**Mental & Emotional Health**

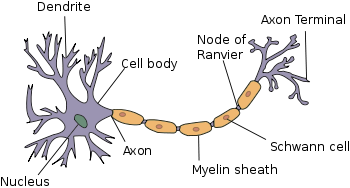
**Basic Brain Anatomy**

The Brain

* + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—largest part of the brain; analyzes and

stores information

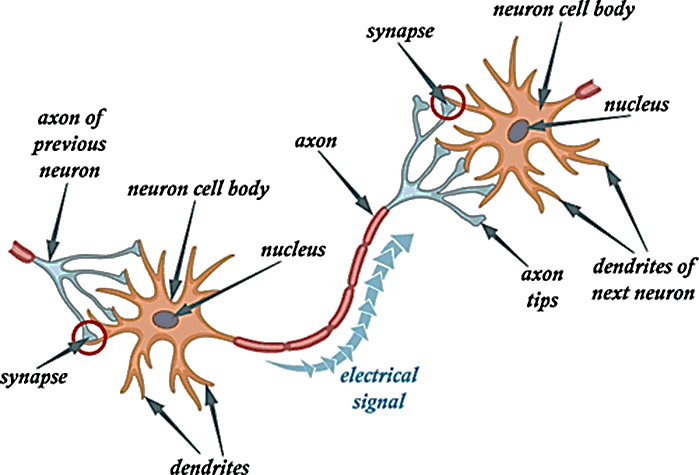
* + - Two hemispheres
    - Divided into lobes by function
    - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—site of most conscious and intellectual activity
* Prefrontal Cortex—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Hippocampus—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Amygdala –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Cerebellum—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

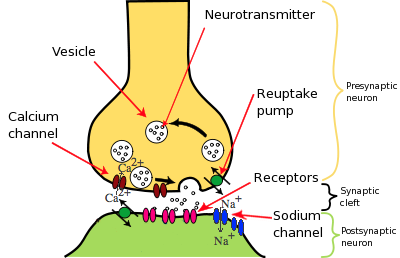
Neurons—the cells of communication in the nervous system

* + Cell Body—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    - Dendrites—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Axon—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Foot—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    - Synaptic Terminals—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Neural Communication 101**

* Action Potentials—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Synapses—“connections” between neurons; site of inter-neural communication
  + Pre-Synaptic Neuron—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Synaptic Cleft—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Post-Synaptic Neuron—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Synaptic Terminal (on pre-synaptic neuron)—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Neurotransmitters (from pre-synaptic neuron)—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Receptor Sites (on post-synaptic neuron)—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_





**Memory**

* We know very little about how memory works or how memories are stored
* Critical to our survival; allows us to foresee future events to avoid injury & death
* Declarative vs. Non-Declarative Memory: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Four Stages of Memory*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Automatic Encoding (sensory in nature):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + Effortful Encoding (conscious effort):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Goal is to get short-term memories into long-term memory
   * Can increase storage by repeating info at particular intervals; “practice makes permanent”:
     + Such intervals are at \_\_\_\_\_\_\_\_\_ seconds after receiving new information and again within \_\_\_\_\_\_\_\_ -

\_\_\_\_\_\_\_\_ minutes. If the information is not repeated at these intervals the memory/information will be forgotten.

* + - Memory is improved/strengthened if you make the new information more\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (i.e. relating new information to a personal experience is one example of strengthening a memory).

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Often used as a means of measuring memory/learning
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Typically forget 90% of new information within \_\_\_\_\_\_\_\_\_\_\_\_ days, most of which is forgotten within the first

few hours

**Techniques and Tips for Being Your Best Learner**

Taking Notes

* Always take the notes for a particular class in the same notebook/binder.
* Date each note entry so you remember when it was covered.
* Your notes should record what the teacher said, not just what is present in a PowerPoint (or in the note outline I provide you).
* If possible, try to take your notes in outline format

Be involved in your classes!

