

**Course:** *Psychology*  
**Unit #5: Psychological Disorders**

**Year of Implementation:** 2022-2023

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### Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

**New Jersey Core Curriculum Content Standards**

<https://www.state.nj.us/education/cccs/2020/>

**New Jersey Core Curriculum Content Standards 21st Century Life and Careers**

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

**APA National Standards for High School Psychology Curriculum**

<https://www.apa.org/education/k12/national-standards>

- **Unit Standards:**
  - **Content Standards**
    - **APA National Standards for Psychology:**
      - **Standard Area: Stress**
        - 1.1 Define stress as a psychophysiological reaction.
        - 1.2 Identify and explain potential sources of stress.
        - 1.3 Explain physiological and psychological consequences for health.
        - 1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
        - 2.1 Identify ways to promote mental health and physical fitness.
        - 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues.
      - **Standard Area: Psych Disorders**
        - 1.1 Define psychologically abnormal behavior.
        - 1.2 Describe historical and cross-cultural views of abnormality.
        - 1.3 Describe major models of abnormality.
        - 1.4 Discuss how stigma relates to abnormal behavior.

- 1.5 Discuss the impact of psychological disorders on the individual, family, and society.
- 2.1 Describe the classification of psychological disorders.
- 2.2 Discuss the challenges associated with diagnosis.
- 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
- 2.4 Evaluate how different factors influence an individual's experience of psychological disorders.
- **Standard Area: Therapy**
  - 1.1 Explain how psychological treatments have changed over time and among cultures.
  - 1.2 Match methods of treatment to psychological perspectives.
  - 1.3 Explain why psychologists use a variety of treatment options.
  - 2.1 Identify biomedical treatments.
  - 2.2 Identify psychological treatments.
  - 2.4 Evaluate the efficacy of treatments for particular disorders.
  - 2.6 Identify treatment providers for psychological disorders and the training required for each.
  - 3.1 Identify ethical challenges involved in delivery of treatment.
- **21st Century Life & Career Standards**
  - 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures
  - 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
  - 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
  - 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
  - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
  - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
  - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words..

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>
- **Interdisciplinary Content Standards**

- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family

○ ***NJ Statutes:***

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

***NJ Amistad Curriculum:*** <http://www.njamistadcurriculum.net/>

**Transfer Goal:** Students will be able to independently use their learning to analyze how psychological and physical stressors can contribute to the development of psychological disorders and to assess the potential value of various therapeutic approaches in both enriching one's life and/or the treatment of disorders.

*As aligned with LRHSD Long Term Learning Goal(s):*

- choose and analyze appropriate sources to gain content knowledge

- apply acquired content to connect past and present day events
- collaborate and interact with others in a diverse and ever-changing world

Enduring Understandings

Students will understand that. . .

*EU 1*

the physical and psychological toll of stress can impact health and relationships.

*EU 2*

formal conventions and research guide psychologists' judgments regarding diagnosis of psychological disorders.

*EU 3*

treatment modalities of psychological disorders are based on empirical research and orientations in psychology.

Essential Questions

*EU 1*

- Can stress in different forms be both helpful and harmful?
- What are the most effective ways one can cope with stress?
- How could one's personality influence levels of stress and coping capabilities?

*EU 2*

- How has the Diagnostic and Statistical Manual of Mental Disorders (DSM) evolved to reflect changes in society's view of mental health?
- What is abnormal?
- Can one be completely objective in diagnosing a psychological disorder?

*EU 3*

- Which is the best treatment orientation to use in therapy?
- How can individual differences influence the efficacy of various treatments?

Knowledge

Students will know . . .

*EU 1*

Skills

Students will be able to. . .

*EU 1*

- the difference between positive and negative stress. (2.3)
- the physical consequences of stress (1.3).
- the different types of conflict situations (2.3).
- the General Adaptation Syndrome (1.1).
- how Type A and Type B personality types influence stress (1.2).
- common stressors associated with different life events and life stages (1.2).
- coping strategies for stress (2.1,1.4).

