

CONTENTS FROM
PREVIOUS EDITION

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∞The paper used in these volumes conforms to the American National Standard for Permanence of Paper for Printed Library Materials, Z39.48 1992 (R1997).

Publisher's Cataloging-In-Publication Data
(Prepared by The Donohue Group, Inc.)

Adolescent health & wellness / editor, Paul Moglia, PhD, South Nassau
Communities Hospital, Oceanside, NY. -- First edition.

3 volumes : illustrations ; cm. -- (Salem health)

Includes bibliographical references and index.

Contents: Volume 1. Advice from Teens-Grief and Loss -- volume 2. Health and Illness: Diseases and Conditions-Relationships: Friends, Family, and Dating -- volume 3. School and Jobs: Skills for Success-Your Emotional and Mental Health.

ISBN: 978-1-61925-545-6 (3-volume set)

ISBN: 978-1-61925-807-5 (vol. 1)

ISBN: 978-1-61925-808-2 (vol. 2)

ISBN: 978-1-61925-809-9 (vol. 3)

1. Teenagers--Health and hygiene--Encyclopedias. 2. Health behavior in adolescence--Encyclopedias. 3. Teenagers--Mental health--Encyclopedias. 4. Teenagers--Drug use--Encyclopedias. 5. Teenagers--Sexual behavior--Encyclopedias. 6. Teenagers--Life skills guides--Encyclopedias. I. Moglia, Paul. II. Title: Adolescent health and wellness III. Series: Salem health (Pasadena, Calif.)

RA777 .A36 2015
613.0433

FIRST PRINTING
PRINTED IN THE UNITED STATES OF AMERICA

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EDITOR'S INTRODUCTION

Adolescent Health & Wellness (AHW) is an overview of and guide through the exciting and exacerbating, confident and confusing, and triumphant and despairing years from puberty through young adulthood. This stage of development houses the greatest potential for growth as well as the greatest potential of risk throughout the lifecycle. Stationed between the ridges of autonomy, individual identity, and uniqueness, and the cliffs of family membership, societal role identification, and the panicky need of peer acceptance, adolescence is a biopsychosocial tug-of-war.

I want to stand out, be extraordinary, appreciated, and valued that I am my own person. My adulthood will bring me more things, and yet, I am afraid that those whose attentions I crave will not accept me. Will the hand I raise to be called upon be ignored? Will the hand I move to touch pull away? I need to be different, and I need to be the same, to be one standing alone, and one peer standing with many.

Marked by extremes and contrasts, adolescence is where the importance of being a part of a family is seemingly eclipsed by being apart from that same family. Energy, enthusiasms, and drives outpace introspection, listening, and prudence. Words that connote the convection currents of adolescent winds include strength, virility, stamina, heartache, individuation, higher order intellectual development, self-sacrifice, service to others, and even heroism. Wisdom, perspective, and insight are usually not among these. Their absence reflects the challenges adolescents face and, more so, the risks. Each year in the United States, 6,000 adolescents leave home and never return.

The challenges adolescents face are paralleled by the challenges of their adult caregivers: when to let life's lessons do the instruction; when to hold to zero tolerance; when to call for another lap. Adult parenting, teaching, and coaching fluid adolescents requires discretion and boldness, being friend and foe, letting go while holding on, and above all, the emotional intelligence to know when to make which call.

Adolescent Health & Wellness is both a review of most adolescent topics and a guide over those fogged waters. We have divided topics loosely into a range of categories. In **Schools and Jobs**, we discuss adolescent economics,

education, and finances. In **Critical Skills**, we present articles on writing, networking, interviewing, and public speaking, among others. You'll read about savings plans for college, career and self-identity, studying abroad, internships, managing time, and the balancing act student athletes perform. In **Staying Safe**, we warn about piercings and infection, advise how to cope with bullying, and address the potentially deadly issue of texting while driving. **Diversity** discusses religion and spirituality, stereotyping, LGBT youth and their parents' and peers' acceptance.

Change is the only constant and change brings loss. For youth, it is hard to reconcile that profound pain can be natural and that learning to grieve well is healthy, even healing. In spite of the objective health of this population, most adolescents will have to cope with some profound loss. In **Grief and Loss**, *AHW* offers advice to help friends cope, how to manage romantic loss, and how to grieve the death of a parent or guardian.

We live in a digital age. Unlike those born only half a generation earlier, virtually all adolescents use the Internet daily and automatically. The Internet, like adolescence, is full of promise, possibility, and unforeseen risk. In **Going Online**, we present articles on scams and spam, cyberbullying, and having a relationship online.

As part of Salem's Health series, this edition includes a significant number of health topics in two related sections, **Disabilities and Disorders** and **Health and Illness: Diseases and Conditions**. Here you will find articles on asthma, common infections like tonsillitis, developmental disorders like fetal alcohol and fragile X syndromes, congenital heart disease, and PKU. Other topics include the autoimmune disorder lupus, the common and contagious pink eye, and a condition almost universally faced at some point in adolescence—insomnia.

AHW is also a guide about wellness. In **Going Green** and **Nutrition and Staying Fit**, we discuss fracking, buying local, managing weight, staying fit, the freshman fifteen, playing sports, stretching, and sports drinks. Indeed, as sex is the singular demarcation between childhood and adulthood, we also present articles on sexuality, sexual health, and sexual practice in **Sexuality and Sexual Health**. Our writers review, in adolescent vernacular, sexually transmitted infections, birth control, having safe, pleasurable sex, and virginity.

