

## A Biopsychosocial Framework for Phobia

Activity: Use a fishbone diagram to explore a biopsychosocial framework for a selected mental disorder

In this activity, students use a graphic organiser (fishbone diagram) to consider the causes and management of a selected mental disorder through the biopsychosocial framework used in Unit 4 VCE Psychology. Teachers may provide a template-copy for students to complete (as in the attached fishbone drawing), draw the template on the whiteboard for students to copy and complete or provide student access to *SmartDraw* (available from <http://www.smartdraw.com/downloads/>) to complete the fishbone diagram.

Students should write the main topic/idea in the middle of the fishbone – eg ‘simple phobia’ has been written into the fishbone diagram provided. On each ‘rib’ of the fish students then write the next major sub-branches of the topic – in this case ‘biological, psychological, and socio-cultural’. Emanating from each rib, students then include main points, key contributors, key approaches to management, key research etc for aspects which relate to each element of the biopsychosocial framework. Students may then consider the interaction between the factors which contribute to understanding the selected disorder.

Use of a visual organiser helps students to not only organise their notes but also provides additional visual cues to aid retention and recall of the required information. Teachers may also ask students to assign one colour for each sub-branch e.g. red = biological, blue = psychological, green = socio-cultural to further assist students in the retention and recall of information.

Teachers may consider using a jigsaw/expert groups or think/pair/share activity where students complete one branch of the fishbone diagram and then pair up with students who have completed other sections of the diagram to complete the overall diagram.

Note: This graphic organiser and activity can be adapted to suit any topic in Psychology which requires students to look at different ways of explaining/comparing alternative viewpoints in Psychology.

### **Related Key Skills**

#### **Inquire and investigate scientifically**

- work independently and collaboratively as appropriate and within identified research constraints;

#### **Apply psychological understandings**

- use research literature to demonstrate how psychological concepts and theories have developed over time;
- process and interpret information, and make connections between concepts;
- apply understandings to both familiar and new contexts;

#### **Communicate psychological information and understandings**

- communicate psychological information, ideas and research findings accurately and effectively;
- use communication methods suitable for different audiences and purposes;
- use scientific language, conventions and referencing of information sources appropriate to the medium of communication.