* Raise your hand and offer answers to teacher questions. Do not be afraid to be wrong...it is in our mistakes where we truly learn!
* If the teacher is moving too quickly, let them know.
* Ask questions if you are confused or unsure about something.
* Engagement = effortful encoding

Review content everyday

* Research has shown that reviewing new material within 24-hours of hearing it increases your storage of that material by about 60%!
* It enables you to identify points of confusion or omission in your notes so you can ask questions the following class day.

Preparing for Exams

* Create a study area at home (should reflect the classroom’s environment) and designate a particular period of time each day to study.
* Do not wait until the night before an exam to study!  A little bit each day goes a looooong way.
* Always utilize any tools your teachers provide you in preparing for exams.
* Manipulate material you are trying to learn by reformatting it into (encoding!):
  + Charts, diagrams, graphic organizers and lists
  + Labeled drawings
* A first step in preparation is to skim through your notes a couple of times. While you are doing this, you should:
  + Highlight major topics, subtopics and vocabulary
  + When you study a large amount of information, you should study from concept (big ideas) to detail (small ideas), not the other way around.
  + The *least* efficient approach to studying is to try to memorize your notes from beginning to end. The words are not as important as the ideas the words communicate.
* Flashcards are excellent for memorizing vocabulary, dates, and other finite information.
* Play teacher!
  + Try teaching someone else about the material you are learning.
  + Write your own exam! Attempt to write difficult and meaningful questions that a teacher might pose.
* Try not to "cram" during every spare moment before an exam. It tends to increase anxiety.
* Never, ever pull an "All-Nighter“…get a good night’s sleep instead!

On Exam Day

* Be *physically* prepared:
  + Dress comfortably
  + Use the restroom before the exam
  + Take a few deep breaths to get more oxygen into your bloodstream
  + Eat a nutritious meal 2-3 hours beforehand and/or have snacks available if allowed by instructor
* Have with you whatever materials you may need to participate in the exam to decrease anxiety

Miscellaneous

* Save everything!  Never throw away a handout or a returned assignment or exam.
* Develop routines associated with your schoolwork:
  + Keep your class materials together and neat (thus your Health binder!)
  + Have with you the materials you need to participate in class (student cabinet)
  + Go to bed as close to the same time as possible each night.

**Sleep**

The brain is incredibly busy during sleep. While the body rests, the brain displays more activity than when one is wide awake!

* We can only speculate how much sleep a person needs...it’s very *individualized* and can change with:
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ο \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ο \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and *many* more!
* Health becomes compromised if one gets too little OR too much sleep
* Sleep is critical to learning, particularly in certain types of tasks
* Sleep deprivation can cause (among other things):
* Metabolism to drop by a 1/3 which can lead to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The body to struggle making *insulin* which moves *glucose* into cells (like *brain cells*) that use it for energy

resulting in “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

* Stress hormone levels to increase in the blood = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Inside the Teenage Brain” Video Notes:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

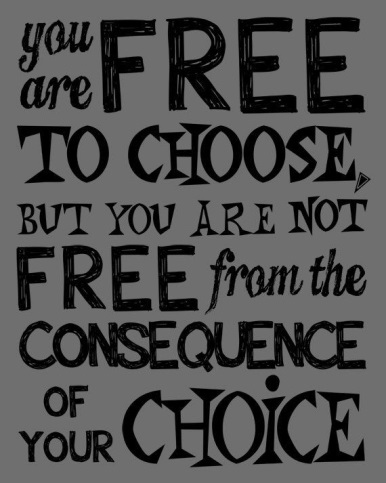
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**Good Mental Health Defined**

* “A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” - WHO
* Those with GOOD Mental Health…
  + Are realistic about their strengths and weaknesses
* Take responsibility for their personal behavior
* Avoid high-risk behaviors
* Have an open mind and are flexible
* Engage in activities they enjoy and are able to relax
* Respect their own needs and then those of others
* Value everyone as a person
* Express emotions healthfully (see *Healthfully Coping with Emotions* below)
* Invest time and energy in their relationships
* Put their talents and abilities to good use
* View change as a challenge and an opportunity
* Express *gratitude* for what they have

