Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Individuals and Societies IB Psychology Y2

Unit Title/ Topic	*Unit 3 Abnormal Psychology*	**Hours**	*34 Hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *How do psychologists and psychiatrists identify, diagnose and treat abnormal conditions?*

Unit Description and texts

Unit will consist of an examination of the factors influencing diagnosis of mental disorders, the etiology of disorders, and the treatment of disorders

Text: Popov, Alexey, Lee Parker, & Darren Seath (2017). *IB Psychology Course Companion, 2nd Edition*. Oxford, UK: Oxford University Press.

Transfer goals/Skills	**Approaches to learning (ATL)**
Skills: Research Communication **Details:** Apply skills required to analyze and evaluate a simple psychological experiment using the GRAVE method.. Accurately identify/categorize mental disorders based on symptomatology, etiology and treatment. Use research studies to support an argument	**Category:** Thinking **Cluster:** **Skill Indicator:** **Category:** Communication **Cluster:** **Skill Indicator:** **Category:** Research **Cluster:** **Skill Indicator:** **Details:**Apply skills required to analyze and evaluate a simple psychological experiment using the GRAVE method.. Accurately identify/categorize mental disorders based on symptomatology, etiology and treatment. Use research studies to support an argument

Content/skills/concepts	Learning process
Students will know the following content: 1. Normality vs. Abnormality 2. Classification systems 3. Clinical Bias 4. Validity vs. Reliability of diagnosis 5. Categories of Abnormal behavior 6. Etiology 7. Symptomatology 8. Affective disorders 9. Anxiety disorders 10. PTSD 11. Therapies-Biological, Psychological, Culture & treatment, Effectiveness of treatments **Students will develop the following skills:** 1. Answering ERQs (extended response questions) using research studies as evidence 2. Analyze and evaluate the results of a research experiment. 3. Compare/contrast symptoms, etiology and treatments of mental disorders 4. Identify potential bias and ethical considerations related to labeling behaviors as abnormal **Students will grasp the following concepts:** 1. Use of effective teamwork and collaboration. 2. Applying learning to real-world problems and contexts. 3. Engaging in experiential learning.	Small group/pair work PowerPoint lecture/notes Group presentations **Details:** Students will receive direct instruction via slide presentations with embedded small group activities. Students will then work in pairs or small groups to complete activities to support their learning. Students will demonstrate their understanding and learning through group presentations and written essays. **Others:**

Language and Learning	TOK Connections	CAS connections
Activating background knowledge Scaffolding for new learning Extending Language **Details:** 1. Activating Prior Knowledge—utilizing learning from content in Year 1. 2. Scaffolding New Learning—organizers for planning the ERQ.	Personal and shared knowledge **Details:** Personal and Shared Knowledge—students will be collaborating on some activities (shared knowledge), but will need to analyze and evaluate research studies **individually**, building personal knowledge based on the results of their analysis.	Creativity **Details:** Creativity—students must think creatively to make an argument using the available research studies.

3. Extending Language—utilizing an actual psychological experiment as the basis for their ERQ arguments, which requires students to read and understand at a high level.	

Essential Understandings and Questions

Factual:

What is etiology?

Conceptual:

What is the difference between validity and reliability, and how are each determined?

Debatable:

How reliable are treatments for PTSD?

Assessment Tasks
List of common formative and summative assessments.

DP Assessments	HL Optional Topic #1-Paper Two	Formative Assessments	Abnormal Psychology Quiz#1 Practice ERQ Research studies charts Group mini-presentations on therapies	Summative Assessments	Essay test (ERQ) on Abnormal Psychology

Learning Experiences
Add additional rows below as needed

Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB

Method of identifying abnormality
   a. Normality vs. Abnormality (pg. 257-261)
   b. Classification systems (pg.262-265)
   c. Clinical Bias (pg. 268, 280-287)
	o Intro Powerpoint
	o Read/discuss Rosenhan Study
	o Bagandan Study analysis:
	   o Explain the weaknesses of the methodology used in this study.
		Affirm identity—build self-esteem
		Value prior knowledge
		Scaffold learning

d. Validity vs. Reliability of diagnosis (pg. 269-279)	o Using this study, distinguish between the concepts of etic and emic.
	o [Normal vs. Abnormal Studies Summary](#)
	o [Abnormal-Diagnosis Considerations ppt](#)
	    o [Diagnosis & DSMV Case Study Activity](#)
	    o [Diagnois group activity](#)
	o [Practice ERQ-Abnormal vs. Normal](#) (scored on-Appli/Analy & Synth/Eval rubrics)
		Details: Students will build self-esteem by leading different aspects of a mini-presentation. They will build upon prior knowledge of biological, cognitive, and socio-cultural Levels of Analysis to evaluate their choice of studies.

Categories of abnormal behavior (anxiety, affective, eating)
Etiology
● prevalence (frequency of occurrence in a population)
(pg. 266-268)
● symptomology (set of symptoms characteristic of a medical condition or exhibited by a patient.)
(pg. 288-294)
	o [Anxiety & Trauma Disorders powerpoint](#)
	    o [Intro to Anxiety Disorders Activity](#)
	    o [Anxiety & PTSD assignment-](#)venn diagram & paragraph
	      ▪ [Summary of PTSD](#)
	      ▪ [PTSD-research studies chart](#)
	o [Mood (Affective) Disorders powerpoint](#)
	    o [Intro to Mood disorders group activity](#)
	    o [Mood disorders research study chart](#)
		Affirm identity—build self-esteem
		Value prior knowledge
		Scaffold learning
		
		Details: Students will build self-esteem by leading different aspects of a mini-presentation. They will build upon prior knowledge of biological, cognitive, and socio-cultural Levels of Analysis to evaluate their choice of studies.

Therapies
a. Biological (pg. 306-311)
b. Psychological (pg. 313-318)
c. Culture & treatment (pg. 319-323)
d. Effectiveness (pg. 323-324)
	o [Psychotherapy powerpoint](#)
	    o [Comparing treatments activity](#)
	    o [Research studies](#)
	o Culture & Psychotherapy
	    o [Illness schemas](#)
	    o [Cultural Adaptations-Hwang](#)
	    o [Mini-presentations](#)
		Affirm identity—build self-esteem
		Value prior knowledge
		Scaffold learning
		
		Details: Students will build self-esteem by leading different aspects of a mini-presentation. They will build upon prior knowledge of biological, cognitive, and socio-cultural Levels of Analysis to evaluate their choice of studies.

Content Resources

To be determined by the IB Psych Y2 Team

Textbook: *Psychology: Course Companion 2nd Ed*. Popov et al. Oxford University Press, 2017.
Research Studies
W Rosenhan Experiment.docx
W BAGANDA CULTURE STUDY ON DEPRESSION.docx
W Normal vs Abnormal Studies Summary.docx
📄 Cultural Adaptations Hwang.pdf
Powerpoint Presentations with Embedded Links
P Abnormal psychology Intro.pptx

P Abnormal Psych-Diagnosis Considerations.pptx
P Anxiety and Trauma Disorders.pptx
P Mood Disorders.pptx
P Psychotherapy.pptx