

Unit Plan: Psychological Disorders

Unit Write Up:

Descriptive Characteristics for the Unit:

Title/Course: Introduction to Psychology

Students Target Population/Grade Level: College bound 11th and 12th grade learners

Estimated Time Required: 2 weeks (10 class periods = 56 minutes)

Rational and Overview:

The overall goal of the Unit is to enrich learner's lives by providing them the means to investigate characteristics, culture influences, and major categories of abnormal behavior through the lens of psychological disorders. Learners will gain an understanding of the various modes of treatments and their availability for psychological disorders.

The main themes of the Unit will center on the characteristics of anxiety, mood, dissociative, schizophrenic, and personality disorders. As well, the Unit will investigate the causing factors and treatments available for each disorder.

To maximize learner engagement essential questions will be provided. These questions will strike at the heart of the discipline and examine the disciplines use beyond the classroom. The essential questions are as follows:

1. Do all people suffer from a psychological disorder?
2. How does society benefit from the study and understanding of psychological disorders?
3. What is abnormal behavior?
4. How do we determine what abnormal behavior is?

This Unit is necessary to the course curriculum do to its close relation with the Indiana State Standards. The Unit is vital in providing college bound learners with introductory information that will be present in their higher education Psychology classes.

During the course of the Unit learners will actively engage in many forms of instruction. The use of differentiated instruction will allow each learner to reach their maximum potential. The real world relation between the Unit's information and the learner's existence will establish an environment that will motivate and engage the learners to the fullest extent.

Objectives:

Learners will...

- I. Define anxiety and differentiate between the types of anxiety disorders in their student generated notes.
- II. Attach the symptoms of one anxiety disorder to a direct moment in their life in their psychological journal.
- III. List two types of treatments for anxiety disorders
- IV. Discuss the biological and the learning factors that may contribute to anxiety disorders in both small and large group settings.
- V. Categorize the different types of mood disorders in a Venn diagram.
- VI. Discuss and illustrate the biological and social-cognitive factors that contribute to mood disorders.
- VII. Use the DSM to distinguish between the diagnosis of mood disorders and substance abuse mood disorders.
- VIII. Explain 2 symptoms and value the many possible causes of dissociative disorders by providing them a numerical ranking.
- IX. Arrange the characteristics of delusions, hallucinations, and inappropriate emotions or behaviors associated with schizophrenia in their notes.
- X. Produce evidence for their ability to distinguish between the major symptoms of schizophrenic disorders.
- XI. Examine the four main types of schizophrenia.
- XII. Identify the four biological and two main psychological factors that interact to produce schizophrenia.
- XIII. Compare and contrast the accounts of a primary source with a Hollywood film.
- XIV. Differentiate between the three clusters of personality disorders.
- XV. Examine case studies of individuals who suffer from personality disorders.
- XVI. Write three questions, about psychological disorders, which have yet to be answered by the Unit
- XVII. Distinguish between and discuss the different types of personality disorder treatments and their rates of success.
- XVIII. Develop and further their knowledge of common psychological disorders
- XIX. Apply what they have learned previously to conversations with mental health faculty.

Indiana State Standards:

P.4.7: Describe the common characteristics of abnormal behavior.

P.4.8: Explain how culture influences what is defined as abnormal behavior.

P.4.10: Discuss major categories of abnormal behavior.

P.4.11: Describe availability and appropriateness of various modes of treatment for people with psychological disorders.

Teaching Strategies and Activities:

1. Differentiated Instruction:

The Unit will differentiate instruction by using multiple teaching strategies. By providing different means of instruction learners will participate in symbolic, enactive and iconic learning activities. During the Unit learners will develop their reading, writing, watching, and listening. They will also be involved in activities that force them to be active participants in the activity. By differentiating instruction learners will be given the chance to demonstrate their full potential. Some of the activities are as follows:

- | | |
|--|-----------------------------------|
| a. Student generated notes | h. Guest speaker |
| b. Psychology journal writing | i. Videos/Movies |
| c. Small group/Large group discussions | j. Graphic organizer |
| d. Vinn diagram | k. Group Project |
| e. Note taking/lecture | l. Carousel learners/Artifact kit |
| f. Internet research | m. Rally Robin |
| g. Groups check | n. Simultaneous roundtable |

2. Scaffolding:

All learners will walk into the classroom with some understanding of psychological disorders. Much of the information, which they have been exposed to, will have come from movies. Movies can make for a good starting point. It will be possible to build on the knowledge that the learners have attained from the movies. It will also be possible to debunk some of the myths about psychological disorders by discussing movies that incorrectly portray the disorders.

