

Video Faculty Guide

for use with

Video Segments for *Abnormal Psychology* Third Edition

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Video Segments for Abnormal Psychology, Third Edition

ABNORMAL PSYCHOLOGY: PAST AND PRESENT

1. Benjamin Rush's "Restraint Chair"
2. Carl Jung Talks About Freud, Life, and the Collective Unconscious
3. Medical Procedures Used in Mental Hospitals in the First Half of the Twentieth Century
4. Prefrontal Lobotomy Procedure, 1942
5. Locking Away the "Feeble-minded": A Shameful History

RESEARCH IN ABNORMAL PSYCHOLOGY

6. Ethics in Human Research: Violating Ones Privacy?
7. Death of a Subject: The Ethics of Mental Health Research
8. A Laboratory Study: Linking Placebo Effects to Endorphins
9. A Survey Study: Dieting and Body Image Among 33,000 Women

MODELS OF ABNORMALITY

10. Identical Twins: Growing Up Apart
11. Tasting Food: "Learned" Likes and Dislikes
12. Bandura's Bobo Doll Experiment: Modeling of Aggression
13. Gestalt Therapy's "Empty Chair Technique"
14. John and Julie Gottman Examine Marital and Family Stress
15. City of Gheel: Community Mental Health at its Best
16. Avatars Online: A New Direction in Psychotherapy?

CLINICAL ASSESSMENT, DIAGNOSIS, AND TREATMENT

17. Sibling Wars: Assessment by Observation
18. Bias in Diagnosis: Is Premenstrual Dysphoric Disorder a Mental Disorder?
19. Assessment of Psychopathy
20. Brain Fingerprinting: Memory, Recognition, and Lie Detection

ANXIETY DISORDERS

21. Emotion = Arousal Plus Interpretation
22. Multiple Fears: Two Case Presentations
23. Watson's Famous Study: Little Albert
24. Airplane Phobia: Fear of Flying
25. Exposure Treatment for an Elevator Phobia
26. Obsessive-Compulsive Disorder: A Young Mother's Struggle
27. Treatment of OCD: Exposure and Response Prevention

STRESS DISORDERS

28. The Stress Response
29. Measuring Stress While Running with the Bulls
30. Stress Disorders: How Traumatic Were the 9/11/01 Terrorist Attacks for Americans?
31. Posttraumatic Stress Disorder: A Vietnam Combat Veteran
32. Fear, PTSD and the Brain
33. Stress and the Immune System: Caretakers at Risk
34. Hypnosis: Medical and Psychological Applications
35. Fighting Cancer: Mobilizing the Immune System

SOMATIFORM AND DISSOCIATIVE DISORDERS

36. At Risk for Body Dysmorphic Disorder: Does Society Encourage Physical Perfection in Teenage Girls?
37. Beyond Perfection: Female Body Dysmorphic Disorder
38. Munchausen Syndrome by Proxy: Why Would a Parent Make a Child Sick?

39. Phantom Limb Sensation
40. Pickpockets, Placebos, and Pain: The Role of Expectations
41. Creating False Memories: A Laboratory Study
42. Dissociative Amnesia: Are Repressed Childhood Memories Fact or Fiction?
43. Three Faces of Eve: The Real Person
44. Daydreams

MOOD DISORDERS

45. Parental Attachment in Infancy: Harry Harlow and the “Wire Mother”
46. The Search for Happiness
47. A Happiness Trait?
48. Mania
49. Postpartum Depression
50. Dr. Aaron Beck Interviews a Depressed Woman

TREATMENTS FOR MOOD DISORDERS

51. Dr. Aaron Beck Conducts Cognitive Therapy for Depression
52. Early Electroconvulsive Therapies
53. Modern Electroconvulsive Therapy
54. Major Depressive Disorder with Psychotic Symptoms, and the Effect of ECT
55. Antidepressants and the “Black Box” Decision: Before and After
56. Questioning the Effectiveness of Antidepressant Drugs
57. Light Therapy for Depression: Mimicking Nature
58. Brain Area 25, Depression, and Deep Brain Stimulation

SUICIDE

59. Suicide: Case of the “3-Star” Chef
60. Suicide and its Impact on Family Members
61. Suicide: Should The Government Prevent Terminally Ill People from Taking Their Own Lives?

EATING DISORDERS

62. Woman with Anorexia Nervosa
63. Overcoming Anorexia Nervosa
64. Woman with Bulimia Nervosa
65. Man with Bulimia Nervosa
66. Pro-Anorexia Websites
67. Eating and Weight Gain: A Role for Fidgeting

SUBSTANCE-RELATED DISORDERS

68. College Binge Drinking
69. Cocaine Abuse and Treatment: Sinking and Recovering
70. Methamphetamine: A Powerful Dependence
71. The Medical Use of Marijuana
72. Chemically-Induced Hallucinations: Studies of Anesthetic Drugs
73. The Nature and Abuse of Ecstasy (MDMA)

SEXUAL DISORDERS AND GENDER IDENTITY DISORDER

74. Sexual Dysfunctions and Their Treatments
75. Sexual Violence: Should Dangerous Sex Offenders Be Committed to Mental Hospitals After Serving Their Prison Terms?
76. Gender Identity Disorder
77. The Boy Who Was Turned into a Girl

SCHIZOPHRENIA

78. Woman with Hallucinations
79. Young Man with Schizophrenia

- 80. MRI Scan: Comparison of Schizophrenic and Non-Schizophrenic Twins
- 81. Postpartum Psychosis: Why Did Andrea Yates Kill Her Five Children?

TREATMENTS FOR SCHIZOPHRENIA AND OTHER SEVERE MENTAL DISORDERS

- 82. Patients Before and After Prefrontal Lobotomy, 1944
- 83. The Therapeutic Effect of Antipsychotic Drugs
- 84. Undesired Effects of Conventional Antipsychotic Drugs
- 85. Severe Mental Disorders and Drug Abuse: The So-Called “Wild Man of West 96th Street”
- 86. Overcoming Schizophrenia: John Nash’s Beautiful Mind

PERSONALITY DISORDERS

- 87. Personality and the Brain
- 88. Psychopathy and Criminal Behavior
- 89. Childhood Violence: Nature Versus Nurture
- 90. Do Video Games Teach People to Be Violent?
- 91. Rage: One Man’s Story and Treatment
- 92. Internet Addiction: A Cross-Cultural Phenomenon
- 93. Compulsive Gambling and the Brain’s Pleasure Center

DISORDERS OF CHILDHOOD AND ADOLESCENCE

- 94. Childhood Anxiety: How Did The 9/11/01 Terrorist Attacks Affect Children?
- 95. Can Childhood Psychopathology Be Caused by Infections?
- 96. Sleep Terror Disorder
- 97. ADHD: A Family Problem
- 98. Reading and Reading Disorders
- 99. Two Faces of Autism
- 100. Theory of Mind: Taking the Perspective of Others
- 101. Dr. Ivar Lovaas Treats a Young Autistic Child with Behavioral Intervention
- 102. Adult with Autism
- 103. Does the MMR Vaccine Cause Autism?
- 104. Savant Art Skills: In Autism and Dementia
- 105. Down Syndrome: A Special Family

DISORDERS OF AGING AND COGNITION

- 106. Companionship and Support: Pets Fill the Void
- 107. Healthy Aging: The Power of Positive Thinking
- 108. Old Age: Learning and Moving at the Same Time
- 109. Living without Memory
- 110. Alzheimer’s Disease: A Case, Research, and New Directions
- 111. Alzheimer’s Disease: A Clinical Picture
- 112. Stroke, Cognition, and Language: A Case Study
- 113. Parkinson’s Disease: A Case Study
- 114. Sleep and Sleeplessness: The Current Scene

LAW, SOCIETY, AND THE MENTAL HEALTH PROFESSION

- 115. Law, Dangerousness, and Mental Dysfunction: Was Jeffrey Dahmer Not Guilty by Reason of Insanity?
- 116. Law and Mental Dysfunction: What Did the Hinckley Jurors Really Believe?
- 117. Legal Issues: How Are Persons Prepared for Commitment Hearings?
- 118. Outpatient Commitment: Forcing Persons into Mental Health Treatment
- 119. Stalking: Obsession or Psychosis?
- 120. When Treatment Leads to Execution: Mental Health and the Law

SEGMENT 1

***BENJAMIN RUSH'S "RESTRAINT CHAIR"
(2:25)**

Description: Although Benjamin Rush, widely considered the father of American Psychiatry, came to believe in and practice *moral treatment* in the early 1800s, many of his prior treatments reflected contemporary medical thought and would be judged quite harsh by today's standards. A case in point was his famous "restraint chair," presented in this segment.

Source: *Madness: Brainwaves*, 1991 (BBC Worldwide Americas Inc.)

Critical Thinking Questions:

1. Although this chair may seem barbaric, restraints are still used today to calm patient. So what is the difference between the past and the present methods?
2. Why is discussing this chair significant?

*Version available on the **STUDENT TOOL KIT** under the title:

Benjamin Rush's Moral Treatments

SEGMENT 2

**CARL JUNG TALKS ABOUT FREUD, LIFE,
AND THE COLLECTIVE UNCONSCIOUS
(4:45)**

Description: This module presents a rare and frank interview with Carl Jung, the founder of analytical psychology. Jung reflects on his long-time friendship with Sigmund Freud. He offers a frank assessment of Freud's stubbornness and the two men's significant philosophical differences, which ultimately led to a professional and personal split between them. Jung also addresses the interaction of his spiritual and scientific beliefs, offering his views on the psyche as an entity existing beyond life and death, beyond time and space.

Source: "Professor Jung" *Face to Face* (BBC Motion Gallery)

Critical Thinking Questions:

1. Why did Jung and Freud go their separate ways?
2. Carl Jung believed that death was _____.
3. What did Jung believe about history?

SEGMENT 3

***MEDICAL PROCEDURES USED IN
MENTAL HOSPITALS IN THE FIRST HALF
OF THE TWENTIETH CENTURY (4:38)**

Description: The medical treatments used in mental hospitals during the first half of this century were crude, largely ineffective, and often unintentionally cruel. Some of the leading approaches are shown in this segment, including the wet pack, insulin therapy, metrazol therapy, and the lobotomy.

Sources: *Treatment in Mental Disorders*, 1949 (James D. Page); *Prefrontal Lobotomy in the Treatment of Mental Disorders*, 1942 (Walter Freeman and James Watts). Courtesy: History of Medicine Division, National Library of Medicine.

Critical Thinking Questions:

1. Why are these treatments now seen as useless and unintentionally cruel?
2. How can we view hot boxes, lamps, wet pack, and so forth?

*Version available on the **STUDENT TOOL KIT** under the title:
Early Hospital Treatments for Severe Mental Disorders

SEGMENT 4

PREFRONTAL LOBOTOMY PROCEDURE, 1942 (2:50)

Description: In the late 1930s, the neuropsychiatrist Egas Moniz developed the lobotomy, a brain operation in which a surgeon would cut the connections between the cortex of the brain's frontal lobes and the lower centers of the brain. This segment from 1942 shows graphic excerpts from a lobotomy procedure, done by the American neuropsychiatrist Walter Freeman. Parts of the segment are unpleasant to view.

Source: *"Prefrontal Lobotomy in the Treatment of Mental Disorders"* 1942 (Producers: Walter Freeman and James Watts). Courtesy: History of Medicine Division, National Library of Medicine.

Critical Thinking Questions:

1. Why was lobotomy so popular?
2. Why are lobotomies no longer used?
3. Is it possible to justify the number of lobotomies performed?

SEGMENT 5

***LOCKING AWAY THE "FEEBLEMINDED": A SHAMEFUL HISTORY (7:55)**

Description: This segment depicts the Fernald School, an institution for "feeble-minded" boys existing in the 1920s, which was in fact part of the American eugenics movement. It also shows interviews with former residents who recall severe abuse and mistreatment and discuss the lasting impact of an incorrect diagnosis of "moron." The video further explores evidence that involuntary experiments were conducted on the boys in past decades.

Source: *"Deep Dark Secret" 60 Minutes* (CBS News)

Critical Thinking Questions:

1. What was the significance of the eugenics movement?
2. Where the radiation experiments conducted at Fernald State School justified?
3. The Fernald State School was nothing more than _____.

*Version available on the **STUDENT TOOL KIT** under the title:
Shameful Past Institutions for Persons with Developmental Disabilities

SEGMENT 6

***ETHICS IN HUMAN RESEARCH:
VIOLATING ONE'S PRIVACY? (7:00)**

Description: This segment explores a genetic research project conducted in Iceland that attempts to identify genes that may predispose individuals for certain disorders. The researcher in charge was given the right to collect and analyze the private medical records of all Icelandic citizens. The clip explores the ethical concerns and potential misuses of such information, while also considering the benefits that genetic research may provide.

