I. INTRODUCTION

A. This course is an examination and assessment of the symptoms, etiology, and treatment procedures of mental, emotional, and behavioral disorders. Recommended prerequisite: PSYC 2301.

B. This course is required to meet the curriculum requirements for the Central Texas College Basic and Advanced Certificates and the Associate in Applied Science Degree in Mental Health Services with a Chemical Dependency, At-Risk Youth and Social Work Specialization.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course provides Related Education Hours as defined by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, the student will:

A. Specify abnormal behavior and its modification. (F1, 2, 5-17; C1, 3-20)
B. Analyze symptomatic disorders using a multiaxial approach; and design treatment plans and strategies. (DSM-V) (F1, 2, 5-17; C1, 3-20)
C. Determine the correct diagnosis given a vignette. (F1, 2, 5-17; C1, 3-20)
D. Discuss the three criteria of abnormal behavior. (F1, 2, 5-17; C1, 3-20)
E. Define the major defense mechanisms. (F1, 2, 5-17; C1, 3-20)
F. Discuss the biological, social, behavioral and emotional and cognitive influences on psychopathology. (F1, 2, 5-17; C1, 3-20)
G. Correctly use the identified terms discussed during the course. (F1, 2, 5-17; C1, 3-20)
H. Discuss the DSM-V criteria for the disorders covered during the course. (F1, 2, 5-17; C1, 3-20)
I. Discuss pharmacologic approaches that are common to each disorder reviewed during the course. (F1, 2, 5-17; C1, 3-20)
J. State the criteria for civil commitment. (F1, 2, 5-17; C1, 3-20)

**Program Threads and SCANS Competencies**

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the workplace.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources:** identifies, organizes, plans, and allocates resources (C1-C4).
- **Information:** acquires and uses information (C5-C8).
- **Interpersonal:** works with others (C9-C14).
- **Systems:** understands complex interrelationships (C15-C17).
- **Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and
speaks (F1-F6).

**Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).

**Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

### III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

### IV. COURSE REQUIREMENTS

A. **Reading Assignment:** It is suggested that the student first read the Learning Outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B. **Projects, Oral Reports, Case Studies, Book Reports, Research Papers:** Assigned written work is detailed in the Course Outline, on the Daily Plan and in the course Learning Guide. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. **Class Performance:** Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. **Class Participation:** Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

### V. EXAMINATIONS

A. There will be a minimum of three major examinations. Examinations may be essay, multiple choice, true/false, or short answer.

B. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor as soon as possible.
VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Concept Check</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>3. Individual / Group Project</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>4. Lab Assignments (3 @ 15 each)</td>
<td>45</td>
<td>45%</td>
</tr>
<tr>
<td>Discussion or (online) or Lab Log</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

A student must take the final examination to receive a grade for the course.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom or virtual classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters, or Friday of the 9th week during the 12-week fall and spring semesters. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.
A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade for submission to the registrar.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. Americans With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Discrimination Policy: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.
VIII. COURSE OUTLINE

A. Module 1: Introduction to the Concepts of Mental Disorders

1. Learning Outcomes: Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 5-18)
   - Correctly use terms noted in Chapter 1, 2, and 3 of the textbook that discusses concepts of abnormal behavior.
   - Discuss the three criteria of abnormal behavior.
   - Briefly outline the historical concepts of abnormal behavior.
   - Discuss the major theoretical approaches to the understanding of abnormal behavior.
   - Define the major defense mechanisms.
   - Outline the psychosexual stages of development.
   - Discuss the biological, social, behavioral and emotional and cognitive influences on psychopathology.
   - Outline the structure and function of the brain and nervous system.
   - State the major neurotransmitters and their function.
   - Identify the major function of the hind-brain (the medulla, pons and cerebellum); the RAS; the thalamus and hypothalamus; the limbic system; the basal ganglia; the cerebral cortex, the right and left hemispheres; the frontal, temporal, parietal, and occipital lobe of the cerebral cortex.
   - Differentiate between physiological signs of sympathetic or parasympathetic activity.
   - Discuss life-span development as it relates to psychopathology.
   - Describe how the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) developed as the classification system for abnormal behavior.
   - Discuss elements of the clinical interview, including the Mental Status Exam, the semi-structured clinical interview, psycho-physiological assessments, behavioral assessment, psychological testing, neuropsychological testing and how they relate to the diagnosis of mental disorders.
   - Differentiate between the diagnostic criteria as defined in the DSM-V.

