

Overview

Health and wellness are active states that are deeply affected by one's style of living. Being healthy requires us to make choices about our lives. These choices include deciding which of our behaviors we should change and which should be maintained in order to maximize our health. These choices have immediate benefits. Chapter 1 introduces us to a basic understanding of the concept of health, describing the six dimensions of health and helping the reader to understand how they relate to form a dynamic process of achieving one's health potential. A major focus of Chapter 1 is the concept of healthy decision making. Several theories that explain the concepts that improve healthy decision making are discussed, including the health belief model and Prochaska and DiClemente's transtheoretical model of behavior change (also called the stages of change model). These models are used throughout the text to help the student learn how to identify factors that support healthy choices.

Learning Outcomes

1. Describe the immediate and long-term rewards of healthy behaviors and the effects that your health choices may have on others.
2. Compare and contrast the medical model of health and the public health model, and discuss the six dimensions of health.
3. Identify modifiable and nonmodifiable personal and social factors that influence your health; discuss the importance of a global perspective on health; and explain how gender, racial, economic, and cultural factors influence health disparities.
4. Compare and contrast the health belief model, the social cognitive model, and the transtheoretical model of behavior change, and explain how you might use them in making a specific behavior change.
5. Identify your own current risk behaviors, the factors that influence those behaviors, and the strategies you can use to change them.

Lecture Outline

I. Why Health, Why Now?

A. Choose Health Now for Immediate Benefits

1. The subtle choices you make daily influence your life, your future, and the well-being of others.

- a. For instance, inadequate sleep is one of the most commonly reported impediments to academic success (Figure 1.1).
- b. Similarly, drinking alcohol sharply increases your risk for unintentional injuries, the leading cause of death for people between the ages of 15 and 44.
 - i. See Table 1.1
- c. Healthy choices have immediate health benefits.

B. Choose Health Now for Long-Term Rewards

1. Personal choices influence your life expectancy.
 - a. *Mortality* statistics reflect the proportion of deaths in a population.
 - b. *Life expectancy* is the expected number of years of life remaining at a given age, such as birth. The average life expectancy at birth in the United States is projected to be 78.7 years for a child born in 2011.
 - c. Leading causes of death have shifted from infectious diseases to *chronic diseases*, such as heart disease, cerebrovascular disease, cancer, and chronic lower respiratory diseases.
 - d. The increasing prevalence of obesity, poor access to health care, poor health behaviors, social inequality, and poverty may be negatively impacting life expectancy in the United States.
2. Personal choices influence your healthy life expectancy.
 - a. *Healthy life expectancy* is the expected number of years of full health you enjoy, without disability, chronic pain, or significant illness.
 - b. *Health-related quality of life* is a multidimensional concept that includes elements of physical, mental, emotional, and social function that goes beyond mortality and life-expectancy rates.

C. Choose Health Now to Benefit Others

1. Health choices influence the global burden of disease in the form of direct and indirect costs to the public as well as to an individual.
2. The ethical dilemma is: Individual health choices cost society, so to what extent should the public be accountable for an individual's poor health choices?

Key Terms: mortality, life expectancy, chronic disease, healthy life expectancy, health-related quality of life

Figures and Tables:

Figure 1.1 Top Ten Reported Impediments to Academic Performance-Past 12 Months

Table 1.1 Leading Causes of Death in the United States, 2010, Overall and by Age Group (15 and older)

Additional Instructor Resources: PPT slides: 4-9

II. What Is Health?

- A.** The current model of *health* has broadened from a focus on the antithesis of sickness to an understanding of health as fitness, wellness, or well-being.
- B.** Models of Health
 1. Medical model

