Unit 2
Mental and Emotional Health

Achieving Mental and Emotional Health
Managing Stress and Coping with Loss
Mental and Emotional Problems
Achieving Mental and Emotional Health

- New Vocabulary:
  - Mental/emotional health
  - Resilient
  - Self-esteem
  - Competence
  - Hierarchy of needs
  - Self-actualization
  - Role model
  - Character
  - Integrity
  - Constructive criticism
  - Hormones
  - Hostility
  - Empathy
  - Defense mechanisms
Lesson 1: Developing Your Self-Esteem

- **Mental and Emotional Health:**
  The ability to accept yourself and others, express and manage emotions and deal with the demands and challenges you meet in your life
  - Mental and Emotional health helps you function each day
  - Ups and downs are normal, it is how you respond that matters

- **Characteristics of good Mental and Emotional Health:**
  - **Sense of belonging:** close to family, friends, teachers, etc
  - **Sense of purpose:** recognizing you have value and importance
  - **Positive outlook:** seeing the bright side of life
  - **Self-sufficiency:** having the confidence to make responsible decisions which promotes independence
  - **Healthy self esteem:** helps you accept and recover from difficult situations

- **Resilient:**
  - The ability to adapt effectively and recover from disappointment, difficulty or crisis

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_Every time you subtract negative from your life, you make room for more positive._

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Developing Your Self-Esteem cont.

- **Self-esteem:** How much you value, respect and feel confident about yourself
  - Having good self-esteem will affect your attitude and the health choices you make
    - Healthful risks
    - New challenges
  - **Competence:** Having enough skills to do something
  - Healthy self-esteem helps you feel proud of yourself and your abilities, skills and accomplishments
  - Improving your self-esteem:
    - Choose friends who value and respect you
    - Work toward accomplishments not perfection
    - Consider mistakes learning opportunities
    - Exercise regularly to feel more energized

- **Hierarchy of needs:**
  - A ranked list of those needs essential to human growth and development presented in ascending order starting with basic needs and building toward the need to reach your highest potential
  - Created by psychologist Abraham Maslow
  - Our earliest motivations are to satisfy our physical needs, once these are met, we then move up the triangle

- **Self-actualization:**
  - To strive to be the best you can be

A need to meet these needs in healthy ways, meeting a need in a high-risk way will not lead to healthful development
Physiological = Physical; Esteem = Feeling Recognized; Self-Actualization = Reaching Potential
Lesson 2: Developing Personal Identity and Character

- **Role model:**
  - Someone whose success or behavior serves as an example for you
Developing Personal Identity and Character cont.

- **Character:** Distinctive qualities that describe how a person thinks, feels and behaves
  - Good character is an outward expression of inner values
  - A person of good character exhibits core ethical values including:
    - Responsibility
    - Honesty
    - Respect

- **Integrity:** Firm observance of core ethical values:
  - Trustworthiness
  - Respect
  - Responsibility
  - Fairness
  - Caring
  - Citizenship

- **Constructive Criticism:** Non-hostile comments that point out problems and encourage improvement
  - Within meaningful relationships
  - When a friend doesn’t perform a task well, you might make helpful suggestions without judging the way your friend performed

**Character is the real foundation of all worthwhile success.**
- John Hays Hammond
Lesson 3: Expressing Emotions in Healthful Ways

• **Hormones:** Chemicals produced by your glands that regulate the activities of different body cells
  - Can make you feel like your emotions are swinging from one extreme to another
  - It is normal for teens to feel overcome by emotions during puberty

• Common Emotions:
  - Happiness
  - Sadness
  - Love
  - Fear
  - Guilt
  - Anger

• Anger is complicated because it can hide another emotion, such as hurt or guilt

• **Hostility:** Intentional use of unfriendly or offensive behavior
Expressing Emotions in Healthful Ways cont.

• Knowing how to recognize your emotions can help you manage them in healthful ways
  – Empathy: The ability to imagine and understand how someone feels
  – Emotions can be very private for people who are uncomfortable expressing their feelings
  – To express your emotions in positive ways, ask yourself the following questions:
    • Why do I feel the way I do about this event?
    • Will this event matter later on in my life?
    • Why should I wait before responding?
    • What can I do to feel better?
    • Who can I ask to help me deal with my negative feelings?

