

This workbook provides information to help clients reintegrate into society, and fosters independence.

Lilly

TEAM SOLUTIONS™

Recovering From Schizophrenia

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INSTRUCTOR'S GUIDE

This instructor's guide and the corresponding workbook have been prepared in consultation with a number of leading authorities in the field of treatment of schizophrenia. They are designed and intended to be used with patients being treated for symptoms of schizophrenia as educational materials to supplement information provided by the patient's physician. This instructor's guide does not substitute for appropriate medical treatment and counseling. The material may be useful in answering questions about schizophrenia or medications. It may not answer all questions. Remember to remind patients that if they should have questions about their medications or particular treatment, or if they think they are having any possible unwanted effects, they should consult with their physician.

Instructor's Notes

Goals for This Workbook

After completing this workbook, individuals will be familiar with:

1. Their basic needs and personal goals
2. The importance of establishing and maintaining a balanced life
3. Some of the skills necessary to meet personal needs and goals

Note to Instructor

Duplicate the Knowledge Assessment (pre- and post-test) and have your clients complete it before starting this workbook. This will help you identify the subject areas in which your clients may need more help. When you've completed the workbook, have your clients complete the same Knowledge Assessment once again, so that you can measure how much they've learned and can identify subject areas that may require review. You will find the Knowledge Assessment at the end of these Instructor's Notes.

Page 2 – Planning for a Better Life

Objective for This Section:

After reading this section, individuals will be able to:

1. Explain the meaning of “reintegration”

Suggested Approach:

Before reading this page, facilitate discussion about these questions:

- Can someone with schizophrenia have a better life?
- What would be a “better life” for people who have schizophrenia?
- Does a person need to plan for a better life or just wait for it to happen?

After reading this page, facilitate discussion about:

- What “reintegration” means
- The disadvantages of reintegration
- The advantages of reintegration

Potential Problem:

An individual expresses hopelessness—“My life will never be better.”

Suggested Response:

1. Facilitate exploration of the individual’s thoughts and feelings
2. Provide support and acknowledge feelings
3. Seek details about one or more specific situations that have contributed to their feeling of hopelessness
4. In a one-on-one situation, normalize their experience—many people go through times of feeling hopeless when dealing with a disabling illness. If working with a group, ask others to think about when they’ve had similar feelings
5. Assess for suicide ideation—take appropriate action if needed
6. Express belief in the individual’s ability to work with the treatment team to achieve a better life
7. Consider and plan other interventions to address this issue during future contacts
8. Move on

Page 3—Needs That Most People Have

Suggested Approach:

Before reading this page, facilitate discussion about:

- The difference between needs and wants
- Examples of basic needs
- The impact of mental illness on fulfilling needs and wants

Potential Problem:

An individual doesn't agree that some of the items listed are basic needs—e.g., job, school, sexual relationship.

Suggested Response:

1. Agree that there is not a universally agreed upon list of basic needs
2. Encourage them to describe how they would separate basic needs from wants
3. Obtain input from others (group setting)
4. Suggest that the important thing is for each individual to identify their personal needs and wants—and that those needs will be different for different people
5. Move on

Page 4—Identifying Your Needs

Objectives for This Section:

After completing this section, individuals will be able to:

1. Identify their basic needs
2. Identify basic needs they've already fulfilled

Suggested Approach:

After completing the written exercise, encourage individuals to:

- Talk about their basic needs and give an example of their goal for meeting that need (e.g., a safe and comfortable place to live—apartment with a friend)
- Discuss the basic needs they have already fulfilled

Page 5—Where Would You Like to Live?

Objectives For This Section:

After completing this section, individuals will be able to:

1. Describe some examples of different types of living situations
2. Recognize the different levels of skills and support necessary to be successful in various living situations
3. Identify some of the advantages and disadvantages of each type of living situation
4. Express a preference for a specific living situation

Suggested Approach:

Before reading this page, facilitate discussion about:

- Past experiences in various housing situations
- Experiences with roommates—pros and cons of living with a roommate
- Where each person lives now
- Where each person would like to live—their ideal living situation or ultimate goal

After reading this page, encourage individuals to discuss:

- Their most negative experience with a living situation
- Their most positive experience with a living situation
- The impact of income, abilities, support, and availability on choice

Page 6—Living in Your Own Apartment or Other Housing

Suggested Approach:

Before reading this page, facilitate discussion about:

- The advantages of living on your own
- The disadvantages of living on your own
- The skills, abilities, and supports needed to be successful

Page 7**Suggested Approach:**

After completing this page, facilitate discussion about:

- Personal experiences with managing money, paying bills, etc.
- The skills and abilities each person would like to learn or improve
- The skills and abilities each person has
- The transportation each person uses now and would like to use in the future

Potential Problem:

An individual appears to overestimate their abilities or skills.

