# Course Description

Study of abnormal personality development and psychopathology; includes etiology, diagnosis, prognosis and treatment of disorders. Prerequisite: PSY 100

**University Learning Outcomes (ULO)**

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Analyze from different perspectives the impact of physiology, cognition, social interaction, group situations, interpersonal relations, attitudes, opinions, group conflicts, language, and communication on human behavior. (ULO1, 2, 4, 5)
* **PLO2:** Understand and articulate the application of psychological principles across professional settings, including mental health care, schools, general health care, social services, and corporate environments. (ULO2, 4)
* **PLO3:** Identify the impact of psychology on societal issues, including race, gender, religion, and social inequality, and articulate the role of advocacy to affect policy and societal change. (ULO1, 3, 5)
* **PLO4:** Understand key concepts in statistics and research methodology, and be able to use their acquired knowledge and critical-thinking skills to do the following: comprehensive and critical analysis of original research studies in the field, demonstrated through class discussion, presentations, and research papers. (ULO2, 4)
* **PLO5:** Engage in basic therapeutic counseling skills that allow students to interact appropriately across a variety of supervised professional settings. (ULO1, 2, 3, 4, 5)
* **PLO6:** Engage in critical thinking concerning the application of the discipline and ethical issues relevant to this evolving field of study. (ULO3, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Understand the historical perspectives regarding abnormal behavior.
* **CLO2:** Understand the DSM classification system.
* **CLO3:** Understand various mental disorders, including anxiety, obsessive-compulsive, trauma, stress, depression, bipolar, suicide, somatic symptoms, gender-related, sex-related, substance abuse and addiction, eating disorders, schizophrenia, personality disorders, and disorders of aging and cognition.
* **CLO4:** Understand and articulate the treatments of the various disorders.

**Student Expectations**

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

McNally, R. J. (2011). *What is mental illness?.* Cambridge, MA: Belknap Press.

Morrison, J. (2014). *DSM-5 made easy.* New York, NY: The Guilford Press.

# Recommended Course Materials

Corrigan, P. W., Larson, J. E., & Michaels, P. J. (2015). *Coming out proud to erase the stigma of mental illness: Stories and essays of solidarity.* InstantPublisher.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion 1: Timeline of Mental Health Treatment | 20 | <insert due date> |
|  | Discussion 2: Mental Health Stigma | 20 |  |
|  | Discussion 3: Theoretical Approaches | 20 |  |
|  | Discussion 4: Deviant Behavior and Abnormal Psychology | 20 |  |
|  | Defining Mental Illness | 30 |  |
|  | Week One Reflective Journal: Mental Health by the Numbers | 40 |  |
|  | Group Movie Analysis Topic Selection | 10 |  |
|  | Week One Quiz | 30 |  |
| **Week 2** | |  |  |
|  | Discussion: Group Movie Analysis Assignment Check-in | 10 | <insert due date> |
|  | Discussion 1: Social Media and Mental Illness | 20 |  |
|  | Discussion 2: Diminishing the Level of Distress | 20 |  |
|  | Discussion 3: Distinguishing Psychological Pain | 20 |  |
|  | Continuum of Symptoms | 40 |  |
|  | Week Two: Mental Illness in the News | 30 |  |
|  | Week Two Case Study | 40 |  |
|  | Week Two Quiz | 30 |  |
| **Week 3** | |  |  |
|  | Discussion: Group Movie Analysis Assignment Check-in | 10 | <insert due date> |
|  | Discussion 1: Social Media Influence | 20 |  |
|  | Discussion 2: Paraphilic Disorders | 20 |  |
|  | Discussion 3: Gender Dysphoria | 20 |  |
|  | Week Three: Mental Illness in the News | 30 |  |
|  | Week Three: Case Study | 40 |  |
|  | Week Three Quiz | 30 |  |
| **Week 4** | |  |  |
|  | Discussion: Group Movie Analysis Assignment Check-in | 10 | <insert due date> |
|  | Discussion 1: Autistic Characters in Fiction | 20 |  |
|  | Discussion 2: Prescriptions for Children | 20 |  |
|  | Discussion 3: Substance Abuse in America | 20 |  |
|  | Week Four: Mental Illness in the News | 30 |  |
|  | Week Four: Case Study | 40 |  |
|  | Week Four Quiz | 30 |  |
| **Week 5** | |  |  |
|  | Discussion 1: Environmental Risk Factors for Psychosis | 20 | <insert due date> |
|  | Discussion 2: Personality Disorders | 20 |  |
|  | Discussion 3: Mental Health Today | 20 |  |
|  | Week Five: Mental Illness in the News | 30 |  |
|  | Week Five: Reflective Journal | 40 |  |
|  | Group Movie Analysis | 100 |  |
|  | Week Five Quiz | 30 |  |
