# *An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual*

SKU: 9781305113565-SOLUTIONS

# 2

# Psychological and Spiritual Well-Being

## Learning Objectives

After studying this chapter in the text, the student should be able to:

2.1 Identify the characteristics of emotionally healthy individuals.

2.2 Summarize the components of positive psychology that can lead to a happy and purposeful life.

2.3 Discuss the impact of spirituality on individuals.

2.4 Review the relationship of sleep and health.

2.5 Relate mental health to a person's overall well-being.

2.6 Describe the key factors related to depressive disorders, their symptoms, and treatments.

2.7 Summarize four categories of anxiety disorders.

2.8 Identify the risk factors, symptoms, and therapeutic approaches for other mental disorders discussed in this chapter.

2.9 Outline the patterns of committing or attempting suicide among Americans.

2.10 List treatment options available for mental disorders.

## Chapter Summary

Psychological health can make the difference between facing a challenge with optimism and confidence or feeling overwhelmed by expectations and responsibilities.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

## Lecture Outline

I. Emotional and Mental Health
   A. Psychological health encompasses both our emotional and our mental states—that is, our feelings and our thoughts.
   B. Emotional wellness generally refers to feelings and moods.
   C. Characteristics of emotionally healthy persons, identified in an analysis of major studies of emotional wellness, include the following:
      1. Determination and effort to be healthy
      2. Flexibility and adaptability to a variety of circumstances
      3. Development of a sense of meaning and affirmation of life
      4. An understanding that the self is not the center of the universe
      5. Compassion for others
      6. The ability to be unselfish in serving or relating to others
      7. Increased depth and satisfaction in intimate relationships
      8. A sense of control over the mind and body that enables the person to make health-enhancing choices and decisions
   D. Mental health describes our ability to perceive reality as it is, to respond to its challenges, and to develop rational strategies for living.
   E. The characteristics of mental health include:
      1. The ability to function and carry out responsibilities
      2. The ability to form relationships
      3. Realistic perceptions of the motivations of others
      4. Rational, logical thought processes
      5. The ability to adapt to change and to cope with adversity
   F. Culture helps to define psychological health. In our diverse society, many cultural influences affect Americans' sense of who they are, where they came from, and what they believe.

II. The Lessons of Positive Psychology

Positive psychology is defined as "the scientific study of ordinary human strengths and virtues."

The three major areas of positive psychology are the study of positive emotions, such as hope and trust; positive traits, such as wisdom and courage; and positive institutions, such as strong families and democracy.

   A. Develop Self-Compassion: a healthy form of self-acceptance and a way of conceptualizing our favorable and unfavorable attitudes about ourselves and others. Three components of self-compassion are:
      1. Treating oneself kindly in the face of perceived inadequacy by engaging in self-soothing and positive self-talk



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

2. Recognizing that such discomfort is an unavoidable part of the human experience—this recognition of "common humanity" promotes a sense of connection to others even in the face of isolation and disappointment
3. Facing painful thoughts without avoiding or exaggerating them and managing disappointment and frustration by quelling self-pity and melodrama

B. Boosting Emotional Intelligence: "EQ" (for emotional quotient) is the ability to monitor and use emotions to guide thinking and actions.

C. Meet Your Needs. According to Maslow, human needs are the motivating factors in personality development.
1. First, we must satisfy our basic physiological needs, such as those for food, shelter, and sleep.
2. Only then can we pursue fulfillment of our higher needs—for safety and security, love and affection, and self-esteem.
3. Few reach the state of self-actualization, in which one functions at the highest possible level and derives the greatest possible satisfaction from life.

D. Boost Self-Esteem
1. Self-esteem is belief or pride in ourselves; it gives us confidence to dare to attempt to achieve at school or work, and to reach out to others to form friendships and close relationships.
2. Self-esteem is based on what you believe about yourself. It is not something you are born with; it develops over time.
3. One of the most useful techniques for bolstering self-esteem and achieving your goals is developing the habit of positive thinking and talking.

E. Pursue Happiness
1. Psychological research has identified three major factors that contribute to a sense of well-being: your happiness set-point, life circumstances such as income or marital status, and thoughts, behaviors, beliefs, and goal-based activities.
2. The individuals most likely to benefit from a "happiness prescription" are motivated to change, bring to bear effort and persistence, and engage in activities that have been proven effective in increasing happiness.
3. Education, intelligence, gender, and race do not matter much for happiness.
4. In surveys of college students, the happiest generally shared one distinctive characteristic: a rich and fulfilling social life.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

F. Become Optimistic which is "an inclination to anticipate the best possible outcome."
   1. Optimists not only expect good outcomes, they take steps to increase this likelihood.

G. Manage Your Moods
   1. A mood is a more sustained emotional state that colors our view of the world for hours or days.
   2. The most effective way to banish a sad or bad mood is by changing what caused it in the first place.
   3. Exercise consistently ranks as the single most effective strategy for banishing bad feelings.

III. Spiritual Health

Spiritual health refers to a breath of life and involves our ability to identify our purpose in life and to experience the fulfillment of achieving our full potential. Spirituality is a belief in what some call a higher power, in someone or something that transcends the boundaries of self. Religiosity refers to various spiritual practices.

A. Spirituality and Physical Health
   1. A growing body of scientific evidence indicates that faith and spirituality can enhance health—and perhaps even extend life.
   2. Church attendance may account for an additional two to three years of life.
   3. Prayer and other religious experiences, including meditation, may actually change the brain for the better.

B. Deepen Your Spiritual Intelligence
   1. Spiritual intelligence is the capacity to sense, understand, and tap into the highest parts of ourselves, others, and the world around us.
   2. Spiritual intelligence, unlike spirituality, does not center on the worship of an external God, but the discovery of wisdom within.

C. Clarify Your Values
   1. Values are the criteria by which you evaluate things, people, events, and yourself; they represent what's most important to you.
   2. When you confront a situation in which you must choose different paths or behaviors, follow these steps:
      a. Carefully consider the consequences of each choice.
      b. Choose freely from among all of the options.
      c. Publicly affirm your values by sharing them with others.
      d. Act out your values.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

D. Enrich Your Spiritual Life
    1. Sit quietly.
    2. Start small.
    3. Step outside.
    4. Use activity to tune into your spirit.
    5. Ask questions of yourself.
    6. Trust your spirit.
    7. Develop a spiritual practice.
E. Consider the Power of Prayer
    1. Prayer is the most commonly used form of complementary and alternative medicine.
        a. Petitionary prayer—praying directly to a higher power—affects both the quality and quantity of life.
        b. Some scientists speculate that prayer may foster a state of peace and calm that could lead to beneficial changes in the cardiovascular and immune systems.
F. Cultivate Gratitude
    1. A grateful spirit brightens mood, boosts energy, and infuses daily living with a sense of glad abundance.
    2. Gratitude has emerged as one of the most significant dimensions of positive psychology.
    3. The traditional definition of gratitude of "appreciation for the helpful actions of others, has expanded to include "a lifestyle orientation" of feeling grateful, which can reduce levels of stress over time.
G. Forgive
    1. When you forgive, you let go of all the anger and pain that have been demanding your time and wasting your energy.
    2. When you forgive, you reclaim your power to choose.
    3. Forgiveness based interventions have resulted in greater self-esteem and hopefulness, positive emotions toward others, less depression and anxiety, and improved resistance to drug use.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

IV. Sleepless on Campus

According to the Centers for Disease Control and Prevention, only 1/3 of Americans say they get enough sleep. Inadequate sleep and sleep disorders are linked to higher overall death rates, as well as to higher rates of motor vehicle crashes, obesity, insulin resistance, and cardiovascular illness.

A. Student Night Life
   1. In various studies, 25 to 50 percent of undergraduates have reported significant daytime sleepiness, which may affect academic performance as well as daily tasks such as driving.
   2. Alcohol compounds many sleep problems.
   3. Female students generally have poorer sleep patterns than males and suffer more consequences as a result.
   4. On average college students go to bed 1 to 2 hours later and sleep 1 to 1.6 hours less than students of a generation ago.

B. Sleep's Impact on Health
   1. Nighttime sleep affects your daytime well-being in the following areas:
      a. Learning and memory
      b. Metabolism and weight
      c. Safety
      d. Mood/quality of life
      e. Immunity
      f. Mental disorders
      g. Major diseases and death

C. How Much Sleep Do You Need?
   1. Normal sleep times range from five to ten hours; the average is seven and a half.
   2. To figure out your sleep needs, keep your wake-up time the same every morning and vary your bedtime. See how you feel throughout the day.