- a. The *medical model* focuses primarily on the individual and a biological or disease organ perspective.
2. Public health model
- a. The *ecological* or *public health model* views diseases and other negative health events as a result of an individual's interaction with his or her social and physical environment.
 - b. In 1947 the World Health Organization (WHO) defined health as “the state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.”
 - c. Alongside *disease prevention*, the public health model emphasizes *health promotion*—that is, policies and programs that promote behaviors known to support good health.
 - d. Health-promotion programs identify healthy people who are engaging in *risk behaviors* and motivate them to change their actions by improving their knowledge, attitudes, and skills.
 - i. See Figure 1.2 for a list of the ten greatest public health achievements.
- C. Wellness and the Dimensions of Health
- 1. In 1968, biologist, environmentalist, and philosopher René Dubos defined health as “a quality of life, involving social, emotional, mental, spiritual, and biological fitness on the part of the individual, which results from adaptations to the environment.”
 - 2. The word *wellness* further enlarged Dubos' definition of health by recognizing levels—or gradations—of health within each category.
 - a. See Figure 1.3 for the Wellness Continuum.
 - 3. To achieve high-level wellness, a person must move progressively higher on a continuum of positive health indicators. Those who fail to achieve these levels may move to the illness side of the continuum.
 - 4. Today the words *health* and *wellness* are often used interchangeably to mean the dynamic, ever-changing process of trying to achieve one's potential in each of the six interrelated dimensions, which typically include the following:
 - a. See Figure 1.4 for the Dimensions of Health:
 - i. Physical health refers to such aspects as body functioning, resistance to disease, the ability to recuperate, and physical fitness. This includes our ability to perform normal *activities of daily living (ADLs)*.
 - ii. Social health is the ability to have satisfying relationships and adapt to various social situations.
 - iii. Intellectual health is the ability to think clearly, reason objectively, analyze critically, and use brainpower effectively to meet life's challenges.
 - iv. Emotional health is the ability to express and control emotions appropriately. This includes self-esteem, self-efficacy, trust, and love.
 - v. Spiritual health involves having a sense of meaning or value in life, and a willingness to express one's purpose and contribute to the world. It may include experiencing love, joy, and wonder over life's experiences.
 - vi. Environmental health entails understanding how the health of the environments in which you live, work, and play can positively or negatively affect you.

5. Adapting a holistic approach means you are integrating a balance of mind, body, and spirit.

Key Terms: health, medical model, ecological or public health model, disease prevention, health promotion, risk behaviors, wellness

Figures:

Figure 1.2 The Ten Greatest Public Health Achievements of the Twentieth Century

Figure 1.3 The Wellness Continuum

Figure 1.4 The Dimensions of Health

Additional Instructor Resources: PPT slides: 10-14

III. What Influences Your Health?

- A. Public health experts refer to the factors that influence health as *determinants of health*, a term the United States Surgeon General defines as “the range of personal, social, economic, and environmental factors that influence health status.”
- B. In 1990, the Surgeon General proposed a plan for improving health called *Healthy People*, which has been published every ten years since and outlines a series of long-term objectives.
- C. The overarching goals set out by the latest version, *Healthy People 2020*, are:
 1. Attain high-quality, longer lives free of preventable diseases.
 2. Achieve health equity, eliminate disparities, and improve health of all groups.
 3. Create social and physical environments that promote good health for all.
 4. Promote quality of life, healthy development, and healthy behaviors across all life stages.
 - a. See Figure 1.5 *Healthy People 2020* Determinants of Health.
- D. Individual Behavior
 1. Behaviors are things you can change and are referred to as modifiable determinants.
 2. Modifiable determinants are responsible for most chronic disease. Examples include:
 - a. Lack of physical activity
 - b. Poor nutrition
 - c. Excessive alcohol consumption
 - d. Tobacco use
 - i. See Figure 1.6 for the four leading causes of chronic disease in the United States.
- E. Biology and Genetics
 1. Biological determinants are things that one cannot change or modify, commonly referred to as nonmodifiable determinants.
 2. These include genetically inherited traits, conditions, and predispositions to disease, and certain innate characteristics, including age, race, ethnicity, metabolic rate, and body structure.

F. Social Factors

1. Social factors include both the social and physical conditions in the environment in which people are born or live.
2. Among the most influential social health determinants are economic factors.
3. One part of the physical environment that is getting a fair amount of attention from public health officials is the built environment.
 - a. *Built environment* includes anything created or modified by human beings, from buildings to roads that serve recreation areas and transportation systems to electric transmission lines and communication cables.
4. Physical conditions also include the quality of air we breathe, our land, water, and foods, all of which can be affected by pollutants and infectious agents.

G. Access to Quality Health Services

1. Access to quality healthcare services, accurate information, and products significantly influence health.
2. Many uninsured and underinsured tend to delay care or try other cost-saving measures like taking only half of the prescribed dose of medication.
 - a. For details on the new healthcare legislation, see the Health Headlines box on page 11.

H. Policymaking

1. Public policies and interventions can have a powerful and positive effect on the health of individuals and communities. Examples include policies banning smoking, laws mandating seat belt use in motor vehicles, and helmets for bikes and motorcycles, vaccination programs, and public funding for mental health services.

