Author’s Name: Hannah Inbody

Lesson Title: The Evolution of the Treatment of Mental Illness (multi-day plan)

Grade Level: 9-12 Psychology

# Essential Question: How have treatments for mental illnesses evolved?

## Lesson Foundations

### Content Standards

**American Psychological Association National High School Psychology Standards**

**Standard Area:** Treatment of Psychological Disorders

**Content Standard 1.1:** Explain how psychological treatments have changed over time and among cultures.

### Learning Objectives

1. **Students will be able to** examine how societal attitudes toward mental illness in the 19th and 20th centuries contributed to the methods used to treat mental illness.
2. **Students will be able to** compare and contrast methods used to treat mental illness in the 19th and 20th century to methods used today

### Assessments

1. Think, Pair, Share
2. Stations Handout
3. Take a Stand
4. Exit Ticket

### Materials & Resources

* PowerPoint
* Primary Sources
	+ [Electroconvulsive Therapy](https://www.wakehealth.edu/Treatment/e/Electroconvulsive-Therapy)

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* + [Pros and Cons of Prescription Drugs](https://www.focusforhealth.org/depression-and-the-over-use-of-antidepressants-are-we-treating-the-real-problem/) (https://www.focusforhealth.org/depression-and-the-over-use-of-antidepressants-are-we-treating-the-real-problem/)
	+ [Insulin Coma Therapy in Schizophrenia](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1297956/pdf/10741319.pdf) (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1297956/pdf/10741319.pdf)
	+ [The Strange and Curious History of Lobotomy](https://www.bbc.com/news/magazine-15629160) (https://www.bbc.com/news/magazine-15629160)
	+ [What is psychotherapy?](https://www.psychiatry.org/patients-families/psychotherapy) (https://www.psychiatry.org/patients-families/psychotherapy)
* Think, Pair, Share Handout
* Stations Handout

## Instructional Procedures/Steps

### Opening: 15 Minutes

#### Bell Ringer

1. The teacher will display the Bell Ringer on the PowerPoint as students walk into class. Students will have the chance to discuss the Bell Ringer amongst themselves before class begins:
	1. What might be some assumptions people made about mental illness during the 19th and 20th century?
2. To begin class, the teacher will lead a class discussion over the Bell Ringer. This will be used to get an understanding of what students know how mental illness and psychological disorders were viewed by society in the 1800s and 1900s.

#### Intro of Learning Objectives and Essential Question

The teacher will introduce the Learning Objectives and the Essential Question.

### Instruction: 70 Minutes

#### Mini-Lecture

1. The teacher will give a short lecture on societal views of psychiatric disorders in the 19th and 20th century, as well as treatments that were used for mental illness. This lecture will cover the negative stereotypes and views towards mental illness and how people tried to prevent mental illness through the eugenics movement and the use of sterilization, as well as the different types of treatments that have been used over the past few centuries, mainly electroconvulsive therapy, insulin-shock therapy, lobotomizing, medication, and psychotherapy.
	1. Questions to ask during lecture:
		1. What might have contributed to the negative views towards mental illness during the late 19th and early 20th century?
		2. Why is it important to look at all of the other populations that eugenics and sterilization targeted?
		3. Why might eugenics have been supported? Sterilization?
		4. Why did doctors first focus on physical causes and treatments?
		5. How do all of the treatments compare? How are they inhumane?
		6. Why might ETC still be used today?
		7. What do you think caused the shift to a focus on medications and psychotherapy?

#### Think, Pair, Share

1. The teacher will pass out the Think, Pair, Share Handout.
2. The teacher will display the Think, Pair, Share prompt on the PowerPoint.
	1. How did societal views of mental illness in the 19th and 20th century affect the methods of treatment/prevention that were used?
3. The teacher will ask students to take a few minutes to write down their thoughts on the prompt in the “Think” box on the worksheet.
4. After students have had a few moments to write down their own thoughts, the teacher will ask students to take a few minutes to talk to peers near them about the prompt. The teacher will ask students to write down the things they discuss with their peers in the “Pair” box on the worksheet.
5. After students have had a few moments to talk amongst themselves. the teacher will pull the class together for a class discussion. The teacher will ask students to share their own thoughts or the thoughts of their peers. The teacher will ask students to write down the things discussed during the class discussion in the “Share” box on the worksheet.
	1. Questions to drive discussion:
		1. What were the attitudes society had towards mental illness?
		2. How were people who were mentally ill treated? How does this relate to the treatment methods that were used?
		3. How does this compare to the attitudes we hold about mental illness today?
		4. How do the attitudes we hold about mental illness today translate into the way we treat mental illness today?

