Unit 6: Abnormal Behavior

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

Standards

	Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.
	Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.
	Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SCI.HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
SCI.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
SCI.HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Enduring Understandings

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 is the insanity plea today?

Essential Questions

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

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

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.

Students will be able to independently recognize the ethical considerations involved in the diagnosis, treatment, and research of abnormal behavior, including issues of privacy, informed consent, and patient rights.

Resources

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.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

AI - Copilot, Gemini, etc.

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

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit