PREFACE

"The first wealth is health," wrote the poet/philosopher Ralph Waldo Emerson in the 19th century. Although people have probably always valued good health, they are becoming increasingly health conscious. This heightened consciousness generally reflects two beliefs: that we can do things to protect our health and that being sick is unpleasant. As Emerson put it, "Sickness is poor-spirited, and cannot serve anyone." Serious health problems can be quite distressing to the patient and his or her family and friends. These beliefs underlie psychologists' interests in helping people behave in ways that promote wellness, adjust to health problems that develop, and participate effectively in treatment and rehabilitation programs. I wrote this book because I share these interests.

Since 1987 when I began writing the first edition of this text, my goal for each edition has been to create a teaching instrument that draws from the research and theory of many disciplines to describe how psychology and health are interconnected. The resulting book is a comprehensive text that is appropriate for several courses, especially those entitled either Health Psychology or Behavioral Medicine. Two objectives were central regarding the likely audience in these courses. First, I aimed to make the content appropriate for upper-division students—mainly juniors. But the straightforward writing style also makes the material accessible to most sophomores. The content assumes that the reader has already had at least an introductory psychology course. Second, I tried to make the material relevant and interesting to students from diverse disciplines—particularly psychology, of course, but also fields such as sociology, medicine, allied health, and health and physical education. Training in health psychology has developed rapidly and can play an important role in helping students from many disciplines understand the interplay of biological, psychological, and social factors in people's health.

The field of health psychology is enormously exciting, partly because of its relevance to the lives of those who study it and individuals the students know or will work with in the future. The field is also exciting because it is so new, and researchers from many different disciplines are finding fascinating and important relationships between psychology and health every day. Keeping up to date in each area of such a complex field presents quite a challenge. After culling through thousands of abstracts, I examined more than 1,000 new articles and books for the current revision. Most of the more than 2,500 references cited in this edition were published within the last 10 years, and about 450 were published since the last edition of this book went to press in 1997.

NEW TO THIS EDITION

Although this edition retains the overall organization, pedagogy, and varieties of boxed material that students and instructors have praised in the last edition, important changes have been made. Every chapter was updated with new information, and I substantially revised or expanded the coverage of the following topics:

- Psychoneuroimmunology
- Coping with acute and chronic stress
- AIDS prevention
- Smoking cessation
- Weight control
- Alternative medicine
- Medical and psychosocial interventions for chronic illnesses
- Age and gender differences in health and health promotion
- Sociocultural differences in health and health promotion

Throughout the text, I endeavored to *internationalize* the content by searching for and citing information about health and health-related behavior of people around the world. I also added boxed material that focuses on *clinical methods and issues*.

THEMES

A phrase we often hear in psychology is that we need to understand the "whole person." In approaching this goal, this book adopts the *biopsychosocial model* as the basic explanatory theme. I have tried to convey a sense that the components of this model interrelate in a dynamic and continuous fashion, consistent

with the concept of *systems*. The psychological research cited reflects an eclectic orientation and supports a variety of behavioral, physiological, cognitive, and social–personality viewpoints. In addition, *gender and sociocultural differences* in health and related behaviors are addressed at many points in the book. In these ways, this book presents a balanced view of health psychology that is squarely in the mainstream of current thinking in the field.

One additional theme makes this book unique. I have integrated a focus on *life-span development* in health and illness throughout the book, and each chapter contains information dealing with development. For example, the book discusses how health and health-related behavior change with age and describes health care issues and examples that pertain to pediatric and elderly patients. Sometimes this information is organized as a separate unit, as with the sections "Development and Health-Related Behavior," "When the Hospitalized Patient Is a Child," "Assessing Pain in Children," and "Alzheimer's Disease."

ORGANIZATION

This text examines the major topics and problem areas in health psychology by using an overall organization that progresses in main focus across chapters from *primary*, to *secondary*, to *tertiary* prevention and care. As the table of contents shows, the book is divided into 15 chapters in the following seven parts:

- **Part I.** Chapter 1 presents the history and focus of health psychology and introduces the major concepts and research methods used in the field. Chapter 2 describes physical systems of the body in an engaging manner a reviewer called "a pleasant surprise." Three reasons guided my decision to have a chapter on body systems, rather than introducing the needed physiological principles as they became relevant. First, this approach allows students to see how the various systems interrelate, as in the section entitled "The Endocrine and Nervous Systems Working Together." Second, each body system is mentioned at many points in the book, and students have a single place to refer back to if needed, such as when reading about the neural transmission of pain signals in Chapter 11. Third, the next three chapters of the book rely on the reader's firm knowledge of almost all body systems and discuss them in connection with people's experience of stress.

- **Part II.** Chapters 3, 4, and 5 discuss stress, its relation to illness, and methods for coping with and reducing it. The material on body systems in Chapter 2 connects directly to discussions in Chapters 3 and 4, particularly the sections entitled "Biological Aspects of Stress," "Physiological Arousal," "Stress, Physiology, and Illness," and "Psychoneuroimmunology." This connection is one of the reasons why stress is covered early in the book. A reviewer recognized a second reason and wrote: "The issue of stress permeates all of the other topics, and it would be useful to have the students read about this first." Chapter 5 includes information on psychosocial methods psychologists use in helping people cope better.

