

# Psychology II: Abnormal Psychology Semester Course - 2019/20

## Unit 1: The Medical Model & Methodology of Abnormal Study

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Review Brain components and functions	Why is studying the brain important to psychologist?	Components of brain and their function	<p>Explore components of the brain</p> <ul style="list-style-type: none"> <li>• Lobes</li> <li>• Capacity</li> <li>• Webbing</li> <li>• Stem</li> <li>• Water content</li> </ul> <p>Identify the function and control of each section/structure</p> <p>Apply brain functions from locations in brain</p> <p>Discussion various activities of application</p> <p>Reflect on Brain exercises and experiences</p>	<p>Student driven menu PowerPoint of brain study</p> <p>Brain Games episodes</p> <p>PBS Nova How the Brain Works Series</p> <p>Labs/Activities:</p> <ul style="list-style-type: none"> <li>• Senses</li> <li>• Optical illusions</li> <li>• Morality</li> <li>• Split brain</li> <li>• sleep patterns</li> </ul> <p>TedTalks luminosity</p>	<p>Brain anatomy</p> <p>Brain function theories</p> <p>Mental States</p> <p>Levels of Consciousness</p> <p>Senses &amp; Perception</p>	<p>3.1.7.A7</p> <p>S7.B.1.1.2</p> <p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p>
	Preview myriad of ways the Brain Dysfunctions	Why is Normal is relative to human experience?	<p>Capacity of Dysfunction</p> <p>Diagnostic Statistical Manual</p>	<p>Identify components in PET Scans</p> <p>Understand PET Scans</p> <p>Discuss Grey Matter</p>	<p>Barnum Effect Scenario exercise</p> <p>Brain scans and diagnostics utilized in field</p> <p>Grey Matter Impact scenarios</p>	<p>Industry standards for Brain Diagnostic tools</p> <p>Grey Matter</p> <p>Specify Severity</p>	<p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p>
	Disorders	<p>What are traits of disorders?</p> <p>How do disorders</p>	<p>Disorders are debilitating to the individual suffering from it?</p>	<p>Utilize the DSM-V to identify disorders of various categories</p> <ul style="list-style-type: none"> <li>• Mood</li> <li>• Anxiety</li> <li>• Depression</li> <li>• Personality</li> </ul>	<p>How to DSM guide</p> <p>Inside Out: disorders - stream from AIU</p> <p>Carousel of Mental Health Disorders</p>	<p>DSMV</p> <p>Various terms for disorders selected by students to discuss</p>	<p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p>

		effect the support system of the patient?	Major disorders affecting Americans	<ul style="list-style-type: none"> <li>• Bi-Polar</li> <li>• ETC.</li> </ul> <p>Identify disorders common in schools, give examples therapies/adaptations</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Anxiety/Depression</li> <li>• Oppositional Defiance Disorder</li> <li>• Etc.</li> </ul> <p>Apply disorders to school setting Classify disorders in blind study</p>	Observations and interviews		
	<p>Criteria of Mental Illness</p> <p>Medical Model of Methodology</p> <p>Perspective of abnormality</p> <p>Schools of Abnormal Thought</p>	<p>When is disorder abnormal?</p> <p>Uniform study of humans...is it possible?</p> <p>In what ways has the field studied and applied approaches?</p>	<p>Mental illness criteria and definitions</p> <p>Medical model of study</p> <p>Methodology of studying humans</p> <p>Perspectives and approaches to study</p> <p>DSM utilization in diagnosis &amp; study application</p>	<p>Interact with DSM to identify, determine, summarize:</p> <ul style="list-style-type: none"> <li>• Criteria</li> <li>• Definitions</li> <li>• Causes of disorders</li> <li>• Classifications</li> <li>• Diagnosis parameters</li> <li>• Assessment techniques</li> <li>• Treatments</li> <li>• Approaches in 4 schools</li> </ul>	<p>Scavenger Hunt in DSM</p> <p>Informational concept web or posters</p> <p>Simulate client scenario and DSM determination</p>	<p>Reznek's definition of mental illness</p> <p>Statistical model</p> <p>Societal expectations</p> <p>Consensus</p> <p>Subjective discomfort</p> <p>Social/vocational incapacity</p> <p>Misinterpretation of reality</p> <p>Immaturity</p> <p>Causation factors</p> <p>Symptom Syndrome</p> <p>Acute</p> <p>Chronic</p> <p>Assessment techniques</p> <p>Methodology 5 steps</p> <p>Psychoanalytic</p> <p>Neo-freudian</p> <p>Behavioristic</p> <p>Humanism</p> <p>Maternal deprivation</p> <p>Pathological family pattern</p> <p>Psychic trauma</p> <p>Pathological interpersonal relationship</p> <p>Severe stress</p>	<p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p>