2. Learning Activities
   a. Read: Chapters 1, 2, and 3 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read each chapter;
      - Note chapter objectives and key terms at the beginning of the chapter.
      - Keep these in mind as you examine all information, to include tables, figures, and definitions.
      - Review the summary.
      - Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.
   b. Test Your Knowledge: by completing the self-grading activities, flash
cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.

c. **Key Terms and Key Concepts:** (F1-17; C1-20) psychological disorder, phobia, abnormal behavior, psychopathology, scientist-practitioner, presenting problem, clinical description, prevalence, incidence, course, prognosis, etiology, psychosocial treatment, moral therapy, mental hygiene movement, psychoanalysis, behaviorism, unconscious, catharsis, psychoanalytic model, id, ego, superego, intrapsychic conflicts, defense mechanisms, psychosexual stages of development, castration anxiety, neurosis, ego psychology, object relations, collective unconscious, free association, dream analysis, psychoanalyst, transference, psychodynamic psychotherapy, self-actualizing, person-centered therapy, unconditional positive regard, behavioral model, classical conditioning, extinction, introspection, systematic desensitization, behavior therapy, reinforcement, shaping, multidimensional integrative approach, genes, diathesis-stress model, vulnerability, reciprocal gene-environment model, epigenetics, neuroscience, neuron, synaptic cleft, neurotransmitters, hormone, brain circuits, agonist, antagonist, inverse agonist, reuptake, glutamate, gamma-aminobutyric acid (GABA), serotonin, norepinephrine, dopamine, cognitive science, learned helplessness, modeling, prepared learning, implicit memory, flight or fight response, emotion, mood, affect, equipollence, clinical assessment, diagnosis, reliability, validity, standardization, mental status exam, behavioral assessment, self-monitoring, projective tests, personality inventories, intelligence quotient (IQ), neuropsychological testing, false positive, false negative, neuroimaging, psychophysiological assessment, electroencephalogram (EEG) idiographic strategy, classification, taxonomy, nomenclature, classical categorical approach, dimension approach, prototypical approach, familial aggregation, comorbidity, labeling, hypothesis, research design, internal validity, external validity, testability, dependent variable, independent variable, confound, confounding variable, control group, randomization, generalizability, clinical significance, effect size, case study method, correlation, positive correlation, negative correlation, epidemiology, experiment placebo control group, phenotype, genotype, longitudinal design, informed consent.

d. **Discussion Assignment:** (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Read through all of the following discussion topics. Select one to discuss with your instructor and peers.

- Choose one of the questions or searches on any topic covered in Chapter 1, 2, 3. Summarize the symptoms and treatment options for the disorder. Before students attempt to do any of the assignments they need to view this video or one similar to it.

  https://video.search.yahoo.com/video/play?p=DSM-V+vs+DSM-V-
What is your understanding of the DSM-V criteria. What questions do you have about that? You will be recording one for your Module 1,2,3,4 Assignment that is due in a few weeks.

Ask at least one question to be answered on the discussion forum about Chapter 2: the Central Nervous System, structure of the brain, major function of the autonomic nervous system, sympathetic or parasympathetic systems, functions of neurotransmitters, etc.

What is a Mental Status Exam (MSE)? What purpose does it serve? What questions do you have about that? You will be recording one for your Module 1,2,3,4 Assignment that is due in a few weeks.

Review the list of defense mechanisms in your text and lecture notes. Select the one that you least understand and give an example of how it could be displayed:

e. Optional - Complete Chapter Quiz. (F1, 2, 7-13, 16, 17; C1, 5-8, 18, 19)

B. Module 2: Physical and Emotional Stress as it Relates to Mental Disorders

1. Learning Outcomes: Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   - Correctly use the terms discussed in Chapter 7 of the textbook.
   - Discuss Hans Selye's work with the general adaptation syndrome (GAS).
   - Describe the physiology of stress.
   - Explain the psychological and social contributions to the stress response.
   - Discuss examples of physical disorders that have an immune system response.
   - Discuss behavior patterns and their relationship to various physical disorders.
   - Outline the major treatments of physical disorders.
   - List issues to consider in modifying behaviors.

2. Learning Activities
   a. Read: Chapter 7 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read;
      - Note chapter objectives and key terms at the beginning of the chapter.
Keep these in mind as you examine all information, to include tables, figures, and definitions.

Review the summary.

Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.

b. **Test Your Knowledge:** by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.

c. **Key Terms and Key Concepts:** (F1-17; C1-20) behavioral medicine, health psychology general adaptation syndrome (GAS), stress, self-efficacy, immune system, antigens, autoimmune disease, rheumatoid arthritis, psychoneuroimmunology (PNI), AIDS-related complex (ARC) cancer, psycho-oncology, cardiovascular disease, stroke/cerebral vascular accident, hypertension, essential hypertension, coronary heart disease (CHD), type A behavior pattern, type B behavior pattern, acute pain, chronic pain, endogenous opioids, chronic fatigue syndrome (CFS), biofeedback, relaxation response.

d. **Discussion Assignment:** (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Give your opinion about one of the following statements. Support your opinion with a reference the text or another source.