Source: "Genes" *60 Minutes* (CBS News)

Critical Thinking Questions:

1. What is the concern with allowing 12 years of exclusive rights to decode and potentially market genetic data to HMO's?
2. Does this 12-year collection of genetic data violate privacy?
3. Would you participate in a 12-year collection of your genetic data?
4. Do the potential benefits outweigh the risks of this database?

*Version available on the **STUDENT TOOL KIT** under the title:
Genetic Research: Violating One's Privacy

SEGMENT 7

***DEATH OF A SUBJECT: THE ETHICS OF
MENTAL HEALTH RESEARCH (4:00)**

Description: This segment focuses on the case of a man with schizophrenia who died after participating in an experimental drug trial at an inpatient treatment facility. The man's background is examined, and his ability to make decisions relating to his own treatment is examined. The video raises questions about the ethics of research using patients with severe mental disorders for experimental drug trials and explores the implications of such practices for the patients and their families.

Source: "Ultimate Risk: Here to Help" *48 Hours* (CBS News)

Critical Thinking Questions:

1. Can patients with schizophrenia truly consent to a clinical research study?
2. The fact that Joseph Santana was on Clozapine tells us what?
3. Is it ethical to remove a subject from a treatment that is working in order to place them in a clinical trial?

*Version available on the **STUDENT TOOL KIT** under the title:
A Tragic Consequence of Research Misconduct

SEGMENT 8

***A LABORATORY STUDY: LINKING
PLACEBO EFFECTS TO ENDORPHINS
(3:15)**

Description: This segment illustrates how *experimental designs* (and their causal conclusions) are conducted by showing a laboratory experiment with human participants. The findings of this study suggest that the effectiveness of placebo drugs is partly a result of the patients' release of endorphins, their natural opioids. The implication is that, for some people, the expectation that a given treatment will soon be helpful causes them, without awareness, to

release endorphins throughout their brain and body. In turn, the endorphins reduce their pain or help them to feel better in other ways.

Source: *The Keys to Paradise*, 1979 (BBC Worldwide Americas Inc.)

Critical Thinking Questions:

1. Should placebo pills be considered as a treatment for people without their knowledge?
2. How can the placebo effect ruin the performance of the study drug in a clinical research study?
3. Are you surprised by Fred's response to placebo?

*Version available on the **STUDENT TOOL KIT** under the title:
Experimental Design in Action

SEGMENT 9

A SURVEY STUDY: DIETING AND BODY IMAGE AMONG 33,000 WOMEN (2:06)

Description: This segment illustrates the nature and design of survey studies by bringing to life the well-known 1984 *Glamour Magazine* survey of 33,000 women, conducted by Drs. Susan Wooley and Wayne Wooley. This survey study suggested that most women in our society, even underweight women, consider themselves overweight, particularly in body parts from the waist down, and diet regularly.

Source: *The Waist Land: Eating Disorders in America*, 1985 (Coronet/MTI).

Critical Thinking Questions:

1. How important is the media in the female body image?
2. If people know that models in magazines are airbrushed, why do they still aspire to that look?
3. Are women objectifying certain parts of their body by conforming to cultural norms?

SEGMENT 10

***IDENTICAL TWINS: GROWING UP APART (1:48)**

Description: This clip shows two identical twins who were separated at birth, each unaware of the other's existence until adulthood. The two exhibit very similar personalities, mannerisms, interests, hobbies, and physical appearance (though one is much heavier than the other). Also, both twins independently went into the same profession, firefighting. The clip surmises that genes play a significant role in people's physical, emotional, social, and mental development.

Source: "In the Genes" *48 Hours* (CBS News)

Critical Thinking Questions:

1. Are you surprised by the similarities of these separated twins?
2. Do you think there may be some underlying psychological issues related to their separation?
3. If you suddenly found out you had a twin, what would your reaction be?
4. Are their similarities over-exaggerated?

*Version available on the **STUDENT TOOL KIT** under the title:
Separated at Birth: Nature versus Nurture

SEGMENT 11 **TASTING FOOD: “LEARNED” LIKES AND DISLIKES (2:50)**

Description: This segment illustrates that children try new foods as they develop and learn to enjoy foods they once disliked intensely. Through first-hand accounts, the video also shows how people sometimes acquire food aversions, negative responses to certain foods, through *classical conditioning*. Consistent with the behavioral model, individuals describe the unpleasant experiences and events that first led to current food aversions.

Source: “Taste” *Human Senses* (BBC Motion Gallery)

Critical Thinking Questions:

1. Why do our taste buds change over time?
2. Taste aversion can be caused by _____?
3. Have you ever stopped eating something after a negative experience?

SEGMENT 12 ***BANDURA’S BOBO DOLL EXPERIMENT: MODELING OF AGGRESSION (5:00)**

Description: Does an individual’s observation of aggressive or violent models lead, in turn, to aggressive or violent behavior by the individual? Yes, according to this famous study by Albert Bandura, which helped Bandura develop his behavioral theory of *modeling*. This segment, which is narrated by Bandura himself, shows how children in his study attack a Bobo doll after observing an adult model do the same.

Source: Albert Bandura, Stanford University, and Worth Publishers

Critical Thinking Questions:

1. Can media, such as television and video games, cause modeling behavior in children?
2. What does this video say about the importance of parenting?
3. Does exposure to violence predispose a person to commit violent acts?
4. Do we see a gender difference in modeling behavior in this film?

*Version available on the **STUDENT TOOL KIT** under the title: *Bandura’s Bobo Doll: Is Aggressive Behavior Learned?*

SEGMENT 13 **GESTALT THERAPY’S “EMPTY CHAIR TECHNIQUE” (5:25)**

Description: One of Gestalt Therapy’s best known techniques is the *empty chair technique*, in which the client is instructed to talk to an empty chair as if it contains a person with whom the client has certain difficulties. The client expresses candid feelings or thoughts toward the chair, then switches chairs and talks back to himself or herself from the perspective of the other person. Today, the empty chair technique is often used by therapists of various orientations, and in this segment it is employed by the eclectic therapist Arnold Lazarus, as he works with a client (played by an actress) who is burdened by unexpressed anger toward her mother.

Source: *The Assessment/Therapy Connection* (Arnold Lazarus, Research Press)

Critical Thinking Questions:

1. What role does the therapist play in this treatment?
2. The woman's anger is directed toward whom?
3. When would the empty chair technique be used?

SEGMENT 14

JOHN AND JULIE GOTTMAN EXAMINE MARITAL AND FAMILY STRESS (7:15)

Description: In this segment, psychologists John Gottman and Julie Schwartz Gottman demonstrate their research on relationships, and also discuss how couples can maintain romance in their relationship after having children. The Gottmans illustrate the pitfalls many couples fall into, and clarify the pressures that growing families can place on couple relationships. Finally, the researchers show "the Love Lab," a research facility they have set up to look like a typical house or apartment. Couples participating in a research are monitored while fighting or relating to each other, and corresponding brain scans are examined.

Source: *CBS Early Show, CBS Sunday Morning* (CBS News)

Critical Thinking Questions:

1. What causes couples to become unhappy after having children?
2. Couples need to eliminate or lessen what in their lives?
3. How can couples stay intimate after having a baby?

SEGMENT 15

***CITY OF GHEEL: COMMUNITY MENTAL HEALTH AT ITS BEST (7:15)**

Description: This segment focuses on the community of Gheel, Belgium in which over 650 psychiatric patients live with and are cared for by local families. The progress of the patients is examined, and it is noted that many patients require lower levels of medication as a result of participation in family-care. The video also explores how the family-care system impacts the rest of the community.

Source: "All in the Family" *60 Minutes* (CBS News)

Critical Thinking Questions:

1. Is responsibility important for the mentally ill person?
2. Why is family support essential for the mentally ill person?
3. Do you think that extended family placement for the mentally ill could work in the United States?

*Version available on the **STUDENT TOOL KIT** under the title:
City of Gheel: Community Mental Health in Action

SEGMENT 16

AVATARS ONLINE: A NEW DIRECTION IN PSYCHOTHERAPY? (3:20)

Description: This segment explores an Internet-based treatment approach that is helping to change the outlook for people with agoraphobia and social phobias. Focusing on the case of Patricia, an agoraphobic woman who was once fearful of leaving her house, the segment shows how developing an “avatar” on an online virtual world enabled her to expose herself to activities she had feared previously. Patricia’s agoraphobia has improved greatly with this approach. The segment also shows a psychotherapist who interacts online with patients via his own avatar.

Source: *CBS Evening News* (CBS News)

Critical Thinking Questions:

1. How does the avatar allow Patti to deal with her phobias?
2. What are the consequences of seeking help on-line?
3. Would you ever seek treatment on-line?

SEGMENT 17

SIBLING WARS: ASSESSMENT BY OBSERVATION (2:50)

Description: This segment demonstrates the assessment technique of *observation*. It shows a study in which mothers of two children are instructed to ignore their younger child. At first, the younger siblings try to disrupt the older siblings and their mothers. Eventually, the younger siblings even display anger tantrums. Older siblings, on the other hand, when subjected to the same disinterest from their mothers, try to gain their parent’s attention through sweet rather than disruptive behavior. The observations suggest that older siblings tend to play by social rules, while younger siblings behave in a rebellious manner, in the face of such family stress.

Source: “Will to Win” *Human Instinct* (BBC Motion Gallery)

Critical Thinking Questions:

1. What happens when the younger children do not receive attention from their mother?
2. What are the consequences of the mother consistently ignoring the younger child?
3. Unlike the younger child, the older child will do what when trying to get his mother’s attention?

SEGMENT 18

***BIAS IN DIAGNOSIS: IS PREMENSTRUAL DYSPHORIC DISORDER A MENTAL DISORDER? (5:24)**

Description: In 1994, after a long and heated debate among task force members, the framers of DSM-IV decided to include *Premenstrual Dysphoric Disorder* in the DSM as a category in need of further study. Some clinicians believe that this pattern should in fact become a formal diagnostic category, while others charge that sexism rather than clinical research is behind the clinical labeling of people with this pattern. This issue comes to life during a spirited debate in 1993 between leading clinicians Robert Spitzer and Paula Caplan.

Source: *Today* show, 7/12/93 (NBC News)

Critical Thinking Questions:

1. Is PMDD just a milder form of depression that is exacerbated during the premenstrual cycle?
2. Should PMDD be listed as a diagnostic category in the *DSM-IV-R*?
3. Is the debate between clinicians unfair considering one is a psychiatrist and the other is a psychologist?
4. Sarafem is an approved medication for PMDD and contains the same ingredient as Prozac (fluoxetine). What does this tell us about the disorder?

*Version available on the **STUDENT TOOL KIT** under the title: *DSM-IV-TR Categories: Bias against Females?*

SEGMENT 19

***ASSESSMENT OF PSYCHOPATHY (3:55)**

Description: This segment offers a clinical picture of psychopathy (sociopathy) and demonstrates a leading tool for assessing this antisocial pattern. The segment focuses on the work of Robert Hare and on the "Hare Psychopathy Checklist," and further considers how well clinicians can predict criminal behavior or violent behavior.

Source: *The Mind, Second Edition*, 1999 (Thirteen, WNET and Worth Publishers)

Critical Thinking Questions:

1. Are psychopathic individuals able to be rehabilitated?
2. Are there treatments available?
3. How does the HARE Psychopathy Checklist aid the clinician?
4. How can predicting psychopathic behavior in adolescents help society?

*Version available on the **STUDENT TOOL KIT** under the title: *Assessing Psychopathy*

SEGMENT 20

*BRAIN FINGERPRINTING: MEMORY, RECOGNITION, AND LIE DETECTION (5:00)

Description: This segment examines the technique of brain fingerprinting, which measures brain waves to determine whether or not information is, in fact, stored in the brain. Researchers in the video believe that brain waves can reveal whether information is present even when an individual may want to keep it hidden. A case is explored in which brain fingerprinting was used to determine whether an accused man did, in fact, have information about the details of a past crime.

Source: “Brain Fingerprinting” *60 Minutes* (CBS News)

Critical Thinking Questions:

1. What is the difference between an innocent person versus a guilty person?
2. When the brain recognizes important information, what happens?
3. Do you believe that this technology can truly be used in interrogation?

