

# Mental and Emotional Problems



- Lesson 1** Mental Disorders
- Lesson 2** Suicide Prevention
- Lesson 3** Getting Help
- Lesson 4** Understanding Death and Grief



## Creating Positive Media Influences

Media campaigns can generate awareness and positive support for health issues. Awareness campaigns can focus on

- ▶ improving current health systems.
- ▶ developing new health services.
- ▶ encouraging health research.

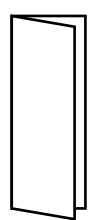
Visit the Eye on the Media section at [health.glencoe.com](http://health.glencoe.com) to learn more about the influence of the media on mental health issues.

### FOLDABLES™ Study Organizer

#### Before You Read

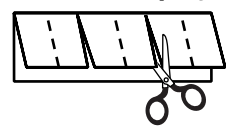
Make this Foldable study guide to help you learn about six types of mental disorders. Begin with a sheet of 8½" x 11" paper.

#### Step 1



Fold a sheet of paper in half along the long axis.

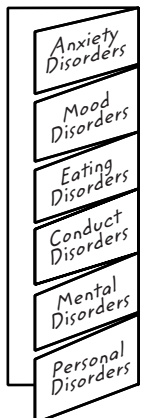
#### Step 3



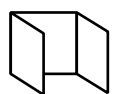
Unfold and cut the top layer along both folds. Then cut each tab in half to make six tabs.

#### Step 4

Label the tabs as shown.



#### Step 2



Turn the paper, and fold into thirds.

#### As You Read

As you read and discuss the material in the chapter, use your Foldable to take notes, define terms, and write personal comments about what you learn.

### SPOTLIGHT ON HEALTH

**Using Visuals.** Sometimes, feelings such as anger, loneliness, fear, or sadness can seem overwhelming. How do you manage these strong emotions?



# Mental Disorders

## Guide to Reading

### Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- ▶ mental disorder (p. 224)
- ▶ anxiety disorder (p. 225)
- ▶ post-traumatic stress disorder (p. 226)
- ▶ mood disorder (p. 226)
- ▶ conduct disorder (p. 228)

### Focusing on the Main Ideas

In this lesson, you will learn how to:

- ▶ **Name** the different types of mental disorders.
- ▶ **Identify** situations requiring professional mental health services.
- ▶ **Discuss** the types of mental disorders that affect our society.

### Reading Strategy

Classify

- ▶ **Divide** your paper into three sections labeled **Anxiety Disorders, Mood Disorders, and Personality Disorders**. As you read, list the facts about each in the appropriate categories.

### Quick Write

Write a brief paragraph describing how you think people with mental disorders are perceived by others.

**Y** Information about mental disorders is available in most health clinics.

*Where else could you find reliable information on a mental disorder?*



Almost everyone experiences periods of sadness, anxiety, and anger. For most people, these feelings are short-lived. For millions of others, however, these feelings persist. If such situations affect a person's behavior or daily activities, he or she may be suffering from a mental disorder. Health-literate individuals know how to analyze situations requiring professional health services.

## What Are Mental Disorders?

A **mental disorder** is an illness of the mind that can affect the thoughts, feelings, and behaviors of a person, preventing him or her from leading a happy, healthful, and productive life. People who suffer from some form of mental disorder are often identified by their inability to cope in healthy ways with life's changes, demands, problems, or traumas. Each year, about 20 percent of the U.S. population—54 million people—are affected by some form of mental disorder. Of the 20 percent of children and adolescents who suffer from mental health problems, only one-third receive the help they need.



Some people are reluctant to seek treatment for mental/emotional problems because they feel embarrassed or ashamed. Another reason is the stigma associated with mental disorders. A *stigma* is a negative label or a mark of shame. Misconceptions and stereotypes may prevent some people from seeing mental disorders as medical conditions. However, mental disorders require medical attention just as physical illnesses do. In fact, many mental and emotional disturbances involve imbalances in brain chemistry. The sooner a person seeks treatment, the sooner he or she will be on the road to recovery.

## Types of Mental Disorders

**M**ental disorders are classified as either organic or functional. An *organic disorder* is caused by a physical illness or an injury that affects the brain. Brain tumors, infections, chemical imbalances, exposure to drugs and toxins, or injuries resulting in brain damage may lead to organic mental disorders.

A *functional disorder* has a psychological cause and does not involve brain damage. These disorders may result from heredity, stress, emotional conflict, fear, ineffective coping skills, or other conditions. Often, functional disorders are tied to disturbing events in childhood, such as abuse, serious illness, or the traumatic death of a close relative. These disorders may also be tied to recent events, such as divorce, economic hardships, or natural disasters.

### Anxiety Disorders

About 4 million Americans suffer from **anxiety disorder**, a condition in which real or imagined fears are difficult to control. An anxiety disorder is characterized by chronic fear. People with anxiety disorders often arrange their lives to avoid situations that make them feel anxious or fearful. Anxiety disorders can be classified according to four main types: phobias, obsessive-compulsive disorders, panic disorders, and post-traumatic stress disorders.

#### PHOBIA

A phobia is a strong and irrational fear of something specific, such as high places or dogs. People with phobias do everything they can to avoid the object of their fear. As a result, a person with a phobia may be unable to live a normal life. For example, people with *agoraphobia* have a fear of open or public places. Their phobia may make them prisoners in their own homes. Some mental health professionals believe that certain phobias are caused by childhood experiences. The fear resulting from these experiences lasts far past the actual threat.



### Why are mental disorders a critical health issue?

In the United States, half of the people suffering from mental disorders are untreated, 40 percent of the homeless have some form of mental/emotional problem, and about 20 percent of people in prison have a mental disorder. It is a national concern to get professional mental help for those who need it.

Source: National Alliance for the Mentally Ill

**Arachnophobia, a fear of spiders, is a common phobia. People with phobias can seek help from classes, support groups, and mental health professionals.**



## OBSESSIVE-COMPULSIVE DISORDER

A person with obsessive-compulsive disorder is trapped in a pattern of repeated thoughts or behaviors. The term *obsessive* refers to persistent, recurrent, and unwanted thoughts that prevent people from attending to normal daily activities. *Compulsive* refers to repeated, irresistible behaviors. A person with obsessive-compulsive disorder might, for example, feel the urge to wash his or her hands constantly throughout the day.