• Responding to Difficult Emotions
  – Defense Mechanisms: Mental processes that protect individuals from strong or stressful emotions and situations
    • Common Defense Mechanisms:
      – Repression
      – Regression
      – Denial
      – Projection
      – Suppression
      – Rationalization
      – Compensation
Managing Stress and Coping with Loss

• New Vocabulary:
  – Perception
  – Stressor
  – Psychosomatic Response
  – Chronic stress
  – Relaxation response
  – Stages of grief
  – Closure
  – Coping
  – Mourning
  – Traumatic event
Lesson 1: Understanding Stress

• How you think about a challenge determines whether you will experience positive or negative stress.
  – **Perception**: The act of becoming aware through the senses
    • Example: You might have a disagreement with a friend and think it has ruined your relationship. Your friend, on the other hand might believe that you’ll eventually work out the issue.

• **Stressor**: Anything that causes stress
  – Stressors can be real, imagined, anticipated or unexpected
  – Stressors include:
    • People
    • Places
    • Objects
    • Events
    • Situations
## Stressors for Teens

<table>
<thead>
<tr>
<th>Life Situations</th>
<th>Environmental</th>
<th>Biological</th>
<th>Cognitive</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>School demands</td>
<td>Unsafe neighborhood</td>
<td>Changes in body</td>
<td>Poor self-esteem</td>
<td>Taking on a busy schedule</td>
</tr>
<tr>
<td>Problems with friends</td>
<td>Media (TV, magazines, newspapers, internet)</td>
<td>Illness</td>
<td>Personal appearance</td>
<td>Relationship issues</td>
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<tr>
<td>Peer pressure</td>
<td>Natural disasters</td>
<td>Injury</td>
<td>Not fitting in</td>
<td>Smoking</td>
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<tr>
<td>Family problems/abuse</td>
<td>Threat of terrorist attacks</td>
<td>Disability</td>
<td></td>
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<td>Moving or changing schools</td>
<td>War</td>
<td></td>
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<tr>
<td>Breaking up with a girl/boyfriend</td>
<td>Global warming</td>
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</tbody>
</table>
Understanding Stress cont.

- Stressors activate the nervous system and specific hormones
  - Both the nervous system and endocrine system are active during your body’s response to stress

- Stress Response:
  1. **Alarm**: “fight or flight” your body prepares to defend itself or to flee
  2. **Resistance**: body adapts and reacts to the stressor
  3. **Fatigue**: if stress lasts for a prolonged period of time, your body loses its ability to adapt
Understanding Stress cont.

- **Psychosomatic Response:** A physical reaction that results from stress rather than from an injury or illness
  - Prolonged stress
- Physical effects of stress include:
  - Headache
  - Weakened immune system
  - High blood pressure
  - Clenching the jaw/grinding teeth
  - Digestive disorders
- Mental/Emotional effects of stress include:
  - Difficulty concentrating
  - Irritability
  - Mood swings
Lesson 2: Managing Stress

- Identifying what is stressful is the first step in learning how to manage stress
  - *Chronic Stress*: Stress associated with long-term problems that are beyond a person’s control

- The effects of stress are additive

- Avoiding situations that cause stress is the easiest way to reduce its effects
  - Stress Management Techniques:
    - Use refusal skills
      - It is ok to say no to a new activity
    - Plan ahead
      - Manage time wisely
    - Think positively
      - Control how you respond to events
Managing Stress cont.

• **Relaxation Response:** A state of “calm”
  – Re-direct your energy: use your energy in a constructive way
    • Creative project
    • Walk
    • Athletics

• Staying healthy and building resiliency:
  – Get adequate rest (8-9 hours)
  – Get regular physical activity
  – Eat nutritious foods
Lesson 3: Coping With Loss and Grief

• Acknowledging a loss is one way to help begin the healing process
  
  – **Stages of Grief**: A variety of reactions that may surface as an individual makes sense of how a loss affects him/her
  
  1. Denial/numbness: disbelief
  2. Emotional release: crying
  3. Anger: feeling powerless or unfairly deprived
  4. Bargaining: promise to change
  5. Depression: isolation
  6. Remorse: thoughts about how loss may have been prevented
  7. Acceptance: faces reality of loss *(closure)*
  8. Hope: remembering becomes less painful, looking to the future
Coping With Loss and Grief cont.

• Coping with death involves receiving and showing support
  – **Coping**: Dealing successfully with difficult changes in your life
  – **Mourning**: Act of showing sorrow or grief

• **Traumatic Event**: Any event that has a stressful impact sufficient to overwhelm your normal coping strategies
  – Traumatic Events are:
    • Sudden and shocking
    • Accidents
    • Assaults
    • Suicides
Mental and Emotional Problems

• New Vocabulary:
  – Anxiety
  – Depression
  – Apathy
  – Mental disorder
  – Stigma
  – Anxiety disorder
  – Mood disorder
  – Conduct disorder
  – Alienation
  – Suicide
  – Cluster suicides
  – Psychotherapy
  – Behavior therapy
  – Cognitive therapy
Lesson 1: Dealing with Anxiety and Depression

- **Anxiety:** The condition of feeling uneasy or worried about what may happen
  - Occasional anxiety is a normal, manageable reaction to many short-term stressful situations
Dealing with Anxiety and Depression cont.

