

**Lesson 17.1**

**Key Terms Review**

**Matching:** Match each key term to its definition by writing the letter of the term in the space provided.

- |  |   |
|--|---|
| <p>_____ 1. a medical condition in which a person experiences mental or emotional problems that are severe or persistent enough to interfere with daily functioning</p> <p>_____ 2. a mental illness characterized by delusions, hallucinations, and irregular thought patterns</p> <p>_____ 3. episodes of intense fear that are often accompanied by serious physical symptoms</p> <p>_____ 4. a mental illness characterized by a person’s extreme instability in his or her self-concept and relationships</p> <p>_____ 5. a mental illness characterized by intense periods of depression closely followed by extreme positive, or manic, feelings</p> <p>_____ 6. a mental illness characterized by extreme or unrealistic worries about daily events, experiences, or objects</p> <p>_____ 7. a common mental illness characterized by disregard for social rules, a tendency for impulsive behavior, and indifference toward other people</p> <p>_____ 8. a mental illness characterized by intense and ongoing negative feelings such as hopelessness, sadness, or loneliness</p> | <p>A. antisocial personality disorder</p> <p>B. anxiety disorder</p> <p>C. bipolar disorder</p> <p>D. borderline personality disorder</p> <p>E. major depression</p> <p>F. mental illness</p> <p>G. panic attacks</p> <p>H. schizophrenia</p> |
|--|---|

**Short Answer:** Using all of the key terms covered in this review, write one or two paragraphs explaining how the key terms relate to one another and to their definitions.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Lesson 17.1

# Identifying Mental Illnesses and Disorders

*A mental illness is a medical condition in which a person experiences a mental or emotional problem that is severe enough to interfere with daily life. Each mental illness, or mental disorder, has its own set of symptoms that affect daily functioning. In each of the following scenarios, the person described is experiencing a mental illness or disorder. Read each of the scenarios and determine which mental illness or disorder he or she has. Then, explain how that mental illness or disorder might affect the person's daily functioning.*

1. Jim is at a concert with his friends. He was so excited to get tickets that he didn't have time to think about the large crowd he would encounter. Halfway through the concert, Jim begins to feel that something bad might happen. There are so many people in the concert hall, and the music seems to be getting louder. Jim is nauseous and he can feel his heart racing. What mental illness or disorder is Jim experiencing? How does this affect his daily functioning?

---

---

---

---

2. Last year, Kate was sexually assaulted. For weeks after the incident, Kate was afraid of nearly everything. She was unable to return to school for about a month. Although she has improved and returned to school, Kate still feels nervous and afraid sometimes, even though she is no longer in danger. Kate cannot seem to stop thinking about the assault. What mental illness or disorder is Kate experiencing? How does this affect her daily functioning?

---

---

---

---

3. Corey, a freshman, is finding the transition to high school difficult. He can't seem to pay attention in class, and he feels bored doing class assignments and activities. He forgets instructions the teacher gives, and often does assignments the wrong way as a result. What mental illness or disorder is Corey experiencing? How does this affect his daily functioning?

---

---

---

---

4. Shannon's best friend, Cara, is acting strangely. Cara has been anxious in class and turns down invitations to hang out. One day, Shannon glimpses small cuts on Cara's arm. When Shannon asks Cara about it, Cara says it's nothing, but Shannon is worried. What mental illness or disorder is Cara experiencing? How does this affect her daily functioning?

---

---

---

---

Lesson 17.2

# Which Factor?

*In most cases, the cause of a mental illness or disorder is unknown. However, scientists believe that several factors—including genetics, brain injury, environment, and cognitive distortions—contribute to the development of these disorders. Read each of the scenarios below and determine what factors may be causing each person’s mental illness or disorder.*

1. Tim is a star on his high school football team. He plays in almost every game and has received awards for his performance on the field. Playing football can be dangerous, though, and Tim has had several concussions in his time on the team. The last time he got a concussion, Tim acted strangely afterward. He was anxious and even lashed out angrily at his friends and girlfriend when they offered their help.

---

---

---

---

---

2. Recently, Malia’s parents got divorced. At first, Malia thought she was okay with this because her parents used to fight a lot. However, the stress of shuttling between her mom’s and dad’s house has started to affect her. She feels anxious at school, has trouble finishing assignments, and is having obsessive-compulsive urges.