Suggested Response:

1. Suggest that you may have underestimated their skills or abilities
2. Express interest in observing them perform the skill(s) at some point in the near future so you can get a more accurate idea of their skills and abilities
3. Move on
4. Consider and plan when and how to address this issue during future contacts

Page 8**Suggested Approach:**

Before reading this page, facilitate discussion about:

- Who they can depend on to help them when they need it
- A recent example of someone helping them

After reading this page, facilitate discussion about:

- The disadvantages of including other people in deciding where you want to live
- The advantages of including other people in deciding where you want to live

Page 9—Living With Your Family

Suggested Approach:

Before reading this page, facilitate discussion about:

- An individual's experiences of living with their family (positive and negative experiences)
- People's thoughts and feelings about being an adult and living with family members

After reading this page, facilitate discussion about other advantages and disadvantages of living with family members.

Pages 10-11—Living in a Supported Housing Program

Suggested Approach:

After reading about each type of supported housing, facilitate discussion about:

- People's experiences with each type of housing
- The availability of each type of housing in the area where they live
- The advantages and disadvantages of each type of housing

Potential Problem:

An individual has nothing positive to say about all or most of the housing options discussed.

Suggested Response:

1. Encourage clients to express reasons for dissatisfaction (roommate problems; residential staff; facility)
2. Use this discussion to help individuals find an optimal living situation
3. Move on
4. Consider the dynamics of their situation and possible interventions for future contacts, if needed

Page 12—Finding an Income

Objectives for This Section:

After reading this section, individuals will be able to:

1. Identify potential sources of income
2. Discuss their level of interest in working
3. Identify some of the advantages and disadvantages of working
4. Recognize work-related abilities and disabilities

Page 13**Suggested Approach:**

Before reading this page, facilitate discussion about:

- Their experiences with working, going back to school, or learning job skills
- Their level of interest in working, going back to school, or learning job skills
- The advantages and disadvantages of being on disability income

After reading this page, facilitate discussion about:

- Work-related disabilities that are commonly experienced by people who have a serious mental illness
- Their personal work-related skills and abilities

Potential Problem:

An individual appears to be capable of working and you doubt they'll be able to continue on disability income indefinitely, but they have no interest in work and say they don't believe they're capable of working.

Suggested Response:

1. Acknowledge their reluctance to consider working
2. Explore their thoughts and feelings about work
3. Discuss their past experiences with work
4. Express belief in their ability to work when they decide they want to or need to
5. Move on
6. Discuss your concerns with other members of the treatment team

Page 14 – Finding Work You Might Enjoy**Objectives for This Section:**

After completing this section, individuals will be able to:

1. Discuss some advantages of working
2. Identify some tasks they can do to prepare for work
3. Discuss some important considerations in planning for a new job
4. Identify some different types of work programs

Suggested Approach:

Before reading this page, facilitate discussion about:

- The disadvantages of working
- The advantages of working

Page 15 – When You First Start Working

Suggested Approach:

Before reading this page, facilitate discussion about:

- Tasks or jobs they've done around the house in the past week
- How work experiences in the home can lead to success at work

After completing the written exercises, encourage individuals to talk about their answers to each written exercise.

Potential Problem:

An individual seems capable of doing simple tasks but is unable or unwilling to identify any tasks they'd like to do. Keep in mind that disinterest in hobbies and activities may be a negative symptom of schizophrenia (anhedonia).

Suggested Response:

1. Explore the person's thoughts and feelings about doing things at home
2. Explore the person's past experiences with doing things at home
3. Reintroduce negative symptoms (anhedonia). Explain that some of the newer medications help relieve negative symptoms.
4. If appropriate, consider one or more of the following:
 - Acknowledge that life is easier when we let others do everything for us
 - Draw the association between building self-esteem and accomplishments
 - Suggest that people may respect us more when we contribute to the household
 - Remind them that:
 - mistakes are not a sign of failure
 - success does not mean perfection
 - practice, learning by mistakes, and repetition lead to success
5. Express belief in their ability to identify simple tasks they like to do around the house and that they can do these things when they're ready
6. Decide if this is a priority that needs follow-up at this time and, if so, plan interventions for future contacts
7. Move on

Suggested Approach:

After reading this page, encourage individuals to write down:

- The skills needed for the job they identified on page 15
- The number of hours most people work in that type of job

Page 16—Are You Ready to Begin a New Job?

