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Physical Activity and Its Association with Wellness
Chapter 1

Introduction to Wellness and Behavioral Change
“Wellness is the complete integration of body, mind, and spirit—the realization that everything we do, think, feel, and believe has an effect on our state of well-being.”

– Greg Anderson
Introduction

Each individual is ultimately responsible for his or her own well-being, and striving for optimal wellness is the key to developing a better long-term quality of life. The first assumption a person must make for a wellness approach is that in order to maintain good health over a lifetime, the whole person must find balance in body, mind, and spirit. A second assumption is that each person must accept personal responsibility and foster healthy attitudes that will improve quality of life and aid in reaching one’s individual human potential. To accomplish this assumption, people must be empowered to see themselves as in control of improving their own overall wellness, leading to a better quality of life. Thus, having an internal locus of control is essential. An internal locus of control is characterized by people believing that they have control over their own actions, are driven by their own thoughts, and are true to their beliefs. Whereas an external locus of control is characterized by the belief that someone or something else is in control of a situation.

Another vital aspect in establishing and fulfilling a wellness lifestyle is self-efficacy. Self-efficacy is the belief in one’s ability to accomplish a specific task, achieve certain goals, or influence life events by performing appropriate behaviors. Self-efficacy is something each individual can achieve by giving oneself the encouragement necessary to acquire a personal sense of competence. The earlier in life one begins the lifelong process of becoming healthy, the greater the possibility of lifelong success. We must recognize that our values and behaviors represent both the beneficial and negative aspects of our living practices. At the same time, we should be aware of the powerful influence they exert on our lives. Consequently, a person who understands this can exemplify a lifestyle conducive to high-level, or holistic wellness; exhibit a style of living that is healthy in body, mind, and spirit; and enhance the probability of incorporating those beneficial aspects in daily life.

Module 1.1 What is Wellness?

Learning Objectives

After studying this module, the reader will be able to do the following:

• Identify the connection between, health, illness, lifestyle, and wellness
• Identify how behaviors influence risk factors that affect wellness

Wellness

Wellness has been defined as “the constant and deliberate effort to stay healthy and achieve the highest potential for total well-being (Hoeger & Hoeger, 2008). High-level wellness is synonymous with optimal health and is often described as an ability to have a purposeful and enjoyable experience of living one’s life while progressing higher on the continuum of positive health indicators from irreversible damage to optimum wellness.
Accepted definitions of the word **health** range from feelings of wellness and not showing signs of sickness to the absence of symptoms of sickness. The World Health Organization was the first to define health in 1947 as “a state of complete physical, mental, and social well-being and not merely the absence of disease and infirmity” (Payne et al., 2009). Within the context of health promotion, health has been considered less as an abstract state and more as a means to an end that can be expressed in functional terms as a resource that permits people to lead an individually, socially, and economically productive life. Health is a resource for everyday life, not the object of living. It is a positive concept emphasizing social and personal resources as well as physical capabilities (Ottawa Charter for Health Promotion. WHO, Geneva, 1986).

Health has also been defined in terms of an individual’s quality of life, encompassing social, mental, and biological well-being resulting from the ability to adapt to the environment. The wellness continuum will be unique to each person and can be dependent on several factors, including genetics, physical and intellectual restrictions, and previous and current opportunities for wellness.

Is there a difference between health education and health promotion? Yes. The term **health promotion** is occasionally used incorrectly in reference to health education. What distinguishes the two terms is that health promotion is much broader in scope than health education. **Health education** is an intricate part of health promotion, and is just one of several components of health promotion that can be used to influence health and quality of life. Health promotion has been defined as any combination of health education and related organizational, political, and economic intervention designed to facilitate behavioral and environmental changes conducive to health. The Society for Public Health Education defines health education as any combination of learning experiences that promotes voluntary actions and informed decisions conducive to health and health education and is concerned with the health behavior of individuals and with the living and working conditions that influence their health (NCSOPHE, 2006).

Those who make progress in reducing health risks and make the necessary behavior choices that improve their lives have the following characteristics in common:

- They are wellness savvy and educate themselves with reliable information.
- They acclimate to their environment, know their resources and risks, and can seek help from support networks to advocate for their wellness.
- They consider their unique needs, know the best ways of making positive behavior changes for themselves, and can develop a plan with realistic goals that increase chances for success (Meeks et al., 2007).

Most often, when people feel well, they define themselves as healthy. In essence, being healthy describes a person whose physical body functions efficiently and is able to resist the onset of disease, whose mental state allows the individual to cope well with stress, who has high self-esteem and a sense of control over life events, whose social wellness supports positive relationships, and whose sense of spirituality recognizes the person’s purpose in life and understands the importance of peacefulness to overall well-being (Meeks et al., 2007).

Generally, there is agreement on the components that constitute what health encompasses, but attempting to define health so it is measurable and precise is difficult. As mentioned, one conceptualization of health is a continuum from optimal health to premature death, in which there are degrees of wellness and illness (Donatelle, 2014). This continuum
concept of health suggests an individual is constantly balancing the body, mind, and spirit components to achieve happiness and a better quality of life. In this concept, people take responsibility for their health through their attitude and actions. When acknowledging this continuum concept, we must also be able to define and recognize illness.

**Illness** has been described as experiencing sickness or a lack of well-being. The feeling of illness is generally what sends people to their medical provider. The perception that there is something wrong with one’s body is usually accompanied by symptoms—physical and/or emotional—that oftentimes signal illness.

Over the years, health professionals have agreed that a mind-body connection exists between wellness and illness because our emotions, beliefs, behaviors, and lifestyle have a profound influence not only on our ability to stave off disease but also on our body’s ability to heal. Therefore, the effect of the mind on the body must not be underestimated, because our health is affected by the interrelationship of biophysiological, psychological, and social factors.

Our lifestyle and the behaviors that constitute it are important factors in our well-being. **Lifestyle** consists of choices, actions, habits, and patterns that are within our control and that increase or decrease our risk for illness or disease. Because our lifestyle and health-related behaviors contribute to our health status, the behaviors we engage in are major factors in determining our well-being and the factors that put our health at risk. **Healthy behavior** is any activity undertaken by a person believing oneself to be healthy, for the purpose of preventing disease or detecting it at an asymptomatic stage. Modifying lifestyle by decreasing controllable risk factors can decrease overall health risk.

