POST-TRAUMATIC STRESS DISORDER

Following the Vietnam War, The American Psychiatric Association determined the Post-traumatic Stress Disorder into the anxiety disorders. The Post-traumatic stress disorder (PTSD) is a grave anxiety disorder that involves an exposure to a traumatic experience, which causes a group of symptoms in the patient. The rate of people who suffer from Post-traumatic Stress Disorder is increasing. Especially in the United States 1 in 52 people or 1.91% of the entire population present symptoms of Post-traumatic Stress Disorder. Nowadays, around 5.2 million of American adults are having this disease, where about 30% are war veterans (Health Grades, Inc, 2008). The Post-traumatic stress disorder is a result of psychical or psychological traumatic experiences that turns the patient to experiment a group of symptoms that disturb his behavior.

Practically, any event can be a traumatic experience that causes PTSD to develop in a patient. Events that often are bad experiences or traumatic situations are those, which affect the patient, such as a severe accident, being a victim of a kidnapping or an exposure to a war. Although, the PTSD requires traumatic experiences to develop it, people can present the disease as a reaction to previous events that are not qualified to be traumatic, but they are devastating situations, like a divorce. Evaluating the causes of the PTSD they can be divided in psychical and psychological induces. Psychical experiences involve accidents, physical injuries, being victim of a robbery, an assault, and sexual aggression or being involved in a civil conflict. Those traumatic experiences are considered psychical because they damage or affect the body literally, also some of them can disqualify the person who was the victim. On
the other hand, psychological situations are exemplified such as unexpected medical diagnosis, torture; participate in a war, divorce or unemployment. Those experiences are determined as psychological because they affect the patient in a different way than physical experiences; psychological experiences impact the patient's mind attacking the mood, self-esteem and self-confidence. People who ever experiment those situations can easily develop a PTSD. In addition, these physical or psychological causes are the main step to acquire a sickness right after the experience.

The principal cause of PTSD is had a traumatic experience; therefore, explanations of PTSD focus primarily on the way that the mind is affected by previous traumatic experiences. "Theorists speculate upon facing overwhelming trauma, the mind is unable to process information and feelings in a normal way" (Cohen, Harold 2006). Therefore, according to Cohen, the mind is in charge of processing the information about how the person is acting but also how is the person feeling about specific episodes in his own life. It is because of the thoughts and feelings that the person experiments at the time of the traumatic event. "All it takes is one loud noise to trigger a flood of awful memories. Posttraumatic stress disorder (PTSD) haunts one in every six soldiers coming back from Iraq, and nearly eight million Americans in all. Standard treatment means therapy and medications that don't always work and have side effects. Now, one doctor is treating PTSD with an injection that he says can block the painful memories" (Adlersberg, 2010). The patient who has suffered a previous traumatic experience takes time to introduce the experience into a consciousness causing stress. Recent brain imaging studies place emphasis on two brain structures: the amygdale and hippocampus. The amygdale is involved with how we learn about fear, and there are some evidences about this structure that is hyperactive in people
with PTSD. The hippocampus plays an important role in the formation of memory, and there is some evidence that in people with PTSD there is a loss of volume in this structure, perhaps accounting for some of the memory deficits and other symptoms in PTSD. (Cohen, 2006) Analyzing the hippocampus' function, people have an average memory structure if they gave a healthy memory; however, PTSD causes some deficit in memory.

Other researches have focused on the neurochemicals that may be involved in PTSD that affects the brain. For example, one of them is that a hormonal system known as the hypothalamic-pituitary-adrenal (HPA) axis which becomes disrupted in people with PTSD. This system is involved in normal stress reactions, and its disruption in people with PTSD. Some scientists have suggested that dysfunction of the HPA system results in hippocampus damage in people with PTSD. Medication presumably acts to reverse neurochemicals dysfunction in PTSD (Cohen, 2006).

Traumatic experiences are the principal cause of having PTSD; however, it develops certain symptoms that can be categorized by their genre. There are three symptoms categories in the PTSD; intrusive, avoidant and physical. Some symptoms can appear at minor irritations without any cause for concern. Those symptoms can destroy a person's lifestyle, friendships, employment prospects and relationships (Kinchin, 2004). The symptoms of PTSD in some occasions appear during the trauma. While symptoms expose soon after an event, months or even years later (Hatch, 2003). The behavior of the patient can be several affected by losing their self-esteem because they feel guilty for had not prevent the incident before it happen. The patient who has been expose in a traumatic event, can present problems in his identity because after the disaster the patient loses his sense of self and alter his role in the family. The incident can be traumatic enough to destroy a relationship in the patient's life because the bad
experience causes feelings of distrust to friends or family members (Hatch, 2003). Therefore, Patients who suffer PTSD have a drastic change in their behavior because of their illness. Those special symptoms are the effects of a have ever experiment a traumatic experience in their past. The most relevant symptoms are those, which disturb people's normal life. For example, the patient makes a lot of efforts to obviate ideas, conversations or feelings that can be related to the trauma. PTSD patients usually are unable to resemble their experience to others. In many cases, PTSD patients do not expect to have a career or marriage. In addition, they can present problems to fall sleep or staying sleep, difficulty concentrating and irritability (The National Center for PTSD, 2010). As a result, traumatic experiences develop special symptoms that affect patient's environment such as social, personal and emotional.