Wellness suggests happiness and a life of emotional health, such as possible only as life challenges are faced, managed, and overcome. A number of articles address the issue of attachment, a primary developmental task in adolescence: connecting to maintain identity and history, yet disconnecting to form a maturing identity and future. You will read about immature behavior fulfilling the immature needs of the attention-seeker, ways to sustaining wellness, how to ask for psychological help, and how to approach those who provide it. We also include an academically grounded, yet lay-friendly review of the different theoretical approaches these professionals take. In **Drugs, Alcohol, and Addictions**, we speak to steroid abuse, tanorexia, and living below the threshold of bulimia, a condition far more widespread than most adults suspect. Also touched upon is the hub of adolescent identity and its social psychology, including the painful sting of being outside of a clique, being a victim in an abusive relationship, and understanding the psychodynamics of female friendships.

Perhaps, *AHW*'s most innovative section is **Advice from Teens**, including topics teens have identified as important to their phase of life. Written by adolescents, this section includes peer advisement on volunteering and giving back to community, finding that first job, joining the military and, indicative of public health trends, being gluten-free. And **Health Myths** explains why cell phones do not cause brain cancer.

In all, we offer nearly 500 topics in a something-for-everyone marketplace. No one work can be comprehensive on this topic. The concerns, needs, and interests of the 13-year-old are often forgotten by the 20-year-old preoccupied with different things. We present a menu of interests, however, that provides scientifically based, culturally aware, and pragmatically conceived overviews of a remarkably broad-range of topics, each with information on how to easily learn more. All of us involved in readying these three volumes have a shared intent: helping adolescents and helping those who help them. We hope we have met your need.

It has been my privilege to edit this new, first edition Salem Press Health title. I love this stage of the human

life cycle with its over-developed sense of justice and its underdeveloped sense of balance. I connect with adolescent energy and enthusiasm and believe direction and intervention here pay handsome benefits in adult prevention and productivity. My role as editor involved adding to the philosophical discussions of what the nature of this work should be, to its organization, to editing all new material. My work was informed from my own adolescence, which saw the emergence of adulthood later in me than in many, to my years teaching high school, and my subsequent 30 years of clinical practice treating adolescents.

But even these layers of experience would not enable me to rise to the task of editing this work. For that, I whole-heartedly thank these wonderful people: Alexandra Sabrina Blanchard, recent honors graduate of Pace University in New York City for her sharp eye, due diligence, and timely completion of every task and request. Grey House's friendly and increasingly fearless editorial assistant, Melissa Rose. No one's time was more occupied, day-to-day, for these many months in seeing this work grow from competing embryonic ideas to the birth of triplet volumes. Only she knows how often she tugged at my shirtsleeve to point out something I had missed or forgotten. The matchless Laura Mars, Vice President, Editorial, at Grey House once again, encouraged my work and refined my judgment as only an expert in this industry can. She was the other oar in the boat that saved me from what happens when only one oar enters the water. Jean Busi Moglia, my wife for these many, where-did-the-time-go, years. She manages to balance, better than I ever could, supporting my work while worrying that I'm doing too much of it. Our three children: Jenna, Michael, and Briana Frances who are, how fortuitous for *AHW*, just crossing over the cusp of adulthood coming from adolescence. They provided invaluable perspective, advice, and insight. They actively contributed to the work from beginning to end. Without their support from heart and head, whatever value I've added to *AHW* would surely be less.

Paul Moglia, PhD
 Glen Cove, New York

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itself into social media has a much more permanent nature. Even for posts that you originate, you only have very limited control. The availability of this information presents a unique interpersonal frontier: people formulate opinions, pass judgment, and make decisions based on something online. It is not uncommon for both prospective and current employers trawling through social media accounts to get information about individuals. Due to the very real consequences related to social media activity it is important to keep in mind the same key concepts when expressing yourself via Facebook as you do when writing an email or text.

TAKEAWAY MESSAGE

The ability to communicate with people without actually being in their presence is amazing and has many positive implications. It is important however to realize how speaking to someone face-to-face versus via technology requires a different interpersonal skill set. Without being able to see the other person, read their body language, or hear their tone of voice the words used to convey a message whether by email, text or a social media page are extremely important. Understanding the basic principles that are the foundation for effective technology-based communication and then actively building these interpersonal skills has immense value in today's technology dominant society.

FURTHER READING

Barclay, J. (2013). Text messaging: Does it destroy relationships? *Snowdrift*. Retrieved from: <http://www.snowcollegenews.com/text-messaging-does-it-destroy-relationships/>. This article discusses that while texting has benefits, the ease and frequency in which people's texts are misinterpreted can lead to significant negative outcomes. The author focuses on how texts have lead to many break-ups, specifically among college students.

Demangone, A. (2014). That's not what I meant! – Technology and miscommunication. *National Association of Federal Credit Unions*. Retrieved from: <http://www.cuinsight.com/thats-not-what-i-meant-technology-and-miscommunication.html>. This article focuses on how easily technology-based communication can be misinterpreted. It highlights the importance that the person writing the message take time when composing the email to increase the likelihood that the intended and received message are the same.

Ferrazzi, K. (2013). How to avoid

virtual miscommunication. *Harvard Business Review*. Retrieved from: <https://hbr.org/2013/04/how-to-avoid-virtual-miscommun/>. This article discusses how simple things can be misinterpreted when communication occurs remotely versus in-person. The author outlines six techniques to help increase the accuracy and effectiveness of technology-based communication.

Winerman, L. (2006). E-mails and egos. *American Psychological Association*. Retrieved from: <http://www.apa.org/monitor/feb06/egos.aspx>. This article discusses how the message intended in an email is often quite different than the actual message received. The inability to accurately convey one's tone of voice when writing an email is a key component that causes the discrepancy between the intended and received message. The authors discuss how people need to learn to see how others may perceive their message.