- **Health risk factors** are characteristics or patterns of behavior that are associated with the potential for developing an illness or a disease. A risk factor usually does not cause a disease or illness but does increase the likelihood of its occurrence. Some risk factors are within a person’s control and can be modified. These include insufficient exercise, poor diet and eating behaviors, smoking, and substance abuse, among others. Risk factors that may not be within a person’s control include, but are not limited to age, sex, and genetic predispositions.

Wellness should be characterized as a lifelong process that involves obtaining correct health-related information, changing attitudes when needed, and influencing behaviors that enhance our health. In other words, wellness is developing a sense of individual re-
sponsibility for health, leading to health enhancement and high-level wellness. As part of this process, a person should develop self-esteem, self-confidence, and a belief that success can be achieved not only in health-related matters but also in one’s decision-making ability. Good decision-making skills help people make better choices about the personal, family, peer, and societal factors that influence longevity and quality of life. As people develop awareness of the body, mind, and spirit connection to wellness and incorporate it into their own lives, they

- assume responsibility for their own health and health care;
- try new behaviors and modify others;
- ask questions, seek evidence, and evaluate information regarding health matters;
- strive for self-reliance in personal health matters; and
- voluntarily adopt practices consistent with a healthy lifestyle.

Discussion Questions

1. Identify and discuss the connections between the terms health, illness, lifestyle, and wellness.

2. Discuss and provide examples of how behaviors influence risk factors that affect wellness.

3. Discuss characteristics people have for reducing health risks and making behavior change.

4. Identify risk factors not within a person’s control that negatively impact wellness.

Apply

**Simple Wellness Assessment Questionnaire**

For each topic, circle the description (in the green, yellow, or red box) that best applies to you. If you are not sure, circle the yellow (intermediate) choice.

<table>
<thead>
<tr>
<th>Health Risk</th>
<th>Low</th>
<th>Intermediate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers You Should Know</td>
<td>If you don’t know these numbers, call your student health and wellness center or your family health clinic for your Health IQ—it takes only 15 minutes to learn your numbers!</td>
<td>My BMI is between 19 and 25</td>
<td>My BMI is between 26 and 30</td>
</tr>
<tr>
<td>Body Mass Index (kg/m²)</td>
<td>My BMI is between 19 and 25</td>
<td>My BMI is between 26 and 30</td>
<td>My BMI is over 30 or less than 18</td>
</tr>
<tr>
<td>Blood Pressure</td>
<td>My blood pressure is less than 120/80 (with or without medications)</td>
<td>My blood pressure is between 120/80 and 140/90.</td>
<td>My blood pressure is over 140/90.</td>
</tr>
<tr>
<td>Cholesterol: (&gt; or =) greater than (&lt;) less than</td>
<td>Cholesterol &lt; 200 HDL &gt; 60 LDL &lt; 100 Triglycerides &lt; 150</td>
<td>Cholesterol 200-250 HDL 40-60 LDL 100-130 Triglycerides 150-250</td>
<td>Cholesterol &gt; 250 HDL &lt; 40 LDL &gt; 130 Triglycerides &gt; 250</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Blood sugar &lt; 100</td>
<td>Blood sugar 100-125</td>
<td>Blood sugar &gt; 125</td>
</tr>
</tbody>
</table>

Physical Health

| Exercise | I exercise three or more days of the week with a combination of aerobic and weight/resistance training for > 30 minutes. | I live an active lifestyle and walk or perform light exercise regularly. | I am mostly sedentary, only exercising occasionally. |
### Nutrition

| My food choices are primarily vegetables, fruits, lean sources of protein (including meat) and healthy fats with some whole grains. | I eat four or less servings of fruits and vegetables a day, fast food or fried foods occasionally, moderate intake of sugar and starch (potato, rice, pasta). | I eat fast food or fried food often, minimal fruits and vegetables, high intake of processed foods, high intake of sugar and starch (potato, rice, pasta). |

### Stress Management

| I am generally happy and optimistic most of the time. I have good coping strategies for stress. | I currently feel somewhat stressed. I could do better with coping strategies. | I feel down and/or stressed more often than not. I cope poorly with stress. |

### Tobacco Use

| I have never used tobacco or have quit over a year ago. | I use tobacco occasionally at events or social gatherings. | I use tobacco at least several times a week in the form of cigarettes or chewing tobacco. |

### Alcohol Use

| I have one to two drinks a day or none. | I have two to four drinks a day. | I have five or more drinks in any one day. |

### Cancer Risk

| I do not have cancer on either side of my family. | I have a history of cancer on only one side of the family. | I have a history of cancer on both sides of the family. |

---

**Now calculate your health score:**

- Count the circled statements in each column.
- Multiply total by the numbers in each box.
- Add the three sums to get your health score.

\[
\text{Number of circles in green (low risk) column above} \times 10 = \text{Sum} + \text{Number of circles in yellow (intermediate) column above} \times 5 = \text{Sum} + \text{Number of circles in red (high) column above} \times 0 = \text{Sum}
\]

\[
= \text{Your Health Score}
\]

**Interpreting your Health Score:**

- 81-100 = Keep it up!
- 61-80 = Consider lifestyle change (In what areas did you score low? What changes would you consider important?)
- < 61 = Initiate lifestyle change (Contact your health care provider to determine the safest path for lifestyle changes.)

(Source: adapted from the General Mills Health Numbers Screening Tool)

**Disclaimer:** The “Simple Wellness Assessment Questionnaire” can give a general assessment of your overall health. The questionnaire should in no way replace the assessment of a licensed health practitioner.

**Apply Online**

Log in to http://howsyourhealth.com and take the “Full Health Checkup,” which has been recommended by the Mayo Clinic and was developed and has been administered by Dartmouth College for more than 20 years.
Module 1.2 Wellness Dimensions

Learning Objectives
After studying this module, the reader will be able to do the following:

• Identify the wellness dimensions and understand their connections to holistic health
• Assess individual health across all wellness dimensions
• Identify how each wellness dimension influences health

Physical Dimension

Physical wellness is the optimal functioning of all the body’s physiological systems to help maintain (healthy) homeostasis (Seward, 2001). Physical wellness is usually the area people think of when asked if they are healthy. It includes having appropriate body composition, flexibility, muscular strength, cardiorespiratory endurance, and practicing health behaviors that include the following:

• Physical activity and fitness by warming the body up before exercise and cooling the body down after exercise, exercising regularly, and maintaining muscle flexibility and a range of motion in body joints. Participating in recreational sports and/or activities that help maintain fitness. The roles of physical activity, exercise, and fitness are covered in the following chapters.