The Unit will use a variety of teaching activities that will help learners scaffold their knowledge. Learners will begin with the basic; taking notes and reading /responding to questions. As learners become familiar with the basics they will be given more difficult tasks, in which they must seek out information on their own, participate in debates, participate in surveys, and eventually build a public awareness campaign.

3. Modifications:

- a. Additional time will be granted to students with documented disabilities
- b. Accommodations will be made for students with visual, hearing, or mobility impairments.
- c. There are no ELS learners in the classroom; therefore they will not be accounted for.

Evaluation/Assessment Procedures:

Formative Assessment:

During the Unit learners will be required to complete a variety of tasks to demonstrate that their knowledge is progressing. As the instructor, much of the formative assessment will be done through observation. While learners are working I will move around the room. My movement will act as a double-edged sword, allowing me to check the learners work while maintaining a well managed classroom. During the Unit learners will be creating notes, writing in journals, and producing research. All of the activities that they are actively participating in and the work which they produce can be used as formative assessments.

Summative Assessment:

The wealth of knowledge that is being built by the learners during the Unit will be displayed in a Public Awareness Campaign and an end of the Unit exam.

1. Public Awareness Campaign:

Learners will work in small groups (3 – 4 learners per group) to create a public awareness campaign. After the learners are put into groups they will chose the one psychological disorder that most interests them. The learners will then provide the public (school staff and students) with educational information about the symptoms, causing factors, and treatments of their chosen psychological disorder. The learners may hang fliers throughout the school to promote their campaign, but they will also set up booths where the public can access educational information on the psychological disorders.

2. Exam:

Learners will be responsible for any material covered during the Unit. The learners will be tested over the material. The test will be comprised of both multiple choices and essay questions.

Lesson Plans:

Following are 10 lesson plans which will guide the daily classroom procedures during the following 2 week period:

Instructor: Mr. Whelchel **Course:** Psychology **Grade:** 11th and 12th **Unit:** Psychological disorders
Lesson: 1

Materials Needed: Computers, textbooks, writing utensils, notebook paper, and articles (generalized anxiety disorder, panic disorder, phobias, obsessive-compulsive disorder, and posttraumatic stress disorder).

Goals/Theory: Nearly all people suffer from anxiety, including our learners. Learner need to understand the difference between experiencing anxiety and having an anxiety disorder. This lesson should provide clarification on the difference between the 5 major types of anxiety disorders, including their symptoms and characteristics.

Standards Indicated:

1. **P.4.7: Describe the common characteristics of abnormal behavior.**
2. **P.4. 10: Discuss major categories of abnormal behavior.**

Objectives: Learners will...

1. Define anxiety and differentiate between the types of anxiety disorders in their student generated notes.
2. Attach the symptoms of one anxiety disorder to a direct moment in their life in their psychology journal.

Introduction/Anticipatory set (5-7 min.)- In their psychological journal learners will respond to two prompts, which will be projected in the front of the class. The prompts are: "Describe a time when you have been anxious. What situation made you anxious? What were you afraid of? How did you react to this anxiety?" and "What causes you the most anxiety in general: school, family, friends, the future, or your work? Explain why." Learners will then share their answers in whole group discussion.

Procedures:

1. **Lecture (15 min.):** Learners will be instructed to up all materials under their desk. They will be given the note taking guide handout. Learners will complete a note taking guide during the anxiety disorder PowerPoint lecture.
2. **Article Round Table (15 min.):** In groups
 1. Learner 1, 2, and 3- read the article aloud
 2. Learner 4- takes notes on the article
 3. Learner 5- vocally lists three key words from the article
3. **Questions Bucket (10 min.):** In groups
 1. One learner blindly draws an article question from a bucket
 2. The learner to the right must answer it in their notes
 3. The process continues until time is up

Closure: (5-7 min.)- After taking lecture notes, reading articles, and answering questions about anxiety disorders learners will revisit the introductory questions. Learners will determine whether their answers changed or not, and those who changed their answers will share out in a whole group discussion.

Assessment: The learner generated notes, which will be produced during the Article Roundtable will be collected and examined. The sets of notes which are determined to be the best will be copied and handed out to each learner.