## Psychology II: Abnormal Psychology Semester Course - 2019/20

### Unit 2: Psychological Therapy Methods

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Therapies and Professional Models	<p>In what ways is therapy personalized</p> <p>Advantages and disadvantages to the models?</p> <p>One size fits all solution?</p>	<p>Schools of Therapy</p> <p>Key foundational concepts</p> <p>Criticisms</p> <p>Options for therapy inside school</p> <p>Therapist Issues and Ethics</p>	<p>Identify different therapy options</p> <p>Categorize therapies and application based on client need/diagnosis</p> <p>Analyze therapies to formulate a best option for client scenario</p>	<p>Client scenarios</p> <p>Graphic organizers</p> <p>Therapy activities for experiential understanding</p> <p>Reflection essay</p> <p>Various therapy exercises</p> <p>Discussions/ Reflections</p>	<p>6 therapy approaches:</p> <p>Psychoanalysis</p> <p>Rational Emotive Behavior</p> <p>Existential Reality</p> <p>CBMT/Behavior</p> <p>Humanistic Gestalt</p> <p>Family systems</p> <p>Behavioral Model elements</p> <p>Medical Model elements</p> <p>Psychoanalytic model elements</p> <p>Confidentiality</p>	<p>3.1.7.A7</p> <p>S7.B.1.1.2</p> <p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p>
	<p>National Institute of Mental Health</p> <p>American Psychological Association</p>	<p>Is society doing enough?</p> <p>What is the right therapy to fix our mental health crisis?</p>	<p>Organizations and resources</p> <p>Therapy types vary on disorder and brain component effected</p>	<p>Explore the resources of the NIMH and APA on brain abnormalities and disorders</p> <ul style="list-style-type: none"> <li>Student driven by interest area</li> </ul> <p>Identify and characterize the types of therapies offered</p> <p>Apply knowledge of various disorders to suggest appropriate therapy</p> <p>Discussion – essential questions</p>			

# Psychology II: Abnormal Psychology Semester Course - 2019/20

## Unit 3: Cognitive Neurodevelopmental Disorders

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Neurocognitive Disorders	What is it like to live with this Mental Health Disorder?  How have you learned to appreciate your own mental health status because of this unit?	Cognitive Deficits and Brain Capacity  Medical Model and functional perspective theories  Biological causation	<ul style="list-style-type: none"> <li>Define disorder</li> <li>Determine demographic afflicted</li> <li>Locate Brain component responsible for disorder</li> <li>Correlate schools of thought/approaches to utilize for analysis and practice</li> </ul>	Annenberg Learner Video on Demand lessons  Demographic research: USA vs World population  DSM manual research  APA and NIMH research  Video evidence of diagnosed  Methodology application exercises  Guest Speaker Series: Professionals in Disorders  TedTalks: first account experiences living with disorder  Informative Understanding Campaign media	Neurophysiological abnormalities Brain pathology Delirium, Dementia Alzheimer	RWSL 1.1.12 1.2.12 1.6.12 1.8.12 1.9.12
	Neurodevelopmental disorders		Brain development and performance function results in disorders  Brain components responsible for various human functions effected	FOLLOW METHODOLOGY OF FIELD <ul style="list-style-type: none"> <li>Identify causal factors</li> <li>Describe manifestations of disorders through observation of subjects</li> <li>Classify diagnosis by severity</li> <li>Align correct treatment through researching methods current in field</li> <li>Research prognosis of disorder</li> </ul>		Intellectual Development Disorder Developmental Coordination Disorder Communication Disorders ADHD Specific Learning Disorders Tic Disorders, ie. Tourettes, Stutter	

