

Psychological influences on health and wellbeing

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Psychological influences on health and wellbeing Biological and Social

Factors that Might have Contributed to Anna being To Anxiety Problems

Anna's history identifies significance of hereditary factor as a cause of her anxiety problems. The factor identifies transmission of a trait from parents to their children and existence of the trait in other family members proves it.

Depression in her younger sister is the first indicator of hereditary factor as a cause of Anna's anxiety by showing that they could be sharing a source and that source could be their parents. Existence of anxiety problem in her uncle confirms this by showing that the problem did not only exist in one of her parents, but in her grandparents. Anna's late biological development, in her puberty, is another biological factor to her condition. Delayed development in her body induced a sense of inferiority complex and developed a social barrier between her peer and her. Poor interpersonal potentials, low self-esteem, and inferiority complex are however social factors to her condition. She was not able to relate with her peer at school, had a poor self-opinion about her, and these caused a social gap that induced the condition.

How Anna's Cognitions about her Psychological State during High School Contributed to her Emotional Difficulties

One of the effects of Anna's cognitions of her state during high school was acceptance and ownership of the problem. In identifying anxiety with her uncle, other relatives, and her sister, Anna perceived it as a normal thing, at least within her family, and this could have reduced her efforts in dealing with the problem. When she identified anxiety and alcoholism in her uncle that led to his mobility across jobs, Anna perceived fault in her uncle's drug problem and not the anxiety problem, an indicator that she overlooked associated problems with anxiety because of the condition's existence in her

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family. Recognizing that she was cognitively and physically fine is another factor that contributed to her problem at early adulthood by limiting her from external help. This is because she believed that based on her cognitive potentials into outstanding academic performance and active engagement in physical activities; she could solve the anxiety problem on her own.

Some of the Major Interactions between Anna's Emotions and her Choices about Lifestyles

Anna's decision to be excluded from physical education identifies one of the interactions between her emotions and her lifestyle. Feelings of inferiority complex from which she identified herself as awkward and unskilled influenced her decision to seek her parents' intervention so that she could not participate in physical education, and hence physical activities. Anna also led a quiet lifestyle in school, especially in class, and her emotions caused this. Based on her delayed physiological developments at puberty, Anna felt embarrassed before her peer and this caused her quiet life. This is because if she had not felt embarrassed because of the delayed development, or if she had developed at the same time as her peer, then she could have been confident, instead of being embarrassed, and could have not led to quiet lifestyle in school. Her emotional instability during competitive games also limited her participation and established an avenue for her interaction with the boy who later married her. This influenced her lifestyle because the boyfriend supported her in the anxiety condition, without attempting to help her manage it. He therefore facilitated the quiet lifestyle that worsened after her third child. The interactions define causal effects of her emotions on her lifestyle.