

Stress Reduction



STRESS REDUCTION

Self-Assessment/Pre-Test

(to be completed before reading stress reduction content)

1. What are some physical signs that someone might be experiencing stress?
 - a. headaches
 - b. chest pain
 - c. breakouts on skin (acne)
 - d. all of the above

 2. Which of the following is not an example of a typical behavioral change that may result from stress?
 - a. frequent outbursts
 - b. nausea
 - c. increased alcohol consumption
 - d. eating less
 - e. eating more

 3. It's possible that a person might confuse their symptoms of stress with symptoms of the common cold or flu.
 - a. true
 - b. false

 4. Of the following situations, when should a person seek medical attention?
 - a. the source of stress can't be identified
 - b. a physical problem or untreated illness is causing stress
 - c. a person has thoughts or acts of hurting his/herself or others
 - d. all of the above

 5. Which of the following is not a healthy way to respond to stress?
 - a. have three alcoholic drinks before going to bed
 - b. exercise regularly
 - c. talk to someone you trust
 - d. practice deep breathing techniques
 - e. a, b and c

 6. What is decompression?
 - a. pressing your feet against a hard surface like the floor or wall
 - b. engaging in healthy activities that release stress and/or bring about relaxation
 - c. releasing stress by abusing alcohol or drugs
 - d. both b and c are examples of things people do to decompress
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Self assessment/Pre-test: Stress reduction – 2

7. If an outreach worker learns that someone is depressed, they should:
 - a. tell the person that he or she is experiencing depression, then return to visit them the following week
 - b. help them set up an appointment/make a referral to a professional (in primary care, mental health, or clergy)
 - c. advise them to think about their problems but not to tell anyone else

8. Stress is a condition that cannot be managed if a person can't leave a difficult environment or situation.
 - a. true
 - b. false

Answers: 1(b), 2(a), 3(a), 4(b), 5(d), 6(d), 7(a), 8(e), 9(b)

STRESS REDUCTION

Supporting information for outreach workers

Updated Nov 2014

What is stress?

Stress is a condition that people experience to various degrees in response to pressure in their lives or imbalances in normal routines. Almost everyone is familiar with stress but react to stress in different ways. It can change the body, behaviors, feelings and thoughts. Stress can actually be good for us in small doses, when it results in increased energy that translates into the ability to focus on a challenge at hand. But when stress levels overpower the ability to manage one's situation, the outcomes can be damaging to one's health and emotional wellbeing.

Why does stress occur?

We all have our own coping mechanisms, or ways, to respond to fluctuations in our emotional, mental or physical balance. When these coping mechanisms are overwhelmed or when we perceive the situation to be unmanageable, stress occurs. Causes of stress are unique to each person because of individual differences in general outlook, personality, and personal and medical history. What may be stressful to one person may not be stressful to another. Among the general population, "triggers" of stress, or "stressors," include but are not limited to:

- Physical hardship, injury or illness
- Geographical or life stage transition
- Emotional hardship such as concerns about relationships or self-worth
- Financial instability
- Trauma
- Pressure to succeed in work, school, family and social environments

Migrant farmworkers are exposed to unique stressors in addition to those listed above. Focus groups with farmworkers in western North Carolina revealed top stressors were related to anxiety around missing family, worrying about money and dealing with language and cultural barriers. Participants in these groups often cited their first year as a migrant farmworker as the most stressful year in the field. Other hardships faced by many farmworkers in the U.S. include:

- Migratory experiences such as crossing the border, learning to live in a society and culture different from their own
 - Difficult and time-sensitive physical labor
 - Prolonged separation from or loss of family members and friends
 - Unstable employment and/or housing
 - Unsafe and poor working and living conditions
 - Limited access to health care and social services
 - Discrimination and exploitation
 - Dealing with roommates often in close quarters
 - Social and geographical isolation
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Supporting information for outreach workers: Stress reduction – 2

What are signs and symptoms of stress?

Just as people perceive and experience stress in different ways, the symptoms of this condition vary on an individual basis. People articulate their stress differently. They also may not recognize the source of the physiological or behavior changes they experience. Oftentimes, the physiological signs of stress mimic symptoms of other health conditions. The following examples are possible signs of stress, experienced to varying degrees and affecting different areas of a person’s wellbeing.