# Psychology II: Abnormal Psychology Semester Course - 2019/20

## Unit 4: Psychotic and Personality Disorders

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Psychopath vs. Sociopath	In what ways can you tell the difference between the two?  Where did the brain go wrong?	There is a distinct difference between a sociopath and a psychopath  Criminals have brain abnormalities	Identify the markers of a sociopath and psychopath  Research famous criminals <ul style="list-style-type: none"> <li>Analyze to find markers</li> <li>Determine socio or psychopathology</li> <li>Evaluate nature of crimes</li> </ul>	TedTalks – socio vs psycho  Research studies on socio/psychopaths  Famous serial killer poster project	Sociopath Psychopath Marker points of definitions	RWSL 1.1.12 1.2.12 1.6.12 1.8.12 1.9.12
	Schizophrenia Spectrum	What is it like to live with this Mental Health Disorder?  How have you learned to appreciate your own mental health status because of this unit?	Disorganization of the brain's capacity characterized by hallucinations, delusions, disorganized speech and behavior  Must have longevity in duration with 1 month of 2 symptoms in activation	<ul style="list-style-type: none"> <li>Define disorder</li> <li>Determine demographic afflicted</li> <li>Locate Brain component responsible for disorder</li> <li>Correlate schools of thought/approaches to utilize for analysis and practice</li> </ul> <p>FOLLOW METHODOLOGY OF FIELD</p> <ul style="list-style-type: none"> <li>Identify causal factors</li> <li>Describe manifestations of disorders through observation of subjects</li> <li>Classify diagnosis by severity</li> </ul>	Annenberg Learner Video on Demand lessons  Demographic research: USA vs World population  DSM manual research  APA and NIMH research  Video evidence of diagnosed  Methodology application exercises	Schizophrenia Schizophreniform disorder Schizoaffective disorder Schizotypal personality disorder Delusional disorder Catatonia	
	Dissociative Disorders		Result of disruption of the consciousness relating to memory, identity and perception of		Guest Speaker Series: Professionals in Disorders  TedTalks: first account experiences living with disorder	Dissociative amnesia Dissociative Identity disorder Depersonalization disorder	

			individual's environment	<ul style="list-style-type: none"><li>Align correct treatment through researching methods current in field</li><li>Research prognosis of disorder</li></ul>	Informative Understanding Campaign media		
	Social Personality Disorders		Patterns of behavior and inner experience that deviate from cultural norm  Begin in adolescents  Clinical significant distress or impairment in social function: academic & occupational			Paranoid avoidant Antisocial Borderline Narcissistic Histrionic Dependent	

# Psychology II: Abnormal Psychology Semester Course - 2019/20

## Unit 5: Mood Disorders

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Anxiety Disorders	What is it like to live with this Mental Health Disorder?  How have you learned to appreciate your own mental health status because of this unit?	Manifestation of panic attacks/ physical evidence through various individual experience of fear	<ul style="list-style-type: none"> <li>Define disorder</li> <li>Determine demographic afflicted</li> <li>Locate Brain component responsible for disorder</li> <li>Correlate schools of thought/approaches to utilize for analysis and practice</li> </ul>	Annenberg Learner Video on Demand lessons  Demographic research: USA vs World population  DSM manual research  APA and NIMH research  Video evidence of diagnosed  Methodology application exercises  Guest Speaker Series: Professionals in Disorders  TedTalks: first account experiences living with disorder  Informative Understanding Campaign media	Separation Selective Mutism Specific Phobia Social Anxiety Panic Agoraphobia Generalized Substance/Medication Induced  Disruptive Mood Dysregulation Major Depressive Persistent Depressive	RWSL 1.1.12 1.2.12 1.6.12 1.8.12 1.9.12
	Depressive Disorders		Long term markers of mood and disengagement  Combinations of symptoms and criteria	FOLLOW METHODOLOGY OF FIELD <ul style="list-style-type: none"> <li>Identify causal factors</li> <li>Describe manifestations of disorders through observation of subjects</li> <li>Classify diagnosis by severity</li> <li>Align correct treatment through researching methods current in field</li> <li>Research prognosis of disorder</li> </ul>			
	BiPolar Disorder		Type and severity spectrum with traits for diagnosis  Episodic existence  All mood disorders can result from outside brain medical conditions			Types I: Manic, Hypomanic, Major Depressive Episodes Types II Cyclothymic	

