Class Activities

# Chapter 15: Neurocognitive Disorders

1. 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. Each group is assigned a chapter diagnosis.

* Mild Neurocognitive Disorder
* Major Neurocognitive Disorder
* Neurocognitive Disorder Due to Alzheimer’s Disease
* Vascular Neurocognitive Disorder
* Frontotemporal Neurocognitive Disorder
* Neurocognitive Disorder Due to Traumatic Brain Injury
* Neurocognitive Disorder Due to Lewy Body Dementia
* Neurocognitive Disorder Due to Parkinson’s Disease
* Neurocognitive Disorder Due to HIV Infection
* Substance-Related Neurocognitive Disorder
* Neurocognitive Disorder Due to Huntington’s Disease
* Neurocognitive Disorder Due to Prion Disease

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

\*Expand table as needed.

2. Have students break out into teams of 3-5 students. Each team is then assigned one of the neurocognitive disorders. The students are to develop a case narrative exemplifying an individual with the neurocognitive disorder from the perspective of the beloved partner, family member, or caregiver. Likewise, the team can include a range of additional medical and mental health diagnoses in the development of the case narrative. The narrative must have sufficient information, where if the partner, family member, or caregiver was interviewed by a mental health clinician, the clinician would be able to diagnose accurately the symptom expression and determine the degree of severity of the beloved’s functioning. You can also implement a lifespan developmental perspective to this activity by encouraging students to include the developmental milestones and challenges of the person with the neurocognitive disorder given the age of the person depicted in the case narrative.

Seek volunteers to act out the role of the mental health clinician and the person with the neurocognitive symptoms and the partner, family member, or caregiver depicted in the case narrative. The class makes a determination of the diagnosis and identifies developmentally relevant therapeutic interventions for the case narrative that also includes the caregiver. Do this for all neurocognitive disorders discussed in the chapter.

3. 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: NEUROCOGNITIVE DISORDERS. See chapter outline for possible ideas. For example, the video depicting the experiences of the caregiver when caring for a loved one with Alzheimer’s.

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.