Living In the Environment 21st edition Miller Test Bank

SKU: 9798214448527-TEST-BANK

Living In the Environment (21st)

ISBN 9798214448527 | Chapter 1: Taking Charge of Your Health

Total Questions: 80

Multiple Choice (64)

Q1. *[Multiple Choice] · Bloom's: Apply*

Which term best describes making deliberate positive lifestyle choices such as improving dietary choices and taking responsibility for your health-related behaviors.

a) Psychology
b) Communication
c) Health
d) Wellness ✓ correct

Q2. *[Multiple Choice] · Bloom's: Understand*

Which dimension of health primarily includes your ability to think and learn from life experience?

a) Environmental
b) Emotional
c) Psychological
d) Intellectual ✓ correct

Q3. *[Multiple Choice] · Bloom's: Understand*

Which dimension of health focuses on the lifelong pursuit of an optimal state of well-being – and not just the absence of illness or disease?

a) Physical ✓ correct
b) Emotional
c) Social
d) Intellectual

Q4. *[Multiple Choice] · Bloom's: Understand*

Which dimension of health refers to both the feelings and thoughts of a person, that is, their emotional and mental states?

a) Emotional ✓ correct
b) Financial
c) Intellectual
d) Social

Q5. *[Multiple Choice] · Bloom's: Apply*

Research has shown that students who start to have respiratory symptoms after they begin smoking move into which stage(s) of change?

a) Contemplation
b) Action
c) Precontemplation and contemplation
d) Contemplation and preparation ✓ correct

Q6. *[Multiple Choice] · Bloom's: Understand*

Which dimension of health includes finding a healthy balance between work and leisure time?

a) Emotional
b) Environmental
c) Cultural
d) Occupational ✓ correct

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Q7. *[Multiple Choice] · Bloom's: Understand*

Which dimension of health focuses on the impact your world has on your well-being?

a) Cultural
b) Environmental ✓ correct
c) Spiritual
d) Psychological

Q8. *[Multiple Choice] · Bloom's: Remember*

On average, what is the estimated life expectancy at birth for women in the United States?

a) 55 years
b) 65 years
c) 70 years
d) 80 years ✓ correct

Q9. *[Multiple Choice] · Bloom's: Remember*

According to the text, which major factor has contributed to the decline in life expectancy in the United States?

a) Elimination of racial disparities in health
b) Unintentional injuries ✓ correct
c) More widespread use of e-cigarettes
d) Lower rates of smoking

Q10. *[Multiple Choice] · Bloom's: Remember*

What percentage of Americans report that they eat a healthy and balanced diet?

a) Less than 5 percent
b) Under 10 percent
c) Around 30 percent
d) Just over 50 percent ✓ correct

Q11. *[Multiple Choice] · Bloom's: Remember*

Compared to individuals of the same age who are not attending college, what is true of college students?

a) College students experience lower rates of interpersonal violence.
b) College students are less likely to be overweight or obese. ✓ correct
c) College students are more likely use nicotine products.
d) College students are more likely to engage in high-risk sexual behavior.

Q12. *[Multiple Choice] · Bloom's: Remember*

In the years following the start of the COVID-19 pandemic, Americans are making strides toward healthier lifestyle habits Those who take proactive measures to improve their own health outcomes have a lower risk of many health problems, including type 2 diabetes, heart disease, and what other health outcome?

a) Intestinal disorders
b) Food allergies
c) Cancer ✓ correct
d) Liver disease

Q13. *[Multiple Choice] · Bloom's: Remember*

What is the leading cause of death for all racial and ethnic groups in the United States?

a) Cancer
b) Heart disease ✓ correct
c) Stroke
d) Hepatitis C

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Q14. *[Multiple Choice] · Bloom's: Remember*

Which disease are Black Americans more likely to develop than persons of any other racial or ethnic group?

a) Heart disease
b) HIV/AIDS
c) Cancer ✓ correct
d) Diabetes

Q15. *[Multiple Choice] · Bloom's: Understand*

As compared to individuals of the same age who are not attending college, college students are more likely to experience which of the following?

a) Being overweight or obese
b) Interpersonal violence ✓ correct
c) Resistance to colds and respiratory infections
d) Lower rates of financial and social stress.

Q16. *[Multiple Choice] · Bloom's: Understand*

What is true about the lifestyle and health choices college students make today?

a) These choices have a temporary impact and pronounced consequences on how they feel.
b) These choices have an immediate impact and long-term consequences on how they feel. ✓ correct
c) These choices have a low impact and moderate consequences on how they feel.
d) These choices have a negligible impact and immediate consequences on how they feel.

Q17. *[Multiple Choice] · Bloom's: Understand*

What has been shown to be the best weapon against cancer and heart disease?

a) Attitude
b) Spiritual well-being
c) Prevention ✓ correct
d) Genetic testing

Q18. *[Multiple Choice] · Bloom's: Understand*

In evaluating and determining whether online health information is valid, which factor(s) is/are NOT important?

a) The author’s experience and education
b) How current the information is
c) How well-known the creator is ✓ correct
d) The website’s creator and their potential bias

Q19. *[Multiple Choice] · Bloom's: Understand*

Which activity increases the likelihood of other risky behaviors, such as using recreational drugs, smoking or vaping, and having multiple sexual partners?

a) Overstressing
b) Excessive alcohol consumption ✓ correct
c) Gambling
d) Succumbing to peer pressure

Q20. *[Multiple Choice] · Bloom's: Apply*

Serena intends to wait until she is married to have sex because she believes it is the right thing to do. Of the three types of influences that shape behavior, which factor is most influential in her behavior?

a) Spiritual
b) Reinforcing
c) Predisposing ✓ correct
d) Enabling

Q21. *[Multiple Choice] · Bloom's: Apply*

Ronald has been looking online to determine what's been causing his health issue. He's been reading a website that claims taking their product will quickly cure his symptoms. All of Ronald's symptoms are listed on the site, and it says it's an amazingly quick cure. There are several testimonials with men his age saying this is an amazing medical breakthrough, and they strongly recommend the product. Which action should Ronald take?

a) Buy just a small supply and try out the product himself to see if it works.
b) Ask his friend if he's been using the product or knows of someone who has used the product with success.
c) Check out the product reviews to see if people feel it really works.
d) Find out if the product has been researched and the findings published by peer-reviewed professional journals. ✓ correct

Q22. *[Multiple Choice] · Bloom's: Understand*

According to the text, which strategy is NOT an effective way to keep medical costs manageable without sacrificing your good health?

a) If you are given a prescription, ask for a well-known advertised brand name. ✓ correct
b) Avoid using nicotine products, get enough sleep, and be sure your immunizations are up to date.
c) Develop a relationship with a physician who gets to know you and your medical history.
d) Avoid going to the emergency department unless absolutely necessary.

Q23. *[Multiple Choice] · Bloom's: Understand*

Predisposing factors such as knowledge, attitudes, beliefs, values, and perceptions can greatly impact a person's behavior. What is the belief that a proposed change in behavior will be advantageous to your health?

a) Benefits ✓ correct
b) Severity
c) Reinforcement
d) Susceptibility

Q24. *[Multiple Choice] · Bloom's: Apply*

Since receiving a gift membership to a meal prep service, Chantelle has had the resources to eat healthier and has begun cooking nutritious dinners several nights a week. Which factor is most influential in her behavior?

a) Predisposing
b) Enabling ✓ correct
c) Reinforcing
d) Behavioral

Q25. *[Multiple Choice] · Bloom's: Apply*

Marcus gives special stickers to his fourth grade students who earn high scores on math tests. Which factor is most influential in his method?

a) Reinforcing ✓ correct
b) Enabling
c) Behavioral
d) Social

Q26. *[Multiple Choice] · Bloom's: Apply*

Which change model reflects the approach adopted by Alcoholics Anonymous?

a) Moral model
b) Enlightenment model ✓ correct
c) Behavioral model
d) Medical model

Q27. *[Multiple Choice] · Bloom's: Apply*

Anisa wavers between wanting to start exercising again and resisting the need to do so. Anisa has reached which stage of change?

a) Precontemplation
b) Preparation
c) Contemplation ✓ correct
d) Action

Q28. *[Multiple Choice] · Bloom's: Apply*

Yumi decided to begin eating healthier in the coming weeks. She has developed a set of menus, joined a meal prep plan so she will get healthy food delivered weekly, and connected with a friend who has committed to be her meal prep buddy. Yumi has reached which stage of change?

a) Precontemplation
b) Contemplation
c) Preparation ✓ correct
d) Action

Q29. *[Multiple Choice] · Bloom's: Apply*

Orlando has started showering at night and choosing his clothes for the next day, along with getting up earlier so he has enough time to eat breakfast and get to class on time. Which stage of change has he reached?

a) Contemplation
b) Preparation
c) Action ✓ correct
d) Maintenance

Q30. *[Multiple Choice] · Bloom's: Apply*

Patty has not exercised for the past few days, but she is not worried about lapsing into her old sedentary habits. Patty has reached which stage of change?

a) Contemplation
b) Maintenance ✓ correct
c) Action
d) Termination

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Q31. *[Multiple Choice] · Bloom's: Understand*

Which change model attributes being overweight to genetic factors and involves an expert who provides treatment or advice?

a) Compensatory
b) Enlightenment
c) Behavioral
d) Medical ✓ correct

Q32. *[Multiple Choice] · Bloom's: Remember*

Which change process is the most widely used and involves increasing your knowledge about the nature of your problem or about yourself?

a) Environmental control
b) Consciousness-raising ✓ correct
c) Emotional arousal
d) Self-reevaluation

Q33. *[Multiple Choice] · Bloom's: Apply*

Whether at school, the park, or the bus stop, Erika spends as much time as possible in smoke-free areas. Which change process is she illustrating?

a) Countering
b) Consciousness-raising
c) Social liberation ✓ correct
d) Self-reevaluation

Q34. *[Multiple Choice] · Bloom's: Apply*

After her uncle dies in an automobile accident, Maralynn resolves to never drink and drive. Which process of change is Maralynn demonstrating?

a) Social liberation
b) Self-reevaluation
c) Emotional arousal ✓ correct
d) Consciousness-raising

Q35. *[Multiple Choice] · Bloom's: Apply*

Dane realizes he spends too much time and money shopping online and understands how he could use his resources more wisely. Dane exemplifies which process of change?

a) Social liberation
b) Consciousness-raising
c) Emotional arousal
d) Self-reevaluation ✓ correct

Q36. *[Multiple Choice] · Bloom's: Understand*

Which change model, rather than assigning blame, puts responsibility on people to acquire whatever skills or power they need to overcome their problems?

a) Compensatory ✓ correct
b) Enlightenment
c) Behavioral
d) Medical

Q37. *[Multiple Choice] · Bloom's: Apply*

Missy treats herself to a night at the movies after reaching her personal health goal of losing 15 pounds. This is an example of which process of change?