Independent Practice: Learners will fill in the anxiety disorder section of their Graphic Organizer.

Instructor: Mr. Whelchel **Course:** Psychology **Grade:** 11th and 12th **Unit:** Psychological Disorders
Lesson: 2

Materials Needed: Computer, projector, textbook, writing utensils, laptop carts, printer paper

Goals/Theory: This lesson will be taught so that learners are aware of the common causes of anxiety disorders. This lesson will revisit a previous lesson on the nature versus nurture debate, and strengthen learners understanding of a foundational piece of psychology. Although some of the causes of anxiety disorders are biological in nature, and the individual can do little to counteract them, some of the causes are a result of a learned behavior. This lesson may help students to realize that they can learn to combat their anxiety or anxiety disorder in the same manner they learned it.

Standards Indicated:

1. **P.4.7: Explain the common characteristics of abnormal behavior.**
2. **P.4.11: Describe the availability and appropriateness of various modes of treatment for people with psychological disorders.**

Objectives: Learners will...

1. Discuss the biological and the learning factors that may contribute to anxiety disorders in both small and large groups.
2. List 2 types of treatments for anxiety disorders.

Introduction/Anticipatory set (5-7): In their psychology journals learners will respond to a prompt, which will be projected in the front of the classroom. The prompt will ask learners to respond to the question: "Do you remember vividly where you were when you heard about the events of September 11th?" To record the information we will do call and response. One learner will volunteer to record the other learner's responses on poster board while the teacher facilitates the discussion. For many people experiencing a traumatic event causes the event to be etched into their minds. It is possible that this could develop into an anxiety disorder. Learners will understand that this can be caused by a change in brain function or from learned fear.

Procedures:

1. **Direct Instruction (5-7 min.):** Learners will create their own quad charts with instruction on what to include in each quadrant (Biological quad = heredity, brain function, evolution; Learning quad = conditioning, observational learning, reinforcement; Medical quad = treatments; Counseling quad = treatments)
2. **Stations (40 min.):** Learners will be divided into 4 predetermined groups. There will be 4 stations in the classroom. Each station will have articles, which relate to the topic, and laptops so learners can find their own material related to the topic. Each station will have its own topic (station 1 = biological factors of anxiety disorders, station 2 = learning factors of anxiety disorders, station 3 = medication as a treatment for anxiety disorders, and station 4 = counseling as a treatment for anxiety disorders). Learners will rotate between stations. They will spend 10 minutes at each station researching and filling in their quad charts with any information that may assist them in the debate the following day.

Closure (5 min.): Learners will, using call and response, explain the main factors which contribute to anxiety disorders and will list the two main forms of treatment for anxiety disorders.

Assessment: Formative observations will be done as learners move through the different stations.

Independent Practice: Learners will ask their parents “Do you remember vividly the space shuttle Challenger accident, the attempted assassination of Ronald Reagan, or when John Lennon was killed?” Learners will then compare their response to introduction prompt with their parent’s responses. They will also do independent research in preparation for the debate on the following day.

Instructor: Mr. Whelchel **Course:** Psychology **Grade:** 11th and 12th **Unit:** Psychological disorders
Lesson: 3

Materials Needed: Textbooks, Vinn diagrams, computer, projector, and articles on causes of mood disorders

Goals/Theory: The lesson will force learners to demonstrate their understanding of the factors that cause and the treatments that help people with anxiety disorders. This will be done in a debate format. The debate will force learners to argue for one side of a topic, which they may or may not agree with. The lesson will also provide learners with insight into two major mood disorders: Major Depressive Disorder and Bipolar Disorder.

Standards Indicated:

1. **P.4.8: Explain how culture influences what is defined as abnormal behavior.**
2. **P.4.11: Describe availability and appropriateness of various modes of treatment for people with psychological disorders.**

Objectives: learners will...

1. Discuss the biological and the learning factors that may contribute to anxiety disorders in both small and large groups.
2. Categorize the different types of mood disorders in a Vinn diagram.

Introduction/Anticipatory set (10 min.): Learners will be split into two predetermined groups (from the previous day’s lesson. Group 1= biological/medical, Group 2 = learned/counseling). Learners will be given time to collaborate in groups and produce a strong argument for their side of the debate.