| **Total Points** | | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
|  |  |  |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Defining *Abnormal* | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze various perspectives defining the concept of *abnormal*. | | CLO1 | |
| * 1. Summarize historical perspectives on abnormal behavior. | | CLO1 | |
| * 1. Analyze major theoretical approaches to abnormal behavior. | | CLO1, CLO4 | |
| * 1. Distinguish between approaches to diagnose and evaluate mental illness. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback available on Blackboard. | |  |  |
| **Required Readings and Resources**  **Read** Ch. 1 & 8, pp. 39–43, and pp. 128–133 of *What Is Mental Illness?*  **Review** the following resources:   * [Stigma Free Pledge](https://www.nami.org/stigmafree) * [Define Abnormal Behavior](https://mental-personality-disorders.knoji.com/abnormal-behavior-mental-disorder-or-eccentric/) * [Timeline: Treatments for Mental Illness](http://synergiseducation.com/academics/schools/Gwynedd-Mercy/psy210/timeline_mental_health/story.html) * [NIMH: Psychotherapies](https://www.nimh.nih.gov/health/topics/psychotherapies/index.shtml) * [Assessment of Mental Illness and the DSM-5](https://blackboard.gmercyu.edu/bbcswebdav/pid-811027-dt-content-rid-2576277_1/xid-2576277_1) | | 1.1, 1.2, 1.3, 1.4 | Assessment of Mental Illness and the DSM-5 = **1 hour** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Optional Resources**  **Review** the following resources:   * [Are We Over-Diagnosing Mental Illness?](http://www.cnn.com/2013/03/16/health/mental-illness-overdiagnosis/) * [Mental Health & Stigma](https://www.psychologytoday.com/blog/why-we-worry/201308/mental-health-stigma) * [Start Your Mental Health Conversations](http://www.time-to-change.org.uk/talk-about-mental-health/telling-someone-about-your-mental-health-problem) | | 1.4 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion 1: Timeline of Mental Health Treatment**  **Pos**t a clear and logical response in 150 to 200 words to the following question, providing specific examples to support your answers.   * After reviewing [Timeline: Treatments for Mental Illness](http://synergiseducation.com/academics/schools/Gwynedd-Mercy/psy210/timeline_mental_health/story.html), what did you think was the most important moment in the history of mental health treatment? Why?   *Note:* Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 2: Mental Health Stigma**  **Pos**t a clear and logical response in 150 to 200 words to the following question, providing specific examples to support your answers.   * Despite the 2008 updates to the Mental Health Parity Act of 1996 and the sharing of personal struggles by celebrities like Robin Williams, there remains a stigma around mental illness. After reading [Mental Health & Stigma](https://www.psychologytoday.com/blog/why-we-worry/201308/mental-health-stigma), why do you think such stigma still exists? What do you think can be done to help overcome it?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 3: Theoretical Approaches**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * After reviewing [Assessment of Mental Illness and the *DSM-5*](https://blackboard.gmercyu.edu/bbcswebdav/pid-811027-dt-content-rid-2576277_1/xid-2576277_1) and [Define Abnormal Behavior](https://mental-personality-disorders.knoji.com/abnormal-behavior-mental-disorder-or-eccentric/), which theoretical approach do you support? Why?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.3, 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 4: Deviant Behavior and Abnormal Psychology**  **Pos**t a clear and logical response in 150 to 200 words to the following question, providing specific examples to support your answers.   * Reflecting on the definitions of *abnormal* and *deviant* from *What Is Mental Illness?,* what are three behaviors that may be considered deviant by American cultural standards but that would not fulfill the psychological criteria for being abnormal?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Defining Mental Illness**  **Review** this week’s readings and resources.  **Imagine** you are working as a psychologist in a practice, and one of your clients asks you the question, “What is mental illness anyway?” Craft your response as an infographic.  **Create** a wall on Padlet (<http://padlet.com/>).  **Post** images, videos, websites, or other media that represent your understanding and experience with mental illness. Include a short description with each artifact.  **Post** a link to your Padlet wall to the forum for grading and feedback.  **Post** feedback on your classmates’ Padlet walls. | | 1.1 | **1 hour** |
