**Chapter 1**

**Introduction to Wellness, Fitness, and Lifestyle Management**

# Learning Objectives

After reading this chapter, you should be able to:

* Describe the dimensions of wellness.
* Identify the major health and lifestyle problems in the United States today.
* Describe the behaviors that are part of a wellness lifestyle.
* Explain the steps in creating a behavior management plan.
* Evaluate some of the available sources of wellness information.

**Key Terms and Definitions**

**health** Overall condition of body or mind and to the presence or absence of illness or injury.

**wellness** Optimal health and vitality, encompassing all dimensions of well-being.

**risk factor** A condition that increases one’s chances of disease or injury.

**infectious disease** A disease that can be spread from person to person; caused by microorganisms such as bacteria and viruses.

**chronic disease** A disease that develops and continues over a long period of time, such as heart disease or cancer.

**lifestyle choice** A conscious behavior that can increase or decrease a person’s risk of disease or injury; such behaviors include decisions regarding smoking, eating a healthy diet, exercising, and using alcohol.

**physical fitness** A set of physical attributes that allows the body to respond or adapt to the demands and stress of physical effort.

**sedentary** Physically inactive; literally, “sitting.”

**unintentional injury** An injury that occurs without harm being intended.

**behavior change** A lifestyle management process that involves cultivating healthy behaviors and working to overcome unhealthy ones.

**target behavior** An isolated behavior selected as the object of a behavior change program.

**self-efficacy** The belief in one’s ability to take action and perform a specific task.

**locus of control** The figurative “place” a person designates as the source of responsibility for the events in his or her life.

**self-talk** A person’s internal dialogue.

**Extended Lecture Outline**

**Introduction**

Truly healthy people want optimal well-being rather than simply the absence of illness.

**I. Wellness: New Health Goals**

A. Generations of people have viewed health simply as the absence of disease.

B. The word *health* typically refers to the overall condition of a person’s body or mind and to the presence or absence of illness or injury.

C. *Wellness* expands this idea of health to include our ability to achieve optimal health.

C. Although we use the terms health and wellness interchangeably, they differ in two important ways:

1. Health—or some aspects of it—can be determined or influenced by factors beyond your control.

2. Wellness is largely determined by the decisions you make about how you live.

**D. The Dimensions of Wellness**

**1. Physical Wellness**

a. Your physical wellness includes not just your body’s overall condition and the absence of disease but also your fitness level and your ability to care for yourself.

b. The decisions you make now—and the habits you develop over your lifetime—will largely determine the length and quality of your life.

**2. Emotional Wellness**

a. Your emotional wellness reflects your ability to understand and deal with your feelings.

b. Emotional wellness involves listening to your own thoughts and feelings, monitoring your reactions, and identifying obstacles to emotional stability.

i. Self-acceptance is your personal satisfaction with yourself.

ii. Self-esteem relates to the way you think others perceive you.

iii. Self-confidence can be a part of both acceptance and esteem.

**3. Intellectual Wellness**

a. Those who enjoy intellectual wellness continually challenge their minds.

b. People who enjoy intellectual wellness never stop learning. They seek out and relish new experiences and challenges.

**4. Interpersonal Wellness**

a. Learning good communication skills, developing the capacity for intimacy, and cultivating a supportive network are important aspects of interpersonal (or social) wellness.

b. Social wellness requires participating in and contributing to your community and to society.

**5. Cultural Wellness**

a. Cultural wellness refers to the way you interact with others who are different from you.

b. It involves creating relationships with others and suspending judgment on others’ behavior, as well as accepting, valuing, and celebrating the different cultural ways people interact in the world.

**6. Spiritual Wellness**

a. To enjoy spiritual wellness is to possess a set of guiding beliefs, principles, or values that give meaning and purpose to your life, especially in difficult times.

b. Many people find meaning and purpose in their lives on their own—through nature, art, meditation, or good works—or with their loved ones.

**7. Environmental Wellness**

a. Your environmental wellness is defined by the livability of your surroundings.

b. To improve your environmental wellness, you can learn about and protect yourself against hazards in your surroundings and work to make your world a cleaner and safer place.

**8. Financial Wellness**

a. Financial wellness refers to your ability to live within your means and manage your money in a way that gives you peace of mind.

b. It includes balancing your income and expenses, staying out of debt, saving for the future, and understanding your emotions related to money.