## PANIC DISORDER

A person with a panic disorder has sudden, unexplained feelings of terror. These “panic attacks” are accompanied by symptoms such as trembling, a pounding heart, shortness of breath, or dizziness. Panic disorder is a condition in which fear and anxiety get in the way of a person’s ability to function and enjoy life. Panic attacks may occur at any time or place, but most are triggered by a particular object, condition, or situation.

## POST-TRAUMATIC STRESS DISORDER

**Post-traumatic stress disorder** is a condition that may develop after exposure to a terrifying event that threatened or caused physical harm. This disorder is common after a personal assault, such as rape; natural or human-made disasters, such as earthquakes or bombings; accidents, such as plane crashes; or military combat. Symptoms may include flashbacks (sudden recall of the terrifying event), nightmares, emotional numbness, sleeplessness, guilt, and problems with concentration. The disorder may arise weeks or months after the event that caused it.

## Mood Disorders

A **mood disorder** is an illness, often with an organic cause, that involves mood extremes that interfere with everyday living. These extremes are not the highs and lows that everyone experiences, nor are they the mood swings sometimes experienced during adolescence. The emotional swings of mood disorders are extreme in both intensity and duration.

## CLINICAL DEPRESSION

Most people who say they are depressed are suffering from a passing case of the blues. For some people, however, depression doesn’t go away. Their feelings of sadness, hopelessness, or despair last for more than a few weeks and interfere with daily interests and activities. This type of depression, known as clinical depression, can affect a person’s ability to concentrate, sleep, perform at school or work, or handle everyday decisions and challenges. Clinical depression results from a chemical imbalance that a person cannot overcome without professional help.



**Post-traumatic stress disorder may occur in the aftermath of a crisis.**

*What can members of a community do to support one another during crises?*

## CHARACTER CHECK

**Caring.** People who suffer from mental disorders are sometimes seen as different. Although some people think it’s fun to tease someone who is “different,” such teasing is cruel and hurtful. When you show your disapproval of such behavior, you demonstrate consideration and caring for the person being teased. **What are some other ways of showing caring and respect for someone who is seen as “different”?**

Approximately 19 million Americans are affected by clinical depression each year. Depression often runs in families and can be biologically based, but it can also be caused by life events. Sometimes it may be a symptom of substance abuse or addiction, because alcohol and other drugs can affect brain chemistry.

### BIPOLAR DISORDER

This disorder, also known as manic-depressive disorder, is marked by extreme mood changes, energy levels, and behavior. Characteristics of the manic “highs” and depressive “lows” of this disorder are described in **Figure 9.1**. Although adults with bipolar disorder may behave normally between episodes of extreme emotion, teens with the disorder tend to alternate rapidly between the two extremes with few clear periods of wellness between episodes.

### Eating Disorders

Psychological pressures, possible genetic factors, and an obsession with body image and thinness can lead to an **eating disorder**. People with eating disorders such as anorexia and bulimia suffer from life-threatening disturbances in eating behavior. Eating disorders are not a failure of will or behavior; they are real, treatable medical illnesses. A person who suffers from an eating disorder can experience a wide range of physical health complications, including serious heart conditions and kidney failure, which may lead to death. It is therefore critical that a person with an eating disorder get help immediately.



#### TOPIC Depression

Go to [health.glencoe.com](http://health.glencoe.com) and click on Health Updates to learn more about teens and depression.

**ACTIVITY** Using the information you find at the site, write a short paragraph on the most recent research on depression in teens.



**Explain** Why are some people reluctant to seek treatment for a mental disorder?

FIGURE 9.1

## MANIA AND DEPRESSION—FLIP SIDES OF MOOD DISORDERS FOR TEENS

### Manic Symptoms

- **Extreme changes in mood**—is either excessively happy or silly, or very irritable, angry, agitated, or aggressive
- **Grandiosity**—unrealistically high self-esteem, feeling all-powerful
- **Very high energy level**—including the ability to go with little or no sleep for days without feeling tired
- **Pressured speech**—talks too much, too fast, changes topics too quickly, and does not allow interruption
- **Distractibility**—attention moves constantly from one thing to another
- **Repeated high-risk behavior**—alcohol or drug use, reckless driving, or sexual activity

### Depressive Symptoms

- **Irritability**, persistent sadness, frequent crying
- **Preoccupation with death** or suicide
- **Loss of enjoyment** in favorite activities
- **Frequent physical complaints** such as headaches or stomachaches
- **Low energy level**, fatigue, poor concentration, boredom
- **Dramatic change in eating or sleeping patterns**, such as overeating or oversleeping

Source: American Academy of Child and Adolescent Psychiatry



## Reading Check

### Compare and Contrast

What are some of the differences between a conduct disorder and schizophrenia?

Teens with a conduct disorder may act with aggression, but they often have low self-esteem. How might an untreated conduct disorder affect a teen's future?

## Conduct Disorders

Children and adolescents who act out their impulses toward others in destructive ways may have a **conduct disorder**, a pattern of behavior in which the rights of others or basic social rules are violated. Examples include lying, theft, aggression, violence, truancy, arson, and vandalism. The condition is more common among males than females. Although they may project an image of toughness, people with this disorder usually have low self-esteem. They may also have symptoms of other mental disorders including anxiety, depression, and substance abuse. Without treatment, many teens with this disorder will be unable to adapt to the demands of adulthood and will continue to have problems relating to others, holding a job, and behaving in appropriate ways. Health-literate teens are able to identify appropriate community resources providing information for mental health.

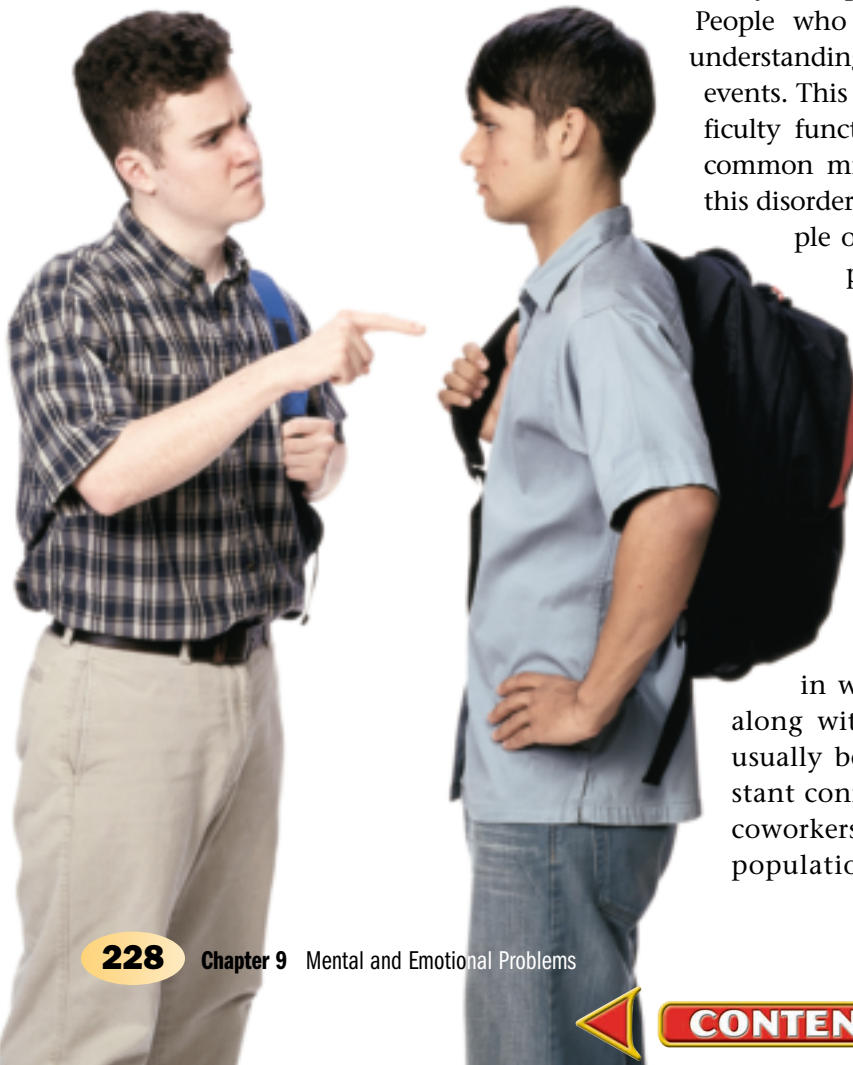
## Schizophrenia

Schizophrenia (skit-suh-FREE-nee-uh) is a severe mental disorder in which a person loses contact with reality. Symptoms of schizophrenia include delusions, hallucinations, and thought disorders. Causes of this condition may be a combination of genetic factors and chemical and structural changes in the brain. The disease affects about 1 percent of the population. Schizophrenia affects both men and women and usually first appears between the ages of 15 and 35.

People who suffer from schizophrenia have difficulty understanding the difference between real and imaginary events. This inability leads to unpredictable behavior, difficulty functioning, and lack of good health habits. A common misconception about people who suffer from this disorder is that all of them are violent, or have multiple or split personalities. However, schizophrenic people are usually not a threat to others. Professional help and medication are necessary to successfully treat schizophrenia.

## Personality Disorders

The term *personality* refers to an individual's unique traits and behavior patterns. People with healthy personalities can cope with the day-to-day challenges of life. However, people afflicted with personality disorders think and behave in ways that make it difficult for them to get along with others. Over the course of their lives, usually beginning in adolescence, they are in constant conflict with others—family, friends, teachers, coworkers, or supervisors. About 10 percent of the population has one of the several types of



personality disorder. Counseling, and sometimes medication, are recommended as treatment.

- ▶ **Antisocial personality disorder.** People with this disorder tend to be irritable, aggressive, impulsive, and violent. In many cases, they are unable to show remorse for their behavior.
- ▶ **Borderline personality disorder.** People with this disorder frequently experience a series of troubled relationships. They tend to engage in high-risk activities, and many have poor self-esteem. Although they fear abandonment, they frequently lash out violently at the people they need most.
- ▶ **Passive-aggressive personality disorder.** People with this disorder are often uncooperative. They resent being told what to do, yet they rely on others' direction. Angry over issues of control, they show their anger, but only indirectly. For example, a passive-aggressive person who doesn't want to take part in an activity either may forget to show up or may arrive late and leave early.

As with all mental and emotional problems, it is important to know how to identify symptoms of mental disorders and know where to seek professional assistance.



### Improving Attitudes About Mental Disorders

#### To help defeat the social stigma of mental disorders:

- ▶ Use respectful language when referring to a person with a mental disorder.
- ▶ Emphasize abilities over limitations.
- ▶ Express disapproval if someone shows disrespect or inconsideration toward people with mental disorders.
- ▶ Encourage people who have emotional problems to seek help.

## LESSON

# 1

## REVIEW

### Reviewing Facts and Vocabulary

1. Define the term *mental disorder*, and explain how organic and functional disorders differ.
2. What do clinical depression and bipolar disorder have in common?
3. Compare and contrast the characteristics of schizophrenia and antisocial personality disorder.

### Thinking Critically

4. **Synthesizing.** Although scientific evidence shows that mental disorders are medical conditions, the stigma attached to these illnesses persists. Why do you think this is so?
5. **Analyzing.** Describe how the causes, symptoms, and treatment of eating disorders differ from those of other types of mental disorders.

### Applying Health Skills

**Advocacy.** Teens suffering from mental disorders often feel confused, isolated, scared, or ashamed. Create a Bill of Rights for people with mental disorders; your list should advocate demonstrating empathy. Focus on specific ways for students to be supportive, patient, and understanding.

### After You Read

**Analyze a Graph.** After reviewing Figure 9.1, write a summary describing the differences between manic and depressive symptoms.





# Suicide Prevention

## Guide to Reading

### Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- ▶ alienation (p. 230)
- ▶ suicide (p. 230)
- ▶ cluster suicides (p. 233)

### Focusing on the Main Ideas

In this lesson, you will learn how to:

- ▶ List the warning signs of suicide.
- ▶ Determine strategies to prevent suicides and strategies for coping with depression.

### Reading Strategy

#### Cause and Effect

- ▶ Make a T chart. List the risk factors of suicide on one side. List some of the strategies to prevent suicide on the other.

