadian Edition

An extensive and thorough revision, the sixth Canadian edition of Health: The Basics reflects and exemplifies self-awareness, integrity, respect, self-responsibility, and gratitude. New pedagogical features emphasizing self-assessment and taking personal responsibility for health-related issues embody this perspective:

- **Focus On**: After the last chapter of each part, these three- to five-page features present in-depth information relevant to the topic(s) of the section, including spiritual health, body image, STIs, sleep, diabetes, and financial health.
• **Point of View boxes:** Each chapter features a *Point of View* box that offers perspectives on a controversial health issue and provokes students to consider where they stand.

• **Student Health Today boxes:** A *Student Health Today* box stimulates critical and personal thinking through the presentation of a student-related issue relevant to the chapter’s topic.

• **Assess Yourself:** Every chapter and *Focus On* feature ends by encouraging the reader to “take charge” of his or her health. These textboxes include *Assess Yourself* questionnaires, a personal self-assessment tool.

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**CONDOMS:**

**His or Hers?**

 Его or her? These textboxes in-feature ends by encouraging the reader to “take self-assessment tool.

**versatile health issue and provokes students to consider where they stand.**

**Student Health Today boxes:** A *Student Health Today* box stimulates critical and personal thinking through the presentation of a student-related issue relevant to the chapter’s topic.

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**TAKING CHARGE:** Managing Stress Behaviours

Describe how something that you can do to reduce your stress and improve your quality of life. Consider what you need to start—learn about what causes you stress (assess yourself below). Learn how to cope with your response to it and then determine if you have acted on the advice.

**How Stressed Are You?**

To understand how difficult it is to handle a stressful situation, you must understand your own stress. What is it that you realize when you feel stressed? Is it something that you can control or is it something that you can’t control? If you can’t control it, you may need to make the best of it. If you can control it, you may need to consider the ways in which it can affect you. Do you have more stress than you can handle? If you do, you may need to consider what you can do to reduce it.

**Part One**

**The Stress in Your Life**

1. Do you think you have a stressful job?  
2. Do you think you have a stressful family life?
3. Do you think you have a stressful personal life?
4. Do you think you have a stressful financial life?
5. Do you think you have a stressful romantic life?

**Assessment:**

1. **Yes:** You have a high-stress life.
2. **No:** You have a low-stress life.
• **Revised and Reorganized Part IV** – Part IV: Limiting Risks from Potentially Harmful Habits has been revised to include three distinct, yet related chapters. Chapter 9 focuses on Recognizing Use, Misuse, Abuse, and Addiction to Drugs and Behaviours with enhanced definitions and more examples to facilitate personal and critical reflection. Chapter 10, Using Alcohol and Caffeine Responsibly and Refraining from Tobacco Use, includes Canada’s recently released low-risk drinking guidelines, as well as an enhanced section on binge drinking. Chapter 11 now focuses exclusively on illicit drugs.

• **Significantly revised and updated references** reflect current research, statistics, and new developments in the field of health and wellness in Canada.

**Key Changes to Each Chapter**

Chapter 1 features expanded coverage of predisposing, enabling, and reinforcing factors of behaviour change, including new examples of each. Material on behaviour change has also been enhanced with practical, realistic suggestions for students that emphasize personal responsibility.

The spirituality section in Chapter 2 has been expanded to include new information related to volunteerism and service learning, as well as an enhanced section on psychoneuroimmunology. New to this section is the inclusion of the importance of eating well for mental health.

The work-life balance section of Chapter 3 has been heavily updated, including a name change to work-life rhythms to reflect the reality that there are ebbs and flows in the time dedicated to our work and life dependent upon current realities. More examples of psychosocial stress are provided and the time management section has been expanded.

Chapter 4 presents the latest physical activity guidelines for Canadians, as well as a more in-depth presentation of the health benefits of physical fitness. The cardiorespiratory fitness, flexibility, and body composition sections have been enhanced and more tests to determine personal level of physical fitness are included in this revised chapter.