---

---

---

---

---

3. Frankie is a straight-A student, but he often has low self-esteem. When he has trouble completing an assignment or doesn’t get the right answer on his first try, Frankie’s immediate thought is, “I am a failure.” No matter what his friends and family tell him, he cannot seem to shake the thought.

---

---

---

---

---

4. For as long as Dana can remember, her mother has been a very sad person. Sometimes her mom would spend days in her bedroom and would not talk to anyone. Now, Dana realizes her mother has depression. Dana has begun to experience the same symptoms.

---

---

---

---

---

## Lesson 17.2

## Recognizing Cognitive Distortions

*Cognitive distortions are unhealthy patterns of thinking that people have about the world around them. These patterns of thinking can easily lead to mental illness or disorder. People can correct these distortions, but they first need to recognize them. Study the list of distortions below and then match each scenario with the distortion that is being experienced.*

**Distortions**

- A. black-and-white thinking
- B. jumping to conclusions
- C. catastrophizing
- D. control fallacies
- E. emotional reasoning
- F. fallacy of change
- G. always being right

**Scenarios**

- \_\_\_\_\_ 1. Kim is a straight-A student, but when she gets a bad grade on one exam, she is convinced she won't be able to get into college.
- \_\_\_\_\_ 2. Bob does not often take time to relax. One week, he decides to allow himself a lazy weekend and spends the two days watching television. On Sunday evening, Bob feels worried that he will always be this lazy.
- \_\_\_\_\_ 3. Gerald is an average student, but he often thinks about himself in extremes. If he does well on a test, he thinks, "I am perfect!" But if he does badly on a test, he thinks, "I am a failure!"
- \_\_\_\_\_ 4. Pearl's boyfriend, John, is not as neat as she is and doesn't care about grades as much as she does. She knows this when she begins dating him and intends to make him change.
- \_\_\_\_\_ 5. Stephanie is a naturally shy person. When she meets new people, she does not speak with them right away. This often leads people to think that she is stuck-up or doesn't like them.
- \_\_\_\_\_ 6. When Andrew argues with people, he has one goal in mind: winning. Instead of listening to what the other person has to say, he concentrates on what his next response will be.
- \_\_\_\_\_ 7. Mallory gets a bad grade on her English paper. Although she spent most of the week watching TV and working on other assignments, Mallory blames the teacher for her bad grade. "She didn't give us enough time," Mallory says.

Lesson 17.3

# Suicide Prevention

*Suicide is one of the leading causes of death among teenagers and young adults in the United States. It can be difficult to predict who may attempt suicide, but there are certain signs that can indicate someone may be considering it. If you recognize any of these warning signs in someone you love, there are steps that you can take.*

*Review the warning signs of suicide that are covered in your textbook. Then, in the following situations, identify which warning signs are present. Finally, give concrete examples of what you could do to prevent the potential suicide.*

1. Your friend Sasha has been missing book club meetings. She used to love going to book club and often engaged in passionate discussions about the group's recent read. When you ask her about it, Sasha shrugs and says she hasn't been feeling up to attending the meetings. You find out from another friend of Sasha's that she has been missing her tennis lessons as well. You also notice that Sasha has been absent from social media lately. What warning signs is Sasha exhibiting? What could you do to help prevent her potential suicide?

---

---

---

---

---

2. One day, your friend Caleb unexpectedly gives you his guitar. He saved up for two summers to buy that guitar and often said that it was his most treasured possession. A few days later, your friend Jenny says that Caleb gave away his favorite video game console and a large portion of his book collection. What warning signs is Caleb exhibiting? What could you do to help prevent his potential suicide?

---

---

---

---

---

3. Michelle used to be your happiest, most upbeat friend. When you were feeling down, her infectious good attitude could always cheer you up. She was the chatterbox of your group of friends, always ready to talk your ear off. Recently, however, Michelle has not been acting like herself. She has been broody and seems caught up in her own thoughts. When you asked her what was wrong, Michelle simply shrugged and continued scribbling in a notebook. What warning signs is Michelle exhibiting? What could you do to help prevent her potential suicide?

