Unit 7: Treatment for Psychological Disorders

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

Standards

SCI.9-12.APS.1	Treatment of Psychological Disorders
SCI.9-12.APS.1.1	Perspectives on treatment
SCI.9-12.APS.1.1.1	Explain how psychological treatments have changed over time and among cultures
SCI.9-12.APS.1.1.2	Match methods of treatment to psychological perspectives
SCI.9-12.APS.1.1.3	Explain why psychologists use a variety of treatment options
SCI.9-12.APS.1.2	Categories of treatment and types of treatment providers
SCI.9-12.APS.1.2.2	Identify psychological treatments
SCI.9-12.APS.1.2.3	Describe appropriate treatments for different age groups
SCI.9-12.APS.1.2.4	Evaluate the efficacy of treatments for particular disorders
SCI.9-12.APS.1.2.5	Identify other factors that improve the efficacy of treatment
SCI.9-12.APS.1.2.6	Identify treatment providers for psychological disorders and the training required for each
SCI.9-12.APS.1.3	Legal, ethical, and professional issues in the treatment of psychological disorders
SCI.9-12.APS.1.3.1	Identify ethical challenges involved in delivery of treatment
SCI.9-12.APS.1.3.2	Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)

Enduring Understandings

The students will understand that:

1. Therapy takes a variety of forms, but the common element is a relationship focused on altering behavior or mental processes.
2. Psychologists employ two main forms of treatment: the behavior therapies and the insight therapies, but a varied approach is often most successful.
3. Although there are a wide range of biomedical therapies available that seek to alter the structure or function of the brain through drugs, surgery, or electromagnetic stimulation, there is no magic pill that can instantly fix all mental disorders.
4. An individual's symptoms may be similar to another individual who suffers from the same disorder, but that does not mean that the individual's needs and situational factors can be ignored during treatment.
5. The relationship between the psychologist and the client is as important as the treatment method used to treat the patient.

Essential Questions

1. To what extent are the methods used by psychologists to measure and define abnormal behavior still effective?

2. Why are there so many different approaches to treatment? Are they all needed?

3. To what extent is there a "best" way to treat mental disorders?

4. To what extent should biomedical methods be used as frequently to treat disorders?

5. How does therapy help the client?

6. How were certain groups seen to have a disability?

7. How ethically were marginalized groups, such as African Americans, Asian Americans, women, gay people, different religions or ethnic/racial groups portrayed as "abnormal" or different from others?

8. On a personal level, what would you considerer to be the most important goals of therapy?

Knowledge and Skills

Learning Objectives (SWBAT)

-Discuss the aims and methods of psychoanalysis.

-Identify the basic characteristics of the humanistic therapies.

-Identify the basic assumptions of behavior therapy.

-Describe the assumptions and goals of the cognitive therapies.

-Discuss the benefits of group therapy and family therapy.

-Discuss the findings regarding the effectiveness of the psychotherapies.

-Discuss the role of values and cultural differences in the therapeutic process.

- Identify the common forms of drug therapy and the use of electroconvulsive therapy.

Content:

A. Treatment Approaches

1. Psychodynamic 2. Humanistic 3. Behavioral 4. Cognitive 5. Biological

B. Modes of Therapy (i.e., individual, group)

C. Community and Preventive Approaches

Resources

Textbook Reading: Chapter 13 Therapies for Psychological Disorders (pages 522-563)

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

Transfer Goals

Students will be able to independently design an eclectic model for therapy that is based on the different perspectives in psychology.

Students will be able to independently analyze arguments and claims based on

the best treatment for people with mental illness.

Assessments

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

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72flT8XsUIe3K1VSG7nxuc4CpCec/edit