New to Chapter 5 are sections on antioxidants and gluten intolerance. Further, the section on genetically modified foods has been expanded. Average consumption of nutrients consumed by Canadians is included as well.

Chapter 6 starts with a new opening scenario. The reality of the status of overweight and obese Canadian adults is updated with the inclusion of the most recent available statistics. The sections about keeping weight loss in perspective, what is a calorie?, improving your eating habits, and hungry hormones have been augmented.

In Chapter 7, the description of the family unit is enhanced to reflect current realities in Canada. Further revisions and enrichments were made to *Becoming a Better Listener* and the section on menopause.

The latest understanding of methods of birth control, with considerable revision made to the topics of “the pill”, emergency contraception, and the cervical method, were undertaken in Chapter 8. Recommendations for exercise during pregnancy were amended, along with the section on miscarriage.

Chapter 9 opens with a new scenario and follows with expanded definitions and examples of drug use, misuse, and abuse. Similarly, enhancements were made to set, setting, and types of drugs. New to this chapter are sections on exercise addiction and inhalants.

Chapter 10 also begins with a new opening scenario; in addition, Canada’s new low-risk drinking guidelines have been added to this chapter. There are considerable modifications to the section on binge drinking, including the use of alcohol enemas and tampons. Further additions to this chapter include sections on energy drinks and the use of prescription drugs to assist in the smoking cessation process. The most recent data regarding Canadians’ use of alcohol and tobacco have been included in this chapter as well.

New to Chapter 11 are visual presentations of past year and lifetime use of illicit drugs according to sex and province/territory. Also new to this chapter are sections on bath salts, methadone clinics, and safe injection sites. The section on marijuana has been expanded to include the medicinal uses of marijuana, as well as the risks of driving under the influence.

A heavier emphasis on lifestyle choices for preventing or delaying the onset of chronic disease is presented in the opening sections of Chapter 12. Warning signs for heart attack and stroke—for women and men—are included in this chapter, as well as the latest figures for cancer morbidity and mortality. The definitions and criteria regarding high blood pressure and high blood cholesterol have been modified to reflect current understanding.

Chapter 13 presents the most recent data available regarding the incidence and prevalence of infectious and noninfectious conditions. Enhancements were made to the sections on pubic lice and AIDS, and symptoms for chlamydia in men and women have been updated. Improvements were also made to the sections on asthma and premenstrual disorders.
The current status and understanding of indoor and outdoor air pollution, as well as acid rain, are presented in Chapter 14. The sections on PCBs and water contamination have been expanded.

Considerable revisions and enrichment of content have been made in Chapter 15, particularly regarding violence in Canada, hate crimes, domestic violence, violence against children, violence against the elderly, and self-violence or suicide. The section on preventing sexual assault has been enhanced from both the victim and perpetrator points of view.

New to Chapter 16 is a section on herbal remedies and supplements, including a table of supplements with their potential risks and benefits and a table of herbs to avoid given their known health risks. The section on finding a personal physician has been enriched, as well as the section on non-allopathic medicine.

Chapter 17 has been revised with an intent to entice post-secondary education students to contemplate aging in their current lives. The definitions of aging are expanded, as well as some of the ‘symptoms’ of aging.

**Hallmark Pedagogical Features**

In addition to the features noted above, *Health: The Basics* continues to employ the following pedagogical features.

**Learning Objectives:** Each chapter begins with five learning objectives that provide a learning path of the important topics covered within the chapter.

**Consider This . . . Chapter-Opening Scenarios:** These practical, life-like scenarios introduce concepts in the chapter and can be a springboard to stimulating discussions. End-of-Chapter Application Exercises provide further discussion of the topic.

**Discussion Questions:** These questions encourage critical thinking about important concepts presented from a variety of angles.

**Running Glossary of Key Terms:** Key terms are boldfaced in the text and defined in boxes on the page where they first appear.

**Instructor Supplements**

Designed to facilitate lecture preparation and learning, a comprehensive set of ancillary material accompanies *Health: The Basics*, Sixth Canadian Edition.