**Roadblocks to Good Mental Health**

* Letting actions or words betray one’s values
* Poor diet and/or lack of physical activity
* Having a *perfectionistic* mentality
* Too little or too much sleep
* Getting stuck in “thinking traps”

**Feedback vs. Self-Talk**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—messages from others that indicate who they think you are or what they

think you are like; can be positive or negative

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—messages you send yourself; again, can be positive or negative

**Self-Esteem vs. Self-Image**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—the confidence and worth that you *feel* about yourself; how you feel

mentally and physically

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—how you *see* yourself emotionally, physically and/or mentally

**Improving Self-Esteem How-To’s:**

* Recognize your strengths and work on your weaknesses
* Set attainable goals for yourself
* Do not be over critical of yourself
* Rely on your values and beliefs
* Learn to graciously accept compliments
* Practice empathy
* Do not place too much value on appearances
* Down on yourself? Do something nice for somebody else!

**Emotions**

*Learned Emotions*—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Love
* Human beings need to love and be loved
* Feelings include strong affection, deep concern and respect
* Expressed through words, actions, facial expressions, touch and good deeds
* Guilt
* An emotional response when you think you have done something wrong
* Usually results when one acts against one’s values or does not act at all
* Guilt and low self-esteem go hand in hand
* Can motivate you to make positive changes
* Disgust
* A feeling of revulsion or profound disapproval aroused by something unpleasant or offensive

*Primary Emotions*—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Happiness
* A response to pleasant events in one’s life
* Engage in activities that you enjoy to sustain happiness
* Sadness
* A response to disappointing events in one’s life
* May result in crying, changes in eating habits, feelings of fatigue and/or the need to withdraw from those around you

*Emotional Responses to Grief/Loss*

**D**enial—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A**nger—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B**argaining—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D**epression—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A**cceptance—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Surprise
* A response to unexpected events, whether pleasant or disappointing
* Fear
* Needed for survival; “fight, flight or (freeze)” response
* Rational or irrational (phobias)
* Inherited or learned
* Anger
* Includes annoyance, rage, hostility, irritability
* Should be handled constructively, otherwise damage can happen to things or people
* Researchers now think hostility is a key personality trait in predicting heart disease (4-7 times more likely to die from heart disease and cancer)
* “Silent seethers” are even more prone to the same conditions

*Unhealthful Coping Strategies*

* Use of *defense mechanisms*—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Substance abuse
* Withdrawing from friends and family
* Use of violence toward people, animals or objects
* Self-Injury (SI)

*Healthful Coping Strategies*

* Use the Decision-Making/Problem-Solving Model to *objectively* address emotional situations, seeking the advice of others
* Talk through your feelings with a trusted friend, family member or adult
* Journal/diary your thoughts and feelings
* Do something you enjoy!
* Take relaxing breaks...b r e a t h e
* Exercise!

**Stress**

The body’s and mind’s reaction to everyday demands and/or threats

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—negative stress; inability to cope
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—positive stress; achieving goals

*Stressors*—Any stimulus that produces a stress response:

* + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—those that come from biomechanical imbalances, mental/physical illness, disabilities or injuries
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—the way you perceive a situation or what you expect from it
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—negative reactions in the body or mind caused by tobacco, alcohol and/or other drugs, or not exercising
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—a relative or pet dies, parents who separate or divorce, trouble in relationships with peers
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—poverty, pollution, crowding, noise or natural disaster

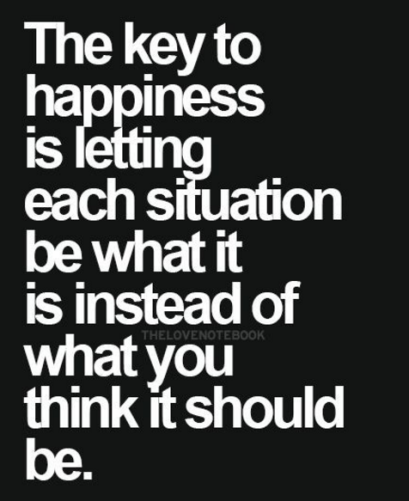
*Responses to Stressors*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Stage—“fight, flight or (freeze)” response; release of adrenaline heightens awareness, heart rate, blood pressure, respiration rate
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Stage—the body adapts to the stressor
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Stage—body is overwhelmed by stressor either in intensity or duration resulting in physical and emotional breakdown

