

# Unit 6: Abnormal Behavior - Chapter 12

Content Area: **Social Studies**  
Course(s): **Psychology**  
Time Period: **Semester 1 & 2**  
Length: **3 weeks**  
Status: **Published**

## Enduring Understandings

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### The students will understand that:

- 1. The medical model of diagnosis takes a “disease” view, while psychology see psychological disorder as an interaction of biology, cognitive, social, and other environmental factors.**
- 2. The most widely used system, found in the DSM-5, classifies disorders by their mental and behavioral symptoms.**
- 3. Ideally, accurate diagnoses lead to proper treatments, but diagnosis may also become labels that depersonalize people and ignore the social and cultural contexts in which their problems arise.**
- 4. That are a wide range of categories for mental disorders that include a variety of symptoms and levels of severity, but many individuals have symptoms that are considered comorbid because they suffer from more than one disorder.**
- 5. Diagnosing an individual with a mental disorder is a very challenging process that may require additional therapy and a trial-and-error approach.**
- 6. Do you need to be considered dangerous to yourself or others to be diagnosed with a mental disorders?**
- 7. Why is there still so much controversy in regards to mental disorders, diagnosis and treatment?**
- 8. How relevant s the insanity plea today?**

## Essential Questions

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- 1. How can psychologists objectively define and measure what it means to behave in a "normal" way?**
- 2. How could/should psychologists measure and define abnormal behavior?**
- 3. To what extent is there an ethical way to identify and study various psychological disorders?**
- 4. How can it be argued that psychological disorders have a more significant impact on the families and communities than on the individuals who suffer from**

**the disorder?**

**5. How can labeling patients with mental disorders actually have harmful consequences?**

**6. To what extent are mental disorders more a product of genetics or the environment?**

**7. To what extent should individuals with mental disorders be held accountable for their actions?**

**8. How have marginalized groups been categorized in regards to behavior?**

**9. To what extent should controversial disorders like Dissociative Identity Disorder, be eliminated from the DSM?**

## **Knowledge and Skills**

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### **Learning Objectives (SWBAT)**

**-Identify the criteria for judging whether behavior is psychologically disordered.**

**-Describe the medical model of psychological disorders.**

**-Describe the aims of DSM-IV, and discuss the potential dangers of diagnostic labels.**

**-Describe the symptoms of generalized anxiety disorder, phobias, obsessive-compulsive disorder, and posttraumatic stress disorder.**

**-Describe and explain the development of somatoform and mood disorders.**

**-Describe the various symptoms and types of schizophrenia.**

**-Describe the nature of organic and personality disorders.**

**-Describe the characteristics and possible causes of dissociative disorders.**

**-Identify the criteria psychologists use to diagnose psychological disorders.**

**-Differentiate among the different perspectives psychologists take to understand psychological disorders.**

## **Content:**

### **A. Definitions of Abnormality**

### **B. Theories of Psychopathology**

### **C. Diagnosis of Psychopathology**

### **D. Types of Disorders**

#### **1. Anxiety**

#### **2. Somatoform**

#### **3. Mood**

#### **4. Schizophrenic**

#### **5. Organic**

#### **6. Personality**

#### **7. Dissociative**

#### **8. Adjustment Disorders**

#### **9. Eating disorders**

#### **10. Sleep disorders**

#### **11. Substance related**

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## **Transfer Goals**

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**Students will be able to independently create a working definition of mental illness that is person-centered and that works to eradicate the stigma of disorders.**

## **Resources**

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### **Textbook Reading: Chapter 12 Psychological Disorders (pages 482-521)**

**Primary Student Textbook:** Zimbardo, Philip G., Johnson, Robert L., Weber, Ann L., Gruber, Craig W. (2010). *Psychology: AP edition with discovering psychology*. New York: Allyn & Bacon.

### **Course Resources:**

1. Benjamin, Ludy T. Jr., eds. *Favorite Activities for the Teaching of Psychology*. Washington, D.C.: American Psychological Association, 2008.
2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.
3. Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.
4. Rolls, Geoff. *Classic Case Studies in Psychology*. London: Hodder Arnold, 2005.
5. DSM-IV-TR and or DSM 5
6. The Human Brain Book by Rita Carter
7. TED talks

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

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### **Links**

<http://psychcentral.com/>

<http://www.psychologytoday.com/>

<http://www.apa.org/>

<http://www.scientificamerican.com/section/lateststories/>

<http://www.psychologicalscience.org/>

<http://www.sciencedaily.com/news>

<http://www.alleydog.com/>

<http://www.apa.org/research/action/glossary.aspx>

<http://allpsych.com/psychology101/index.html>

<http://www.simplypsychology.org/perspective.html>

## **Assessments**

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<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

## **Modifications**

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<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fit8XsUIe3K1VSG7nxuc4CpCec/edit>