Class Activities

# Chapter 1: An Overview of Psychopathology and Changing Conceptualizations of Mental Illness

1. Class Activity-Group: Form small groups of 5-7students. Have students introduce themselves, their interests in psychology, future career goals, and how might learning the psychology of abnormal behavior inform the future work that they will do.

* 1. Identify a group transcriber, and spokesperson(s)
  2. Have each student generate a list of 5 positive healthy views and beliefs regarding mental illness (functional/evolutionary emphasis), discuss among your group these healthy views and where do these view arise from (family experiences, media, music, etc.). Discuss approximately for 15 minutes, with each student sharing their views.
  3. For an additional 5-10 minutes, have students generate a list of challenges associated with mental illness, as well as factors and variables that may assist people with mental illness in living and thriving in their day-to-day lives.
  4. Have the transcriber and spokesperson(s) share their group findings to the entire class.
  5. (Instructor has option of creating a master list of what students shared on the board).

2. Class Activity-Individual: Using a computer or smart device, instruct students to look up the resources below. instructors may also send the links directly or provide a webpage views of the following – and talk through the content :

1. <https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf>
2. <http://www.apa.org/pi/disability/resources/choosing-words.aspx>
3. Have students read through the content and answer the following in a submitted essay document (via email):
   * 1. Prior to reading the resources above, how have you referred to an individual with a disability (including mental illness) in conversation or in your written work?
     2. Given the provided information from the resources, what steps will you take in beginning to use person-first communication in your work and courses?
     3. What may get in the way of your use of person-first language?
     4. What are the views of different careers (e.g., nursing, physical therapy, counseling, etc.) in the use of person-first language? Encourage students to do a search for career areas and person-first language.

3. Class Activity-Group: Form small groups of 5-7students. Assign each group one of the following: psychodynamic approach, the existential-humanistic approach, and the cognitive behavioral approach. Provide a very brief statement as to what makes a good quiz or test question, and encourage them to identify as students what were most significant aspect to the sections they were assigned.

1. Students will need their books for this class activity
2. Identify a group transcriber, and spokesperson(s)
3. As a group, they are to develop 4 multiple-choice, 1 True-False, and 1 essay question from the assigned topic. They are to include the page number and correct answers to the multiple-choice and T/F questions.
4. If there is time in class, each group can share 2 of their questions with the entire class.
5. Per instructor preference, inform the students that 25-50% of the questions generated by the activity will be included on the exams or quizzes.
6. A list of the students in the group and topic with generated questions and answers are to be recorded as a document and emailed to the instructor/TA or dropbox. The questions can be compiled as a study aid for the chapter section. This activity can also be completed for the entire chapter.