*Signs and Symptoms of Chronic Stress (check all that occur at least 3 times per week):*

|  |  |  |
| --- | --- | --- |
| **Physical Signs/Symptoms**   * Headaches * Trembling * Upset stomach * Migraines * Sweating * Rash * Constipation * Diarrhea * Pounding heart * Muscle aches & tightness * http://www.sproutlifestyle.com/wp-content/uploads/2013/03/stress.jpgTrouble sleeping * Grinding teeth | * Dry mouth * Nervous twitches * Dizziness * Back pain * Ringing in ears   **Emotional Signs/Symptoms**   * Frustration * Nervousness * Boredom * Edginess * Feeling powerless * Being quick to anger * Impatience * Mood swings * Worrying * Loneliness * Confusion * Crying * Low self-esteem * Easily upset | **Behavioral Signs/Symptoms**   * Not eating * Overeating * Compulsive talking * Fidgeting * Using drugs * Gambling * Verbal/physical outbursts * Tapping feet * Drumming fingers * Hurry * Forgetting one’s values * Withdrawing * High-risk behaviors   **Mental Signs/Symptoms**   * Trouble reading or thinking * Lack of creativity * Constant worry * Obsessive thoughts * Inability to make decisions * Forgetting * Lose sense of humor and/or perspective |

*Too much stress...*

* Can cause an increase in cholesterol, resulting in high blood pressure
* When stressed, muscles on the head and neck contract, resulting in tension headaches
* Asthma attacks can be triggered by stress
* Prolonged stress can compromise your immune system, resulting in frequent sickness and even early death (shortened life expectancy)

*Stress Management*

* Identify the problem or stressor
* Make a plan to tackle the stressor; seek support
* “Re-channel” negative energy/thoughts into something positive
* Relax and laugh
* Time management—prioritize; use your student planner or a calendar
* Learn to say “no”
* Slow down and practice…
* Mindfulness
  + Increases brain density (increased neural connections) and improves attention/awareness/focus
  + Strengthens the immune system
  + Combats obesity and high blood pressure
  + Regulates emotions and fights depression
  + Draws us to others and improves empathy
  + Mindfulness techniques may include:
    - Breathing exercises
    - Stretching/Yoga
    - Guided imagery
    - Progressive muscle relaxation
    - Checking in with one’s self within a moment; ask “How am I feeling?” and explore why

**Abnormal Psychology—Diagnoses**

*Anxiety Disorders*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(PTSD)—Bearing witness to a traumatic event (i.e. war), patient becomes high strung and over protective of loved ones
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (OCD)—Characterized by rituals and repetitive behaviors such as counting, excessive hand washing or reading something over and over

*Eating Disorders*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—An eating disorder characterized by extreme weight loss and little to no eating
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—An eating disorder characterized by binging and purging
  + Both eating disorders stem from a need to have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in one’s life

*Learning Disorders*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(ADD/ADHD)—Learning disorder resulting in inattention, hyperactivity, misbehavior and/or poor concentration

*Dissociative Disorders*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—Often results from severe trauma during childhood (sexual/physical abuse)

*Personality Disorders*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—Patient often has a history of setting things on fire and hurting animals as a child; outwardly mean, does not get along with others

*Psychotic Disorders*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—Overwhelming fear that they are being watched, experience hallucinations and often commit suicide to stop the paranoia and voices

*Mood Disorders*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—Characterized by periods of extreme euphoria and extreme depression, and may be accompanied by hallucinations



* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—Presents itself as fatigue, poor sleep, loss or gain of appetite, lack of pleasure in interests and feelings of sadness/hopelessness. Can be genetic.