a) Emotional arousal
b) Consciousness-raising
c) Self-reevaluation
d) Rewards ✓ correct

Q38. *[Multiple Choice] · Bloom's: Understand*

Which change model sees failure to take responsibility for excessive alcohol consumption or cigarette smoking as a sign of character weakness?

a) Moral ✓ correct
b) Enlightenment
c) Behavioral
d) Medical

Q39. *[Multiple Choice] · Bloom's: Apply*

Which process of change might include giving away the unopened bags of potato chips in your house to your sister, who is throwing a party at work?

a) Self-reevaluation
b) Rewards
c) Environmental control ✓ correct
d) Commitment

Q40. *[Multiple Choice] · Bloom's: Apply*

Tucker is seeing a therapist to help him learn to manage some career and family issues. Tucker exemplifies which process of change?

a) Environmental control
b) Emotional arousal
c) Self-reevaluation
d) Helping relationships ✓ correct

Q41. *[Multiple Choice] · Bloom's: Remember*

What is a deliberate lifestyle choice characterized by personal responsibility and optimal enhancement of physical, mental, and spiritual health?

a) Good nutrition
b) Wellness ✓ correct
c) Holistic wellness
d) Spirituality

Q42. *[Multiple Choice] · Bloom's: Remember*

Which of the following is any planned combination of educational, political, regulatory, and organizational supports for actions and conditions of living that are conducive to the health of individuals, groups, or communities?

a) Social health
b) Wellness
c) Health promotion ✓ correct
d) Healthy People 2030

Q43. *[Multiple Choice] · Bloom's: Remember*

According to the reading, 97.3 percent of Americans get a “failing grade” in what?

a) Physical fitness
b) Adequate nutritional intake
c) Spiritual wellness
d) Healthy lifestyle habits ✓ correct

Q44. *[Multiple Choice] · Bloom's: Remember*

This initiative was established by the U.S. Department of Health and Human Services for the creation of a society in which all people can live long, healthy lives.

a) Healthy People 2030 ✓ correct
b) The Health and Wellness Initiative
c) The No Child Left Behind Act
d) Nutritional standards for public school lunches

Q45. *[Multiple Choice] · Bloom's: Remember*

The text points to the major areas of genetic variations, environmental influences, specific health behaviors, and which other factor as significantly contributing to health disparities among Americans?

a) Childhood neglect
b) Nicotine use
c) Poor nutrition
d) Low income ✓ correct

Q46. *[Multiple Choice] · Bloom's: Remember*

Which activity involves measures an individual can take when participating in risky behavior to prevent injury or unwanted risks?

a) Protection ✓ correct
b) De-escalation
c) Preventive education
d) Proactive well-being

Q47. *[Multiple Choice] · Bloom's: Remember*

Which term describes a behavior or an attitude that a particular group expects, values, and enforces?

a) Normative attitude
b) Community health
c) Cultural perspective
d) Social norm ✓ correct

Q48. *[Multiple Choice] · Bloom's: Remember*

What type of factors encompass the beliefs, values, attitudes, knowledge, and perceptions that influence our behavior?

a) Preventive
b) Protective
c) Reinforcing
d) Predisposing ✓ correct

Q49. *[Multiple Choice] · Bloom's: Remember*

The skills, resources, and physical and mental capabilities that shape our behavior are examples of what type of factors?

a) Reinforcing
b) Enabling ✓ correct
c) Protective
d) Predisposing

Q50. *[Multiple Choice] · Bloom's: Apply*

Rewards, encouragement, and recognition that influence our behavior in the short run are examples of what type of factors?

a) Reinforcing ✓ correct
b) Preventive
c) Enabling
d) Predisposing

Q51. *[Multiple Choice] · Bloom's: Remember*

Which of these is a model of behavior change that focuses on the individual's attitudes and beliefs?

a) Self-determination theory
b) Self-affirmation theory
c) Transtheoretical model
d) Health belief model ✓ correct

Q52. *[Multiple Choice] · Bloom's: Remember*

Which of these is a model of behavioral change that focuses on the individual's decision-making and includes a sequence of six stages of change?

a) Self-determination theory
b) Self-affirmation theory
c) Transtheoretical model ✓ correct
d) Health belief model

Q53. *[Multiple Choice] · Bloom's: Remember*

Which term refers to a belief in your own ability to accomplish a goal or change a behavior?

a) Self-efficacy ✓ correct
b) Self-esteem
c) Health belief system
d) Positive goal-setting

Q54. *[Multiple Choice] · Bloom's: Remember*

Which term refers to an individual's belief about the sources of power and influence over their life?

a) Spiritual focus
b) Transtheoretical control
c) Internal control
d) Locus of control ✓ correct

Q55. *[Multiple Choice] · Bloom's: Remember*

Which of the following is rooted in biology and shaped by environment and experience – and has a significant impact on physical and psychological well-being?

a) Sex ✓ correct
b) Beliefs
c) Spirituality
d) Ethics

Q56. *[Multiple Choice] · Bloom's: Apply*

Your doctor explains that she views health and the individual as a whole rather than part by part. What type of approach is she taking?

a) Holistic approach ✓ correct
b) Health belief model
c) Transtheoretical model
d) Community health approach
e) Social norm model

Q57. *[Multiple Choice] · Bloom's: Remember*

Which term refers to the beliefs, values, attitudes, knowledge, and perceptions that influence our behavior?

a) Reinforcing factors
b) Enabling factors
c) Health ✓ correct
d) Predisposing factors

Q58. *[Multiple Choice] · Bloom's: Remember*

Which stage of change follows contemplation?