Suggested Approach:

Before reading this page:

- Facilitate a brainstorming session about all the skills and abilities that would help a person be successful on any job
- Write the ideas down on a chalkboard, white board, or flip chart (or paper in a one-on-one situation)
- Write down every idea without stopping to evaluate its merits

Page 17

Suggested Approach:

After completing the written exercises on this page, facilitate discussion about each person's answers to the questions.

Page 18—Finding a Job You Like

Suggested Approach:

Before reading this page:

- Facilitate a brainstorming session about all the ways a person could find a job
- Write the ideas down on a chalkboard, white board, or flip chart (or paper in a one-on-one situation)
- Write down every idea without stopping to evaluate its merits

Page 19—Work Programs (Vocational Programs)

Suggested Approach:

Before reading this page, facilitate discussion about:

- People's experiences with supported work programs
- The advantages and disadvantages of getting involved in supported work programs

Potential Problem:

An individual puts a lot of energy into saying negative things about one or more supported work programs.

Suggested Response:

1. Explore the specific situation(s) that they were or are dissatisfied with
2. Acknowledge their experience and feelings
3. In a group setting, ask if others have had similar experiences
4. Agree that not all programs are excellent, most have room for improvement, and no program is suitable for everyone
5. Move on

Page 20—Client-Operated Businesses, Clients as Counselors**Suggested Approach:**

After completing the written exercise, facilitate discussion about:

- The supported work program that sounded most interesting to each person
- What's appealing about that specific program

Page 21—Going Back to School**Objectives for This Section:**

After completing this section, individuals will be able to:

1. Identify some factors to consider when thinking about going back to school
2. Identify some ways to manage stress

Suggested Approach:

Before reading this page, facilitate discussion about:

- Skills and abilities that might help a person be successful in school
- Problems that might make it difficult to do well in school
- Level of personal interest in returning to school
- Personal experiences with having returned to school

Potential Problem:

An individual expresses intent to return to school immediately but appears to lack the skills, abilities, or level of recovery that might be needed to be successful.

Suggested Response:

1. Acknowledge and support their desire and motivation
2. Suggest they consider borrowing one or two textbooks (or video lectures if they have access to a VCR and TV) from the library this week
3. Volunteer to help them set up a schedule for daily study
4. Suggest they take the tests that are usually included in textbooks so they can get some idea of how they're doing as they go along
5. Move on

Page 22**Suggested Approach:**

After completing this page, facilitate discussion about:

- Why it's important to keep stress at a comfortable level while going to school (to minimize the risk of relapse)
- Other ways to reduce stress while going to school
- What's likely to happen if someone doesn't manage stress while going to school

Page 23—Getting From Place to Place**Objective for This Section:**

After reading this section, individuals will be able to:

1. Identify different ways to get from place to place

Suggested Approach:

Before reading this page, facilitate discussion about:

- Different ways to get from place to place
- How each individual usually gets from place to place

Potential Problem:

An individual appears to be able to ride the bus or walk, but consistently relies on family members to provide a ride.

Suggested Response:

1. Explore their thoughts and feelings about riding the bus and walking
2. Facilitate discussion about the advantages and disadvantages of relying on other people for transportation
3. Assess the importance and relative value of influencing this issue
4. Decide if this is a priority that needs follow-up at this time and, if so, plan interventions for future contacts
5. Move on

Page 24—Finding Balance in Your Life**Objectives for This Section:**

After completing this section, individuals will be able to:

1. Discuss the importance of maintaining a balance in life
2. Identify major life areas that need to be balanced
3. Organize a balanced daily schedule

**Suggested Approach:**

Before reading this page, facilitate discussion about:

- The areas of our lives that we need to keep in balance
- The benefits of keeping life balanced

After completing the written exercise, facilitate discussion about each person's answers to the questions.

Potential Problem:

An individual reveals that they have a significant sleep disorder.