### Quick Write

Write a brief paragraph describing what you would do if you thought someone was thinking about suicide.



Recognizing signs of depression and seeking help is critical to suicide prevention.

Life can be difficult for everyone at times. Challenges, responsibilities, and pressures can pile up and seem overwhelming. These feelings can be further complicated by troubling life events, such as the divorce of parents or the death of a friend or family member. For some people, this emotional overload can lead to depression or **alienation**, *feeling isolated and separated from everyone else*. When such painful feelings become unbearable, some people may try drastic, self-destructive measures to escape their pain. **Suicide**, the most drastic of all measures, is *the act of intentionally taking one's own life*. Suicide is preventable. By recognizing the signs of a potential suicide, you know when to seek help.

## Suicide Risk Factors

Most suicidal thoughts, behaviors, and actions are expressions of extreme distress, not bids for attention. More than 90 percent of the people who kill themselves are suffering from depression or another mental disorder, or are abusing alcohol or drugs. Other suicidal risk factors include a history of physical or sexual abuse, a history of previous suicide attempts, or a family history of emotional disorders or suicides.

FIGURE 9.2

## TEEN SUICIDE: RECOGNIZING THE WARNING SIGNS

The warning signs of suicide should be taken seriously. The more signs a person exhibits, the more likely it is that he or she is thinking about suicide.

### Verbal Signs

- Direct statements such as these:  
“I want to die.”  
“I don’t want to live anymore.”  
“I wish I were dead.”
- Indirect statements such as these:  
“I won’t have to put up with this much longer.”  
“I just want to go to sleep and never wake up.”  
“They’ll be sorry when I’m gone.”  
“Soon this pain will be over.”  
“I can’t take it anymore.”  
“Nothing matters.”  
“I won’t be a problem for you much longer.”  
“What’s the use?”
- Writing poems, song lyrics, or diary entries that deal with death.
- Suicide threats or insinuations that are either direct or indirect.

### Nonverbal or Behavioral Signs

- An unusual obsession with death
- Withdrawal from friends
- Dramatic changes in personality, hygiene, or appearance
- Impulsive, irrational, or bizarre behavior
- An overwhelming sense of guilt, shame, or rejection; negative self-evaluation
- Significant deterioration in schoolwork or recreational performance
- Preoccupation with giving away personal belongings
- Substance abuse
- Frequent complaints about physical symptoms such as stomachaches, headaches, fatigue
- Persistent boredom and indifference
- Violent actions, rebellious behavior, or running away
- Intolerance for praise or rewards

Sources: National Mental Health Association; American Academy of Child and Adolescent Psychiatry

## Strategies to Prevent Suicide

Although most thoughts about committing suicide are impulsive and temporary, the unfortunate consequences—death or debilitating injury—are permanent. The warning signs of suicide are described in **Figure 9.2**. When a teen talks about committing suicide—whether it’s done in a serious, casual, or even humorous way—he or she *must be taken seriously*. Never bargain with someone who is thinking about suicide. Any discussion or suggestion about suicide requires immediate intervention. Seek adult assistance without delay.

Despite the fact that depression is very treatable, untreated depression is the leading cause of suicide. People who appear to have mental health problems need to be encouraged repeatedly to seek help—especially if they seem suicidal. Knowing methods for effectively expressing feelings and opinions can help people suffering from depression, extreme stress, or other mental and emotional problems find new purpose and happiness.



### Reading Check

**Describe** What are some of the behaviors that might tell you a person is thinking about suicide?

# Health Skills Activity

## Decision Making: When a Friend Seems Troubled

When Ian started exhibiting signs of depression, his friend Jordan tried to persuade him to get help. Ian admitted that he was unhappy. However, he told Jordan, "I appreciate your trying to help me, but it's okay; I'm handling my problems by myself."

Jordan knows that Ian is a private person, but Jordan has never seen his friend this "down" before. Jordan wants to tell someone about his concerns, but he is hesitant about betraying a confidence.



### What Would You Do?

Apply the six steps of the decision-making model to Jordan's concerns.

1. State the situation.
2. List the options.
3. Weigh the possible outcomes.
4. Consider values.
5. Make a decision and act.
6. Evaluate the decision.

### Did You Know?



You can use **CLUES** to remember how to communicate effectively with a friend who is suffering emotionally.

**Connect** (Make contact.)  
**Listen** (Take time and pay attention.)  
**Understand** (Let the person know that you empathize with his or her feelings.)  
**Express Concern** (Say that you care, and stay with the person.)  
**Seek Help** (Encourage the person to talk to an adult, and tell an adult yourself.)

Source: University of Minnesota Extension Service

### Helping Others

Suicidal people often believe that their death will not matter to anyone. For this reason, it is critical to show concern and empathy for someone who is talking about suicide. All talk of suicide must be taken seriously. Remember, the suicidal person needs professional help—immediately. When you are with someone who appears to be suicidal, show you care by following these steps.


- ▶ **Initiate a meaningful conversation.** Showing interest and compassion for a person is an important first step. Listen closely to what that person says; be patient and understanding.
- ▶ **Show support and ask questions.** Remind the person that most problems have solutions. Make it clear that you understand that the person wants to end his or her pain, but emphasize that suicide is *not* the answer. Share the fact that most suicide survivors later express gratitude that they did not die.
- ▶ **Try to persuade the person to seek help.** Encourage the person to talk with a parent, counselor, therapist, or other trusted adult. Offer to go with the person to get help.



## Multiple Suicides

Sometimes within a teen population, **cluster suicides** occur. These are *a series of suicides occurring within a short period of time and involving several people in the same school or community*. Studies have shown that cluster suicides in the United States occur mainly among teens and young adults and may account for as much as 5 percent of all suicides in any given year. Some cluster suicides are the result of pacts or agreements between two or more people to take part in suicide. Others result when individuals commit suicide in response to the suicide of a friend or a suicide that has been sensationalized in the media.

The Centers for Disease Control and Prevention (CDC) has developed guidelines for preventing cluster suicides. Among their recommendations is the evaluation and counseling of close friends and relatives of suicide victims because these people may themselves be at high risk for suicide. The CDC also recommends that the media report on suicide in a way that does not glorify the victim, oversimplify the victim's motivation, or portray the suicide as an understandable response to pressure or emotional pain.