a) Relapse
b) Preparation ✓ correct
c) Action
d) Maintenance

Q59. *[Multiple Choice] · Bloom's: Apply*

Trey is alternating between wanting to take action and resisting it. Which stage of change is he in?

a) Contemplation ✓ correct
b) Preparation
c) Action
d) Relapse

Q60. *[Multiple Choice] · Bloom's: Remember*

Healthy life expectancy is based on which factor?

a) The number of years the average healthy person lives
b) The number of years a baby born to a healthy mother is expected to live
c) Years lived without disease or disability ✓ correct
d) Years lived before death

Q61. *[Multiple Choice] · Bloom's: Apply*

Your sister told you she read that prevention is the best weapon against cancer and heart disease. However, she doesn't understand the meaning of the word prevention. Which information do you include in your response?

a) Prevention is a medical pathway that a physician will prescribe to help avoid disease.
b) Prevention is an important step to take once you have been diagnosed with factors that increase your risk of disease.
c) Prevention is information and support offered to help healthy people identify their health risks, reduce stressors, prevent potential medical problems, and enhance their well-being. ✓ correct
d) Prevention is an action you must take before the age of 25 to avoid serious disease and disability later in life.

Q62. *[Multiple Choice] · Bloom's: Apply*

Jessamine is studying how people change and is looking at a theory that focuses on universal aspects of an individual's decision-making process. Which framework is she studying?

a) Transtheoretical model ✓ correct
b) Health belief model
c) Self-affirmation theory
d) Contemplation model

Q63. *[Multiple Choice] · Bloom's: Remember*

Your roommate tells you they recently learned about predisposing factors that are more powerful than knowledge and attitude. What are these factors called?

a) Locus of control
b) Self-efficacy factors
c) Enabling factors
d) Beliefs ✓ correct

Q64. *[Multiple Choice] · Bloom's: Understand*

Which term refers to a state of complete well-being?

a) Mind–body awareness
b) Self-esteem
c) Health ✓ correct
d) Holistic spirituality

True/False (10)

Q65. *[True/False] · Bloom's: Remember*

The World Health Organization defines health as the absence of disease or illness.

a) true
b) false ✓ correct

Correct answer: False

Q66. *[True/False] · Bloom's: Remember*

Wellness includes the integration of mind, body, and spirit.

a) true ✓ correct
b) false

Correct answer: True

Q67. *[True/False] · Bloom's: Understand*

Compared to previous generations, today's college students take longer to graduate, are more diverse, and take fewer courses per semester.

a) true ✓ correct
b) false

Correct answer: True

Q68. *[True/False] · Bloom's: Understand*

It is young adults, not older persons, who are experiencing the greatest health deficits and losing the most years to illness, disability, and premature death.

a) true ✓ correct
b) false

Correct answer: True

Q69. *[True/False] · Bloom's: Remember*

BMI is an easy and accurate way to estimate the weight-related health of the vast majority of undergraduate students.

a) true

b) false ✓ correct

Correct answer: False

Q70. *[True/False] · Bloom's: Remember*

Very few college students have high blood pressure.

a) true ✓ correct

b) false

Correct answer: True

Q71. *[True/False] · Bloom's: Remember*

Almost all people who try to kick bad health habits achieve long-term success on their first try.

a) true

b) false ✓ correct

Correct answer: False

Q72. *[True/False] · Bloom's: Apply*

To promote a lasting change in behavior, it is best when reinforcement comes largely from external factors such as having someone tell you that you need to make a change.

a) true

b) false ✓ correct

Correct answer: False

Q73. *[True/False] · Bloom's: Understand*

People typically cycle and recycle through the stages of behavioral change several times.

a) true ✓ correct

b) false

Correct answer: True

Q74. *[True/False] · Bloom's: Understand*

To have an internal locus of control, people must believe their actions will make a difference in their health.

a) true ✓ correct

b) false

Correct answer: True

Essay (6)

Q75. *[Essay] · Bloom's: Apply*

What are the eight dimensions of health? How can each dimension be maintained?

Suggested answer: *The eight dimensions of health and how they can be maintained are as follows:*
1. Physical: eat nutritious food, exercise regularly, practice illness and accident prevention, and avoid harmful behaviors and substances.
2. Emotional: develop awareness and acceptance of feelings, express emotions appropriately, function independently, and develop coping mechanisms for stress.
3. Spiritual: identify basic purpose in life; learn how to experience love, joy, peace, and fulfillment; and practice devotion to others' needs.
4. Social: participate and contribute to community, live in harmony with others, develop positive interdependent relationships, and practice healthy sexual behaviors.
5. Intellectual: increase ability to think and learn from life experience, be open to new ideas, and increase capacity to question and evaluate all types of information.
6. Environmental: protect oneself from dangers in the air, water, and soil as well as in products used.
7. Occupational: in college, choose and prepare for a career consistent with your personal values and beliefs; ensure that after you leave college you are contributing your unique talents and skills to work that is rewarding.
8. Financial: the perspective of having a clear understanding of your financial situation, regardless of your income; learn how to manage your money and safeguard your financial well-being

Q76. *[Essay] · Bloom's: Apply*

What are the four goals for Healthy People 2030?

Suggested answer: *1. Eliminate preventable disease, disability, injury, and premature death.*
2. Achieve health equity, eliminate disparities, and improve the health of all groups.
3. Create social and physical environments that promote good health for all.
4. Promote healthy development and healthy behaviors across every stage of life.