Stefan Leonte and Kimberly Glazier

SEE ALSO: Interpersonal Communication

Interviewing

Interviewing is one of the most popularly adopted methods to select and recruit productive employees. Interviewee competences are critical to obtaining attractive job offers, the first step to success in the workplace. Adolescents face a developmental task to construe their identity, a part of which is career identity. One meaningful path is to get working experience through employment. In modern society, adolescence is probably the first time in life for a youngster to go through a formal interviewing process to be hired for a job.

INTRODUCTION

This article focuses on interviewee skills, and not interviewer skills, because realistically, the majority of the adolescents will be interviewees.

According to the late psychologist Erik Erikson, adolescents' developmental task is to construe identity ("who you are"). In this process, career becomes a salient part to adolescence and many start to participate in the labor force. If work is balanced well with school, employment can be beneficial to adolescent development. The longitudinal data from the Youth Development Study of high school students showed benefits of employment to the "steady workers" (< 20 hours per week most of the

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Photo: iStock

time) and “occasional workers” (< 20 hours per week in a few months only), giving them a sense of accomplishment. Supported by work experience they were strong at achieving educational goals, accumulating savings and bettering their time management skills. Another group, identified as “the most invested workers” (> 20 hours per week most of the time), also benefited. Employment gave them an opportunity to practice agency and helped them move faster into their self-selected career path to achieve a full-employee identity. In addition, obtaining job-related training, receiving mentoring, and enjoying advancements in the workplace were positively associated with the adolescents’ self-efficacy. Negative effects like work stress tended to be short-lived, and more noticeably, might actually have fostered psychological resilience and expanded stress management skills.

INTERVIEWING BASICS

Only employment interviewing is discussed here but the information is applicable to other types of interviewing for different purposes, e.g., for admission to colleges/graduate programs or for scholarships.

For the sake of reliability (consistency) and validity (job-related qualifications), employment interviews are most likely to be structured, i.e., a pre-determined set of designed interview questions will be asked to all of the job candidates in the same way by all interviewers and there is a standardized scoring key to evaluate each

candidate’s performance, although the level of structure may vary.

Adolescents should be prepared for all three phases in an employment interview: the pre-interview phase, the actual interviewing phase, and the post-interview phase. A face-to-face interview may have only one interviewer or a panel of interviewers. Interviews may be conducted in an alternative medium: a phone interview or a video interview.

TYPICAL INTERVIEW QUESTIONS

Interview questions are designed to assess the candidate’s personality, knowledge and skills, quality of thinking, ability to handle difficult situations, values and ethics, motivation, career goals, etc. Michael G. Aamodt, an American industrial and organizational psychology professor at Radford University, has listed six types of interview questions:

Clarifier questions – to clarify information in the application files. Work-history questions belong to this group. Be prepared to answer questions such as “Why are you applying for this job?” “Why do you want to leave your current job?” or “Why do you seek jobs sporadically?” Your answers should highlight your career interest, motivation for career development, and realistic necessities such as location and school commitment. You should avoid mistakes like criticizing former employers/coworkers, complaining about previous jobs, or emphasizing benefits.

Disqualifier questions – to disqualify a candidate if he/she cannot satisfy the specific requirements of the job. For example, if the job requires the employee to work on night shifts, a candidate who answers “no” to “Are you able to work on night shifts?” is disqualified for this job.

Skill-level determiners – to tap the applicant’s job-relevant skills. Applicants for a receptionist position may be asked questions about computer skills and using software to schedule and file. Brainteasers may be included in an interview for competitive jobs that require logical reasoning and creative thinking.

Past-focused questions (behavioral questions) – to get information about the candidate’s previous behavior. For example, “Share with me an example of how you reacted to negative feedback from your teacher or boss.”

Future-focused questions (situational questions) – to get information about the candidate’s probable behavior in the future. For example, “Imagine that you are a waiter/waitress in a restaurant and a customer becomes impatient with the long waiting. How would you handle this situation?”

Organization fit questions – to find out if the candidate will fit into the culture of the company/work unit. For example, the candidate may be asked to tell the interviewer about his/her preference for team-based work or independent work.

THE PRE-INTERVIEW PHASE

Caldwell and Burger have reported the power of social preparation and background preparation in predicting interview success (getting subsequent interviews or job offers). Social preparation is to utilize social resources (teachers, school counselors, parents, friends, someone in the company, and people in similar jobs) for advice and information about the company and the position. Background preparation is to research the company to learn as much as possible about it and the job. Study the company’s website. Find brochures, news and business reports in the career center, public libraries, and business publications. Read the information carefully. Get educated about the company’s location, history, mission and values, objectives and plans, current status, brand products, recent changes, management and people, etc.

Preparation is not just for gathering information to answer the interviewer’s questions but also is for you to prepare questions for the interviewer. You may ask questions about the specific job (e.g., responsibilities, authority), growth opportunities (e.g., training, promotion), or peers and management (e.g., culture of the work

unit, immediate supervisor). Prioritize your questions. Caution: Do not ask any question about the information already given to you, e.g., in the ad/brochures or on the website. Otherwise, you are telling the interviewer that you have not done your homework. Remember, your questions are not just questions; they are part of the interviewing because they tell something about you – your conscientiousness, intelligence, personality, and career interests and goals.

Preparation should include practice. Practice your role as a job interviewee. Get feedback and improve. Role play again. Familiarity helps reduce anxiety and nervousness. Practice improves speech fluency. Pay attention to your articulation, volume, tone, rhythm, and stress. Get rid of “um,” “like,” “and,” or “you know.” Keep good eye contact with “the interviewer.” Emphasize with proper gestures without excessive hand movements. Body should be relaxed but alert.