 **Suicide can affect people beyond the victim's immediate family and friends.**  
*Why might a teen be affected by the suicide of someone who is a stranger?*



### LESSON

## 2

## REVIEW

### Reviewing Facts and Vocabulary

1. Name five warning signs of suicide.
2. List three risk factors of suicide.
3. Describe some of the strategies for suicide prevention.

### Thinking Critically

4. **Analyzing.** How might support from family, friends, and mental health professionals help an individual cope with stress, depression, and anxiety? What strategies might each of these groups offer to help prevent suicides?
5. **Synthesizing.** Why is empathy important when talking with a suicidal person?

### Applying Health Skills

**Accessing Information.** Compile a list of local resources for suicide prevention. This list should include mental health professionals, school counselors, hospital emergency rooms, suicide hot lines, and local authorities (including representatives of the police and fire departments).

### After You Read

**Identify Problems and Solutions.** After reading the lesson, list some signs of suicide. Then describe ways that you can convince someone that suicide is not the answer to his or her problems.

# Getting Help

## Guide to Reading

### Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- ▶ psychotherapy (p. 237)
- ▶ behavior therapy (p. 237)
- ▶ cognitive therapy (p. 237)
- ▶ group therapy (p. 237)
- ▶ biomedical therapy (p. 237)

### Focusing on the Main Ideas

In this lesson, you will learn how to:

- ▶ Tell early detection and warning signs that prompt individuals of all ages to seek mental health care.
- ▶ Describe methods for addressing critical mental health issues.
- ▶ Select available mental health services in the community.

### Reading Strategy

**Problems and Solutions**

- ▶ Make a T chart. On one side, list some of the behaviors and signs that indicate a mental or emotional problem that needs help. On the other side, list the types of therapy methods that may help.

### Quick Write

Write a brief paragraph describing why some people may find it difficult to seek help for a mental problem.

Counselors-Licensed Professional (Cont'd)	
<b>ABC COUNSELING CENTER</b> ADULTS • INDIVIDUAL • MARITAL • TEENS • COUPLES Health Psychology Promote Lifestyle Change And Wellness PSYCHIATRIC SERVICES EVALUATION • MEDICATION TEEN PSYCHIATRIST ON BOARD DR. J. HIGGINS Licensed Psychologist 756 Main St .....555-6897	BAKER, J. 3300 Win. BANNER, F 746 Gar
ACKERLEY, JACK C. PHD 6800 Tall Oaks Rd .....555-6589	<b>BEGINNING</b> TEEN 4460 C
ADKINS, PAMELA & ASSOC 692 Kenwood St .....555-6985	BURKE, W 715 Wil CARTER, J 111 Rollin
<b>ALL ABOUT ATTITUDES</b> FAMILY AND TEEN COUNSELING DEPRESSION • ANXIETY • STRESS Licensed Professional Clinical Counselor 1859 River Rd .....555-6897	<b>COUNSELING</b> Ind. "Givin" 810 Lo
	CROWE & 8855 Long CROWN, J 2158 Re.
	<b>DANNER, J</b> TEENS - LIC

The early detection of mental and emotional problems is critically important to getting help. Knowing how to analyze situations requiring professional health services can help a person determine if he or she should seek help.

## Knowing When to Get Help

It can be difficult to ask for help in coping with mental or emotional problems. Our thoughts are private, and we tend to hide those that embarrass us or those we can't control. However, it is important to seek help if any of the feelings or behaviors listed below persist.

- ▶ You feel trapped with no way out, or you worry all the time.
- ▶ Your feelings affect your sleep, eating habits, school work, job performance, or relationships.
- ▶ Your family or friends express concern about your behavior.
- ▶ You are becoming involved with alcohol or other drugs.
- ▶ You are becoming increasingly aggressive, violent, or reckless.



Many sources of help are available to people who have mental health concerns. *How would you identify available sources of help and evaluate their appropriateness?*

## Signs That Professional Help Is Needed

Some symptoms that are severe enough to require intervention by a mental health professional include: prolonged sadness for no specific reason; frequent outbursts of anger; overwhelming fear, anxiety, or anger at the world; unexplained change in sleeping or eating habits; and social withdrawal. Of course, if you have any doubt about your mental health, you should always get assistance. Like most forms of sickness, mental disorders may get worse if left untreated.

### Did You Know



The first source of help for teens with mental health concerns is a parent or guardian. After discussing the issue, parents and their teens can evaluate the available options and seek help together.

## Real-Life Application

### Evaluating Sources of Self-Help

Thousands of self-help materials are available in print, on tapes and CDs, and online. Health-literate consumers know how to evaluate factors that influence the personal selection of health products and services. Use these questions to evaluate self-help materials.



### ACTIVITY

Choose a self-help book, magazine article, CD, or Web site and evaluate the information using the criteria listed here. Share your findings with the class, and recommend any useful and appropriate sources to the school librarian.

#### Are you being advised to try medication or some other remedy?

Check first with a health professional. Certain herbs, for example, can be life-threatening.

#### What are the qualifications of the authors?

Do they have university-based training in mental health? Have they published in professional journals? In books, check the reference section for citations from professional journals.

#### Is the material backed by a nationally known and respected mental health organization?

Look for recommendations from organizations such as the American Psychological Association.

#### Is a cost involved?

If you are asked online for a credit card number or personal information, check with a parent or guardian.



FIGURE 9.3

## MENTAL HEALTH PROFESSIONALS

- **Psychiatrist**—a physician who specializes in diagnosing and treating mental disorders and can prescribe medications
- **Neurologist**—a physician who specializes in organic disorders of the brain and nervous system
- **Clinical Psychologist**—a professional who diagnoses and treats emotional and behavioral disorders by means of counseling but cannot prescribe medications
- **Counselor**—a professional who works to help people with personal and educational matters
- **Psychiatric Social Worker**—a professional who provides guidance and treatment for clients with emotional problems, usually in the setting of a mental hospital, mental health clinic, or family service agency
- **School Psychologist**—a professional who specializes in the assessment of learning, emotional, and behavioral problems of schoolchildren



**Explain** What are some of the symptoms that might indicate a person needs professional help?

### Methods for Seeking Help

Most people tend to wait too long to address critical mental health issues, even though there are many people in their lives who are willing and eager to assist them. Besides parents and guardians, who are usually the most accessible, there are teachers, school psychologists, counselors, coaches, clergy members, and crisis hot lines. According to the Surgeon General, school is the place where children and teens are most likely to receive treatment. **Figure 9.3** provides a list of mental health professionals to whom a person might be referred for help.