Q77. *[Essay] · Bloom's: Analyze*

Students who engage in risky behavior may not know the dangers. How do college-age men and women differ regarding their risky behaviors?

Suggested answer: *College-age men are more likely than women to engage in risky behaviors—to use drugs and alcohol, to have unprotected sex, and to drive dangerously. Men are also more likely to be hospitalized for injuries and to die by suicide.*

Q78. *[Essay] · Bloom's: Remember*

What factors may contribute to the health and longevity gap between the sexes?

Suggested answer: Biological factors.*For example, women have two X chromosomes and men only one, and men and women have different levels of sex hormones (particularly testosterone and estrogen).*
Social factors.*These include work stress, hostility levels, and social networks and supports.*
Behavioral factors.*Men and women differ in risky behavior, aggression, violence, smoking, and substance abuse*
Health habits.*The sexes vary in terms of regular screenings, preventive care, and minimizing symptoms.*

Q79. *[Essay] · Bloom's: Apply*

According to the reading, three types of influences shape behavior. List them and provide examples of each type.

Suggested answer: *The three types of influences that shape behavior, with examples, are:*
1. Predisposing factors: knowledge, attitudes, beliefs, values, and perceptions
2. Enabling factors: skills, resources, accessible facilities, and physical and mental capabilities
3. Reinforcing factors: praise, rewards, encouragement, or recognition for meeting a goal

Q80. *[Essay] · Bloom's: Apply*

Recognizing reputable online sources and credible media outlets is important as consumers are turning to digital information sites. What are the guidelines for evaluating health information websites?

Suggested answer: *Check the creator. Websites are produced by health agencies, health support groups, school health programs, health product advertisers, health educators, and health education organizations.*
Check the date. If you are looking for the most recent research, check the date the page was created and last updated as well as the links. Several nonworking links signal that the site isn't carefully maintained or updated.
Check the references. As with other health education materials, website documents should provide the reader with references. Unreferenced suggestions may be scientifically unsound and possibly unsafe.
Consider the author. Is the author recognized in the field of health education or otherwise qualified to publish a health information website document? Are the author's occupation, experience, and education listed?
Look for possible bias. Websites may attempt to provide health information to consumers, but they also may attempt to sell a product. Many sites are merely disguised advertisements.

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Instructor Manual

Lisa Tunks, Invitation to Health Brief, 14e, 2027, 9798214448893;
Chapter 1: Taking Charge of Your Health

Table of Contents

Purpose and Perspective of the Chapter **2**
Chapter Objectives **2**
Complete List of Chapter Activities and Assessments **2**
Key Terms **3**
Chapter Outline **4**
Additional Discussion Questions **8**
Additional Activities and Assignments **9**
Additional Resources **13**
External Playlist: 13
Review Question Answer Key: **13**

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Purpose and Perspective of the Chapter

The purpose of this chapter is to help students live more fully, more happily, more healthfully, and hopefully longer. You will learn major characteristics of healthy behaviors that can contribute to your health, as well as what can contribute to health disparities among Americans. Ways to make healthful changes and the importance of the power of prevention will be explored.

Chapter Objectives

The following objectives are addressed in this chapter:

1.1 Define health and wellness.

1.2 Outline the dimensions of health and wellness.

1.3 Assess the current health status of Americans.

1.4 Discuss health disparities based on sex and race.

1.5 Evaluate the health behaviors of young adults.

1.6 Describe the impact of habits formed in young adulthood on future health.

1.7 Evaluate health information for accuracy and reliability.

1.8 Explain the influences on behavior that support or impede healthy change.

1.9 Identify the stages of change.

[return to top]

Complete List of Chapter Activities and Assessments

The following table organizes activities and assessments by objective so that you can see how all this content relates to objectives and make decisions about which content you would like to emphasize in your class.

Chapter Objective	Activity/Assessment	Source (i.e., PPT slide, if applicable)	Duration
1.1	Discussion Activity 1	PPT Slide 7	10 minutes
1.3	Knowledge Check 1	PPT Slides 10 and 11	5 minutes
1.3 and 1.4	Polling Activity 1	PPT Slides 14 and 15	5 minutes
1.5	Think–Pair–Share Activity 1	PPT Slide 18	15 minutes
1.7	Think–Pair–Share Activity 2	PPT Slide 22	12 minutes
1.8 and 1.9	Knowledge Check 2	PPT Slides 26 and 27	3 minutes
1.8	Discussion Activity 2	PPT Slide 35	5 minutes
1.1–1.9	MindTap Chapter 1 Quiz	MindTap	30 minutes

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1.1–1.9	MindTap Check Your Understanding	MindTap	30 minutes
Multiple LOs	MindTap Global Health Watch	MindTap	Varied
Multiple LOs	MindTap Video Quiz	MindTap	Varied
1.1–1.9	Chapter 1 Check-ins	Text	5 minutes each
1.1, 1.2, 1.4, 1.5, 1.6, 1.8	Health Now!	Text, page 12	20 minutes
1.1–1.6	Taking Charge of Your Health, Self-Evaluation	Text, page 21	7 minutes
1.8 and 1.9	Chapter 1 Self-Survey	Text	5 minutes
1.1 and 1.9	Chapter 1 Review Questions	Text	6 minutes
1.1	Discussion: Dimensions of Health	Instructor Manual	30 minutes
1.4	Discussion: Exploration of Why Race Matters	Instructor Manual	20 minutes
1.7	Discussion: Evaluating Online Health Information	Instructor Manual	20 minutes
1.4	Meet Your Classmates Activity	Instructor Manual	20–30 minutes
1.1, 1.3, 1.4, 1.5, 1.6, 1.8	Family Health History Activity	Instructor Manual	50 minutes

[return to top]

Key Terms

enabling factors: skills, resources, and physical and mental capabilities that shape our behavior.

extrinsic motivation: the desire to act based on reinforcement outside yourself such as reward or recognition.

health: state of complete well-being, including physical, emotional, spiritual, social, intellectual, and environmental dimensions.

health belief model (HBM): model of behavioral change that focuses on an individual's attitudes and beliefs.

health promotion: any planned combination of educational, political, regulatory, and organizational supports for actions and conditions of living conducive to the health of individuals, groups, or communities.

intrinsic motivation: the internal desire to change.

locus of control: belief about the sources of power and influence over an individual's life.

