M13: Abnormal Behavior - Chapter 12

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

Standards

SCI.9-12.IV	Individual Variations
SCI.9-12.IV.4	Psychological Disorders
SCI.9-12.IV.4.1	Perspectives on abnormal behavior
SCI.9-12.IV.4.1.1	Define psychologically abnormal behavior
SCI.9-12.IV.4.1.2	Describe historical and cross-cultural views of abnormality
SCI.9-12.IV.4.1.3	Describe major models of abnormality
SCI.9-12.IV.4.1.4	Discuss how stigma relates to abnormal behavior
SCI.9-12.IV.4.1.5	Discuss the impact of psychological disorders on the individual, family, and society

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. There 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 co-morbid 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.

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. How can we determine 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. 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

Primary Student Textbook: Myers Psychology for AP

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.

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

Albert I.O.

Openstax

Amsco Review Book

TOPSS (Teachers of Psychology in Secondary Schools)

Verywell Mind

ProQuest

Gale in Context

Ebsco

Jstor

Science Direct

Gale in Context: Opposing View points

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

News publications, including but not limited to NYTimes, Washington Post.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

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

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0