

LOCALLY DEVELOPED COURSE OUTLINE

Psychology - Abnormal35-3

Submitted By:

Chinook's Edge School Division No. 73

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-3	62.50	09/01/2018	08/31/2022	Acquired	Reauthorization	G12

Course Description

Psychology - Abnormal 35 provides students with an overview of normal and abnormal behaviour within the conditions that affect individuals in our society. Students learn about perspectives of abnormality, causal factors, types of disorders, as well as assessment methods, prevention, and treatment.

Sensitive & Controversial Issues

Several mental illnesses result from abuse and trauma. Other mental illnesses result in behaviours that fall far outside the realm of what society considers ordinary or acceptable. Information presented in this course is meant solely for educational purposes and should be presented in a non-offensive manner. Validation and acceptance of those who are experiencing mental health issues is one of the main reasons this course was created. Psychology - Abnormal 35 should not trigger or exacerbate any mental health issues. Should an issue arise, teachers are recommended to share their concerns with appropriate provincial mental-health support services.

Course Prerequisites

Personal Psychology 20 or General Psychology 20

Sequence Introduction (formerly: Philosophy)

The social sciences are an important component of a well-rounded education that enables students to broaden their knowledge, acquire transferable skills, and develop the values and attitudes advantageous to living in a global society. Students with social science literacy skills will gain an increased understanding of human interaction and, by studying Psychology - Abnormal 35 specifically, can demonstrate empathy and compassion for those experiencing mental illness. This course highlights the facts that mental illness is not a character defect and that mental illness can affect anyone of any culture, age, or gender identity.

The Psychology - Abnormal 35 curriculum encourages thinking and exploration in the areas of self-understanding, diversity, and one's relations with others; students reflect on who they are and who they may become.

Student Need (formerly: Rationale)

Psychology is one of the many fields of study that provides a frame of reference for students to understand themselves, others, and social relationships. Addressing issues in psychology assists students in understanding, interpreting, and participating in society with increasing insight and skill. Students will benefit from developing skills that help them become engaged thinkers as they explore why people act in certain ways under given circumstances. Students, as ethical citizens who strive to improve the human condition, will learn to better understand human behaviour, the relationship between human behaviour and problems and issues in society, as well as think critically about solutions that may improve and maintain the mental health of Albertans.

Scope and Sequence (formerly: Learner Outcomes)

Students will benefit from studying this course because of the inherent value in increasing one's understanding of behaviour; both their own behaviour and that of others.

Students will understand that

- culture and stereotypes influence the interpretation of behavior
- predisposition, psychosocial factors, and sociocultural factors interact to influence behavior as do physical, emotional, and nutritional deprivation
- there are similarities between the symptoms and causes of clinical, cognitive, and personality disorders
- there are varying degrees to which peoples' lives are disrupted because of mental illness.

Guiding Questions (formerly: General Outcomes)

- 1 Students will analyze the historical emergence of abnormal psychology as a concept and as an area of clinical practice**
- 2 Students will conclude that assessing behaviour as normal or abnormal can be complex and depends on the interpretation and interaction of many factors**
- 3 Students will explore that attitudes, values, focus/attention, and prior experiences affect perception**
- 4 Students will examine the complex nature of mental illness and evaluate several theories regarding the causes of abnormal behaviour**
- 5 Students will investigate relationships among deprivation, various central nervous system impairments, and abnormal behaviour patterns**
- 6 Students will understand the complex the nature and symptomology of various disorders including those that involve some violation of legal and/or social standards including alcohol and drug abuse patterns, impulse control, and violence**
- 7 Students will appreciate how confounding factors affect information analysis and correlation**
- 8 Students will understand that treatment options for mental health issues are varied and should be carefully tailored to the specific illness and person**
- 9 Students will evaluate the prevalence of mental illness in Alberta as well as assess economic, legal, and ethical considerations associated with mental illness**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will analyze the historical emergence of abnormal psychology as a concept and as an area of clinical practice	35-3
1.1 evaluate how abnormal behaviour was viewed and treated in the past	X
1.2 analyze the contributions of various historical figures to our current understanding of mental illness and treatment	X
1.3 demonstrate an understanding of the North American classification system for mental disorders (DSM)	X
1.4 assess the relevance of clinical interviews and testing	X