Procedures:

1. **Debate (20 min.):** A coin will be flipped to determine which group will begin the debate. The groups will then provide their side of the argument, which will be backed by facts and/or figures, stating why either the biological or learning factor is more important than the other in causing anxiety disorders. The groups will do the same thing for medical and counseling treatments. Each group will have a member who records their group’s argument. At the end we will crown a debate winner; the winning group will be awarded bonus points for their extraordinary work.
2. **Journal Writing/Think, Pair, Share (7-10):** Learners will be given two prompts to respond to. The first is, “Have you ever felt depressed? What was it that caused your depression? How did you handle it?” and the second is, “Are there certain points in your day, week, month, and year that make you more likely to suffer from depression? Why?” After responding in their journals learners will partner up, and share their response with each other. Learners, who wish to, will have the ability to share out with the entire class.

3. **Vinn Diagram/Independent Practice (12 min.):** Learners will use their textbook to begin creating a Vinn diagram over the two major mood disorders: Major Depressive Disorder and Bipolar Disorder.

Closure: Two primary source documents will be projected in the front of the class. Learners will have to identify which one is written by an individual in a depressive state and which is written by an individual in a manic state. Learners will compare their responses to the introduction questions to the statement written by the depressed individual.

Assessment: Learners will be assessed on participation during the debate and their ability to complete the Vinn diagram.

Independent Practice: Learners will complete their Vinn diagrams, and read the articles provided.

Instructor: Mr. Whelchel **Course:** Psychology **Grade:** 11th and 12th **Unit:** Psychological disorders
Lesson: 4

Materials Needed: Laptop carts, textbooks, writing utensils, extra articles, printer paper

Goals/Theory: During this lesson learners will be exposed to causes of mood disorders, including, both the biological and social-cognitive factors. Learners will also investigate the Diagnostic and Statistics Manual of Psychological disorders, to learn how mental health professional diagnosis mood disorders. Finally, learners will practice careful note taking and listening skills, while our guest speaker provides them with information on treating mood disorders.

Standards Indicated:

1. **P.4.10: Discuss major categories of abnormal behavior.**
2. **P.4.11 Describe the availability and appropriateness of various modes of treatment for people with psychological disorders.**

Objectives: Learners will...

1. Discuss and illustrate the biological and social-cognitive factors that contribute to mood disorders.
2. Use the DSM to distinguish between the diagnosis of mood disorders and substance abuse mood disorders.

Introduction/Anticipatory set (5-7 min.): In their psychological journals learners will respond to a provided prompt. The prompt will ask learners to: "Imagine that your checking account is overdrawn." Learners will then respond to questions associated with the imagined circumstance. "Does this explanation reflect something about you or something about other people?", "Is it something that is permanent or stable?", and "Does it influence other areas of your life or only your checking account balance?" This activity determines if a learner looks at things as being stable, internal, and global, which relates to the social-cognitive factors of mood disorders.

Procedures:

- 1. Inner/Outer Circle (20 min.):** Learners will participate in Inner/Outer Circle discussions covering the articles that they were assigned to read as homework. The first group in the inner circle will be asked the questions: "In what ways do heredity and brain function play a role in the biological causes of mood disorders?" and "What proves that they do play a role in it?" The second group in the inner circle will be asked the question: "What social and cognitive causes influences mood disorders?" and "How are these causes connected with today's introduction?"
- 2. Collage (15 min.):** Learners will be provided with a handout with space for them to draw visuals of the different biological and social-cognitive causes of mood disorders.
- 3. Internet Research (10 min.):** Learners will locate the DSM and create a T-chart depicting how mental health professionals distinguish between mood disorders and substance abuse mood disorders.

Closure (5 min.): Learners will be called upon to share, with the class, their illustrations of the biological and social-cognitive causes of mood disorders.

Assessment: Inner/outer circle discussion, observation of collage work, and T-chart

Independent Practice: Complete the T-chart assignment.

Instructor: Mr. Whelchel **Course:** Psychology **Grade:** 11th and 12th **Unit:** Psychological disorders
Lesson: 5

Materials Needed: Textbooks, writing utensils, computer, documentary film, power point, lecture handouts, film guide, project assignment handout, and a projector

Goals/Theory: In this lesson learners will examine the psychological impact of dissociative disorders. Learners will also gain an understanding of the symptoms and causes of dissociative disorders.

Standards Indicated:

- 1. P.4.7: Describe the common characteristics of abnormal behavior.**
- 2. P.4.10: discuss the major categories of abnormal behavior.**

Objectives: Learners will...

