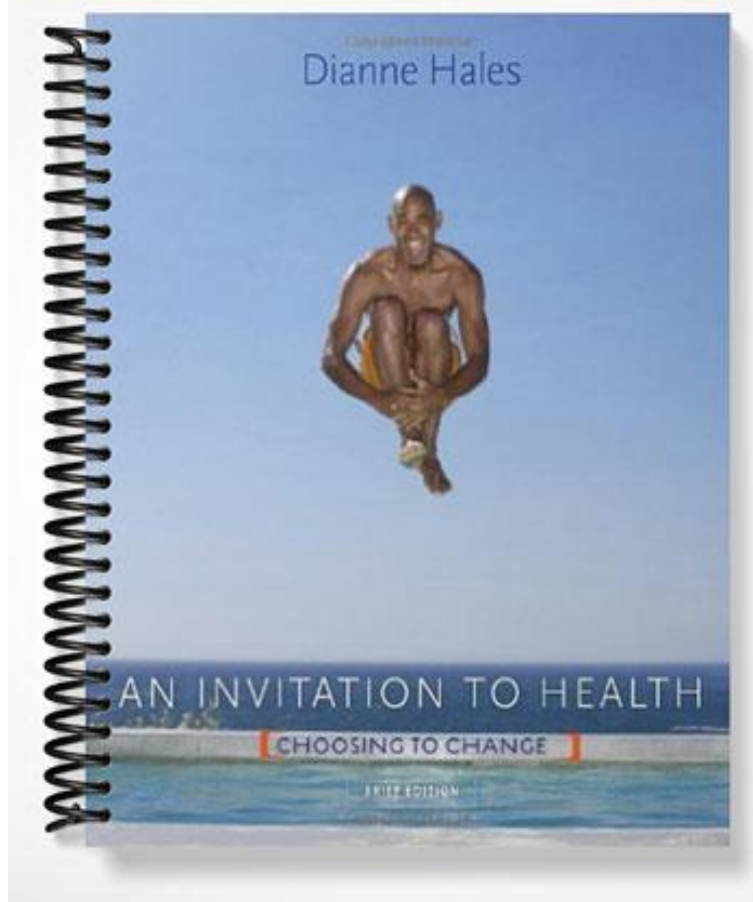
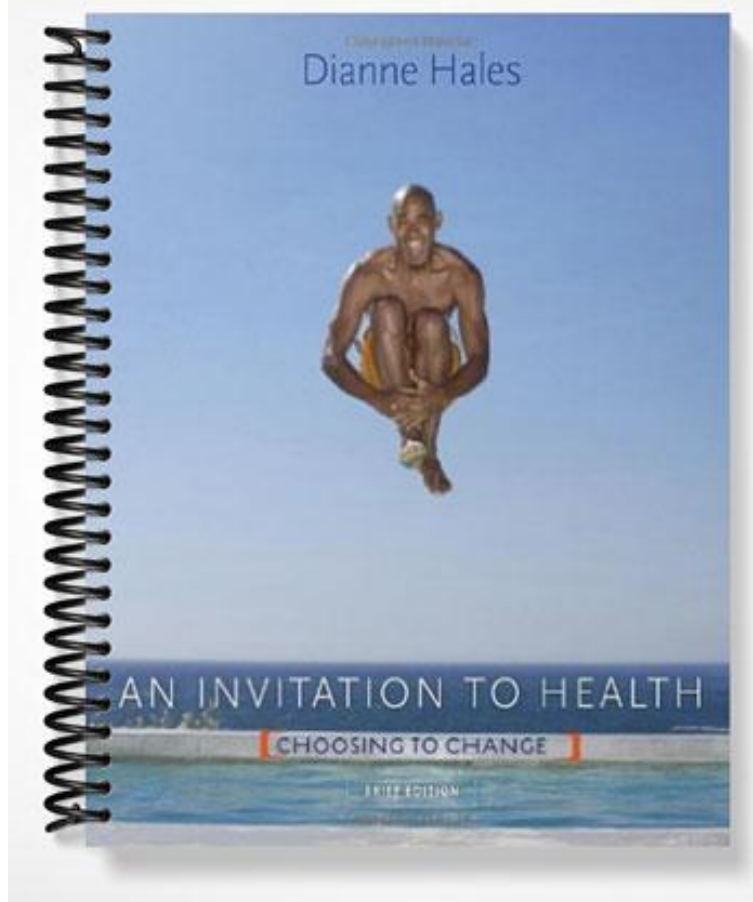


