

Unit #7: Applications of Psychological Science

Content Area: **Social Studies**
Course(s): **Psychology I, Psychology II**
Time Period: **Fourth Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

Career paths as well as practical uses of psychology will be discussed, analyzed, and modeled. This will expose the students to the real world applications of the theories they studied throughout the year. Psychological treatments of specific ailments will also be studied and analyzed.

STAGE 1- DESIRED RESULTS

The College, Career, and Civic Life (C3) Framework for Social Studies

PSY.9-12.1	Psychological Perspectives and Methods of Inquiry
PSY.9-12.1.D2.Psy.1.9-12	Demonstrate a basic understanding of the scientific methods that are at the core of psychology.
PSY.9-12.1.D2.Psy.2.9-12	Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
PSY.9-12.1.D2.Psy.3.9-12	Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.
PSY.9-12.1.D2.Psy.4.9-12	Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.
PSY.9-12.1.D2.Psy.5.9-12	Explain how the validity and reliability of observations and measurements relate to data analysis.
PSY.9-12.1.D2.Psy.6.9-12	Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
PSY.9-12.1.D2.Psy.7.9-12	Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.
PSY.9-12.2	Influences on Thought and Behavior
PSY.9-12.2.D2.Psy.8.9-12	Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
PSY.9-12.2.D2.Psy.9.9-12	Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
PSY.9-12.2.D2.Psy.10.9-12	Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
PSY.9-12.2.D2.Psy.11.9-12	Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
PSY.9-12.2.D2.Psy.12.9-12	Explain how social, cultural, gender, and economic factors influence behavior and human

	interactions in societies around the world.
PSY.9-12.3	Critical Thinking: Themes, Sources, and Evidence
PSY.9-12.3.D2.Psy.13.9-12	Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and well being.
PSY.9-12.3.D2.Psy.14.9-12	Use information from different psychological sources to generate research questions.
PSY.9-12.3.D2.Psy.15.9-12	Use existing evidence and formulate conclusions about psychological phenomena.
PSY.9-12.3.D2.Psy.16.9-12	Use critical thinking skills to become better consumers of psychological knowledge.
PSY.9-12.3.D2.Psy.17.9-12	Acknowledge the interconnectedness of knowledge in the discipline of psychology.
PSY.9-12.4	Applications of Psychological Knowledge
PSY.9-12.4.D2.Psy.18.9-12	Apply psychological knowledge to their daily lives.
PSY.9-12.4.D2.Psy.19.9-12	Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
PSY.9-12.4.D2.Psy.20.9-12	Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
PSY.9-12.4.D2.Psy.21.9-12	Discuss ways in which the applications of psychological science can address domestic and global issues.
PSY.9-12.4.D2.Psy.22.9-12	Use psychological knowledge to promote healthy lifestyle choices.
PSY.9-12.4.D2.Psy.23.9-12	Apply psychological knowledge to civic engagement.

Essential Questions

- What are the goals and techniques of psychoanalysis, and how have they been adapted in psychodynamic therapy?
- Does psychotherapy work? Who decides?
- Is hypnosis effective?
- What can you do with a psychology degree?
- Is psychology useful?
- Should psychology be taught to all students in high school?
- Is psychology a science?

Enduring Understanding

- Perspectives on treatment
- Categories of treatment and types of treatment providers
- Legal, ethical, and professional issues in the treatment of psychological disorders
- Stress and coping
- Behaviors and attitudes that promote health
- Career options
- Educational requirements
- Vocational applications of psychological science

Students will know...

I, Key Ideas / Concepts

II. Possible Misunderstandings

III. Key Terms and Content Vocabulary

psychotherapy, biomedical therapy, eclectic approach, psychoanalysis, resistance, interpretation, transference, psychodynamic therapy, insight therapies, client-centered therapy, active listening, unconditional positive regard, behavior therapy, counterconditioning, exposure therapies, systematic desensitization, virtual reality exposure therapy, aversive conditioning, token economy, cognitive therapy, rational-emotive behavior therapy (REBT), cognitive-behavioral therapy, group therapy, ^[L]^[SEP]family therapy, ^[L]^[SEP]regression toward the mean, meta-analysis, evidence-based practice, therapeutic alliance, psychopharmacology, antipsychotic drugs, antianxiety drugs, antidepressant drugs, electroconvulsive therapy (ECT), repetitive transcranial magnetic stimulation (rTMS), psychosurgery, lobotomy, resilience

Students will be able to...