In conclusion, traumatic experiences are the principal cause to develop of the Post-traumatic stress disorder. It is a several disorder that disturbs the behavior of people who had experiment any physical or psychological traumatic experience. The traumatic experience stimulates chemicals in the brain of the victim that debilitate functions related to manage fear and memory. Therefore, people who present PTSD are unable to face their fears and manage a normal behavior. The effect of having the PTSD is that the victim experiments several symptoms that affect their normal life such as concentration, sleeping and socialization. The increase of this disorder in the USA should be due to several wars that this country had face to many other nations, where American soldiers had been participated and affected by traumatic experiences in contend and developed the PTSD.
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Should American schools encourage independence or conformism?

The educational system motivates a country to develop strategies to improve scholarly institutions' policies. Therefore, the educational system of a country needs to be organized to fill the needs in regional institutions so new generations can have enough preparation. Within the educational system, new policies can build main differences between one generation and another. American students are obtaining different knowledge according to the school approach of being conformist or being independent. Those differences in knowledge will be reflected in the society, where the students are involved, because of the improvement or decline in areas such as technology, business and politics. Therefore, the best solution to integrate American education will come after American schools establish a balance between their education about encouraging independence and conformism in their students.

The American educational system is designed to cover specific needs in a society. Even though, the United States is a unified country people are differentiated by their education. This knowledge follows a pattern, which is determined by the necessities of their society where Americans live. For example, according to a survey applied to students of first grade in Texas say that residents receive Spanish classes because they live in a frontier state next to Mexico. Therefore, Spanish classes are very helpful to interact in both languages (Clark Wortham, 1996). This statement established that like in Texas many other states select the most helpful resources to their student population. It is true that students have different requirements depending of the society where they live so they can
be conformist following established rules in their society. Equally important is to be thinking
people that can be pursuing their own interest.

Furthermore, this debate about approaching students to their personal fulfillment or
creation of good citizens develops a problem where American schools need to decide
teaching to their students a concept about introducing in their society or being independent
individuals. Nowadays some American schools encourage their students to obtain personal
fulfillment following the International Congress for School's proclamation, which is an
organization that regulates and controls educational institutions; "The school is an instrument
for personal development, in which differentiation of the teaching/learning process related to
abilities and ambitions of individual pupils" (Reynolds, 1996. Page 9). Certainly this fact
expresses the benefit that students can have if they are guided to being independent. After this
scholarly introduction, students will be able to improve their own skills in order to succeed.
On the other hand, American schools that teach their students how to be conformist in a
society are also right because it is important to be equal in order to have a good quality life.
The International Congress for School- effectiveness and School improvement cited that "The
school is an instrument for a plural and multi-cultural population living peacefully together in
a society" (Reynolds, 1996. Page 9). Consequently, both points of view are important teaches
because based on these equality of aspects, the development process commence on students.

People support that conformist students outcomes are the clue to achieve success in
education; however, the real point is to realize which outcomes are the most important.
When social groups are not good enough to teach equality principals to students, educational
institutions need to accomplish them; focusing on socialize students and being conformist
(Reynolds, 1996). "For example, when families are no longer able to provide their children
with agreed moral standards supposed to take over these responsibilities, even when it is
clear that schools on their own cannot alter the life chances of children" (Karweit, 1994. Page 26). According to this solution, schools should be a support to create conformist students. Because if the family are not efficient to teach, school can teach uniform principals that students require in a society. At this point this solution is acceptable because shows school as part of an organization that assist the social sector. In addition, the purpose of the International Congress for School- effectiveness about training citizens to fit in a society allows the possibility to coexist following a social pattern. In contrast, this pattern guides students to being conformist about their environment. It is a weakness because conformist students do not work in their own progress either in their development of independence. This type of education affects the student's society because he cannot create innovations to improve his environment.

In addition, scholar institutions have the responsibility to give students knowledge, and guide their learning process. On the contrary, the real balance is to consider which knowledge has the most importance and most practical use for students. Consequently, educational institutions need to guarantee and facilitate elemental teaches to their students. After they learned the same knowledge as other students, everyone can have the same opportunity to earn different abilities and generate new skills (Creemers, 1994). Meanwhile, students can get basic learning to stimulate their own skills; schools tend to have success because the institution achieves its mission about training leaders. "In the past, it was found that schools which restricted themselves to a certain set of objectives and spend time on these objectives, or even stole time from other subjects to secure the achievement of the objectives, did better than other schools" (Levine, 1990, pg. 27). This solution focuses the attention to the independent development in students. Starting from encourage personal interest in students to think by themselves. In spite of this
solution shows an efficient way to improve student's leadership, omitting the creation of good citizens.

It is equally important to have students become conformist citizens for a country simultaneously, induce independent individuals able to develop new contributions; as a consequence the third solution is originated. Balancing both contradictory aspects is the best solution that claims to modify the program education into a mix of equal principals and independent skills. Students can be initiated from their personal knowledge where they can base their independent skills, but also received a guide about how to live around people and being conformist. This solution can become the best one because it balances the American education to give students the same opportunity. After this equal education students can develop their independent abilities and combine it with their tendency of being conformist. After this mix the new student's generation can improve their society with both aspects of knowledge. However, if schools do not balance both states of education encouraging more independence than conformism; it can generate a competition between students about getting the best job's position to help their society.

In conclusion, Schools should balance teaching principals to their students in order to improve their society with the acquired knowledge. This statement allows the combination of personal development and social work to improve their society. American schools need to find a balance between pursue students to their own interest and at the same time encourage students to the conformity in order to socialize. Consequently, after a while those teach about how to make better students will become in the creation of inventors who can improve their own society because of their personal knowledge that was gained because of the achievement of goals.
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