Get familiar with the interview location and how to get there. On the interview day, give yourself plenty of time to arrive at the interview site 10-15 minutes earlier than the scheduled interview time. Never be late for an interview. Dress appropriately. Look clean. Smile. Be professional and friendly to all the people you meet once you set your feet on the site of the company (you never know who that person is and what role that person plays in hiring). If possible, decline coffee (you may spill it and look clumsy and messy). Keep mentally alert and focused. Organize all of the materials you will need during the interview neatly and get into the interview room with confidence.

If it is a phone/video interview, find a quiet location without any distraction or interference. Check the device, volume, clarity of the visual images, and all of the connections. Have a back-up plan in case technology fails. Familiarize yourself with how to operate the machine(s).

THE INTERVIEWING PHASE

The interviewer will start interviewing with a brief welcoming introduction. Give a warm greeting with a firm handshake. Respond to “small talk” naturally. Take your seat with a comfortable position without casualness. The interviewer then proceeds to give you some information about the position and the company, and/or explain the interviewing process. Listen attentively. Make some mental notes as the information may be usable later when you answer or ask questions. After this information giving phase comes the time for you to answer the

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 interviewer's questions. Listen carefully to get an accurate understanding of each question. If you are not sure about what is being asked, politely ask for clarification. Provide focused answers in specific and personalized language that goes straight to the point (demonstrating your clear way of thinking). Speak up and speak clearly with good eye contact. Do not ramble or use vague/general expressions (indicator of a cloudy mind or lack of knowledge). Cite specific examples to vividly illustrate the key points. Avoid reciting a memorized answer. Interact with the interviewer and monitor your approach. When it is your turn to ask questions, select a couple of job/company-related questions that can show your independent thoughts, values, and goals. You may also develop questions based upon what the interviewer has been saying on the spot. When the interview approaches conclusion, you may inquire about the timeline for the decision making and also, encourage the interviewer to contact your references. Leave a good impression that you are interested and enthusiastic. Remember to thank the interviewer.

If this is a phone interview without visual imaging, be aware that you are deprived of non-verbal and paralinguistic cues (e.g., facial expressions, eye contact). Your articulation and speech features become even more important here than in a face-to-face interview. It is advisable to dress up so that you won't get too relaxed and lose your alertness.

Here is a last note specific to adolescents. While it is important to effectively deliver your job-relevant qualifications, it is equally, if not more, important to convince the interviewer that you have great potential. Show your career interest and goals, motivation and enthusiasm, modesty and willingness to learn and improve, and courage to welcome challenges.

THE POST-INTERVIEW PHASE

Remember to do follow-up work after an interview in a timely manner. Send a thank-you note right after the interview. Be patient and wait. After a week or two, you may send a letter or make a call to the contact person reinforcing your continued interest, and provide new supportive documents, if any. But do not be a stalker. After two such inquiries without a reply, it is a sign for you to move on.

Reflect critically upon your interview experience. Find strengths to keep and weaknesses to improve. You may even contact the interviewer for constructive feedback. There may be other opportunities.

CONCLUSION

Being mindful of the developmental process in an all-rounded way and garner successful experiences in various activities (e.g., schoolwork, sports, volunteering) to contribute to building the many elements for successful interview performance, including self-efficacy, healthy attribution style and locus of control, emotional intelligence, cognitive competencies/skills, oral/written communication skills, social competencies/skills, and critical self-reflection skills. All-rounded adolescents are highly likely to get interview opportunities. They will be able to do conscientious preparation and perform well in the actual interviews.

Adolescents should also be mindful of cultivating adaptive flexibility in thinking and behavior. Exploration, commitment, and insightful self-reflection will enable adolescents to gradually achieve flexibility in its mature form. In the context of interviewing, the ability to monitor, regulate and adapt one's response to the specific interview situation appropriately is essential. While "under" is not desired, "over" destroys appropriateness. Over-confidence is arrogant and reveals narrow-mindedness. Being over-zealous may convey a sense of fakeness or sound flattery.

FUTURE DIRECTION

Programs and workshops for training interviewee skills tend to focus on interview preparation (gathering job/company information, practicing answers to likely questions, generating questions to ask). Social skills training typically include impression management (e.g., dress, handshake) and responding to questions (e.g., verbal delivery, non-verbal behavior, eye contact). However, the effectiveness of such training is not clear as findings from evaluative studies are inconsistent.

Effectiveness of training is typically measured by the ratings from mock/potential recruiters and the success rates of getting subsequent interviews or job offers. But a challenging question here is whether what is delivered in the interview is in fact what is perceived and picked up by the interviewer. The answer is uncertain because any interview is a dynamic interviewer-interviewee interaction with many factors coming into play. Huffcutt and his colleagues' theoretical model is recommended here for future research considerations and theory building. In their model, six clusters of influencing factors are identified: 1. The interviewer-interviewee dynamics (interviewee social effectiveness, interviewer personality); 2. Interviewee state influences (self-efficacy, interview

motivation and anxiety); 3. Supplemental preparation (interview training, interview experiences); 4. Interview designs (level of structure, interview mediums, pre-interview information); 5. Demographic/personal characteristics (cultural background, attractiveness, race and gender); and 6. Interviewer information processing effects (memory limitations, simplifying heuristics [mental shortcuts], biases and errors). We have little empirical knowledge about their dynamic relationships; let alone causal links. Systematic research is needed to equip us with evidence-based knowledge in this regard. That knowledge will help improve interviewee training; how to deliver job-specific qualifications in an adaptively flexible way with interviewer variables taken into consideration. This will certainly benefit adolescent interviewees tremendously when they are at the beginning of their career.

FURTHER READING

- Aamodt, M. G. (2016). *Industrial/Organizational Psychology: An Applied Approach* (8th ed.). Boston, MA: Cengage Learning. A segment of Chapter 4 describes types of employment interviews and interview questions, as well as how to conduct interviews.
- Caldwell, D. F., & Burger, J. M. (1998). "Personality characteristics of job applicants and success in screening interviews". *Personnel Psychology* 51, 119-136. The paper reports the mediating functions of personality traits of conscientiousness, extraversion, and openness to experience in the associations of social preparation and background preparation to interview success.
- Huffcutt, A. I., Van Iddekinge, C. H., & Roth, P. L. (2011). "Understanding applicant behavior in employment interviews: A theoretical model of interviewee performance". *Human Resource Management Review*, 21, 353-367. doi:10.1016/j.hrmr.2011.05.003. The authors present a theoretical model composed of multiple factors in interviewer-interviewee dynamics and ideas for future research.
- Mortimer, J. T. (2011). *The Benefits and Risks of Adolescent Employment* (PMCID: PMC2936460). Retrieved from <http://www.ncbi.nlm.nih.gov/PMC2936460/>. This document reviewed the longitudinal Youth Development Study and identified four types of high school students who participated in employment.

Ling-Yi Zhou

SEE ALSO: Finding Your First Job; Friendship Between Parents and Adult Children; Time Management

Leadership

What makes a great leader? Leadership is comprised of basic human traits that any individual can embrace and develop. Understanding the basic components of leadership and then implementing the areas in your own unique and individualized manner is an essential aspect of being a great leader. Everyone is different and therefore leadership traits work in ways that reflect a person's uniqueness and individuality.

INTRODUCTION

The traditional concept of leadership evokes images of individuals in positions of authority; an established hierarchy with defined roles and responsibilities. However, is there more to leadership than a title and position? Surely 'leadership' does not simply happen once you reach a particular position. What is the real substance that lies behind leadership that allows an individual to be looked upon as a leader? This article explores the characteristics and actions instrumental to the act of leading.

A commonly accepted definition of leadership is "the action of leading a group of people." What does this actually mean though? If you were told to go and "lead a group of people," what would that actually mean? There are countless ways people could interpret the aforementioned task. Instead of attempting to create one standard definition of leadership we instead focus in detail on the individual aspects that feature in good leadership. The features have been grouped into four overarching categories: Moral Traits, People Oriented Traits, Task Oriented Traits, and Improvement Focused Traits. It is important to understand that while key leadership characteristics can be individually identified, in practice they frequently intertwine with one another.

MORAL TRAITS

An important aspect for leadership relates to the person's overall integrity. Some people have a talent for speaking in a persuasive and enticing manner but their end objectives are not well intentioned. While they may appear to be leaders due to their charisma and ability to get others to listen to them, these types of individuals are not honest and therefore lack an essential aspect of genuine leadership: being trustworthy. Real leaders do not hide their motives nor do they operate under false pretences.

The question then arises, how do leaders gain other's trust? Trust grows over time as a leader's words and

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stages to the grieving process, there can be wide variation in coping with loss and no one person grieves the same as another person. There is no right way or wrong way to grieve. Recovering from loss takes time (sometimes years). The pain never stops, it only decreases in intensity. Initially some will need to take a few personal days from school or work to honor the loss. Notifying school advisement centers of a loss can help as they can let teachers or others know of your absence. Other strategies include resuming one's routine and trying to stay busy which will allow a person to gradually move forward emotionally when they are ready. Most people will still feel the sadness of the loss when they recall memories and that will be normal going forward.

Research on coping has shown that the type of coping that is the healthiest is coping that involves direct problem-solving strategies as opposed to coping that is primarily emotion-focused. Keeping busy, taking time out for self-care, seeking social support from friends and loved ones are all healthy strategies for healing from grief. New research on meditation with mindfulness strategies (deep breathing, elements of yoga and focused attention) have been found to be helpful for some of individuals recovering from grief. Having a strong sense of spirituality and a spiritual community for healing can also facilitate the grieving process.

FURTHER READING

- Balk, D. E. (2014). *Dealing With Death, Dying and Grieving During Adolescence*. New York: Routledge. The author of this informative book elaborates on Erikson's theory as it relates to identity formation during the teen years and the positive and negative effects when loss occurs during this period. It also provides chapters on coping skills for handling loss in the teen years.
- Christ, G.H., Siegel, K. & Christ, A.E. (2002). Adolescent grief, "It never really hit me until it actually happened...". *Journal of the American Medical Association*, 288:10. This article goes into depth about stages of grief and signs of grief in teens and children of all ages. It pays particular attention to parental loss and how to help youth cope during this difficult time. griefspeaks.com retrieved 5/15/15. Grief Speaks is a website with a lot of resources including worksheets on how to set up a social support system after loss. This website has practical tools for healing from grief.
- Shuttleworth, J. (n. d.) *Grief Retreat For Teens: Hospice Wellington Welcomes Youth Struggling With Loss*.

Guelph Mercury. A story about a retreat for grieving teens in Canada. See also: <http://www.hospicewellington.org> Retrieved 5/16/15.