• Nutritional balance by eating a variety of foods, the recommended amount of servings in the food groups, maintaining a desirable body weight, limiting saturated fats and cholesterol in the diet, and drinking plenty of water.

• Protection from accidents and surrounding oneself with health-minded people.

• Routinely obtaining medical check-ups and maintaining recuperative abilities.

• Avoiding harmful risky behaviors and substances (Hey et al., 2006).

• Another aspect of physical wellness is the awareness of our sensory acuity and the promptness of our responsiveness to healthy or unhealthy events as they occur. Sensory acuity is the actual physical ability of the sensory organs to receive input (includes the senses of touch, taste, feel, smell, and sight), while sensory processing (or perception) is the ability to interpret, understand, or make meaning out of the sensory information the brain has received from the sensory organs.

In addition, a newer definition of physical wellness includes recognizing and incorporating the ability to perform normal activities of daily living (ADLs). ADLs include any daily tasks and normal body functions necessary to our basic existence as humans in today’s society, such as dressing ourselves, or reaching, grabbing, or turning to complete daily tasks.
Mental Dimension

**Mental wellness** is the ability to perceive reality as it is, to respond to challenges, and to develop rational strategies for living. In 1968, Maslow created a list of points that relate to the “Characteristics of a Healthy Personality” (Ridican, 1993). Having school personnel aware of these characteristics can help identify students who do not respond well to changes and who might be in need of potential adjustments and who may have or develop personality problems. Not all students will exhibit the characteristics, and those who do, will demonstrate them in various degrees.

1. Sound perception of reality
2. Increased acceptance of self and others
3. Increased spontaneity in actions
4. Ability to focus on problems
5. Desire for privacy
6. Desire for autonomy
7. Increased identity with the human species
8. Increased democratic character structure
9. Creativity (p.153)

A common human mental reaction to cope with difficulties in life when they arise is to trigger a defense mechanism. A defense mechanism is any behavior used to avoid confronting a situation or problem. They can be helpful in dealing with the stresses of life if not taken to extremes. However, when used inappropriately, they can impair emotional health. Some common defense mechanisms include the following:

- Compensation: Making up for a weakness in one area by emphasizing strengths in another area
- Daydreaming: Escaping from frustrations, boredom, or unpleasant situations through fantasy
- Displacement: Transferring feelings concerning one situation or person to another object, situation, or person
- Idealization: Holding someone or something in such high esteem that the person or thing becomes perfect or godlike in the eyes of the beholder
- Identification: Assuming the characteristics of someone who is admired
- Projection: Shifting responsibility for one’s behavior onto someone else
- Rationalization: Providing plausible reasons for behavior that are not the real reasons
- Reaction formation: Reacting in a way opposite to the way one actually feels
- Regression: Childish, inappropriate behavior by an adult or a return to former, less mature behavior when under stress
- Repression: Attempting to bury or repress unpleasant or upsetting thoughts
- Sublimation: Turning unacceptable thought or actions into socially acceptable behaviors

• Substitution: Replacing a nonattainable goal with one that is attainable (Karren, 2002; Bandura, 1998; Ridican, 1993)

**Anxiety** results from not being able to cope or deal with emotions and situations in emotionally healthy ways. The most common anxiety disorders include the following:

1. **Anxiety reactions** that are characterized by physical symptoms that include a rapid and pounding heartbeat, feeling of faintness or dizziness, shortness of breath, extreme agitation or nervousness, sweating, dry mouth, nausea, and diarrhea.

2. **Obsessive-compulsive behaviors** arise when an unwanted thought (the obsession) or action (the compulsion) or both continually intrude on and interrupt conscious functioning.

3. **Phobias** are unrealistic fears of animals, objects, or situations that produce an overwhelming desire to avoid what is feared.

4. **Hypochondria** is a constant concern about the possibility of contracting numerous ailments or illnesses.

**Depression**

Depression is the most frequently occurring emotional disorder and is characterized by loss of interest in daily living and feelings of extreme or overwhelming sorrow, sadness, and debility. It is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called major depression, major depressive disorder or clinical depression, this condition affects how you feel, think, and behave and can lead to a variety of emotional and physical problems. You may have trouble doing normal day-to-day activities, and even feel that life isn’t worth living. More than just “feeling the blues,” depression isn’t a weakness, nor is it something that you can simply “snap out” of. Depression may require long-term treatment. But don’t get discouraged; most people with depression can feel better with medication, psychological counseling, or both (Mayo Clinic, 2015).

### Signs and Symptoms of Depression

Not everyone who is depressed experiences every symptom. Some people experience only a few symptoms; some people suffer many or most. The severity of symptoms varies among individuals and also over time. Signs and symptoms of depression can include the following:

- Persistent sad, anxious, or “empty” mood
- Feelings of hopelessness, pessimism
- Feelings of guilt, worthlessness, helplessness
- Loss of interest or pleasure in hobbies and activities
- Decreased energy, fatigue, being “slowed down”
- Difficulty concentrating, remembering, making decisions
- Difficulty sleeping, early-morning awakening, or oversleeping
- Appetite and/or weight changes
- Thoughts of death or suicide; suicide attempts
- Restlessness, irritability
- Persistent physical symptoms

(Source: National Institute of Mental Health, 2015)
Suicide can oftentimes be linked to depression. Suicide is the intentional taking of one’s own life and is the third leading cause of death among those aged 15 to 24 (Mentalhealth.gov, 2015). Some of the reasons that adolescents give for attempting suicide include separation or divorce of parents, death of a parent, feeling unloved by family, difficulty or failing grades in school, experiencing abuse, depression, breakup of a relationship, difficulty in making positive family or social adjustments, parents’ expectations are too high, causing conflicts and fights, and having no friends or poor relationships with friends (Meeks et al., 2006). A person considering suicide might give verbal and/or behavioral indicators. Verbal indicators include a person making statements about wishing he or she were dead or mentioning plans to take his or her life. Behavioral indicators include extreme mood changes, quitting school activities, or not attending school at all, drug use, sexual promiscuity, and behavior that is unusually aggressive. Some observable signs of suicidal behavior might include the following:

- Talking about wanting to die or to kill oneself
- Looking for a way to kill oneself
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge

Suicide prevention is beyond the scope of this text. If you have, or if you suspect someone you know of having any of these symptoms, it is imperative that professional mental health is sought immediately. Most schools have mental health care facilities and suicide hotlines. Suicide prevention is not something a student should attempt to provide without adequate professional medical training.