---

---

---

---

---

**Lesson 17.4**

**Finding Reliable Health Information**

*For this activity, you will find three sources of reliable information for each of the three topics listed below. You may use the sources of information given in Figure 1.6, "Health and Safety Information," or you may research your own sources. For each source, write the name of the organization and the title of the article or web page. If the source does not appear in Figure 1.6, list its website address as well. Do not use a source more than once.*

**Topic: Therapy for mental illnesses and disorders**

- 1. A. Website #1 (name of organization) \_\_\_\_\_  
 B. Title of article or web page \_\_\_\_\_
- 2. A. Website #2 (name of organization) \_\_\_\_\_  
 B. Title of article or web page \_\_\_\_\_
- 3. A. Website #3 (name of organization) \_\_\_\_\_  
 B. Title of article or web page \_\_\_\_\_

**Topic: Social stigma surrounding mental illnesses and disorders**

- 1. A. Website #1 (name of organization) \_\_\_\_\_  
 B. Title of article or web page \_\_\_\_\_
- 2. A. Website #2 (name of organization) \_\_\_\_\_  
 B. Title of article or web page \_\_\_\_\_
- 3. A. Website #3 (name of organization) \_\_\_\_\_  
 B. Title of article or web page \_\_\_\_\_

**Topic: Medication used to treat mental illnesses and disorders**

- 1. A. Website #1 (name of organization) \_\_\_\_\_  
 B. Title of article or web page \_\_\_\_\_
- 2. A. Website #2 (name of organization) \_\_\_\_\_  
 B. Title of article or web page \_\_\_\_\_
- 3. A. Website #3 (name of organization) \_\_\_\_\_  
 B. Title of article or web page \_\_\_\_\_

*After compiling the above information about your sources, answer the following questions:*

- 1. Of the three sources you chose for each topic, which sources were most reliable? How do you know?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2. Which sources provided the most interesting information? Write three facts you learned about each topic.  
 \_\_\_\_\_  
 \_\_\_\_\_

## Lesson 17.4

## Mental Health Careers

*In the Spotlight on Health and Wellness Careers feature in this chapter, several careers that relate to mental health are discussed. When choosing a healthcare career, you should be mindful of your personal interests, strengths, and weaknesses. These will help you decide which career would best suit you. Study the chart below, which is organized according to interest or personal quality, and then answer the questions on the next page. Keep in mind your own interests, strengths, and weaknesses when reviewing the chart.*

Interest/Quality	Career	Duties	Education and Training	Resources
<b>An interest in science</b>	Psychiatrist	Diagnoses mental illnesses and disorders	Bachelor's degree, medical degree, certification exam	American Psychiatric Association
	Psychiatric nurse	Tests patients to learn symptoms and patterns of illness	Nursing degree, specialized training in psychiatry and psychotherapy, direct clinical training	American Psychiatric Nurses Association
<b>Enjoys working with people</b>	Psychologist	Provides psychotherapy directly to patients	Doctoral degree, licensing exam	Society of Clinical Psychology, American Psychological Association
	Clinical social worker	Treats patients directly for mental, behavioral, and emotional issues	Master's degree, supervised clinical therapy	National Association of Social Workers
	Marriage and family therapist	Works with couples and families	Bachelor's degree, sometimes a master's degree, direct clinical training	American Association for Marriage and Family Therapy
<b>Has good listening and communication skills</b>	Psychiatrist	Must listen to patients and communicate treatments to them	Bachelor's degree, medical degree, certification exam	American Psychiatric Association
	Psychologist	Must listen to patients and communicate treatments to them	Doctoral degree, licensing exam	Society of Clinical Psychology, American Psychological Association
	Clinical social worker	Must listen to patients and communicate treatments to them	Master's degree, supervised clinical therapy	National Association of Social Workers
	Marriage and family therapist	Must listen to couples and families and communicate treatments to them	Bachelor's degree, sometimes a master's degree, direct clinical training	American Association for Marriage and Family Therapy
<b>Enjoys working with families</b>	Psychiatric nurse	Provides counseling to patients and their families	Nursing degree, specialized training in psychiatry and psychotherapy, direct clinical training	American Psychiatric Nurses Association
	Marriage and family therapist	Treats illnesses and disorders within families	Bachelor's degree, sometimes a master's degree, direct clinical training	American Association for Marriage and Family Therapy
<b>Enjoys a variety of workplaces</b>	Clinical social worker	May work in mental health clinics, schools, hospitals, or private practice	Master's degree, supervised clinical therapy	National Association of Social Workers
	Marriage and family therapist	May work in a social work setting or in private practice	Bachelor's degree, sometimes a master's degree, direct clinical training	American Association for Marriage and Family Therapy

(Continued)

Name \_\_\_\_\_

1. Which of these careers lines up best with your interests or personality?

---

---

---

---

---

---

---

2. Choose one career to research further. For that career, visit the resource listed in the chart and compose a “day in the life” for someone with that career. Does this type of workday sound interesting to you?