**MyHealthLab**

MyHealthLab* is a course management system that makes it easy to organize classes, personalize students’ educational experience, and push learning to the next level.

Designed to help educators maximize class time, MyHealthLab* offers customizable, easy-to-assign, and automatically graded assessments and pedagogical tools that motivate students to learn outside of class, and arrive prepared for lecture.

With MyHealthLab*, professors can assign pre-lecture tests, case studies, self-assessment inventories, and more. MyHealthLab* facilitates the creation of questions, and the editing of any of the publisher’s questions or answers to match the precise language employed in the course. The system automatically grades every assignment that features machine-graded questions, and students’ results appear in the gradebook.

**Instructor’s Manual**

This comprehensive manual, filled with material to enhance the course, includes chapter outlines; discussion questions; student activities including individual, community, and diverse population/nontraditional categories; and additional references for further information.

**Pearson MyTest**

Pearson MyTest is a powerful assessment generation program that helps professors easily create and print quizzes and exams. The MyTest consists of more than 1400 questions made up of multiple-choice, true/false, fill-in-the-blank, matching, and essay formats. Each question is rated for difficulty level and for skill type as factual, applied, or conceptual. Answers and page references to the text are also provided with each question as feedback. Pearson's MyTest test-generator allows educators to design, save, and generate classroom tests. The test program also permits the editing, addition, and deletion of questions.
PowerPoint Slides

Every chapter features a Microsoft PowerPoint® slide deck that highlights, illuminates, and builds on key concepts for lecture or online delivery. Educators can tailor each deck to their specifications.

Image Libraries

Image libraries help with the creation of vibrant lecture presentations. Most figures, tables, charts, photos, and Assess Yourself features from the text are provided in electronic format, organized by chapter for convenience. These images can be imported easily into Microsoft PowerPoint®.

CourseSmart for Instructors

CourseSmart goes beyond traditional expectations and provides instant, online access to the textbooks and course materials. You can save time with a digital eTextbook that allows you to search for the most relevant content at the very moment you need it. Whether it’s evaluating textbooks or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier. See how when you visit www.coursesmart.com/instructors/.

Student Supplements

MyHealthLab

MyHealthLab® offers a plethora of resources that allow students to assess their knowledge of the material and their progress.

eText

MyHealthLab® features an interactive eText of Health: The Basics that allows for easy highlighting, annotating, and searching with a Google®-based search function.

Students can also access their text via a tablet by downloading the free Pearson eText app and using their MyHealthLab® login credentials.

Study on the Go

At the end of every chapter, students will find a QR code that provides access to Study on the Go, an unprecedented mobile integration between text and online content. Students can access text-specific resources, including quizzes and flashcards, by using their smartphones to scan the code.

Students can visit one of the sites below to download a free app to their smartphone. Once installed, the phone can scan the QR code and link to a website that leads to Pearson's Study on the Go resources for Health: The Basics, Sixth Canadian Edition.

- ScanLife
  http://getscanlife.com
- NeoReader
  http://get.neoreader.com
- QuickMark
  http://www.quickmark.com.tw

MyDietAnalysis

Powered by ESHA Research, Inc., MyDietAnalysis offers an accurate, reliable, easy-to-use program that helps students assess their lifestyles. Featuring a database of nearly 20 000 foods, the program assists in the tracking of diet and activity levels. Students can generate and submit reports electronically.

NOTE: Check with your professor if access to MyDietAnalysis comes with the purchase of a new copy of Health: The Basics textbook. If not, you can purchase access at www.mydietanalysis.com.
**Behaviour Change Log Book and Wellness Journal, Second Edition**

This assessment tool helps students track daily exercise and nutritional intake and create a long-term nutrition and fitness prescription plan. It also includes a Behaviour Change Contract and topics for journal-based activities. Please speak with a Pearson Sales Representative about packaging this booklet (ISBN 978032103177) with *Health: The Basics*, Sixth Canadian Edition.

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