I. Health Disparities

1. A central purpose of *Healthy People 2020* is to reduce health disparities.
 - a. See Health in a Diverse World box on page 12 for examples of groups that often experience *health disparities*.

Key Terms: determinants of health, health disparities

Figures:

Figure 1.5 *Healthy People 2020* Determinants of Health

Figure 1.6 Four Leading Causes of Chronic Disease in the United States

 **See It! Video:** Women's Life Expectancy in Decline

 **See It! Video:** Hunger at Home

Additional Instructor Resources: PPT slides: 15–23

IV. How Does Behavior Change Occur?

- A. While many factors influence your health status, you have the most control over individual behaviors.
- B. Models of Behavior Change
 1. Health belief model

- a. A *belief* is an appraisal of the relationship between some object, action, or idea and some attribute of that object, action, or idea. Direct or indirect experiences affect our beliefs.
 - b. In 1966, psychologist I. Rosenstock developed a classic theory, the *health belief model (HBM)*, to show when beliefs affect behavior change.
 - c. According to the HBM, several factors must support a belief in order for change to be likely to occur:
 - i. Perceived seriousness of health problem
 - ii. Perceived susceptibility to the health problem
 - iii. Perceived benefits
 - iv. Perceived barriers
 - v. Cues to action
 - d. The more consistent one's attitude is toward an action, the more one is influenced by others to take the action, and the more likely a change in behavior will occur.
2. *Social cognitive model (SCM)*
- a. The social cognitive model was developed from the work of several researchers but most closely associated with the work of Albert Bandura.
 - b. SCM proposes that three factors interact in a reciprocal fashion to promote and motivate change.
 - i. Social environment
 - ii. Inner thoughts and feelings (*cognition*)
 - iii. Our behaviors
3. *Transtheoretical model (TTM)*
- a. Drs. James Prochaska and Carlos DiClemente's transtheoretical model of behavior change (also called the *stages of change model*) identifies six distinct stages people go through in altering behavior patterns:
 - i. Precontemplation: No current plan or intention of change
 - ii. Contemplation: Recognition of a problem and contemplation of the need to change
 - iii. Preparation: Close to taking the needed action for change
 - iv. Action: Action taken to follow a plan for change. Publicly stating a desire to change a behavior can help ensure success.
 - v. Maintenance: Requires vigilance, attention to detail, and long-term commitment. Awareness of the potential for relapse is key at this stage.
 - vi. Termination: The new behavior has become an essential part of one's life, and a high level of vigilance may not be necessary.

Key Terms: belief, health belief model (HBM), social cognitive model (SCM), transtheoretical model

Figures:

Figure 1.7 Transtheoretical Model

Additional Instructor Resources: PPT slides: 24–27

V. How Can You Improve Your Health Behaviors?

A. Step One: Increase Your Awareness

1. To understand behavior change, we must first identify specific behavior patterns and try to understand the reasons for them. Making a list of all of the health determinants that affect you—both positively and negatively—should greatly increase our understanding of what you might want to change and how to make that change happen.

B. Step Two: Contemplate Change

1. Examine your current health habits and patterns.
 - a. The major factors influencing behavior change can be divided into three categories:
 - i. *Predisposing factors* include life experiences, knowledge, cultural and ethnic inheritance, and current beliefs and values.
 - ii. *Enabling factors* include skills or abilities, resources, and accessible facilities that make behavior change more convenient or more difficult.
 - iii. *Reinforcing factors* include the presence or absence of support and encouragement that significant people in your life bring to a situation.
2. Identify a target behavior.
 - a. To clarify your thinking about the various behaviors you might wish to target, ask yourself these questions:
 - i. What do I want?
 - ii. Which change is the greatest priority at this time?
 - iii. Why is this important to me?
3. Learn more about the target behavior.
 - a. Once you've clarified exactly what behavior you'd like to change, get accurate and reliable information to learn more about that behavior.
 - i. See the Tech and Health box on page 16.
4. Assess your motivation and readiness to change.
 - a. *Motivation*—a social, cognitive, and emotional force that directs human behavior—and readiness to change involves daily choices.
 - b. Motivation must be combined with common sense, commitment, and a realistic understanding of how best to move from one place to the next.
5. Develop self-efficacy.
 - a. *Self-efficacy*, or an individual's belief he or she is capable of achieving certain goals, is one of the most important factors that influence health status.
 - b. If you suspect you have low self-efficacy, a technique of cognitive-behavior therapy called *cognitive restructuring* can help.
6. Cultivate an internal locus of control.
 - a. The *locus of control* is the location, *external* (outside oneself) or *internal* (within oneself), that an individual perceives as the source and underlying cause of events in his or her life.
 - b. Developing and maintaining an internal locus of control can help you take charge of your health behaviors.