| **Week One Reflective Journal: Mental Health by the Numbers**  **Take** the [Mental Health Quiz](http://www.time-to-change.org.uk/mental-health-quiz).  **Review** all three infographics from [Mental Health by the Numbers](http://www.nami.org/Learn-More/Mental-Health-By-the-Numbers).  **Write** a minimum 1-page personal reflection. Use the following questions to guide your reflection, although you do not have to answer these specifically:   * What did you learn that surprised you? Why were you surprised? * How will this change the way you think about or interact with individuals with mental illness?   **Submit** your journal as a Microsoft Word document. | | 1.1 | **.5 hour** |
| **Group Movie Analysis Topic Selection**  **Review** [7 of the Best Movies about Mental Health](http://www.nami.org/Blogs/NAMI-Blog/December-2015/7-of-the-Best-Movies-About-Mental-Health) and the summary of *Still Alice* from [9 Oscar-Nominated Films That Got Disease and Disability (Mostly) Right](http://themighty.com/2015/02/9-oscar-nominated-films-that-got-disease-and-disability-mostly-right/).  **Discuss** with your group which movies appeal to you and why.  **Agree** on the movie that the group will use for the Group Movie Analysis assignment due in Week 5.  **Submit** your movie selection to your instructor.  Note: Be sure to watch the movie your group selected by the end of Week Three. | | CLO2, CLO3, CLO4 | **3 hour** |
| **Week One Quiz**  **Complete** the Week One Quiz on Blackboard. | | 1.1, 1.2, 1.3, 1.4 | **.5 hour** |
| **Total** |  |  | **9 hours** |
| **Notes** |  | | |

# Faculty Notes

**Adobe Connect:** Given the sensitive nature of this course and some of the discussion questions, it is a good idea to have a live session at the start to set ground rules for discussion. The intent of this session is to set expectations for respectful discussion and issues of self-disclosure. Faculty should discuss, for example, when it is appropriate and when it is inappropriate to self-disclose (e.g., self-disclosing depression appropriate for awareness and perspective, not as a therapy tool). Future live sessions may be added according to faculty judgment.

**Group Movie Analysis Topic Selection:** Faculty should assign groups as soon as possible and remind students to communicate regarding this assignment.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Anxiety, Dissociative, and Mood Disorders | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify symptoms for anxiety, dissociative, and mood disorders on the continuum. | | CLO2, CLO3 | |
| * 1. Describe the causes and prevention strategies for anxiety, dissociative, and mood disorders. | | CLO2, CLO3 | |
| * 1. Compare treatment approaches for anxiety, dissociative, and mood disorders. | | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Readings and Resources**  **Read** the following articles:   * [The Media and Dissociative Identity Disorder](https://www.psychologytoday.com/blog/talking-about-trauma/201301/the-media-and-dissociative-identity-disorder) * [Diseases and Conditions: Conversion Disorder](http://www.mayoclinic.org/diseases-conditions/conversion-disorder/basics/definition/con-20029533). * [Social Media is Redefining Depression](http://www.theatlantic.com/health/archive/2013/10/social-media-is-redefining-depression/280818/) * [#timetotalk: Is Social Media Helping People Talk about Mental Health?](https://www.theguardian.com/technology/2015/feb/05/timetotalk-is-social-media-helping-people-talk-about-mental-health) * [Emotional and Physical Pain Activate Similar Brain Regions](https://www.psychologytoday.com/blog/body-sense/201204/emotional-and-physical-pain-activate-similar-brain-regions) * [The Blind Woman Who Switched Personalities and Could Suddenly See](https://www.washingtonpost.com/news/morning-mix/wp/2015/11/24/the-blind-woman-who-switched-personalities-and-could-suddenly-see/) * [NIMH: Mental Health Information](http://www.nimh.nih.gov/health/topics/index.shtml)   + [Anxiety](https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml)   + [Depression](https://www.nimh.nih.gov/health/topics/depression/index.shtml)   + [Bipolar](https://www.nimh.nih.gov/health/topics/bipolar-disorder/index.shtml)   + [Obsessive-Compulsive Disorder (OCD)](https://www.nimh.nih.gov/health/topics/obsessive-compulsive-disorder-ocd/index.shtml)   + [Post-Traumatic Stress Disorder (PTSD)](https://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd/index.shtml)   **Watch** the following videos. Be sure to include reflections or insights in the appropriate discussions or assignments for this week.   * [We Need to Talk about Depression: Darryl Neher at TEDxBloomington](https://www.youtube.com/watch?v=NvbWKwxA6YY) (9:30) * [Depression and Its Treatment](https://www.youtube.com/watch?v=Yy8e4sw70ow) (6:45) * [Coming Out About Mental Illness](https://www.youtube.com/watch?v=Gr_NQN23o_c) (7:32) * [Meet Nicholas, 23, Dissociative Identity Disorder](https://www.youtube.com/watch?v=fr1_8LraPiQ) (4:08) * [Conversion Disorder: My Story](https://www.youtube.com/watch?v=Vrdht33Qke8) (6:55) * [Demi Lovato Opens Up About Bipolar Disorder: ‘I Ended Up Self-Medicating’](https://www.youtube.com/watch?v=IXHWlucrwOM) (2:17) | | 2.1, 2.2, 2.3 | **.5 hr** |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** the following resources.   * [NAMI: Depression](http://www.nami.org/Learn-More/Mental-Health-Conditions/Depression) * [What is Bipolar?](http://www.bipolaruk.org/Pages/FAQs/Category/what-is-bipolar) (Read all 8 items.) * [NAMI: Anxiety Disorders](http://www.nami.org/Learn-More/Mental-Health-Conditions/Anxiety-Disorders) * [NAMI: Obsessive-Compulsive Disorder](http://www.nami.org/Learn-More/Mental-Health-Conditions/Obsessive-compulsive-Disorder) * [NAMI: Dissociative Disorders](http://www.nami.org/Learn-More/Mental-Health-Conditions/Dissociative-Disorders) * [Living with Depression](https://www.webmd.com/depression/tc/home-treatment-depression#1). * [National Suicide Prevention Lifeline](http://www.suicidepreventionlifeline.org/) * The following sections of *Coming Out Proud to Erase the Stigma of Mental Illness*:   + To Come Out, Not to Come Out…” Ingrid Ozols (pp. 100–115) (bipolar)   + “From Silence to Advocacy…” Stephen Hinhaw (pp. 130–136) (bipolar)   + “Happily Mental After” Diane Mintz (pp. 250–263) (bipolar)   + “Fall Down Seven Time, Get up Eight” Deborah Serani (pp. 146–151) (depression)   + “Life with a Common Mental Health Problem” Nicolas Rusch (pp. 208–211) (anxiety) | | 2.1, 2.2 |  |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | 1 hour |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Group Movie Analysis Assignment Check-in**  **Pos**t a quick progress report for your group’s Movie Analysis assignment.  *Note:* Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 1: Social Media and Mental Illness**  **Pos**t a clear and logical response in 150 to 200 words to the following question, providing specific examples to support your answers.   * Read the two articles on social media and mental illness. Does social media help or hurt the general understanding of mental illness? Why or why not?   + [Social Media is redefining depression](http://www.theatlantic.com/health/archive/2013/10/social-media-is-redefining-depression/280818/)   + [#timetotalk: Is social media helping people talk about mental health?](https://www.theguardian.com/technology/2015/feb/05/timetotalk-is-social-media-helping-people-talk-about-mental-health)   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 2: Diminishing the Level of Distress**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Most of us experience some level of anxiety or have fears related to things such as snakes, spiders, high places, or the dentist. Many will even make statements such as, “I’m a touch OCD about my housekeeping.” How do we differentiate between normal anxiety, fear, or habit and abnormal anxiety, phobia, or obsessive-compulsive behaviors? How does our casual use of these terms diminish our general appreciation for the seriousness of the level of distress experienced by those truly affected?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 3: Distinguishing Psychological Pain**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Read [Emotional and Physical Pain Activate Similar Brain Regions](https://www.psychologytoday.com/blog/body-sense/201204/emotional-and-physical-pain-activate-similar-brain-regions). * Discuss the challenges in distinguishing between psychological and physical pain, as well as why this is important in distinguishing malingering from somatic symptom disorders. What criteria would you use to determine whether someone has psychological pain associated with pain disorder or medical pain associated with a physical or biological condition?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Continuum of Symptoms**  **Review** this week’s readings and resources.  **Create** a continuum, using the Continuum of Symptoms Template, for a mental illness of your choice covered in Weeks One or Two.  **Submit** your assignment as a Microsoft Word document. | | 2.1 | **.5 hour** |