D. Sleeping Pills
   1. Before taking sleeping pills, the following should be considered:
      a. Over-the-counter medications
      b. Dietary supplements
      c. Prescription medications

V. Understanding Mental Health

A. What Is a Mental Disorder?
   1. Psychiatrists define a mental disorder as a clinically significant behavioral or psychological syndrome or pattern that is associated with present distress or disability or with a significantly increased risk of suffering death, pain or disability, or an important loss of freedom.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

B. The Mind-Body Connection
    1. Mental attitude may be just as important a risk factor for certain diseases as age, race, gender, education, habits, and health history.
    2. Positive states like happiness and optimism and traits such as gratitude have been linked with longer lifespans as well as lower risk of cardiovascular and lung disease, stroke, diabetes, colds, and upper respiratory infections.
    3. Mental disorders can undermine physical well-being.
C. Mental Health on Campus
    1. There have been increases in the numbers of students seeking psychological services and in the severity of problems they report, such as drug use, alcohol abuse, sexual assaults, self-injury, and suicide.
    2. In the American College Health Association National College Assessment, almost half of the undergraduates surveyed reported feelings that things were hopeless within the last 12 months.
    3. The reasons for greater student distress on campus include:
        a. Many undergraduates arrive on campus with a history of psychological problems.
        b. Some undergraduates are dealing with ongoing issues such as bulimia, self-cutting, and childhood sexual abuse.
        c. Some students become depressed in college or begin abusing alcohol or drugs.
        d. Many students become distressed following a romantic breakup or loss.
        e. Psychiatric symptoms may increase the risk of developing other disorders.
D. The Toll on Students
    1. Psychological and emotional problems can affect every aspect of a student's life, including physical health, overall satisfaction, and relationships.
    2. The impact of mental health problems extends beyond an individual student to roommates, friends, classmates, family, and instructors.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

VI. Depressive Disorders

Depression, the world's most common mental ailment, affects more than 13 million adults in the United States every year and costs billions of dollars for treatment and lost productivity and lives.

A. Depression in Students
   1. An estimated 15 to 40 percent of college-age men and women may develop depression, but the number may be rising.
   2. Three key contributors to depression in college students are stress, too little sleep, and academic and athletic pressures.

B. Gender and Depression
   1. Female Depression
      a. Depression is twice as common in women as men.
      b. Brain chemistry and sex hormones may play a role.
      c. Childhood abuse also contributes to female vulnerability.
   2. Male Depression
      a. Experts describe male depression as an "under" disease: under-discussed, under-recognized, under-diagnosed, and undertreated.
      b. Genes may make some men more vulnerable to depression, but chronic stress of any sort plays a major role.

C. Major Depression
   1. The simplest definition of major depression is sadness that does not end.
   2. The characteristics of depression include:
      a. Feeling depressed
      b. Loss of interest
      c. Eating more or less
      d. Having trouble sleeping
      e. Feeling slowed down
      f. Lack of energy
      g. Feeling helpless, hopeless, and worthless
      h. Difficulty concentrating; forgetfulness
      i. Difficulty thinking clearly or making decisions
      j. Persistent thoughts of death or suicide
      k. Withdrawal from others
      l. Physical symptoms

D. Treating Depression
   1. The most recent guidelines for treating depression call for an individualized approach tailored to each patient's symptoms.
   2. Medication has become the most common approach, while fewer patients receive psychotherapy, possibly because of limited insurance coverage.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

3. For individuals who cannot take antidepressant medications because of medical problems, or who do not improve with psychotherapy or drugs, electroconvulsive therapy (ECT) remains the safest and most effective treatment.

E. Bipolar Disorder
   1. Known as manic depression in the past, bipolar disorder consists of mood swings, changes in thinking, changes in behavior, and changes in physical condition.
   2. Professional therapy is essential in treating bipolar disorders.

VII. Anxiety Disorders

Anxiety disorders are as common as depression and are often undetected and untreated.

A. Specific Phobia
   1. Phobias—the most prevalent type of anxiety disorder—are out-of-the-ordinary, irrational, intense, persistent fears of certain objects or situations.
   2. The best approach is behavioral therapy, which consists of gradual, systematic exposure to the feared object.

B. Panic Attacks and Panic Disorder
   1. Panic attacks often involve one or more of the following: a racing heart, light-headedness or dizziness, rapid breathing, hyperventilation, tingling and numbness in parts of the body, and the sense that something horrible is about to happen.
   2. Panic disorder develops when attacks recur or apprehension about them becomes so intense that individuals cannot function normally.