2 Students will conclude that assessing behaviour as normal or abnormal can be complex and depends on the interpretation and interaction of many factors	35-3
2.1 differentiate among the major perspectives of psychologists	X
2.2 compare and contrast several standpoints regarding the definition of abnormal	X
2.3 apply the course definition of abnormal behaviour to real-life situations	X
2.4 analyze issues in the assessment and diagnosis of mental disorders	X

3 Students will explore that attitudes, values, focus/attention, and prior experiences affect perception	35-3
3.1 assess how stereotypes influence perception and analyze the consequences of (benefits of limitations) making judgments based on stereotypes	X
3.2 evaluate the effects of stereotyping and labelling on mental health	X
3.3 critique the current stereotypes of mental illness	X

3.4 describe the consequences associated with a self-fulfilling prophecy	X
3.5 compare common mistakes in logic including the influence of bias and prejudice on logic	X
3.6 analyze the enduring attitudes of critical thinkers and develop a willingness to change an opinion in light of new information	X

4 Students will examine the complex nature of mental illness and evaluate several theories regarding the causes of abnormal behaviour	35-3
4.1 describe and defend how predisposition, biological factors, and the brain interact to cause abnormal behavior	X
4.2 assess the influence of environment on the behaviour of genetically identical siblings separated at birth and/or raised together while being treated differently	X
4.3 defend how psychosocial factors affect behavior	X
4.4 differentiate among the ways different cultures view abnormality	X
4.5 assess and describe how sociocultural factors affect mental health	X
4.6 justify the benefits of examining multiple perspectives when assessing information	X
4.7 articulate an informed position on the relative influence of genetics and the environment on human behaviour	X

5 Students will investigate relationships among deprivation, various central nervous system impairments, and abnormal behaviour patterns	35-3
5.1 investigate the effects of physical deprivation on mental health and development including hospitalization syndrome in infants/orphans	X
5.2 analyze the importance of nutrition on mental health	X
5.3 assess the role of sleep in mental health and evaluate their sleep hygiene	X

5.4 determine the genetic syndrome a person has from evaluating his or her karyotype	X
5.5 analyze the effect of constitutional liabilities on behavior	X
5.6 apply the Johari window and apply it to different scenarios	X
5.7 critique the health implications of bullying	X

6 Students will understand the complex the nature and symptomology of various disorders including those that involve some violation of legal and/or social standards including alcohol and drug abuse patterns, impulse control, and violence	35-3
6.1 o identify and describe the general symptoms of clinical disorders cognitive disorders intellectual developmental disorder personality disorders	X
6.2 o compare and contrast the possible causes of clinical disorders cognitive disorders intellectual developmental disorder personality disorders	X
6.3 summarize the possible causes of Tourette syndrome, autism, and attention deficit hyperactivity disorder	X
6.4 outline how dissociative disorders develop	X
6.5 investigate the multifaceted sensory nature of synesthesia	X
6.6 compare and contrast disorders that develop in childhood, adolescence, and adulthood	X
6.7 assess the interaction of mind-altering substances to changes in behaviour	X

7 Students will appreciate how confounding factors affect information analysis and correlation	35-3
7.1 differentiate between correlation and causation	X
7.2 interpret statistical data to determine if relationship is positive or negative (inverse or direct)	X
7.3 identify confounding factors in statistical relationships	X
7.4 describe the concept of perceptual blindness as it relates to focus and the interpretation of information/data	X

7.5 analyze the different types of reliability and validity	X
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8 Students will understand that treatment options for mental health issues are varied and should be carefully tailored to the specific illness and person	35-3
8.1 conclude that one medication that works on one subgroup of individuals may not work on another subgroup	X
8.2 identify potential side-effects of medications on the brain and behavior	X
8.3 compare and contrast the various treatment methods	X

9 Students will evaluate the prevalence of mental illness in Alberta as well as assess economic, legal, and ethical considerations associated with mental illness	35-3
9.1 investigate the prevalence of various mental illnesses in Alberta	X
9.2 analyze the consequences of untreated mental illness in Alberta	X
9.3 critique Alberta's sterilization history	X

Facilities or Equipment

Facility

No unique facilities are required for this course.

Facilities:

Equipment

No unique equipment is required for this course.

Learning and Teaching Resources

No unique learning resources are required for this course.

Sensitive or Controversial Content

It is expected that all issues and texts that may be controversial or sensitive will be discussed with school administration prior to coverage in class.

Guiding principles for dealing with sensitive and controversial issues are outlined in Chinook's Edge *Policy 2-09 Teaching About Controversial Issues*.