Possible effects of stress on...

the Body	Thoughts and Feelings	Behavior
<ul style="list-style-type: none"> • nausea • headache • chest pain or tightening in chest • body aches • weight gain or loss • constipation • diarrhea • pounding heart • high blood pressure • insomnia • decreased sex drive • clenched jaws or grinding of teeth • skin breakouts • tiredness/fatigue 	<ul style="list-style-type: none"> • sadness • restlessness • memory loss • inability to concentrate • mood swings • short temper • racing thoughts • guilt • negative thinking • confusion • insecurity • resentment 	<ul style="list-style-type: none"> • angry outbursts • changes in eating habits • social withdrawal • increased smoking • increased drinking or drug use • frequent crying • relationship problems • blaming others/picking fights • decreased productivity • nervous habits (i.e. biting nails)

Another way to think about the possible effects of stress is to consider the progression of stress in stages. The first level is internal distress, worry, conflict; the second is a more aggravated stress level of outward distress that affects one’s appearance and becomes obvious to others; and finally the serious, elevated stress that suggests a complete lack of control over one’s appearance, emotions, and behaviors:



Supporting information for outreach workers: Stress reduction – 3

This is not to say that the graduation of stress always follows a pattern, but that these changes might occur if stress is not treated at the source, or basic level. Changes in a person's appearance and behavior might serve as warning signs to outreach workers, self and others that a problem exists.

How is “normal” stress different from a condition that should be professionally treated, and how is this determined?

Each person has a different level of tolerance for stress. It is important to recognize when someone needs help dealing with stressful situations or problems. Times when professional attention should be sought include when:

- Stressors, or difficulties, become increasingly aggravated over time and the person affected cannot cope with or manage them on their own
- Stressors are constant instead of fluctuating
- Someone has a preexisting condition of mental illness or pathological disorder
- Physical health problems, illness or injury are untreated
- The source of stress cannot be identified either by the person alone or in conjunction with their counselor or confidants
- Substance abuse, depression, anxiety, suicidal thoughts, domestic violence and/or disruptive behaviors are experienced

What are some ways to manage stress and to seek help?

Stress is part of life. How we choose to respond to a challenge when it arises can define the level of stress we may ultimately experience. Cultivating a balanced and healthy lifestyle, practicing regular self-care, and learning to respond to difficult situations from a place of optimism and hope can assist us in being well-equipped to handle stress as it comes up. Because stress is something we can all experience, as outreach workers we can bring our own personal learning about stress and relaxation to this work.

There are healthier and less healthy ways to manage stress. Healthy practices can include:

- **Steering clear of stress.** The best way to manage stress is to try to avoid or at least minimize situations in which stress outweighs our ability to cope.
 - **Prevention.** Avoiding stressful situations is not always possible, so the next best thing is preventing stress from elevating past the point of being able to manage it in healthy ways.
 - **Identifying the source of stress.** If the person can pinpoint the cause of the symptoms they are experiencing, oftentimes they will perceive the stress to be more manageable. If possible they can address the source so the situation may improve.
 - **Decompression.** Decompressing basically means engaging in outlets for releasing stress. It is beneficial to regularly practice activities that help us to feel relaxed and decompress. The more we practice relaxation activities, the more we are able to call upon these types of activities to aid us when difficulties arise. Each person
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Supporting information for outreach workers: Stress reduction – 4

may have unique ways to relax and let go. Some practices people use include: physical exercise, prayer or meditation, listening to music, deep breathing, yoga, or being outdoors. It is important to seek out healthy ways to relax; the abuse of alcohol, other drugs and smoking are commonly used by people to handle difficulties, but can be harmful to theirs and others' health.

- **Support.** Emotional support is often found in someone's own community of friends, religious organization, and family. The focus groups in western North Carolina revealed that participants are more likely to seek this kind of support from someone they already know. Seeking care is a tremendous step towards managing stress. Services and support for people experiencing stress should address cultural and individual differences in the ways people perceive, discuss and manage their problems. Services should be accessible and immediate (geographically, culturally, and linguistically).
- **Making lifestyle changes.** Adapting some daily life habits can reduce and/or prevent the effects of stress and should not be underestimated. Engaging in regular exercise and physical activity, decreasing caffeine intake, drinking more water, eating a healthy diet, and getting sufficient sleep are shown to improve the body's overall health as well as one's emotional wellbeing. Because caffeine is a stimulant, reducing caffeine can actually serve to lower one's anxiety level. Research demonstrates that exercise can help improve one's mood and alleviate perceived tension.
- **Goal-setting.** Goals that can be readily achievable are tools for helping someone feel in control and capable of reducing their stress. Targets can be simple goals such as reducing one's caffeine and alcohol consumption (1 drink instead of 2, or 2 drinks instead of 4), or removing oneself from a situation each time they feel stressed or agitated. Examples of long-term goals to help manage stress are attending a support group or exercising regularly.