### STUMBLING BLOCKS TO SEEKING HELP

Some people are afraid to seek help for mental or emotional problems. It is important that you know strategies for overcoming barriers when communicating information, ideas, feelings, and opinions. If someone you know needs treatment from a professional mental health expert, it is important that you respond to that person with empathy. If you or someone you know is reluctant to seek help, remember these facts.


- ▶ Asking for help from a mental health professional does not mean that a person is weak. Rather, asking for needed help is a sign of strength. It shows responsibility for one's own wellness.
- ▶ People who have mental disorders often cannot get better on their own. Serious disorders, compulsions, and addictions are complex and require professional intervention.
- ▶ Sharing your deepest thoughts with a "stranger" is not painful or embarrassing. In fact, most people are surprised and happy to find that unloading problems is a great relief.

## Therapy Methods

A mental health professional may use any of several treatment methods, depending on his or her area of expertise and the needs of the patient. The following are the most commonly used therapy methods.

- ▶ **Psychotherapy** is an ongoing dialogue between a patient and a mental health professional. The dialogue is designed to find the root cause of a problem and devise a solution.
- ▶ **Behavior therapy** is a treatment process that focuses on changing unwanted behaviors through rewards and reinforcements.
- ▶ **Cognitive therapy** is 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.
- ▶ **Group therapy** involves treating a group of people who have similar problems and who meet regularly with a trained counselor.
- ▶ **Biomedical therapy** is the use of certain medications to treat or reduce the symptoms of a mental disorder. It is sometimes used alone, but is often combined with other treatment methods, such as those listed above.



 **Most forms of therapy involve counseling. What are some short-term and long-term benefits of receiving help for a mental health problem?**

### LESSON

### 3

## REVIEW

### Reviewing Facts and Vocabulary

1. Identify three warning signs that may help a person detect a mental or an emotional problem early in its development.
2. Why do some people delay seeking help for mental or emotional problems?
3. Define *group therapy*, and use the term in a sentence.

### Thinking Critically

4. **Synthesizing.** Identify at least three personal qualities one would need to fill a position at a mental health clinic.
5. **Demonstrating.** What criteria might you utilize to evaluate whether information about a mental health problem was appropriate?

### Applying Health Skills

**Decision Making.** Imagine that you have a friend who is always making negative comments and seems to be withdrawing from his or her normal activities. Use the six steps of decision making to determine what actions to take.

### After You Read

**Organize Information.** Create a wallet card listing what you can do to help someone who is mentally or emotionally distressed. Include a list of self-help and professional resources.



# Understanding Death and Grief

## Guide to Reading

### Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- ▶ coping (p. 238)
- ▶ grief response (p. 239)
- ▶ mourning (p. 240)

### Focusing on the Main Ideas

In this lesson, you will learn how to:

- ▶ **Describe** the different kinds of emotional loss.
- ▶ **Compare** the stages of the grieving process and ways in which people cope with emotional loss.
- ▶ **Discuss** issues related to death and grieving.
- ▶ **Connect** the importance of using community mental health services to help cope with grief.

### Reading Strategy


**Predict**

- ▶ After reviewing the headings, subheadings, and pictures, write a few sentences describing what information you believe you'll learn in this lesson.

### Quick Write

Make a list of the words you associate with grieving.



 Flowers and cards are appropriate expressions of sympathy for someone who has suffered a loss. *In what other ways can you show support?*

Loss is a part of life. Although it is always difficult and painful to lose someone you love or care for, learning to cope with losses appropriately is an important part of human development. The strong bonds we form with others can help us deal with loss in appropriate ways and accept it as a part of the entire life experience.

## Different Kinds of Loss

You have probably experienced losses that resulted in emotional distress. Perhaps you missed a chance to play in a championship game because of an injury or failed to get the grade you needed on an important exam. You may have experienced rejection; the breakup of a relationship; or the death of a pet, friend, or family member. Maybe you have had to move or change schools and have felt the loss of whatever—or whomever—you left behind. A strong emotional attachment can make loss deeply painful. Understanding the grieving process will help you cope with loss and manage your feelings appropriately.



## Expressions of Grief

**Coping** is *dealing successfully with difficult changes in your life*. When a loss occurs, it's common and natural to experience a **grief response**, *an individual's total response to a major loss*. The way a person responds to loss is unique to the situation and to the individual. If a death is sudden or traumatic, for example, the response is likely to be somewhat different from the response to a death that results from a long-term illness. A person's perspective on the lost relationship and his or her ability to remain open to interaction in other relationships might also affect the response to loss.

### The Grieving Process

Mental health professionals have recognized a common phenomenon, called the *grieving process*, that occurs during the grief response. The purpose of this process is to reach closure, or acceptance of a loss. There is no correct way of experiencing loss, but the stages of grief reflect a variety of reactions that may occur as people work through the process. The reactions, which were identified in part by the noted Swiss American doctor Elisabeth Kübler-Ross, include the following:

- ▶ **Denial or Numbness.** In this stage, the person cannot believe the loss has occurred. This part of the process protects the person from being overwhelmed by his or her emotions.
- ▶ **Emotional Releases.** These reactions come with recognition of the loss and often involve periods of crying, which is important to the healing process.
- ▶ **Anger.** Feeling powerless and unfairly deprived, the person may lash out at whatever is perceived to be responsible for the loss. Sometimes a general resentment toward life sets in.
- ▶ **Bargaining.** As the reality of the loss becomes clear, the person may promise to change if only what was lost can be returned, even for a little while.
- ▶ **Depression.** Beyond the natural feelings of sadness, feelings of isolation, alienation, and hopelessness occur as the person recognizes the extent of the loss.
- ▶ **Remorse.** The person may become preoccupied with thoughts about what he or she could have done to prevent the loss or make things better.
- ▶ **Acceptance.** This stage can involve a sense of power, allowing the person to face reality in constructive ways and make significant and meaningful gestures surrounding the idea of loss.
- ▶ **Hope.** Eventually the person reaches a point when remembering becomes less painful and he or she begins to look ahead to the future.