- 50% of deaths from the ten leading causes of death in the United States can be traced to behaviors that are a part of certain life styles.
- Stress causes migraine headaches, heart attacks (myocardial infarction) and ulcers.
- Diseases that may be related in part to the effects of stress on the immune system include AIDS, rheumatoid arthritis, and cancer.
- Behavioral medicine, alternative medicine, concepts from psychology and psychiatry, religion/prayer, spirituality or self-help are just as important to the well-being of humans today as physical medicine/medications/surgery.
- Comment on the impact that culture has/may have on psychophysiological disorders.

e. **Complete Your Chapter Quizzes.** (F1, 2, 7-13, 16, 17; C1, 5-8, 18, 19)
C. Module 3: Anxiety Disorders

1. Learning Outcomes: Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   - Correctly use the terms discussed in Chapter 4 of the textbook.
   - Differentiate between anxiety, fear, and panic.
   - Discuss the DSM-V criteria for the following disorders: panic, generalized anxiety, agoraphobia, phobia, post-traumatic stress, obsessive-compulsive, and adjustment disorder.
   - Discuss causes, statistics and course common to each disorder.
   - Discuss therapeutic approaches that are common to each disorder.
   - Discuss pharmacologic approaches that are common to each disorder.
   - Discuss the anxiety disorders as they relate to children, adolescents, and adults.
   - Discuss the impact of culture in the anxiety disorders.

2. Learning Activities
   a. Read: Chapter 4 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read;
      - Note chapter objectives and key terms at the beginning of the chapter.
      - Keep these in mind as you examine all information, to include tables, figures, and definitions.
      - Review the summary.
      - Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.
   b. Test Your Knowledge: by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.
   c. Key Terms and Key Concepts: (F1-17; C1-20) anxiety, fear, panic, panic attack, behavioral inhibition system (BIS), fight/flight system (FFS), generalized anxiety disorder (GAD), panic disorder with agoraphobia (PDA), agoraphobia, panic disorder without agoraphobia (PD), panic control treatment (PCT), specific phobia, blood-injury-injection phobia, situational phobia, natural environment phobia, animal phobia, separation anxiety disorder, social phobia, posttraumatic stress disorder (PTSD), acute stress disorder, obsessive-compulsive disorder (OCD), obsession, compulsions.
   d. Discussion Assignment: Choose one of the following:
      1. Several of the web sites provided for you have first person accounts, chat rooms, or on-line support forums of and for people living with particular disorders. Research that and select one that is about a person with an Anxiety Disorder. Discuss the web site and a summary of the one you selected. At a minimum, discuss about the following:
• The web address.
• The name of the disorder.
• What you learned about that disorder that was not covered or stressed in the textbook.

2. View a video vignette of a client with anxiety disorder. State the name of the "client" and his/her disorder. Make one positive or negative comment about the interviewer’s style. State why you think the "client" on the video clip accurately or inaccurately portrayed that disorder.

D. Module 4: Somatoform and Dissociative Disorders

1. Learning Outcomes: Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   • Correctly use the terms discussed in Chapter 5 of the textbook.
   • Discuss the DSM-V criteria for the following disorders: hypochondriasis, somatization, conversion, pain, body dysmorphic, depersonalization, dissociative identity.
   • Discuss causes, statistics and course common to each disorder.
   • Discuss therapeutic approaches that are common to each disorder.
   • Discuss pharmacologic approaches that are common to each disorder.
   • Discuss somatoform and dissociative disorders as they relate to children, adolescents and adults.
   • Discuss the impact of culture in somatoform and dissociative disorders.

2. Learning Activities
   a. Read: Chapter 5 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read;
      • Note chapter objectives and key terms at the beginning of the chapter.
      • Keep these in mind as you examine all information, including tables, figures, and definitions.
      • Review the summary.
      • Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests, and assignments.

   b. Test Your Knowledge: by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.

   c. Key Terms and Key Concepts: (F1-17; C1-20) somatoform disorder, dissociative disorder, hypochondriasis, somatization disorder, pain disorder, conversion disorder, malingering, factitious disorder, body dysmorphic disorder, (BDD), derealization, depersonalization disorder, dissociative amnesia, generalized amnesia, localized or selective amnesia, dissociative fugue, dissociative trance disorder, (DTD), dissociative
identity disorder (DID)

d. Discussion Assignments: (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Choose one of the following in addition to responding to this question: Psychoactive medications (drugs that impact our thoughts, emotions, and behavior) usually work as either agonists or antagonists for various neurotransmitters. Explain both how an agonist and an antagonist operate on neurotransmitters. Explain, also, the process of reuptake inhibition and the effect it has on a neurotransmitter.

