



Important Facts

All work can be found on JupiterGrades And Google classroom.

Assignments should be turned in in a timely manner.

Student should appear in class meetings everyday

Students should have all materials ready at the start of class..

Homework is due at the end of the day assigned.

Most assignments need to be typed and turned in Google classroom.

Grading Policy

Tests, Essays, and Projects **25%**

Home/classwork **35%**

Participation **25%**

Semester Final **15%**

Course Overview

This course integrates English content with a focus on Health Science and Psychology -- Mental Health specifically. The course is designed to help students develop a thorough understanding of Mental Health through a course rich in English standards specifically fiction and non-fiction readings, research, writing formal and informal assignments. It connections to Health Science which will generate interest in English and increase student success. The applications throughout the course allow students to make connections between English learning and content structures as they apply to a career in Mental Health. By integrating English Language Arts standards with Health Science and Medical Technology standards, students will discover the importance of sound mental and behavioral health.

Students taking this course will develop a deeper level of awareness leading to an action-oriented mindset around mental and behavioral health challenges, including specific types of mental and behavioral health disorders, awareness of teen-specific obstacles, contributors to certain types of violence, and disparities in care. Students will demonstrate the necessity of solid, compelling communication in health advocacy, evolving from the role of spectator, to that of an instrument of change. Through targeted discussion, focused writing, and analysis of real world issues, students will develop an understanding of the societal implications of mental and behavioral health issues as observed in their communities.

Rules and Expectations

Students will come to class on time every day prepared with their homework and notebook. They are expected to participate in all activities including discussions in class, reading aloud, performances, writing, partner/group assignments and other activities. Please note, I do not give extra credit assignments to replace class assignments. Students will not have the opportunity to do extra credit projects at the end of the grading period

to improve their grade. However, late work is accepted for 2 weeks at a cost of -5 % a class period. **After 2 weeks it will not be accepted.**

Classroom Rules

Be prepared and ask pertinent questions

Be on time

Be supportive of other's learning

Be positive and engage in activities

Be patient

I have read both sides of this syllabus and understand its content and Mrs Snyder's expectations.

Student's Signature

Parent Signature

COURSE STRUCTURE

Non-fiction Text: *Crazy: A Father's Search Through America's Mental Health Madness*; various non-fiction articles and industry web-sources

Unit 1: Background: Basic Psychological Theory

- Psychoanalysis: Freud and Jung- Id and the Ego, archetypes
- Behavioral Theory: Conditioning, reinforcement, Pavlov, Skinner, Watson
- Humanism: Rogers, Maslow, Eysenck- Hierarchy of needs and Personality theory
- Cognitive and Behavioral Theory: Piaget, Tolman, Bloom- Information Processing and Depth of Knowledge
- Positive Psychology: Seligman
- Projects: Student Personality Test, Theory memes

Unit 2: History of Mental Illness and Suicide Awareness

- Timeline of major mental health developments
- Researching Primary Resources: Disparity in Mental Health Care (*Frontline* Special Report “The New Asylums”)
- Community Based Resources: Suicide Prevention
- Research Notes: Self-esteem issues, Drug Use, Body Image, Stress, Peer Pressure
- Project: Cooperative Group Presentation: Community Programs and Services Available to Teens

Unit 3: The Brain

- Neuron cell structure, white matter, grey matter, neurotransmitters
- Function of brain regions
- Anatomy of a synapse
- Mesolimbic Pathway
- Scholastic News article: Teens and the Decision Making Process
- PBS: Inside the Teenage Brain
- “Adolescent Brains are Works in Progress” *Nature*, vol 404
- Neurotransmitters and Medications
- Project: Restaurant for Zombies menu

Unit 4: Abnormal Psychology

- Intro to the Diagnostic and Statistical Manual (DSM), Individual project: DSM flip book
- Mood Disorders
- Behavioral Disorders
- Neurodevelopmental Disorders
- Trauma and Stress Related disorders
- Film: *Call Me Crazy*
- Project: Mental Disorders Research presentations

Unit 5: Addiction and Comorbidity with Mental Illness

- The reward system (mesolimbic pathway)
- NIDA: *Comorbidity Addiction and Other Mental Illnesses* annotated article
- Scholastic News and NIDA: social and physical impact of drug use and addiction (various articles)
- Project: Mouse Party and Cocaine Lab- interactive computer learning

Unit 6: Therapy: What works best with which diagnosis?

- Behavioral Therapy
- Biomedical Therapy
- Cognitive Behavioral Therapy
- Psychoanalysis
- Pharmaceutical treatments
- Student Project: Reflective Discussions