The basic concepts for mental illness prevention include primary, secondary, and tertiary prevention. Successful primary prevention can reduce the incidence of mental illness and includes decreasing the likelihood for onset of mental illness by implementing strategies such as cognitive problem solving to prevent failure in school and social support groups for those diagnosed with depression. Secondary intervention can reduce the prevalence of those incidences that occur by shortening the duration of episodes through strategies such as case finding and prompt intervention. Examples of secondary intervention include assistance, diversion, and crisis intervention programs. Tertiary prevention includes treatment and rehabilitation strategies that are designed to improve the illness and prevent further
problems from occurring. Supported living programs are examples of tertiary prevention (McKenzie, 2002).

The two basic approaches for treating mental illness include psychotherapy and psychopharmacology with the goal of 1) reducing symptoms, 2) improving social and personal functioning, 3) developing and strengthening coping skills, and 4) promoting behaviors that make a person's life better (McKenzie, 2002). Psychotherapy (or psychosocial therapy) is treatment through verbal communication, and the three types of therapy include supportive, psychodynamic, and cognitive behavior therapy.

**Psychodynamics**, also known as dynamic psychology, in its broadest sense, is an approach to psychology that emphasizes systematic study of the psychological forces that underlie human behavior, feelings, and emotions and how they might relate to early experience. It is especially interested in the dynamic relations between conscious motivation and unconscious motivation (*Stedman's Medical Dictionary*, 2006). Supportive and psychodynamic therapy involve face-to-face discussions with trained professionals who listen, interpret, define, and attempt to resolve the person's problems and include interpersonal, couple, group and family approaches.

Another behavioral therapy, cognitive behavior therapy, involves learning adaptive skills through rewards and satisfaction and can include biofeedback, stress management, as well as relaxation training.

Psychopharmacology involves treatment with medications. **Psychopharmacology** is the scientific study of the effects drugs have on mood, sensation, thinking, and behavior. It is distinguished from neuropsychopharmacology, which emphasizes the correlation between drug-induced changes in the functioning of cells in the nervous system and changes in consciousness and behavior.

The field of psychopharmacology studies a wide range of substances with various types of psychoactive properties, focusing primarily on the chemical interactions with the brain. Psychoactive drugs interact with particular target sites or receptors found in the nervous system to induce widespread changes in physiological or psychological functions. The specific interaction between drugs and their receptors is referred to as "drug action," and the widespread changes in physiological or psychological function is referred to as "drug effect." These drugs may originate from natural sources such as plants and animals, or from artificial sources such as chemical synthesis in the laboratory (Meyer & Quenzer, 2005).

**Emotional Dimension**

**Emotional wellness** is a part of mental health and is the ability to deal constructively with reality, regardless of whether the situation is good or bad. Emotion includes the commonly used terms of anger, guilt, fear, joy, love, jealousy, courage, and sadness, along with the sensations of pleasure and pain as well as hunger and thirst.

The implied concept in this definition is that a mentally healthy person is in touch with his feelings and can express those feeling appropriately. The following characteristics help to identify an emotionally healthy person:

- Learn from my past life experiences and try to behave differently the next time.
- Accept responsibility for actions.
- Understand and accept the existence of cultural diversity and its contribution to the quality of living.

• Analyze thoughts to make good ethical decisions and consider alternatives before making decisions.
• Flexible to changes and can maintain stability in healthy ways.
• Have strong morals and healthy values and a sense of meaning and affirmation of life.
• Have satisfying interpersonal relationships and feel loved and supported by family and friends.
• Compassionate and tolerant of others whether or not there is approval of/agreement with their behavior or beliefs.
• Set achievable goals, learn from the mistakes of others and focus on reality.
• Handle various social settings well and make the best of bad situations.
• Express feelings to others and consider their feelings.
• Flexible and adaptable to a variety of circumstances and open to new ideas. (Hey et al., 2006)

Spiritual Dimension

Spirituality is thought by many to have important implications for an individual’s health status. Spirituality can be explained as a personal code of ethics, a moral structure, a person’s center, a feeling of oneness with one’s surroundings, or a relationship with a higher power. The spiritual component of holistic wellness provides meaning and direction to a person’s life through nature, science, religion, morals, values, and ethics.

Some people experience this “wholeness” or connectedness through their relationship with established religion. Others experience it through their personal philosophy of life. A positive spiritual self is a subjective idea, thought to support peacefulness, healthy interpersonal relationships, motivation, and self-nurturing. These qualities are believed to increase the level of wellness.

Influences of Spirituality on Wellness

Historically, spirituality and medicine have been intertwined since medicine men and religious figures were considered to be healers and the earliest doctors. Disease was considered to be supernatural in origin, and those who treated disease were considered to have the power of the spirits. Not until the time of Hippocrates was medicine considered separate from religion (Karren et al., 2002).

Does spiritually influence wellness? Some believe the impact of spirituality on wellness is due to attitude, faith, hope, and commitment, all of which imply an internal locus of control. Following an ethical path involving fulfillment, purpose, and meaning leads to enhanced self-esteem and a connectedness with others and self, all of which in turn promote the influences of spirituality on wellness.
The following characteristics describe a spiritually healthy person (Donnatelle, 2008):

- Knowledge of purpose in life
- Experience of harmony within, peace of mind, happiness within, joy within, self-satisfaction, love of others and self
- Contentment with self and in touch with the soul within
- Expresses spirituality appropriately and in healthy ways and has a positive outlook on life
- Ability to remain calm and strong to better deal with difficult times
- Recognition of the positive contribution faith can make to the quality of life
- Routinely undertakes new experiences to enhance spiritual wellness that includes reading some form of spiritual literature on a regular basis (p. 45)

**Pillars of Human Spirituality**

Three things are thought to constitute the core of spirituality: relationships, values, and a purpose in life, all of which can lead to a higher consciousness.

**Relationships**

Relationships that are internal involve how you relate to, govern, and know yourself, and can include soul searching, reflection, meditation, prayer, and keeping your ego in check. Most important is forging a relationship with your higher self; to see yourself as whole, yet a part of something much larger. Relationships that are external involve how we relate to everyone and everything outside ourselves. External relationships are often a reflection of how we see and treat ourselves and how we interact with others.

**Personal Value System**

Though intangible by nature, values are abstract ideas that a person gives importance to and are often symbolized in material form. Values can direct our lives in powerful ways because they constitute how we conduct our relationships.

**Purpose in Life**

At the heart of finding a meaningful purpose in life is the question, “Why am I here?” There is an underlying purpose to everything we do, especially when life has meaning. In essence, human spiritual wellness can be summarized as being the maturation of a higher consciousness as a result of the dynamic integration of the three pillars described above.