*Version available on the **STUDENT TOOL KIT** under the title: “Brain Fingerprinting:” *Detecting Hidden Thoughts*

SEGMENT 21

EMOTION = AROUSAL PLUS INTERPRETATION (3:45)

Description: This segment helps address the question of what is anxiety, and distinguishes arousal from emotions such as anxiety. It focuses on the variables previously explored in Schachter and Singer’s famous study on emotion, arousal, and context. The video features a study in which all the participants were administered a stimulant drug—amphetamine—but only half were told that the drug was a stimulant, while the other half were told that it was a placebo. The individuals who believed they had been given a placebo interpreted their physical arousal in a negative way, while those who were expecting the arousal effects of the stimulant drug were able to enjoy their arousal and reported feeling energized and focused. The findings suggest that emotions such as anxiety are not only influenced by physiological responses but also by a person’s interpretation of their arousal and of the situation.

Source: “In the Heat of the Moment” *Brain Story* (BBC Motion Gallery)

Critical Thinking Questions:

1. Was there a difference between those who were told they received a placebo versus those who knew they received the drug?
2. What does this study tell us about drug therapy?

SEGMENT 22 ***MULTIPLE FEARS:TWO CASE PRESENTATIONS (2:07)**

Description: In this segment, two individuals describe in powerful terms the symptoms, origins, and effects of their multiple fears.

Source: *Phobias...Overcoming the Fear*, 1991 (Producer, Lalia Gilmore-Madriguera; Connecticut Public Television)

Critical Thinking Questions:

1. What are the effects of phobia on Julio's life?
2. How does Jeanne's social phobia limit her functioning?

*Version available on the **STUDENT TOOL KIT** under the title:

Worrying: Key to Generalized Anxiety

SEGMENT 23 **WATSON'S FAMOUS STUDY: LITTLE ALBERT (3:00)**

Description: This segment contains footage of the famous 1920 study of Little Albert, in which behaviorists John Watson and Rosalie Rayner taught a baby boy to fear white rats. The segment has three parts: (1) The baby reacts comfortably prior to the study when confronted by animals, including a rat; (2) The baby reacts fearfully to a white rat after undergoing classical conditioning; (3) The baby's conditioned fear of rats generalizes to similar objects such as other animals, a fur coat, and a mask.

Source: Distributed exclusively by Penn State Media Sales on behalf of the Archives of the History of American Psychology.

Critical Thinking Questions:

1. What are the ethical implications of this study today?
2. What is the significance of not filming the conditioning process (seeing the acquisition)?

SEGMENT 24 ***AIRPLANE PHOBIA: FEAR OF FLYING (6:10)**

Description: This segment focuses on a woman with a phobic fear of airplane travel. It reveals various aspects of her phobia, including its origins, and observes her participation in a special behavioral exposure treatment program for this problem.

Source: *Phobias...Overcoming the Fear*, 1991 (Producer, Lalia Gilmore-Madriguera; Connecticut Public Television)

Critical Thinking Questions:

1. What role does visual imagery play?
2. Why is it so important that the therapist continues to assess the fearful flyer during the flight?

*Version available on the **STUDENT TOOL KIT** under the title:

Overcoming a Fear of Flying

SEGMENT 25

EXPOSURE TREATMENT FOR AN ELEVATOR PHOBIA (2:15)

Description: This segment features a man who has an intense fear of elevators. We see him attempt to overcome his phobia with behavioral exposure therapy, by confronting the situation (elevator riding) that he dreads. A therapist treats the man with a combination of exposure, group support, and relaxation techniques, and ultimately he successfully rides an elevator and displays significant improvement.

Source: "Phobias" *48 Hours* (CBS News)

Critical Thinking Questions:

1. What is the importance of the group in treatment?
2. In group treatment, the therapist needs to maintain what kind of structure?

SEGMENT 26

***OBSESSIVE-COMPULSIVE DISORDER: A YOUNG MOTHER'S STRUGGLE (7:15)**

Description: This segment focuses on the numerous and intense symptoms of a woman with obsessive-compulsive disorder. Her obsessive fears and compulsive behaviors are tied in particular to her young son and to her concerns for his safety from contamination. The video shows the woman carrying out extreme, ritualized behavior, and it demonstrates the negative impact her compulsions have had on her life and on her ability to parent her child.

Source: "Who's Normal Anyway?" *Obsessions* (BBC Motion Gallery)

Critical Thinking Questions:

1. How does her OCD affect her life?
2. If left untreated, how would Jake's development be effected by his mother's OCD?
3. Does she have insight into her condition?

*Version available on the **STUDENT TOOL KIT** under the title:

The Impact of Obsessions and Compulsions

SEGMENT 27

TREATMENT OF OCD: EXPOSURE AND RESPONSE PREVENTION (7:15)

Description: Following up on the previous segment (*Segment 26*), this module features the treatment intervention for the woman with obsessive-compulsive disorder. Her obsessive fears and compulsive behaviors are tied in particular to her young son and to her concerns for his safety from contamination. The video shows a powerful session of *exposure and response prevention* treatment. By the end of treatment the woman displays significant improvement.

Source: "Who's Normal Anyway?" *Obsessions* (BBC Motion Gallery)

Critical Thinking Questions:

1. How does Stephanie's doctor help her to contaminate the couch?
2. Do individuals with OCD show improvement with Cognitive-Behavioral Therapy?

SEGMENT 28 **THE STRESS RESPONSE (2:45)**

Description: This video looks at the stress ordinary people undergo in today's world. Focusing on one woman who balances a successful law career and family, the video examines hormones, like cortisol, that are related to stress and shows how overproduction of these hormones can lead to mental and physical distress. It also highlights ongoing research into stress and stress management.

Source: *CBS Evening News* (CBS News)

Critical Thinking Questions:

1. Do we have more stress in our lives today?
2. Chronic stress has been found to cause what changes?

SEGMENT 29 ***MEASURING STRESS WHILE RUNNING WITH THE BULLS (4:20)**

Description: This segment features the running of the bulls in Pamplona, Spain, which continues to be a popular event despite the fact that many persons have been gored or even killed since its inception. In particular, the clip focuses on one man who is running with the bulls. His physiological reactions—including heart rate and cortisol levels—are monitored before, during, and after his participation. The nature of the body's fight-or-flight response to danger is also featured.

Source: "Born to Survive" *Human Instinct* (BBC Motion Gallery)

Critical Thinking Questions:

1. Would you ever consider running with the bulls?
2. How does this example relate to other life-threatening events?

*Version available on the **STUDENT TOOL KIT** under the title: *Fight-or-Flight: How Stress Affects Psychological and Bodily Functioning*

SEGMENT 30 **STRESS DISORDERS: HOW TRAUMATIC WERE THE 9/11/01 TERRORIST ATTACKS FOR AMERICANS? (1:36)**

Description: This segment examines the lingering psychological impact of the 9/11 terrorist attacks. People describe how memories of the attacks continue to upset and affect them long after the traumatic event. Similarly, a widespread study reveals a striking increase in the prevalence of posttraumatic stress disorder among victims of the attacks.

Source: *NBC News*, 8/06/02

Critical Thinking Questions:

1. Why are people in Washington, DC, less susceptible to PTSD than those in New York City?
2. What feelings would we expect from those who suffered a trauma?
3. Those with PTSD benefit from what type of treatment?
4. Prognosis for those with PTSD is best when _____.

SEGMENT 31 ***POSTTRAUMATIC STRESS DISORDER: A VIETNAM COMBAT VETERAN (3:55)**

Description: This segment focuses on a Vietnam veteran who suffers from posttraumatic stress disorder, which affects his family, personal, and professional life. We see footage that conveys the intensity and anxiety-arousing nature of his combat experience. The video also features specific symptoms of the disorder and details how flashbacks and persistent watchfulness impede daily functioning. The segment includes the work of the PTSD researcher Douglas Bremner.

Source: “In the Heat of the Moment” *Brain Story* (BBC Motion Gallery)

Critical Thinking Questions:

1. What role does helplessness play in PTSD?
2. Why was the Vietnam War important for the DSM?
3. PTSD is typically comorbid with:
4. How does Dennis’s fear affect his life?

*Version available on the **STUDENT TOOL KIT** under the title: *One Man’s Return from Combat*

SEGMENT 32 **FEAR, PTSD, AND THE BRAIN (4:00)**

Description: Focusing on Vietnam combat veterans with PTSD, this segment features research into the physiological causes of the disorder. Brain scans of a PTSD sufferer as he is exposed to images of war reveal that the hippocampus, a brain region implicated in the function of memory, operates abnormally in individuals with PTSD, suggesting that this brain area may be partly responsible for the unusual patterns of anxiety and fear on display in PTSD. The work of PTSD researcher Douglas Bremner is featured in this video module.

Source: “In the Heat of the Moment” *Brain Story* (BBC Motion Gallery)

Critical Thinking Questions:

1. While many veterans remember Vietnam as if it occurred yesterday, they have difficulties with memory for recent events. This type of memory loss is known as _____.
2. Which part of the brain plays a vital role in memory?

SEGMENT 33 ***STRESS AND THE IMMUNE SYSTEM: CARETAKERS AT RISK (3:15)**

Description: This segment examines the relationship between caretaking (specifically, caring for family members with dementia), stress, and health. The video focuses on a man who cares for his wife with Alzheimer’s disease and presents the emotional and physical toll that chronic stress takes on him and on other such individuals. Finally, a study by Janice Kiecolt Glaser and Ronald Glaser is presented, providing evidence that long-term stress can lower the human body’s immune response.

Source: “Mind Over Body” *Horizon* (BBC Motion Gallery)

Critical Thinking Questions:

1. Caregivers are at increased risk for_____.
2. While the death of a loved one results in bereavement, chronic, long-term conditions such as Alzheimer's may result in
3. The wound study demonstrated that increased stress results in

*Version available on the **STUDENT TOOL KIT** under the title:
Caretaking: The Physical Toll

SEGMENT 34

HYPNOSIS: MEDICAL AND PSYCHOLOGICAL APPLICATIONS (5:20)

Description: This segment examines the use and effectiveness of hypnosis in medical settings. It explores the use of hypnosis as a relaxation treatment technique. Research shown in the video demonstrates that medical procedures in which hypnosis is applied often work faster, are more comfortable for patients, and result in fewer side-effects. New hypnosis methods such as virtual reality hypnosis also are explored.

Source: "Hypnosis" *Sunday Morning* (CBS News)

Critical Thinking Questions:

1. Why is hypnosis beneficial for localized surgery?
2. Do you think this present use may give hypnosis more credibility?
3. Is hypnosis in medical applications just a placebo effect?

SEGMENT 35

FIGHTING CANCER: MOBILIZING THE IMMUNE SYSTEM (6:35)

Description: This segment focuses on the use of behavioral therapy, including relaxation techniques and support groups, to help cancer patients cope with the physical and psychological impact of their illness and of their chemotherapy. The video also features research on such interventions, including findings that cancer patients who receive the interventions tend to survive longer. The video includes a focus on the operation of the immune system.

Source: "Mind Over Body" *Horizon* (BBC Motion Gallery)

Critical Thinking Questions:

1. Does a positive attitude benefit a person with a life threatening/terminal condition?
2. How does classical conditioning play a role in fighting cancer?
3. How did relaxation benefit the patients with cancer?

SEGMENT 36

AT RISK FOR BODY DYSMORPHIC DISORDER: DOES SOCIETY ENCOURAGE PHYSICAL PERFECTION IN TEENAGE GIRLS? (3:20)

Description: This segment looks at society’s endorsement and encouragement of physical perfection, particularly in teenage girls, and the growing trend toward cosmetic surgery by female adolescents. The video follows one individual in particular as she undergoes breast augmentation to overcome what she considers to be her physical “deformity.”

Source: “Skin Deep” *48 Hours*, 5/27/99 (CBS News)

Critical Thinking Questions:

1. Is cosmetic or plastic surgery acceptable and ethical for teenage girls and why?
2. Should parents pay for cosmetic surgery and why?
3. Can physical perfection truly be achieved?
4. Haley is at risk for _____.
5. Why do these teenagers ignore the risks of these major surgeries?

SEGMENT 37

BEYOND PERFECTION: FEMALE BODY DYSMORPHIC DISORDER (4:35)

Description: This segment focuses on a woman who suffers from body dysmorphic disorder. She perceives her normal facial skin as horribly disfigured. This distorted body image severely impairs her personal and professional life. The video focuses on how her concerns have unfolded since adolescence.

Source: “Seeking Perfection” *Obsessions* (BBC Motion Gallery)

Critical Thinking Questions:

1. In what ways does BDD mimic OCD?
2. How similar is BDD to the eating disorders?
3. The therapist stated her client had OCD, borderline personality disorder, PTSD, major depressive disorder, and BDD. Do you believe that the therapist is correct in her evaluation of comorbidity?
4. Will the patient ever reach her goal of perfection?