Suggested Response:

1. Assess how long the problem has existed
2. Determine possible stresses
3. Ask what medications they're taking and when—and check this against what is prescribed
4. Determine if they've told the doctor or any other members of their treatment team about this problem—encourage them to do so if they haven't
5. Tell them you're glad they mentioned it and offer to mention it to their doctor—if they would like you to
6. Move on

Page 25—Your Work Activities**Suggested Approach:**

Before reading this page, facilitate discussion about:

- The advantages of being involved in some regular work activity
- What they would consider to be an ideal work schedule

**Page 26—Relaxing Activities, Restful Activities****Suggested Approach:**

After completing this page, facilitate discussion about:

- The differences between relaxing activities and restful activities (i.e., relaxing activities may include physical activities or exercise; restful activities are more likely to include those in which people are sitting or reclining)
- The benefits of each

**Page 27—Planning a Balanced Activity Schedule for Yourself****Suggested Approach:**

Before reading this page:

- Define a “regular schedule”
- Discuss the advantages of developing a regular, balanced schedule

Page 28—An Example of an Activity Schedule

Suggested Approach:

After reading this page:

- Facilitate discussion about people's thoughts about developing a schedule
- Write the four major life areas on the board or flip chart (work, rest, relaxation, and sleep)
- Discuss how much time is devoted to each life area in the example on page 28

Page 29—Your Activity Schedule

Suggested Approach:

After completing the written exercise *in pencil*:

- Check each person's schedule to be sure they didn't leave gaps in time
- Refer to the four major life areas on the board or flip chart (work, rest, relaxation, and sleep)
- Help people add up and write down the amount of time they scheduled for each life area
- Facilitate discussion about the balance or lack of balance in their schedule
- Encourage changing the schedule if appropriate

Potential Problem:

An individual lacks balance in their schedule and seems unwilling or unable to change it.

Suggested Response:

1. Acknowledge their right to spend their time as they wish
2. Explore their decision to spend little or no time in specific life areas
3. Express belief in their ability to create a more balanced life when they're ready
4. Move on

Potential Problem:

Clients are too disorganized to complete a time schedule on their own.

Suggested Response:

1. Ask individuals to write down five things they do every day
2. Help them organize things in the order they do these things every day

Page 30—Hobbies and Other Activities

Objectives For This Section:

After completing this section, individuals will be able to:

1. Discuss the advantages of having a hobby or activity
2. Identify some hobbies or activities they might enjoy

Suggested Approach:

Before reading this page, facilitate discussion about:

- Examples of hobbies or activities
- The advantages of being involved in a hobby or activity
- The hobbies or activities they have done in the last week
- The hobbies or activities they've done in the past

After reading this page, have group members with common interests give one reason why they like the activity.

Page 31—New Hobbies and Activities You May Like to Try

Suggested Approach:

After reading this page:

- Help the group make up a list of discussion points or questions. Some examples may be:
 - “What is your favorite hobby or activity?”
 - “What do you like about doing the hobby or activity?”
 - “How long have you been doing this hobby or activity?”
 - “What hobby or activity would you like to start doing?”
- Write the discussion points and questions on the board
- Divide the group into pairs
- Instruct the pairs to discuss their hobbies or activities and to write their answers on the page
- Provide coaching as needed
- Discuss people's hobbies (someone may mention an activity that is not on the list)
- Provide positive feedback to participants about the experience
- Move on



Page 32—Love, Friendship, and Belonging

Objectives for This Section:



After reading this section, individuals will be able to:

1. Discuss the value of having love, friendship, and belonging
2. Identify loneliness as a common problem for people who have a serious mental illness
3. Identify ways to make friends

Suggested Approach:

After reading the first two paragraphs, facilitate discussion about:

- What friend(s) they've spoken to or spent time with in the past two weeks
- What they've done in the past two weeks to be a good friend

After reading the last two paragraphs, facilitate discussion about:

- Problems with loneliness
- What they do when they feel lonely
- Whether or not working toward recovery might help decrease loneliness

Page 33—Ways to Find Friends

Suggested Approach:



Before reading this page, facilitate discussion about:

- When, where, and how they made a friend in the past
- Other places to go to make friends
- Other ideas on how to start a friendship

Page 34—Intimate Relationships

Objectives for This Section:

After reading this section, individuals will be able to:

1. Discuss their level of interest in being involved in an intimate relationship
2. Identify the potential impact of their illness on an intimate relationship
3. Describe ways to prepare for an intimate relationship
4. Discuss ways to begin an intimate relationship
5. Identify some of the precautions needed when being sexually active
6. Identify some of the potential problems of being sexually active

Suggested Approach:

After reading this page, facilitate discussion about:

- Each person's level of interest in being involved in an intimate relationship
- The potential impact of their illness on an intimate relationship
- Personal experiences with telling new friends or sexual partners about their mental illness

Page 35 – Preparing for Intimate Relationships**Suggested Approach:**

Before reading this page, facilitate discussion about:

- What makes meeting people and dating stressful
- Whether it's possible to just be friends with people of the opposite sex
- When's a good time to tell people they have a mental illness
- Whether or not personal appearance and hygiene are important for making friends, and why



Page 36 – Developing an Intimate Relationship**Suggested Approach:**

Before reading this page, facilitate discussion about:

- Whether or not relationships ever end without one person doing something to cause it to end (i.e., is it always someone's fault if a relationship falls apart?)
- How it reflects on them if someone isn't interested in being involved with them
- What people might consider when deciding whether or not to become sexually involved with another person

Page 37 – As the Relationship Grows**Suggested Approach:**

Before reading this page, facilitate discussion about:

- The advantages of getting to know someone before becoming sexually involved with them
- What "safe sex" means and why it's important
- How to avoid an unwanted pregnancy



Potential Problem:

An individual discloses that they are not practicing safe sex and have multiple partners.

Suggested Response:

1. Check their knowledge of the risks and dangers of unprotected sex
2. Check their knowledge of safe sex practices
3. Explore their reasons for not practicing safe sex
4. Encourage them to change their habits
5. Discuss the issue with other members of the treatment team

Page 38—Your Physical, Emotional, and Spiritual Health**Objectives for This Section:**

After reading this section, individuals will be able to:

1. Identify the three types of health
2. Identify ways to maintain health in each area

**Suggested Approach:**

After reading each section, facilitate discussion about:

- What individuals are doing that helps keep them healthy
- Which things from the list they'd like to focus on to improve their health

Options for Getting Closure at the End of the Workbook:

- Help the person summarize the main points of the workbook
- Ask the person what parts of the workbook were most helpful
- Ask the person to identify two things they learned from the workbook
- Turn to the Contents page and help them identify one main point for each topic

It's time to complete the Knowledge Assessment. Please note that the Knowledge Assessment that follows is an original document that will need to be duplicated for your use.

Knowledge Assessment

For each question or statement, circle the best answer:

1. **The word “reintegration” refers to:** (pg. 2)
 - a. Never getting sick again
 - b. Having to go back to the hospital again
 - c. All the things you do from the time you start treatment until you achieve your goals
 - d. Integrating medications into your life so you take them on time

2. **One thing that is NOT a basic need is:** (pg. 3)
 - a. A safe place to live
 - b. A private bedroom that’s not shared with anyone
 - c. Friends, love, and a sense of belonging
 - d. Enough food to eat

3. **The type of living arrangement you can be successful in does not depend on:** (pg. 5)
 - a. How well you are able to care for yourself
 - b. The types of living arrangements and supports that are available in your area
 - c. Your independent living skills and abilities
 - d. How long you’ve been ill

4. **As you work toward the goal of living in your own apartment, choose the goal that is not as important as the others:** (pgs. 6-8)
 - a. Changing jobs or starting school
 - b. Figuring out how you will be able to pay for your expenses
 - c. Making plans on how to get around
 - d. Deciding if you need to improve your independent living skills

5. **One BAD point of living with family could be:** (pg. 9)
 - a. You may feel you have less freedom in your life to do what you want to do
 - b. It may be less expensive
 - c. There are others around to share responsibilities and do chores
 - d. Family members may be able to drive you places

6. **Places that are NOT examples of supported housing programs are:** (pgs. 10-11)
 - a. Home-share and supervised apartments
 - b. Residential treatment facilities and crisis programs
 - c. Rented apartments and houses
 - d. Group and boarding homes

7. **There are many ways for a person to receive an income.** (pg. 12)
 - a. True
 - b. False

8. **Many people who want to work begin by improving their skills, learning new skills, attending classes, or going back to school.** (pg. 12)
- a. True
 - b. False
9. **The programs that are likely to help you evaluate your job skills and get the classes or training you need are:** (pg. 13)
- a. Group boarding homes
 - b. Community care homes
 - c. Social club or peer support programs
 - d. Vocational or psychiatric rehabilitation programs
10. **Disability and Social Security Income are:** (pg. 13)
- a. For people who are just too lazy to work
 - b. A way to make ends meet while you have a disabling medical condition that keeps you from being able to work
 - c. For people who want to be well off without the bother of having to go to work
 - d. Impossible to get because of all the confusing applications and forms
11. **One of the things many people don't like about working is:** (pg. 14)
- a. Finishing a project or task so that they feel like they have a purpose in life
 - b. Getting out of bed and getting ready for work
 - c. Meeting people and having more people to talk to
 - d. Staying busy to help control symptoms

