

KOTHARI INTERNATIONAL SCHOOL, NOIDA

ANNUAL ACADEMIC PLAN

SUBJECT: PSYCHOLOGY

SESSION: 2023-24

GRADE: A LEVEL

NAME OF THE TEACHER: Ms VANYA CHADHA

MONTH	TOPIC	CONCEPT	LEARNING OBJECTIVES
MARCH (16 DAYS)	PSYCHOLOGY AND ABNORMALITY	SCHIZOPHRENIC & PSYCHOTIC DISORDERS	<ul style="list-style-type: none">- To gain an understanding towards the objectives and notions in abnormal psychology <p>Characteristics Of Schizophrenia Spectrum And Psychotic Disorders</p> <ul style="list-style-type: none">-To depict and explain the various aspects of the definitions, examples and case studies of schizophrenia and psychotic disorders.-To explain schizophrenia and delusional disorder-To describe and assess symptom assessment using virtual reality by Freeman (2008). <p>Explanations Of Schizophrenia And Delusional Disorder</p> <ul style="list-style-type: none">-To describe the genetic causes of schizophrenia with the help of research evidence by Gottesman and Shields (1972).-To elucidate the biochemical causes using dopamine hypothesis.-To explain the cognitive causes of schizophrenia using the study by Frith (1992)

			<p>Treatment and Management Of Schizophrenia And Delusional Disorder</p> <ul style="list-style-type: none"> — To depict biochemical (antipsychotics and atypical antipsychotics) treatment. — To elucidate the use of electroconvulsive therapy for treating schizophrenia. — To explain token economy (Paul and Lentz, 1977) as a treatment. — To describe cognitive-behavioural therapy (Sensky, 2000) as a way of treating and managing the symptoms of schizophrenia.
<p>APRIL (15 days)</p>	<p>PSYCHOLOGY AND ABNORMALITY</p>	<p>BIPOLAR AND RELATED DISORDERS</p>	<p>Characteristics Of Bipolar And Related Disorders</p> <ul style="list-style-type: none"> — To explain the definitions and characteristics of abnormal affect. — To elucidate the types: depression (unipolar) and depression and mania (bipolar). — To understand the measures: Beck depression inventory. <p>Explanations Of Depression</p> <ul style="list-style-type: none"> — To explain the biological: genetic and neurochemical causes of depression. (Oruc et al., 1997). — To elucidate the cognitive causes of depression (Beck, 1979). — To describe learned helplessness/attributional style (Seligman, 1988) and it's role in depression.

		<p style="text-align: center;">IMPULSE CONTROL DISORDERS AND NON-SUBSTANCE ADDICTIVE DISORDER</p>	<p>Treatment and management of Depression</p> <ul style="list-style-type: none"> -To depict biological: chemical/drugs (MAO, SSRIs) treatment for depression. — To explain electro-convulsive therapy for depression. — To elucidate cognitive restructuring (Beck, 1979) for depression. — To describe rational emotive behaviour therapy for depression (Ellis, 1962). <p>Characteristics of impulse control disorders and non-substance addictive Disorder</p> <ul style="list-style-type: none"> -To explain the definitions of impulse by Griffiths, 2005). -To describe the types of impulse disorders- kleptomania, pyromania (Burton et al., 2012) and gambling Disorder. -To understand the various measures: Kleptomania Symptom Assessment Scale (K-SAS). <p>Causes Of Impulse Control Disorders And Non-Substance Addictive Disorder</p> <ul style="list-style-type: none"> -To depict the biochemical causes in terms of dopamine. -To describe the behavioural causes in terms of positive reinforcement <ul style="list-style-type: none"> — cognitive: feeling-state theory (Miller, 2010). <p>Treating and managing impulse control disorders and non-substance addictive disorder</p>
--	--	--	--

