Class Activities

# Chapter 16: The Law and Mental Health

1. Develop several teams of 5 students. Provide each team a list of the terms within the chapter. Each team is to define and provide an example for the term or concept. Allow the teams to work on the list for approximately 20 minutes. Award 10 points for the team that completes the assignment with the greatest number of correct definitions and examples; 5 points are awarded to the other teams.

An alternative to this activity, is having all the teams complete the list of definitions and examples, and turn in their completed list to you. Using a ***Jeopardy*** format, provide answers to the terms and the student teams are to respond with the correct questions: What is “confidentiality?” Same award system for the team with the most correct at 10 points, and 5 points for the rest of the teams. You may want them to write their question, to see all responses. Within team consultation is allowable.

* ALI rule
* confidentiality
* Durham rule
* duty to protect
* Health Insurance Portability and Accountability Act of 1996 (HIPAA)
* informed consent
* insanity
* mandated reporting
* M’Naghten rule
* Patient Self-Determination Act (PSDA) of 1991
* privileged communication
* psychiatric advance directives (PADs)
* sexually violent predator (SVP) or sexually dangerous person (SDP) statutes
* volitional test

2. Develop groups of 5 students each and have students define Pedophilia, duty to warn, and sexually dangerous person. Provide them information about a 12 year old child who has shared with their therapist that they are sexually attracted to much younger children, 7 years and younger. The 12 year old child was also sexually abused at the age of 3 years of age. While the child is non-offending there is concern that they may sexually offend given their history and stated attraction to much younger children. Discuss the need for duty to warn, the importance of receiving specialized treatment for the non-offending pre-teen, and whether the teen needs to be placed in an environment that ensures safety for the community (young children).

The pre-teen clearly wants help with the noted problems, has feelings of considerable shame, self-loathing, anger, and concerns that “everyone will see him as a sexual predator… monster.” They were very reluctant in sharing about their feelings with the therapist, except that they have developed a trusting and therapeutic relationship, and they truly want help with their problems.

Allow the small groups to discuss for 20 minutes. Then open the discussion to the entire class. Also, to generate discussion, how is the pre-teen example different than concerns for people who drink and drug extensively and drive while under the influence or are intoxicated placing community members of all ages at risk? In what ways can stigma be reduced for individuals who are young or older, who are non-offending, and would like therapeutic assistance with their disorder?

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: THE LAW AND MENTAL HEALTH. See chapter outline for possible ideas. For example, a video depicting Andrea Yates specifically focusing upon competency to stand trial.

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.