1. Several of the web sites provided for you have first person accounts, chat rooms, or on-line support forums of and for people living with particular disorders. Research that and select one that is about a person with a Somataform/Disassociative Disorder. Discuss the web site and a summary of the one you selected. At a minimum, discuss about the following:
   • The web address.
   • The name of the disorder.
   • What you learned about that disorder that was not covered or stressed in the text book.

2. Review a video vignette of a client with Somatoaform/Disassiciatuve Disorder is interviewed.
   • State the name of the "client" and his/her disorder. Make one positive or negative comment about the interviewer’s style.
   • State why you think the "client" on the video clip accurately or inaccurately portrayed that disorder.

E. Module 5: Mood Disorders and Suicide

1. Learning Outcomes: Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   • Correctly use the terms discussed in Chapter 6 of the textbook.
   • Discuss the DSM-V criteria for the following disorders: major depressive, dysthymia, bipolar.
   • Differentiate between grief and depression; manic and hypomanic.
   • Discuss the relationship of anxiety and depression.
   • Discuss causes, statistics and course common to each disorder.
   • Discuss therapeutic approaches that are common to each disorder.
   • Discuss pharmacologic approaches that are common to each disorder.
   • Discuss mood disorders as they relate to children, adolescents and adults.
   • Discuss suicide, its recognition and treatment, as it relates to mood disorders for all ages.
   • Discuss the impact of culture and mood disorders.
2. Learning Activities

a. **Read:** Chapter 6 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read:
   - Note chapter objectives and key terms at the beginning of the chapter.
   - Keep these in mind as you examine all information, to include tables, figures, and definitions.
   - Review the summary.
   - Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.

b. **Test Your Knowledge:** by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.

c. **Key Terms and Key Concepts:** (F1-17; C1-20): mood disorders, major depressive episode, mania, hypomanic episode, mixed manic episode or dysphoric manic episode, major depressive disorder, single or recurrent episode, dysthymic disorder, double depression, hallucinations, delusions, catalepsy, seasonal affective disorder (SAD), pathological or impacted grief reaction, bipolar II disorder, bipolar I disorder, cyclothymic disorder, neurohormones, learned helplessness theory of depression, depressive cognitive triad, mood-stabilizing drug, electroconvulsive therapy (ECT), cognitive therapy, interpersonal psychotherapy, maintenance treatment, suicidal ideation, suicidal plans, suicidal attempts, psychological autopsy.

d. **Discussion Assignment:** (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Read through the following discussion topics. Select one to discuss with your instructor and peers.
   - What is the difference between "normal" grief and depression?
   - What is the difference between a major depression and the depression of a bipolar illness?
   - Give an example of hypomania; how does that differ from mania?
   - What is the difference between Dysthymic Disorder and Major Depression?
   - What was your response to the interviewer?
   - What is an SSRI?
   - Client X has "vegetative signs and symptoms of depression". What should you expect to see?
   - Do you believe babies as young as 3 months of age can be depressed? Why or why not?
   - State whether you think ECT should be used. Why or Why not?
F. Module 6: Eating and Sleep Disorders

1. Learning Outcomes: Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   - Correctly use the terms discussed in Chapter 8 of the textbook.
   - Discuss the DSM-V criteria for the following disorders: bulimia nervosa, anorexia nervosa, dyssomnias, parasomnias.
   - Discuss causes, statistics and course common to each disorder.
   - Discuss therapeutic approaches that are common to each disorder.
   - Discuss pharmacologic approaches that are common to each disorder.
   - Discuss eating and sleep disorders as they relate to children, adolescents and adults.
   - Discuss the impact of culture in eating and sleep disorders.