# Psychology II: Abnormal Psychology Semester Course - 2019/20

## Unit 6: Behavior Disorders

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Impulse Control Disorders and Conduct Disorders	<p>What is it like to live with this Mental Health Disorder?</p> <p>How have you learned to appreciate your own mental health status because of this unit?</p>	<p>Essential features of disorders</p> <p>Variance of severity and complexity of living with disorder</p> <p>Cycle of emotional stress</p>	<ul style="list-style-type: none"> <li>Define disorder</li> <li>Determine demographic afflicted</li> <li>Locate Brain component responsible for disorder</li> <li>Correlate schools of thought/approaches to utilize for analysis and practice</li> </ul> <p><b>FOLLOW METHODOLOGY OF FIELD</b></p> <ul style="list-style-type: none"> <li>Identify causal factors</li> <li>Describe manifestations of disorders through observation of subjects</li> <li>Classify diagnosis by severity</li> <li>Align correct treatment through researching methods current in field</li> <li>Research prognosis of disorder</li> </ul>	<p>Annenberg Learner Video on Demand lessons</p> <p>Demographic research: USA vs World population</p> <p>DSM manual research</p> <p>APA and NIMH research</p> <p>Video evidence of diagnosed</p> <p>Methodology application exercises</p> <p>Guest Speaker Series: Professionals in Disorders</p> <p>TedTalks: first account experiences living with disorder</p> <p>Informative Understanding Campaign media</p>	<p>Oppositional Defiant Disorder</p> <p>Intermittent Explosive Disorder</p> <p>Pyromania</p> <p>Kleptomania</p> <p>Obsessive-Compulsive Disorder</p> <p>Trichotillomania and Excoriation</p> <p>Hoarding</p> <p>Body Dysmorphic</p>	<p>History 8.1.12A</p> <p>8.2.12A, C</p> <p>8.3.12A</p>
	Trauma Stress Disorders		<p>Trauma induced</p> <p>Longevity of disorder</p> <p>Ability of brain to suppress for survival</p> <p>Triggers to manifestation of behavior</p>			<p>Reactive Attachment</p> <p>PTSD</p> <p>Acute Stress Disorder</p>	<p>RWSL 1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p>
	Eating Disorders		Shared traits with impulse control and social stress disorders concepts			<p>Rumination</p> <p>Avoidant/Restrictive intake</p> <p>Anorexia</p> <p>Bulimia</p> <p>Binge-Eating</p>	



## Psychology II: Abnormal Psychology Semester Course - 2019/20

### Unit 7: Autism

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Abnormal Brain Functions Manifested in social, communication, behavioral observations complicated more than any other Mental Health challenge	<p>What is abnormal anyway?</p> <p>Is Autism and abnormal brain function or a disorder?</p>	<p>Humans affected with abnormalities suffer and need compassion</p> <p>Autism is rooted in brain function but is also a medical condition</p> <p>Major components of Autism</p> <p>Spectrum classifications</p> <p>Services &amp; resources available</p> <p>Organizations advocating care and independence</p>	<p>Determine differences between normal and abnormal brain functions</p> <p>Identify brain locations of abnormality utilizing brain PET scans</p> <p>Identify Autism criteria</p> <p>Observe autistic children to find diagnostic markers</p> <p>Examine the adaptations of Life with Autism</p> <p>Classify abnormality disorders</p> <p>Practice DSM use</p> <p>Find resources &amp; research current legislation</p> <p>Analyze data trends of disorder</p> <p>Create empathy and understanding in environment</p>	<p>PET scans</p> <p>Autism NOW</p> <p>Ted Talks</p> <p>Kennedy Krieger Institute training videos</p> <p>Life Animated</p> <p>Autism Speaks speaker</p> <p>Informative Understanding campaign media</p>	<p>PDD</p> <p>Asperger's Syndrome</p> <p>Severe</p> <p>Mild</p>	<p>3.1.7.A7</p> <p>S7.B.1.1.2</p> <p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p>

## Psychology II: Abnormal Psychology Semester Course - 2019/20

### Project Based Assessment - Final

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	<p>Increase tolerance of Mental Health disorders in society</p> <p>To demonstrate abilities acquired through research methods in the field.</p>	What status of mental health empathy in the world is understood through celebrity portrayal and is it accurate?	Scientific research method	<p>Complete the scientific research method to critically analyze and provide evidence to suggest a position to essential question.</p> <p>Identify a celebrity or a portrayal of character in pop culture media.</p> <p>Analyze behaviors, subject background and stimuli/antecedents.</p> <p>Determine diagnosis based on course study, determine malfunction in brain capacity, determine level of function/suffering of patient</p> <p>Evaluate for most productive therapy to suggest: examining 3 schools concluding with ranking of methods</p> <p>Present a multimedia informative assessment through video analysis, demonstration of knowledge and conclusion</p>	Student driven research project and presentation to class on simulation of identification, diagnosis, analysis, therapeutic response to case	Student selected based on topic and position	<p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p>

Note: Topics are endless in this field. It is suggested to survey students to determine their interest levels and background knowledge to determine possible additional topics.