1. Explain 2 symptoms of dissociative disorders and value the many possible causes of dissociative disorders by providing them with a numerical ranking.

Introduction/Anticipatory set (15 min.): In their psychology journals learners will use writing prompts as a springboard into the day's lesson. The questions that will get the learners started for the day are as follows: "Have you ever wanted to pick up and move or start your life over somewhere else? Why? What would be the advantages and disadvantages of such a move?" and "Do you behave differently in different situations? Has anyone ever accused you of having different personalities? How did that make you feel?" The learners will then

use inside/outside circle (learners rotate to face new partners and then share their answer to the posed questions) to discuss their answers with their peers.

Procedures:

1. **Direct Instruction (15 min.):** Learners will be provided a lecture that will provide them with critical educational information on Dissociative Amnesia, Dissociative Fugue, and Dissociative Identity Disorder. Learners will take notes during the lecture and complete the handout, which requires them to explain the symptoms of dissociative disorders and to numerically rank the most to least detrimental causes of dissociative disorders.
2. **Film/Documentary (20 min.):** Learners will watch the documentary of Sybil Dorsett, which is the most famous case of dissociative identity disorder on file. Learners will complete a film guide while watching the film.

Closure (5-7 min.): The educator will facilitate a whole group discussion amongst the learners about how the lecture and the documentary film relate to the questions asked in the introduction. Learner discussion will be copied poster board and displayed in the room.

Assessment: Learners will turn in the lecture handouts and the film guides for a grade.

Independent Practice: If necessary complete the lecture handout for homework. Learners will determine which psychology disorder they will complete their Unit Project on.

Unit Project (Public Awareness Campaign): Assignment, instructions, tasks, groups and rubric will be handed out to the learners

Instructor: Mr. Whelchel Course: Psychology Grade: 11th and 12th Unit: Psychological disorders
Lesson: 6

Materials Needed: Computer, projector, textbooks, writing utensils, power point, film (*A Beautiful Mind*), and a printer

Goals/Theory: During this lesson learners will examine the symptoms and the causes of schizophrenic disorders. During this lesson the learners will gain an in depth understanding of one of the most frightening and misunderstood psychological disorders. Nearly all learners have some misconception of the disorder, which are in desperate need of addressing. As well, approximately 1% of the population suffers from a schizophrenic disorder, so there stands a good chance that the learners will encounter the disorder during some portion of their lives.

Standards Indicated:

1. **P.4.7: Describe the common characteristics of abnormal behavior.**
2. **P.4.8: Explain how culture influences what is defined as abnormal behavior.**
3. **P.4.10: Discuss major categories of abnormal behavior.**

Objectives: Learners will...

1. Arrange the characteristics of delusions, hallucinations, and inappropriate emotions or behaviors associated with schizophrenic disorders in their notes.
2. Produce evidence for their ability to distinguish between the major symptoms of schizophrenic disorders.

Introduction/Anticipatory set (10-15 min.): Learners will watch a predetermined segment of the film *A Beautiful Mind*. In their psychology journals, the learners will ask 3 questions of the film. After watching the film the learners will be asked to share their questions with the class. The questions will be recorded in a word document, which will be projected in front of the class, so learners have ownership in knowing their questions have not been changed (creates independence).

Procedures:

1. **Direct Instruction (15 min.):** Learners will be provided current educational information through lecture on common misconceptions of schizophrenia and the symptoms of schizophrenia, including delusions, hallucinations, and inappropriate emotions or behaviors. Learners will take notes in their Psychology journals which will be checked for a completion grade.
3. **Question Game (25 min.):** Learners will be placed into their predetermined groups. Then, each group member will receive a short article on the symptoms of schizophrenia. Each learner will complete i - iv and each group will complete v and vi. The tasks are as follows:
 - i. Read the text
 - ii. Develop 3 questions
 - iii. Exchange questions with their group members
 - iv. Answer the questions
 - v. Develop one main question that summarizes the article
 - vi. Groups will present their main question to the class for recording in a word document

Closure (5 min.): learners will provide reiterate the main topics discussed in a call and response format. During the call and response, the learners will receive handouts of the questions which they produced during the introduction and Question Game.

Assessment: During the direct instruction learners will be checked to assure that they are on task and keeping up with the notes.

Independent Practice: Work on Public Campaign Project.