2. Learning Activities
   a. Read: Chapter 8 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read;
      - Note chapter objectives and key terms at the beginning of the chapter.
      - Keep these in mind as you examine all information, to include tables, figures, and definitions.
      - Review the summary.
      - Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.
   b. Test Your Knowledge: by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.
   c. Key Terms and Key Concepts: (F1-17; C1-20) bulimia nervosa, binge, anorexia nervosa, binge-eating disorder (BED), obesity, purging techniques, night eating syndrome, bariatric surgery, rapid eye movement (REM), dyssomnia, parasomnias, sleep efficiency (SE), microsleeps, primary insomnia, rebound insomnia, hypersomnia, sleep apnea, narcolepsy, breathing-related sleep disorders, circadian rhythm sleep disorders, nightmares, sleep terrors, sleepwalking.
   d. Discussion Assignment: (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Read through the following discussion topics. Select one to discuss with your instructor and peers.
      - Select an eating or sleep disorder that you would like to know more about and go to the Internet Resource List for a list of possible sites for that information.
      - Select an article, fact sheet or first person account of the disorder, and do the following:
• State the disorder that you are researching, and cite the reference correctly using APA format.
• Summarize the content.
• State the target audience.
• State the 2 things that impacted you most as you read the information.
• Select an eating or sleep disorder and state the DSM-V criteria for that disorder.
• Select an eating or sleep disorder, and state the differences that are found in an adolescent, adult or in the elderly with that disorder.
• State one issue about the impact of culture and gender in eating and sleep disorders in general.
• Give your personal reaction to this statement: Eating disorders are culturally specific; they are not found in developing countries.
• Give a definition of bulimia as opposed to anorexia. Which disorder is more life threatening? What do you think is the primary medical complication of each disorder?
• State your understanding of how Pica and Rumination differ?
• State the most commonly used or successful psychosocial treatment of eating disorders. What is your response to that?
• Why do you think antidepressants are being used and are showing some success in the treatment of eating disorders.
• Pose one question about sleep disorders that will help your peers learn something specific about sleep disorders.

G. Module 7: Sexual and Gender Identity Disorders

1. Learning Outcomes: Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   • Correctly use the terms discussed in Chapter 9 of the textbook.
   • Discuss the DSM-V criteria for the following disorders: gender identity, sexual dysfunctions, fetishism and transvestic fetishism, pedophilia, paraphilia.
   • Discuss causes, statistics and course common to each disorder.
   • Discuss therapeutic approaches that are common to each disorder.
   • Discuss pharmacologic approaches that are common to each disorder.
   • Discuss sexual and gender identity disorders as they relate to clients across the life span.
   • Discuss the impact of culture in sexual and gender identity disorders.
2. **Learning Activities**
   
a. **Read:** Chapter 9 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read:
   - Note chapter objectives and key terms at the beginning of the chapter.
   - Keep these in mind as you examine all information, to include tables, figures, and definitions.
   - Review the summary.
   - Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.

b. **Test Your Knowledge:** by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.

c. **Key Terms and Key Concepts:** (F1-17; C1-20): heterosexual behavior, homosexual behavior, gender identity disorder, gender nonconformity, sex reassignment surgery, sexual dysfunction, hypoactive sexual desire disorder, sexual erectile disorder, female sexual arousal disorder, inhibited orgasm, female orgasmic disorder, male orgasmic disorder, premature ejaculation, sexual pain disorders, vaginismus, paraphilias, frotterurism, fetishism, voyeurism, exhibitionism, tranvestic fetishism, sexual sadism, sexual masochism, pedophilia, incest, covert sensitization, orgasmic reconditioning.

d. **Discussion Assignment:** (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Read through the following discussion topics. Select one to discuss with your instructor and peers.
   - Select an article from one of the Web sites about a sexual or gender identity disorder. Give a summary of the article, 1 conclusion drawn by the author, and 1 opinion of yours that was either changed or reinforced about sexual and gender identity disorders after reading the article.
   - Pose one question about Sexual or Gender Identity Disorders that you would like to have discussed by your peers/instructor.

H. **Module 8: Substance-Related Disorders**

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   - Correctly use the terms discussed in Chapter 10 of the textbook.
   - Differentiate between substance intoxication, abuse, and dependence, and withdrawal.
   - Discuss the DSM-V criteria for the following disorders: substance abuse; substance dependence; alcohol and sedative, hypnotic or anxiolytic intoxication; amphetamine, cocaine, or related substance intoxication; nicotine withdrawal; opioid intoxication; cannabis intoxication;
hallucinogen intoxication.

- Discuss causes, statistics and course common to each disorder.
- Discuss therapeutic approaches that are common to each disorder.
- State the major physiologic symptoms or illnesses specific to each substance-related disorder.
- Discuss pharmacologic approaches that are common to each disorder.
- Discuss substance-related disorders as they relate to clients across the life span.
- Discuss the impact of culture in substance-related disorders.
- Discuss relapse prevention.
- Differentiate between the symptoms of substance-related disorders and other major mental illness, particularly anxiety, depression, bipolar-manic, and the psychoses.