Teaching someone how to prevent and cope with stress can be a helpful and meaningful practice. Outreach workers have an opportunity to help people manage stress that might result from the many difficulties and stressors they face at work and home. However, we should take care not to diagnose illness but instead teach some tools for use in dealing with stress in healthy ways. Seek opportunities for training on mental health, and utilize existing referral networks if you find yourself frequently approaching mental health and stress topics in your work.

If we learn that someone is at risk for chronic depression, anxiety, suicide or other serious problems, they should be referred to a qualified, accessible professional-- whether it be to a mental health or primary care professional. Someone may choose to speak to a spiritual advisor or clergy member, which is another healthy support-seeking practice. Allow the person experiencing stress to suggest a resource they may have already identified. Because people understand and define mental health on an individual basis, make sure to be communicative about what mental health IS, and offer encouragement and follow-up regarding referrals. If appointments are not kept, explore with that person and/or the mental health counselor reasons why—which may lead to other sorts of problem-solving and approaches.

STRESS REDUCTION

Self Assessment/Post-Test

(to be completed after reading Stress reduction content)

1. What causes stress?
 2. List some symptoms and signs that may indicate that a person is experiencing stress.
 3. When should someone be referred to a medical or mental health professional?
 4. List some examples of healthy decompression practices.
 5. Describe some goals that someone could set to reduce or manage their stress.
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STRESS REDUCTION

Self Assessment/Post-Test answers

1. What causes stress?

[Stress is caused by pressures in life that are greater than a person's individual ability to cope with them. Stress is experienced differently by everyone, and what might be stressful to one person may not be stressful to someone else.]

2. List some symptoms and signs that may indicate that a person is experiencing stress.

[Stress can affect someone's body, mind and behavior. Possible physical signs of stress include headaches, nausea, body pains, chest tightening, diarrhea, decreased sex drive, and sleeping problems. Mental and emotional problems that are possible symptoms of stress are the inability to concentrate, sadness, mood swings and short temper. Behavior changes can include angry outbursts, changes in eating patterns, nervous habits, and relationship problems.]

3. When should someone be referred to a medical or mental health professional?

[If someone has a preexisting mental illness or pathological disorder or a health problem that is untreated, the source of the stress cannot be identified, or if violent or disruptive behaviors are thought or demonstrated.]

4. List some examples of healthy decompression practices.

[Exercise, meditation, yoga, deep breathing, talking with a trusted member of one's community, faith organization, or family.]

5. Describe some goals that someone could set to reduce or manage their stress.

[Improve diet, reduce caffeine, alcohol and cigarette consumption, exercise regularly, join a support group, remove oneself from stressful situations if possible.]

STRESS REDUCTION

Teaching objectives

The facilitator and farmworker participants will discuss:

1. What is stress and what causes it?

- a. Stress is a part of life and may become a condition people experience when their pressures in life outweigh their natural ability to cope with them.
- b. Difficulties that are constant--instead of fluctuating--are especially stress-inducing.
- c. Everyone experiences stress differently (recognizing, responding, and defining).

2. What are the consequences of not treating stress?

- a. Physical: Stress can be harmful to one's health.
- b. Mental/Emotional: Burdens on one's mind can affect performance in job and social environments, relationships with others, and self-esteem.
- c. Behavioral: Stress can result in negative behaviors that harm others or oneself.

3. What are signs that stress is a symptom of a more serious health problem or mental health condition?

- a. A health problem or injury goes untreated
- b. Someone presents with preexisting mental or pathological condition
- c. Violent or disruptive thoughts or actions are demonstrated

4. How can stress be prevented or managed?

- a. Self-care (exercise, relaxation)
 - b. Recognizing normal stress levels and the source of stress being experienced
 - c. Seeking psychological, social, and medical supports and care when stress cannot be managed on one's own, and knowing how/where to look for help
 - d. Also: Address barriers to seeking mental health support/care (time constraints, work demands, limited transportation, etc.)
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STRESS REDUCTION

Motivating/Learning Activity

The motivating / learning activity is an opportunity to support knowledge acquisition and comprehension among participants on a given health topic. These activities should be interactive and should begin to engage farmworkers in critical thought about the application of health information.