*Version available on the **STUDENT TOOL KIT** under the title:

Beyond Perfection: Female Body Dysmorphic Disorder

SEGMENT 38

MUNCHAUSEN SYNDROME BY PROXY: WHY WOULD A PARENT MAKE A CHILD SICK? (4:09)

Description: Over the past decade, the public and the clinical field have become increasingly aware of the pattern called *Munchausen Syndrome By*

Proxy, in which parents secretly make their children sick in order to fulfill some inner psychological needs. This segment follows one such case — a mother who initially received enormous acclaim for her devoted service to her sick daughter, but was later convicted of aggravated child abuse. A jury decided that she had secretly been making her child sick all along.

Source: “A Mother Accused” *48 Hours*, 11/04/99 (CBS News)

Critical Thinking Questions:

1. Why would a parent deliberately make their child ill?
2. Is it easy to prove Munchausen Syndrome by Proxy?
3. When a child is separated from a parent accused of Munchausen Syndrome by Proxy what typically occurs?

SEGMENT 39

PHANTOM LIMB SENSATION (3:20)

Description: This segment explores the phenomenon of “phantom limb” sensation. It presents a female patient who experiences pain and other sensations in the hand of her amputated arm. Examining research into this phenomenon, the video concludes that the sensation is the result of activity in areas of the brain that lie near the brain area previously stimulated by the limb, prior to its amputation.

Source: “All in the Mind” *Brain Story* (BBC Motion Gallery)

Critical Thinking Questions:

1. What causes Phantom limb pain?
2. Would a person experiencing phantom limb pain benefit from psychotherapy?

SEGMENT 40

**PICKPOCKETS, PLACEBOS, AND PAIN:
THE ROLE OF EXPECTATIONS (4:20)**

Description: In order to explore the role that expectations may play in the perception of pain and other sensations, this segment first features a man (pickpocket) who is able to remove watches undetected, and then moves on to a research study of the role that expectations may play in the experience of pain. In the study, all participants are given shocks, but half are told that a placebo sugar pill they have taken is a pain killer while the other half are told that it is a pain enhancer. Results show that those expecting the pain to be less intense are in fact able to tolerate higher shock levels. The video illustrates that the perception of sensations can be influenced by factors such as expectations and attention.

Source: “Touch” *Human Senses* (BBC Motion Gallery)

Critical Thinking Questions:

1. If we expect something to hurt, will it be more painful?
2. By giving a placebo painkiller, do you believe subjects feel less pain?
3. To what degree can research on preconceived beliefs positively affect the outcomes in other areas of medicine?

SEGMENT 41 ***CREATING FALSE MEMORIES:A LABORATORY STUDY (4:45)**

Description: This segment features an experiment into the nature of memory, and shows that “false memories” can be introduced into a person’s recollection. In the study, participants are shown and questioned about photographs from their childhood, including one photograph doctored to show an event (a hot air balloon ride) that the participants never really experienced. After a week, half of the participants actually believe that they can recall the experience of the hot air balloon ride. This video shows how subjective and unreliable memory sometimes can be, and how it can be manipulated.

Source: “False Memories” *Tomorrow’s World* (BBC Motion Gallery)

Critical Thinking Questions:

1. Why do you believe it is easy to create false memories?
2. What are the implications of false memories for the general public as evidenced by this study?
3. At the end of this laboratory study, what do you believe is the most important thing psychologists have an obligation to do?

*Version available on the **STUDENT TOOL KIT** under the title: *Repressed Memories or False Memories?*

SEGMENT 42 **DISSOCIATIVE AMNESIA: ARE REPRESSED CHILDHOOD MEMORIES FACT OR FICTION? (3:20)**

Description: This segment brings to life the controversial issue of recovered memories of childhood abuse, including both psychological and legal aspects of the issue. It features persons who later came to conclude that their recovered memories of childhood abuse had in fact been false memories. And it considers the impact of “memory retrieval techniques.” The segment also follows one of the cases that first helped bring the issue of repressed memories of childhood abuse to the public’s attention.

Source: NBC News, 3/10/94; NBC News, 7/3/96

Critical Thinking Questions:

1. How can false memories destroy a family?
2. Are repressed memories truly possible?
3. Are therapists who use memory retrieval techniques—such as hypnosis—reliable?

SEGMENT 43 ***THREE FACES OF EVE:THE REAL PERSON (10:00)**

Description: Most people have read the book or seen the feature film *The Three Faces of Eve*, or at least heard about this famous case. However, few have actually observed the woman who suffered from this disorder. In this segment — a filmed interview conducted by her therapist a half century ago

— we see Eve’s three subpersonalities discussing their views and behaviors and displaying different patterns of speech, gestures, body language, and experiences. It is worth noting that, as it turned out, this woman also experienced many other personalities beyond those on display in this interview or in the case study. Moreover, she later recovered fully.

Source: “*The Real Three Faces of Eve*,” 1957 (Chris Sizemore and the Jerry Naylor Co. LLC)

Critical Thinking Questions:

1. Is the ability to switch personalities on demand suspicious?
2. Who is the host personality?

*Version available on the **STUDENT TOOL KIT** under the title:
Three Faces of Eve: The Real Person

SEGMENT 44

DAYDREAMS (2:05)

Description: This segment explores the nature, themes, and causes of daydreams. It focuses on brain scan findings that auditory pathways are active during daydreams, just as they are when persons are hearing actual sounds and voices.

Source: NBC News Archives

Critical Thinking Questions:

1. What do daydreams mean to you?
2. What is the most common daydream?

SEGMENT 45

***PARENTAL ATTACHMENT IN INFANCY: HARRY HARLOW AND THE “WIRE MOTHER” (7:00)**

Description: In this classic 1960 footage, famous researcher Harry Harlow demonstrates his work with rhesus monkeys and considers how this work may help explain the development of attachment and of depression and anxiety. Harlow conducts experiments in which monkeys who have been raised by an artificial mother made out of wire nevertheless turn to artificial mothers made of cloth in times of distress or in unfamiliar surroundings. Harlow also exposes the young monkeys to frightening artificial robot threats, and finds that there is an innate craving by the monkeys for soft tactile comforting touch—touch that cannot be provided by a “wire mother,” even one that has been solely responsible for the nursing of the monkeys.

Source: *Conquest: Mother Love* (CBS News)

Critical Thinking Questions:

1. Would Harlow’s experiment be considered unethical in the present day?
2. What is the importance of the wire mother?
3. What is the importance of the cloth mother?

*Version available on the **STUDENT TOOL KIT** under the title:
“Wire Mothers” and Attachment: Harlow’s Monkeys

SEGMENT 46 *THE SEARCH FOR HAPPINESS (6:15)

Description: This segment explores the concept of happiness and the human perception of it. It considers how the definition of happiness has changed over the years, from religious devotion to suffering to the current American emphasis on “the pursuit of happiness.” The video further looks at an elderly couple who find happiness in devoting their lives to caring for animals. The segment also focuses on research into how people can learn to accept the happiness that is available in their own lives rather than yearn for a level of happiness that is unrealistic.

Source: “The Pursuit of Happiness” *CBS Sunday Morning* (CBS News)

Critical Thinking Questions:

1. Do we all have the ability to achieve happiness?
2. Do you believe that more money does not bring happiness if you are not secure?
3. What does this video say about the effects of animals on mood?

*Version available on the **STUDENT TOOL KIT** under the title:
Seeking Happiness: To Each His Own

SEGMENT 47 A HAPPINESS TRAIT? (2:00)

Description: This segment focuses on happiness and its stability as a personality trait. It highlights the discovery of a gene that seems to play a key role in the formation of mood and personality. This gene has been linked to general feelings of well-being (or lack of well-being), and it appears to play an especially important role in shaping the behavior of individuals with the “neurotic” personality type. The video explores the implications of this finding for the study of personality development and the use of genetic engineering. The module also clarifies that many genes and environmental factors are likely to contribute to the complex experience of happiness.

Source: “Designer Babies” *Horizon* (BBC Motion Gallery)

Critical Thinking Questions:

1. Do you believe there is a happiness trait?
2. How can this research affect one’s health insurance?
3. Would it be ethical to produce a child genetically altered to be happy?

SEGMENT 48 MANIA (1:38)

Description: In this segment a woman is interviewed during a severe manic episode. Her symptoms include rushed speech and grandiosity.

Source: *The Mind: Depression*, 1988 (Thirteen, WNET) (New York Educational Broadcasting Corporation)

Critical Thinking Questions:

1. If an antidepressant (like Prozac) is given to a person with bipolar affective disorder, what could happen?
2. This patient’s speech and thought pattern is an example of what?
3. When interviewing a person with bipolar affective disorder, which of the following is one thing you may need to do?

SEGMENT 49

POSTPARTUM DEPRESSION (6:00)

Description: This segment explores postpartum depression. Women who previously suffered from postpartum depression and their husbands discuss the feelings they experienced following the birth of their children. The segment also profiles one woman who experienced severe postpartum depression, showing how she was helped by new assessment tools and treatment techniques.

Source: *CBS Weekend Early News; CBS Early Show* (CBS News)

Critical Thinking Questions:

1. What are the risks associated with postpartum depression?
2. Is a brief period of baby blues quite common?
3. Do societal expectations increase the risk of postpartum depression?

SEGMENT 50

***DR. AARON BECK INTERVIEWS A DEPRESSED WOMAN (4:00)**

Description: In this segment Aaron Beck, originator of cognitive therapy, conducts an interview with a depressed woman (played by an actress). During the interview, Dr. Beck discusses the woman's current situation with her, points out her cognitive reactions to it, and helps her begin to examine her thinking.

Source: *Cognitive Therapy of Depression*, 1977 (Dr. Aaron Beck, The Beck Institute for Cognitive Therapy and Research)

Critical Thinking Questions:

1. Does Dr. Beck demonstrate a high degree of empathy with the patient?
2. Given this patient's current emotional state, is cognitive therapy the best treatment?

*Version available on the **STUDENT TOOL KIT** under the title:
Depression: A Pervasive Disorder

SEGMENT 51

***DR. AARON BECK CONDUCTS COGNITIVE THERAPY FOR DEPRESSION (6:00)**

Description: In this segment Aaron Beck treats the depressed woman (played by an actress) that he interviewed in Segment 50. Demonstrating cognitive therapy, Dr. Beck helps the client identify the precise thoughts, illogical thinking processes, and maladaptive attitudes that are helping to cause her depression, and he helps her challenge these thoughts and interpretations.

Source: *Cognitive Therapy of Depression*, 1977 (Dr. Aaron Beck, The Beck Institute for Cognitive Therapy and Research)

Critical Thinking Questions:

1. Why is cognitive behavioral therapy so popular?
2. What is most effective for the treatment of depression?
3. Dr. Beck's therapeutic stance is best described as _____?

*Version available on the **STUDENT TOOL KIT** under the title:
Cognitive Therapy in Action

SEGMENT 52 **EARLY ELECTROCONVULSIVE THERAPIES (4:00)**

Description: In the 1930's, electroconvulsive therapy was developed in the belief that inducing a seizure in patients with severe mental disorders would bring improvement. The graphic footage in this segment shows the early versions of this therapy.

Sources: *Recent Modifications of Convulsive Shock Therapy*, 1941 (A. E. Bennett. Bishop Clarkson Memorial Hospital. Psychiatric Department); *Metrazol, Electric, and Insulin Treatment of the Functional Psychoses*, 1934 (James G. Sheedy). Courtesy: History of Medicine Division. National Library of Medicine

Critical Thinking Questions:

1. What is the difference between past and present ECT?
2. Why is ECT used?
3. Movies such as *One Flew Over the Cuckoo's Nest* portray ECT as a form of restraint and punishment. Is this an accurate view?

SEGMENT 53 ***MODERN ELECTROCONVULSIVE THERAPY (1:40)**

Description: This segment illustrates what ECT is like today, including the use of medication to help persons sleep through the procedure, muscle relaxants to reduce bodily thrashing, and oxygen, and the consequent reduction of the overt symptoms of the seizure produced by ECT.

Source: *The Mind*, Second Edition, 1999 (Thirteen, WNET and Worth Publishers)

Critical Thinking Questions:

1. Which is a side effect of ECT?
2. How many times a week would a person receive ECT?
3. Is modern ECT commonly practiced?

*Version available on the **STUDENT TOOL KIT** under the title: *ECT: Effective and Frightening*

SEGMENT 54 **MAJOR DEPRESSIVE DISORDER WITH PSYCHOTIC SYMPTOMS, AND THE EFFECT OF ECT (3:52)**

Description: In this segment a woman with major depressive disorder also displays psychotic symptoms as part of her depressive episode. In the initial excerpts she is interviewed during the height of her depressive episode, and she displays strong suicidal ideation, among other symptoms. In the final excerpt, she is interviewed after her recovery as a result of electroconvulsive therapy. The contrast is striking.

