

Mr. Pustay AP PSYCHOLOGY



AP PSYCHOLOGY CASE

OVERVIEW: We will do only one RESEARCH activity this academic year. You may turn the **CASE STUDY** in the **WEEK OF April 1ST – April 8th, 2019**, so please monitor the dates and any other activities you may have been assigned to include your other classes. I will not be sympathetic for incomplete, late or weak case studies. The DUE WEEK comes after our Spring Break 2019.

TIME SCHEDULE:

1. *Pitch* (submit) your proposal (separate grade/50 pts) to me in the correct format provided you. Identify a proposed TAG LINE. Identify your team at this time. Once approved you cannot change the topic unless approved by me. **DEADLINE: February 4, 2019.**
2. *Submit rough draft* (50 PTS of 150 PTS) in the correct format provided for case study **DEADLINE: March 5, 2019**
3. *Submit your CASE STUDY.* **DEADLINE: Week of April 1ST – April 8th, 2019**

Procrastination is a killer, so please spare yourself pain!. This can be a fun assignment as you select your individual, their life and link them to a clinical psychological disorder. The famous individual does not have to be diagnosed in real life, as you are the psychologist – you make the call. You will become familiar with the DSM-V [see PDF DSM-5 ON MY WEBSITE] to help you determine your disorder. In addition, you will look at aspects and incidents of their life, and determine a disorder. Next you will identify a treatment plan for them using both the Freudian and more recent, cognitive-behavioral approach. I think you will find this assignment interesting. You will have an opportunity to do the assignment by yourself, or with one other student. Why is the due date so far off? Well, you have to have some opportunity to study the basics of

psychology and honestly, research and a case study takes time, especially with the time consumed this time for Juniors & Seniors. From time-to-time, I will discuss periodically the CASE STUDY in class and there will be assignments to help prevent procrastination and misunderstanding.

SCENARIO:

You are a CLINICAL PSYCHOLOGIST. You have a client (famous dead person who for your purposes, is considered alive for this case study) which fits your disorder selected, who has come to you for help. Obviously, he/she is alive for our purposes. In order to help your client, you must investigate their life in order to draw some inference to a mental disorder they may be afflicted, such as family history, incidents, examples and symptoms. With the exhibited symptoms of your client, you research the DSM-5 to your disorder and complete the CASE STUDY as assigned.

Once you have researched (and it may take some effort in case you need to pick another selection because of lack of evidence). Now that you have successfully identified the disorder, you will plan to help your client using two approaches. Your intervention will also include two approaches: (1) cognitive-behavioral; and (2) psychoanalytical. There needs to be a balanced discussion in the CASE STUDY using both of them.

INSTRUCTIONS:

You are to select a **deceased famous person** (they must be a real person) who you can analyze with the **disorder** you selected (note the list posted further on these instructions) who can provide you sufficient information to complete the study. No student (or two students if they are a team) may have the same disorder in each class. Keep in mind, you may have to select another individual if upon your investigation, you cannot "fit your famous person" into the disorder selected. Failure to find sufficient information is not an excuse. Please remember that this is a RESEARCH BASED assignment. You have some liberties in Section I, but they should be interpolated from actual evidence of the individual's life and supported by details. This is going to require investigative research into a famous person, so select someone wisely. Also, I must approve of the individual under study, or any changes of the person. You are to gain independent familiarity to the DSM-5. That means you must research the DSM-5 on your own. Before school, or POWER HOUR is a great opportunity for research time. Your Section II requires you to think and act like a psychologist.

You are to turn in a written CASE STUDY (**WEIGHT: 150 points**) on or before the due date posted. For the case study, use the following guidelines within my template.

Paper format guidelines (use of parenthetical citations and separate works cited page). In addition:

Typed (or word-processed) only

Font-12 (Arial)

One-inch margins

Front side only

Double-spaced between lines

Includes one graphic (centered, labeled and referred to in the text of your CASE STUDY on the same page as the graphic); Label used in the text and bolded in print for easy identification.

150-word abstract located at the top of the first page

before your paper begins Written in THIRD person

Missing parenthetical or works cited page will result in a grade no higher than 69%

FOUR sources**, but must include within those four, **2 professional sources** (no Wikipedia, no dictionary, no encyclopedia, no textbook). **One of the two required professional sources

***MUST be the DSM-5**. Other sources which are to be professional sites, (journals, periodicals, etc.)*

Academic honesty statement written below the conclusion with at least 1 inch line separation.

Students will include and initial at the end of the statement: Failure to include the page will result in a grade no higher than 79%

This assignment (paper) represents my own work. I have not incorporated into this assignment (paper) any unacknowledged material from the work of another person, including papers, words, ideas, information, data, evidence-organizing principles, or style of presentation taken from the Internet, books, periodicals, or other sources. without appropriate credit given (your initials)

Failure to include the honesty statement will result in a 20% deduction

It doesn't matter if it is a 'case study' or a 'research paper' the level of research and details is the same. The format follows the structure of a CASE STUDY used by many colleges. **MAKE SURE YOU KNOW THE RUBRIC** as you complete this **CASE STUDY**.

You must use the DSM-V CRITERIA. This CS can be a fun and rewarding opportunity, but procrastination will only result in a lower grade for the CASE STUDY.

I will begin discussing the CASE STUDY in class and take any questions to help you through this journey. In addition, from time-to-time we may have additional HOMEWORK requirements to gauge your efforts to keep a timeline and not procrastinate.

Please choose from among the following DISORDERS to conduct your CASE STUDY:

1. Generalized Anxiety Disorder
2. Post Traumatic Stress Disorder
3. Bipolar Disorder
4. Schizophrenia
5. Obsessive-Compulsive Disorder
6. Eating Disorder: Anorexia or Bulimia
7. Agoraphobia
8. Personality Disorders
9. Major Depressive Disorder
10. Others must be approved by exception by me

USE THE RUBRIC in order to know the guidelines for which the CASE STUDY will be constructed and evaluated.

TEMPLATE:

I. Abstract

Tell the reader (me) what you're are going to tell them, briefly and give me some interesting facts to draw me in the case.

II. Case History 1. Background Information

The first section of your paper will present your client's (your person under study) background. Include factors such as age, gender, work, health status, family mental health history, family and social relationships, drug and alcohol history, life difficulties, goals, and coping skills and weaknesses. You may have some liberties with this section, but make sure it is based on factual evidence.

2. Description of the Presenting Problem

In the next section of your case study, you will describe the problem or symptoms that the client (your person under study) presented with to you

(the psychologist). Describe any physical, emotional, or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted. These should be based on your research of the client's life. Any screening or diagnostic assessments that are used should also be described in detail and all scores reported.

3. Diagnosis

Provide your diagnosis and give the appropriate DSM-V code. Explain how you reached your diagnosis supportive of the DSM, how the clients symptoms fit the diagnostic criteria for the disorder(s), or any possible difficulties in reaching a diagnosis.

III. Intervention

The second section of your paper will focus on the intervention used to help the client. I am requiring you use the following two theoretical approaches.

You are to choose an appropriate GRAPHIC to include in either one approach or both approaches (your choice). It must be appropriate and meaningful, and not just "eye candy.". You are to choose a balanced approach showing understanding between the two approaches. These are to demonstrate your knowledge which your research, class discussions and readings. Each should be no less than 2 pages for each approach.

1. Psychoanalytic Approach

Describe how a psychoanalytic therapist would view the client's problem. Provide some background on the psychoanalytic approach and cite relevant references. Explain how psychoanalytic therapy would be used to treat the client, how the client would respond to therapy, and the effectiveness of this treatment approach.

2. Cognitive-Behavioral Approach

Explain how a cognitive-behavioral therapist would approach treatment. Offer background information on this therapeutic approach and describe the treatment sessions, client response, and outcome of this type of treatment. Make note of any difficulties or successes encountered by your client during treatment.

IV. REFERENCES

Cite DSM-V and one other professional source along with a minimum of 2 other sources (or more) for your CASE STUDY. You cannot use Wikipedia as a source.

