

# CHAPTER 19 – Mental Health

## *The Language of Psychology and Psychiatry*

### *Chapter 19 Teaching Overview*

To teach students the medical language used to communicate about mental health, it is necessary to anchor the new information in knowledge learned about the organ systems, diseases, and disorders of the body in previous chapters. Students do not always initially recognize mental illness as a disease and this may need to be addressed. Nutrition and rehabilitation often relate to depression. When teaching this material, the instructor needs to have a strong understanding of affective disorders since many students have accumulated faulty information regarding this type of disorder and it is essential that the instructor correct students' misconceptions. This subject matter is not so difficult to understand and teach, but students' reactions to the material can be emotional at times. Students may share stories about loved ones or may have suffered mental illness themselves, and recalling these stories may stir their emotions. As an instructor, you must be prepared for this as well as being prepared to discuss the disorders in more detail—students' interest level in these situations will be very high and they will have many questions regarding mental disorders. Use this increased level of emotion to motivate students' mastery of the language of mental health. Caution your students against becoming callous toward patients with mental illness; remind them that the health professional's attitude has an impact on the patient's outlook, hope, and willingness to follow the prescribed treatment plan.

As with all lessons in this Lesson Planning Guide, you can and should modify them to best meet the needs of *your* students, *your* schedule, and *your* curricula.

#### **Teacher to Teacher:**

- Give students a pre-test prior to beginning this chapter to uncover any incorrect pre-existing notions or misconceptions students may have about mental health. Dispel as many of these misconceptions as you can prior to beginning the chapter. There are many general mental health “prior knowledge” screenings available on the Internet.
- Discuss celebrities who have come forward to share their experiences with depression, addiction, childhood abuse, eating disorders, and other mental health issues. Examples include Brooke Shields, Dick Clark, Ted Turner, Ernest Hemmingway, Tipper Gore, and Patty Duke. Ask students to consider what effect celebrity and media have on the public's awareness of disease.
- Have students visit the National Institutes of Mental Health website's “Publications” section, which contains helpful information about mental health. The “Easy-to-Read Publications” are very helpful for students: <http://www.nimh.nih.gov/publicat/pubListing.cfm?pubType=Easy-to-read>.
- Have students watch movies that relate to psychology and mental health. A quick Internet search can provide lists of movies and the mental health topics to which they relate.

### **Chapter 19: Learning Outcomes**

Upon successful completion of the lessons in this chapter, your students will . . .

- Apply the language of psychology and psychiatry to disorders of mental health.
- Comprehend, analyze, spell, and write the medical terms of psychology and psychiatry to communicate and document accurately and precisely in any health care setting.
- Recognize and pronounce the medical terms of psychology and psychiatry to communicate verbally with accuracy and precision in any health care setting.
- Explain the effects of common psychiatric disorders on health.

**Note:** These lessons are designed with ultimate flexibility in mind. When customizing the lessons for your own class, always choose activities that are most relevant to your curriculum, your students, and your teaching goals—especially if you do not have time to implement all of the provided activities into your class period.

## **Lesson 19.1: Mental Health and Affective Disorders**



**Total Time:**  
50 Minutes

### **Lesson 19.1 Learning Objectives:**

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Distinguish between psychology and psychiatry.
2. Define mental disorder and insanity.
3. Discuss affective disorders.
4. Describe the differences between the two main types of mood disorder.





### **Prepare Your Materials:**

- **Lesson 19.1 KWL Handout** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)  
In Chapter 19, Lesson 19.1
  - **Lesson 19.1 PowerPoint® presentation** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)  
in Lesson 19.1
- Lesson 19.1 Student Note-taking Handout** – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes
- Computers with Internet access**  
**Computers with Word Processing or Publication software**





## Instructor Lesson Plan: Chapter 19, Lesson 19.1

### Instructor Lesson Plan Chapter 19—Lesson 19.1





Date: \_\_\_\_\_

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Warm-up &amp; Introduction</b>	15 min	<p><b>Activity Description:</b> Focusing students' attention on, and uncovering misconceptions about, mental health and affective disorders.</p> <p><b>Step 1:</b> Pass out the Lesson 19.1 KWL handout.</p> <p><b>Step 2:</b> Tell students that this type of chart can be used to help focus their learning; it can be used with any subject matter. Since mental health is a topics students may know something about (or may have faulty notions about), this activity will help solidify current knowledge, dispel misconceptions, and uncover what they still need to learn. This is a good time to emphasize the difference between a psychologist and a psychiatrist as this is frequently misunderstood by students.</p> <p><b>Step 3:</b> Go through the “K” portion of the handout, and ask all students to offer information and facts they know about mental health and affective disorders. Have students record what they know on the handout. Be sure to validate information that is correct and reject information that is incorrect.</p> <p><b>Step 4:</b> Go through the “W” portion of the handout and have students record what they want to learn about mental health and affective disorders. Encourage students to think about what diseases and disorders affect mental health, including affective disorders such as mood disorders (depression, unipolar and bipolar depression) and anxiety-related disorders (phobias, obsessive-compulsive disorder, and post traumatic stress disorder). Many of these disorders receive media attention in the form of biographies, documentaries, and even portrayal in fictional stories, movies, and TV shows.</p> <p><b>Step 5:</b> Have students keep the KWL handout and ask them to fill in the “L” portion during each Chapter 19 lesson (they can begin with the Lesson 19.1 Lecture/ Discussion). Collect the KWL handouts at</p>	Lesson 19.1 KWL Handout	LO 1 LO 3 LO 4

## Instructor Lesson Plan: Chapter 19, Lesson 19.1

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
		the end of the chapter, if desired.		
<b>Lecture</b>	20 min	<p><b>Lesson 19.1 Lecture/Discussion</b> Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print “Notes Pages” to use during the lecture for easy reference (in PowerPoint, select “View,” then “Notes Page”).</p>	Lesson 19.1 PowerPoint Presentation	LO 1 LO 2 LO 3 LO 4
<b>Active Learning &amp; Practice</b>	15 min	<p><b>Activity Description:</b> Students will create Fact Sheets to educate patients and their families about affective disorders.</p> <p><b>Step 1:</b> Put students into three groups and tell each group the affective disorder for which they will create a Fact Sheet for patients</p> <p><b>Step 2:</b> Ask students what information a patient or family would need to know about the affective disorder. Suggested responses:</p> <ul style="list-style-type: none"> <li>• Signs and symptoms</li> <li>• Possible causes or contributing factors</li> <li>• Treatment</li> <li>• Medications</li> <li>• Prognosis</li> </ul> <p><b>Step 3:</b> Have students use word processing or publication software to format their Fact Sheet. Tell students that Fact Sheets are usually brief and to the point; they often incorporate bullets and numbered lists that provide readers with an “at-a-glance” overview. Fact sheets often incorporate a section for “FAQ” (Frequently Asked Questions). They also often include information letting the reader know where he or she can go for more in-depth information. Students may wish to use the Internet or other sources of information to gather even more information about their affective disorder.</p> <p><b>Step 4:</b> Tell students their Fact Sheets are “part 1” of a series of Fact Sheets they will create on various mental health disorders.</p>	Computers with Internet access  Computers with word processing or publication software	LO 1 LO 2 LO 3 LO 4

## Instructor Lesson Plan: Chapter 19, Lesson 19.1

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
		These Fact Sheets will be combined with those created for Lessons 19.2 and 19.3 and put together into a booklet.		
<b>Review</b>	5 min	<b>Step 1:</b> Go through the Lesson 19.1 exercises from the textbook as a group; explain or clarify anything that is difficult for students. Exercises may be assigned as homework if needed.	Lesson 19.1 exercises (found in textbook)	LO 1 LO 2 LO 3 LO 4
<b>Homework Assignment</b>		<ul style="list-style-type: none"> <li>• Read Lesson 19.2 in the textbook.</li> <li>• Finish Lesson 19.1 exercises, if needed.</li> <li>• Write three questions you have about either affective disorders, anxiety disorders, or schizophrenia and/or personality disorders onto three separate index cards and bring them to class (they need not have answers).</li> </ul>		

### Lesson 19.1 Masters

- Lesson 19.1 KWL Handout

**Medical Language for Modern Health Care:*****Lesson 19.1 – Mental Health and Affective Disorders***

**Directions:** Write what you **Know** in the “**K**” column, what you **Want to Know** in the “**W**” column, and what you have **Learned** about mental health and affective disorders in the “**L**” column.