---

---

---

---

---

---

---

3. According to the chart, which level of education is necessary for your chosen career? Research community colleges and universities in your area and plot out an educational plan to follow if you want this career.

---

---

---

---

---

---

---

4. Visit the *Occupational Outlook Handbook* online to research the job outlook for this particular career. Record your findings here.

---

---

---

---

---

---

---

5. According to the *Occupational Outlook Handbook*, what is a typical salary for someone in this career?

---

---

---

---

---

---

---



## Chapter 17

## Reading Practice

Reread the following passage from the textbook. Then answer the questions that follow.

**Brain Injury**

People who experience a serious brain injury are at greater risk of developing some mental illnesses and disorders. **Traumatic brain injury (TBI)** occurs when a severe blow or jolt to the head damages the brain.

A **concussion** is a type of brain injury that results from a blow to the head or the body. Contact sports injuries and motor vehicle accidents are common causes of TBIs and concussions. Concussions result in disorientation, confusion, nausea, and weakness, and may cause memory loss or unconsciousness. Although usually temporary, concussions can lead to serious complications and should be treated by a doctor.

Brain injuries may cause temporary or permanent changes to brain function. Irreversible brain changes can result in depression, anxiety, personality changes, and aggression. People with brain injuries are also at greater risk of developing a substance abuse problem. In these situations, alcohol and drugs may be used in an attempt to regulate negative mood or pain.

- \_\_\_\_\_ 1. What is the main idea of this passage?
- A. Contact sports injuries are dangerous.
  - B. Concussions may result in loss of consciousness.
  - C. People who experience brain injuries are at a greater risk of developing mental illnesses and disorders.
  - D. Brain injuries may cause irreversible brain changes.
- \_\_\_\_\_ 2. Which of the following describes a severe blow or jolt to the head that damages the brain?
- A. depression
  - B. mental illness
  - C. mental disorder
  - D. traumatic brain injury
- \_\_\_\_\_ 3. A(n) \_\_\_\_\_ is a type of brain injury that results from a blow to the head or the body.
- A. cranial distortion
  - B. concussion
  - C. schizophrenia
  - D. arrhythmia
- \_\_\_\_\_ 4. Which of the following is *not* a result of a concussion?
- A. disorientation
  - B. tingling in the fingertips
  - C. nausea
  - D. weakness

## Chapter 17

## Practice Test

**Completion:** Write the term that completes the statement in the space provided.

1. People with \_\_\_\_\_ disorder have persistent and obsessive thoughts or feelings that they manage by engaging in ritualized behaviors.
2. \_\_\_\_\_ disorders are usually diagnosed in childhood and often cause problems with normal interpersonal interactions.
3. People with schizophrenia have higher-than-normal levels of the chemical \_\_\_\_\_ in their brains.
4. Traumatic life events can lead to \_\_\_\_\_ distortions in people's thinking.
5. People from certain family backgrounds may be at greater risk of attempting \_\_\_\_\_.

**True/False:** Indicate whether each statement below is true or false by circling either T or F.

- T F 6. The terms *mental illness* and *mental disorder* have different meanings.
- T F 7. Self-mutilation, or *cutting*, is the most common form of self-injury.
- T F 8. People with brain injuries are at a greater risk for developing a substance-abuse problem.
- T F 9. A pregnant woman's actions do not affect the mental health of her child.
- T F 10. People who experience long-term stress in their environments are more likely to attempt suicide.