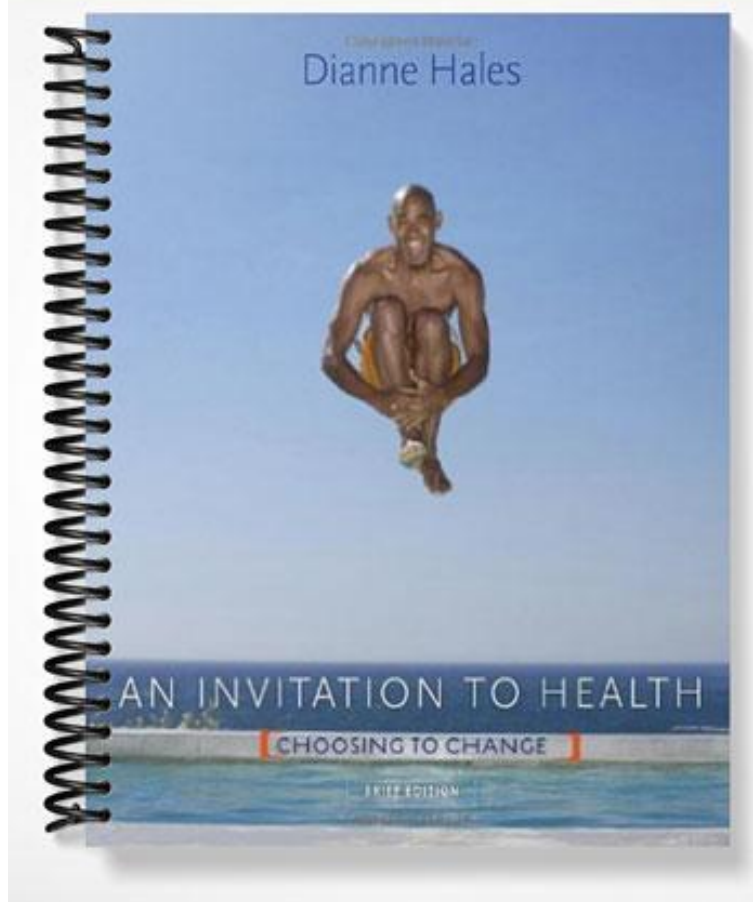
SOLUTIONS MANUAL



SOLUTIONS MANUAL



SOLUTIONS MANUAL



2

Psychological and Spiritual Well-Being

Learning Objectives

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

1. Identify the characteristics of emotionally healthy persons.
2. Name the two pillars of authentic happiness.
3. Discuss some of the health benefits of prayer.
4. Describe four ways that sleep affects well-being.
5. Explain the differences between mental health and mental illness and list some effects of mental illness on physical health.
6. List some of the symptoms of depression and discuss the pros and cons of using antidepressants.
7. Discuss some factors that may lead to suicide, as well as strategies for prevention.
8. Name the option you will consider if you have a mental health problem and describe the reasons for your choice.

Chapter Summary

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

Lecture Outline

- I. Psychological Well-Being
 - A. Psychological health encompasses both our emotional and our mental states—that is, our feelings and our thoughts.
 1. Emotional wellness generally refers to feelings and moods.
 - a. Characteristics of emotionally healthy persons, identified in an analysis of major studies of emotional wellness, include the following:
 - i. Determination and effort to be healthy.
 - ii. Flexibility and adaptability to a variety of circumstances.
 - iii. Development of a sense of meaning and affirmation of life.
 - iv. An understanding that the self is not the center of the universe.
 - v. Compassion for others.
 - vi. The ability to be unselfish in serving or relating to others.
 - vii. Increased depth and satisfaction in intimate relationships.

- viii. A sense of control over the mind and body that enables the person to make health-enhancing choices and decisions.
 - 2. Mental health describes our ability to perceive reality as it is, to respond to its challenges, and to develop rational strategies for living.
 - a. The characteristics of mental health include:
 - i. The ability to function and carry out responsibilities.
 - ii. The ability to form relationships.
 - iii. Realistic perceptions of the motivations of others.
 - iv. Rational, logical thought processes.
 - v. The ability to adapt to change and to cope with adversity.
 - 3. 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. Practicing Positive Psychology
 - A. 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.
 - B. Developing Self-Compassion: a healthy form of self-acceptance that includes three components:
 - 1. Treating oneself kindly in the face of perceived inadequacy by engaging in self-soothing and positive self-talk.
 - 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.
 - C. Boosting Emotional Intelligence: "EQ" (for emotional quotient) is the ability to monitor and use emotions to guide thinking and actions.
 - D. Knowing Yourself: two personality traits—conscientiousness and extroversion—correlate with very different health behaviors.
 - E. Meeting Your Needs
 - 1. According to Maslow, human needs are the motivating factors in personality development.
 - a. First, we must satisfy our basic physiological needs, such as those for food, shelter, and sleep.
 - b. Only then can we pursue fulfillment of our higher needs—for safety and security, love and affection, and self-esteem.
 - c. Few reach the state of self-actualization, in which one functions at the highest possible level and derives the greatest possible satisfaction from life.
 - F. Feeling the Power of 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.
 - G. Pursuing Happiness

