The student should direct and support the session. Students should be encouraged to ask questions of the patient. Students should not participate in any session with their doctor. The skill should reflect typical behavioral interactions of patients and friends as well as patients. The skill should not include typical behavioral interactions of patients and friends with the patient.

On the day of the lecture, a specific form of mental disorder, the patient, etc., should be discussed. Students should be encouraged to ask questions of the patient. Students should not participate in any session with their doctor. The skill should reflect typical behavioral interactions of patients and friends as well as patients. The skill should not include typical behavioral interactions of patients and friends with the patient.

The instruction should precede the lecture on abnormal forms of abnormal behavior. Students should have access to notes and other outside resources that they might find helpful. This activity should precede the lecture on abnormal forms of abnormal behavior. Students should have access to notes and other outside resources that they might find helpful.

In contrast, such as abnormal behavior or abnormal psychology, where a series of exercises are presented, the presentation of the exercise who is an engineer. This exercise is best applied, with other professionals, who in the lecture. Students should have access to notes and other outside resources that they might find helpful. This activity is suited for an abnormal or abnormal psychology course. No materials are needed. The instructor.

University of North Carolina at Wilmington
Antonio E. Puente

WEARING THE OTHER SHOE
ABNORMAL BEHAVIOR:
UNDERSTANDING

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Responsibility, objectivity, confidentiality, and, above all, the welfare of the patient, are paramount. Any information obtained during the course of treatment should be shared only with the consent of the patient. Ethical issues of confidentiality and objectivity are the basis of professional ethics.

Participation and class activities should be encouraged to avoid stereotyping and self-disclosure.

The patient is, at the same time, a person and a student. When discussing the case, the instructor should focus on the student's understanding and personal growth.

Discussion on the case should be conducted in a respectful manner, focusing on the student's understanding of the disorder and the ethical implications of the case.

One of the key aspects of the case is the development of a case study. This case study is best approached by structuring a project and discussing it in the class setting. The problem of the case is best approached by structuring a project and discussing it in the class setting.