			<p>-To elucidate the biochemical treatment for impulse control and non-substance addictive disorders(Grant et al., 2008)</p> <p>-To explain the cognitive-behavioural: covert sensitisation (Glover, 2011), imaginal desensitisation (Blaszczynski and Nower, 2002), and impulse control therapy (Miller, 2010)</p>
MAY (19 days)	PSYCHOLOGY AND ABNORMALITY	ANXIETY DISORDERS	<p>Characteristics Of Anxiety Disorders</p> <p>-To define the characteristics of generalised anxiety and examples/case studies of phobias</p> <p>-To explain the types: agoraphobia and specific phobias (blood phobia, animal phobia, button phobia)</p> <p>-To understand the measures: the blood injection phobia inventory (BIP); Generalised Anxiety Disorder assessment (GAD-7)</p> <p>Explanations of phobias</p> <p>-To explore the behavioural causes (classical conditioning, Watson, 1920)</p> <p>-To explain the psychoanalytic (Freud, 1909)</p> <p>-To elucidate the biomedical/genetic (Ost, 1992)</p> <p>-To understand the cognitive (DiNardo et al., 1988)</p> <p>Treatment and management of anxiety disorders</p> <p>-To explain systematic desensitisation (Wolpe, 1958).</p> <p>-To focus on applied tension (Ost et al., 1989).</p> <p>-To understand the role of cognitive-behavioural therapy (Ost and Westling, 1995)</p>
		OBSESSIVE-COMPULSIVE AND	

		<p>RELATED DISORDERS</p>	<p>Characteristics Of Obsessive-Compulsive And Related Disorders</p> <ul style="list-style-type: none"> -To define the types of and common obsessions, common compulsions, hoarding disorder and body dysmorphic disorder. -To explain the examples and case studies ('Charles' by Rappaport,1989). -To elucidate the measures: Maudsley Obsessive-Compulsive Inventory (MOCI), Yale-Brown Obsessive-Compulsive Scale (Y-BOCS) <p>Explanations of obsessive-compulsive disorder</p> <ul style="list-style-type: none"> -To depict the biomedical causes (genetic, biochemical and neurological) -To understand the cognitive and behavioural causes of ocd. -To explain the psychodynamic causes of ocd. <p>Treatment and management of obsessive-compulsive and related disorders</p> <ul style="list-style-type: none"> -To understand the biomedical treatment (SSRIs). -To acknowledge the psychological: cognitive (Lovell et al., 2006) and exposure and response prevention (Lehmkuhl et al., 2008)
	REVISION	PRACTISE OF PAST PAPERS	<ul style="list-style-type: none"> -To assist them to enhance their conceptual knowledge.
JUNE (SUMMER VACATION)	SUMMER VACATION		
JULY (22 DAYS)	PSYCHOLOGY AND HEALTH	THE PATIENT PRACTITIONER RELATIONSHIP	Practitioner and patient interpersonal skills

		<p>ADHERENCE TO MEDICAL ADVICE</p>	<p>-To describe the non-verbal communications (McKinstry and Wang, 1991).</p> <p>-To depict the verbal communications (McKinlay, 1975; Ley, 1988).</p> <p>Patient and practitioner diagnosis and style</p> <p>-To explain the practitioner style: doctor and patient-centred (Byrne and Long, 1976, Savage and Armstrong, 1990).</p> <p>-To depict the role of practitioner diagnosis: type I and type II errors.</p> <p>-To understand the disclosure of information (Robinson and West, 1992).</p> <p>Misusing health services</p> <p>-To explain the delay in seeking treatment (Safer, 1979).</p> <p>-To explore the misuse: hypochondriasis (Barlow and Durand, 1995).</p> <p>-To provide knowledge on Munchausen syndrome (Aleem and Ajarim, 1995).</p> <p>Types of non-adherence and reasons why patients don't adhere</p> <p>-To depict the types of non-adherence (failure to follow treatment; failure to attend appointment) and problems caused by non-adherence.</p> <p>-To explain why patients don't adhere: rational non-adherence (Bulpitt, 1994).</p>
--	--	---	--