- **Part III.** The third part of the book examines issues involved in enhancing health and preventing illness. Chapters 6, 7, and 8 discuss how health-related behaviors develop and are maintained, can affect health, and can be changed via psychosocial and public health efforts. Chapter 7 gives special attention to the topics of tobacco, alcohol, and drug use, and Chapter 8 discusses nutrition, weight control, exercise, and safety. The role of stress in health behaviors and decision-making is considered in these chapters. The book up to this point focuses mainly on primary prevention.

- **Part IV.** In Chapter 9, the main focus shifts to secondary prevention by describing the kinds of health services that are available and considering why people use, do not use, and delay using these services. This chapter also examines patients' relationships to practitioners and problems in adhering to medical regimens. Chapter 10 discusses the hospital setting and personnel, how people react to being hospitalized and cope with stressful medical procedures, and the role psychologists play in helping patients cope with their illnesses and medical treatments.

- **Part V.** Chapters 11 and 12 explore the physical and psychological nature of pain, ways to assess patients' discomfort, the psychosocial impact pain, and methods for managing and controlling pain.

- **Part VI.** The two chapters in this part of the book emphasize tertiary prevention. They examine different chronic health problems, their impact on patients and their families, and medical and psychosocial treatment approaches. The chapters separate illnesses on the basis of mortality rates. Chapter 13 focuses on health conditions, such as diabetes and arthritis, that have either very low or moderate rates of mortality and may lead to other health problems

or disability. In contrast, Chapter 14 examines four high-mortality illnesses— heart disease, stroke, cancer, and AIDS—and people's experiences with and reactions to terminal illness and loss.

- **Part VII.** Chapter 15 discusses goals and issues for the future of health psychology.

OPTIONAL ORGANIZATION

Because some instructors might like some *flexibility in the organization of chapters*, Chapters 10 through 14 were written with this possibility in mind. Chapter 10, Part V, and Part VI are written as three independent units that may be covered in any order. Two examples of alternate sequences that would work nicely after Chapter 9 are: (1) Part V, Part VI, and then Chapter 10; and (2) Part VI, Chapter 10, and then Part V.

LANGUAGE AND STYLE

Because the field of health psychology involves complex issues and technical information, I have made extra efforts to make the material in this book readable and clear without sacrificing content. To accomplish this, I have limited the use of jargon and have sought to write in a concrete and engaging fashion. The gradual progression of concepts, choice of words, and the structure of each sentence were all designed to help students master and retain the material. When introducing new terms, I define them immediately. Many examples and case studies are included to clarify concepts and to bring them to life.

LEARNING AIDS

This book contains many pedagogical features. Each chapter begins with a *contents* list, giving students an overview of the progression of major topics and concepts. Then a *prologue* introduces the chapter with (1) a lively and engaging vignette that is relevant to the chapter material and (2) an overview of the basic ideas to be covered. The body of each chapter includes many *figures*, *tables*, and *photographs* to clarify concepts or research findings. For example, special figures were created to show how the immune system functions and how gate-control theory explains pain perception. Important terms are **boldfaced,** and *italics* are used liberally for other terms and for emphasis.

Throughout the book, four types of boxed material are presented to fit with the surrounding content. They are identified in the text with the corresponding icons:

- ***Highlight on Issues.*** This type of box focuses on high-interest and new frontier topics. Some of these topics are: careers relating to health and psychology, breast and testicular self-examination, the effects of secondhand smoke, acute pain in burn patients, and the complex medical regimens for diabetes.
- ***Focus on Research.*** The second type of boxed material gives special attention to research methods in health psychology and to particularly unique or interesting findings. The research presented in this way includes that of (1) Janice Kiecolt-Glaser and her colleagues on stress and immune function; (2) Meyer Friedman, Lynda Powell, and Carl Thoresen's work on the effects of changing Type A behavior on the development of heart disease; (3) the MRFIT group on dietary modification; and (4) Edward Blanchard, Frank Andrasik, and their associates on managing headache pain.
- ***Assess Yourself.*** This boxed feature has students actively examine their own health-related characteristics, such as their lifestyles, typical daily hassles, ways of coping with stress, knowledge about the transmission of HIV, beliefs about alcohol use, and symptoms of health problems.
- ***Clinical Methods and Issues.*** The fourth type of boxed material focuses on methods and issues in application efforts in clinical health psychology, medicine, public health, and rehabilitation. We examine, for instance, cognitive and behavioral methods that can help people reduce stress, stop smoking, and eat healthfully; biofeedback and relaxation techniques for treating asthma and some forms of paralysis; and procedures to prepare children for being hospitalized.

Each chapter ends with a substantial *summary* and a list of *key terms*. All these terms are redefined in the *glossary* at the back of the book.

INSTRUCTOR'S MANUAL

An instructor's manual is available to authorized individuals (instructors using this text) and can be

downloaded at *www.wiley.com* after registering and obtaining a password. It contains a test bank and information to help instructors (1) organize and present the subject matter effectively and (2) enrich the classroom experience through activities and discussion.

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Edward P. Sarafino