2. **Learning Activities**
   a. **Read:** Chapter 10 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read;
      - Note chapter objectives and key terms at the beginning of the chapter.
      - Keep these in mind as you examine all information, to include tables, figures, and definitions.
      - Review the summary.
      - Be prepared to answer the questions at the end of each chapter. This will help you prepare the upcoming discussions, tests and assignments.
   b. **Test Your Knowledge:** by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.
   c. **Key Terms and Key Concepts:** (F1-17; C1-20) substance-related disorders, impulse-control disorders, poly substance use, psychoactive substances, substance intoxication, substance abuse, substance dependence, tolerance, withdrawal, depressants, stimulants, opiates, hallucinogen, alcohol use disorders, withdrawal delirium (delirium tremens/DT’s), Fetal alcohol syndrome (FAS), barbiturates, alcohol dehydrogenase, benzodiazepines, amphetamine use disorders, cocaine use disorders, nicotine use disorders, caffeine use disorders, opioid use disorders, hallucinogen use disorders, marijuana, agonist substitution, antagonist drugs, controlled drinking, relapse prevention, intermittent explosive disorder, kleptomania, pyromania, pathological gambling, trichotillomania
   d. **Discussion Assignment:** (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Read through the following discussion topics. Select one to discuss with your instructor and peers.
      - Go to Close to Home and do the following:
• Click on Science: The Hijacked Brain
• Identify a point that you learned about the disease of addiction as it relates to the brain from this site.
• State one difference between the diagnoses for Substance Abuse, Substance Dependence and Substance Intoxication as per the DSM-V Criteria.
• Name 4 categories of substances to which abuse, dependence, or intoxication can occur.
• Go to Close to Home Click on Real-Life Stories. Select one of them and read it. Share with your peers the name of the person in the story and their drug of choice, your reaction to the story, what you learned from reading it that would help you if you were counseling or educating someone with a substance-related disorder, whether the person has Substance Abuse, Substance Dependence or Substance Intoxication.

I. **Module 9: Personality Disorders**

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   • Correctly use the terms discussed in Chapter 11 of the textbook.
   • How disorders are differentiated in DSM-V.
   • Discuss the DSM-V criteria for the following disorders: paranoid, personality, schizoid, antisocial, borderline, histrionic, narcissistic, avoidant, and obsessive compulsive.
   • Discuss causes, statistics and course common to each disorder.
   • Discuss therapeutic approaches that are common to each disorder.
   • Discuss pharmacologic approaches that are common to each disorder.
   • Discuss personality disorders as they relate to children, adolescents and adults.
   • Discuss the impact of culture in personality disorders.
   • Identify the 3 clusters, A., B., and C., that are used to describe personality disorders in DSM-

2. **Learning Activities**
   a. **Read:** Chapter 11 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read;
      • Note chapter objectives and key terms at the beginning of the chapter.
      • Keep these in mind as you examine all information, to include tables, figures, and definitions.
      • Review the summary.
      • Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.
b. Test Your Knowledge by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.

c. Key Terms and Key Concepts: (F1-17; C1-20) personality disorders, paranoid personality disorder, schizoid personality disorder, schizotypal personality disorder, antisocial personality disorder, psychopathy, borderline personality disorder, dialectical behavior therapy, histrionic personality disorder, narcissistic personality disorder, avoidant personality disorder, dependent personality disorder, obsessive-compulsive personality disorder

d. Discussion Assignment: (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Read through the following discussion topics. Select one to discuss with your peers and instructor.

- Select and read an article or fact sheet about one personality disorder. Summarize it, state prevalence, gender or cultural differences, prognosis, recommend treatment, and your source using APA format.
- What is the most significant societal concern with Antisocial Personality Disorder? At what age can Antisocial Personality Disorder be diagnosed? Do all criminals have an antisocial personality disorder?
- Are personality disorders just an extreme variant of normal personality, or do they represent a psychiatric disorder? What does the word "antisocial" mean?
- How does Obsessive-Compulsive Personality Disorder differ from the Anxiety Disorder Obsessive Compulsive Disorder? What is the most significant treatment concern with Borderline Personality Disorder?
- The Personality Disorders that are listed in Cluster A are described as "odd or eccentric". As an individual pursuing a career in this field, what is your reaction to that description
- Share with your peers how you will differentiate Cluster A, B, and C in Personality Disorders.

J. Module 10: Schizophrenia and Other Psychotic Disorders

1. Learning Outcomes: Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
- Correctly use the terms discussed in Chapter 12 of the textbook.
- Discuss the DSM-V criteria for the following disorders: schizophrenia and the schizophrenia subtypes, schizophreniform, schizoaffective, delusional, brief psychotic, shared psychotic.
- Differentiate between positive and negative symptoms of schizophrenia.
- Differentiate between hallucinations, delusions, and illusions.
- Identify the 5 types of hallucinations.
- Discuss the biological and neurobiological, family, genetic, brain
structure, psychological and social influences in schizophrenia.