C. Step Three: Prepare for Change

1. Set a realistic goal, one that you can really achieve.
2. Set a SMART Goal.

- a. Successful goals are SMART (Specific, Measurable, Action-oriented, Realistic, Time-oriented).
- 3. Use *shaping*, which uses a series of small steps to get to a particular goal gradually. All shaping involves the following:
 - a. Starting slowly to avoid hurting yourself or causing stress
 - b. Keeping the steps small and achievable
 - c. Being flexible and ready to change if your original plan is too uncomfortable
 - d. Mastering one step before moving on to the next
- 4. Anticipate barriers to change.
 - a. The most common barriers to change that you should anticipate:
 - i. Overambitious goals
 - ii. Self-defeating beliefs and attitudes
 - iii. Failing to accurately assess your current state of wellness
 - iv. Lack of support and guidance
 - v. Emotions that sabotage your efforts and sap your will
- 5. Enlist others as change agents.
 - a. *Modeling* is learning specific behaviors by watching others perform them.
 - i. From the time of your birth, your parents and other family members have given you strong cues about which actions are and are not socially acceptable.
 - ii. Friends and significant others influence your behavior as you grow older.
 - iii. Professional assistance can sometimes be essential for successful change.
- 6. Sign a contract.
 - a. Filling out a formal *behavior change contract* can help with commitment and follow-through for behavior change.
 - i. See Figure 1.8 on page 19 for an example of a completed behavior change contract.

D. Step Four: Take Action to Change

- 1. Visualize new behavior.
 - a. Visualization uses *imagined rehearsal* to mentally practice the planned action ahead of time to become better able to perform an event in actuality.
- 2. Learn to “counter.”
 - a. *Countering* involves substituting a desired behavior for an undesired behavior.
- 3. Control the situation.
 - a. *Antecedents* are the setting events for the behavior, stimulating a person to act in certain ways.
 - b. *Consequences* are the result of the behavior and affect whether it will be repeated.
 - c. *Situational inducement* attempts to influence a behavior through situations and occasions that are structured to exert control over that behavior.
- 4. Change your self-talk.
 - a. Modifying *self-talk*, the way you think and talk to yourself, can be beneficial to behavior change.
 - i. See the Skills for Behavior Change box on page 20 for suggested strategies for changing self-talk.

5. Reward yourself.

a. *Positive reinforcement* can increase the likelihood that a behavior will occur. Most positive reinforcers can be classified under five headings:

- i. *Consumable reinforcers*—candy or gourmet meals
- ii. *Activity reinforcers*—opportunities to watch TV or go on vacation
- iii. *Manipulative reinforcers*—better grades from extra credit.
- iv. *Possessional reinforcers*—tangible rewards, such as a new car
- v. *Social reinforcers*—loving looks, affectionate hugs, and praise

6. Journal

a. Journaling and writing can help to monitor progress and provide insight.

E. Let's Get Started!

1. After you acquire the skills to support successful behavior change, you're ready to apply those skills to your target behavior.

Key Terms: motivation, self-efficacy, locus of control, shaping, modeling, imagined rehearsal, countering, situational inducement, self-talk, positive reinforcement

Figure:

Figure 1.8: Example of a Completed Behavior Change Contract



See It! Video: New Year's Resolutions

Additional Instructor Resources: PPT slides: 28-34

Additional Chapter Activities

Discussion Questions

1. What is your definition of health? What factors in your life have influenced this definition?
2. How do you think the six dimensions of health relate to one another?
3. Discuss the major gender differences between men and women as they relate to health issues.
4. Provide examples of predisposing, enabling, and reinforcing factors that influence the decision of a young college student to drink and drive.
5. Select a behavior change model and describe how each component could be used to support changing a specific behavior in your life.
6. What types of influences do you consider critical in affecting your health behaviors?
7. Can you think of an example of how your family, coworkers, or significant others have affected your health behaviors? Was the influence positive or negative? Why or why not?