| RUBRIC | OUTSTANDING (10+) | EXCELLENT (8-9) | AVERAGE (7) | BELOW AVERAGE(0-6) |
|---|---|--|--|--|
| CASE STUDY ISSUES | <i>Significantly discusses psychological disorder via research identified in an in-depth fashion. Significantly able to apply principles learned to the subject</i> | <i>Clearly discusses psychological disorder via research identified in an indepth fashion. Significantly able to apply principles learned to the subject</i> | <i>Mostly discusses psychological disorder via research identified in an in-depth fashion. Significantly able to apply principles learned to the subject</i> | <i>Clearly discusses psychological disorder via research identified in an indepth fashion. Significantly able to apply principles learned to the subject</i> |
| TRANSFER OF KNOWLEDGE (to include meeting expectations of objectives) DEPTH OF | <i>The paper significantly demonstrates that the student fully understands and has applied concepts learned in the assigned materials to the disorder.</i> | <i>The paper clearly demonstrates that the student fully understands and has applied concepts learned in the assigned materials to the disorder .</i> | <i>The paper mostly demonstrates that the student fully understands and has applied concepts learned in the assigned materials to the disorder .</i> | <i>The paper inadequately demonstrates that the student fully understands and has applied concepts learned in the assigned materials to the disorder .</i> |
| ANALYSIS (worth X2 in value) | <i>Significantly provides an in-depth analysis, discussion & elaboration using text, outside readings and class lecture. Successfully incorporates DSM IV or V in analysis.. Uses 2 sources & 2 professional sources or more.</i> | <i>Clearly provides an indepth analysis, discussion & elaboration using text, outside readings and class lecture. Does a good job incorporating DSM IV or V and its analysis. Uses 2 sources and one professional source.</i> | <i>Mostly provides an indepth analysis, discussion & elaboration using text, outside readings and class lecture. Weakly incorporates DSM IV or V and analysis.. Uses 1 source and ONE professional source.</i> | <i>Inadequately provides an in-depth analysis, discussion & elaboration using text, outside readings and class lecture DOES NOT INCLUDE ABSTRACT. Does not incorporate DSM IV or V, and/or doesn't analyze using it. Does not use appropriate sources as instructed.</i> |
| TABLE, CHART OR GRAPHIC (At times specified by teacher); | <i>Demonstrates analysis with an engaging and effective chart, table or graph (unless specifically asked to ignore the graphic by the teacher). Chart is to be centered and labeled as well as referred to within the text on the same page as the image;</i> | <i>Demonstrates analysis with an engaging and effective chart, table or graph (unless specifically asked to ignore the graphic by the teacher. Chart is not centered and/or labeled but is referred to within the text on the same page as the image</i> | <i>Demonstrates analysis with an effective chart, table or graph (unless specifically asked to ignore the graphic by the teacher. OR, chart is not centered and/or labeled AND is not referred to within the text on the same page as the image;</i> | <i>Does not demonstrate an analysis with an effective chart, table or graph (unless specifically asked to ignore the graphic by the teacher. OR, DOES NOT follow guidelines for submission of chart within paper;</i> |

| | | | | |
|--|--|--|---|---|
| HESIVENESS | <i>Significantly ties together information from readings, text, films, independent research and class discussion. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship between readings, text, films and class discussion.</i> | <i>Clearly ties together information from readings, text, films, independent research and class discussion. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship between readings, text, films and class discussion.</i> | <i>Mostly ties together information from readings, text, films, independent research and class discussion. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship between readings, text, films and class discussion.</i> | <i>Inadequately ties together information from readings, text, films, independent research and class discussion. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship between readings, text, films and class discussion.</i> |
| PAGE LENGTH (does not include reference page) and WORD length MLA | <i>Abstract (approx 100 words; text approx 1,500 words) length, but relevant to the topic assigned. Follows required word length</i> | <i>Abstract (approx 100 words; text approx 1,250 words) length; but relevant to the topic assigned. Follows required word length</i> | <i>Abstract (approx 50-100 words; text approx 1,000 words) length;. Follows required word length, except for minor deviation</i> | <i>Abstract (< 50 words; and/ or text less than 1,000 words) length;., and/or not relevant to the topic assigned. Does not follow word length..</i> |
| GUIDELINES Instructions and Directions | <i>Meets MLA guidelines with no errors Follows 100% directions</i> | <i>Meets MLA guidelines with minor omissions Minor errors in directions</i> | <i>Meets MLA guidelines with major omissions Major errors in directions</i> | <i>MLA guidelines not applied or applied with significant errors</i> |
| Grammar, Spelling and Punctuation | <i>and instructions; uses sources and Media Center as directed No more than 2 errors in</i> | <i>and instructions; uses sources and Media Center as directed No more than 4 errors in</i> | <i>and instructions; uses sources and Media Center as directed No more than 6 errors in</i> | <i>Significant errors in directions and instructions; uses sources and Media Center as directed</i> |
| | <i>spelling, punctuation, capitalization or grammar</i> | <i>spelling, punctuation, capitalization or grammar</i> | <i>spelling, punctuation, capitalization or grammar</i> | <i>More than 6 errors in spelling, punctuation, capitalization or grammar</i> |

 Failure to include the HONEST STATEMENT will result in a grade of no higher than 79%