This is an opportunity to engage the group and to assess the comfort level and knowledge on the subject. You may find that the workers are very familiar with the topic and only require a review, or you may find that this topic is new or that there are misconceptions or mistaken ideas among the group. For this reason, it is a good idea to briefly note comments by the workers for further discussion.

A few suggested activities are:

- Cabbage game with questions related to stress, causes, consequences, prevention, treatment, etc.
 - Lead the “De-Stress” warm-up activity (see sample lesson plan 1)
 - Demonstrate breathing relaxation or stretching/basic yoga and discuss (see sample lesson plan 1)
 - Show drawings or pictures of people experiencing stress and brainstorm reasons why their stress may have developed or become aggravated, or discuss ideas for how it could be managed
 - Use “Jeopardy” game to review specifics about stress (especially if the group seems familiar with the topic)
 - Brainstorm ways to decrease one’s stress level
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STRESS REDUCTION

Empowerment Activity

The goal of an empowerment activity is to develop skills, learn a new task, consider action to change one's situation, and/or begin exploring how to help oneself.

This is an important opportunity to identify what they can do to recognize signs and symptoms of stress and manage their emotional and mental health in stress-reducing, healthy ways.

- Help participants explore their perceptions and sources of stress in their lives.
- Do they have access to tools for stress reduction (space, time, money?) and if not, what can they do to reduce or manage stress in healthy ways?
- Invite them to individually participate in an activity that allows them to practice healthy decompression techniques, express their feelings and thoughts around stress, and/or support their peers who might be experiencing stress.

Invite them, as a group, to collectively address any stress that has become unmanageable at work, the camp, or within their community and/or to eliminate or reduce unhealthy practices used to cope with this stress.

STRESS REDUCTION

Sample Class Plan

The following are two workshops developed and conducted with migrant and seasonal farmworkers in Western North Carolina (Watauga County).

1. Relaxation and Stress Reduction Session

Teaching objectives/methods

These messages can be adapted depending on the interest of the facilitator(s) and the needs of the group. Here is a potential outline for what to emphasize:

1. Cultivate greater awareness about stress and its potential impact on the participants' lives.
2. Generate ideas on how to reduce stress and ways to develop/sustain lifestyle choices that encourage less stressful lives.
3. Learn basic relaxation techniques that can be practiced on one's own after the session.

Time

This session can be done in less than one hour. However, we have found that it can open people up to a lot of discussion and emotions and so could easily be extended to an hour and a half or more if participants are interested and time is available.

Materials needed

- Candy for prizes (optional)
- Any pamphlets or materials on stress and healthy lifestyle that can be given out to participants
- Big paper and markers to write with; masking tape

Step-by-step description of activities

Introduce Topic and Facilitators

You could say something like: "In this session, we'll be looking at stress and what causes it, how to manage it, and try out some simple relaxation exercises."

Warm-Up Activity: "The De-Stress Movement Game"

This can be a good ice breaker and can get people energized and laughing. Start by having the group stand in a circle. The leader starts by saying her/his name and then showing with an *exaggerated* movement how she feels when experiencing *stress* (for example, "when I feel stressed, I look like this-----). The group repeats the name together and does this movement in unison. The next person in the circle says his/her name and does a movement and then the group repeats the name and movement in unison. The exercise is repeated until the whole group has done it. Then if desired, do a second round with a movement that expresses how you feel when relaxed. If people are shy, encourage them to do extreme exaggerations (this often can be sillier) and to do the first action that comes to mind (e.g. try not to plan it out beforehand).

Sample Class Plan: Stress reduction - 2

Discussion on Stress and Stress Reduction

Explore the following topics as a group. Write answers people give on big paper. If some people in the group do not read, you could repeat useful answers at the end or sum up as you go along. If discussion wanes, you can use probing questions or sample situations to keep it moving. Sometimes, we offer candy to people who answer questions to keep it lively.