**Social Dimension**

**Social wellness** is the ability to interact effectively with other people and the social environment, to develop satisfying interpersonal relationships, and to fulfill social roles. Social wellness involves participating in and contributing to your community, living in harmony with fellow human beings, and developing positive, interdependent relationships with others.
Social wellness is a bond we forge with others that allows us to use others as a resource, fill needs, and rely on for support. Socially healthy people have the ability to listen to others, form attachments that are healthy, express themselves appropriately, behave in acceptable and responsible ways around others, and find a good niche for themselves in society.

Social bonds have been likened to being the foundation of human life because these bonds reflect the highest level of closeness humans develop with other humans. Social bonds can provide us with social intimacy, belonging, nurturance, and reassurance of our self-worth. The complex concept of social support refers to the people and services we have interaction with and with whom we share some kind of social connections.

**Environmental Dimension**

**Environmental wellness** refers to the impact that the world has on well-being. It means protecting yourself from dangers in the air, water, and soil, products you use, and also working to preserve the environment itself. The environment also includes the range of conditions that can influence your health and includes such things as the availability of resources and the physical conditions (temperature, humidity, toxins, allergens, pathogens, noise, radiation) of a person's surroundings. The personal environment includes the home, neighborhood, and workplace, with health concerns relating to indoor air quality, drinking water, endocrine disrupters, and noise.

One’s occupation as it relates to the workplace can affect environmental wellness. Vocational or occupational wellness involves the importance of and impact the workplace has on our sense of well-being and healthfulness. Our occupation can relate to the contributions we make to the world we live in and can be a source of life-enhancing skills such as conflict resolution, shared responsibilities, and intellectual growth. Our occupation and working conditions can have a significant positive or negative impact on our personal wellness.

### Issues Relevant to a Total Worker Health™

<table>
<thead>
<tr>
<th>Workplace Protecting Worker Safety and Health</th>
<th>Employment Preserving Human Resources</th>
<th>Workers Promoting Worker Health and Well-Being</th>
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<tr>
<td><strong>Control of Hazards and Exposures:</strong></td>
<td><strong>New Employment Patterns:</strong></td>
<td><strong>Optimal Well-Being:</strong></td>
</tr>
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<td>• Chemicals</td>
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<td>• Preparing for Healthier Retirement</td>
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<td>• Policy and Built Environment Supports</td>
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<td><strong>Prevention of Injuries, Illness, and Fatalities</strong></td>
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<tr>
<td><strong>Promoting Safe and Healthy Work:</strong></td>
<td><strong>Health and Productivity:</strong></td>
<td><strong>Workers with Higher Health Risks:</strong></td>
</tr>
<tr>
<td>• Management Commitment</td>
<td>• Leadership Commitment to Health-</td>
<td>• Young Workers</td>
</tr>
<tr>
<td>• Safety Culture/Climate</td>
<td>Supportive Culture</td>
<td>• Low-Income Workers</td>
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<tr>
<td>• Culture of Health</td>
<td>• Fitness-for-Duty</td>
<td>• Migrant Workers</td>
</tr>
<tr>
<td>• Hazard Recognition Training</td>
<td>• Reducing Presenteeism</td>
<td>• Workers New to a Hazardous Job</td>
</tr>
<tr>
<td>• Worker Empowerment</td>
<td>• Reducing Absenteeism</td>
<td>• Differently-Abled Workers</td>
</tr>
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<td></td>
<td>• Workplace Wellness Programs</td>
<td>• Veterans</td>
</tr>
</tbody>
</table>

Chapter 1: Introduction to Wellness and Behavioral Change

Risk Assessment and Control:
- Making the Safety and Health Case
- Assessing All Risks
- Controlling All Risks
- Root Cause Analysis
- Leading/Lagging Indicators

Healthcare & Benefits:
- Increasing Costs
- Cost Shifting to Workers
- Paid Sick Leave
- Electronic Health Record
- Affordable Care Act
- HIPAA† Health Information Privacy

Compensation and Disability:
- Disability Evaluation
- Reasonable Accommodations
- Return-to-Work
- Social Security Disability Insurance

Source: http://www.cdc.gov/niosh/programs/totalworkerhealth/

Discussion Questions

1. Discuss and provide examples how individual health can be assessed across all wellness dimensions.
2. Identify how each wellness dimension influences health both positively and negatively.
3. Discuss how anxiety disorders affect wellness.
4. Identify the different pillars of human spirituality.
5. Identify common defense mechanisms.

Apply

Positive/Negative Wellness Behaviors

*This activity was created by William T. Hey

The purpose of this assignment is to define the dimensions of wellness, then identify one positive and one negative behavior for each dimension, and discuss how you maintain the positive behavior and eliminate the negative behavior for each dimension.

Step I: Evaluate

A. Refer to the information in Chapter 1, Module 1.2 to understand each of the definitions for the six dimensions of wellness.
B. Match each definition with the correct wellness dimension.

Step II: Investigate

Identify at least one behavior in each dimension you currently have that affects your wellness negatively and at least one behavior in each dimension you currently have that affects your wellness positively. Describe how the negative behavior you identified affects your wellness and then describe how the positive behaviors you listed affect your health.

Step III: Decide

Identify behaviors that you can begin to incorporate into your lifestyle that will impact your overall wellness positively.

Step IV: Manage

Write a paragraph that identifies strategies that will enable you to maintain the positive behavior and eliminate the negative behavior for each of the wellness dimensions.
The purpose of this assignment is to evaluate your current health status in the six dimensions of wellness.

**Step I: Evaluate**
A. Review the diagram of Hey’s Health Star to decide where to place a mark on each of the wellness light beams.
B. Consider the behaviors you currently have that allow you to place a mark farther from the star core and those behaviors that require to to place a mark closer to the star core.

**Step II: Investigate**
Each line of the star represents a light beam of your health. Place a dot on all six light beams of the star diagram that you believe best represents your current level of health. Draw a line that connects all six light beams to see how brightly your health star is shining. The farther away from the star core, the brighter your health star is in that particular light beam dimension.

**Step III: Decide**
Your objective is to get your health star to go Supernova. You can do this by practicing healthy behaviors in all six light beam dimensions. The more healthy behaviors you have in each of the light beam dimensions, the closer your health star is to going Supernova. Describe the healthy behaviors you currently have that will increase the chances of your star going supernova.

