

**Title of Project:** You be the psychiatrist

**Subject(s):** AP Psychology

**Grade Level(s):** 11<sup>th</sup> and 12<sup>th</sup> grade

**Abstract:**

In this engaged learning project, eleventh and twelfth grade AP Psychology students will be assigned an abnormal psychology disorder discussed in the previous unit and will work in partners to explore treatment options for this disorder. Students will be given specific scenarios with “real” people presenting with real disorders. With their partner, students will act as a psychiatrist/psychologist and determine the best possible treatment for this person and recommend specific treatment plans. The project will culminate with students producing a multimedia presentation summarizing the patient’s disorder and their recommended treatment and hopeful prognosis.

**Learner Description/Context:**

This project will take place at Kell High School, one of the high schools in northern Cobb County, one of the largest school districts in the state of Georgia. The student population of Kell High School is more diverse than other high schools in the northern Cobb County area. Kell High School is approximately 67% Caucasian, 4% Native American, 8% Hispanic, 18% Black, and 3% Asian. There are approximately 1,800 students; however, enrollment has been dropping in recent years. The area tends to be on the middle class portion of the socioeconomic spectrum. ESOL courses are almost non-existent with most ESOL services being provided by regular education teachers.

**Time Frame:** This project encompasses three distinct phases and will take place in a classroom with 52 minute periods. The first phase will take place the Wednesday through Friday of one week. During this phase, students will read the relevant chapter on therapy options in their textbook, prepare their outlines, and work on their vocabulary activity. The second phase will be preparing the actual multimedia presentation. This will take place the following Monday through Friday with time in the computer lab and/or media center provided every day. Students will be expected to conduct some of their work on their multimedia presentations for homework. The final phase of this project will take place the following week and will take approximately three to five days of that week.

**Standards Assessed:**

AP Psychology Standard XIII – Treatment of Abnormal Behavior

AP students in psychology should be able to do the following:

- Describe the central characteristics of psychotherapeutic intervention.
- Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
- Compare and contrast different treatment formats (e.g., individual, group).
- Summarize effectiveness of specific treatments used to address specific problems.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).

Georgia Standards for Psychology

Variability of Behavior among Individuals and Groups

SSPVB3: The student will identify abnormal behavior and treatment.

- A. Identify criteria that distinguish normal from disordered behavior; include the criteria of distress, deviance, and dysfunction.
- B. Describe methods used to diagnose and assess abnormal behavior; include the current version of the Diagnostic and Statistical Manual, the MMPI, and projective tests.
- C. Compare anxiety disorders, mood disorders, personality disorders, and schizophrenia and describe appropriate treatments for these disorders.
- D. Analyze the challenges associated with labeling psychological disorders and the impact of diagnosis on patients.
- E. Compare the biomedical, psychoanalytical, cognitive, and behavioral approaches to the treatment of psychological disorders.

ISTE NETS-S

Standard 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

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- b. create original works as a means of personal or group expression.

### Standard 2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- d. contribute to project teams to produce original works or solve problems.

### Standard 3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

### Standard 4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.

### Standard 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. Advocate and practice safe, legal, and responsible use of information and technology.
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

### Standard 6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. Understand and use technology systems.

### **Learner Objectives:**

Students will describe the central characteristics of psychotherapeutic intervention through a multimedia presentation.

Students will describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.

Students will utilize those major treatment orientations to create a therapeutic plan for their “patient” and present that plan to the class through a multimedia presentation such as PowerPoint or Prezi.

Students will compare and contrast different treatment formats (e.g., individual, group) and evaluate the most effective treatment format for their “patient.”

Students will summarize the effectiveness of specific treatments used to address specific problems.

Students will discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).

All learning objectives will be evaluated using the rubric for the multimedia presentation and through students’ understanding and comprehension on the unit test. Overall success of this project will be deemed to be an 80% class average on both the project and the test.

### **The “hook” or Introduction:**

Although not a wonderfully exciting hook activity, AP Psychology students begin every unit with a reading and outline of the relevant chapter in David Myers’ *Psychology* and a vocabulary activity (defining and giving real world applications for each vocabulary word). This will remain the same for this activity. This introduction will take place the week before research begins and will take approximately two to three days in class. On the last day of this activity, teacher will utilize classroom clickers to conduct a think-pair-share activity. Teacher will display various vocabulary words with possible options for real world application. Students will individually click their best option, then partner with another student to discuss their rationale for that being the best option, then share with the class as a whole their decision. Teacher will then display the correct answer, and then move on to the next vocabulary word.