| **Week Two: Mental Illness in the News**  **Review** [Understanding Online Resources](http://www.screencast.com/t/Od6Xam6STJt) and [Evaluating a Website](https://www.library.illinois.edu/funkaces/wp-content/uploads/sites/53/2017/08/Evaluating_a_Website.pdf).  **Find** a current news article from a reputable news source that relates to one of the disorders under discussion this week.  **Summarize** the article and the disorder, including symptoms, causes, and treatment modalities, and answer the following questions. Provide a link to your article.   * How did this article relate to and expand on what you have learned from the readings? * What additional questions did it raise?   **Respond** to at least 2 of your classmates’ posts. | | 2.1, 2.2, 2.3 | **1 hour** |
| **Week Two Case Study**  **Read** the Week Two Case Study.    **Answer** the following questions:   * What diagnosis best fits the person in the case? Include the criteria (*DSM-5* or other). * What questions did you consider in determining the diagnosis? * Based on the readings, what treatment modalities would be most effective? * Provide evidence for your responses.   **Submit** your assignment as a 1- to 2-page Word document. | | 2.1, 2.2, 2.3 | **.5 hour** |
| **Week Two Quiz**  Complete the Week Two Quiz on Blackboard. | | 2.1, 2.2, 2.3 | **.5 hour** |
| **Total** |  |  | **9 hours** |
| **Notes** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week Three: Eating and Paraphilic Disorders and Gender Dysphoria** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify symptoms for eating and paraphilic disorders and gender dysphoria on the continuum. | | CLO2, CLO3 | |
| * 1. Describe the causes and prevention strategies for eating and paraphilic disorders and gender dysphoria. | | CLO2, CLO3 | |
| * 1. Compare treatment approaches for eating and paraphilic disorders and gender dysphoria. | | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Readings and Resources**  **Read** the following articles:   * [NEDA: Recovery and Relapse Prevention](https://www.nationaleatingdisorders.org/recovery-and-relapse-prevention) * [NEDA: Tips for Responsible Media Coverage](https://www.nationaleatingdisorders.org/tips-responsible-media-coverage) * American Psychiatric Association. (2013). [Paraphilic Disorders](http://emedicine.medscape.com/article/291419-overview). *American Psychiatric Publishing.*    + *Note:* You may encounter a window asking you to sign in. Closing the window without signing in will allow you access to the article. * Dryden-Edwards, R. (March 16, 2016). [Paraphilias](http://www.medicinenet.com/paraphilia/article.htm). *Medicinenet.com.* * [NIMH: Mental Health Information](http://www.nimh.nih.gov/health/topics/index.shtml) on [Eating Disorders](https://www.nimh.nih.gov/health/topics/eating-disorders/index.shtml) * [WebMD: When You Don’t Feel at Home with Your Gender](http://www.webmd.com/mental-health/gender-dysphoria)   **Watch** the following videos. Be sure to include reflections or insights in the appropriate discussions or assignments for this week.   * [Eating Disorders from the Inside Out: Laura Hill at TEDxColumbus](https://www.youtube.com/watch?v=UEysOExcwrE) * [Paraphilic Disorders](https://www.youtube.com/watch?v=0TtryBLokZc) * [What Is Gender Dysphoria?](http://www.wgal.com/news/what-is-gender-dysphoria/31875116) * [Transgender at 11: Listening to Jazz Jennings – 20/20 – ABC News](https://www.youtube.com/watch?v=bJw3s85EcxM) | | 3.1, 3.2, 3.3 | **.5 hr** |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Recommended Readings and Resources**  **Read** “The Cost of Hiding and Eating Disorder,” on pp. 289–292 of *Coming Out Proud to Erase the Stigma of Mental Illness*. | | 3.1, .32, 3.3 |  |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | 1 hour |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Group Movie Analysis Assignment Check-in**  **Pos**t a quick progress report for your group’s Movie Analysis assignment.  *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 1: Social Media Influence**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * How does social media influence how people feel about their physical appearance? Does this have an effect on the potential for developing an eating disorder?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 2: Paraphilic Disorders**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Many people have paraphilias without meeting the criteria for paraphilic disorder. Do you believe people may engage in atypical sexual activities without demonstrating a disorder? What are the challenges associated with this distinction?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 3: Gender Dysphoria**  **Pos**t a clear and logical response in 150 to 200 words to the following question, providing specific examples to support your answers.   * Many have said that the progression of gender dysphoria is reminiscent of the progression of homosexuality in that it is changing as society changes and that it should no longer be considered a mental health issue. Do you agree or disagree? Why?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Three: Mental Illness in the News**  **Review** [Understanding Online Resources](http://www.screencast.com/t/Od6Xam6STJt) and [Evaluating a Website](https://www.library.illinois.edu/funkaces/wp-content/uploads/sites/53/2017/08/Evaluating_a_Website.pdf).  **Find** a current news article from a reputable news source that relates to one of the disorders under discussion this week.  **Summarize** the article and the disorder, including symptoms, causes, and treatment modalities, and answer the following questions. Provide a link to your article.   * How did this article relate to and expand upon what you have learned from the readings? * What additional questions did it raise?   **Respond** to at least 2 of your classmates’ posts. | | 3.1, 3.2, 3.3 | **1 hour** |
| **Week Three: Case Study**  **Read** the Week Three Case Study.  **Answer** the following questions:   * What diagnosis best fits the person in the case? Include the criteria (*DSM-5* or other). * What questions did you consider in determining the diagnosis? * Based on the readings, what treatment modalities would be most effective? * Provide evidence for your responses.   **Submit** your assignment as a 1- to 2-page Word document. | | 3.1, 3.2, 3.3 | **.5 hour** |
| **Week Three Quiz**  Complete the Week Three Quiz in Blackboard. | | 3.1, 3.2, 3.3 | **.5 hour** |
| **Total** |  |  | **6.5 hours** |
| **Notes** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Substance Abuse Disorders and Disorders Related to Development and Aging | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify symptoms for substance abuse disorders and disorders related to development and aging on the continuum. | | CLO2, CLO3 | |
| * 1. Describe the causes and prevention strategies for substance abuse disorders and disorders related to development and aging. | | CLO2, CLO3 | |
| * 1. Compare treatment approaches for substance abuse disorders and disorders related to development and aging. | | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Readings and Resources**  **Read** the following articles:   * [Inside The Brain: An Interactive Tour](http://www.alz.org/alzheimers_disease_4719.asp) * [CHADD: About ADHD](http://www.chadd.org/Understanding-ADHD/About-ADHD.aspx) * [Oppositional Defiant Disorder](http://childmind.org/guide/oppositional-defiant-disorder/) * [MHA: Conduct Disorder](http://www.mentalhealthamerica.net/conditions/conduct-disorder) * [Delirium vs. Dementia](http://www.aplaceformom.com/blog/7-20-15-delirium-vs-dementia/) * [Alzheimer’s Myths](http://www.alz.org/alzheimers_disease_myths_about_alzheimers.asp) * [National Council on Alcoholism and Drug Dependence](https://ncadd.org/) * [NIMH: Mental Health Information](http://www.nimh.nih.gov/health/topics/index.shtml)     + [Autism Spectrum Disorder](https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml)   + [Attention Deficit Hyperactivity Disorder](https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml)   **Watch** the following videos. Be sure to include reflections or insights in the appropriate discussions or assignments for this week.   * [Understanding the Diagnosis of Autism Spectrum Disorder – Real Life Tips for Kids with Autism](https://www.youtube.com/watch?v=9S4Y4V0Oe4c) * [ADHD: What It Is and What It Isn’t – Keeping Kids Healthy](https://www.youtube.com/watch?v=t9ZKdXDTUww) * [Understanding Alzheimer’s Disease in 3 Minutes](https://www.youtube.com/watch?v=Eq_Er-tqPsA) * [Mechanism of Drug Addiction in the Brain, Animation](https://www.youtube.com/watch?v=NxHNxmJv2bQ) | | 4.1, 4.2, 4.3 | **.5 hr** |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | 1 hour |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Group Movie Analysis Assignment Check-in**  **Pos**t a quick progress report for your group’s Movie Analysis assignment.  *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 1: Autistic Characters in Fiction**  **Pos**t a clear and logical response in 150 to 200 words to the following question, providing specific examples to support your answers.   * Think of fictional characters you have seen portrayed in television or movies who might be considered to be on the Autism Spectrum. Consider, for example, those characters in the clips that follow. Then, read [Don't 'Diagnose' Fictional Characters](http://www.theguardian.com/books/booksblog/2007/apr/04/dontdiagnosefictionalcharac). How does the tendency to diagnose fictional characters as being on the autism spectrum help or harm the public’s awareness of autism? Use specific examples in your explanation.   + [Mr. Spock the Logic Man](https://www.youtube.com/watch?v=5_APSczipvo)   + [Sheldon Cooper Asperger Syndrome](https://www.youtube.com/watch?v=SiQtKWkIt5o)   + [Max Braverman - Parenthood](https://www.youtube.com/watch?v=ca2fZKxKCcQ), <https://www.youtube.com/watch?v=PyVoJaAzdeI>   + [Dr. Dixon Grey’s Anatomy No Emotion](https://www.youtube.com/watch?v=6KPjNArNfvM)   *Note:* Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 2: Prescriptions for Children**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Discuss the increasing rate at which children, some very young, are being prescribed medications to treat mental disorders. Consider the following in your response:   + What are your views on the use of medications of mental disorders in children?   + What should the threshold be for prescribing medications that affect the way children think, feel, and behave?   + Who should make the determination?   + Under what circumstances should parents be able to refuse medication for their children?   + Are there circumstances in which children should have the right to refuse medication?   + Are there circumstances where parents and children should not be given an option?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 3: Substance Abuse in America**  **Pos**t a clear and logical response in 150 to 200 words to the following question, providing specific examples to support your answers.   * Most Americans partake in some form of substance use. At what point should the use of alcohol or other mood- or mind-altering substances be considered abuse? Why?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Four: Mental Illness in the News**  **Review** [Understanding Online Resources](http://www.screencast.com/t/Od6Xam6STJt) and [Evaluating a Website](https://www.library.illinois.edu/funkaces/wp-content/uploads/sites/53/2017/08/Evaluating_a_Website.pdf).  **Find** a current news article from a reputable news source that relates to one of the disorders under discussion this week.  **Summarize** the article and the disorder including symptoms, causes, and treatment modalities, and answer the following questions. Provide a link to your article.   * How did this article relate to and expand upon what you have learned from the readings? * What additional questions did it raise?   **Respond** to at least 2 of your classmates’ posts. | | 4.1, 4.2, 4.3 | **1 hour** |
| **Week Four: Case Study**  **Read** the Week Four Case Study.  **Answer** the following questions:   * What diagnosis best fits the person in the case? Include the criteria (*DSM-5* or other). * What questions did you consider in determining the diagnosis? * Based on the readings, what treatment modalities would be most effective? * Provide evidence for your responses.   **Submit** your assignment as a 1- to 2-page Word document. | | 4.1, 4.2, 4.3 | **.5 hour** |
| **Week Four Quiz**  Complete the Week Four Quiz on Blackboard. | | 4.1, 4.2, 4.3 | **.5 hour** |
| **Total** |  |  | **6.5 hours** |
| **Notes** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Schizophrenia and Personality Disorders, and Consumer Issues in Mental Health | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify symptoms for schizophrenia and personality disorders on the continuum. | | CLO2, CLO3 | |
| * 1. Describe the causes and prevention strategies for schizophrenia and personality disorders. | | CLO2, CLO3 | |
| * 1. Compare treatment approaches for schizophrenia and personality disorders. | | CLO4 | |
| * 1. Examine key consumer issues in mental health care. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Readings and Resources**  **Read** the following articles:   * [What Is Borderline Personality Disorder?](http://bpdworld.org/what-is-borderline-personality-disorder.html) * [Personality Disorders](http://psychcentral.com/personality/): Explore borderline personality, antisocial personality, and 2 others. * [Overview of Schizophrenia](http://schizophrenia.com/family/sz.overview.htm) * [Environmental Risk Factors for Psychosis](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181718/) * [Cost of Not Caring: Stigma Set in Stone](http://www.usatoday.com/story/news/nation/2014/06/25/stigma-of-mental-illness/9875351/)   **Watch** the [Normal Vs. Abnormal Personality](https://www.youtube.com/watch?v=anu29BpVIFc) video. Be sure to include reflections or insights in the appropriate discussions or assignments for this week. | | 5.1, 5.2, 5.3, 5.4 | **.5 