

Unit 8: Clinical Psychology (includes Abnormal Psychology & Treatment for Abnormal Behavior)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

This unit will explore the criteria for defining psychological disorders and identifying people who experience them. This unit will also look at the underlying theories of what causes some people to struggle with psychological illness. Some disorders are treated more effectively with certain treatments and not others, and knowledge of all these treatments could help determine the kind of help needed to address a potential struggle with mental illness.

ESSENTIAL QUESTIONS

- Why is psychological perspective necessary in the treatment of disorders?
- How are psychological disorders treated?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 11-12 - English Language Arts ELA (2020)

NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
CS.9-12.8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

PRE-ASSESSMENTS

[Abnormal Psych Pre-assessment Gimkit](#)

[Treatment for Abnormal Pre-assessment Gimkit](#)

INSTRUCTIONAL PLAN

MODULE 1

Unit 11 - Abnormal Psych

Unit 12 - Treatment for Disorders

Student Learning Intentions (SLI) WALT: (We are learning to...)

- recognize the use of the most recent version of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* published by the APA as the primary reference for making diagnostic judgments
- describe contemporary and historical conceptions of what constitutes psychological disorders
- discuss the intersection between psychology and the legal system
- evaluate the strengths and limitations of various approaches to explaining disorders
- identify the positive and negative consequences of diagnostic labels
- discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum and other psychotic disorders, and their corresponding symptoms
- discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms
- discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma-and stressor-related disorders and their corresponding symptoms
- discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms
- describe the central characteristics of psychotherapeutic intervention
- identify the contributions of major figures in psychological treatment
- describe major treatment orientations used in therapy and how those orientations influence therapeutic planning

	<ul style="list-style-type: none">• summarize effectiveness of specific treatments used to address specific problems• discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment)• describe prevention strategies that build resilience and promote competence• summarize the effectiveness of specific treatments used to address specific problems from a biological perspective• compare and contrast different treatment methods
Student Learning Strategies	<ul style="list-style-type: none">• activating strategies<ul style="list-style-type: none">○ video clips to engage and link relevant material○ fact or fiction questions at the intro to units• relevant vocabulary• graphic organizer• student-centered<ul style="list-style-type: none">○ ethics in research
Success Criteria	<ul style="list-style-type: none">• I can recognize the use of the most recent version of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> published by the AP/ as the primary reference for making diagnostic judgments• I can describe contemporary and historical conceptions of what constitutes psychological disorders• I can discuss the intersection between psychology and the legal system• I can evaluate the strengths and limitations of various approaches to explaining disorders• I can identify the positive and negative consequences of diagnostic labels• I can discuss the major diagnostic categories, including neurodevelopmental disorders,

neurocognitive disorders, schizophrenia spectrum and other psychotic disorders, and their corresponding symptoms

- I can discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms
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- I can discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms
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- I can summarize the effectiveness of specific treatments used to address specific problems from a biological perspective
- I can compare and contrast different treatment

	methods
Formative Assessment (drives instructional decisions)	Daily quizzes to determine if students have been reading and synthesizing the information presented in class
Activities and Resources	<ul style="list-style-type: none">• case study lab• superhero disorder project• diagnostic quizzes• symptoms quizzes
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based</p>

on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How


can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break



tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Case Study Lab](#)

[DSM 5 Case Studies](#)

[DSM Case Studies ~ Student](#)

[superhero_disorder](#)

[superhero_disorder_project](#)

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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