**Step IV: Manage**
Create a paragraph that identifies strategies that improve your wellness in each of the dimensions and identify ways you can eliminate the negative behaviors that are affecting your wellness. Identify which of your light beams are shining the brightest and then list the healthy behaviors you currently do that help your health star go supernova.

---

**Module 1.3 Behavior Change**

**Learning Objectives**
After studying this module, the reader will be able to do the following:

- Identify factors that affect behavior change
- Identify behavior change strategies that improve overall wellness

“It’s time, I’m ready.” Whether you decide for yourself or your family physician tells you to do it, behavior change is a necessity when your life may be in the balance. Individual behavior change is the major determinant of good health and leading a wellness lifestyle.
Heredity, access to health care, and the environment all play a part in determining a person health status. However, some key actions that influence wellness include the following:

- A good night’s sleep
- Healthy eating habits
- Managing weight
- Participating in physical activity
- Practicing safe sex
- Avoiding tobacco
- Limiting alcohol intake
- Performing self-exams
- Controlling stressors
- Maintaining meaningful relationships
- Making time for yourself
- Learning to laugh and do something fun each day
- Having regular medical check-ups. If you have any questions about your physical readiness to make changes, schedule a full physical with a licensed health provider.

Behavior change takes time; it does not occur instantly. In order to formulate an effective plan for change, it is important to recognize and understand that the factors that influence behavior change include predisposing factors, enabling factors, and reinforcing factors (Meeks et al., 2007). **Predisposing factors** that influence behavior are our life experiences, knowledge, beliefs, values, attitudes, culture, age, sex, race, income, heredity, education, and access to health care. **Enabling factors** that make health decisions more easy or difficult are our skills and abilities; our physical, mental, and emotional capabilities; adequate supports and availability of health resources; the community and government priority and commitment to health; safe areas; and our time and money. **Reinforcing factors** that promote the likelihood of behavior change occurring are incentives and rewards, support from significant people in our life, employer actions and policies, health provider access and cost, community resources, and access to health education.

**Readiness to Change**

The desire to change a behavior is the first step in the change process. The motives and inspiration to change behavior must be combined with common sense, dedication, commitment, and a complete understanding of what it will take to get your change goals accomplished. A “readiness” must be present for the process to begin. Readiness is a particular state of being that is present in someone before behavior change begins, thus causing that person to be more likely to put forth the effort needed for change. A person wanting to change behavior goes through a series of stages that adequately prepares them for the eventual change. In a landmark study, they called this the Transtheoretical Model of Health Behavior Change (or the Stages of Change Model) (Prochaska & DiClemente, 1983). The likelihood of change successfully occurring is greatly increased when a person has proper
reinforcement and help during each of the stages. The stages of the model include the following:

1. **Precontemplation.** There is no current intention of changing, but the person might have tried previously and given up or might be in denial and unaware of any problem. Encouragement from family or friends may be needed before precontemplators will take a closer look at their problems.

2. **Contemplation.** A problem is recognized and the person begins to contemplate the need to change. An increased awareness of the problem has been acknowledged but the person usually needs a little push from family or friends to get started. The person still might need time to identify the action to take and to develop the needed skill to carry out the action for change.

3. **Preparation.** The person is close to taking action. A plan that focuses on what can be done is in place, and factors that have enabled or obstructed success in the past have been identified and modified. The plan includes realistic goals, taking small steps, changing only a few things at a time, rewarding small milestones, and seeking support from friends and family.

4. **Action.** The person implements and begins to follow the action change plan. Those who have prepared for change by setting realistic goals, considered alternatives to their plans, and identified support systems are more likely to succeed.

5. **Maintenance.** Maintenance is an important part of behavior change because it requires long-term commitment as well as attention to detail, vigilance, and above all else, perseverance in order to succeed. A person cannot relax after a goal is reached, instead it is the time to prepare for potential relapses and to identify strategies to deal with these kinds of setbacks. Some of the most common causes of relapse include emotional distractions as a result of some stressor, some kind of overconfidence, and the temptations that surround us every day. This is the time to continue the actions that led to the success in the first place.

6. **Termination.** The old behavior has ceased and the new behavior is so engrained that it is now an integral part of the person’s daily lifestyle.

Another model for behavior change proposes that our beliefs play a part in decision to change behavior. Even though we may know a particular behavior is harmful to us, we still do nothing about it (i.e., use tobacco products, poor diet). The Health Belief Model in Table 1.1 (Rosenstock, 1966) shows when our beliefs affect behavior change by identifying several factors that must support a belief before a change in behavior can occur.

- **Perceived seriousness of the health problem.** The more serious the perceived effect of the threat is to our health, the increased likelihood we will take some kind of action to alleviate the threat.

- **Perceived susceptibility to the health problem.** When we perceive the likelihood of developing a health problem outweighs our desire to continue the behavior, then we are more likely to implement actions to reduce the threat to our health.

- **Cues to action.** When we are alerted to or reminded of the potential seriousness of the threat to our health, then the likelihood of taking the necessary action increases.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Susceptibility</td>
<td>One's opinion of chances of getting a condition</td>
<td>Define population(s) at risk, risk levels; personalize risk based on a person's features or behavior; heighten perceived susceptibility if too low.</td>
</tr>
<tr>
<td>Perceived Severity</td>
<td>One's opinion of how serious a condition and its consequences are</td>
<td>Specify consequences of the risk and the condition</td>
</tr>
<tr>
<td>Perceived Benefits</td>
<td>One's belief in the efficacy of the advised action to reduce risk or seriousness of impact</td>
<td>Define action to take; how, where, when; clarify the positive effects to be expected.</td>
</tr>
<tr>
<td>Perceived Barriers</td>
<td>One's opinion of the tangible and psychological costs of the advised action</td>
<td>Identify and reduce barriers through reassurance, incentives, assistance.</td>
</tr>
<tr>
<td>Cues to Action</td>
<td>Strategies to activate &quot;readiness&quot;</td>
<td>Provide how-to information, promote awareness, reminders.</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>Confidence in one's ability to take action</td>
<td>Provide training, guidance in performing action.</td>
</tr>
</tbody>
</table>

**Behavior Change Planning**

Before any behavior change can begin, a person must determine the factors that influence and cause unhealthy and risk behaviors to continue. By assessing these causes, a person can determine where change needs to occur. What triggers a behavior to occur in a particular situation? The two components of any given situation are the things that happen before and after an event. The importance of doing a self-assessment cannot be overstated. The cues or things that cause a person to act in certain ways are known as **antecedents** and they can be thoughts, emotions, events, or other people’s actions. The consequences, either good or bad, affect the likelihood and frequency of the behavior occurring again. Therefore, learning to recognize the triggers (or motives) of behavior, and modifying them, is vitally important to a person’s ability to change unhealthy behaviors.