C. Generalized Anxiety Disorder (GAD)
   1. 1. GAD involves excessive or unrealistic apprehension that causes physical symptoms and lasts for six months or longer.

D. Obsessive–Compulsive Disorder (OCD)
   1. 1. Obsession: a recurring idea, thought, or image that they realize, at least initially, is senseless. The most common obsession are:
      a. Repetitive thoughts that usually involve harm and danger
      b. Contamination (for example, becoming infected by shaking hands)
      c. Doubt (for example, wondering whether one has performed some act, such as having hurt someone in a traffic accident)
   2. 2. Compulsion: a repetitive behavior performed according to certain rules or in a stereotyped fashion. The most common compulsion are:
      a. Handwashing
      b. Cleaning



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

c. Repeating words silently
d. Counting
e. Checking (for example, making sure dozens of times that a door is locked)

VIII. Other Common Disorders

A. Attention-Deficit/Hyperactivity Disorder (ADHD)
1. ADHD is the most common mental disorder in childhood.
2. An estimated 5.9 percent to 7.1 percent of children and adolescents suffer from ADHD.
3. About 5 percent of adults have ADHD.
4. The characteristic symptoms of ADHD are:
a. Inattention
b. Hyperactivity
c. Impulsivity

B. ADHD on Campus
1. ADHD can make it hard to concentrate, read, make decisions, complete complex projects, meet deadlines, and can make relationships with peers challenging.
2. The medications used for this disorder include stimulants (Ritalin) or an alternative nonstimulant treatment known as Strettera (atomoxetine).
3. Undergraduates with ADHD are at higher risk of becoming smokers, abusing alcohol and drugs, and having automobile accidents.

C. Autism Spectrum Disorder
1. Autism is a complex neurodevelopmental disability that causes social and communication impairments, is a "spectrum" disorder that includes several disorders with similar features.
2. It is unclear as to why Autism rates have risen steadily in recent decades.
3. Symptoms, which include repetitive patterns of thoughts and behavior and inability to communicate verbally, usually start before age three and can create delays or problems in many different skills that develop from infancy to adult-hood.
4. Individuals with Asperger syndrome have autism-like problems in social interaction and communication but normal to above-average intelligence.

D. Schizophrenia
1. Schizophrenia is one of the most debilitating mental disorders, which profoundly impairs in individual's sense of reality.
2. Symptoms:
a. Hallucinations
b. Delusions



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

c. Disorganized thinking
d. Talking in rambling or incoherent ways
e. Making odd or purposeless movements or not moving at all
f. Repeating others' words or mimicking their gestures
g. Showing few, if any, feelings; responding with inappropriate emotions
h. Lacking will or motivation to complete a task or accomplish something
i. Functioning at a much lower level than in the past at work, in interpersonal relations, or in taking care of themselves

3. Antipsychotic drugs are the foundation of treatment.

E. Nonsuicidal Self-Injury

1. Deliberately harming oneself may take any form of damage to the body: cutting, burning, stabbing, hitting, excessive rubbing.
2. Intent is not to take one's life but to obtain relief from painful feelings or thoughts.

IX. Suicide

Suicide is not in itself a psychiatric disorder, but it is often the tragic consequence of emotional and psychological problems.

At all ages, men commit suicide three to four times more frequently than women, but women attempt suicide much more often than men.

A. Suicide on Campus

1. More than 1,100 undergraduates take their lives every year.

B. Factors That Lead to Suicide

1. Suicidal behavior disorders
2. Mental disorders
3. Substance abuse
4. Hopelessness
5. Combat stress
6. Family history
7. Physical illness
8. Brain chemistry
9. Access to guns
10. Other factors
    a. Individuals who kill themselves often have gone through more major life crises—job changes, births, financial reversals, divorce, retirement—in the previous six months, compared with others.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

X. Overcoming Problems of the Mind

At any given time, about 25 percent of men, women, and children meet the criteria for a mental disorder, yet 70 percent of those in need of psychological help never receive it.

A. Where To Turn for Help
   1. Health education instructor or department, school-based support groups, community-based programs, special emergency services, student health services, office of the dean of student services or student affairs, city or county health department and neighborhood health centers, special clinics in local hospitals, local branches of national service organizations, psychiatric or psychological association, primary care physician, telephone book, or the Internet.