#### *EU 2*

- the terminology of the DSM-5 and how it is used in diagnosing disorders. (1.1, 2.1, 1.3)
- the major symptoms and causes of anxiety disorders, OCD, and PTSD. (2.1, 2.2, 2.3, 2.4)
- the stigmas which are associated with disorders. (1.4)
- the major symptoms and causes of depressive disorders and bipolar disorder. (2.1, 2.2, 2.3, 2.4)
- the major symptoms and causes of many types of psychological disorders (dissociative, somatic symptom, schizophrenia, personality, neurodevelopmental, eating, addiction, etc.). (2.1, 2.2, 2.3, 2.4)

#### *EU 3*

- the shared goals of all psychotherapeutic approaches. (1.1, 1.3, 2.1, 2.2, 2.4, 3.1)
- the societal impacts on the pursuit and effectiveness of therapy for individuals. (2.4, 3.1)
- the major components of different types of therapies (group therapies, psychoanalysis, humanistic, behavior, cognitive, biological, etc.). (1.1, 1.2, 2.1, 2.2, 2.4, 3.1)
- the various criticisms associated with each approach to therapy. (2.4, 3.1)

- predict the effects of positive and/or negative stress in various situations. (1.3)
- identify stressors in their lives (1.2).
- compare and contrast Type A and Type B personalities (1.1, 1.2).
- evaluate the effectiveness of various coping techniques. (1.4, 2.1, 2.3)

#### *EU 2*

- debate the meaning of abnormality. (1.1, 1.4, 2.4)
- compare and contrast the different categories of disorders. (1.1, 1.5, 2.1, 2.3, 2.4)
- diagnose disorders based on case study descriptions. (1.1, 2.3, 2.3)
- explain the most common occurrences of comorbidity with regard to psychological disorders. (1.1, 2.2, 2.3)

#### *EU 3*

- compare and contrast the various approaches to psychotherapy. (1.1, 1.2, 2.4)
- debate the effectiveness of various treatment modalities. (1.2, 1.3, 2.4, 3.1)
- formulate a treatment plan for a case study subject. (1.3, 2.4, 2.6)
- utilize SOAP (Subjective, Objective, Assessment, Plan) note format to record information during a therapy session. (1.2, 2.6)

- evaluate their own personal opinions regarding each of the approaches to therapy and their associated techniques. (2.4, 3.1)

### Stage Two - Assessment

#### Recommended Performance Tasks:

As a therapist, treat a case study subject diagnosed with a specific psychological disorder and who is experiencing symptoms of stress. They must write a treatment plan identifying the therapeutic approach they believe would be most effective in treating this client. They must also specifically identify the techniques of their chosen therapy and how they would be applied during the course of therapy. Students will be assessed on selection of appropriate therapeutic methods, identification and application of techniques as evidenced by the written treatment plan. The treatment plan can be written in SOAP (subjective, objective, assessment, plan) note format or an essay. (EU 1, EU2, EU3)

#### Other Evidence:

- tests
- do-now/exit ticket questions
- projects
- quizzes
- group work
- worksheets
- discussion/debate
- dialogues
- activators
- summarizers
- ticket to leave
- essays

### Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M=**

**Making meaning and/or a T= Transfer.** *The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- View “Brain Games” episodes to do interactive activities on stress, disorders, therapy, etc. DVD (M, EU1)
- Take teen stress questionnaire to quantify stress and identify stressors. (M, EU1)
- **Create a stress plan identifying individuals’ stressors and positive stress coping strategies that will be used in management.** (T, EU1)
- Personality test to see if you are more Type A or Type B personality. <http://www.psych.uncc.edu/pagoolka/TypeAB.html> (M, EU1)
- Watch video on fight or flight (available on YouTube) to identify effects of stress on the body. [https://youtu.be/jEHwB1PG - Q](https://youtu.be/jEHwB1PG-Q) (A, EU1)
- Abnormal Project - Students will choose one of the six possible options to act abnormally in society and record what they did, how they felt, and how people reacted. (available on google drive) (T, EU2)
- Class discussion on phobias that students have (M, EU2)
- Survey to determine level of OCD behavior (M, T, EU2)
- Read article on “Ten Worst Changes to the DSM-5” and debate the arguments (M, EU2)  
<https://www.psychologytoday.com/blog/dsm5-in-distress/201212/dsm-5-is-guide-not-bible-ignore-its-ten-worst-changes>
- View “Shutter Island” and discuss various types of psychological disorders and the changing approaches to treatment over time (M, EU2)
- View “Split” and discuss accuracies and inaccuracies of how the media portrays disorders (M, EU2)
- **Invite a guest speaker (therapist, social worker, etc.) to talk to the class about psychological disorders and/or therapy** (A, EU2)
- Case Studies Activity (students will read 13 case studies and then diagnose, discuss the etiology, and formulate a Prognosis for each case study) (Case Studies are available on the google drive) (T, EU2)
- Watch “A Beautiful Mind” to identify and discuss onset, progression, and prognosis of schizophrenic disorders. DVD (M, EU2)
- Watch clips from “As Good As it Gets” to identify and debate potential criteria to determine abnormality. DVD (M, EU2)
- View “One Flew over the Cuckoo’s Nest” and compare/contrast the differing therapeutic strategies used by Nurse Ratchet and R.P. Mac Murphy and their efficacy in treating the patients. Students also identify and discuss deficiencies in the mental health field past and present. (M, EU2)
- View “Lars and the Real Girl” and discuss transitional objects, schizoaffective disorder, and the utopian aspects of society portrayed in the film versus how most societies deal with mental illness. (M, EU2)
- View “Take your Pills” Netflix (M, EU2)
- View “Girl, Interrupted” and discuss the shortcomings of psychiatric care in the 1960s versus today as well as borderline personality disorder, sociopaths, and the importance of clients’ attitudes in success of treatment. (M, EU2)

