Unit 10: Psychological Disorders and Treatments

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

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective:

Students will understand psychological disorders are not particularly bizarre or dangerous and that even the most severe disorders are potentially curable.

Essential Question:

Why behaviors are considered "abnormal", and how are psychological disorders classified?

CONTENT AREA STANDARDS

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
SCI.9-12.IV.4.2	Categories of psychological disorders
SCI.9-12.IV.4.2.1	Describe the classification of psychological disorders
SCI.9-12.IV.4.2.2	Discuss the challenges associated with diagnosis
SCI.9-12.IV.4.2.3	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
SCI.9-12.IV.4.2.4	Evaluate how different factors influence an individual's experience of psychological disorders
SCI.9-12.APS	Applications of Psychological Science

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.1.2.1	Identify biomedical treatments
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)
SCI.9-12.APS.2	Health

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
TECH.9.4.12.CI	Creativity and Innovation
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.

STUDENT LEARNING TARGETS

Declarative Knowledge

After concluding this unit, students understand:

1. Perspectives on abnormal behavior

2. Categories of psychological disorder

3. Perspectives on treatment

4. Categories of treatment and types of treatment providers

5. Legal, ethical, and professional issues in the treatment of psychological disorders

Procedural Knowledge

Students will be able to:

- Identify, apply, and anaylze knowledge of psychological disorders such as:

- Psychologically abnormal behavior
- Historical and cross-cultural views of abnormality
- Major models of abnormality
- How stigma relates to abnormal behavior
- The impact of psychological disorders on the individual, family, and society
- The classification of psychological disorders
- The challenges associated with diagnosis.
- Symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders), and other important related concepts.

- Create and apply systematic procedure to compile and validate research findings
-Evaluate how different factors influence an individual's experience of psychological disorders   - Identify, discuss, review, analyze, teach, present, and evaluate knowledge of treatment of psychological disorders such as:

- How psychological treatments have changed over time and among cultures.
- Methods of treatment to psychological perspectives.
- Why psychologists use a variety of treatment options.
- Biomedical treatments.
- Psychological treatments.
- Appropriate treatments for different age groups.
- T he efficacy of treatments for particular disorders.
- Other factors that improve the efficacy of treatment.
- Treatment providers for psychological disorders and the training required for each.
- Ethical challenges involved in delivery of treatment.
- National and local resources available to support individuals with psychological disorders and their

families (e.g., NAMI and support groups), and other important related concepts.

EVIDENCE OF LEARNING

Alternative:

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Formative Assessments

- Study Guide-
  https://docs.google.com/document/d/1PlzruL1x2JG73U2hH2O3Jedo_25eHzrJiczMDgsFoRs/copy
- Questioning:
    - Why behaviors are considered "abnormal", and how are psychological disorders classified?
    - How does labeling an individual with a disorder stigmatize them and what are the potential consequences?
    - How many different techniques do psychologists and psychiatrists use to diagnose and treat disorders?
- EdPuzzle Treatment 2- https://edpuzzle.com/media/609ae51fbe557241438a8321
- EdPuzzle Intro to Psychology_Crash Course Psychology
  #1 https://edpuzzle.com/media/601b149c8954bc4245f07943
- EdPuzzle Disorders: Schizophrenia & Dissociative Disorders
- EdPuzzle Depressive & Bipolar Disorders
- Case studies: Each group will be assigned a different case study where the students have to research the diagnosis and treatments for the disorders.

Summative Assessments

- Combined Personality, Disorders, and Treatments multiple choice/true false test.
- Watch a Beautiful Mind and complete an alternative assessment using the DSM-5.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Slides notes- https://drive.google.com/file/d/1rQbQ48vm964tfgfFyEB8W-3keb4PtGOM/copy

Resources:

10 Celebs Who Suffer With Mental Illnesses https://www.youtube.com/watch?v=PyADbZpHmC4

American Psychiatric Association https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures

13 Facts Everyone Should Know About Borderline Personality Disorder https://www.self.com/story/borderline-personality-disorder-facts

THIS IS WHY ANOREXIA IS SO DIFFICULT TO TREAT, STUDY REVEALS https://www.inverse.com/article/48645-anorexia-is-more-stubborn-to-treat-than-previously-thought

8 Celebrities Who Have Opened Up About Their Mental Health Struggles

https://www.allure.com/gallery/celebrities-mental-health-depression-anxiety

7 Well-Known People With Post-Traumatic Stress Disorder
(PTSD) https://www.inspiremalibu.com/blog/dual-diagnosis/7-well-known-people-with-post-traumatic-stress-disorder-ptsd/

RecommendedSpecial Books by Special Kids
https://www.youtube.com/channel/UC4E98HDsPXrf5kTKIgrSmtQ

INTERDISCIPLINARY CONNECTIONS

VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
SCI.HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
SCI.HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

- Provide enrichment activities that include more advanced material
- Use of Higher Level Questioning Techniques
- Extended time to complete assignments
- Extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Establish procedures for accommodations /modifications for assessments
- Provide oral reminders and check student work during independent work time
- Extended time to complete assignments: Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases
- Provide enrichment activities that include more advanced material
- Pair visual prompts with verbal presentations

 Syracuse University welcomes people with disabilities and, in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate on the basis of disability. Students who require

special consideration due to a learning or physical disability or other situation should make an appointment with the course instructor as soon as possible to make appropriate arrangements. Syracuse University values diversity and inclusion and is committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to one's inclusion or accurate assessment or achievement, any such student should meet with the instructor or appropriate administrator to discuss additional strategies beyond accommodations that may be helpful to the student's success.