### **Process:**

#### Phase One

Wednesday – Friday: Students will spend these three days in class reading through chapter seventeen of their textbook and preparing their outlines of those materials. By this stage of the class, students are familiar with this expectation and are very self-directed as to the information needed from their reading. They will also be working on their vocabulary project, which is also an activity they are very familiar with. This will require students to handwrite definitions for all bolded vocabulary words in that chapter as well as any important psychologists in their own words as well as providing a real world application

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of that word or the importance of that particular psychologist. Both the outline and the vocabulary words are given daily formative grades. On the Friday, we will do a short think-pair-share activity utilizing classroom clickers and the overhead projector. Teacher will display various vocabulary words and options for real world application of these words. Students will individually pick the best option and click that in, then partner with another student to discuss their rationale, then report out to the class. Towards the end of that class, we will discuss the upcoming project as a class and work on revising the rubric in groups. The rubric will definitely incorporate categories of mechanics, patient's case, treatment options, best possible treatment, and presentation design. The teacher and class will discuss how to best evaluate these and any additional categories requested by students.

### Phase Two

Monday – Students will get in groups of three and will be assigned a scenario. Included in these scenarios will be information about the patient's socioeconomic background and culture. Students will be provided information such as past treatment and response and how long the patient has been struggling with this issue. Any known symptoms will also be provided. Samples of these case studies can be found at [www.psyweb.com](http://www.psyweb.com) and NIAAA and are available in the references section of this report. Important – please note that if you are using these case studies that you give credit to psyweb.com and/or NIAAA and that you do not provide the sample diagnoses to the students. Students will begin to explore these case studies utilizing the computers and internet available.

Tuesday – Students will continue work with their groups to explore the symptoms of their case studies and to begin exploring possible treatment options. On this day, it is important that the teacher take some time to explain how to cite information properly. A wonderful reference for this is the Purdue Owl site, which is listed in the reference section of this report. Additionally, on this date, student groups should post to the discussion board at least one idea that they have for their particular case study. Students should be encouraged to interact with students in other classes.

Wednesday – Students will continue work with their groups to finish exploring the symptoms of their case studies and treatment options. At this time, they should begin storyboarding their multimedia presentation. This storyboarding may be done using Storyboard That, a free online tool available in the references section of this report. Students should also review the discussion board for possible updates from other classmates and/or the expert.

Thursday – Students should begin preparing their multimedia presentation. Example tools for this would include the standard PowerPoint or the more exciting Prezi. Remind students that presentations will begin on Monday and that all students should be prepared to present at any time. Teacher will draw group names beginning Monday to indicate presentation order.

Friday – Students should finalize their multimedia presentations. On this day, teacher should again review the rubric with students so that all students are aware of presentation expectations.

### Phase Three

Monday – Wednesday/Friday – Students will give their presentations to their classes. Students who are not presenting will be afforded the opportunity to vote for the “best” presentation in their class. After all groups have presented, teacher should lead a roundtable discussion on various treatment options and how these were best exemplified in presentations. The unit test should take place at the end of this week or the beginning of the next week.

### **Product:**

The end-product that the students will produce will be a short multimedia presentation presenting the patient's case and possible treatment methods, ending with the best possible treatment option for that patient with a justification for why and the potential prognosis. This product will enable students to act as a practicing psychologist/psychiatrist, thereby giving them real-world experience and application. Technology is integrated throughout the project. Students will utilize internet resources to research their patient's problem as well as possible treatment methods. It is also my hope to provide students with several real-world contacts in the psychology world who they could use as references. Students will also utilize technology to develop their multimedia presentations – including videos of potential treatment options. Assessment will be based on a rubric assessing the detailed description of the patient's problem, the possible treatment options, the best possible treatment option, the patient's potential prognosis, mechanics, and presentation design. The teacher and class will discuss how to best evaluate these and any additional categories requested by students.

**Technology Use:** Technologies that will be incorporated into this project are the use of computer labs or the media center with computers that are connected to the Internet. Also available on those computers are programs such as PowerPoint, Excel, and Word that will be utilized by students when constructing their final multimedia presentations. Students will also have access to a discussion board set up by the teacher that will allow them to communicate with peers in other classes who are working on similar scenarios. The teacher will locate and make available through the discussion board a professional

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psychologist and/or psychiatrist to act as an expert advisor for students. During phase three (presentation of multimedia projects), a computer with internet access and a projector will be available in the classroom. Other technologies that students request will be acquired by the teacher if at all possible.

### **References and Supporting Material:**

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Instructor will need to create a rubric for this learning experience working with each class. Additionally, instructor will need to narrow down her own best case studies for use with her classes. Each class has its own idiosyncrasies, and these will need to be taken into consideration when finalizing case studies. Further, a discussion board will need to be created for this project so that students in various classes are able to communicate with each other and the expert.