Source: *The Mind: Depression*, 1988 (Thirteen, WNET, New York Educational Broadcasting Corporation)

Critical Thinking Questions:

1. What are the symptoms of depression she is presenting with?
2. Who is more likely to commit suicide (actually die)?
3. Given Mary's presenting symptoms, why was ECT used?

SEGMENT 55

ANTIDEPRESSANTS AND THE “BLACK BOX” DECISION: BEFORE AND AFTER (3:15)

Description: This segment looks at the controversy concerning the risk of suicide in young people who take antidepressants drugs. First, the segment features a 2004 television news report announcing the U.S. Food and Drug Administration's decision to add “black box” warnings to antidepressant medications—warnings that alert users to a small link between antidepressant use by children and suicide. Next the segment features a 2007 report of a new study that suggests that the benefits of antidepressants for children outweigh their risks.

Source: *CBS Evening News; CBS Early Show* (CBS News)

Critical Thinking Questions:

1. Which antidepressants are the riskiest in terms of suicide?
2. Which antidepressants are less risky in terms of suicide?
3. Do the benefits of antidepressant treatment outweigh the risks of suicide?

SEGMENT 56

QUESTIONING THE EFFECTIVENESS OF ANTIDEPRESSANT DRUGS (1:30)

Description: This segment explores the question of just how effective and necessary antidepressant medications actually are. The segment features a study conducted by Dr. Irving Kirsch, which concludes that antidepressants are not more effective than other approaches in any but the most severe cases of depression, and it suggests that for most cases of depression other forms of treatment are indicated. Other clinical theorists take issue with the study's conclusions.

Source: *CBS Evening News* (CBS News)

Critical Thinking Questions:

1. Would you consider taking an antidepressant if you had depression?
2. Are there too many people who are just the “worried well”?
3. Why do people prefer a pill to therapy?

SEGMENT 57

***LIGHT THERAPY FOR DEPRESSION:
MIMICKING NATURE (3:00)**

Description: Clinicians have become aware that many people suffer from *Seasonal Affective Disorder (S.A.D.)*. They become clinically depressed each winter due apparently to the decreases in light that occur during winter months and to corresponding increases in their body's secretions of the hormone *melatonin*. One helpful treatment for this kind of depression is *light therapy*, treatment that provides SAD sufferers with extra doses of light in winter. This segment focuses on light therapy and its dramatic impact on some persons with S.A.D.

Source: "Desperate for Light" 20-20, 12/30/88 (ABC News)

Critical Thinking Questions:

1. What does light therapy tell us about seasonal affective disorder?
2. Can persons with depression and seasonal affective disorder be treated the same way?
3. Is light therapy still popular for seasonal affective disorder?

*Version available on the **STUDENT TOOL KIT** under the title:
Light Therapy: Treating Seasonal Affective Disorder

SEGMENT 58

**BRAIN AREA 25, DEPRESSION, AND DEEP
BRAIN STIMULATION (7:30)**

Description: This segment presents a potential breakthrough in the understanding of depression, and offers a look at the intervention called *deep brain stimulation*. Following the case of a severely depressed woman, the video focuses on the brain area known as Area 25 that is believed by some clinical researchers to be closely linked to depression. The woman receives deep brain stimulation as part of a study led by neurologist Helen Mayberg and neurosurgeon Andreas Lozano in Toronto. The treatment procedure and initial follow-up do not produce immediate improvements, but after several months and treatment adjustments, the woman does improve significantly.

Source: "Area 25" 60 Minutes (CBS News)

Critical Thinking Questions:

1. Is Deborah's depression treatment-resistant?
2. What does deep brain stimulation seem to be driven by?

SEGMENT 59

***SUICIDE: CASE OF THE "3-STAR" CHEF
(4:40)**

Description: This segment focus on a famous chef, Chef Bernard Loiseau, who committed suicide when he failed to meet his own rigid standards of professional achievement. His depression, fears, and perfectionism were tied in particular to critical reviews of his restaurant. When he believed (incorrectly) that the restaurant was about to lose its 3-star rating, the highest rating in France, his self-esteem plummeted and he ended his life. The video also focuses on his wife, how she had interpreted his preoccupations, and how she is now affected by the suicide.

Source: "The People's Chef" 60 Minutes (CBS News)

Critical Thinking Questions:

1. Was Bernard too self-critical of himself?
2. Did Bernard provide any warning signs of his impending suicide?
3. Why did Bernard choose not get treatment?

*Version available on the **STUDENT TOOL KIT** under the title:
Case of the “3-Star” Chef: Fame is No Protection

SEGMENT 60

***SUICIDE AND ITS IMPACT ON FAMILY MEMBERS (5:50)**

Description: Eight months after a woman committed suicide, her family members discuss their view of the suicide, their attitudes toward their lost relative, their grief and sense of loss, and the suicide’s effect on family dynamics.

Source: *Suicides*, 1987 (University of California Regents, Behavioral Sciences Media Laboratory, Neuropsychiatric Institute and Hospital, UCLA)

Critical Thinking Questions:

1. What family dynamic is operating here?
2. The three family members who did not attend may be experiencing what kinds of feelings?
3. Why doesn’t anyone comfort the father?
4. Could anything have been done to prevent this?

*Version available on the **STUDENT TOOL KIT** under the title:
Inside the Suicidal Mind

SEGMENT 61

***SUICIDE: SHOULD THE GOVERNMENT PREVENT TERMINALLY ILL PEOPLE FROM TAKING THEIR OWN LIVES? (1:23)**

Description: In this segment, a terminally ill person asserts her right to take her own life if her pain becomes unbearable, and she decries efforts by the government to interfere with this personal decision. In addition, interviewed persons state their opinions — pro and con — about the issue of physician-assisted suicide.

Source: NBC News, 10/1/96

Critical Thinking Questions:

1. Does the government have a right to interfere with your decision to live or die?
2. Does physician-assisted suicide contradict the duty of physicians to do no harm?
3. Should a person who requests euthanasia be given a full psychiatric workup?

*Version available on the **STUDENT TOOL KIT** under the title:
An Ethical Dilemma: Do People Have the Right to Take Their Own Lives?

SEGMENT 62 **WOMAN WITH ANOREXIA NERVOSA (3:08)**

Description: This segment focuses on a young woman with anorexia nervosa, including the issues of control and power in her disorder, origins of the disorder, cognitive and other features, and the impact of the disorder.

Source: *The Waist Land: Eating Disorders in America*, 1985 (Coronet/MTI)

Critical Thinking Questions:

1. Are people with eating disorders truly in control?
2. What are some other psychological problems of anorexia?
3. Anorexia involves what type of thinking?

SEGMENT 63 ***OVERCOMING ANOREXIA NERVOSA (3:20)**

Description: This segment focuses on the symptoms of a man with anorexia nervosa, including his distorted cognitions, need for control, perfectionism, and physical changes. The video also shows a comprehensive inpatient treatment program for persons with eating disorders, where multiple interventions are combined.

Source: "Slim Chance" *48 Hours* (CBS News)

Critical Thinking Questions:

1. Does Dave have body image issues?
2. What will the affect be on Dave's children, especially on his daughter towards dieting and exercise?

*Version available on the **STUDENT TOOL KIT** under the title:

Anorexia Nervosa: Not for Women Only

SEGMENT 64 ***WOMAN WITH BULIMIA NERVOSA (3:03)**

Description: This segment focuses on a young woman with bulimia nervosa, including her binge and purge behaviors, origins of her disorder, cognitive and other features, and impact of the disorder.

Source: *The Waist Land: Eating Disorders in America*, 1985 (Coronet/MTI)

Critical Thinking Questions:

1. What are some of the other psychological problems of bulimia?
2. What are some of the common themes of eating disorders?

*Version available on the **STUDENT TOOL KIT** under the title:

Imprisoned by an Eating Disorder

SEGMENT 65 **MAN WITH BULIMIA NERVOSA (4:08)**

Description: This segment focuses on the psychological issues, symptoms, and treatment of a man with bulimia nervosa. His obsession with weight is tied to having been the victim of traumatic teasing (earlier in his life) and his intense desire to fit in. The challenges for men with eating disorders are also examined, particularly the social stigma of having a disorder that is typically

associated with females and the resulting reluctance to admit a need for treatment.

Source: “Slim Chance” *48 Hours* (CBS News)

Critical Thinking Questions:

1. What does bulimia hide?
2. Why are men less likely to admit they have an eating disorder?

SEGMENT 66

PRO-ANOREXIA WEBSITES (3:45)

Description: This segment looks at the controversial subject of websites that are believed to condone and promote eating disorders. In particular, the video profiles a woman with anorexia nervosa who describes her struggle against the disorder. The woman helps run a website for people with anorexia nervosa that she argues provides a supportive community and helps people overcome their disorders. However, critics of this and similar Internet sites argue that users of such websites often exchange information about how to maintain and expand their eating disorders—thus promoting rather than combating their dysfunctional eating patterns.

Source: *CBS Early Show* (CBS News)

Critical Thinking Questions:

1. Does Stephanie seem to have Body Dysmorphic Disorder as well?
2. As a single mom, what are the risks if Stephanie continues untreated?
3. Are Pro-Ana sites supportive or detrimental?
4. Is Stephanie lying to herself about her recovery?

SEGMENT 67

***EATING AND WEIGHT GAIN: A ROLE FOR FIDGETING (3:35)**

Description: This segment highlights various factors that may affect eating and weight gain (or loss), from heightened activity to conditioning to genetics. The video features a study conducted at the Mayo Clinic in which participants were subjected to a “slob regime”, in which they spent two months overindulging in food and engaging in no exercise. The results revealed that some of the participants gained much less weight than others even though all of the participants had similar metabolic rates. Beyond genetic factors, the researchers discovered that the thinner individuals generally fidget, or move unconsciously, much more than most other people of their age and background.

Source: “Fatbusters” *Horizon* (BBC Motion Gallery)

Critical Thinking Questions:

1. Given Jeff’s constant psychomotor activity, does he seem to possibly have ADHD?
2. Jeff’s fidgeting has been advantageous to him. Why?

*Version available on the **STUDENT TOOL KIT** under the title: *Weight Gain: A Surprise Factor*

SEGMENT 68

COLLEGE BINGE DRINKING (4:35)

Description: This segment looks at the issue of college binge drinking, which is alarmingly widespread. Various college students are interviewed about their binge drinking habits, and they weigh in on why they regularly drink to excess. The segment also profiles the case of a college student who died following a drinking binge to celebrate his twenty-first birthday. The video further examines the dangers of binge drinking and the misguided thinking found among binge drinkers.

Source: “Binge College Daze” *48 Hours* (CBS News)

Critical Thinking Questions:

1. Do you believe that binge drinking is problematic?
2. What seems to drive binge drinking in college students?
3. Why do college students believe binge drinking won't harm them?

SEGMENT 69

***COCAINE ABUSE AND TREATMENT: SINKING AND RECOVERING (3:24)**

Description: In this segment, a man describes his history of cocaine abuse and dependence, which ruined his personal life and professional career. Now no longer addicted, he also describes his treatment, recovery, and successful climb back. It is worth noting that one feature of his recovery is *implicit* aversion therapy, in which he keeps recalling and picturing the life of ruin associated with drug abuse whenever he feels desires or cravings for a drug.

Source: *The Mind, Second Edition*, 1999 (Thirteen, WNET and Worth Publishers)

Critical Thinking Questions:

1. How does implicit aversion therapy help Greg to stay clean?
2. What effects does drug abuse have?
3. Four and a half years of sobriety tells us what about Greg?
4. Is cocaine addiction easier to overcome than heroin addiction?

*Version available on the **STUDENT TOOL KIT** under the title: *Craving for Cocaine*

SEGMENT 70

METHAMPHETAMINE: A POWERFUL DEPENDENCE (4:35)

Description: This segment explores methamphetamine abuse and dependence—a rising epidemic in the United States. The video explores how methamphetamine use affects brain activity and the nature and severity of methamphetamine dependence. It features both law enforcement officials and a former methamphetamine addict discussing the drug's effects. The segment also describes the ease with which methamphetamine can be manufactured from over-the-counter medications, particularly those containing pseudoephedrine (the key ingredient in methamphetamine).

Source: “Epidemic in the Heartland” *60 Minutes* (CBS News)

Critical Thinking Questions:

1. Why is meth so difficult to control?
2. Are you surprised that Missouri had the most meth labs?
3. Which neurotransmitter floods the brain for 12 hours after meth use?

SEGMENT 71

***THE MEDICAL USE OF MARIJUANA
(3:00)**

Description: In this segment, we are introduced to a woman who uses legalized marijuana to treat chronic pain after an accident has left her partially paralyzed. Focusing on her case, the video explores the debate concerning the use of marijuana for medical purposes. Some argue that marijuana is an addictive and dangerous substance and that if it is legalized for certain purposes, it will be easier to abuse, especially among young persons. The social and legal implications of regulation of the substance are also examined.