Sjoqvist, S. (2007). *Still Here With Me: Teenagers and Children On Losing A Parent*. Philadelphia, PA: Jessica Kingsley Publishers. A thoughtful anthology of the experiences of thirty-one children and teenagers who have lost a parent. Retrieved 5/15/15 from <https://books.google.com> > books

Turner, M. (2006). *Talking With Children and Young People About Death and Dying*. (2d ed.) London: Jessica Kingsley. This is a resource book on grief, bereavement and loss tailored for children and young people

<http://www.whatsyourgrief.com/helping-a-teenager-deal-with-grief-2/> retrieved 4/20/15. This resource is a website that parallels the grief of teens with that of adults. It takes an informed approach in terms of unique developmental and emotional considerations in teens. It speaks of the rituals and etiquette following the loss of a person. It gives particular information on how to best support teens who have experienced loss.

Karen Wolford and Rebekah Tanner

SEE ALSO: Accidents; Death and Dying; Loss of a Friend; Loss of a Parent or Guardian; Loss of a Sibling; Separation and Divorce; Children's Issues; Teenage Suicide

Loss of a friend

Grief is a strong emotion that impacts everyone who is fortunate to have someone who brings friendship and joy to their lives. Therefore, that makes grief something everyone experiences at one time or another. Perhaps one might identify the emotion as a consequence for having enjoyed the understanding, comfort, companionship, support, or love that embraces a meaningful relationship. As adolescents become more and more independent from family, they depend increasingly on their peers for emotional support. They have increased empathy and a special closeness – I can tell my friend anything and she will understand. We even know what each other is thinking! It would not be an overstatement or exaggeration to suggest that the death of a friend can be traumatic.

Very young children experience loss when they misplace or lose their favorite blanket or teddy bear. They cry, search, and feel their life is simply not the same without the object of their affection that once helped make everything in the world seem a little brighter. The old raggedy bear or blanket was always standing ready to hug when lonely, afraid, confused, happy, or sad. It went everywhere with me ... and now, it's gone! The young child probably gave the object a nickname that mimicked a feeling of endearment.

Similarly, the intense emotions that accompany losing a friend are normal. Everyone responds differently to loss; however it's clear that we all experience grief when we wake-up to find our world is turned upside down after the moment when we learn we lost a friend. The loss of a friend in adolescence may evoke the most intense feelings we have ever experienced as someone who is in the early stages of life's journey. Those emotions can cause great distress, despair, confusion, and everything we defined as truth "turns on a dime." We are faced with our own mortality. Our sense that death is for old people is shaken and the feelings that accompany that realization may require counseling intervention.

INTRODUCTION

Adults may suggest that we need to prepare for the death of someone we love. We were told that our friend had a terminal illness, but hospital visits, disclosed or leaked information, and the passage of time before their passing, didn't cushion the pain. It still hurts even though you saw all the side effects when witnessing their struggle to beat the disease.

Sometimes, we begin to grieve the loss of a friend before their death. For example, we may experience *anticipatory grief* when we learn our friend's chemotherapy treatments are not successful and the cancer is spreading. We begin the grieving process as we foresee their death and how the loss will impact our lives. In other words, we begin to miss them before they are gone.

The death of a young person often comes without notice, it's sudden, traumatic, and without warning. A car accident takes the life of a friend moments after meeting at the local gym, a sports event, or on the way home from a fun vacation with family. Sadly, a friend may take their own life, leaving friends feeling abandoned, angry, guilty, and helpless. Grieving the loss of a friend who commits suicide is probably the most difficult. Survivors are left with so many unanswered questions, feelings of guilt, and further anger and rage. *How could you do this to me!*

Research documents that we go through stages when we grief the loss of a friend. Grief comes in waves, steps or stages can vary, as well as intensity. Everyone does not experience grief in the way same. The manner and order in which we move through the grief process is also unique. The stages may serve as guidelines to help us have a better understanding of what we are feeling and enhance our ability to eventually find comfort and peace. A positive outcome would be to heal, continue our journey, forever changed, but renewed in hope. We deserve to be happy. Grief becomes bearable, the pain lessons, the waves of emotions are less intense, and we allow ourselves to feel joy again. The following figure illustrates a tide format that serves to introduce the Stages of Grief and remind readers that the strong emotions that accompany grief come in waves:

GRIEVING THE LOSS OF A FRIEND: THE CELL PHONE

Shock and Denial:

One bright sunny day, you return home from school to find that your cell phone is missing from your backpack. You search all the carefully zipped pockets over and over again because it's not possible that it could be gone ... *you're shocked!* You always secure it in the same place and why would today be any different than any other day? You depend on it being exactly where you put it and this must be a coincidence, there must be a simple explanation. You believe that the result will be positive if you simply continue your search. Of course, the cell phone will reappear, and all will be well again. It is too much to digest at the moment. You persist in reminding yourself that for some reason you are looking in the wrong place and the reality of it actually being lost must be a mistake. Now, your sense of urgency and dread begins to increase ... *this can't be happening!* I'll look again, really deep this time ... it will appear ... *it doesn't.*

Anger:

You begin to panic. *Why is this happening to me?* The cell phone is overflowing with all your most valuable personal data, identification, phone numbers, photos, personal website access codes, appointments, calendar events, birthdates, text messages, reminders, and everything else that helps make life easier and *defines who you are.* It helped you feel connected to the world and everyone in it. Your cell phone offered instant access to everything that represented what was important to you, and now it's missing. You begin to question how you are going to get through the next minute, hour, day, week,

or month without something that meant so much. You become angry and fearful because now you feel lost, and your life is spiraling out of control without your phone. *How could I be so stupid! If only I had been more careful ... it wouldn't have happened!* Intense feelings often emerge without warning, unexpectedly, and tears accompany the surge, all normal responses. Tears are part of the healing process, perhaps a way of cleansing away some pain so as to eventually make way for more joy and hope.