Issue Management Strategy

Health and Safety

All Chinook's Edge health and safety procedures will be followed as per regular classroom instruction, in accordance with Chinook's Edge *Administrative Procedure 4-19 Health & Safety*.

If students are taken off campus, all Chinook's Edge procedures pertaining to planning, parental consent, risk assessment, etc., will be followed in accordance with Chinook's Edge *Administrative Procedure 2-09 Field Trips - Planning & Requirements*.

Risk Management Strategy

Statement of Overlap with Existing Programs

There is minimal overlap between Abnormal Psychology 35, the three provincially originated psychology courses from Alberta Education, and the Psychology (AP) 35-3 locally developed course. The overlap is outlined as follows:

Provincial Courses with Overlap and/or Similar

Personal Psychology 20

Identified Overlap/Similarity

Theme 2 of Personal Psychology centers on the development of personality. Abnormal Psychology focusses on causes of personality disorders as well as signs, symptoms, and treatment.

Theme 4 of Personal Psychology briefly covers mental retardation. The Abnormal Psychology course correctly identifies this condition as intellectually disabled and makes note that it is NOT a mental illness. The course defines the topic as well as its diagnosis and various causes. The end of this section delves into Alberta's sterilization history and the Leilani Muir case study.

Themes 5 and 6 of Personal Psychology center on biology and behaviour. Abnormal Psychology specifically focusses on the development of maladaptive behaviour caused by biology and the environment.

Reasoning as to Why LDC is Necessary

The LDC is necessary because the content differs significantly from what is contained in the program of studies for Personal Psychology 20 and provides a more current perspective of mental illness.

Provincial Courses with Overlap and/or Similar

General Psychology 20

Identified Overlap/Similarity

Theme 7 of General Psychology centers on behaviour disorders with a focus on neurosis and psychosis. The Abnormal Psychology briefly mentions psychotic disorders, but additionally delves into clinical disorders such as panic disorder, anxiety disorder, obsessive-compulsive disorder, phobias, eating disorders, kleptomania, pyromania, trichotillomania, Munchausen syndrome, bipolar disorder, schizophrenia, sleep disorders, and so forth.

Reasoning as to Why LDC is Necessary

The LDC is necessary because the content differs significantly from what is contained in the program of studies for General Psychology 20 and allows for amore balanced and current view of mental wellness.

Provincial Courses with Overlap and/or Similar

Experimental Psychology 30

Identified Overlap/Similarity

Theme 2 of Experimental Psychology 30 does briefly touch on correlation, validity, and reliability. With Abnormal Psychology, however, these topics are linked to assessment and the DSM.

Reasoning as to Why LDC is Necessary

The LDC is necessary because the content differs significantly from what is contained in the program of studies for Experimental Psychology 30.

Other Courses with Overlap/Similarity

Psychology (AP) 35-3 (Developed by West Island College Society of Alberta)

Identified Overlap/Similarity

General Outcome 2 of AP 35-3 investigates the nature of sleep cycles, theories of dreaming, and some sleep disorders. There is some overlap in the Abnormal Psychology 35 course regarding the sleep cycles and disorders, but Abnormal Psychology focuses more on preventing sleep-related illness by focusing on sleep hygiene.

General Outcome 5 of AP 35-3 explores the influence of nature and nurture on development. Abnormal Psychology 35 also examines this topic, but through a case study of identical sisters suffering from schizophrenia.

Reasoning as to Why LDC is Necessary

The overlap is cursory. The learning objectives are sufficiently different.

Other Courses with Overlap/Similarity

Career and Life Management (CALM)

Identified Overlap/Similarity

General Outcome 1: Personal Choices addresses emotional/psychological, intellectual, social, spiritual and physical dimensions of health – and the dynamic interplay of these factors – in managing personal well-being. Abnormal Psychology 35 focuses on increasing student knowledge and understand of abnormal behavior which can lead to students demonstrating greater empathy and compassion for those experiencing mental illness. Personal well-being is simply inherent.

Reasoning as to Why LDC is Necessary

The overlap is cursory. The learning objectives are sufficiently different.

Student Assessment

There are no required assessments for this course.

Course Approval Implementation and Evaluation

The Associate Superintendent, Learning Services, in collaboration with the school Principal, will evaluate and monitor this course to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge) are met. The School Principal will supervise course implementation at the school level.

Course prerequisites, copyright privileges, and conditions listed by the developing board will be strictly adhered to.