### Breaking Up

The breakup of a relationship can cause a person to experience many of the stages of grief. These feelings are a natural part of the healing process.

#### Overcoming a breakup:

- ▶ Allow yourself to feel the pain associated with the breakup. Denying your feelings only prolongs the grief process.
- ▶ Recognize that self-blame and guilt are defenses against feeling out of control. Remember that you can't control another person's decisions or behaviors.
- ▶ Be thankful for the good times you've had and the contributions the relationship has made to your life.
- ▶ Give yourself time to heal. Allow yourself to have new experiences and to make new friends, but avoid comparing new relationships with the one that has ended.



**Describe** What are the steps in the grieving process?

# Hands-On Health **ACTIVITY**

## An Encouraging Word

Much of the day-to-day comforting of terminally ill persons is carried out by dedicated volunteers. These volunteers often experience a profound sense of loss when the patient passes away. A word of support in the form of a card will encourage these volunteers to continue their important work.

### What You'll Need

- card stock paper
- felt-tip pens in different colors
- computer with clip art software (optional)

### What You'll Do

1. On 8½" x 11" notebook paper, compose several versions of a message. Many volunteers report that inspirational messages are helpful.
2. Sketch the artwork you will include in your card. The artwork should emphasize serenity, peace, or hope. You may want to examine clip art options from a computer program for ideas.
3. Decide what "goodies," such as a flower or candy, to include with your card.
4. Create your card, using card stock paper and felt-tip pens or computer clip art.

### Apply and Conclude

Send your card to a hospital, hospice, or other facility in which volunteers provide support for terminally ill people. Then compose a reflective essay describing what you have learned about dealing with loss and grieving by empathizing with those who work with terminally ill patients.

### Did You Know?

Unresolved grief tends to affect the grieving process at the next occurrence of a loss—causing a person to express some emotions and responses that have been held back. The surfacing of unresolved grief reactions can slow and complicate the healing process.

## Coping with Death


To help cope with death, allow some time to reflect on who you were before the loss and who you will be after grieving. Focus on what you were able to do in the relationship, not what you could or should have done. Remember the wonderful things about the person and the good times you've shared. Another way to reach closure is by seeking support from others or writing a letter to say good-bye.

### Helping Others Through the Grieving Process

Support from family and friends is important during **mourning**, or *the act of showing sorrow or grief*. To help others grieve, it helps to understand various ways in which different families handle grief. You can help by showing empathy or just being there to listen. Share your memories and appreciation of the person who is gone. Sharing memories can help survivors bridge the transition. By helping others, you are exploring the increased responsibility in the transition from adolescence to adulthood.

## Grief Counseling

Seeing a counselor or therapist who specializes in grief can help people through the grieving process. These specialists often can be found through community mental health services, such as hospices.

 Memorial services are times for remembering and showing respect.

*What are some other ways to remember a loved one?*

## Coping with Disasters and Crises

Traumatic or sudden events, such as natural disasters, can leave people feeling a range of emotions from numb and helpless to horrified and afraid. Using effective coping mechanisms can ease the process of recovery.

- ▶ Spend time with other people, and discuss your feelings.
- ▶ Get back to daily routines as quickly as possible.
- ▶ Eat nutritious foods, exercise, and get enough rest and sleep.
- ▶ Do something positive to help your community through the event, such as assisting with cleanup or raising money for aid.



### LESSON

### 4

## REVIEW

### Reviewing Facts and Vocabulary

1. Name the stages that may be involved in the grieving process.
2. Define the term *grief response*.
3. List three strategies for coping with disasters and crises.

### Thinking Critically

4. **Analyzing.** How might coping with a death resulting from a long-term illness differ from coping with a sudden death caused by an accident?
5. **Applying.** Recall a story of personal loss, such as death, that you read about in a book. Write a paragraph that describes the process the grieving character went through. Be sure to examine issues of death and grieving that the book addressed.

### Applying Health Skills

**Communication Skills.** How could you express support to a friend who is suffering from a loss? Make a list of things you could say to comfort someone in such a situation. Your statements should demonstrate consideration, respect, and empathy for others.

### After You Read

**Explain.** Draw a stairway with eight steps. On each step, write the name of one of the stages of the grieving process. Explain each stage.





Science is beginning to understand how phobias form—and how to treat them.

# Fear NOT

**F**or Martin, a high-school student from Minneapolis, Minnesota, his fear of snakes is so overwhelming that he stapled together pages in a textbook to avoid flipping to a photo of a snake. He often wakes with nightmares that he sees a snake slithering toward him. “It’s odd,” he says, “because I’m not in situations where I would ever see snakes.”

His brain, however—or at least the parts of it that operate below the conscious level—may have been. One thing that helped early humans survive was an instinctive urge to flee from potentially dangerous situations. For today’s humans, those early lessons are hard to unlearn.

## The Big Four Phobias

Researchers believe that specific phobias usually fall into one of four subcategories, all of which would have had meaning for our ancient ancestors: fear of animals, such as spiders and snakes; fear of environments, like heights and the dark; fear of blood or injury; and fear of dangerous situations, like being trapped in a tight space. Michelle Craske, psychologist at UCLA’s Anxiety and Behavioral Disorders Program, says, “We tend to fear anything that threatens our survival as a species.”

Phobias may have originated with our distant ancestors, but we modern humans get phobias

from our immediate ancestors—our parents. As many as 40 percent of all people suffering from a specific phobia have at least one phobic parent. This suggests that phobias could be influenced by genetics. However, genes don’t have to be involved as long as learning is. An upsetting childhood event—a house fire, say, or a dog bite—may be more than enough to get the brain’s attention and serve as a focus for uncontrollable fears.

Fortunately, doctors are successfully treating patients with phobias. They do it by gradually exposing them to what they fear. Psychologist Steven Phillipson, clinical director of the Center for Cognitive-Behavioral Psychotherapy in New York City, says, “Just as people get used to background chatter, so too can phobics stop responding to the thing that once frightened them.” ■

TIME  
to THINK...