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predisposing factors: beliefs, values, attitudes, knowledge, and perceptions that influence our behavior.

prevention: information and support offered to help healthy people identify their health risks, reduce stressors, prevent potential medical problems, and enhance their well-being.

protection: measures that an individual can take when participating in risky behavior to prevent injury or unwanted risks.

reinforcing factors: rewards, encouragement, and recognition that influence our behavior in the short run.

self-efficacy: belief in one's ability to accomplish a goal or change a behavior.

social norm: behavior or attitude that a particular group expects, values, and enforces.

transtheoretical model: model of behavioral change that focuses on an individual's decision making; it states that a person progresses through a sequence of six stages while making a change in behavior.

wellness: deliberate lifestyle choice characterized by personal responsibility and optimal enhancement of physical, mental, and spiritual health.

[return to top]

CHAPTER OUTLINE

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic) so that you can see how all the content relates to the topics covered in the text.

1. Some characteristics of health
    a. Positive, optimistic outlook on life
    b. Ability to manage stress; able to relax
    c. Energy and vitality; freedom from pain/serious illness
    d. Personally satisfying job or intellectual endeavor
    e. Clean, safe, healthful environment
2. How would you define health?

A. Health and Wellness (LO 1.1, PPT slides 4-7)
1. Wellness is purposeful, enjoyable living and lifestyle choices
2. What it looks like:
    a. Living life to reach one's potential
    b. Developing awareness that health and happiness are possible now
    c. Integrating mind, body, and spirit
    d. Believing that actions influence personal health and the health of the world

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B. The Dimensions of Health
    1. Dimensions of health
        a. Physical
        b. Emotional
        c. Spiritual
        d. Social
        e. Intellectual
        f. Environmental
        g. Occupational
        h. Financial

C. Discussion Activity 1. The Dimensions of Health & What Being Healthy Really Means. Duration: 10 minutes.

I. Health in America (LO 1.2, PPT slides 9-15)

A. Health in America (1 of 1)
    1. Life Expectancy in United States Is 77.5 years
    2. Life Expectancy Versus Years Spent in Good Health
        a. Healthy life expectancy (HALE) is 64 years
    3. Leading Causes of Death in the United States
        a. Heart disease, cancer, unintentional injuries, stroke, and chronic lower respiratory diseases.

B. Knowledge Check 1. 2030 Health Goals. Duration 5 minutes.

C. Health Disparities
    1. Americans Who Are Members of Certain Ethnic-Racial Groups Are More Likely Than White Americans to Experience Disease and Disability due to:
        a. Genetic variations
        b. Environmental influences
        c. Specific health behaviors
        d. Poverty; a significant factor

D. Sex and Health
    1. Sex vs. Gender
    2. Contributions to Health and Longevity Between Sexes
        a. Biological factors
        b. Social factors
        c. Behavioral factors
        d. Health habits

E. Polling Activity 1. Life Span and Disease. Duration 5 minutes.

II. Health on Campus (LO 1.3, PPT slides 17–18)

A. Health on Campus
    1. Unique Characteristics of Current Undergraduates
        a. Have grown up in a wired world
        b. Most diverse in higher education history

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c. More connected and more isolated
    - weak interpersonal communication
    - poor problem solving skills
d. More likely to work while in school, accumulate student debt, and take more time to graduate

B. Think-Pair-Share Activity 1, Transitioning To College and Health. Duration 15 minutes.

III. The Future Starts Now the Power of Prevention (LO 1.6, PPT slides 20–23)
A. The Future Starts Now
1. Beginning Tobacco or Alcohol in Teens and 20s Increased Risk for Continued Tobacco/Alcohol Use
2. Childhood Obesity Increased Likelihood of Obesity in Adulthood Which Increases Risk of Diabetes and Cardiovascular Disease
3. Mildly Elevated Blood Pressure in the Second Decade of Life; Increased Risk of Clogged Heart Arteries by Middle Age
4. STI in Young Adulthood Might Jeopardize Future Fertility and Health

B. Prevention and Protecting Yourself
1. What Is Prevention?
2. Two Out of Every Three Deaths, and One in Three Hospitalizations, in the United States Could Be Prevented by Changes in Six Main Risk Factors:
    a. Tobacco use, alcohol misuse, accidents, high blood pressure, obesity, and gaps in screening and primary care
3. Becoming an informed consumer

C. Think-Pair-Share Activity 2, Evaluating Online Health Information. Duration 15 minutes.

D. Understanding Risky Behaviors
1. Today's Students Face Different Risks Than the Earlier Generations Did
2. Many Young People:
    a. Overestimate the risk of some outcomes
    b. Overestimate the benefit of immediate pleasure
    c. Underestimate negative consequences