1. Happiness is measurable, buildable, and more substantial and durable than just feeling good.
 2. For enduring joy, the key is looking beyond fleeting pleasures to the two pillars of “authentic” happiness: engagement with family, work, or a passionate pursuit and finding meaning from some higher purpose.
- H. Managing 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.
- I. Looking on the Light Side
1. Humor, which enables us to express fears and negative feelings without causing distress to ourselves or others, is one of the healthiest ways of coping with life’s ups and downs.
- III. Feeling in Control
- A. Developing Autonomy
1. For autonomous individuals, their locus of control is internal (from within themselves) rather than external.
- B. Asserting Yourself
1. Being assertive means recognizing your feelings and making your needs and desires clear to others.
- IV. Connecting with Others
- A. Overcoming Loneliness
1. The true keys to overcoming loneliness are developing resources to fulfill our own potential and learning to reach out to others.
- B. Facing Shyness and Social Anxiety
1. Some people are “fearfully” shy, causing them to withdraw and avoid contact with others and experience a high degree of anxiety and fear in social situations.
 2. Others are “self-consciously” shy in that they enjoy the company of others but become highly self-aware and anxious in social situations.
 3. Social phobia is a severe form of social anxiety in which individuals fear and avoid various social situations.
 4. Individuals can overcome shyness by their own means, with psychotherapy and/or medications.
- V. Spiritual Health
- A. 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.
- B. Spirituality is a belief in what some call a higher power.
- C. Spirituality and Physical Health
1. A growing body of scientific evidence indicates that faith and spirituality can enhance health—and perhaps even extend life.
- D. Deepening spiritual intelligence is the capacity to sense, understand, and tap into the highest parts of ourselves, others, and the world around us.
1. Spiritual intelligence, unlike spirituality, does not center on the worship of an external God, but the discovery of wisdom within.
- E. Clarifying 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.
- F. Enriching Your Spiritual Health
1. Sit quietly.
 2. Step outside.
 3. Use activity to tune into your spirit.
 4. Ask questions of yourself.
 5. Trust your spirit.
 6. Develop a spiritual practice.
- G. Praying
1. Petitionary prayer—praying directly to a higher power—affects both the quality and quantity of life.
 2. 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.
- H. Expressing Gratitude
1. A grateful spirit brightens mood, boosts energy, and infuses daily living with a sense of glad abundance.
- I. Forgiving
1. When you forgive, you let go of all the anger and pain that have been demanding your time and wasting your energy.

- J. Doing Good
 - 1. Altruism—helping or giving to others—enhances self-esteem, relieves physical and mental stress, and protects psychological well-being.
 - 2. Volunteerism helps those who give as well as receive.
- VI. Sleepless on Campus
 - A. According to the Centers for Disease Control and Prevention, only 1/3 of Americans say they get enough sleep.
 - 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. Life satisfaction
 - f. Cardiovascular health
 - g. Immunity/cancer prevention
 - 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 drugs
- VII. 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.
 - B. The Mind–Body Connection
 - 1. Positive states like happiness and optimism have been linked with longer life spans as well as lower risk of cardiovascular and lung disease, stroke, diabetes, colds, and upper respiratory infections.
 - C. The Exercise Prescription
 - 1. In addition to head-to-toe physical benefits, exercise may be the single most effective way to lift a person's spirits and to restore feelings of potency about all aspects of life.
- VIII. Mental Health on Campus
 - A. Among the strongest factors that put college students at risk for mental problems is a romantic break up or loss.
 - B. Hopelessness and feelings of depression are common on campus.
- IX. Depressive Disorders
 - A. Depression, the world's most common mental ailment, affects the brain, the mind, and the body in complex ways.
 - B. Depression in Students

1. Why are so many young people depressed? No one knows the reason for the steady increase in sadness, but experts point to the breakdown of families, the pressures of the information age, and increased isolation.
- C. Gender and Depression
1. Female Depression
 - a. Depression is twice as common in women as men, a gender gap found through most of the world.
 2. Male Depression
 - a. Experts describe male depression as an “under” disease: underdiscussed, underrecognized, underdiagnosed, and undertreated.
- D. Minor Depression
1. Dysthymia
 - a. Dysthymia is a depressive disorder characterized by a chronically depressed mood.
 - b. Symptoms include feelings of inadequacy, hopelessness, and guilt; low self-esteem; low energy; fatigue; indecisiveness; and an inability to enjoy pleasurable activities.
- E. 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.
- F. Treating Depression
1. Only about half of all Americans with depression receive any treatment.
 2. Just one in five gets the type of care—psychotherapy, medication, or both—that conforms to the American Psychiatric Association’s guidelines.
 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.
- G. Bipolar Disorder
1. The characteristics of bipolar disorder include: mood swings, changes in thinking, changes in behavior, and changes in physical condition.
 2. Professional therapy is essential in treating bipolar disorders.
- X. Anxiety Disorders
- A. Anxiety disorders are as common as depression and are often undetected and untreated.
- B. There are several types of anxiety disorders including:
1. Phobias
 - a. Phobias—the most prevalent type of anxiety disorder—are out-of-the-ordinary, irrational, intense, persistent fears of certain objects or situations.
 2. Panic Attacks and Panic Disorder