			<p>-To describe the health belief model (Becker and Rosenstock, 1974).</p> <p>Measuring non-adherence</p> <p>-To explain the subjective: self-reports (Riekart and Droter, 1999).</p> <p>-To understand the objective: pill counting (Chung and Naya, 2000).</p> <p>-To acknowledge the biochemical tests (Roth and Caron, 1978).</p> <p>-To elucidate the repeat prescriptions (Sherman et al., 2000).</p> <p>Improving adherence</p> <p>-To explore the improve practitioner style (Ley, 1988).</p> <p>-To identify the behavioural techniques (Yokley and Glenwick, 1984; Watt et al., 2003).</p>
AUGUST (22 DAYS)	PSYCHOLOGY AND HEALTH	PAIN	<p>Types And Theories Of Pain</p> <p>-To explain the definitions of pain: acute and chronic organic pain; psychogenic pain (phantom limb pain).</p> <p>-To elucidate the various theories of pain: specificity theory (Descartes, 1664), gate control theory (Melzack, 1965).</p> <p>Measuring Pain</p> <p>-To depict the self-report measures (clinical interview) of assessing pain.</p>

			<p>-To explain the psychometric measures and visual rating scales (McGill pain questionnaire, visual analogue scale).</p> <p>-To elucidate the behavioural/observational measures (UAB pain behavior scale).</p> <p>-To describe the pain measures for children (paediatric pain questionnaire, Varni and Thompson, 1976; Wong-Baker scale, 1987).</p> <p>Managing And Controlling Pain</p> <p>-To understand the medical techniques (biochemical) of pain.</p> <p>-To explain the psychological techniques: cognitive strategies (attention diversion, non-pain imagery and cognitive redefinition).</p> <p>-To identify the alternative techniques (acupuncture, stimulation therapy/TENS).</p> <p>STRESS</p> <p>Sources Of Stress</p> <p>-To understand the physiology of stress and effects on health: the GAS Model (Selye, 1936).</p> <p>-To explain the causes of stress: work (Chandola et al., 2008), life events (Holmes and Rahe, 1967), personality (Friedman and Rosenman, 1974).</p>
--	--	--	---

		<p style="text-align: center;">HEALTH PROMOTION</p>	<p>Measures of stress</p> <ul style="list-style-type: none"> -To elucidate physiological measures: recording devices and sample tests (Wang et al., 2005, Evans and Wener, 2007) -To describe the psychological measures: self-report questionnaires (Holmes and Rahe, 1967; Friedman and Rosenman, 1974). <p>Management Of Stress</p> <ul style="list-style-type: none"> -To depict the medical techniques (biochemical). -To understand the psychological techniques: biofeedback (Budzynski et al., 1969) and imagery (Bridge et al., 1988). -To explain the ways of preventing stress (Meichenbaum, 1985). <p>Strategies For Promoting Health</p> <ul style="list-style-type: none"> -To explain the fear arousal (Janis and Feshbach, 1953; Cowpe, 1989). -To understand Yale model of communication. -To provide information for promoting health (Lewin, 1992). <p>Health promotion in schools, worksites and communities</p> <ul style="list-style-type: none"> -To elucidate the health promotion in schools (Tapper et al., 2003). -To understand the promotion of health in worksites (Fox et al., 1987).
--	--	--	--

			<p>-To explain health promotion towards communities (five city project, Farquhar et al., 1985).</p> <p>Individual factors in changing health beliefs</p> <p>-To explain the notion of unrealistic optimism (Weinstein, 1980).</p> <p>-To elucidate the transtheoretical model (Prochaska et al., 1997).</p> <p>-To depict the health change in adolescents (Lau et al., 1990).</p>
<p>SEPTEMBER (20 DAYS)</p> <p>MOCK TEST OCTOBER- NOVEMBER SERIES</p>	<p>REVISION</p>	<p>PRACTISE OF PAST PAPERS</p>	<p>-To enable them to revisit the concepts for efficient preparation.</p> <p>-To enrich the understanding of students in great detail.</p>
<p>OCTOBER (19 DAYS)</p> <p>CAMBRIDGE EXAMINATION ON OCTOBER- NOVEMBER SERIES</p> <p>NOVEMBER (16 DAYS)</p>	<p>CAMBRIDGE EXAMINATION OCTOBER- NOVEMBER SERIES</p>		

--	--	--	--