IV. Making Healthy Changes (LO 1.8, PPT slides 25–35)
A. Making Healthy Changes
1. Predisposing Factors
    a. People Are Most Likely to Change Health Behavior if They Hold Three Beliefs:
        i. Susceptibility
        ii. Severity
        iii. Benefits

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2. Enabling Factors
3. Reinforcing Factors

B. Knowledge Check 2. Intrinsic Motivation. Duration 3 minutes.
C. SMART Goal Setting
    1. Specific
    2. Measurable
    3. Achievable
    4. Relevant/Realistic
    5. Time Bound
D. Health Belief Model
    1. Reasons People Take a Health-Related Action
        a. Feel susceptible to a possible negative consequence
        b. Perceive the consequence as serious or dangerous
        c. Think that a particular action will reduce or eliminate the threat
        d. Feel that they can take the necessary action without difficulty or negative consequences
        e. Believe that they can successfully do what's necessary
E. Self-Determination Theory
F. Motivational Interviewing
    1. Goal
        a. Inspire individuals to move towards improvements
    2. Strategy
        a. Therapist uses empathy and respect for the patient's perspective
    3. Example
        a. Recommended by the U.S, Public Health Service as an effective way to increase all tobacco users' willingness to quit
G. Self-Affirmation Theory
    1. Affirmations
    2. Self-affirmation theory
    3. Evidence
        a. Using functional magnetic resonance imaging (fMRI), scientists have visualized changes in the brains of volunteers as they were reciting affirmations in their minds
H. Transtheoretical Model
I. Self-Efficacy and Locus of Control
    1. Your belief that you can change influences the likelihood of your success
    2. Self-Efficacy
        a. Belief in your ability to change and to reach a goal

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3. Locus of Control
    a. Sense of being in control of your life, internal versus external
        i. External locus of control: Chance or outside forces determine fate
        ii. Internal locus of control: Believe their actions determine fate

J. Discussion Activity 2. External vs. Internal Locus of Control. Duration 10 minutes.

[return to top]

Additional Discussion Questions

The following are discussion questions that do not appear in the text, PPTs, or courseware. They are for you to use as you wish. You can assign these questions in several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: Dimensions of health. Duration 30 minutes. LO 1.1.
    a. There are eight dimensions of health, and they include the following:
        - Physical Health
        - Emotional Health
        - Spiritual Health
        - Social Health
        - Intellectual Health
        - Environmental Health
        - Occupational
        - Financial
    b. Question: Which dimension of health is most prominent in your life at this moment? Why do you feel this way? With which are you least concerned? What could you do to incorporate all components into your life?
        i. Answer: Students will have varying answers. Go through each of the Dimensions and have students identify the components/trademarks of each element – and how they can be applied at this stage of their lives. Discuss why they felt this way, as well as how each dimension may play a different role in later stages of life.
2. Discussion: Exploration of why race matters. Duration 20 minutes. LO 1.4.
    a. Information: On page 7 and 8, there are some examples of why race matters in a person's health. Another source can be found on the federal Office of Minority Health and Health Disparities website (**www.cdcgov/omhd**).

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b. Question: Many people come from racially mixed backgrounds. Ask students what factors could contribute to the health and lifespan of one or all the following racially mixed individuals. Have them create an action plan for one of those individuals that could help that person avoid the potential adverse consequences of what they may have inherited.
    - Hispanic and Native American
    - Black American and White American
    - Filipino and Hispanic
    - Asian American and Pacific Islander

    Select your own ethnic background or that of a friend or family member.
        i. Answer: Refer to pages 7 and 8 in the text (and other online sources such as **https://pmc.ncbi.nlm.nih.gov/articles/PMC10527840/**)

3. Discussion: Evaluating online health information. Duration 20 minutes. LO 1.7
    a. Information: Millions of Americans turn to the Internet to diagnose health problems. The availability of health-related information that is on the Internet can be overwhelming. Recognizing reputable online sources and credible media outlets is important, as consumers are increasingly turning to digital information sites to diagnose their health issues.
    b. Question: Ask students to identify some websites or TikToks they have used to find health information. Ask students what information they should evaluate when determining if a website is a good source.
        i. Answer: Check the author/creator, references, dates, and links, and look for possible bias

[return to top]

Additional Activities and Assignments

The following are activities and assignments developed by Cengage but not included in the text, PPTs, or courseware—they are for you to use if you wish.

Activity 1: Meet Your Classmates—LO 1.4

A. *Face-to-face class*

Purpose: To meet your classmates and learn to appreciate the differences we all share and to learn how to appreciate nonverbal communication
Duration: 30 minutes
Introduction: Introduce disparities in health and how often we overlook our differences. Elaborate on the following communication facts:

- Seven percent of communication is the result of the verbal message: words.
- Fifty-eight percent of communication is the result of nonverbal cues.

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Method:

1. Go to an area in which students can easily move around.
2. If necessary to accommodate large classes, divide the class into teams.
3. Have students stand in a straight line.
4. Give students a topic (most siblings, most pets, height, age, foot size).
5. Have students line up accordingly (most to least, least to most).
6. Keep track of time to complete the task, and then compare times after they aren't allowed to speak.
7. To add a twist, don't let students talk while trying to line up. They must use only nonverbal communication.
8. Repeat many times so that the students get a chance to be in a different location each time.

Discussion:

1. Discuss with the students how they felt when they couldn't talk. What did they rely on to communicate?
2. How did various students communicate? Were there different styles?
3. Is nonverbal communication as effective as verbal communication? Explain.
4. Discuss whether anyone was always in the same place in line. Discuss these differences.
5. How might these differences reflect how we treat ourselves and our lifestyle behaviors?