**9. Occupational Wellness**

a. Occupational wellness refers to the level of happiness and fulfillment you gain through your work.

b. An ideal job draws on your interests and passions, as well as your vocational skills, and allows you to feel that you are making a contribution.

**E. New Opportunities for Taking Charge**

1. One hundred and sixty-five years ago, Americans considered themselves lucky just to survive to adulthood.

2. By 2015, life expectancy had nearly doubled, to 78.8 years

3. Today, a different set of diseases has emerged as our major health threat; Heart disease, cancer, and chronic lower respiratory diseases are now the three leading causes of death for Americans.

4. Medical treatments may be reaching their limits in treating heart disease and in preventing other early deaths related to obesity.

5. The good news is that people have some control over whether they develop chronic diseases.

**F. National Health**

1. Wellness is a personal concern, but the U.S. government has financial and humanitarian interests in it, too.

**2. A Plan for National Health Care**

a. Total health care expenditures in the United States are the highest in the world and growing; by 2016, they exceeded $10,000 per person each year.

b. The 2010 Affordable Care Act (ACA), also called “Obamacare,” aimed to both reduce the number of uninsured and control the rise in healthcare costs.

c. According to the National Center for Health Statistics, between 2010 and 2016, the overall number of Americans without insurance dropped by 20 million, down to 9%, the lowest rate in decades.

d. Detractors of the law cite higher premiums and fewer insurance options as reasons to repeal and replace some or all of the law.

**3. The Healthy People Initiative**

a. The Healthy People initiative aims to prevent disease and improve Americans’ quality of life.

b. *Healthy People 2020* proposes the eventual achievement of the following broad national health objectives:

i. Eliminate preventable disease, disability, injury, and premature death.

ii. Achieve health equity, eliminate disparities, and improve the health of all groups.

iii. Create social and physical environments that promote good health for all.

iv. Promote healthy development and healthy behaviors across every stage of life.

**G. Behaviors That Contribute to Wellness**

1. A lifestyle based on good choices and healthy behaviors maximizes quality of life.

**2. Be Physically Active**

a. When our bodies are not kept active, they deteriorate: Bones lose density, joints stiffen, muscles become weak, and cellular energy systems degenerate. To be truly well, human beings must be active.

b. According to a 2013 survey, only about half of adult Americans met the federal physical activity guidelines in 2013.

c. The benefits of physical activity are both physical and mental, immediate and long term.

**3. Choose a Healthy Diet**

a. Many Americans have a diet that is too high in calories, unhealthy fats, and added sugars, as well as too low in fiber, complex carbohydrates, fruits, and vegetables.

b. A healthy diet provides necessary nutrients and sufficient energy without also providing too much of the dietary substances linked to diseases.

**4. Maintain a Healthy Body Weight**

a. Overweight and obesity are associated with a number of disabling and potentially fatal conditions and diseases, including heart disease, cancer, and type 2 diabetes.

b. Maintaining a healthy weight requires a lifelong commitment to regular exercise, a healthy diet, and effective stress management.

**5. Manage Stress Effectively**

a. Over longer periods of time, poor stress management can lead to less efficient functioning of the immune system and increased susceptibility to disease.

b. Learning to incorporate effective stress management techniques into daily life is an important part of a fit and well lifestyle.

**6. Avoid Tobacco and Drug Use and Limit Alcohol Consumption**

a. Tobacco use is associated with 9 of the top 10 causes of death in the United States; personal tobacco use and secondhand smoke kill nearly 500,000 Americans each year.

b. Excessive alcohol consumption is linked to 8 of the top 10 causes of death and results in about 90,000 deaths a year in the United States.

**7. Protect Yourself from Disease and Injury**

a. The most effective way to dealing with disease and injury is to prevent them.

b. You can take specific steps to avoid infectious diseases, particularly those that are sexually transmitted.

**8. Take Other Steps toward Wellness**

a. Develop meaningful relationships.

b. Plan for successful aging.

c. Learn about the health care system.

d. Act responsibly toward the environment.

**H. Wellness Factors That Seem Outside Our Control**

1. Heredity, the environment, and adequate health care are other important influences on health and wellness. A sedentary lifestyle combined with a genetic predisposition for diabetes can greatly increase a person’s risk of developing the disease.