Instructor: Mr. Whelchel **Course:** Psychology **Grade:** 11th and 12th **Unit:** Psychological disorders
Lesson: 7

Material Needed: Artifact kits (Paranoid, Catatonic, Disorganized, and Undifferentiated schizophrenia), artifact assignment handouts, writing utensils, computer, personality disorder handouts, and projector

Goals/Theory: Following this lesson plan learners will be skilled in recognizing and understanding the four family divisions of schizophrenia, which include, Paranoid, Catatonic, Disorganized, and Undifferentiated schizophrenia. As well, learners will investigate the two main causes of schizophrenia: biological factors and psychological factors.

Standards Indicated:

1. **P.4.7: Describe the common characteristics of abnormal behavior.**
2. **P.4.8: Explain how culture influences what is defined as abnormal behavior.**
3. **P.4.10: Discuss major characteristics of abnormal behavior.**

Objectives: Learners will...

1. Examine the four major family types of schizophrenia.
2. Identify the four biological factors and two main psychological factors that interact to produce schizophrenia.
3. Compare and contrast the accounts of a primary source with a Hollywood film.

Introduction/Anticipatory set (10 min.): Learners will read passages from *The Eden Express* by Mark Vonnegut, in which he documents his experience with hallucinations and delusions from schizophrenia, and his eventual recovery from the disorder. Learners will, in their psychology journals, respond to the prompt, “Compare and contrast Mark Vonnegut’s portrayal of schizophrenia with the portrayal seen in *A Beautiful Mind*,” and “Which portrayal do you trust the most? Why?” Learners will share their responses in whole group discussion, which will be facilitated by the educator.

Procedures:

1. **Artifact kits/Carouseling Learners (30 min.):** The classroom will have four stations (station 1 = artifact kit on paranoid schizophrenia, station 2 = artifact kit on catatonic schizophrenia, station 3 = artifact kit on disorganized schizophrenia, and station 4 = artifact kit on undifferentiated schizophrenia). Learners will proceed from station to station with their artifact handout guide. The guide will determine what task the learner will complete and which artifact/s the learner will use to complete it.
2. **Direct Instruction (15 min.):** Learners will be actively involved in the note taking process while they participate in a lecture covering the causes of schizophrenia.

Closure (5 min.): In their psychology journals learners will respond to the following questions: “Which family type of schizophrenia did John Nash suffer from?”, “Which family type of schizophrenia did Mark Vonnegut suffer from?” and “How do you know?”

Assessment: Learners will turn in their artifact handout guide. Learners will also be observed during the introduction, direct instruction, and the closure.

Independent Practice: Read the provided materials on personality disorders. Work on Public Campaign Project.

Instructor: Mr. Whelchel **Course:** Psychology **Grade:** 11th and 12th **Unit:** Psychological Disorders
Lesson: 8

Materials Needed: Textbooks, writing utensils, case studies (covering the three clusters of personality disorders), case study handouts, graphic organizers, psychology journals, computer, printer paper and a projector

Goals/Theory: During this lesson learners will examine and understand the characteristics of the three clusters of personality disorders, which are related to anxiety, odd or eccentric behavior, and impulsive disorders, and the main disorders that fall into each cluster. Learners may feel that they or someone they know would qualify for a personality disorder diagnosis. Learners will understand what to be diagnosed one’s behaviors must be lasting, rigid behaviors that interfere with relationships.

Standards Indicated:

1. **P.4.7: Describe the common characteristics of abnormal behavior.**
2. **P.4.8: Explain how culture influences what is defined as abnormal behavior.**

3. P.4.10: discuss major categories of abnormal behavior.

Objectives: Learners will...

1. Differentiate between the three clusters of personality disorders.
2. Examine case studies of individuals who suffer from personality disorders.

Introduction/Anticipatory set (15 min.): In their psychology journals learners will respond to several prompts. The prompts ask, “Where should, the line be drawn between being eccentric, anxious, or odd and having a personality disorder?”, “How might treatment for a personality disorder be difficult”, “Do you feel you qualify for a personality disorder? Why or why not?”, and “Have you known someone that you might suspect has a personality disorder? What behaviors would lead you to this conclusion?” After learners respond they will pair up they will “Rally Robin” (alternate generating oral responses to the questions without their notes) the information.