- View and discuss the HBO documentary “Thin” as a resource for eating disorders and treatment DVD (M, EU2)
- View and discuss “True Life: I have PTSD” as a resource for PTSD and unique problems for veterans (DVD). (M, EU2)
- View and discuss “True Life: I have Autism” (DVD) (A, EU2)
- View and discuss “Autistic Savants” (DVD) (A, EU2)
- Serial Killer Assignment: Students will read and view documentaries on seven serial killers and write an essay about their childhood, whom they killed, where they killed, how they got caught, and what level on Dr. Stone’s scale they would be placed on. (available on the google drive) (M, EU2)
- View the “Gloria” sessions featuring Albert Ellis practicing RET, Carl Rogers practicing client-centered therapy, and Fritz Perls practicing Gestalt therapy with an actual client who agreed to have those sessions filmed. Students can then compare and contrast the sessions and approaches applied and analyze which approach resonated most with them (available on YouTube) Fritz Perls: <https://www.youtube.com/watch?v=it0j6Flxlog>, Carl Rogers <https://www.youtube.com/watch?v=ee1bU4XuUyg>, Albert Ellis <https://www.youtube.com/watch?v=odnoF8V3g6g> (M, EU3)
- Surveys to determine whether students would make a good therapist, what their attitudes towards psychotherapy are, and what approach to therapy would best suit each student (M, T, EU3)
- Students read and answer questions regarding the article, “In Therapy Forever?” as preparation for discussion of the various timelines set, or not set, by various approaches to therapy. (M, T, EU3)
- Read the article “Ten Myths About Therapy” and facilitate a class discussion on stigma and myths on therapy (Google Drive) (M, T, EU3)
- View “Good Will Hunting” to discuss resistance and breakthrough in therapy DVD(A, EU3)
- View United States of Tara for DID <https://youtu.be/q3A1NL1nzHq> (A, EU3)
- Students practice art therapy in the form of creating self-portraits using a variety of supplies and techniques. Students may then present these to the class. (M, T, EU3)
- Students create SOAP (Subjective, Objective, Assessment, Plan) format notes for imaginary sessions conducted with clients (possibly actual celebrities) suffering with a specified disorder (assignment sheet, SOAP template and explanation on google drive). (T, EU3)
- Students recreate a group therapy session by taking on the roles of clients with specific background stories, problems, and possibly disorders. Students use gestalt group therapy approach in their interactions and then individually evaluate their experiences in journal entries. (M, T, EU3)
- Students create a therapy plan treating a case study subject diagnosed with a specific disorder. They must identify their therapeutic approach, techniques, and rationale as to why their selection would be most effective in treating the client. (T, EU3)

### Pacing Guide



<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Introduction to Psychology and Research	30
2	Biological Bases of Behavior, Sensation, Perception and Altered States of Consciousness	30
3	Cognition - Memory, Thinking and Intelligence, Language and Learning	30
4	Motivation, Emotion, and Personality, Human Development	30
5	Stress, Psychological Disorders and Therapy	30
6	Social Psychology	30

### **Instructional Materials**

- Scholastic Choices
- Meyer's Psychology AP Textbook
- ACC/CP- Hockenberry Psychology Textbook
- Lumen Learning
- Sprout Psychology Videos
- Practical Psychology Videos
- Mind Field videos
- Mind Explained series

### **Accommodations**

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.