Ask yourself the following question: “Do I have a behavior that I want to change or better yet that needs to be changed?” In order for behavior change to be successful, the answers to the above question must be identified. A way of analyzing a person’s behavior is to consider the following components.

- What is the **frequency** of the behavior?
- What is the **duration** of the behavior?
- Is the **seriousness** of the behavior affecting your health negatively?
- Is the **problem behavior** based on facts, perceptions, or deliberate actions?
- What **antecedents** trigger the unhealthy behavior?

Once you have assessed your actions and determined the triggers for your unhealthy behavior, what do you do next? To start making positive behavior changes, it is now time to set realistic goals. It will not be easy, but the following questions must now be answered.

1. What is my ultimate behavior change goal?
2. If I were to prioritize the behaviors I wanted to change, which behavior would I start with?
3. Is this behavior change important, and am I doing it for me?

4. Are the potential positive outcomes really what I want to accomplish?
5. Are there any health promotion programs I can use to help me?
6. Do I have a support system in place to help me achieve my behavior change?

**Behavior Change Strategies**

Once you complete a self-analysis and have identified the factors that influence your negative behaviors, what do you do next? What strategies can you implement to change unhealthy habits? The most common strategies for behavior change are shaping, visualization, modeling, controlling the situation, reinforcement, changing self-talk, and problem solving (Donatelle, 2010).

- **Shaping** uses a series of small steps to help a person achieve a goal.
- **Visualization** (or imagined rehearsal) uses mental practice to change behaviors by visualizing ahead of time the planned action, thus preparing the person for when the actual plan is tested.
- **Modeling** is one of the most effective strategies for changing behavior and uses the technique of learning specific behaviors by watching others perform them.
- **Controlling the situation** (or situational inducement) allows a person to positively influence the behavior by avoiding (or controlling) situations and occasions that can trigger unhealthy behaviors.
- **Reinforcement** is a strategy that involves rewarding yourself in order to reinforce the positive behavior. Most positive reinforcers are classified as consumable (usually edible items), activity (doing something fun), manipulative (incentives to exchange for something you want), possessional (usually a tangible item of some kind), and social (usually some kind of sign of appreciation or approval).
- **Self-talk** can impact our self-image and help modify behaviors; therefore, the manner in which we think of and talk to ourselves is extremely important and must be positive in nature (Donatelle, 2010).

Behavior change is oftentimes not easy. Therefore, recognizing potential barriers that might occur when attempting behavior change can help you make it through the process.

- Remember to set achievable goals and not have them overly ambitious.
- Avoid a self-defeating mindset regarding beliefs and attitudes, because health problems can occur no matter your age, and you are not helpless when it comes to changing behaviors.
- Inaccurately assessing your current wellness status by doing too much too fast can result in a diminished commitment and inspiration to change your behavior.
- Acknowledge you will need support and guidance while attempting behavior change (Hoeger & Hoeger, 2008; Payne et al., 2009).
- Be cognizant of emotional reactions to life’s challenges and do not allow them to sabotage your efforts for behavior change.

A strategy often used to continue the commitment to behavior change is the use of a behavior change contract (see Figure 1.1). A behavior change contract is a tool used as a promise to yourself of your intent to change a behavior. Writing a behavior change contract can help clarify goals by identifying the beginning and completion dates, listing your daily
actions, potential barriers encountered along the way, strategies to implement to address the barriers, identifying your support system, and most importantly, be used as a constant reminder of the health benefits that you will receive from completing your behavior change program. Below is just one example of the possible contents of a behavior change contract.

### Behavior Change Agreement

My behavior change will be:

My short-term goals, rewards, and target dates to help with this behavior change are:

<table>
<thead>
<tr>
<th>Short-term goal</th>
<th>Target date</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My long-term goals, rewards, and target dates to help with this behavior change are:

<table>
<thead>
<tr>
<th>Long-term goal</th>
<th>Target date</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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4. Are the potential positive outcomes really what I want to accomplish?

5. Are there any health promotion programs I can use to help me?

6. Do I have a support system in place to help me achieve my behavior change?

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- **Shaping**
  
  uses a series of small steps to help a person achieve a goal.

- **Visualization**
  
  (or imagined rehearsal) uses mental practice to change behaviors by visualizing ahead of time the planned action, thus preparing the person for when the actual plan is tested.

- **Modeling**

  is one of the most effective strategies for changing behavior and uses the technique of learning specific behaviors by watching others perform them.

- **Controlling the situation**

  (or situational inducement) allows a person to positively influence the behavior by avoiding (or controlling) situations and occasions that can trigger unhealthy behaviors.

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- **Self-talk**

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The obstacles to my behavior change are (my current behaviors or situations that are interfering with my behavior change).
1. 
2. 
3. 
The strategies I will implement to overcome the obstacles in my way are:
1. 
2. 
3. 
Resources I will use to help achieve my behavior change are:
People: 
School/community: 
Print material: 
Other(s): 
By signing this agreement with myself, I intend to make the behavior change identified above. I agree to accomplish the goals by the dates specified, use the strategies, overcome the barriers, and use the rewards to achieve the needed behavior change that will improve my overall wellness.

Signed: __________________ Date: __________________
Witness: __________________

Figure 1.1. Example of a Behavior Change Agreement

Discussion Questions
1. Identify and discuss factors that affect behavior change.
2. Identify, define, and discuss behavior change strategies that improve overall wellness.
3. Identify the stages of change in the model of health behavior change.
4. Identify the components of the health belief model.
5. Discuss benefits of behavior change strategies.

Apply

Body-Mind-Spirit

The purpose of this assignment is to determine the “frequency” they participate in positive health behaviors and agreement with characteristics that contribute to their overall well-being in the areas of body, mind, and spirit.