- 1) *What are some things that can cause you or someone else to experience stress?* (Examples of answers could include: isolation, homesickness, struggles with money or work or family, health problems...)
- 2) *What are some symptoms of stress or too much stress in one's life?*
- 3) *Discuss range of stress levels, explaining that stress can be seen as being on a continuum in that a little stress can be OK or even motivating, but that too much stress can be debilitating or can cause negative consequences.*
- 4) *What are some healthy ways that you can think of to reduce stress?* Listen to answers and affirm positive ways to care for self and others or foster positive lifestyle choices, clarifying that taking better care of oneself is a way to be, for example, stronger for your family or community. Some examples of ways to reduce stress can include: decreasing caffeine intake, improving or increasing amount of adequate sleep, eating well, regular exercise, prayer or meditation, spiritual support, talking to family or friends, gardening, music, cooking, practicing an enjoyable hobby, time in nature/outdoors, taking deep breaths, or seeking more professional help such as counseling with a health care provider or clergy member.
- 5) *What are some unhealthy ways to try to reduce stress?* As people answer this question, you can discuss how sometimes these types of "unhealthy" activities can be valid in moderation but not to the extent that they cause one problems or are being relied on all the time to reduce stress. For example, watching television may help one cope with difficulty in the short term, but is not the best method to rely on solely or excessively. What has helped participants in the past to de-stress, and are there ways they can incorporate those things into their lives here? The outreach worker may brainstorm and problem-solve with the workers here.

Breathing Relaxation Exercise

Here is a short relaxation exercise to try with participants. You can read this to them as you walk them through it, or add some of your own commentary. We find that the key is to read this slowly (remembering to breathe yourself!) and speak in a relaxing or soft tone of voice.

Sample Class Plan: Stress reduction - 3

Part I

“Para empezar, vamos a ponernos en una posición cómoda en la silla. Cuando se sienta cómodo, cierre los ojos. Reláje su cuerpo, sus músculos... Note como se siente ahora. Ponga atención de algunos de sus sentimientos, pensamientos, o sensaciones...

Ahora, respire profundo....Ponga atención en como esta respirando ahora. Ponga

la mano sobre el estomago/la panza.

Ahora, respire profundo nuevamente. Ponga atención en como se siente. ¿Qué pasa con el estomago y el pecho?... Note si la mano sobre el estomago se levanta o se cae.

Respire unas veces más....

Vamos a hacer otro tipo de respiración que se llama respiración en tres partes. Estas son: Aspirar, pausa, y exhalar.”

Part II

Repeat Part II 3-4 times. You can then have them practice this breathing independently at their own pace if you'd like.

“Ahora, respire muy profundo. Pausa/Contenemos la respiración

Y exhalamos completamente (todo el aire)

Pausa/Contenemos la respiración.”

(You can demonstrate what this is like if needed. Your belly should rise and fall as the breath moves in and out.)

Discussion on Breathing Relaxation

Afterwards, ask participants how they feel after trying these activities and discuss when these activities might be useful. You could suggest that this exercise can be done in a very subtle manner, e.g. while sitting, while at work, while watching TV. Or ask them when they might find it helpful. The more breathing relaxation is practiced, the more it can tend to elicit a relaxation response. If it is practiced regularly especially when not under stress, it can be effectively utilized when under stress to help relax. If you will be going back to this camp or house in the future, you could ask them to practice this activity and tell you at the next visit how they're experience of practicing it went.

Sample Class Plan: Stress reduction - 4

Stretching or Basic Yoga Activity

This is an optional additional activity in which you could lead participants in a few basic stretches or yoga poses depending on your own comfort level or experience with these activities. Consider inviting a yoga instructor in your community to come lead the activity. You could encourage a focus on breathing during these stretches. After stretching, have participants notice if they feel any change in mind or body after stretching and how this feels for them. You could ask when participants might find stretching useful or why it might be beneficial (for example, to ease muscle tension, increase flexibility, provide relaxation).

Closing

Finish the time together with a quick go-round. Ask each person to say (in one sentence or even one word if time is short) one thing that they learned from today's session, or alternately, how they feel after today's activities.

2. Photo Documentary Project

DESCRIPTION OF ACTIVITIES

Note: This activity requires pre-work (budgeting time and resources over a 2-3 week period). It can be adapted to work in one session if Polaroid film or a digital camera with a printer is available.

Give out disposable cameras to participants. Ask participants to take photos of their daily lives for the next 1-2 weeks. Encourage them to use the photography as a way to explore what their current life is like, with a focus on what is going well in their lives at this time (eg. successes, things they're proud of) and what are some things that aren't going so well at this time and that they would like to change (eg. challenges). Explain that we'll use the photos in a project next time we meet. Give them a date to have it done by. You may have workers develop the pictures themselves or offer to do it for them.