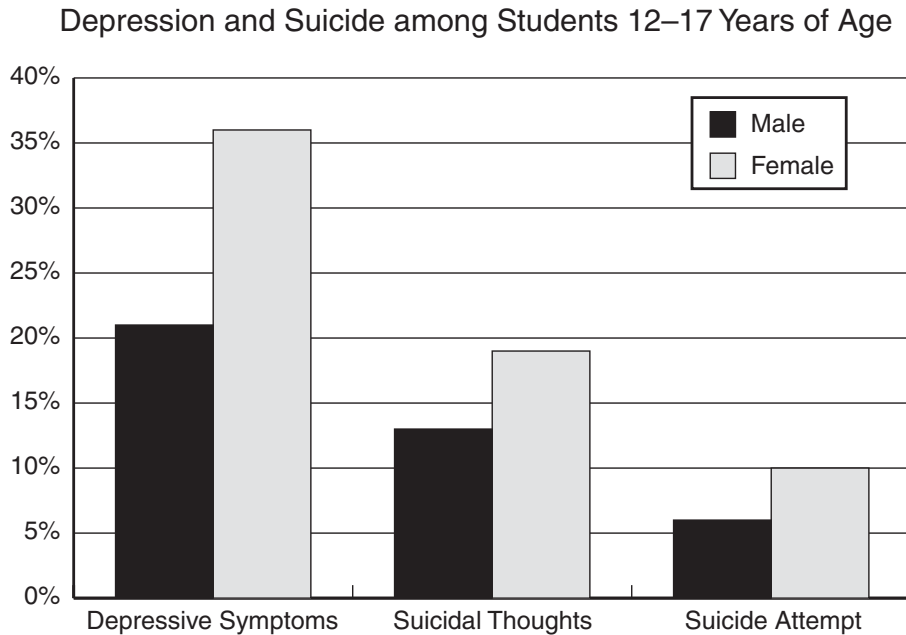
**Multiple Choice:** Write the letter that corresponds to the correct answer in the blank space.

- \_\_\_\_\_ 11. Extreme anxiety caused by specific objects or situations is called \_\_\_\_\_.  
 A. disorder C. phobia  
 B. illness D. stress
- \_\_\_\_\_ 12. People with \_\_\_\_\_ anxiety disorder have a pattern of constantly worrying about many different activities and events.  
 A. post-traumatic C. depressive  
 B. obsessive D. generalized
- \_\_\_\_\_ 13. Which of the following is *not* a typical symptom of major depression?  
 A. sudden, manic moods C. extreme tiredness and loss of energy  
 B. difficulty concentrating D. recurrent thoughts of death
- \_\_\_\_\_ 14. The term *suicide* \_\_\_\_\_ describes a series of suicides in a community over a short period of time.  
 A. survivors C. factors  
 B. clusters D. contagion
- \_\_\_\_\_ 15. \_\_\_\_\_ are used to make certain chemicals, such as serotonin, in the brain more available.  
 A. Antidepressants C. Lithium pills  
 B. Control pills D. Antipsychotics

**Matching:** Match each key term to its definition by writing the letter of the term in the space provided.

- |           |  |                            |
|-----------|--|----------------------------|
| _____ 16. | a medical condition in which a person experiences mental or emotional problems severe enough to interfere with daily functioning | A. antipsychotics          |
| _____ 17. | the copying of suicide attempts after exposure to another person's suicide   | B. genetic predispositions |
| _____ 18. | people who lose a loved one to suicide   | C. mental illness          |
| _____ 19. | a negative or unfair belief circulated within society  | D. schizophrenia           |
| _____ 20. | a mental illness characterized by delusions, hallucinations, and irregular thought patterns                                      | E. stigma                  |
| _____ 21. | type of medication used to manage the symptoms of schizophrenia  | F. suicide contagion       |
| _____ 22. | hereditary vulnerabilities to various diseases and illnesses   | G. survivors               |

**Analyzing Data:** The graph below shows the percentage of teens 12 to 17 years of age who have experienced depressive symptoms, had suicidal thoughts, or attempted suicide. The data is organized by gender. Study the data in this graph and then answer the questions that follow.



Source: The Office of Adolescent Health at the Department of Health and Human Services

23. What percent more females than males experienced depressive symptoms?

\_\_\_\_\_

24. What percent of males and females did *not* attempt suicide?

\_\_\_\_\_

**Short Answer:** On a separate sheet of paper, answer the following questions using what you have learned in this chapter.

25. What can you, as an individual, do to battle the social stigma surrounding mental illnesses and disorders?

26. What can you do to help a friend or family member who is suffering from a mental illness or disorder?