<b>K</b>	<b>W</b>	<b>L</b>

## Lesson 19.2: Anxiety Disorders



**Total Time:**  
50 Minutes

### **Lesson 19.2 Learning Objectives:**

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Discuss the symptoms of the five major types of anxiety disorder.
2. Specify the diagnostic criteria for posttraumatic stress disorder.
3. List some of the drugs used to treat anxiety disorders.
4. Differentiate between psychosomatic and somatoform disorders.

### **Prepare Your Materials:**





- **Students' questions about affective disorders, anxiety disorders, or schizophrenia and/or personality disorders** – As per the Lesson 19.1 homework assignment
- **Dry erase board** – Or chalk board, etc.
- **Tape**
  - **Lesson 19.2 PowerPoint® presentation** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e) in Lesson 19.2
  - **Lesson 19.2 Student Note-taking Handout** – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes
  - **Computers with Internet access**
  - **Computers with Word Processing or Publication software**

## Instructor Lesson Plan: Chapter 19, Lesson 19.2

### Instructor Lesson Plan





Date: \_\_\_\_\_

#### Chapter 19—Lesson 19.2





	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Warm-up, Review, &amp; Introduction</b>	15 min	<p><b>Step 1:</b> On the dry erase board, mark off three large areas. Label one area “Affective Disorders.” Label the second area “Anxiety Disorders,” and label the third area “Schizophrenia and Personality Disorders.”</p> <p><b>Step 2:</b> Have students take out their index cards with questions written on them. Ask each student to read his or her questions aloud to the class and then affix each of the three questions to the dry erase board in the appropriate area (Affective Disorders, Anxiety Disorders, or Schizophrenia and Personality Disorders). Students may need your assistance to determine the correct category.</p> <p><b>Step 3:</b> Remove any duplicate questions within categories so each question appears only once.</p> <p><b>Step 4:</b> Look at the Affective Disorder questions with students and try to answer them based on what they learned in Lesson 19.1. Remove questions that students are able to answer successfully and leave unanswered questions posted on the board.</p> <p><b>Step 5:</b> Tell students to watch for answers to questions concerning anxiety disorder in today’s lesson.</p>	<p>Students’ questions on index cards</p> <p>Dry erase board</p> <p>Tape</p>	<p>(Review of Lesson 19.1 concepts)</p> <p>LO 1 LO 4</p>
<b>Lecture</b>	20 min	<p><b>Lesson 19.2 Lecture/Discussion</b></p> <p>Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print “Notes Pages” to use during the lecture for easy reference (in PowerPoint, select “View,” then “Notes Page”).</p>	<p>Lesson 19.2 PowerPoint Presentation</p>	<p>LO 1 LO 2 LO 3 LO 4</p>
<b>Active Learning &amp; Practice</b>	15 min	<p><b>Activity Description:</b></p> <p>Students will create Fact Sheets to educate patients and their families about anxiety disorders.</p> <p><b>Step 1:</b> Put students into five groups and tell each group the anxiety disorder for which they will create a Fact Sheet for patients. Following are the anxiety disorders from the textbook:</p>	<p>Computers with Internet access</p> <p>Computers with word processing or publication software</p>	<p>LO 1 LO 2 LO 3 LO 4</p>