hr** |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Recommended Readings**  **Read** the following from *Coming Out Proud to Erase the Stigma of Mental Illness*:   * “A Mental Illness Story” by William Vasquez (pp. 167–170) (schizophrenia) * “Malia’s Extra-Ordinary Adventures” by Malia L. Fontecchio (pp. 181–201) (schizophrenia) * “A Vision of Recovery” by Kevin Coyle (pp. 404–409) (schizophrenia) | | 5.1, 5.2, 5.3, 5.4 |  |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | 1 hour |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion 1: Environmental Risk Factors for Psychosis**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Reflecting on [Environmental Risk Factors for Psychosis](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181718/), imagine you have been asked to help develop a primary intervention program to help prevent psychosis. What factors might be important in such a program? Who would your target population be?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2, 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 2: Personality Disorders**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Do you think personality disorders have more to do with biological, family, cultural, or other factors? Do you think personality disorders should be considered mental health disorders? Explain both answers.   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2, 5.3, 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion 3: Mental Health Today**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What do you see as the most important issues in the mental health field today? What can you do to influence these issues in a positive way? Explain.   *Note:* Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students as to what you agree or disagree with in their answers in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2, 5.3, 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Five: Mental Illness in the News**  **Review** [Understanding Online Resources](http://www.screencast.com/t/Od6Xam6STJt) and [Evaluating a Website](https://www.library.illinois.edu/funkaces/wp-content/uploads/sites/53/2017/08/Evaluating_a_Website.pdf).  **Find** a current news article from a reputable news source that relates to one of the disorders under discussion this week.  **Summarize** the article and the disorder including symptoms, causes, and treatment modalities, and answer the following questions. Provide a link to your article.   * How did this article relate to and expand upon what you have learned from the readings? * What additional questions did it raise?   **Respond** to at least 2 of your classmates’ posts. | | 5.1, 5.2, 5.3, 5.4 | **1 hour** |
| **Week Five: Reflective Journal**  **Reflect** on the course as a whole.  **Answer** the following questions:   * How has your perception of mental illness changed during this course? Review your infographic explaining mental illness from Week 1. What would you include now that you did not include then? What would you leave out from your original submission? * What did you learn that surprised you? Why were you surprised? * How will this change the way you think about or interact with individuals with mental illness?   **Submit** your assignment as a minimum 1-page Microsoft Word document. | | CLO1, CLO2, CLO3, CLO4 | **.5 hour** |
| **Week Five Quiz**  Complete the Week Five Quiz in Blackboard. | | 5.1, 5.2, 5.3, 5.4 | **.5 hour** |
| **Group Movie Analysis**  **Summarize** the movie your group watched.  **Analyze** the movie’s portrayal of mental illness and the individual’s suffering from mental illness.   * How well does the character’s portrayal fit what you have learned about the disorder? * What overt and covert message about mental illness were conveyed? * Did the movie help or hinder your understanding of the disorder? * Does the portrayal help or hinder the effort to destigmatize the disorder? * What personal insights or reflections did you take away from watching the film?   **Create** a 15-slide presentation with speaker’s notes that details your analysis.  **Submit** your presentation as a Microsoft PowerPoint presentation. | | CLO2, CLO3, CLO4 | **1 hour** |
| **Total** |  |  | **6.5 hours** |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 9 |
| Supplemental |  | 0 |
| **Week 2** |  |  |
| Required |  | 9 |
| Supplemental |  | 1 |
| **Week 3** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 1 |
| **Week 4** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 1 |
| **Week 5** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Total Required Hours** |  | **38** |
| **Total Supplemental Hours** |  | **4** |
| **Total Hours** |  | **42** |