Critical Thinking Questions

1. Predict how advances in technology might influence morbidity and mortality rates in the United States and globally.
2. Figure 1.4 illustrates the six dimensions of health. What would happen to a person's overall health and well-being if any one of the dimensions were not part of a person's lifestyle and/or experiences? Describe an example from your own life.

3. Review the stages of the transtheoretical model of behavior change. What state do you think you belong to? How can you go about preparing yourself to achieve a behavior change for better health?
4. Which behavior change technique—shaping, visualization, modeling, controlling the situation, countering, changing self-talk—do you think would be most effective for you personally if you were making a behavior change to improve your health? Why?
5. How would a person's genetic predisposition influence that person's health decisions?

Student Activities

Individual

1. Go online to MasteringHealth to take the *How Healthy Are You?* assessment. Identify the dimension of wellness that you would like to enhance. Identify a behavior that you might adopt or change to help you meet this goal. Outline the steps you will take and the factors that might influence this change, and write out three specific objectives for this change.
2. Complete the *Your Plan for Change* assessment online. Given the status of your health, what can you do to take steps toward changing certain behaviors?
3. Conduct an Internet search of websites that focus on health issues in your community or college campus. Identify three issues that you consider to be the most important.

Community

1. Look over *Healthy People 2020*, pick a national objective, and find out local or community statistics on that specific health problem. Find out if there are resources in the community to help achieve this objective on a local level.
2. Talk or write to your local elected officials about their views on important health issues in the community. Find out if they have specific plans to improve the health of local residents.

Diverse Population/Nontraditional

1. Choose one of the six dimensions of health and compare and contrast ways in which it differs in your culture compared to another. How might we need to address these differences in policy development like *Healthy People 2020*?
2. Use the Internet to research the leading causes of death by age in a different country or region of the world. Compare the statistics to the leading causes of death in the United States as shown in Table 1.1.

See It! Video Questions

Women's Life Expectancy in Decline

1. Discuss the possible reasons for the decline in women's life expectancy in America.
2. Describe the medical and social reasons the rates of heart disease are elevated in women.

3. Discuss methods for raising awareness of heart disease rates in women. Discuss how to educate the American population about the higher rates of the disease in women than men.

Hunger at Home

1. In what ways can pay-as-you-can restaurants have a wider impact on impoverished people?
2. In what ways do pay-as-you-can programs help to inspire volunteerism and giving back?
3. What are the benefits and challenges to pay-as-you-can restaurants? How would you discuss the pay-as-you-can idea with a restaurant franchise with the hopes of inspiring them to consider this method of payment?
4. The video gives several examples of pay-as-you-can restaurants across the country. How have pay-as-you-can restaurants been successful and prosperous?

New Year's Resolutions

1. Provide examples of resolutions that can have a positive impact on health and wellness.
2. Discuss the ways in which the top three resolutions discussed can have a positive impact on overall health and wellness.
3. Discuss how spending time with family and friends positively impacts our health.

Additional References

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For Further Information

Toll-Free Numbers for Health Information

www.health.gov/NHIC/Pubs/2010tollfreenumbers/tollfreenumbers1.htm

Footprint Calculator

www.footprintnetwork.org/en/index.php/GFN/page/calculators

Go Ask Alice!

Health-Related Questions and Answers

www.goaskalice.columbia.edu

Healthy People

www.healthypeople.gov

Population Reference Bureau

<http://prb.org>

Quick Guide to Healthy Living

www.healthfinder.gov/prevention

U.S. Department of Health and Human Services

www.hhs.gov

World Health Organization

www.who.int/en

Additional Media

In Sickness and in Wealth. 56 minutes

From the series *Unnatural Causes: Is Inequality Making Us Sick?*

This documentary examines the question, “How does the distribution of power, wealth, and resources shape opportunities for health?”

www.unnaturalcauses.org

California Newsreel

500 Third Street, Suite 505

San Francisco, CA 94107

Not Just a Paycheck. 30 minutes

From the series *Unnatural Causes: Is Inequality Making Us Sick?*

This documentary examines the question, “Why do layoffs take such a huge toll in Michigan but cause hardly a ripple in Sweden?”

www.unnaturalcauses.org

California Newsreel

500 Third Street, Suite 505
San Francisco, CA 94107

Place Matters. 29 minutes

From the series *Unnatural Causes: Is Inequality Making Us Sick?*

This documentary examines the question, “Why is your street address such a strong predictor of your health?”

www.unnaturalcauses.org
California Newsreel
500 Third Street, Suite 505
San Francisco, CA 94107