- 1.1 Explain how psychological treatments have changed over time and among cultures.
- 1.2 Match methods of treatment to psychological perspectives.
- 1.3 Explain why psychologists use a variety of treatment options.
- 2.1 Identify biomedical treatments.
- 2.2 Identify psychological treatments.
- 2.3 Describe appropriate treatments for different age groups.
- 2.4 Evaluate the efficacy of treatments for particular disorders.
- 2.5 Identify other factors that improve the efficacy of treatment.
- 2.6 Identify treatment providers for psychological disorders and the training required for each.
- 3.1 Identify ethical challenges involved in delivery of treatment.
- 3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

- 4.1 Define stress as a psychophysiological reaction.
- 4.2 Identify and explain potential sources of stress.
- 4.3 Explain physiological and psychological consequences for health.
- 4.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
- 5.1 Identify ways to promote mental health and physical fitness.
- 5.2 Describe the characteristics of and factors that promote resilience and optimism.
- 5.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues.
- 6.1 Identify careers in psychological science and practice.
- 6.2 Identify careers related to psychology.
- 7.1 Identify degree requirements for psychologists and psychology-related careers.
- 7.2 Identify resources to help select psychology programs for further study.
- 8.1 Discuss ways in which psychological science addresses domestic and global issues.
- 8.2 Identify careers in psychological science that have evolved as a result of domestic and global issues.

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments

- Career Days
 - Various people working in different psychological areas will come in and present their careers to the class. The class will then field questions and do an all-encompassing graphic organizer breaking down their likes and dislikes of each.
- Hypnosis
 - A hypnotist will be invited to the classroom and anyone willing to participate will participate in an attempted hypnosis. There will then be a class discussion on the experience.
- Stress
 - During the week leading to Finals anti-stress practices will be attempted in class and scored. The results will then be statistically analyzed, graphed and discussed.

Traditional / Benchmark Assessments

- Critical Thinking Do Now assignments
- Group Employment
 - Students will be split into groups depending on which path of psychological employment they would prefer. The group would then do a collective research presentation on that path.
- Diagnosis Report
 - Students will be individually responsible for diagnosing and treating an imaginary patient.
- Homework
- Test/Quizzes

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

STAGE 3- LEARNING PLAN

Instructional Map

- Hypnotist will be invited into class (permission slip required) to hypnotize all involved.
- Watch taped psychoanalysis session of two different methods and compare and contrast the two.
- Presentation to class from school psychologist.
- Presentation to class from social worker.
- Presentation to class from Psychiatrist.
- Presentation to class from Human Resources Specialist.
- Students will administer a simulated IQ test.
- Analyze the validity of a psychologist's testimony as an expert witness.
- Discuss Brown v Plata and whether or not prisoners should receive treatment for mental illness.
- Students will be individually responsible for diagnosing and treating an imaginary patient.
- Term paper on which path you would take in a psychology career.
- A series of classes dedicated to learning how to cope with stress using methods and theories learned throughout the year. (This will include distraction, displacement, and meditation)
- A self-analysis of social flaws and solutions.

Modifications/Differentiation of Instruction

Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice

- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options

- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Vertical Integration- Discipline Mapping

Additional Materials

- Myers Psychology 9th Edition In Modules
- Various teacher created PowerPoint presentations
- Self recorded lectures with the goal of flipping the classroom
- PowerPoint on Hypnotism, including instructions on the practice of hypnotism.
- *How to Meditate* Video
- Freud's Self-Analysis
- Jung's Self-Analysis
- Rutgers psychology department, degree requirements, class offerings.
- Professionals in the field to give firsthand accounts.
- People v Hawthorne 1940
- Brown v Plata 2011
- Case Study: *Genie the Wild Child* (Feral Child)
- Various Subject Appropriate Case Studies found in multiple publications.
- Current Event APA (and other) publications