Class Activities

# Chapter 9: Dissociative Disorders and Somatic Symptom Disorders

1. Work group of 5 students – Identify 3 online videos from a documentary, health/mental health site, governmental institute, university, non-profit organization, hospital or clinic, or reputable news source topics relevant to the chapter: DISSOCIATIVE DISORDERS AND SOMATIC SYMPTOM DISORDERS. See chapter outline for possible ideas. For example, news example of someone diagnosed with Dissociative Amnesia (Dissociative Disorder). Assign different topics to the various groups.

1. Title, author, affiliation, when posted, approximate age of resource and web link
2. Strengths of the video example
3. Limitations of the video example
4. They are to show the video to the class providing a summary of the group information obtained.

2. Visit the following Site – The ICD-10 Classification of Mental and Behavioural Disorders:

<http://www.who.int/classifications/icd/en/bluebook.pdf?ua=1>

Working in groups of 5 students, using your laptops and smart devices, compare and contrast DSM-5 and ICD-10 Description for Chapter Diagnoses. All groups are assigned all of the diagnoses below

* Depersonalization disorder
* Dissociative amnesia
* Dissociative identity disorder (DID)
* Dissociative disorder not otherwise specified (DDNOS)
* Somatic System Disorder
* Illness Anxiety Disorder
* Conversion Disorder
* Factitious Disorder

|  |  |  |
| --- | --- | --- |
|  | DSM-5 Ray Textbook | ICD-10 |
| Description |  |  |
| Criteria |  |  |
| Benefits of using this system |  |  |

\*Expand table as needed.

3. Individual or Group Review Assignment:

*Guidelines for Treating Dissociative Identity Disorder in Adults, Third Revision*  from International Society for the Study of Trauma and Dissociation Available online: 03 Mar 2011

<http://www.isst-d.org/downloads/GUIDELINES_REVISED2011.pdf>

*Guidelines for the Evaluation and Treatment of Dissociative Symptoms in Children and Adolescents* from the International Society for the Study of Dissociation

<http://www.isst-d.org/downloads/childguidelines-ISSTD-2003.pdf>

For Group Activity, create 3-5 students for each group and allow for 20-30 minute review, discussion, and writing of a paragraph summary of a topic heading that they are assigned from the *Guidelines (for Adults or Children and Adolescents)*. For example, a 300 word summary of the DID and Diagnostic Interviewing heading. You may want the student groups to share some of their findings with the entire class.

For individual assignment, the student initiates a review of the *Guidelines* in class for 15 minutes, they are then to finish reviewing the guidelines outside of class and provide a 300 word summary of a section of the guidelines they found particularly interesting or expanded upon what was provided in the Ray textbook regarding Dissociation. As an example, a student may want to discuss the differential diagnosis between DID and Schizophrenia or another form of psychotic disorder involving auditory hallucinations.