## Instructor Lesson Plan: Chapter 19, Lesson 19.2

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
		<ul style="list-style-type: none"> <li>• Generalized anxiety disorder</li> <li>• Posttraumatic stress disorder (PTSD)</li> <li>• Panic disorder</li> <li>• Phobias</li> <li>• Obsessive-compulsive disorder (OCD)</li> </ul> <p>Note: During the course of the lesson, sometimes refer to the diseases by their abbreviations so students will become familiar with hearing and seeing them used in speech, on the board, and in assignments.</p> <p><b>Step 2:</b> Ask students what information a patient or family would need to know about the anxiety disorders. Suggested responses:</p> <ul style="list-style-type: none"> <li>• Signs and symptoms</li> <li>• Possible causes or contributing factors</li> <li>• Treatment</li> <li>• Medications</li> <li>• Prognosis</li> </ul> <p><b>Step 3:</b> Have students use word processing or publication software to format their Fact Sheet. Tell students that Fact Sheets are usually brief and to the point; they often incorporate bullets and numbered lists that provide readers with an “at-a-glance” overview. Fact sheets often incorporate a section for “FAQ” (Frequently Asked Questions). They also often include information letting the reader know where he or she can go for more in-depth information. Students may wish to use the Internet or other sources of information to gather even more information about their affective disorder.</p>		
<b>Review</b>	5 min	<b>Step 1:</b> Go through the Lesson 19.2	Lesson 19.2	LO 1
		exercises from the textbook as a group; explain or clarify anything that is difficult for students. Exercises may be assigned as homework if needed.	exercises (found in textbook)	LO 2 LO 3 LO 4
<b>Homework Assignment</b>		<ul style="list-style-type: none"> <li>• Read Lesson 19.3 in the textbook.</li> <li>• Finish Lesson 19.2 exercises, if needed.</li> <li>• Assign students to view the movie <i>A Beautiful Mind</i> (starring Russell Crowe, Ed Harris, and Jennifer Connolly; directed by Ron Howard; Universal Pictures Distribution, 2001); have them</li> </ul>		

## Instructor Lesson Plan: Chapter 19, Lesson 19.2

	TIME	ACTIVITY & INSTRUCTIONS	MATERIALS	OBJECTIVES
				
		write down two questions concerning the main character's mental disorder and bring the questions to the next class. It is best if this type of assignment can be given over a weekend to allow students ample time to complete it.		

### Lesson 19.2 Masters

(none)

## **Lesson 19.3: Schizophrenia and Personality Disorders**



**Total Time:**  
50 Minutes

### **Lesson 19.3 Learning Objectives:**

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Detail the symptoms of schizophrenia.
2. Discuss the use of lithium in schizophrenia.
3. Describe the different types of personality disorders.
4. Recognize classes of psychoactive drugs.





### **Prepare Your Materials:**

- **Students' questions about affective disorders, anxiety disorders, or schizophrenia and/or personality disorders** – As per the Lesson 19.1 homework assignment; should be categorized and taped to the board as per the Lesson 19.2 activity
- **Dry erase board**
- **Tape**
- **Students' questions about the movie** – As per the Lesson 19.2 homework assignment
- **Lesson 19.3 PowerPoint® presentation** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)  
in Lesson 19.3
- **Lesson 19.3 Student Note-taking Handout** – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes
- **Computers with Internet access**
- **Computers with Word Processing or Publication software**





