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**Definitions for Physical, Emotional, Mental-Intellectual, Environmental, Spiritual
and Social Wellness/health**

Physical wellness/health

Reflects a healthy body maintained by eating right, exercising regularly, avoiding harmful habits, making informed and responsible decisions about health, seeking medical care when needed, and participating in activities that help prevent illness. A person with a physical challenge, a chronic illness, or other issues is not necessarily unhealthy, but must find a balance in health decisions to live the quality of life their body allows.

Emotional wellness/health

Requires understanding emotions and coping with problems that arise in everyday life. A healthy person can have and express a wide range of emotions such as anger, sadness, or joy and love. An unhealthy person either buries those emotions or expresses those emotions in inappropriate ways, such as violence, extreme depression, suicide, or mania, etc.

Mental -Intellectual wellness/health

Involves having a mind open to new ideas and concepts. A healthy person will be open to learning a variety of lessons (in life and in the classroom). This individual will ask questions about a health care needs to better understand and learn about their body and choices. This individual will also seek understanding to learn from life lessons. An unhealthy person will remain closed to new ideas or will blame others for their poor performance. Racial, religious, gender, and age prejudices factor into this area by demonstrating poor health. A person who is developmentally delayed or has been diagnosed with a mental health issue is not necessarily unhealthy, but as with physical health issues, they must find a balance in their lives using a variety of

resources to live at their best quality of life. When you include social health concerns as a combination effect, this also means finding a balance that allows the individual to be socially well (for themselves and others).

Spiritual wellness/health

Reflects a state of harmony between you and others. It also means you have an understanding of your place in the greater universe. Keep in mind that this is not talking about religion specifically, although religion can factor into a personal sense of harmony. Instead the focus is broadened to such a perspective it is hard to confine to a simple list of factors. For example, it is the experience of watching the ocean waves crashing to the shore, of getting to the top of that tall mountain trail and seeing the view you worked hard to get to, of sharing in the miracle of birth or death, etc. A way to teach spiritual wellness is by using all the senses. For example: an exercise to finding spiritual balance in a chaotic moment is to go outside to a pleasant place, breathe deeply and **SMELL the scents around you, SEE the details in the view, HEAR the sounds, FEEL the textures, and when possible TASTE your surroundings (such as salt spray)**. This is one of the reasons why food holidays are so important to most of us and are associated with those warm, fuzzy feelings. They ground us in our sense of place in the larger more chaotic universe with taste, sounds, smells, textures, sights, and memories.

Environmental wellness/health:

Refers to an appreciation of the external environment and the role individuals play in preserving, protecting, and improving environmental conditions. This domain looks not only at the impact that environmental pollutants have on all of us physically, mentally, spiritually, emotionally, and socially, but also looks at our impact upon the environment and the circle of involvement and effect this can create. Therefore, recycling and pollution are part of this domain, but understanding the human role as part of the environment is also important. One study conducted in China, found people who live in rural areas have minimal visual distortions to eyesight, whereas city dweller's eyes have adapted to nearsightedness. Also, think of how effective your learning or working experience is in a room if it is too hot or cold, lights are flickering, or a buzzing noise remains in the background. Most of the concepts of Fung Shuei are part of this health domain.

Social wellness/health:

Refers to the ability to perform social roles effectively, comfortably, and without harming others. In this domain, we look at relationships, social norms and an individual's reaction to those relationships and norms. The child who sits by him/herself in the class and socially isolates themselves can be as unhealthy as the

child who is the class deviant. It is important that boundaries are discussed and acceptance of differences in individual boundaries is encouraged. Again, prejudice or 'isms' (of any type) fall into this category from the perspective of respecting cultural, religious, and individual differences. *Occupational wellness* reflects your ability to enjoy what you are doing to earn a living or to contribute to society. This is a specialized domain that can be included in the social health area and is an important focus for most adults.