2. Behavior can tip the balance toward health even if heredity or environment is a negative factor.

**I. College Students and Wellness**

1. According to the fall 2016 American College Health Association National College Health Assessment II, the most commonly reported factors affecting academic performance among college students are stress, anxiety, sleep difficulties, depression, work, cold/flu/sore throat, concern for a trouble friend/family member, and Internet use/computer games.

2. Each of these factors is related to one or more dimensions of wellness, and most can be influenced by choices students make daily.

3. How do your daily wellness choices compare to those of other students?

**II. Reaching Wellness through Lifestyle Management**

A.Moving in the direction of wellness means cultivating healthy behaviors and working to overcome unhealthy ones.

**B. Getting Serious about Your Health**

1. Before you can start changing a wellness-related behavior, you have to know that the behavior is problematic and that you *can* change it.

**2. Examine Your Current Health Habits**

a. Consider how your current lifestyle is affecting your health today. How will it affect your health in the future?

b. Talk with friends and family members about what they’ve noticed about your lifestyle and your health.

**3. Choose a Target Behavior**

a. Start small by choosing one behavior you want to change—called a *target behavior*—and working on it until you succeed.

b. Your chances of success will be greater if your first goal is simple, such as resisting the urge to snack between classes.

**4. Learn about Your Target Behavior**

a. After you’ve chosen a target behavior, you need to learn its risks and benefits for you—both now and in the future.

b. Assess how the target behavior is affecting your level of wellness, the diseases or conditions this behavior places you at risk for, and how changing your behavior can improve your health.

**5. Find Help**

a. Don’t be discouraged by the seriousness or extent of the problem; many resources are available to help you solve it.

**C. Building Motivation to Change**

**1. Examine the Pros and Cons of Change**

a. Consider the benefits and costs of an inactive lifestyle: In the short-term, it allows you more time to watch TV and hang out with friends, but it leaves you less fit and less able to participate in recreational activities. In the long-term, this lifestyle increases the risk of heart disease, cancer, stroke, and premature death.

b. Carefully examine the pros and cons of continuing your current behavior and of changing to a healthier one.

c. Short-term benefits of behavior change can be an important motivating force.

**2. Boost Self-Efficacy**

a. *Self-efficacy* refers to your belief in your ability to successfully take action and perform a specific task.

b. *Locus of control* refers to the figurative “place” (internal or external) a person designates as t source of responsibility for the events in his or her life.

i. For lifestyle management, an internal locus of control is an advantage because it reinforces motivation and commitment.

ii. If you find yourself attributing too much influence to outside forces, gather more information about your wellness-related behaviors.

c. One of the best ways to boost your confidence and self-efficacy is to visualize yourself successfully engaging in new, healthier behavior. You can also use *self-talk*, the internal dialog you carry on with yourself, to increase your confidence in your ability to change.

d. Social support in the form of role models and other supportive individuals can make a big difference in your level of motivation and your chances of success.

**3. Identify and Overcome Barriers to Change**

a. Make a list of the problems and challenges you faced in any previous behavior change attempts.

b. After you’ve listed these key barriers to change, develop a practical plan for overcoming each one.

**D. Enhancing Your Readiness to Change**

**1. Precontemplation**

a. People at this stage do not think they have a problem and do not intend to change their behavior.

**2. Contemplation**

a. People at this stage know they have a problem and intend to take action within six months.

**3. Preparation**

a. People at this stage plan to take action within a month or may already have begun to make small changes in their behavior.

**4. Action**

a. During the action stage, people outwardly modify their behavior and their environment.

b. This requires the greatest commitment of time and energy, and people in this stage are at risk for reverting to old, unhealthy patterns of behavior.

**5. Maintenance**

a. People at this stage have maintained their new, healthier lifestyle for at least six months.

**6. Termination**

a. People at the termination stage have exited the cycle of change and are no longer tempted to lapse back into their old behavior.

**E. Dealing with Relapse**

1. Research suggests that most people make several attempts before they successfully change a behavior; four out of five people experience some degree of backsliding.

2. If you experience a lapse or a relapse, follow these steps:

a. Forgive yourself.

b. Give yourself credit for the progress you have already made.

c. Move on.