Bargaining and Depression:

Routine day-to-day activities are impacted. It's hard to concentrate. You wish you could feel normal again and change what happened. It doesn't seem fair that the whole world is going about its business while your life is in such turmoil and in shambles. *No one else could possibly feel the way I do!* It's like living in a bad dream and you can't wake up. You feel sad, especially because many of the lost photos and silly selfies were taken standing next to your best friend who died in an unfortunate car accident. Also, saved voicemails and text messages were vivid reminders. Some things are irreplaceable and you would do anything to get those amazing memories and bits of your life back. Seemingly little things trigger intense emotions like an empty locker in the school

hallway, a vacant classroom chair, songs, places, smells, and sounds. *I can't stop thinking about it!* Many events were documented in your cell phone, but you have the power to retrieve them in your memories. Some things remain safe no matter the harshness of reality.

Acceptance and Hope:

Little by little, grief remains, but the emotional pain and wave of emotions soften and become bearable. You replace your new cell phone with new memories, numbers, appointments, text messages, voicemails, access codes, favorites, icons, songs, apps, and search engines. Your life is beginning to come back together again, but it's not necessarily the same. It's not the same cell phone and it will take time to enter all the data that will help give you a sense that things are returning to normal. In the mean time, you begin your journey to move forward having learned from the experience.

Most importantly, you learned that you can survive a difficult time of incredible grief and loss. This does not mean you forget all the good things that were once entered in your cell phone that made it so important in your life. It takes time to come to a place of hope. Now, you can tell your story and retrieve fond memories of

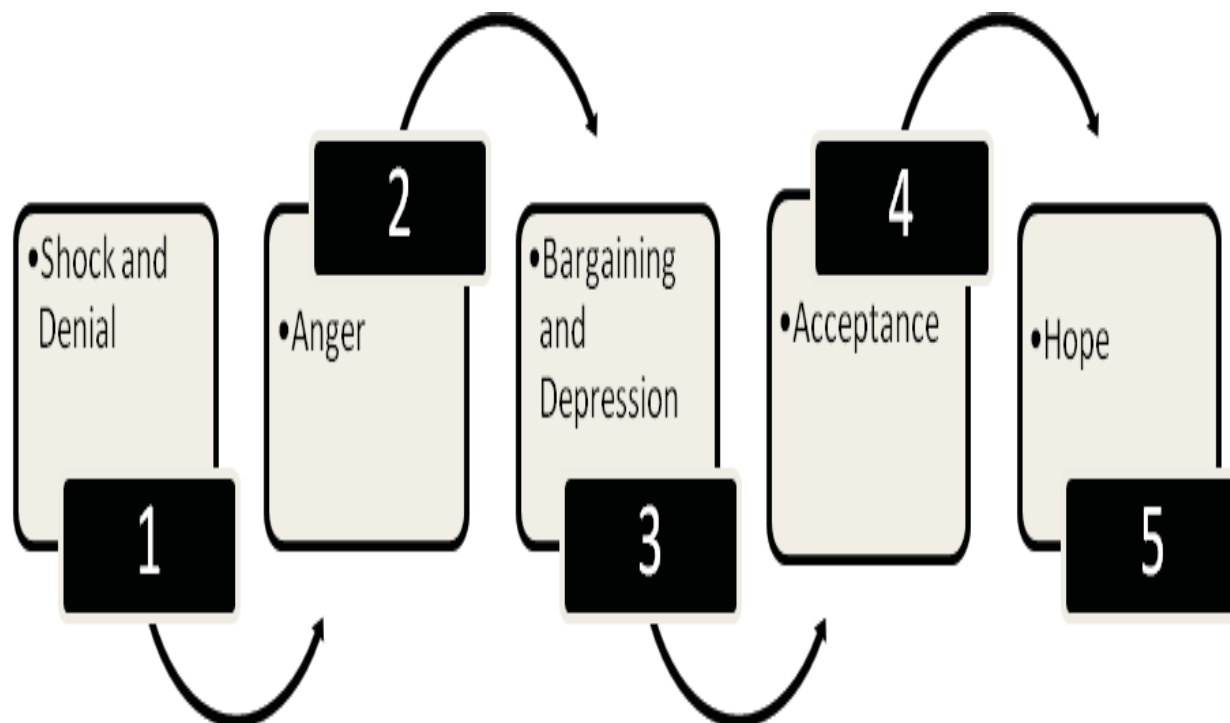


Figure 1.

your friend without shedding tears ... you are on your way to recovery.

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It is not a sign of weakness to seek assistance during your journey to healing. Grief counselors are prepared to support you and discuss your feelings as you move through the process. Two things they do best ... listen and understand.

FURTHER READING

Fitzgerald, H. (2003). *The grieving child: A parent's guide*.

New York: Simon & Schuster. This book is clear in the ways that are helpful for children.

www.grief.com. The goal of the website is to provide tools and resources to help guide readers through difficult situations and loss.

Kübler-Ross, E., & Kessler, D. (2014). *On grief and grieving: Finding the meaning of grief through the five stages of loss*. New York: Scribner. Ten years after the death of Elisabeth Kübler-Ross, this commemorative edition of her final book combines practical wisdom, case studies, and the authors' own experiences and spiritual insight to explain how the process of grieving helps us live with loss. This book includes a new introduction and resources section.

www.therapistaid.com. The website offers free worksheets, guides, videos, and articles for mental health counselors.