## Instructor Lesson Plan: Chapter 19, Lesson 19.3

### Instructor Lesson Plan Chapter 19—Lesson 19.3





Date: \_\_\_\_\_

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Warm-up, Review, &amp; Introduction</b>	15 min	<p><b>Step 1:</b> Look at the Anxiety Disorder questions with students and try to answer them based on what they learned in Lesson 19.2. Remove questions that students are able to answer successfully and leave unanswered questions posted on the board.</p> <p><b>Step 2:</b> Tell students to watch for answers to the remaining questions in today's lesson.</p> <p><b>Step 3:</b> Discuss with students some of their questions regarding the movie <i>A Beautiful Mind</i> (2001) which they were to watch in preparation for class.</p>	<p>Students' questions on index cards</p> <p>Dry erase board</p> <p>Tape</p> <p>Students' questions about the assigned movie</p>	<p>(Review of Lesson 19.2 concepts)</p> <p>LO 1 LO 3</p>
<b>Lecture</b>	20 min	<p><b>Lesson 19.3 Lecture/Discussion</b></p> <p>Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print "Notes Pages" to use during the lecture for easy reference (in PowerPoint, select "View," then "Notes Page").</p>	<p>Lesson 19.3 PowerPoint Presentation</p>	<p>LO 1 LO 2 LO 3 LO 4</p>
<b>Active Learning &amp; Practice</b>	15 min	<p><b>Activity Description:</b> Students will create Fact Sheets to educate patients and their families about schizophrenia and personality disorders.</p> <p><b>Step 1:</b> Put students into ten groups and tell each group the disorder for which they will create a Fact Sheet for patients. Following are the disorders from the textbook:</p> <ul style="list-style-type: none"> <li>• Schizophrenia</li> <li>• Borderline personality disorder (BPD)</li> <li>• Antisocial personality disorder</li> <li>• Schizoid and paranoid personality disorders</li> <li>• Intermittent explosive disorder</li> <li>• Kleptomania</li> <li>• Trichotillomania</li> <li>• Substance abuse and chemical dependence</li> <li>• Pyromania</li> <li>• Pathological gambling</li> </ul> <p><b>Step 2:</b> Ask students what information a patient or family would need to know about</p>	<p>Computers with Internet access</p> <p>Computers with word processing or publication software</p>	<p>LO 1 LO 2 LO 3 LO 4</p>

## Instructor Lesson Plan: Chapter 19, Lesson 19.3

	<b>TIME</b> 	<b>ACTIVITY &amp; INSTRUCTIONS</b> 	<b>MATERIALS</b> 	<b>OBJECTIVES</b> 
		<p>the schizophrenia and personality disorders. Suggested responses:</p> <ul style="list-style-type: none"> <li>• Signs and symptoms</li> <li>• Possible causes or contributing factors</li> <li>• Treatment</li> <li>• Medications</li> <li>• Prognosis</li> <li>• Patient support groups on a local or national level</li> </ul> <p><b>Step 3:</b> Have students use word processing or publication software to format their Fact Sheet. Tell students that Fact Sheets are usually brief and to the point; they often incorporate bullets and numbered lists that provide readers with an “at-a-glance” overview. Fact sheets often incorporate a section for “FAQ” (Frequently Asked Questions). They also often include information letting the reader know where he or she can go for more in-depth information. Students may wish to use the Internet or other sources of information to gather even more information about their affective disorder.</p> <p><b>Step 4:</b> Make copies of each fact sheet and bind them together into one booklet on mental health disorders. Have students brainstorm ways in which it should be chaptered, sequenced, what the title should be, and what should be on the cover.</p>		
<b>Review</b>	5 min	<p><b>Step 1:</b> Ask students to answer the questions written on cards and posted in the last remaining category on the dry erase board.</p> <p><b>Step 2:</b> If there are unanswered questions left in any of the three categories, collect the questions into one list and challenge students to interview a local psychologist or psychiatrist and find out the answers. You could award extra credit for students who accept the challenge and bring back answers to the questions.</p> <p><b>Step 2:</b> Go through the Lesson 19.3 exercises in the textbook aloud. Reinforce correct pronunciation and usage of the medical terms.</p>	Lesson 19.3 exercises (found in textbook)	LO 1 LO 2 LO 3 LO 4
<b>Homework</b>		<ul style="list-style-type: none"> <li>• Chapter 19 Review questions.</li> <li>• Review Lessons 19.1 through 19.3</li> </ul>		

## Instructor Lesson Plan: Chapter 19, Lesson 19.3

	<b>TIME</b> 	<b>ACTIVITY &amp; INSTRUCTIONS</b> 	<b>MATERIALS</b> 	<b>OBJECTIVES</b> 
<b>Assignment</b>		Word Analysis and Definition tables.		

### Lesson 19.3 Masters

(none)