About  
Phobias

As a class, brainstorm different types of phobias (you may need to consult your school’s media center or the Internet). Determine which subcategory—fear of animals, fear of environments, fear of injury, and fear of dangerous situations—each phobia falls into. Be prepared to discuss your choice.

## Health Skills Application



**1. Analyzing Influences.** Briefly describe some movies or television shows that have portrayed characters with mental disorders. Do you think that these depictions are realistic, accurate, and sensitive? How do you think media representations of mental disorders affect how the public views mental problems? (LESSON 1)



**2. Advocacy.** Write a letter to your school newspaper to raise awareness of teen suicide as a serious problem. Include information on what everyone can do to help prevent teen suicide. (LESSON 2)



**3. Accessing Information.** Evaluate the availability of mental health professionals in your community. (LESSON 3)



**4. Practicing Healthful Behaviors.** Develop a strategy for coping with loss. Think about what would make you feel better if you were grieving a loss. Make a list of actions you could take to cope with the situation and with your feelings. (LESSON 4)

## CAREER Corner

### Psychologist

Are you interested in human behavior and the mental processes related to behavior? Do you enjoy talking with people and helping them with their problems? If so, a career as a psychologist might be for you. Psychologists counsel individuals to help them resolve mental and emotional problems.



If you want to be an advocate for children, you might consider specializing in school psychology. A school psychologist specializes in educational assessment, childhood development, behavioral management, individual and group counseling, and consultation.

To become a psychologist, you will need at least a master's degree. A doctoral degree is required for clinical counseling. Find out more about this and other health careers by clicking on Career Corner at [health.glencoe.com](http://health.glencoe.com).



## BEYOND the Classroom

### Parent Involvement

**Accessing Information.** Learn more about family counseling centers that are available in your community. With your parents, create a pamphlet that highlights the services offered through the centers, the costs of these services, and where financial assistance for counseling can be found. Provide the pamphlet to your school counselor.



### School and Community

**Crisis Centers.** Identify local crisis centers that help teens deal with mental health problems. Contact the centers to determine how a person could become a volunteer either in the centers or on their associated hotlines.



**After You Read**

Use your Foldable to review what you have learned about the six types of mental disorders. On the back of your Foldable, explain how each type of disorder is classified.



► **EXPLORING HEALTH TERMS** Answer the following questions on a sheet of paper.

**Lesson 1** Match each definition with the correct term.

<b>anxiety disorder</b>	<b>conduct disorder</b>
<b>eating disorder</b>	<b>mental disorder</b>
<b>post-traumatic stress disorder</b>	<b>mood disorder</b>

1. An illness of the mind that can affect the thoughts, feelings, and behaviors of a person, preventing him or her from leading a happy, healthy, productive life.
2. An illness, often with an organic cause, that relates to emotions and may involve mood extremes that interfere with everyday living.
3. A pattern of behavior in which the rights of others or basic social rules are violated.

**Lesson 2** Fill in the blanks with the correct term.

<b>suicide</b>	<b>cluster suicides</b>
<b>alienation</b>	

(  4  ) can occur in a community when a local (  5  ) is sensationalized in the media. These behaviors often result from feelings of depression and (  6  ).

**Lesson 3** Replace the underlined words with the correct term.

<b>behavior therapy</b>	<b>biomedical therapy</b>
<b>cognitive therapy</b>	<b>group therapy</b>
<b>psychotherapy</b>	

7. Psychotherapy usually involves several people.
8. A psychiatrist may use behavior therapy if medication is needed in the treatment.
9. A distorted thinking pattern requires group therapy.
10. The therapy that uses rewards and reinforcements is called cognitive therapy.
11. Biomedical therapy involves an ongoing dialogue between a patient and a mental health professional.

**Lesson 4** Match each definition with the correct term.

<b>mourning</b>	<b>grief response</b>
<b>coping</b>	

12. Dealing successfully with difficult changes in your life.
13. An individual's total response to a major loss.
14. The act of showing sorrow or grief.

► **RECALLING THE FACTS** Use complete sentences to answer the following questions.

1. What types of events are associated with post-traumatic stress disorder?
2. Name two eating disorders.
3. Describe antisocial personality disorder.
4. What should you do if you recognize the warning signs of suicide in yourself or others?
5. List three actions a person can take if he or she is with someone who appears to be suicidal.
6. What are the CDC's guidelines for preventing cluster suicides?
7. Where are teens and children most likely to receive treatment for mental health problems?
8. Name six types of mental health professionals.
9. List three therapy methods for treating mental disorders.
10. List three examples of loss.
11. What is one way of reaching closure after the death of a loved one?
12. How can you help someone who is mourning?





## ▶ WRITING CRITICALLY

- 1. Narrative.** Write a one-page story about a teen who suspects that his or her friend is suffering from depression and is contemplating suicide. In your story, identify ways in which the teen expresses his or her concern and offers help.
- 2. Expository.** Conduct additional research about one of the mental health careers described in Figure 9.3. Write a one-page job description providing a detailed account of the job requirements needed for one of these careers.

## Standardized Test Practice

**MATH** Read the paragraph below, and then answer the questions.

Recent research indicates that more people suffering from depression are seeking help compared to the number reported 20 years ago. Researchers aren't sure whether the increase means that more people have depression or that people are now better able to recognize the symptoms. Nearly everyone is mildly depressed at some time, but 16 percent of the U. S. population will suffer from major depression in a lifetime. A study was conducted on more than 9,000 people ages 18 and older. Fifty-seven percent of those who had major depression sought help. This rate is almost 40 percent higher than the rate reported 20 years before the study. Even though the number of patients treated is increasing, it is estimated that only 21 percent are receiving adequate care.

- If the size of the general population is 200 million people, how many people will experience major depression at some time during their lives?
  - A 32 million
  - B 42 million
  - C 75 million
  - D 92.8 million
- What function can be used to find the number of people who are seeking help for depression if you know the size of the population with depression? (Hint: The variable  $N$  is the number of people seeking help, and  $P$  is the size of the population.)
  - F  $N = P$
  - G  $N = (0.57)(0.16)P$
  - H  $N = 0.57P$
  - I  $P = 0.16N$
- Examine the percentages reflecting how many people have major depression, how many of these people seek help, and how many who seek help receive adequate care. Of 20,000 people, how many people would you expect to be receiving adequate care for major depression? Justify your answer.