*Adolescent* depression signs and symptoms may include:

* Irritability
* Overreaction to criticism
* Problems with authority
* A drop in school performance
* Indecision, lack of concentration
* Poor self-esteem
* Frequent physical complaints

**Suicide**

* 2nd leading cause of death for 15-20 year olds
* Attempts can often be a cry for help, to bring awareness to others about their problem

*Risk factors for Suicide Ideation—*Often a combination of the following:

* A previous suicide attempt or family history of suicide
* Having a mental disorder
* Substance abuse
* History of trauma (abuse, bullying, neglect, accidents/disasters, etc.)
* LGBTQ/Sexual minority youth
* Sleep issues
* Non-suicidal self-harm and/or exposure through family/friends self-harming
* Some anti-depressant medications for adults have been known to increase suicidal thoughts/attempts in teens

*Myths About Suicide*

* Talking about suicide will plant the idea in a person’s head
* People who use social media are more likely to attempt suicide
* There are no warning signs before a suicide takes place

*Warning Signs of Suicide Ideation*

* Engaging in high-risk behaviors; reckless
* Dramatic mood swings and/or changes in personality/appearance/hygiene
* Giving away prized possessions and/or “putting affairs in order”
* Withdrawing from friends and family
* Hopelessness, anger, violence, impulsivity, anxiety
* Self-injury
* Talking, drawing and/or writing about death or suicide
* Decline in academic performance/participation
* Procuring a means and/or making a plan

*What Does NOT Help…*

* Ignoring or dismissing the issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Acting shocked or embarrassed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Challenging: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Passing Judgment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Giving harmful advice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*How You CAN Help…*

* Ask them if they are thinking about killing themselves in a caring, but straight forward manner
* Show the individual empathy and compassion
* Actively listen to the person
* Take threats seriously, even if they say they’re joking
* Involve a trusted adult, even if they swear you to secrecy (parents, teachers\*, school counselors\*, coaches\*, clergy, healthcare professionals\*, hotlines, etc.)
* Do not leave a person who has attempted suicide; call 911 and stay with them until medical help arrives
* Utilize available resources:
  + King County Crisis Clinic 1-866-427-4747
  + National Suicide Prevention Lifeline 1-800-273-TALK
  + 1-888-628-9454
  + 1-866-4-U-TREVOR
  + www.yspp.org
  + Teen Link Directory (on the course website)

*How WE Can Protect Against Suicide Ideation*

* Positive social support; having a sense of belonging, connectedness and safety
* Spirituality; having a sense of purpose
* Having a sense of responsibility to family
* Having pets/animals
* Avoiding substance abuse
* Focusing on positive self-image & self-esteem for girls and emotional self-discovery for boys
* Teach positive coping strategies and problem-solving skills for life’s challenges and emotions
* Effective clinical care/management of mental disorders

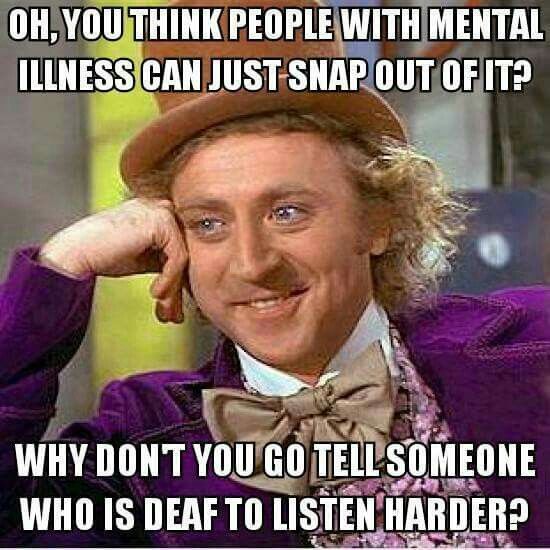
**Clinicians Who Can Help**

* Counselors/Therapists—\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—researchers or clinical healthcare providers, typically PhD’s; CANNOT make medical diagnoses; typically not able to prescribe medications
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—clinical healthcare providers, MD’s; CAN make medical diagnoses, CAN prescribe medications

Often, a patient will have a “team” of professionals to help them, including (in addition to the clinicians above):

* + General practicing doctors
  + Dietitians/Nutritionists (eating disorders)
  + Variety of other medical professionals as needed