Source: "Legalizing Marijuana" *Sunday Morning* (CBS News)

Critical Thinking Questions:

1. Why hasn't anyone conducted a clinical research study on the medical uses of marijuana?
2. In essence, medicinal use of marijuana affects the war on drugs how?
3. As rational autonomous persons, don't we all have a right to choose what drugs and treatment can help us?

*Version available on the **STUDENT TOOL KIT** under the title:
The Medical Use of Marijuana

SEGMENT 72

***CHEMICALLY-INDUCED
HALLUCINATIONS: STUDIES OF
ANESTHETIC DRUGS (3:40)**

Description: In this segment, a researcher examines how a low dose of the anesthetic ketamine affects brain activity and, in turn, produces hallucinations. It is hypothesized that the drug may weaken or modify communication between neurons, resulting in hallucinations and mood enhancement.

Source: "The Final Mystery" *Brain Story* (BBS Motion Gallery)

Critical Thinking Questions:

1. Do you think that Ketamine would be a safe anesthetic?
2. Are studies like the one you just watched important?

*Version available on the **STUDENT TOOL KIT** under the title:
Hallucinogens and the Brain

SEGMENT 73 **THE NATURE AND ABUSE OF ECSTASY (MDMA) (2:50)**

Description: This segment explores the biological and psychological effects of the drug *Ecstasy* (MDMA). It features young adults who use the drug in social settings and includes their discussions of why they use Ecstasy. The biological mechanisms affected by Ecstasy are also examined, along with the drug's dangers and possible long-term effects on brain development.

Source: "Ecstasy" *48 Hours* (CBS News)

Critical Thinking Questions:

1. Why are these young people drinking water, sucking on lollipops, and sucking on pacifiers?
2. Do you believe that Ecstasy has long-term negative effects?

SEGMENT 74 ***SEXUAL DYSFUNCTIONS AND THEIR TREATMENTS (6:05)**

Description: In this segment, researchers conduct studies on treatments for erectile dysfunction. The video highlights five men who have been treated for erectile dysfunction with drug therapy, to varying degrees of success. Concerns are raised about the promotion and use of such drugs for sexual enhancement rather than for treating sexual dysfunction as originally intended.

Source: "It's Just Sex" *48 Hours* (CBS News)

Critical Thinking Questions:

1. Is sexual dysfunction in men more physically or psychologically based?
2. Is sexual dysfunction better explained by male menopause?
3. Is sexual function important to men's self-esteem?
4. Are the erectile dysfunction commercials more informational, detrimental, taboo, or downright tasteless?

*Version available on the **STUDENT TOOL KIT** under the title: *Viagra: Pathway to Sexual Happiness?*

SEGMENT 75 ***SEXUAL VIOLENCE: SHOULD DANGEROUS SEX OFFENDERS BE COMMITTED TO MENTAL HOSPITALS AFTER SERVING THEIR PRISON TERMS? (1:46)**

Description: In the 1997 case of *Kansas vs. Hendricks*, the Supreme Court ruled that convicted sex offenders may be removed from prison prior to release and committed to a mental hospital if they are considered likely to again commit sexually violent acts. This segment is a news piece on this complex legal issue, televised while the court was deliberating the case.

Source: NBC News, 12/10/96

Critical Thinking Questions:

1. Would committing sex offenders to a mental institution be a violation of their rights?

2. What is the difference between mentally ill and mentally abnormal?

*Version available on the **STUDENT TOOL KIT** under the title:
Sex Offenders: Criminals or Patients?

SEGMENT 76

GENDER IDENTITY DISORDER (4:00)

Description: In this segment an individual who has undergone sex-change surgery to become a man recalls his past life as a woman with gender identity disorder (including past feelings, body-image, and interactions). He also discusses the changes in his outlook brought about by the surgery. In addition, a specialist in gender identity disorder highlights individuals' expectations regarding sex change surgery, the pros and cons of such surgery, and alternative forms of treatment.

Source: *The World of Abnormal Psychology*, 1992 (The Annenberg/CPB Projects)

Critical Thinking Questions:

1. What types of difficulties do you think Brad has?
2. Will a gender change solve a person's problems?
3. Why is it so important to confront psychological problems before surgery?

SEGMENT 77

***THE BOY WHO WAS TURNED INTO A GIRL (8:20)**

Description: This segment considers whether sexual reassignment in a "normal" child is appropriate or even possible. It tells the tragic story of the Reimer family, a Canadian family who in the 1960s had twin boys. When one of the boys was being circumcised, a hospital mishap resulted in the destruction of most of his penis. His parents eventually sought the council of psychologist John Money, a sexual reassignment specialist, who believed through his previous work that gender identity is primarily learned. Money advised the family to have their son undergo a sex change operation and to then rear him as a girl (and to keep the child unaware that she had been born male). The segment features interviews with the Reimer family (including David Reimer, the boy himself, interviewed as an adult) after he had chosen to return to his original male sexual identity. The family describes the terribly unhappy childhood and adolescence suffered by "Brenda" Reimer, as the child was called after his surgical sex change. Unhappy through most of his life, David Reimer eventually committed suicide, following a series of unfortunate circumstances.

Source: "Dr. Money and The Boy with No Penis" *Horizon*; "The Boy Who Was Turned into a Girl" *Horizon* (BBC Motion Gallery)

Critical Thinking Questions:

1. How would you react if your sex had been changed without your consent?
2. Was John Money ethical?
3. Since David's penis was only destroyed, why would Dr. Money believe this would work?
4. Why did David choose not to live?

*Version available on the **STUDENT TOOL KIT** under the title:
The Boy Who Was Turned Into a Girl

SEGMENT 78

***WOMAN WITH HALLUCINATIONS
(3:10)**

Description: In this segment, a woman with schizophrenia experiences hallucinations, describes them in detail, and describes their powerful impact upon her life.

Source: *Madness: In Two Minds*, 1991 (BBC Worldwide Americas, Inc.)

Critical Thinking Questions:

1. What is the significance of the doctor holding the patient's hand?
2. Is it appropriate to hold or touch a patient?
3. Does this patient display more negative or positive symptoms of schizophrenia?

*Version available on the **STUDENT TOOL KIT** under the title:
Hallucinations: "The Voices Won't Leave Me Alone"

SEGMENT 79

***YOUNG MAN WITH SCHIZOPHRENIA
(4:31)**

Description: This segment focuses on a young man with schizophrenia. First, the man, a former policeman, is interviewed in the hospital. Later, he is seen sitting down and talking to his father during a home visit. The man displays delusions of persecution and grandiosity, disorganized thinking, loose associations (derailment), motor symptoms, and inappropriate affect.

Source: *The Brain: Madness*, 1984; *The Brain, Second Edition*, 1997 (The Annenberg/CPB Projects)

Critical Thinking Questions:

1. Why do schizophrenics smoke so much?
2. What subtype of schizophrenia is this patient suffering from?
3. What is the prognosis for those with schizophrenia?

*Version available on the **STUDENT TOOL KIT** under the title:
A Clinical Picture of Schizophrenia

SEGMENT 80

**MRI SCAN: COMPARISON OF
SCHIZOPHRENIC AND NON-
SCHIZOPHRENIC TWINS (1:00)**

Description: In this segment, Daniel Weinberger compares the MRI scan of a person with schizophrenia to that of his non-schizophrenic identical twin and points out that the ventricles of the twin with schizophrenia are bigger than those of the non-schizophrenic twin.

Source: *Madness: In Two Minds*, 1991 (BBC Worldwide Americas Inc.)

Critical Thinking Questions:

1. What information can an MRI reveal about schizophrenia?
2. What else can mimic the symptoms of schizophrenia?
3. What can greater spinal fluid and loss of brain tissue in schizophrenia tell us?

SEGMENT 81 ***POSTPARTUM PSYCHOSIS: WHY DID ANDREA YATES KILL HER FIVE CHILDREN? (7:03)**

Description: On the morning of June 20, 2001, Andrea Yates drowned her five small children in the bathtub. This powerful segment examines this tragic case. It demonstrates her previous loving devotion to her children, documents her past history of postpartum depression and postpartum psychosis, looks at the failures of the medical and mental health fields, and raises questions about the decision made by Mrs. Yates and her husband to have a fifth child. Professors should emphasize the important distinction between *postpartum psychosis* and *postpartum depression* (which is more common). Although Mrs. Yates suffered from each syndrome, it was the postpartum psychosis that apparently triggered this tragedy.

Source: "Why Did She Do It?" *60 Minutes*, 12/09/01 (CBS News)

Critical Thinking Questions:

1. Why would Andrea Yates's husband still be supportive of her?
2. By dialing 911 and phoning her husband, did Andrea Yates demonstrate knowledge of right and wrong?
3. Should Mr. and Mrs. Yates have had more children after two prior suicide attempts and a history of depression?
4. Was the murder of her children premeditated?

*Version available on the **STUDENT TOOL KIT** under the title: *Postpartum Psychosis: Why Did Andrea Yates Kill Her Five Children?*

SEGMENT 82 **PATIENTS BEFORE AND AFTER PREFRONTAL LOBOTOMY, 1944 (5:50)**

Description: This segment shows historical footage of patients before and shortly after their lobotomies. Although each case was pointed to as a success at the time, it is obvious, looking back, that the postoperative behavior and functioning of the patients were hardly ideal or problem-free.

Source: *Prefrontal Lobotomy in Chronic Schizophrenia*, 1944 (A. E. Bennett, Bishop Clarkson Memorial Hospital, Psychiatric Department). Courtesy: History of Medicine Division, National Library of Medicine.

Critical Thinking Questions:

1. Is this patient exhibiting aggressive and impulsive behavior?
2. Is his attitude really resistive and antagonistic?
3. This patient appears to be suffering from _____?
4. How would we describe the postoperative functioning of these two men?

SEGMENT 83 ***THE THERAPEUTIC EFFECT OF ANTIPSYCHOTIC DRUGS (2:10)**

Description: This segment demonstrates the near-miraculous turnaround that occurs for some persons with schizophrenia when they take antipsychotic medications. The man featured in the video is extremely confused and unable to verbalize effectively prior to taking a new antipsychotic drug. A month later, after the introduction of the drug, he is clear, coherent, and planning for a return to work.

Source: *The Brain: Madness*, 1984 (Thirteen, WNET, New York Educational Broadcasting Corporation)

Critical Thinking Questions:

1. Why do some schizophrenics stop taking their medications?
2. If Augustine stays on his medications, how would you describe his prognosis?
3. What do schizophrenics need to maintain their wellness?

*Version available on the **STUDENT TOOL KIT** under the title: *Antipsychotic Drugs: Before and After*

SEGMENT 84 **UNDESIRE D EFFECTS OF CONVENTIONAL ANTIPSYCHOTIC DRUGS (0:55)**

Description: This segment reveals the undesired effects that may be brought about by conventional antipsychotic drugs, including extrapyramidal effects.

Source: *Madness: Brainwaves*, 1991 (BBC Worldwide Americas, Inc.)

Critical Thinking Questions:

1. Is Thorazine the only drug choice for schizophrenia?
2. What symptoms remain even after treatment with antipsychotics?
3. What symptoms are the most difficult to treat?
4. Is this film a modern view of psychopharmacology?

SEGMENT 85 ***SEVERE MENTAL DISORDERS AND DRUG ABUSE: THE SO-CALLED “WILD MAN OF WEST 96TH STREET” (5:18)**

Description: During the early 1990s, Larry Hogue, nicknamed the “Wild Man of West 96th Street” by his neighbors, was the best known *mentally ill chemical abuser (MICA)* in the United States. This segment, filmed in 1992, focuses on Hogue and his struggles with both psychosis and substance abuse, his impact upon community residents, and the failures of the mental health system and the criminal justice system to address his severe problem.

Source: “Wild Man of West 96th Street” *60 Minutes*, 12/13/92 (CBS News)

Critical Thinking Questions:

1. Is Larry to blame for his actions?
2. Compare and contrast Larry Hogue and John Nash?
3. Do you think it's acceptable to wait for Larry to harm someone before something is done?

*Version available on the **STUDENT TOOL KIT** under the title:
Treating MICAs: "Wild Man of West 96th Street"

SEGMENT 86

***OVERCOMING SCHIZOPHRENIA: JOHN NASH'S BEAUTIFUL MIND (4:50)**

Description: Perhaps the most celebrated case of schizophrenia in recent years is that of John Nash, the brilliant mathematician who struggled with this disorder for 35 years, and then was awarded the Nobel Prize for work he had done as a doctoral student back in 1951 at Princeton University. This segment follows Nash's ordeal and triumph, which inspired the award-winning 2001 movie "A Beautiful Mind." Perhaps the most powerful part of this segment is Nash's interaction with his adult son, also a mathematician, who also suffers from schizophrenia.