• **Depression:** Prolonged feeling of helplessness, hopelessness and sadness
  – Depression can linger or be severe enough to disrupt daily activities
  – Almost 15% of all teens will display some signs of depression
    • One of the most common mental health concerns among teens

• Causes and Effects of Depression
  – *Changes in thinking:* self-destructive thoughts
  – *Changes in feelings:* may not feel pleasure in things they once enjoyed
    • **Apathy:** Lack of strong feeling, interest or concern
  – *Changes in behavior:*
    • Eating too little or too much
    • Trouble sleeping
    • Neglect basic hygiene

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I'm fine.

I'm depressed, sad, hurt, confused, lonely, unloved, judged, misunderstood, insignificant, broken, dying... I'm fine.

F: falling
I: insecure
N: not good enough
E: empty
Lesson 2: Mental Disorders

- Mental Disorders are medical conditions that require diagnosis and treatment
  - **Mental Disorder**: An illness of the mind that can affect the thoughts, feelings and behaviors of a person preventing him/her from leading a happy, healthful and productive life
    - Each year, approx 57.7 million people in the US are affected by some form of mental disorder

- **Stigma**: A mark of shame or disapproval that results in an individual being shunned or rejected by others
  - Many do not seek treatment because they are embarrassed
Mental Disorders cont.

- **Anxiety Disorder:** A condition in which real or imagined fears are difficult to control
  - 13% of children, 9-17 experience an anxiety disorder each year

- **Impulse Control Disorder:** A condition where people cannot resist the urge to hurt themselves or others
  - May also cause financial harm by overspending or gambling

- **Mood Disorder:** An illness that involves mood extremes that interfere with everyday living
  - Extreme mood changes, energy levels and behavior

- **Conduct Disorder:** Engaging in patterns of behavior in which the rights of others or basic social rules are violated
  - Examples include:
    - Stealing
    - Cruelty
    - Lying
    - Aggression
    - Vandalism
Lesson 3: Suicide Prevention

- **Alienation**: Feeling isolated and separated from everyone else
  - Unable to cope with difficult life experiences
  - Lack support from family and friends
  - Unable to access community resources for help
  - May seek to escape from the pain and consider ending their lives
Suicide Prevention cont.

- **Suicide:** The act of intentionally taking one’s own life
  - Risk Factors
    - Two risk factors are common:
      1. More than 90% suffer from depression or another mental disorder
      2. Some may have a history of abusing alcohol or other drugs

- **Cluster Suicides:** A series of suicides occurring within a short period of time and involving several people in the same school or community
  - Risk factor:
    - Exposure to other teens who have died by suicide
  - Account for 5% of all teen suicides
  - Pacts made among peers
Suicide Prevention cont.

• Recognizing the signs of suicide may help prevent it.
  – Warning Signs:
    • Direct statements:
      – “I wish I was dead.”
    • Indirect statements:
      – “I just can’t take it anymore.”
    • Unusual obsession with death
    • Giving away personal belongings
    • Substance abuse
    • Boredom and indifference

Speak Up Reach Out
You’re Not Alone

EVERY 40 SECONDS
SOMEONE IN
THE WORLD
DIES BY
SUICIDE.

EVERY 41 SECONDS
SOMEONE
IS LEFT TO
MAKE SENSE
OF IT.
Lesson 4: Getting Help

• The first step to getting help is being aware that help is needed
  – Seek help if you experience the following:
    • Feeling trapped
    • Have feelings that affect sleep, eating habits, schoolwork, job performance or relationships
    • Become involved with alcohol or other drugs
    • Become increasingly aggressive, violent or reckless

• Mental Health Professionals:
  – Counselor
  – School psychologist: professional who specializes in the assessment of learning, emotional and behavioral problems of school children
  – Psychiatrist: a physician who diagnoses and treats mental disorders and can prescribe medication
  – Neurologist
  – Clinical psychologist: professional who diagnosis and treats emotional and behavioral disorders with counseling. Some can prescribe medications
  – Psychiatric social worker: professional who provides guidance and treatment for emotional problems in a hospital
• **Psychotherapy:** An ongoing dialogue between a patient and a mental health professional

• **Behavior Therapy:** A treatment process that focuses on changing unwanted behaviors through rewards and reinforcements

• **Cognitive Therapy:** A treatment method designed to identify and correct distorted thinking patterns that can lead to feelings and behaviors that may be troublesome, self-defeating or self-destructive