B. Types of Therapy
   1. Psychotherapy refers to any type of counseling based on the exchange of words in the context of the unique relationship that develops between a mental health professional and a person seeking help.
   2. Brief Psychotherapies
      a. Short-term treatments typically focus on a central issue and typically conclude in less than 6 months or 24 sessions.
   3. Psychodynamic Psychotherapy
      a. This therapy takes into account the role of early experiences and unconscious influences in actively shaping behavior.
   4. Cognitive-Behavioral Therapy (CBT)
      a. CBT focuses on inappropriate and inaccurate thoughts or beliefs to help individuals break out of a distorted way of thinking.
   5. Behavioral Therapy
      a. The goal is to substitute healthier ways of behaving for maladaptive patterns used in the past.
   6. Family-Focused Therapy (FFT)
      a. Based on the assumption that a patient's relationship with family members is vital to successful management of his or her illness.
   7. Interpersonal Therapy (IPT)
      a. IPT focuses on relationships in order to help individuals deal with unrecognized feelings and needs and improve their communication skills.

C. Other Treatment Options
   1. Psychiatric Drugs
      a. Psychiatric drugs are medications that alter brain chemistry and relieve psychiatric symptoms.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

2. Alternative Mind-Mood Products
    a. Some "natural" products, such as herbs and enzymes, claim to have psychological effects. However, they have not undergone rigorous scientific testing.
    b. Daily meditation might help relieve anxiety and depression.

## Discussion Questions

- Discuss the concept of psychological health as it relates to the other five dimensions of health. Can psychological health be separate and distinct from the other components without affecting them? How so? How do the other dimensions affect one's psychological health?
- Ask students what it means to love and accept themselves. Can one accept and love another without first loving oneself? How? Why? How does this relate to Maslow's hierarchy of thinking?
- Ask students what emotional intelligence means to them. Discuss the benefits of possessing emotional intelligence. What role does an individual's EQ play in their everyday life or career? Ask them which they would rather have, a high IQ or a high EQ? Why or why not?
- Ask students what factors contribute to happiness. Compare these characteristics to those cited for contributing to good psychological health. Ask students to make a list of the things that make them happy. Do they think of the things on the list when they make choices or decisions that may or may not affect their happiness? Why? How come?
- Discuss the concept of sleep deprivation as discussed in the text. Ask for volunteers who have experienced it to share their symptoms or experiences. Ask others to share the strategies and rituals they use in order to reduce sleep deprivation and maximize restful sleep. How might they improve their sleep rituals? Why is it important at this point in their lives to get enough sleep?
- Provide a definition for mental well-being and for mental illness. Have students brainstorm characteristics and symptoms for each. Also work through the stereotypes of mental illness and attempt to explain how "normal" people can become so overwhelmed by "life" that depression or other illnesses occur.
- Compare and contrast the everyday blues to depressive disorder. What characteristics differentiate the two? When might one seek professional counseling? How and where can they get it? What is available on campus? How might one afford such counseling? Describe the free services available and who to contact.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

- After reviewing the statistics related to suicide among the young, ask students why they believe this occurs. Note their responses on the chalkboard. Ask them to examine what society, families, and individuals can do to help prevent suicide.
- Ask students how they might go about finding a mental health therapist. What questions might they ask in order to ascertain qualifications and experiences? (Have them note that a similar list can be used to select any type of health practitioner). Formulate and share with them a list of low or no-cost counseling services available on your campus and within the community. Discuss the differences in psychiatrists, psychologists, and social workers. Also explain how some psychologists are trained in special areas.
- Discuss the number of psychiatric drugs that are out there and the differences between them. How do students view these types of drugs? How many students support Tom Cruise's belief that they are not needed to treat depression? Why or why not?
- Discuss suicide, including the major causes of suicide. Discuss the differences between males and females in terms of suicide risk.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

## Classroom Activities

### Activity #1: Abraham Maslow's Hierarchy of Needs

#### Purpose:

To assist students in identifying their own potential.

#### Time:

This activity will take 10 to 15 minutes.

#### Introduction:

Introduce to students how not reaching our fullest potential can impact our health.

#### Method:

1. Introduce to students Maslow's Hierarchy of Needs and review the various levels within this model.
2. Have students make their own pyramid and have them write a brief statement about how they have reached each level or not reached a particular level.

#### Discussion:

1. Ask students to identify areas that they are meeting.
2. Ask students to identify areas that they are not meeting.
3. How do they feel meeting or not meeting a particular area that has influenced their life?
4. Are there areas in life for which students believe that meeting each "step" isn't necessary to achieve the next level? Why or why not?
5. Ask students to identify someone they believe has reached the self-actualization level. Why?