Source: "John Nash's Beautiful Mind" *60 Minutes*, 3/17/02 (CBS News)

Critical Thinking Questions:

1. Is John Nash a representative example of most schizophrenics?
2. What could we say about the impact of nature and genetics considering that John Nash's son is also schizophrenic?
3. Why is John Nash so much more functional than other schizophrenics?

*Version available on the **STUDENT TOOL KIT** under the title:
Overcoming Schizophrenia: John Nash's Beautiful Mind

SEGMENT 87

PERSONALITY AND THE BRAIN (5:30)

Description: This segment explores creativity and personality, including their neural links, by focusing on the case of a man who has a degenerative brain disorder. The video describes the changes in his personality, such as a decreased level of empathy and increased artistic ability, and ties those behaviors to changes in his frontal lobe. Various explanations for personality changes as a result of brain disorders are explored.

Source: "All in the Mind" *Brain Story* (BBC Motion Gallery)

Critical Thinking Questions:

1. The loss of brain function has lead Dick to
2. How difficult is Dick's condition for his wife?

SEGMENT 88 ***PSYCHOPATHY AND CRIMINAL BEHAVIOR (2:59)**

Description: This segment focuses on people with psychopathy (sociopathy) who commit criminal behavior. One such individual discusses his behavior and the changes he has experienced. In addition, Robert Hare, an expert on this pattern, discusses the issue of whether psychopathy can be changed or treated. He argues that most of the treatments available for prisoners do not address the key symptoms of psychopathy.

Source: *The Mind, Second Edition*, 1999 (Thirteen, WNET and Worth Publishers)

Critical Thinking Questions:

1. Are our prisons able to provide criminals with gainful rehabilitation?
2. Why are psychopaths less likely to commit crimes as they get older?

*Version available on the **STUDENT TOOL KIT** under the title: *Antisocial Personality Disorder: A Treatable Pattern?*

SEGMENT 89 **CHILDHOOD VIOLENCE: NATURE VERSUS NURTURE (2:50)**

Description: This segment explores whether violent behavior by children is the result of environmental factors, brain abnormalities, or both. It notes that brain scans of children who repeatedly display violence often reveal abnormal activity in areas of the brain relating to impulsivity, empathy, and emotionality. Includes the work of Nora Volkow.

Source: NBC News Archives

Critical Thinking Questions:

1. Is early identification of violence and aggression important?
2. Is there a mental disorder going on here or is this more environmentally based?
3. How is modeling violent behavior detrimental for development?

SEGMENT 90 ***DO VIDEO GAMES TEACH PEOPLE TO BE VIOLENT? (4:30)**

Description: This segment looks at the controversial question of whether video games help produce violent and aggressive behavior in teens. It focuses on the highly publicized case of an 18-year-old, who killed three police officers in an Alabama police station, reportedly after having been influenced by the violent video game *Grand Theft Auto*. The segment explores a lawsuit that followed the shootings against the makers of the video game, which alleged that the game conditioned the teenager to react violently in real life. The segment considers the theory that because teenage brains are not fully developed and impulse control is not yet available to teens, a game such as this can influence violent behavior if other risk factors are also present.

Source: "Grand Theft Auto" *60 Minutes* (CBS News)

Critical Thinking Questions:

1. Do you believe that children and adolescents lack the ability to separate out violent acts from video games and reality?
2. Are video games a violence simulator?
3. Do you believe that Moore lacked the ability to separate out violent acts from video games and reality?
4. Is Moore mentally ill or a product of the juvenile system?

*Version available on the **STUDENT TOOL KIT** under the title:
Do Video Games Teach People To Be Violent?

SEGMENT 91

RAGE: ONE MAN'S STORY AND TREATMENT (10:05)

Description: This segment focuses on the symptoms of and treatment for a man with intense and distressing anger. His angry outbursts, which typically occur when he is driving, are often followed by feelings of shame and regret. The video shows two sessions of anger management therapy. At the end of the segment, the patient's stress reactions are measured while he is driving, and he displays significant improvement.

Source: "Personality" *Human Mind* (BBC Motion Gallery)

Critical Thinking Questions:

1. Is Sean's anger better explained by intermittent explosive disorder?
2. What are the potential risks of Sean's anger?
3. Was anger management truly effective for Sean?

SEGMENT 92

INTERNET ADDICTION: A CROSS-CULTURAL PHENOMENON (4:20)

Description: This segment looks at the issue of "internet addiction," and the effect of excessive computer use in countries across the world. The video first spotlights the United States, where college students describe how much time they spend on social networking websites and how their internet use often distracts their attention from their studies. The segment then shows a controversial "boot camp" in China where children and young adults are sent to be treated for internet addiction, with a combination of military-style discipline, medication, and, in some cases, even electroconvulsive therapy.

Source: *CBS Early Show*; *CBS Evening News* (CBS News)

Critical Thinking Questions:

1. Are you addicted to the internet?
2. How many hours a day do you spend on the internet for non-school related work?
3. Do you believe that the internet is an addiction?
4. Is the internet limiting our face-to-face social interactions?

SEGMENT 93

COMPULSIVE GAMBLING AND THE BRAIN'S PLEASURE CENTER (5:20)

Description: This segment highlights research at the University of Minnesota on the causes and treatment of pathological gambling. It looks in particular at the role of the brain's pleasure center. The video features a man who takes a new drug to help treat his gambling pattern, a drug that helps dampen the pleasure associated with his pathological gambling behavior.

Source: "Seeking Perfection" *Obsessions* (BBC Motion Gallery)

Critical Thinking Questions:

1. Should medication only be used to treat Theodore's gambling addiction?
2. Has the internet caused an increase in gambling?
3. Do you believe there are risks with substituting one addiction for another?

*Version available on the **STUDENT TOOL KIT** under the title: *Compulsive Gambling, the Brain, and Poor Impulse Control*

SEGMENT 94

CHILDHOOD ANXIETY: HOW DID THE 9/11/01 TERRORIST ATTACKS AFFECT CHILDREN? (2:20)

Description: This segment explores the lingering psychological impact of the 9/11/01 terrorist attacks upon children, particularly those living in New York City. It reveals effects such as anxiety, insecurity, poor concentration, and nightmares, and a rise in the prevalence of psychological disorders. It also reports on relevant research findings.

Source: NBC News, 5/22/02

Critical Thinking Questions:

1. Why is it so important to talk with children about horrific acts that have occurred?
2. What are the possible treatments for this young child?
3. If left untreated, children with PTSD can be expected to _____?

*Version available on the **STUDENT TOOL KIT** under the title: *Childhood Anxiety: How Did The 9/11/01 Terrorist Attacks Affect Children?*

SEGMENT 95

CAN CHILDHOOD PSYCHOPATHOLOGY BE CAUSED BY INFECTIONS? (5:45)

Description: This segment looks at the possible impact of physical illness and infections on the development of childhood mental disorders. It focuses on the powerful case of an 8-year-old girl with severe obsessive-compulsive disorder. The footage in this video demonstrates the girl's compulsive rituals and the impact her disorder has on her emotional life. The segment clarifies that a severe throat infection at an early age coincided with the start of

this OCD pattern and that subsequent infections have often signaled additional flare-ups. The video also examines relevant research into this issue.

Source: “Who’s Normal Anyway?” *Obsessions* (BBC Motion Gallery)

Critical Thinking Questions:

1. Does Taylor really understand her OCD?
2. Could her OCD be an expression of modeling behavior?
3. Does Taylor truly have an opinion about her condition, or is she parroting her parent’s opinions?

SEGMENT 96

SLEEP TERROR DISORDER (4:20)

Description: This segment features a child with sleep terror disorder. We see a series of instances in which the young girl awakens extremely frightened. Although she may walk around and talk to her parents upon such awakenings, she is not fully coherent and indeed not fully awake. The video also explores the effects that the child’s irregular sleep patterns have had on her parents’ own sleep patterns and marital relationship.

Source: “Night, Night” *The Trouble with Sleep* (BBC Motion Gallery)

Critical Thinking Questions:

1. If Holly were your child, would you seek a sleep study?
2. Do you believe Holly’s sleep terrors are real?
3. How would you react to having a child with sleep terrors?
4. By putting Holly in their bed, what are her parents potentially doing?

SEGMENT 97

***ADHD: A FAMILY PROBLEM (6:10)**

Description: This segment presents a case in which a young boy’s ADHD places a severe strain on his family. The child’s impulsive behaviors repeatedly expose him to danger, and he also is unable to obey instructions. A simple shopping trip becomes a nightmare for his weary and, at times, frightened parents. The video examines the theory that oppositional behavior in ADHD children develops as a response to repeated reprimands for behavior they cannot control.

Source: “Living with ADHD” *Horizon* (BBC Motion Gallery)

Critical Thinking Questions:

1. Should Liam be on ADHD medication?
2. How can Liam’s behavior affect his other sibling’s development?
3. What other comorbid diagnoses would you consider regarding Liam?

*Version available on the **STUDENT TOOL KIT** under the title:
ADHD: A Family Problem

SEGMENT 98 **READING AND READING DISORDERS (4:20)**

Description: This segment showcases research into the process of learning to read, and offers insight into why some children have trouble learning this important skill. The video shows a poor reader learning to read with the aid of a computer program. Because the child has trouble associating letters with sounds—a critical part of learning to read—the program uses repetition to help him associate sounds with letters. According to the segment, brain scans of people who are reading indicate that a particular area of the brain is responsible for associating letters with sounds. Brain scans of a child in the segment before and after he learns to read effectively seem to support this theory.

Source: “Growing the Mind” *Brain Story* (BBC Motion Gallery)

Critical Thinking Questions:

1. Are reading disorders more common in boys or girls?
2. If reading disorders are not dealt with early on, what are the potential long-term effects?

SEGMENT 99 ***TWO FACES OF AUTISM (4:20)**

Description: This segment focuses on two eleven-year-old boys who have autism. Their behavioral differences and similarities illustrate that autism is characterized by a spectrum of dysfunctioning. Three common features of the disorder are focused on: decreased capacity for social engagements, communication deficits, and lack of imagination.

Source: “Does the MMR Jab Cause Autism?” *Horizon* (BBC Motion Gallery)

Critical Thinking Questions:

1. In comparison to normal children, Children with autism lack what specifically?
2. If your child had autism, how would this affect you life?

*Version available on the **STUDENT TOOL KIT** under the title: *Two Faces of Autism*

SEGMENT 100 **THEORY OF MIND: TAKING THE PERSPECTIVE OF OTHERS (1:40)**

Description: This video focuses on the *Theory of Mind* principle. It features a research study in which children are asked to hide candy from an adult. Older children can do the task, but children under the age of three years are completely unable to do so. This research indicates that at that younger age, the children’s brains have not yet developed to the point where they can understand what another person can or cannot see.

Source: “Will to Win” *Human Instinct* (BBC Motion Gallery)

Critical Thinking Questions:

1. Which children’s disorder lacks a theory of mind?
2. Children lack a theory of mind before which age?

SEGMENT 101 **DR. IVAR LOVAAS TREATS A YOUNG AUTISTIC CHILD WITH BEHAVIORAL INTERVENTION (3:20)**

Description: In this segment, Ivar Lovaas, a leader in the development of behavioral treatments and programs for people with autism, treats a young child with the disorder. Using behavioral techniques, he is able to change some of the child's dysfunctional behaviors relatively quickly.

Source: *Behavioral Treatment of Autistic Children*, 1988 (Focus International, Inc.)

Critical Thinking Questions:

1. The behavioral treatment displayed best resembles what?
2. Is his hugging and kissing inappropriate?
3. What do we notice about the teacher?

SEGMENT 102 **ADULT WITH AUTISM (2:19)**

Description: This segment first shows Ricky, a child with autism, learning to communicate in a behavioral treatment program 20 years ago. It then shows Ricky today. During the intervening years, his treatment program, in which he had been making considerable progress initially, was stopped due to a lack of funding, leading to a regression in his functioning.

Source: *Behavioral Treatment of Autistic Children*, 1988 (Focus International, Inc.)

Critical Thinking Questions:

1. What is the importance of early training?
2. What is so unfortunate about cases such as Ricky's?
3. How would you rate Ricky's overall ability to sustain himself in society?

SEGMENT 103 **DOES THE MMR VACCINE CAUSE AUTISM? (6:40)**

Description: One of the field's most heated controversies in recent years has centered on whether MMR vaccines cause autism. This segment presents the case of a young child who had been developing normally but whose language and learning skills then *appeared* to deteriorate following an MMR vaccination. The video presents his mother's observations and her belief that her son's autism is indeed linked to the vaccination he had received. The segment then goes on to present studies that have challenged the theory that MMR vaccinations have a link to the development of autism, a theory first proposed by Andrew Wakefield and his colleagues.

Source: "Does the MMR Jab Cause Autism?" *Horizon* (BBC Motion Gallery)

Critical Thinking Questions:

1. Do you believe the MMR vaccine causes autism?
2. Is there a possibility that the MMR vaccine batches may have been tainted?
3. Is Wakefield's theory too simplistic?

SEGMENT 104 **SAVANT ART SKILLS: IN AUTISM AND DEMENTIA (5:55)**

Description: This segment shows (1) a teenage boy with autism who has advanced artistic abilities, and (2) an elderly woman who developed remarkable painting skills after the onset of dementia. Brain scans of individuals with dementia are examined, and possible explanations for savant skills are offered.

Source: "It's All in Your Head" *48 Hours* (CBS News)

Critical Thinking Questions:

1. Are you surprised by Jonathan's talent?
2. Is Jonathan's talent at risk of being exploited?
3. Given Jonathan's social interactions, is he a high-functioning autistic or does he have Asperger's?

SEGMENT 105 **DOWN SYNDROME: A SPECIAL FAMILY (6:00)**

Description: This segment focuses on individuals with Down Syndrome, profiling in particular a woman who has adopted four children with this disorder. The video addresses the challenges of living with individuals who have special needs, and shows both the problems and positive emotions of persons with Down Syndrome.

Source: *Children with a Difference* (BBC Motion Gallery)

Critical Thinking Questions:

1. Would you ever consider adopting a special needs child?
2. Does Otto seem to be less mentally retarded than the other boys?
3. Is Down Syndrome still considered a socially unacceptable disorder?

SEGMENT 106 ***COMPANIONSHIP AND SUPPORT: PETS FILL THE VOID (4:35)**

Description: This segment focuses on the psychological and physical benefits of providing animal companions for elderly persons in a nursing facility. Similarly, interactions with children and a warm and stimulating environment help nursing home residents achieve greater psychological and physical health. We see in this video that such residents often develop a greater sense of purpose in life and that the rates of illness and mortality at the facility go down significantly.

Source: "Garden of Eden" *48 Hours* (CBS News)

Critical Thinking Questions:

1. Why isn't this positive approach to nursing home care more common?
2. When you grow old, would this be a place you would like to be in?
3. What are the benefits to this type of care?

*Version available on the **STUDENT TOOL KIT** under the title:
Pets and the Elderly: The Impact of Companionship

SEGMENT 107 **HEALTHY AGING: THE POWER OF POSITIVE THINKING (7:35)**

Description: This segment highlights the effects of positive attitudes on the quality of life in an elderly population. The video examines the roles of increased activity, positive attitudes, and medical advances in helping individuals to age better. The importance of strong interpersonal relationships, self-esteem, positive thinking, and exercise are also examined.

Source: "70 Is the New 50" *Sunday Morning* (CBS News)

Critical Thinking Questions:

1. Why is exercise important for the elderly?
2. Is age just a number?

SEGMENT 108 **OLD AGE: LEARNING AND MOVING AT THE SAME TIME (2:40)**

Description: This segment examines how mental resources are allotted differently in the young and the elderly. A study conducted in Belgium reveals that older individuals have difficulty memorizing words while they are walking, whereas younger adults can easily do both at the same time. Researchers conclude that bodily movements do not typically require much mental attention, but when we become older they require more of our mental resources.

Source: "Growing the Mind" *Brain Story* (BBC Motion Gallery)

Critical Thinking Questions:

1. Does this study seem to have any validity?
2. What does this study say about multitasking?

SEGMENT 109 ***LIVING WITHOUT MEMORY (5:21)**

Description: This segment features an in-depth profile of a man who has lost both his short-term and long-term memory. The module reveals the difficulties and emotional pain of living without memory. It also focuses on the experiences of family members who are caregivers. Alternative techniques for coping with and working around memory loss are presented as well.

Source: *Living without a Memory* (BBC Motion Gallery)

Critical Thinking Questions:

1. George's memory disappeared overnight. Is this harder for his wife to deal with than if George had Alzheimer's?
2. Does George's condition put more of an emotional or physical strain on his wife?
3. Is George's condition similar to having Anterograde amnesia?

*Version available on the **STUDENT TOOL KIT** under the title: *Living Without Memory*

SEGMENT 110 ***ALZHEIMER'S DISEASE: A CASE, RESEARCH, AND NEW DIRECTIONS (8:40)**

Description: This segment explores current research on the symptoms and treatment of Alzheimer's disease and also focuses on a man with early-onset Alzheimer's disease. The video explores features of the disease that distinguish it from general aging, such as tangles and plaques in the brain. It also examines environmental and psychological factors that may play roles in the development and progression of the disease.

Source: "A New Day" *Sunday Morning* (CBS News)

Critical Thinking Questions:

1. Is being diagnosed with Alzheimer's at age 54 worse than at age 65?
2. When do you believe we will find a cure for Alzheimer's?

*Version available on the **STUDENT TOOL KIT** under the title: *Suffering from Alzheimer's Disease*

SEGMENT 111 **ALZHEIMER'S DISEASE: A CLINICAL PICTURE (4:30)**

Description: This segment explores the cognitive, physical, and behavioral progression of Alzheimer's disease, and the impact the disease has on families. It focuses on the deterioration of a woman with Alzheimer's disease. Her family is shown caring for her, while she herself is barely able to respond.

Source: Worth Publishers

Critical Thinking Questions:

1. What do people with Alzheimer's die from?
2. Is it common for a significant physical or psychological loss to exacerbate Alzheimer's?

SEGMENT 112 **STROKE, COGNITION, AND LANGUAGE: A CASE STUDY (4:00)**

Description: This segment focuses on language problems, such as aphasia, that may develop after stroke-induced damage to the left hemisphere of the brain. The video features a male stroke victim whose language and grammar skills declined severely following a stroke, and his rehabilitation efforts. It also examines areas of the brain that are related to language ability.

Source: *First Among Equals* (BBC Motion Gallery)

Critical Thinking Questions:

1. Is plasticity better in childhood or adulthood?
2. Is stroke truly a recoverable condition?

SEGMENT 113 **PARKINSON'S DISEASE: A CASE STUDY (4:10)**

Description: This segment focuses on a man with Parkinson's disease whose medication relieved certain symptoms of the disease but also created undesired effects that were difficult to live with. The video examines his physical and psychological functioning before and after a treatment procedure known as deep brain electrode stimulation.

Source: "Unlocking Parkinson's" *60 Minutes* (CBS News)

Critical Thinking Questions:

1. What would be worse to be diagnosed with—Alzheimer's or Parkinson's?
2. Were there significant changes in his quality of life after the procedure?

SEGMENT 114 **SLEEP AND SLEEPLESSNESS: THE CURRENT SCENE (5:45)**

Description: This segment explores research into the sleep patterns and problems of people today and examines the question of how much sleep people need. Research presented in the video suggests that sleep disorders affect the body as well as the mind. The segment also highlights a study of sleep patterns in killer whales and discusses its usefulness for understanding disorders of sleep control in humans.

Source: "Sleepless in America" *Sunday Morning* (CBS News)

Critical Thinking Questions:

1. How much sleep do you get per night?
2. Do you believe we need 8 hours of sleep per night?
3. Is sleep for the mind, body, or both?

SEGMENT 115 ***LAW, DANGEROUSNESS, AND MENTAL DYSFUNCTION: WAS JEFFREY DAHMER NOT GUILTY BY REASON OF INSANITY? (5:28)**

Description: In 1992, the notorious serial murderer Jeffrey Dahmer was found guilty of murdering 15 young men, despite his claim that he should be found not guilty by reason of insanity. This segment consists of direct footage from his trial in which psychologist Judith Becker, a leading expert on sexual disorders, testifies that Dahmer was indeed suffering from “mental disease,” making it impossible for him to conform to the law. In graphic testimony, Dr. Beck also describes some of Dahmer’s murders, his dismembering of the victim’s bodies, and his performance of sexual acts with the dead bodies (a paraphilia known as *necrophilia*).

Source: CNN, 2/4/92

Critical Thinking Questions:

1. The expert witness states that Jeffrey Dahmer suffers from necrophilia, which is categorized under the paraphilias. Are his horrific acts of violence better explained by another disorder?
2. Dahmer propositioned and lured more than 15 victims to his apartment, eluded the police on at least one occasion, and committed premeditated murder for his own sexual pleasure. Was Jeffrey Dahmer truly insane or an intelligent serial killer—and why?

*Version available on the **STUDENT TOOL KIT** under the title: *Jeffrey Dahmer: Not Guilty By Reason of Insanity?*

SEGMENT 116 **LAW AND MENTAL DYSFUNCTION: WHAT DID THE HINCKLEY JURORS REALLY BELIEVE? (1:58)**

Description: When a jury pronounced would-be presidential assassin John Hinckley *not guilty by reason of insanity* in 1982, millions of people decried the verdict. As it turned out, some of the jurors themselves had mixed feelings about the verdict and about their judicial options. Several of them express their concerns and their views in this news piece made within hours of the 1982 verdict.

Source: NBC News, 6/22/82

Critical Thinking Questions:

1. What percentage of “not guilty by reason of insanity” is common?
2. Should persons found “not guilty by reason of insanity” be sentenced to jail if they are later deemed sane?
3. Should John Hinckley be let out if ever deemed sane?
4. Do most jurors understand the legal and psychological issues well enough to deliver a verdict?

SEGMENT 117 **LEGAL ISSUES: HOW ARE PERSONS PREPARED FOR COMMITMENT HEARINGS? (2:33)**

Description: A patients' rights advocate at a mental hospital prepares a patient for the next day's commitment hearing, to help ensure that the individual's legal and civil rights are upheld and that his perspective and concerns are considered carefully in the upcoming decision.

Source: *Madness: In Two Minds*, 1991 (BBC Worldwide Americas Inc.)

Critical Thinking Questions:

1. What is the importance of preparing the patient for the commitment hearing?
2. Does this patient seem well enough to be released from the hospital?
3. During commitment proceedings, do most persons get committed?

SEGMENT 118 ***OUTPATIENT COMMITMENT: FORCING PERSONS INTO MENTAL HEALTH TREATMENT (6:10)**

Description: This segment focuses on the development of a legal procedure, known as "Kendra's Law" in New York, for forcing certain individuals with mental disorders into *outpatient* treatment. The effectiveness and implications of such outpatient commitment procedures are examined. The video also features input from an individual with a severe mental disorder who menaced passengers on a busy commuter train with a sword, and from his family, who discuss their experiences with mental disorders and their opinions of the outpatient commitment procedure.

Source: "A Right That Could Be Wrong" *60 Minutes* (CBS News)

Critical Thinking Questions:

1. Should mentally ill patients be forced medication?
2. Do police need better training for dealing with the mentally ill?
3. Are we failing persons with mental illness?

*Version available on the **STUDENT TOOL KIT** under the title: *Forcing People Into Mental Health Treatment*

SEGMENT 119 **STALKING: OBSESSION OR PSYCHOSIS?** **(2:49)**

Description: Stalking is a major problem in our society, but as this segment clarifies, there are a variety of reasons that persons may stalk others. With the use of video examples, a psychiatrist in the video suggests that some people stalk because they cannot give up control over a person with whom they have been in a relationship, others stalk attractive or successful strangers because it makes them feel special, and still others stalk because they experience erotomanic delusions. The potential for violence by stalkers can be unpredictable, and treatment has been of limited success.

Source: "To Stop a Stalker" *48 Hours*, 1/31/99 (CBS News)

Critical Thinking Questions:

1. Is there a profile for stalkers?
2. Why do people stalk?

SEGMENT 120 ***WHEN TREATMENT LEADS TO EXECUTION: MENTAL HEALTH AND THE LAW (7:05)**

Description: This segment examines the controversy over whether a convicted murderer with paranoid schizophrenia is competent enough for execution. If his symptoms are reduced through drug treatment and he becomes clearer cognitively, he will become eligible for execution. The ethical and legal dilemmas that this poses for clinicians are explored.

Source: "Doctor's Dilemma" *60 Minutes* (CBS News)

Critical Thinking Questions:

1. Should mentally ill patients be treated with medication only to be executed?
2. If you were a clinician, would you have any moral dilemmas by treating someone only to have them executed?
3. Was the out-of-state physician paid to render a competency decision?
4. Does this case set a dangerous precedent for other mentally ill persons on death row?

*Version available on the **STUDENT TOOL KIT** under the title:
When Treatment Leads To Execution: Mental Health And The Law