B. ***Online class***

Duration: 30 minutes

Method:

1. In the LMS, ask your students to post their introductions.
    - Include information to help us learn more about you. For instance, why are you taking this class? What are your academic or occupational goals? What do you do in your free time?
    - Don't forget to add your picture to your profile!
    - Comment on two of your classmates' introductions.

Activity 2: Family Health History Purpose—LO 1.1, 1.3, 1.4, 1.5, 1.6, 1.8

A. ***Face-to-face class***

Duration: 50 minutes

Introduction: Investigate how family health history *and/or* personal, environmental, and behavioral health influences—along with current health practices—can determine future health.

Method:

One class prior to discussing this assignment in class, distribute the assignment and ask students to complete one of the following options before the next class.

Important note to students:

Not everyone has access to biological family health history. Students may

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choose the option that best reflects the information available to them. "Unknown" is an acceptable response.

Option A: Family Health History (If Known)

- Create a family tree that may include parents, siblings, grandparents, aunts, and uncles, to the best of your ability.
    - List close relatives who are deceased (if known).
    - List any health concerns or illnesses experienced by family members.
    - Include the cause of death and age at death for deceased relatives, if known.

Option B: Personal & Environmental Health Influences (If Family History Is Unknown or Limited)

- Create a Personal Health Influences Map that may include:
    - Your own current or past health concerns
    - Health patterns observed in caregivers or households you grew up in (biological or non-biological)
    - Environmental or community factors (e.g., food access, stress, healthcare access, rural environment)
    - Lifestyle or behavioral patterns you were exposed to
- Identify health concerns you may be personally at risk for based on these influences.

Discussion:

1. For students who are interested in sharing with the class, have them share and discuss the health patterns or influences that they have identified. Have them discuss how these health conditions might play a role in their life in terms of their own health.
2. Discuss strategies for behavior change or preventive measures students can take to reduce health risks, regardless of whether genetic information is known.

B. *Online class*

Duration: 50 minutes

Introduction: Investigate how family health history and/or personal, environmental, and behavioral health influences, along with current health practices, can determine future health.

Method:

1. Have students create the first of two posts that are sent directly to the instructor in the LMS via a private method. Ask students to complete one option below.
    - Option A: Family Health History (If Known)
        - Create a family tree that includes parents, siblings, grandparents, aunts, and uncles to the best of your ability.
        - List close relatives who are deceased.

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- Include the cause of death and age at death for any family members who are deceased, if known.
- Identify how many relatives in your family tree have health concerns.
- Discuss how those health conditions might play a role in your life in terms of your own health.
- Comment on strategies for your behavior change or preventive measures you can take to reduce risk.

- Option B: Personal & Environmental Health Influences (If Family History is Unknown or Limited)
  - Describe personal, household, or environmental health influences relevant to your life.
  - Identify health concerns you may be at risk for based on behaviors, environment, or access to care.
  - Discuss how these factors might influence your future health.
  - Comment on strategies for behavior change or preventive measures you can take.

Discussion:

1. Instructor is to select one or two of the class submissions as sample(s) to post for class discussion.
2. In an online discussion have students post how the health conditions of the posted sample(s) might play a role in a student's life.
3. Students are to include strategies for behavior change and/or preventive measures that could be taken to reduce the risk of the health concerns revealed in the sample(s).
4. Select the option that does not let students see previous discussion responses until they post their analysis submission.

Activity 3: Historical Health Disparities. LO 1.1, 1.3, 1.4, 1.5, 1.6, 1.8.

A. *Face-to-Face in class instruction.*

Purpose: Provide students with reading material for historical examples of disparities in health (choose one pers class activity):

1. **Tuskegee Syphilis Study**
   https://onlineethics.org/cases/tuskegee-syphilis-study
2. **Henrietta Lacks (HeLa) Study**
   https://law.lsu.edu/aboutlsulaw/files/2023/04/Henrietta-Lacks-article-4.pdf

Duration: Out of class reading plus one entire class period

Method: Prior to discussing this assignment in class, distribute the reading materials and related discussion questions. In class – have students address the medical and ethical concerns surrounding the case.

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Discussion:

- Do you feel the outcomes (including the benefits of the study) warrant the procedures of the study?
- What role did the deferential attitude towards doctors in the early 20th
- century play regarding race and health?
- What is your opinion on the needs of scientific research versus the ethical rights of
- individuals?
- What are the differences between moral rights and legal rights?
- If this study were conducted in 2020 – how do you think it would differ (procedures, outcomes, reporting, ethics, etc.)

[return to top]

Additional Resources

The following are activities and assignments developed by Cengage but not included in the text, PPTs, or courseware—they are for you to use if you wish.

External Playlist:

- Stages of Change Model (Transtheoretical Model). Duration 10.51 minutes. https://www.youtube.com/watch?v=-2OI6LRpRto&list=PLt3y8PG1iI957a5_ORx9U4jajU-fUdk-e&index=6
- Creating Healthy Environments. Duration 3.16 minutes. https://www.youtube.com/watch?v=bcjpaNqHhsg&list=PLt3y8PG1iI957a5_ORx9U4jajU-fUdk-e&index=1

[return to top]

Review Question Answer Key:

1. d, LO 1.1
2. b, LO 1.2
3. c, LO 1.3
4. b, LO 1.4
5. c, LO 1.5
6. a, LO 1.6
7. d, LO 1.7
8. a, LO 1.8
9. d, LO 1.9

[return to top]

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