#### Stations

1. The teacher will split the students up into five groups. Each group will be assigned a different source from sources A-E.
2. The teacher will distribute the assigned sources to each group. The teacher will also pass out the Stations Worksheet.
3. The teacher will explain to students that they are to read and analyze their assigned source, and answer the questions the correlate with it on the Stations Worksheet.
4. The teacher will give students about 7-10 minutes to read the source and answer the questions.
5. The teacher will prompt students to move to their next assigned station. The teacher will give students 7-10 minutes to read the source and answer the questions.
6. The teacher will keep repeating this step until all of the groups have been to all of the stations. While students are completing each station, the teacher will walk around and drive more critical thinking using the Supporting Questions.
7. Station 1: Electroconvulsive Therapy
	1. Supporting Questions:
		1. How old is ECT?
		2. Why might ECT be a last resort?
		3. How might the side effects deter people from using this treatment method?
8. Station 2: Pros and Cons of Prescription Drugs
	1. Supporting Questions:
		1. What is serotonin? What does it have to do with depression and mental illness?
		2. Why is it so important that we discovered a connection between the immune system and the brain?
		3. How can the foods we eat affect our mental health?
9. Station 3: Insulin Coma Therapy in Schizophrenia
	1. Supporting Questions:
		1. What is insulin?
		2. What was insulin first used to treat?
		3. How much monitoring does a patient need after receiving DICT? Why?

#### Check for Understanding

1. The teacher will bring the class together for a brief check for understanding, in order to ensure that students are comprehending the sources.
	1. Questions for check for understanding:
		1. In Document A, did any of the side effects from ECT surprise you?
		2. In Document D, why might it have been possible for doctors to perform such a dangerous and possibly life-altering surgery in people?

#### Continue Stations

1. The teacher will ask students to move to the next station and continue working.
2. Station 4: The Strange and Curious History of Lobotomy
	1. Supporting Questions:
		1. How does Lesley Hall describe the lobotomy instruments? Why is this ironic?
		2. How did results from lobotomies first turn out? How did they change?
		3. How is lobotomy viewed now?
3. Station 5: What is psychotherapy?
	1. Supporting Questions:
		1. What can psychotherapy do for a person’s day-to-day living?
		2. How long does psychotherapy take?
		3. What other benefits does psychotherapy have, besides the decrease in symptoms of mental illness?

#### Stations Debrief

1. The teacher will ask students to return to their original seats.
2. The teacher will lead a debrief over the stations. To do this, the teacher will choose one question from each source on the Stations Handout and discuss them with students.
3. The teacher will use the questions on the Stations Debrief slide of the PowerPoint to generate discussion:
	1. What surprised you the most from reading the documents?
	2. Which treatments do you think are acceptable? Which do you think are not?
	3. How have treatments towards mental illness evolved?

#### Take a Stand

1. The teacher will display the Take a Stand prompt on the PowerPoint.
	1. When treating mental illness, is it better to focus on physical causes, or is it better to focus on lifestyle/behavior changes?
2. After students have had some time to think and write down their thoughts, the teacher will ask the students to go to the part of the room that correlates with their stance.
3. The teacher will ask students to discuss with peers who have a similar stance as them. As a group, they will come up with an argument for their stance, and will back up that argument with evidence from sources they analyzed in the stations activity.
4. After each group has gone, the teacher will invite students to comment on each other’s arguments, creating a class discussion.
	1. Questions to drive discussion:
		1. How has the treatment of mental illness shifted?
		2. What caused this shift in treatment of mental illness?
		3. How have views of mental illness changed since the late 19th and early 20th century?
		4. ECT is still used today. Why might this still be allowed to be used?
		5. Why are insulin shock therapy and lobotomizing outlawed?
		6. How might medication be seen as inhumane?

### Closure: 15 Minutes

#### Exit Ticket

1. The teacher will display the Exit Ticket prompt on the PowerPoint and instruct students to answer the prompt on a sheet of paper. The teacher will be sure to remind students to reference the sources they analyzed during the lesson in order to back up their answer with evidence. Students will complete this individually.
	1. How have treatments for mental illnesses evolved over the past few centuries?

### Accommodations/Enrichment

1. Large font sources available if needed
2. Extra time given for assignments if needed
3. Small group work during stations