Opening (approximately 10 minutes)

Start by sitting together in a circle. Facilitate a go-round in which each participant says their name and tells the group one thing that is going well in his or her life at this time and one thing that is a challenge at this time. Alternately, you could ask each participant instead to share about what it was like to take photos about their lives and to show a favorite photo. If it is a large group and you need to be mindful of time, you could ask each participant to limit their sharing to 1-2 sentences.

Expressive Arts/Photo Collage Activity (20-40 minutes)

- Have each participant choose a place on their own to work. Give each person a big piece of paper and some drawing/writing supplies, their photos (or magazines for collage if no photos are available), scissors and glue. As an alternative, you can have a big circle traced on the paper and have them create their work within the circle (sometimes this helps people have a place to focus on).

Ask each person to consider his or her own personal sense of wellness/wellbeing at this time, looking at what's important to you and what helps you at this time in their life. Encourage them to express this using the supplies we've given them. Remind them that they do not need to draw realistically and encourage them to use whatever medium feels most comfortable to them (e.g. cutting and gluing photos, writing, drawing symbols or colors). If they want to save their photos for something else (e.g. to send home to family) this would be OK as well. Try to keep talking between participants to a minimum and encourage introspection. (With some groups, putting a CD of soft/relaxing music on in the background can help facilitate this).

Closing (approximately 10 minutes)

Have the group come back together and encourage people to share (in a go-round or in discussion style) about what the experience of making their collage/image was like for them and what they learned about themselves from the experience. If people feel comfortable, they can show their projects. Sometimes, people will say negative things about their work eg. "I can't draw!" Try not to let this dominate the conversation by eg bringing them back to the topic of what they learned. You might also foster discussion about how art-making, talking with others about one's challenges and successes, and how other activities or techniques could help reduce one's stress level or foster greater wellness.

Further Opportunities

- Depending on the farmworkers' interest in the project and on the quality of the photos, this activity could be developed into further art and/or photo projects by the group. It might also be powerful, for example, to collect photos from the participants and ask if these images could be shared in the larger community or with non-farmworker communities in order to help spread awareness about the daily lives of farmworkers. Organizations such as Student Action with Farmworkers (SAF) have focused on creating documentary projects with farmworkers and could be a resource for ideas in this area.

STRESS REDUCTION

Recommended Mental Health Vocabulary for Outreach Workers

These terms have been suggested or approved by a local Mexican Catholic counselor in Western NC, El Futuro, Inc. and the North Carolina Farmworker Health Program.

****Important Note:**** The following terms can be helpful in basic discussions with Spanish speakers about mental health and well-being. Due to individual and cultural differences in thinking and speaking about mental health, it is important to find terminology that makes sense to each person. Try asking someone to first describe their feelings in their own words, or using a term and identifying whether or not it resonates with them.

Addiction – *Adicción*

Anxiety – *La ansiedad; Nervios*

Coping – *Algo que te ayude a manejar tu estrés*

Counselor/Psychotherapist/Social Worker –*Terapeuta; Trabajador/a social/ Consejero/a/ Psicoterapeuta*

Counseling/Therapy –*Terapia (conversacional)/Psicoterapia*

Decompression - *Desestresarse*

Depression – *Depresión; Estar deprimido*

Domestic Violence – *La violencia doméstica; Maltrato; Abuso en la familia; Golpes*

(To Be) Drunk- *Estar borracho, ebrio*

Healer/Healing – *Curandero/a; Cura* (often times this means traditional healing only)

Healthy vs. Unhealthy – *De una manera saludable v. de una manera no saludable* High

Risk – *De alto riesgo*

Low Risk – *De bajo riesgo*

Mental Health – *Salud emocional* (this is broader) or *Salud mental* (this may refer to more severe mental health)

Mental Illness – *Una enfermedad mental* (this is usually severe mental illness—give examples to the person, such as chronic depression or paranoia)

Psychologist –*Psicólogo/a*

Relaxation – *Relajación*

Release (eg stress release) – *Relajarse/Hacer algo que te ayude a deshacerte del estrés*

Self-care – *Cuidarse a si mismo* Sexual Assault – *Violación* Stress – *Estrés, tensión, presión*

Substance Abuse/Dependence –*Abuso de drogas o alcohol; Dependencia en las drogas o el alcohol/ Abuso de sustancias*

Suicide/Suicidal Thoughts – *Suicidio; Pensar o Querer quitarse la vida*

Wellbeing - *El bienestar general*