

Understanding Mental Illnesses & Disorders

Media Type: Video
Duration: 32 minutes

Goal: To understand the types, factors and treatment options of various mental illnesses and disorders.

Description: This presentation will discuss the definition of mental illness and provides information on various types of illnesses and disorders. It also discusses factors which influence mental illness, as well as types of treatment and care. Appropriate actions in emergency situations is also included.

Objectives:

1. To understand the meaning behind mental illness.
2. To learn about various types of mental illnesses and disorders.
3. To recognize factors which influence mental illnesses.
4. To learn how to help an individual with a mental illness.
5. To recognize various types of treatment and care.



Human Services Career Cluster (HU)

Cluster	Standard
Counseling & Mental Health Services Career Pathway (HU-CMH)	Use clear written, spoken and nonverbal messages when communicating with clients about mental health services and the counseling process.
	Choose appropriate counseling and therapy techniques to serve identified needs.

College & Career Readiness Anchor Standards for Writing

Writing Standards			
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
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Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
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College & Career Readiness Anchor Standards for Writing

Writing Standards	
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards	
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	9-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Presentation of Knowledge & Ideas	9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	9-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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Lesson Plan

Class 1: Distribute the *Understanding Mental Illnesses & Disorders Vocabulary Handout* and *Worksheet* for students to reference during the presentation. Show the *Mental Illness Defined* segment and follow with its *Assessment*. Distribute the *Types of Mental Illnesses & Disorders Activity* and allow students to begin.



10 min.

Class 2: Remind students to continue using their *Vocabulary Handout* and *Worksheet*. Show the *Factors Influencing Mental Health* segment and follow with its *Assessment*. Assign the *Mental Illness Across the Life Span Project* and have students to begin.



7 min.

Class 3: Allow students class time to complete and present the *Mental Illness Across the Life Span Project*.

Class 4: Remind students to continue using their *Vocabulary Handout* and *Worksheet*. Show the *Treatment & Care* segment of the presentation and follow with its *Assessment*. Distribute the *Treatment Brochure Project* and have students begin.



16 min.

Class 5: Allow students class time to complete their *Treatment Brochure Projects*. Assign the *Understanding Mental Illnesses & Disorders Final Assessment*.



Lesson Links

National Alliance on Mental Illness

- www.nami.org

Mayo Clinic

- www.mayoclinic.org

National Institute of Mental Health

- <http://www.nimh.nih.gov>



Career & Technical Student Organizations

Skills USA

- Basic Health Care Skills
- Medical Terminology
- Nurse Assisting

Health Occupations Students of America

- Medical Terminology
- Medical Reading
- Knowledge Test
- Health Professions Events



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50198, Sharron Davis, Executive Director, CONTACT Lubbock
- iCEV50626, Judith Wilkins, Ph.D., Marriage & Family Therapist

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Lab Activities

Types of Mental Illnesses & Disorders

Directions:

In groups of two or three, students will work to describe an assigned mental illness. Students will give a two to three minute presentation on their research. For more information see the *Types of Mental Illnesses & Disorders Teacher Instruction Sheet*.



Projects

Mental Illness Across the Life Span

Directions:

Split the class into three groups and assign each group a life stage (infancy and childhood, mid-to late adolescence and young adulthood, or adulthood and late adulthood). Students will research factors which influence mental illnesses in their assigned life stage. After all research groups will create a Microsoft® PowerPoint® presentation of at least 15 slides discussing all their research. Students will share their presentations.

Treatment Brochure

Directions:

Students will gather information regarding the importance of seeking treatment and care when dealing with a mental illness or disorder. Each student will create an easy to understand brochure detailing information on treatment and care. For more information see *Treatment Brochure Project*.