

# M13: Abnormal Behavior - Chapter 12

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

## Standards

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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

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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. 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

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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. 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**

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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**

#### **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>

## **Assessments**

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

## **Modifications**

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<https://docs.google.com/document/d/1XtUWvYfqhUpgTH9A995xZIQ64jsDH2LtXo1yBo7zxDw/edit>