- Discuss the role of dopamine in the theoretical explanation of schizophrenia.
- Discuss the statistics and course common to these disorders.
- Discuss therapeutic approaches that are common to these disorders.
- Discuss pharmacologic treatment of these disorders.
- Discuss schizophrenic and psychotic disorders as they relate to children, adolescents and adults.
- Discuss the impact of culture in schizophrenic and psychotic disorders.

2. **Learning Activities**
   a. **Read:** Chapter 12 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read;
      - Note chapter objectives and key terms at the beginning of the chapter.
      - Keep these in mind as you examine all information, to include tables, figures, and definitions.
      - Review the summary.
      - Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.

   b. **Test Your Knowledge:** by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.

   c. **Key Terms and Key Concepts:** (F1-17; C1-20) schizophrenia, catatonia, hebephrenia, paranoia, dementia praecox, associative splitting, psychotic behavior, positive symptoms, delusion, hallucination, negative symptoms, avolition, alogia, anhedonia, flat affect, disorganized speech, inappropriate affect, catatonic immobility, paranoid type of schizophrenia, disorganized type of schizophrenia, catatonic type of schizophrenia, undifferentiated type of schizophrenia, residual type of schizophrenia, schizophreniform disorder, schizoaffective disorder, delusional disorder, brief psychotic disorder, schizotypal personality disorder, schizophrenogenic mother, double bind communication, expressed emotion, token economy.

   d. **Discussion Assignment:** (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Read through the following discussion topics. Select one to discuss with your instructor and peers.
      - Read an article or a fact sheet about Schizophrenia, and do the following: Reference the information correctly using APA format, summarize the content, state the DSM-V criteria for Schizophrenia. State how the disorder is expressed in a child or adolescent, an adult, and an elderly adult. What is the earliest age one can be diagnosed? At what age does the first psychotic break typically occur?
      - Look up one medication that is given to treat Schizophrenia. What are
the differences in how it is prescribed to children as opposed to adults? Does that medication cause tardive dyskinesia (TD)? What causes TD? Is it reversible or curable?

- Define 3 other movement disorder symptoms that a client is in danger of experiencing as a result of taking neuroleptic medications.
- Explain the theory that involves the neurotransmitter dopamine and its effect on tardive dyskinesia and other movement disorder symptoms.
- Do neuroleptics target the positive or the negative symptoms of schizophrenia? Explain and support your answer.
- Explain the theory that involves the neurotransmitter dopamine and the symptoms of schizophrenia. State 3 positive and 3 negative symptoms.
- State 1 genetic, 1 cultural and 1 gender factor to consider with Schizophrenia and other psychotic disorders. What is the relationship between depression and Suicide, and schizophrenia?
- Using the sites noted in the Internet Resource List, search for a first person account of someone with the disorder of Schizophrenia, or a family member living with someone with the disorder. Briefly describe the account; state your reaction to the account, and share the web address of what you found.
- Share your thoughts on the "generally held idea by the lay public that most crimes are committed by Schizophrenic or psychotic people". Do you agree with the deinstitutionalization that started in the 60's and continues today? What do you think is the greatest negative or positive impact of that movement?
- View a video vignette of a client with Schizophrenia disorder. In as few words as possible, state what the difference is between a hallucination and a delusion? Was the illness depicted as you expected? What was your reaction to the communication/assessment style of the interviewer? Would you want to work with clients with Schizophrenia? Why or why not?

K. **Module 11:** Developmental and Cognitive Disorders

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   - Correctly use the terms discussed in Chapter 13 of the textbook.
   - Discuss the DSM-V criteria for the following disorders: attention deficit/hyperactivity, learning disorders, autism, mental retardation.
   - Discuss Down's syndrome.
   - Differentiate between delirium and dementia.
   - Identify conditions of dementia due to other or general medical conditions, to include: Alzheimer's, HIV, head trauma, Parkinson's, Huntington's, substance induced, and amnestic.
   - Define Mental Retardation and discuss its causes from a biological, psychological and social perspective; discuss treatment.
2. **Learning Activities**
   
   **a. Read:** Chapter 13 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read:
   - Note chapter objectives and key terms at the beginning of the chapter.
   - Keep these in mind as you examine all information, to include tables, figures, and definitions.
   - Review the summary.
   - Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.
   
   **b. Test Your Knowledge:** by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; refer to the Index in the back of your textbook for the appropriate pages to review.
   
   **c. Key Terms and Key Concepts:** (F1-17; C1-20) attention deficit/hyperactivity disorder (ADHD), learning disorders, reading disorder, mathematics disorder, stuttering, selective mutism, tic disorder, pervasive developmental disorders, Asperger’s disorder, Rett’s disorder, pervasive developmental disorder not otherwise specified, autistic disorder, intellectual disability, phenylketonuria (PKU), Down syndrome, amniocentesis, chorionic villus sampling (CVS), delirium dementia, agnosia, facial agnosia, Alzheimer’s disease, dementia of the Alzheimer’s type, vascular dementia, human immunodeficiency virus type 1 (HIV-1), aphasia, Parkinson’s disease, Huntington’s disease, Pick’s disease, Creutzfeldt-Jakob disease, deterministic, amnestic disorder.
   
   **d. Written Assignment:** In a paper no more than two pages and not less than one, discuss the relationship between ADHD, Conduct Disorder, Oppositional Defiance Disorder and Antisocial Disorder. The paper should have one inch margins and use a resource other than the text. Make sure you address the subtypes of ADHD. That information is located in the Lecture Notes.
   
   **e. Discussion Assignment:** (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Read through the following discussion topics. Select one to discuss with your instructor and peers.
   - Select an article about Autism, and one about one of the cognitive disorders that affect adults or the elderly. State the reference correctly using APA format. Summarize the article. Identify 5 points to share with your peers.
   - Select one of the internet resources that relate to issues in this chapter. Summarize your findings and comment on the helpfulness of those cites for persons with developmental and cognitive disorders and/or their caretakers.
   - Conduct a search for new treatments for Autism and the results that are being written about.
L. **Module 12:** Legal and Ethical Issues

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1, 2, 5-17; C1, 3-20)
   - Correctly use the terms discussed in Chapter 14 of the textbook.
   - State the criteria for civil commitment.
   - Discuss civil commitment laws.
   - Discuss mental illness as a legal concept.
   - Discuss elements of assessing dangerousness.
   - Examine how the following interrelate: de-institutionalization, homelessness and the mentally ill.
   - Contrast civil commitment and criminal commitment.
   - Outline elements of the insanity defense.
   - Explain the concept of competency to stand trial.
   - Paraphrase Tarasoff v. Regents of the University of California (1974-76) case and the issue of a duty to warn.
   - Compare and contrast the legal and ethical issues related to the mentally ill child or adolescent as compared to the adult.

2. **Learning Activities**
   a. **Read:** Chapter 14 of the text (F1, 2, 7-12, 13, 16, 17; C1, 3, 5-8, 15, 18, 19). As you read;
      - Note chapter objectives and key terms at the beginning of the chapter.
      - Keep these in mind as you examine all information, to include tables, figures, and definitions.
      - Review the summary.
      - Be prepared to answer the questions at the end of each chapter. This will help you prepare for upcoming discussions, tests and assignments.
   b. **Test Your Knowledge:** by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; you can refer to the Index in the back of your textbook for the appropriate pages to review.
   c. **Key Terms and Key Concepts:** (F1-17; C1-20): civil commitment laws, dangerousness, deinstitutionalization, trans-institutionalization, criminal commitment, diminished capacity, competence, duty to warn, expert witness, clinical efficacy axis, clinical utility axis.
   d. **Discussion Assignment:** (F1, 2, 5-17; C1, 4, 5-14, 18, 19) Read through all of the following discussion topics. Select one to discuss with your
instructor and peers.
1. Identify one area related to the legal and ethical issues of mental health services that you would like to know more about. Some examples: the Tarasoff ruling, how your state implements the Tarasoff ruling, laws regarding civil commitment generally or in your state, the insanity defense, competency to stand trial, privileged communication, etc. Conduct an internet search and select an article to read. Cite the reference correctly using APA format. Summarize the article, state the authors' conclusion, and your reaction/opinion about the article in no more than 1 page.
2. Comment on the following:
   Client A has been diagnosed with Paranoid Schizophrenia, and has been ill with the disorder for the past 10 years. He takes medication very sporadically, but is markedly improved when he does. He commits a murder while off the medication in response to command hallucinations that tell him to kill a particular person. He states he wants the death penalty during the entire trial. He is put in prison, on death row, but is also put back on the neuroleptic medication. After 3 months on the medication, he is no longer hallucinating, and has no other positive symptoms of schizophrenia. He states he does not want to die and is very sorry for the murder. Should he be put to death? Why or why not? Justify your answer with information from the text book chapter, readings that you did for the Internet Assignment, or any other professional references.