**F. Developing Skills for Change: Creating a Personalized Plan**

1. Monitor your behavior and gather data. Keep a record of your target behavior and the circumstances surrounding it.

2. Analyze the data and identify patterns. Note the connections between your feelings and such external cues as time of day, location, situation, and the actions of others around you.

3. Be “SMART” about setting goals. Your behavior change goals should be:

i. *Specific*. Avoid vague goals like “eat more fruits and vegetables.”

ii. *Measurable*: Give your goal a number.

iii. *Attainable*: Set goals that are within your physical limits.

iv. *Realistic*: Manage your expectations when you set goals.

v. *Time frame-specific:* Give yourself a reasonable amount of time to reach your goal, state the time frame in your behavior change plan, and set your agenda to meet the goal within the given time frame.

vi. You may not be able to meet these goals, but you never know until you try.

vii. For some goals and situations, it may make more sense to focus on something other than your outcome goal.

4. Devise a plan of action. Develop a strategy that will support your efforts to change.

a. Get what you need. Identify resources that can help you.

b. Modify your environment. If you have cues in your environment that trigger your target behavior, try to control them.

c. Control related habits. You may have habits that contribute to your target behavior; modifying these habits can help change the behavior.

d. Reward yourself. Plan your rewards, and tie rewards to achieving specific goals or subgoals.

e. Involve the people around you. Ask family and friends to help you with your plan.

f. Plan for challenges. Think about situations and people that might derail your program and develop ways to cope with them.

5. Make a personal contract. A serious personal contract can result in a higher chance of follow-through than a casual, offhand promise. Include a starting date, steps to measure progress, strategies to promote change, and a date to complete the goal.

**G. Putting Your Plan into Action**

1. This stage requires commitment, the resolve to stick with the plan no matter what temptations you encounter.

2. Use all your strategies to make your plan work.

3. Don’t forget to give yourself a pat on the back.

**H. Staying with It**

1. Don’t be surprised when you run up against obstacles; they’re inevitable. Feel free to make some changes before going on.

2. Obstacles may come from a variety of sources.

**3. Social Influences**

a. Take a hard look at the reactions of the people you’re counting on, and see if they’re really supporting you.

**4. Levels of Motivation and Commitment**

a. If commitment is your problem, you may need to wait until the behavior you’re dealing with makes you unhappier or unhealthier; then your desire to change it will be stronger.

**5. Choice of Techniques and Level of Effort**

a. If your plan is not working as well as you thought it would, make changes where you’re having the most trouble.

**6. Stress Barrier**

a. If you hit a wall in your program, look at the sources of stress in your life.

**7. Procrastinating, Rationalizing, and Blaming**

a. Be alert to games you might be playing with yourself, so you can stop them. Such games include the following:

i. *Procrastinating*: If you tell yourself, “It’s Friday already; I might as well wait until Monday to start,” you’re procrastinating. Break your plan into smaller steps that you can accomplish one day at a time.

ii. *Rationalizing*: If you tell yourself, “I wanted to go swimming today but wouldn’t have had time to wash my hair afterward,” you’re making excuses.

iii. *Blaming*. If you tell yourself, “I couldn’t exercise because Dave was hogging the elliptical trainer,” you’re blaming others for your own failure to follow through.

**I. Being Fit and Well for Life**

1. Your first attempts at making behavior changes may never go beyond the contemplation or preparation stage. But as you experience some success, you’ll start to have more positive feelings about yourself.

2. Once you’ve started, don’t stop. Assume that health improvement is forever.

3. Take on the easier problems first, and then use what you learn to tackle more difficult problems later.

**Student Activities and Assignments in CONNECT**

**Assignable CONNECT content:**

* Chapter LearnSmart module
* Reading (section) quizzes
* Feature Box review questions
* Interactive key concept review
* Chapter quiz
* Video activities (in some chapters)

NewsFlash and Concept Clip activities on a variety of fitness/wellness topics can be found in separate question banks available from the "select a question source" dropdown menu.

**Laboratory activities available in the text and assignable in CONNECT:**

*Lab 1.1: Your Wellness Profile*

This lab asks student to fill in their strengths on each of the nine dimensions of wellness and to place themselves on a continuum for each dimension. Students are asked to predict their place on the continuum in 10 years and then asked to select a target behavior to consider changing. Next, they are asked to write their own definition of wellness and rate their own level of wellness based on that definition. A final section asks them to analyze their results, identify dimensions of concern, and list things that could potentially help them maintain or increase their level of wellness in one of those areas.