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

## Activity #2: Enhancing Self-Esteem

### Purpose:

To improve self-esteem.

### Time:

This activity will take 10 to 15 minutes.

### Introduction:

Enhancing self-esteem and personal well-being is a lifelong process.

### Method:

1. Have students ask themselves the following questions:
    a. How do I feel about my life in general—positively or negatively?
    b. Do I constantly send myself negative messages?
    c. What is one area of my life that I would like to improve upon?
2. Write two positive affirmations that you will repeat to yourself whenever you feel those negative or self-defeating thoughts begin to enter your mind.

### Discussion:

1. What factors have contributed to your feelings about your life in general, whether they are positive or negative?
2. Will your positive affirmations help derail any negative observations you have of yourself?
3. What role does self-esteem play in the ability to set and establish goals?



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

## Activity #3: Self-Analysis: Depression

### Purpose:

To increase awareness of signs of depression.

### Time:

This activity will take one-half to a whole class period with possible out of class research.

### Introduction:

Improving the ability to recognize the signs and symptoms of depression and to develop healthy strategies for coping with depression.

### Method:

1. Have students ask themselves the following questions:
    a. Do I have low self-esteem or feelings of inadequacy?
    b. Do I feel hopeless?
    c. Do I feel guilty?
    d. Do I have low energy and have feelings of fatigue?
    e. Am I having difficulty making decisions?
    f. Am I having difficulty enjoying pleasurable activities?
2. If students answered yes to any of those questions, then they should recognize that they could be suffering from depression.

### Discussion:

1. Ask students to reflect on how they feel about this experience? Were they surprised by the results?
2. Does this experience open their eyes to taking more time to work on their mental health and well-being?
3. If they are dealing with depression, what resources will they seek for help?
4. What resources are available on campus for students dealing with depression?



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

## Activity #4: Self-Analysis: Sleep

### Purpose:

To assess your daily sleep habits and to determine if you are getting an adequate amount of rest for optimal health.

### Time:

One week.

### Method:

1. Students should keep a sleep journal for one week. Students should keep track of the amount of time they sleep each day, the time at which they are sleeping, and how they felt upon waking each day.
2. At the end of one week, students should ask themselves the following questions:
    a. Do I wake up each day feeling well rested?
    b. Do I go to sleep at a different time each day?
    c. Am I taking a nap every day?
    d. Do I have to take medications or drink alcohol to go to sleep?

### Discussion:

1. Discuss the behavioral patterns that impact the amount of sleep students get on a daily basis.
2. Ask students if they have a clearer picture of their sleep habits and how they might be influencing their physical health.
3. Discuss the steps that students can take to improve their sleep habits.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

## References, Readings, and Resources

American College Health Association. *American College Health Association–National College Health Association: Reference Group Executive Summary, Fall 2007*. Baltimore: American College Health Association, 2008.

Buysee, D. "Sleep Disorders," in *Textbook of Psychiatry*, Fifth Edition, 2008, pp. 921–970.

Dubovsky, S. "Emotional Health = Heart Health," *Journal Watch Psychiatry*, Jan. 2008.

Hollander, Eric and Daphne Simeon. "Anxiety Disorders," in *Textbook of Psychiatry*, Fifth Edition. Hales, Robert, Yudofsky, Stuart, and Gabbard Glen, Editors. Washington, DC, 2008, pp. 505–608.

Joffe P. "An Empirically Supported Program to Prevent Suicide in a College Student Population," *Suicide Life Threatening Behavior*, 2008, Feb; 38(1): pp. 87–103.

Joska, John and Dan Stein. "Mood Disorders," in *Textbook of Psychiatry*, Fifth Edition. Hales, Robert, Yudofsky, Stuart, and Gabbard Glen, Editors. Washington, DC, 2008, pp. 457–504.

Kaplan, Arline. "Task Force Proposes New Bipolar Guidelines," *Psychiatric Times*, Apr. 2008, Vol. XXV, No. 4, p. 1.

Larsen, J. "Is Happiness Having What You Want, Wanting What You Have, or Both?" *Psychological Science*, 19(4), Apr. 2008, pp. 371–377.

Schlundt, D. G. "Religious Affiliation, Health Behaviors and Outcomes: Nashville REACH 2010," *British Journal of Nursing*, 17(6), 2008, pp. 394–398.