Step I: Evaluate
A. Complete the Body-Mind-Spirit Wellness Behavior and Characteristic Inventory© by circling the number in the box next to the statement that describes the “frequency” they participate in positive health behaviors.
B. You should circle only one number per statement. The number choices correspond to the following responses. The one “1” represents the frequency choice of Rarely/Seldom, the two “2” represents the frequency choice of Occasionally/Sometimes, and the three “3” represents the frequency choice of Often/Always.
Step II: Investigate

The BMSWBCI is scored by totaling the numbers circled for each item within each wellness area or scale. The subtotals for each wellness area or scale can be totaled for a total wellness score. The higher the score, the more often healthy behaviors are occurring and the stronger positive characteristics exist. The lowest possible total score on the BMS-WBCI is a 44 which can be obtained by answering one “1” to all of the behavior statements. The highest possible score on the BMS-WBCI is a 132, which is obtained by answering three “3” to all or the behavior statements.

Step III: Decide

The total score for either a subscale or the whole instrument can be interpreted using the Raw Score Scale on page 32:

Step IV: Manage

Create a paragraph identifying strategies that you can use to improve your wellness in all three areas.

Body-Mind Spirit Wellness Behavior and Characteristic Inventory©

1. = Rarely/Seldom  2. = Occasionally/Sometimes  3. = Often/Always

<table>
<thead>
<tr>
<th>Body</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I limit risky behaviors (i.e., driving fast, bungee jumping, sky diving, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. I maintain my fitness by exercising regularly and maintaining a healthy weight.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. I have a reasonable amount of flexibility and do exercises that help maintain my range of motion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. I use warm-up activities before exercising to help prevent injuries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. I eat a variety of foods and get the recommended number of daily servings from each food group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. I eat a balanced diet low in saturated fat and cholesterol.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. I participate in recreational sports or activities that help maintain my fitness.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. I drink at least eight glasses of water a day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. I surround myself with physically healthy people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mind</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10. I learn from my past life experiences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. I am open to new ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. I learn from my mistakes and try to behave differently the next time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. I talk with people, rather than talk at people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. I accept responsibility for my actions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. I understand and accept the existence of cultural diversity and its contribution to the quality of living.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. I make good ethical decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. I consider alternatives before making decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. I focus on reality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. I am flexible to changes and can maintain stability in my life in healthy ways.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. I have strong morals and healthy values.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. I learn from the mistakes of others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. I have satisfying interpersonal relationships.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. I feel loved and supported by family and friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. I am tolerant of others whether or not I approve of their behavior or beliefs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. I set achievable goals for myself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. I handle various social settings well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. I analyze my thoughts (I think, question, and evaluate) before I act.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
28. I make the best of bad situations. 1 2 3  
29. I express my feelings with others and consider their feelings. 1 2 3

### Spirit

30. I experience harmony within. 1 2 3  
31. I experience peace of mind. 1 2 3  
32. I am in touch with the soul within. 1 2 3  
33. I experience happiness within. 1 2 3  
34. I experience joy within. 1 2 3  
35. I experience self-satisfaction. 1 2 3  
36. I express my spirituality appropriately and in healthy ways. 1 2 3  
37. My spirituality helps me remain calm, strong, and to better deal with difficult times. 1 2 3  
38. I recognize the positive contribution faith can make to the quality of my life. 1 2 3  
39. I routinely undertake new experiences to enhance my spiritual health. 1 2 3  
40. I have a positive outlook on life. 1 2 3  
41. I am content with who I am. 1 2 3  
42. I know my purpose in life. 1 2 3  
43. I read some form of spiritual literature on a regular basis. 1 2 3  
44. I experience love of others and myself. 1 2 3

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Interpretation/Actions needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>44-73</td>
<td>Need immediate behavior change to improve wellness lifestyle</td>
</tr>
<tr>
<td>77-103</td>
<td>On the way to a wellness lifestyle, but behavior change is needed in certain areas</td>
</tr>
<tr>
<td>104-132</td>
<td>Frequency of behaviors indicate that a healthy lifestyle exists</td>
</tr>
</tbody>
</table>

To use each scale independently, the scoring breakdown for the interpretation is below

#### Body

- 9-14  Need immediate behavior change to improve wellness lifestyle
- 15-20 On the way to a wellness lifestyle, but behavior change is needed in certain areas
- 21-27 Frequency of behaviors indicate that a healthy lifestyle exists

#### Mind

- 20-33  Need immediate behavior change to improve wellness lifestyle
- 34-47 On the way to a wellness lifestyle, but behavior change is needed in certain areas
- 48-60 Frequency of behaviors indicate that a healthy lifestyle exists

#### Spirit

- 15-24  Need immediate behavior change to improve wellness lifestyle
- 25-34 On the way to a wellness lifestyle, but behavior change is needed in certain areas
- 35-45 Frequency of behaviors indicate that a healthy lifestyle exists

<table>
<thead>
<tr>
<th>Body</th>
<th>Mind</th>
<th>Spirit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wellness is not a right granted to everyone freely. Achieving wellness, especially holistic wellness, is a lifelong process of progress and setbacks. It includes obtaining the necessary knowledge that can be applied to our personal lives to improve our wellness and implement and maintain behaviors conducive to achieving our human potential.

Living is change, growth is change, and with change comes adaptation to that change. Therefore, understanding that wellness is dynamic with the dimensions of wellness that make us who we are as being independent as well as interactive with each other. So the connectedness of the body, mind, and spirit is what makes us who we are. In order to become as healthy as possible, we must continuously tend to all three dimensions and aspire to reach our fullest potential as individuals.

This text includes fundamental information about wellness topics, provides resources that enable you to create a personal health profile, challenges you to think more critically before making decisions that affect your health, and provides a better understanding of how your actions or inactions can significantly impact your wellness. This technology-driven learning system allows for online interactions with yourself, other students, the Internet, and your instructor, but most important, it allows you to be actively engaged in the learning process.

You are able to evaluate and recognize the achievements you make in your health status and identify the challenges that are ahead as you pursue your personal behavior changes. This will allow you to begin looking at wellness in a more inclusive and global way because the more frequently you make informed decisions, the more you will improve the quality and length of your life.

References


Northern California Society for Public Health Education. (2006). *Health education is…*. San Francisco: NCSOPHE.


**Web Links**

American Medical Association
www.ama-assn.org

American Psychological Association
www.apa.org

Anxiety Disorders Association of America
www.adda.org

Children's Defense Fund
www.childrensdefense.org

CDC Wonder
http://wonder.cdc.gov

Mayo Clinic
www.mayoclinic.org

Mental Health America
www.nmha.org

National Center for Health Statistics
www.cdc.gov/nchs/default.htm

National Health Information Center
www.health.gov/nhic

National Institutes of Health
www.nih.gov

WebMD
www.webmd.com

Youth Risk Behavior Surveillance System (YRBSS)
www.cdc.gov/needphp/dash/yrbs