UNIT 8
Clinical Psychology

12–16% AP EXAM WEIGHTING

~17–18 CLASS PERIODS
Remember to go to AP Classroom to assign students the online Personal Progress Check for this unit.

Whether assigned as homework or completed in class, the Personal Progress Check provides each student with immediate feedback related to this unit’s topics and skills.

**Personal Progress Check 8**
- **Multiple-choice:** ~30 questions
- **Free-response:** 1 question
  - Research Design
Clinical Psychology

Developing Understanding

Psychologists who study psychological disorders, along with practitioners who treat disorders, often utilize a particular theoretical perspective. Each perspective attempts to explain the origin of a disorder and/or determine the best method for treatment. These explanations and treatments build on the history, theories, and perspectives introduced in the first two units as well as cognitive psychology in particular. Through observing behavior and engaging in discussion that illuminates a client’s thought process, psychologists gather information and draw conclusions. For some psychologists, a single perspective cannot fully explain a disorder. This leads them to more integrated perspectives to understand and treat psychological disorders.

Building Course Skills

This unit provides students with the opportunity to evaluate many of the psychological concepts, theories, and perspectives they learned about in earlier units through the lens of psychological disorders and their treatments. Students will learn how to evaluate biological, psychological, and sociocultural theories in relation to abnormality. They will be introduced to a survey of psychological disorders and dive deeper into some of the more common disorders and their treatment. Students will conduct valid research, identify ethical flaws, and use appropriate data and data collection processes.

Preparing for the AP Exam

Students often have difficulty using key terms and phrases correctly to answer questions posed as scenarios. Teachers can provide students with opportunities to work with scenarios related to psychological disorders. Students will benefit from examples of real-world situations in which particular disorders may be exacerbated or subdued. Students should be able to give the general characteristics and common treatments of the disorder. They should also be able to evaluate the strengths and weaknesses of each treatment and explain why it is deemed appropriate.

Students often have difficulty articulating which psychological perspectives are associated with which treatments. When the scenarios involve a certain type of research, students should be expected to define the method and write accurately about validity, ethics, and outcome. Students may encounter questions about research methodology in clinical trials on the exam. They should be able to answer questions about the ethics of a research plan, correct modality, and research design.
## UNIT 8
Clinical Psychology

### UNIT AT A GLANCE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Skill</th>
<th>Class Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Introduction to Psychological Disorders</td>
<td>1.A Define and/or apply concepts.</td>
<td>~17–18 CLASS PERIODS</td>
</tr>
<tr>
<td>8.2 Psychological Perspectives and Etiology of Disorders</td>
<td>1.C Apply theories and perspectives in authentic contexts.</td>
<td></td>
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<tr>
<td>8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders</td>
<td>1.B Explain behavior in authentic context.</td>
<td></td>
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<tr>
<td>8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders</td>
<td>1.B Explain behavior in authentic context.</td>
<td></td>
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<tr>
<td>8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders</td>
<td>1.B Explain behavior in authentic context.</td>
<td></td>
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<tr>
<td>8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders</td>
<td>1.B Explain behavior in authentic context.</td>
<td></td>
</tr>
<tr>
<td>8.7 Introduction to Treatment of Psychological Disorders</td>
<td>1.A Define and/or apply concepts.</td>
<td></td>
</tr>
<tr>
<td>8.8 Psychological Perspectives and Treatment of Disorders</td>
<td>1.C Apply theories and perspectives in authentic contexts.</td>
<td></td>
</tr>
<tr>
<td>8.9 Treatment of Disorders from the Biological Perspective</td>
<td>3 Analyze psychological research studies.</td>
<td></td>
</tr>
<tr>
<td>8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders</td>
<td>3 Analyze psychological research studies.</td>
<td></td>
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</tbody>
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Go to [AP Classroom](https://apclassroom.collegeboard.org) to assign the Personal Progress Check for Unit 8. Review the results in class to identify and address any student misunderstandings.
SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Topic</th>
<th>Sample Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.2</td>
<td><strong>Jigsaw</strong></td>
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<tr>
<td></td>
<td></td>
<td>For each mental illness studied in class, students should explain the illness using different perspectives. Divide students into groups to study a particular illness from all perspectives. Then have students switch groups to discuss all illnesses and share the different perspectives for each. Alternately, divide students into groups to study one perspective for each disease and then rearrange the groups so that all perspectives are represented in each group. Have students share with each other their assigned perspective for each illness.</td>
</tr>
<tr>
<td>2</td>
<td>8.8</td>
<td><strong>Construct an Argument</strong></td>
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<tr>
<td></td>
<td></td>
<td>Use scenarios to allow students to discriminate between therapeutic approaches: psychoanalysis, behavior therapy, humanistic therapy, and cognitive therapy.</td>
</tr>
<tr>
<td>3</td>
<td>8.10</td>
<td><strong>Debate</strong></td>
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<tr>
<td></td>
<td></td>
<td>Have students debate the criticisms, strengths and weaknesses, and effectiveness of therapies for mental illness.</td>
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</table>

**Unit Planning Notes**

*Use the space below to plan your approach to the unit.*
**TOPIC 8.1**  
**Introduction to Psychological Disorders**

<table>
<thead>
<tr>
<th>LEARNING TARGET</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.A</strong></td>
<td>Recognize the use of the most recent version of the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em> published by the American Psychiatric Association as the primary reference for making diagnostic judgments.</td>
</tr>
<tr>
<td><strong>8.B</strong></td>
<td>Describe contemporary and historical conceptions of what constitutes psychological disorders.</td>
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<tr>
<td><strong>8.C</strong></td>
<td>Discuss the intersection between psychology and the legal system.</td>
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<tr>
<td><strong>8.C.1</strong></td>
<td>Confidentiality</td>
</tr>
<tr>
<td><strong>8.C.2</strong></td>
<td>Insanity defense</td>
</tr>
</tbody>
</table>
TOPIC 8.2
Psychological Perspectives and Etiology of Disorders

LEARNING TARGET

8.D
Evaluate the strengths and limitations of various approaches to explaining psychological disorders.

8.E
Identify the positive and negative consequences of diagnostic labels.

EXAMPLES

8.E.1
The Rosenhan Study

Topic Planning Notes

Use the space below to plan your approach to the topic.
TOPIC 8.3
Neurodevelopmental and Schizophrenic Spectrum Disorders

LEARNING TARGET

8.F
Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.

Topic Planning Notes

Use the space below to plan your approach to the topic.
TOPIC 8.4
Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders

LEARNING TARGET
8.G
Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.

Topic Planning Notes
Use the space below to plan your approach to the topic.
TOPIC 8.5
Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders

LEARNING TARGET

8.H
Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms.

Topic Planning Notes

Use the space below to plan your approach to the topic.
TOPIC 8.6
Feeding and Eating, Substance and Addictive, and Personality Disorders

LEARNING TARGET
8.1 Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.

Topic Planning Notes
Use the space below to plan your approach to the topic.
## TOPIC 8.7
### Introduction to Treatment of Psychological Disorders

### LEARNING TARGET

| 8.J | Describe the central characteristics of psychotherapeutic intervention. |

### EXAMPLES

| 8.K.1 | Contributions of Aaron Beck, major figure in psychological treatment |
| 8.K.2 | Contributions of Albert Ellis, major figure in psychological treatment |
| 8.K.3 | Contributions of Sigmund Freud, major figure in psychological treatment |
| 8.K.4 | Contributions of Mary Cover Jones, major figure in psychological treatment |
| 8.K.5 | Contributions of Carl Rogers, major figure in psychological treatment |
| 8.K.6 | Contributions of B. F. Skinner, major figure in psychological treatment |
| 8.K.7 | Contributions of Joseph Wolpe, major figure in psychological treatment |
TOPIC 8.8
Psychological Perspectives and Treatment of Disorders

LEARNING TARGET

8.L
Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.

8.M
Summarize effectiveness of specific treatments used to address specific problems.

8.N
Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).

8.O
Describe prevention strategies that build resilience and promote competence.

EXAMPLES

8.L.1
Treatment orientation: behavioral

8.L.2
Treatment orientation: cognitive

8.L.3
Treatment orientation: humanistic

8.L.4
Treatment orientation: psychodynamic

8.L.5
Treatment orientation: cognitive-behavioral

8.L.6
Treatment orientation: sociocultural
TOPIC 8.9
Treatment of Disorders from the Biological Perspective

LEARNING TARGET
8.P
Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.

Topic Planning Notes
Use the space below to plan your approach to the topic.
TOPIC 8.10
Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

LEARNING TARGET

8.Q
Compare and contrast different treatment methods.

EXAMPLES

8.Q.1
Individual

8.Q.2
Group

8.Q.3
Rational-emotive method

8.Q.4
Psychoanalytic/psychodynamic method

8.Q.5
Client-centered method

8.Q.6
Cognitive method

8.Q.7
Behavioral method

8.Q.8
Sociocultural method

8.Q.9
Biopsychosocial method

8.Q.10
Cognitive-behavioral method

SUGGESTED SKILL

Scientific Investigation

Analyze psychological research studies.