- a. 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.
- b. Panic disorder develops when attacks recur or apprehension about them becomes so intense that individuals cannot function normally.
- 3. Generalized Anxiety Disorder (GAD)
 - a. GAD involves excessive or unrealistic apprehension that causes physical symptoms and lasts for six months or longer.
- 4. Obsessive–Compulsive Disorder (OCD)
 - a. Obsession: a recurring idea, thought, or image that they realize, at least initially, is senseless.
 - b. Compulsion: a repetitive behavior performed according to certain rules or in a stereotyped fashion.

XI. Attention Disorders

- A. Attention-deficit/hyperactivity disorder (ADHD) is the most common mental disorder in childhood.
 - 1. An estimated 9 percent of school-age children suffer from ADHD.
 - 2. About 4 percent of college students have ADHD.
 - 3. Hyperactivity in adults with ADHD is more subtle, an internal fidgety feeling rather than a physical restlessness.
 - 4. ADHD can make it hard to concentrate, read, make decisions, complete complex projects, meet deadlines, and can make relationships with peers challenging.
 - 5. The medications used for this disorder include stimulants (Ritalin) or an alternative nonstimulant treatment known as Strettera (atomoxetine).

XII. Schizophrenia

- A. Schizophrenia is one of the most debilitating mental disorders, which profoundly impairs in individual's sense of reality.
- B. Symptoms:
 - 1. Hallucinations
 - 2. Delusions
 - 3. Inability to think in a logical manner
 - 4. Talking or rambling in incoherent ways
 - 5. Repeating others' words or mimicking their gestures
 - 6. Showing few if any feelings
 - 7. Functioning at a much lower level than in the past
- C. Antipsychotic drugs are the foundation of treatment.

XIII. Suicide

- A. Suicide
 - 1. Suicide is not in itself a psychiatric disorder, but it is often the tragic consequence of emotional and psychological problems.
 - 2. At all ages, men commit suicide three to four times more frequently than women, but women attempt suicide much more often than men.
- B. Suicide on Campus
 - 1. Approximately 1,100 undergraduates take their lives every year, and suicide is the second leading cause of death on college campuses.
- C. Factors That Lead to Suicide
 - 1. Mental disorders
 - 2. Substance abuse

3. Hopelessness
 4. Combat stress
 5. Family history
 6. Physical illness
 7. Brain chemistry
 8. Access to guns
 9. 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.
- XIV. Overcoming Problems of the Mind
- A. Mental illness costs our society an estimated \$150 billion a year in lost work time and productivity, employee turnover, disability payments, and death.
 - B. 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.
 - C. Types of Therapy
 1. Psychodynamic Psychotherapy
 - a. Psychodynamic treatments work toward the goal of providing greater insight into problems and bringing about behavioral change.
 2. 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.
 3. Interpersonal Therapy (IPT)
 - a. IPT focuses on relationships in order to help individuals deal with unrecognized feelings and needs and improve their communication skills.
 - D. Other Treatment Options
 1. Psychiatric Drugs
 - a. Psychiatric drugs are medications that alter brain chemistry and relieve psychiatric symptoms.
 2. Alternative Mind-Mood Products
 - a. Yoga, meditation, herbs and enzymes, and massage and acupuncture.

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 does it or doesn't it contribute to the holistic model? 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. Looking at the five components of emotional intelligence (self-awareness, altruism, personal motivation, empathy, and the ability to love and be loved by friends, partners, and family members), discuss with students how they might go about developing and strengthening each of these. 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 can bring out "old skeletons".
- 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.
- 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.

Classroom Activities

Activity #1: Abraham Maslow's Hierarchy of Needs

Purpose:

1. 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?

Activity #2: Enhancing Self-Esteem

Purpose:

1. 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?

Activity #3: Self-Analysis: Depression

Purpose:

1. 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 our 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?

Activity #4: Self-Analysis: Sleep

Purpose:

1. 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, as well as the time at which they are sleeping.
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.

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.

Films and Videocassettes

"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

"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

“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

“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/index.cfm>

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.suicidology.org/index.cfm>

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.depression-screening.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.ncptsd.org/>

National Depressive and Manic-Depressive Association (NDMDA)

Provides information and materials for manic depression and depression.

<http://www.ndmda.org>

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://www.ocfoundation.org/>

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>

The Mental Health Research Association

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/