Jane Piland-Baker and Thomas E. Baker

SEE ALSO: Anger; Death and Dying; Grieving and Guilt; Teenage Suicide

Loss of a parent or guardian

Grief is an emotion felt when a person has experienced the death of someone they love or hold dear. It is a normal and natural response to the loss. There are many ways people can experience grief, including feelings of sadness, low energy, and fear for the future. When the person who died is a parent or guardian, many people, especially children and teenagers, will feel this loss to a greater extent than they might if the death were that of a friend or extended family, such as an aunt or uncle. Social or cultural influences often have an impact on how a person outwardly grieves. In the United States, where there are few rituals to mark death, the grieving child or adolescent

may have fewer opportunities to express the depth of emotion that comes with the loss of a parent or guardian. It is important to allow children and teenagers to both express their grief and to understand that there is no right or wrong way to grieve.

INTRODUCTION

In 1969, Elisabeth Kubler-Ross outlined her observations of stages of grief in her landmark book, *On Death and Dying*. The stages include denial, anger, bargaining, depression and acceptance. Most individuals who experience grief can expect to feel any or all of these stages. The stages are not necessarily steps through which the person progresses, but are rather an understanding of different emotions and thoughts the grieving person can have at any time during the grief process. People, including children or teenagers, can move back and forth among the stages, or can feel a combination of these thoughts, beliefs or feelings.

RESPONSES OF CHILDREN AND TEENAGERS TO DEATH

For most of us, death is the ultimate mystery, and this is especially the case for children and adolescents. Many young people are exposed to death regularly through the media. They may have seen movies or TV shows where an actor dies in one episode or movie, but is alive and well in another. Video games sometimes include eliminating (killing) a target, but when the teenager returns to the game at another time, the character who was killed off in an earlier game may need to be killed again. Thus, there is an unreal quality about death as being final. Explaining the death to the young person in an age appropriate, yet truthful way is crucial for the teenager or child to begin to understand their parent or guardian is not coming back. By doing so, the adult who is talking to the child assists in helping the child understand the nature of death, but also gives the child or teenager permission to talk about the loss. While these conversations may be difficult for adults who are going through their own grief process, they will open up opportunities for the child to grieve as well.

Children and teenagers do not grieve in the same way as adults, and should not be expected to (Wolfelt, 2001). Children sometimes express their dismay and then appear to be quite happy when they return to play. The grief will come up at different times, especially on noteworthy days such as the child's birthday or other holidays celebrated by the family where the loss of the parent is

GLOSSARY OF DEVELOPMENTAL AND PSYCHOLOGICAL TERMS

Absolute threshold: The smallest amount of stimulus that elicits a sensation 50 percent of the time.

Accommodation: In Jean Piaget's theory of development, adjusting the interpretation (schema) of an object or event to include a new instance; in vision, the ability of the lens to focus light on the retina by changing its shape.

Acetylcholine (ACh): A cholinergic neurotransmitter important in producing muscular contraction and in some autonomic nerve transmissions.

Achievement motivation: The tendency for people to strive for moderately difficult goals because of the relative attractiveness of success and repulsiveness of failure.

Acquisition: In learning, the process by which an association is formed in classical or operant conditioning; in memory, the stage at which information is stored in memory.

Action potential: A rapid change in electrical charges across a neuron's cell membrane, with depolarization followed by repolarization, leading to a nerve impulse moving down an axon; associated with nerve and muscle activity.

Actor-observer bias: The tendency to infer that other people's behavior is caused by dispositional factors but that one's own behavior is the product of situational causes.

Actualizing tendency: The force toward maintaining and enhancing the organism, achieving congruence between experience and awareness, and realizing potentials.

Adaptation: Any heritable characteristic that presumably has developed as a result of natural selection and thus increases an animal's ability to survive and reproduce.

Addiction: Physical dependence on a substance; components include tolerance, psychological dependence, and physical withdrawal symptoms.

Adolescence: The period extending from the onset of puberty to early adulthood.

Adrenal glands: The suprarenal glands. Small, cap-like structures sitting each on top of one kidney; in general, they function in response to stress, but they are also important in regulating metabolic and sexual functions.

Affect: A class name given to feelings, emotions, or dispositions as a mode of mental functioning.

Affective disorders: Functional mental disorders associated with emotions or feelings (also called mood disorders); examples include depression and bipolar disorders.

Afferent: A sensory neuron or a dendrite carrying information toward a structure; for example, carrying sensory stimuli coming into the reticular formation.

Affiliation motive: The motive to seek the company of others and to be with one's own kind, based on such things as cooperation, similarity, friendship, sex, and protection.

Aggression: Behavior intended to harm or injure another person or thing.

Agoraphobia: An intense fear of being in places or situations in which help may not be available or escape could be difficult.

Allele: One of the many forms of a gene; it may be dominant (needing only one copy for the trait to appear) or recessive (needing two copies).

Altruism: A phenomenon in human and animal behaviors in which individuals unselfishly sacrifice their own genetic fitness in order to help other individuals in a group.

Alzheimer's disease: A form of presenile dementia, characterized by disorientation, loss of memory, speech disturbances, and personality disorders.

Amplitude: The peak deviation from the rest state of the movement of a vibrating object, or the ambient state of the medium through which vibration is conducted.

Anal stage: According to Sigmund Freud, the second psychosexual stage of personality development, approximately from ages two to four; sexual energy is focused on the anus and on pleasures and conflicts associated with retaining and eliminating feces.

Analgesia: The reduction or elimination of pain.

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WEBSITE AND ORGANIZATION DIRECTORY

This section includes more than 150 listings for further research on dozens of topics relevant to adolescents, young adults, and their adult network. You will find blogs, websites, articles, books, support organizations, and hotlines, arranged in the following categories.

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