Weiss, A. "Happiness Is a Personal(ity) Thing: The Genetics of Personality and Well-Being in a Representative Sample," *Psychology Science*, 19(3), Mar. 2008, pp. 205–210.

Wright, Jesse et al. "Cognitive Therapy," in *Textbook of Psychiatry*, Fifth Edition. Hales, Robert, Yudofsky, Stuart, and Gabbard Glen, Editors. Washington, DC, 2008, pp. 1211–1256.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

## Films and Videos

*Anger: The Turbulent Emotion*
(Can pent-up anger lead to health problems? A look at anger and its causes.)
Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570

*A Beautiful Mind*
(The story of John Nash, Nobel Prize Winner who suffered from schizophrenia.)
Available at most video stores.

*A Family of Winners*
(Overemphasis on winning and obsessive competitiveness is examined in the context of a father's "winning-is-everything" personality and its effect on his sons.)
Paul Communications
17575 Pacific Coast Highway
P.O. Box 1057
Pacific Palisades, CA 90272

*Beating Depression*
(This program comes to grips with depression through the experiences of five patients whose backgrounds span the socioeconomic spectrum.)
Films for the Humanities and Sciences
P.O. Box 2053
Princeton, New Jersey 08543-2053
1-800-257-5126
http://www.films.com

*Cipher in the Snow*
(Mental health authorities discuss anxiety and anxiety-producing situations.)
The Edge Series
Pennsylvania State University
Audio-Visual Services
University Park, PA 16802



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

*Clarifying Your Values: Guidelines for Living*
(Students are given opportunities to define their value systems and analyze advantages and disadvantages of acting on their beliefs.)
The Center for Humanities, Inc.
White Plains, NY 10602

*Depression: Moving On*
(Comprehensive film spells out the details of clinical depression in seven concise segments.)
Films for Humanities and Sciences
P.O. Box 2053
Princeton, NJ 08543-2053

*The Emotions of Life*
(An examination of aggression, depression, and addiction.)
Mastervision Incorporated
969 Park Avenue
New York, NY 10028

*Girl Interrupted*
(Excellent movie about a young woman who is in a mental institution and the friendship and relationships endured.)
Check your local video store.

*Look at Schizophrenia*
(A psychiatrist presents ways that schizophrenics use feelings and language.)
Hogg Foundation Library
P.O. Box 7998
University of Texas
Austin, Texas 78712

*Mental Health*
(The importance of expressing emotions, being the person you are, and accepting yourself.)
Michigan Media
University of Michigan
400 Fourth Street
Ann Arbor, MI 48109



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

*Myths about Madness: Challenging Stigma and Changing Attitudes*
(Exposes myths surrounding afflictions of the mind and challenges discrimination against the mentally ill.)
Films for Humanities and Sciences
P.O. Box 2053
Princeton, NJ 08543-2053

*New Strides in Mental Health*
(Attitudes toward mental health are discussed by the former president of the National Mental Health Association.)
Hogg Foundation Library
P.O. Box 7998
University of Texas
Austin, TX 78712

*Productivity and the Self-Fulfilling Prophecy*
(Shows the strength of expectations and how they influence our behavior.)
McGraw-Hill Training Systems
674 Via del la Valle
Solana Beach, CA 92075

*Suicide: A Guide for Prevention*
(Uses dramatized scenarios for who is at risk, warning signs, and some of the triggers.)
Films for Humanities and Sciences
P.O. Box 2053
Princeton, NJ 08543-2053

*Suicide: The Warning Signs*
(Discussion of the common warning signs of suicide and how others can deal with them.)
Centron Films
65 East South Water Street
Chicago, IL 60607



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

*What Is Mental Health?*
(A well-known psychologist discusses mental health and "normal" behavior, and how they are measured.)
Hogg Foundation Library
P.O. Box 7998
University of Texas
Austin, TX 78712

## Internet Resources

*American Association of Suicidology*
The American Association of Suicidology is an education and resource organization.
http://www.suicidology.org

*Anxiety Disorders Association of American (ADAA)*
Gives information, resources, and referrals related to anxiety disorders.
http://www.adaa.org

*American Foundation for Suicide Prevention*
Research, facts, survivor support, and more.
http://www.save.org/

*American Psychiatric Association*
Provides information about a wide variety of mental health problems as well as psychiatric medications.
http://www.psych.org