12. **If you're thinking about getting a job during the early stages of recovery, it's a GOOD idea to start with:** (pg. 15)
- Filling out lots of job applications around town
 - Enrolling in a full-time training program at a technical school
 - Taking responsibility for some tasks around the house
 - Signing up for a six-month correspondence course
13. **Before you apply for a job, you do not need to:** (pgs. 16-17)
- Decide if you have the skills needed to do the job well
 - Think about how many hours a week you can work
 - Figure out how you could get to and from the job
 - Get every single one of your symptoms completely under control
14. **Vocational rehabilitation, regional mental health advocacy groups, and supported employment programs are good places to call when you need help finding a job.** (pg. 18)
- True
 - False
15. **Vocational and work programs WON'T offer you the job training and experience you need to successfully hold a permanent job.** (pg. 19)
- True
 - False
16. **Some clients work as counselors, residential staff members, or in client-operated businesses.** (pg. 20)
- True
 - False

17. **Your ability to be successful in school does not depend on:** (pg. 21)
- How severe your illness is
 - How well your medicine is working
 - How old you are
 - How well you are able to avoid relapses
18. **One thing that may cause MORE stress while you attend school is:** (pg. 22)
- Taking courses that are less difficult
 - Attending a small school where there are fewer people in most classes
 - Living where you have a quiet place to concentrate and study
 - Taking four or five classes your first semester
19. **Most people who are recovering from schizophrenia own and drive a car.** (pg. 23)
- True
 - False
20. **Finding a balance in your life does NOT include:** (pgs. 24-26)
- Avoiding all stress and resting all day
 - Sleeping 7 to 8 1/2 hours each night
 - Getting involved in a healthy amount of work, classes, or group sessions
 - Spending some time enjoying relaxing and restful activities each day

21. **Most people tend to feel better when they have a regular, balanced schedule.** (pgs. 27-28)
- a. True b. False
22. **Once you have a schedule written down, you should always follow it exactly as written.** (pg. 29)
- a. True b. False
23. **Being involved with a hobby or special interest CAN be helpful if you:** (pgs. 30-31)
- a. Stay with the same hobby even though you're bored
- b. Avoid getting involved in hobbies that might lead to making new friends
- c. Only enjoy your hobby once in a while, so you never get good at it
- d. Use your hobby or interest as one way to relax
24. **One need that most people have is the need for love, friendship, and belonging.** (pg. 32)
- a. True b. False
25. **Loneliness is a big problem for many people who are recovering from schizophrenia.** (pg. 32)
- a. True b. False
26. **When you want to meet other people, the worst thing you can do is:** (pg. 33)
- a. Join a club or share your hobby with other people
- b. Join a support group or do volunteer work
- c. Stay home
- d. Participate in a sport or join the YMCA

27. **Meeting new people and developing an intimate relationship is never stressful.** (pg. 34)
- a. True b. False
28. **As your symptoms improve you may find it easier to meet people and start relationships.** (pg. 34)
- a. True b. False
29. **Personal appearance and hygiene aren't very important when you're trying to meet new people.** (pg. 35)
- a. True b. False
30. **Relationships can end without either person doing anything wrong.** (pg. 36)
- a. True b. False
31. **Practicing safe sex means:** (pg. 37)
- a. The woman didn't get pregnant
- b. You didn't "get caught" having sex
- c. The woman is taking birth control pills
- d. The couple used a condom
32. **It is important to keep healthy in three areas:** (pg. 38)
- a. Medical, physical, and body
- b. Emotional, psychiatric, and psychic
- c. Physical, emotional, and spiritual
- d. Spiritual, faithfulness, and religious

Answer Key

- | | | |
|-------|-------|-------|
| 1. c | 12. c | 23. d |
| 2. b | 13. d | 24. a |
| 3. d | 14. a | 25. a |
| 4. a | 15. b | 26. c |
| 5. a | 16. a | 27. b |
| 6. c | 17. c | 28. a |
| 7. a | 18. d | 29. b |
| 8. a | 19. b | 30. a |
| 9. d | 20. a | 31. d |
| 10. b | 21. a | 32. c |
| 11. b | 22. b | |