*Lab 1.2: Lifestyle Evaluation*

This brief test allows students to compare their current lifestyle with that recommended for wellness in the areas of exercise and fitness, nutrition, tobacco use, alcohol and drug use, emotional health, safety, and disease prevention. The activity then helps students identify behaviors that would be good candidates for a behavior change program based on their test scores.

**Behavior Change Workbook**:

Students can complete the 15 activities in the Behavior Change Workbook over the course of the term as they put together and evaluate a behavior change program.

**Lecture Resources**

Suggested Group Activity

*Get to Know Your Classmates:* Distribute the worksheet found at the end of this document, and have students form groups to discuss their exercise habits and goals. After 10 minutes, ask a representative of each group to report on the results. Some questions might include: How many of you have the same goals? How satisfied are the members of your group with their exercise program?

Internet Resources

The Internet addresses listed here were accurate at the time of publication.

*Centers for Disease Control and Prevention (CDC)*. Through phone, fax, and the Internet, the CDC provides a wide variety of health information.

<http://www.cdc.gov>

*Federal Deposit Insurance Corporation: Money Smart*. A free source of information, unaffiliated with commercial interests, that includes eight modules on topics such as “borrowing basics” and “paying for college and cars.”

<https://www.fdic.gov/consumers/consumer/moneysmart/mscbi/mscbi.html>

*Federal Trade Commission: Consumer Protection—Health*. Includes online brochures about a variety of consumer health topics, including fitness equipment, generic drugs, and fraudulent health claims.

<http://www.ftc.gov/bcp/menus/consumer/health.shtm>

*Healthfinder*. A gateway to online publications, websites, support and self-help groups, and agencies and organizations that produce reliable health information.

<http://www.healthfinder.gov>

*Health.gov*. A portal for online information from a wide variety of federal agencies.

<http://www.health.gov>

*Healthy Campus*. The American College Health Association’s introduction to the Healthy Campus program.

<http://www.acha.org/HealthyCampus>

*Healthy People*. Provides information on Healthy People objectives and priority areas.

<http://healthypeople.gov>

*MedlinePlus*. Provides links to news and reliable information about health from government agencies and professional associations; also includes a health encyclopedia and information on prescription and over-the-counter drugs.

<http://www.nlm.nih.gov/medlineplus/>

*National Health Information Center (NHIC).* Puts consumers in touch with the organizations that are best able to provide answers to health-related questions.

<http://www.health.gov/nhic>

*National Institutes of Health (NIH)*. Provides information about all NIH activities as well as consumer publications, hotline information, and A-to-Z listing of health issues with links to the appropriate NIH institute.

<http://www.nih.gov>

*National Wellness Institute*. Serves professionals and organizations that promote optimal health and wellness.

<http://www.nationalwellness.org>

*Office of Minority Health*. Promotes improved health among racial and ethnic minority populations.

<http://minorityhealth.hhs.gov>

*Office on Women’s Health.* Provides information and answers to frequently asked questions.

<http://www.womenshealth.gov>

*Quantified Self*. Offers a forum for people interested in tracking their diet, sleep, and other behaviors and activities using technology.

<http://quantifiedself.com>

*Surgeon General*. Includes information on activities of the Surgeon General and the text of many key reports on such topics as tobacco use, physical activity, and mental health.

<http://www.surgeongeneral.gov>

*World Health Organization (WHO).* Provides information about health topics and issues affecting people around the world.

<http://www.who.int/en>

**GROUP ACTIVITY WORKSHEET**

**Get to Know Your Classmates**

**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Section: \_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

Instructions: Select a person to record for your group. Complete the exercises below, and discuss the answers.

A. List each person’s name, major, and personal characteristic each likes most about himself or herself.

Name/Major Characteristic

1.

2.

3.

4.

5.

B. List each person’s first name and level of satisfaction with his or her exercise program (very satisfied, not at all satisfied, etc.):

Name Level of Satisfaction

1.

2.

3.

4.

5.

C. List each person’s name and the health or fitness issue about which each feels most strongly (e.g., “I should eat better,” “I should quit smoking,” “Cancer really worries me”).

Name Issue

1.

2.

3.

4.

5.