Procedures:

1. **Independent Work/Graphic Organizer (10 min.):** Using their textbooks learners will create graphic organizers over the personality disorders. This work will be turned in when at the end of the 15 minutes. Learners who need additional time can turn it in the following day.
2. **Exploring Case Studies (20 min.):** Learners will be divided into small groups (3-4). Each Learner will be provided with a case study of an individual with a personality disorder. The learner will read the case study. Then in the space provided will write in which personality disorder the individual suffers from, and why. After they finish, the learner will pass their case study to the right. The learner will read the new case study. They will then write the personality disorder they think the individual suffers from, and why. This will continue until each learner has read each case study. The group will collaborate to determine which case was tied to which personality disorder; they will record this on a provided sheet of paper.

Closure (10 min.): Learners will do “Groups Check.” Each group will check their answers with the other groups. The answers will be provided to assure the learners that they were correct.

Assessment: Graphic organizer and observations (during the introduction and case study exploration)

Independent Practice: Work on Public Campaign Project.

Instructor: Mr. Whelchel **Course:** Psychology **Grade:** 11th and 12th **Unit:** Psychological disorders
Lesson: 9

Materials Needed: Textbooks, writing utensils, guest speaker

Goals/Theory: During this lesson learners will be taught about the different types of treatments for personality disorder. The learners will also examine the success rate of the different types of personality disorder treatments. This lesson will be taught in order to provide learners with an authentic personality. This will help learners see the real world implications of personality disorders.

Standards Indicated:

1. **P.4.11: Describe availability and appropriateness of various modes of treatment for people with psychological disorders.**

Objectives: Learners will...

1. Write three questions, about psychological disorders, which have yet to be answered by the Unit.
2. Distinguish between and discuss different types of personality disorder treatments and their rates of success.

Introduction/Anticipatory set: During this time the learners and educator will discuss what appropriate behavior is during a guest lecture. The educator will introduce the guest speaker, Dr. Brian Grant. Dr. Brian Grant has earned a doctorate degree in Psychology and Philosophy and works with people who suffer from personality disorders.

Procedures:

1. **Guest Speaker:** Dr. Brian Grant will address the learners on the different treatments for personality disorders and the rate of success for each of the different treatments. If time permits, Dr. Grant may, at his discretion, speak on other interesting information related to personality disorders. Learners will take notes over the lecture.
2. **Question/Answer:** Following the guest speakers presentation the learners will have the chance to ask questions which they feel need further explanation, or have a continued interest in.
3. **Create-a-Question/Learner Generated Questions:** Learners will begin writing questions that they still have that deal with any of the discussed psychological disorders during the Unit. These will be used during the Field trip on the following day.

Closure: Learners will thank the guest speaker

Assessment: Guest speaker notes will be collected, observations

Independent Practice: Write questions for field trip. Work on Public Campaign Project.

Instructor: Mr. Whelchel **Course:** Psychology **Grade:** 11th and 12th **Unit:** Psychological disorders
Lesson: 10

Materials Needed: Psychology journals, learner generated questions

Goals/Theory: This lesson will provide the opportunity for learners to experience a mental health institute first hand. Learners will gain knowledge about the most common illnesses mental institutions encounter, which they will already have prior knowledge of. Learner will have the opportunity to tour the facility and meet with staff psychologists and psychiatrists. Learners will also have be exposed to altruistic behavior by having the opportunity to provide the patients with donations which may include: clothing personal hygiene products, and board games.

Standards Indicated:

1. **P.4.7: Describe the common characteristics of abnormal behavior.**
2. **P.4.8: Explain how culture influences what is defined as abnormal behavior.**
3. **P.4.10: Discuss major categories of abnormal behavior.**
4. **P.4.11: Describe availability and appropriateness of various modes of treatment for people with psychological disorders.**

Objectives: Learners will...

1. Develop and further their knowledge of common psychological disorders.
2. Apply what they have learned previously to conversations with mental health faculty.

Procedures:

1. **Tour:** Learners will be taken on a tour of the mental health facility
2. **Meet Faculty:** Learners will have the opportunity to meet and discuss what they have learned with the faculty of a mental health institution.
3. **Donate:** During this time learners will be able to provide the mental health institution with donations, which may have a direct and positive impact on the lives of the patients.

Closure: After the field trip the learners will be engaged in a whole group discussion about what they have learned throughout the course of the Unit and how it relates to what they saw or learned at the mental health institution.

Assessment: Observations and whole group discussions.

Independent Practice: Study for Unit exam and continue to work of Public Awareness Campaign.