*American Psychological Association*
Provides information on a wide variety of mental health topics.
http://www.apa.org

*Depression and Bipolar Support Alliance*
The mission of this website is to improve the lives of people living with mood disorders.
http://www.dbsalliance.org



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

*Depression Screening.org*
The mission of this website is to educate people about clinical depression, offer a confidential way for people to get screened for symptoms of the illness, and guide people toward appropriate professional help if necessary.
http://www.depressionscreen.org/

*National Association for Self-Esteem*
The purpose of this organization is to fully integrate self-esteem into the fabric of American society so that every individual, no matter what their age or background, experiences personal worth and happiness.
http://www.self-esteem-nase.org/

*National Center for PTSD*
To advance the clinical care and social welfare of America's veterans through research, education, and training in the science, diagnosis, and treatment of PTSD and stress-related disorders. This website is provided as an educational resource concerning PTSD and other enduring consequences of traumatic stress.
http://www.ptsd.va.gov/

*National Institute of Mental Health*
Working to improve mental health through biomedical research on mind, brain, and behavior.
http://www.nimh.nih.gov/

*National Mental Health Association*
This site features fact sheets on a variety of mental health topics, including depression screening, information for families, college initiative, substance abuse, prevention, and an email newsletter. This site also features current mental health articles as well as a bookstore.
http://www.nmha.org

*National Sleep Foundation*
This site features information on sleep disorders; healthy sleep, support, and advocacy; and online resources on sleep.
http://www.sleepfoundation.org

*Obsessive Compulsive Foundation*
Organization of researchers and clinicians pioneering the world's foremost innovative and aggressive efforts to find a cure for OCD.
http://iocdf.org/



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

*Reflective Happiness*
Martin Seligman's website on positive psychology.
http://reflectivehappiness.com/

*Suicide: Read this First*
A collection of suicide resources.
http://metanoia.org/suicide

*Brain and Behavior Research Foundation*
This association is dedicated to funding scientific research on brain and behavior disorders.
http://www.narsad.org/

*World Federation for Mental Health*
An international, non-profit organization established in 1948 to advance, among all peoples and nations, the prevention of mental and emotional disorders, the proper treatment and care of those with such disorders, and the promotion of mental health.
http://www.wfmh.org/

*World Health Organization*
Part of the WHO's website on mental health.
http://www.who.int/mental_health/en/



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

## Key Terms

antidepressant

anxiety disorders

attention deficit/hyperactivity disorder (ADHD)

autism spectrum disorder

behavioral therapy

bipolar disorder

cognitive therapy

culture

emotional health

emotional intelligence

generalized anxiety disorder (GAD)

interpersonal therapy (IPT)

major depressive disorder

mental disorder

mental health

mood

obsessive-compulsive disorder (OCD)

optimism

panic attack

panic disorder

phobia

psychiatric drugs

psychodynamic

psychotherapy

schizophrenia

self-actualization

self-compassion

self-esteem

spiritual health

spiritual intelligence

spirituality

values

MindTap: Global Health Watch Questions and Suggested Responses

*The following questions appear in MindTap. Though student responses will vary, the Suggested Reponses are examples of correct answers.*

In a recent study, researchers found a connection between a self-compassionate mind set and lower levels of stress caused inflammation.

1) How does psychological stress impact your health?

Suggested Response:
Psychological stress can cause biological responses that are similar to the effects of illness and injury. Increased inflammation, caused by stress, in the body can result in cardiovascular disease, cancer, and even Alzheimer's.



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual

2) What is self-compassion? How you encourage self-compassionate behavior in yourself?

Suggested Response:
Self-compassion includes behaviors like self-forgiveness. Learn to cut yourself some slack for stress beyond your control, move on from arguments, and don't dwell on past mistakes. Blaming yourself just increases your stress levels.

Reference:
DON'T BEAT YOURSELF UP, YOU'LL LIVE LONGER BRANDEIS RESEARCHERS EXPLORE THE RELATIONSHIP BETWEEN SELF-COMPASSION AND HEALTH. (2014, April 3). *States News Service*.
Retrieved from
http://go.galegroup.com/ps/i.do?id=GALE%7CA363885173&v=2.1&u=olr_health_watch&it=r&p=HRCA&sw=w&asid=6341b7fd52f71238526340a6e1af958c



An Invitation to Health Live It Now Brief Edition 9th edition Dianne Hales Solutions Manual