More Than Symptoms

How psychologists combine evidence and context when planning care

PS.7.1 "Examine how psychologists use integrated approaches and evidence-based practices to understand and treat psychological disorders."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one biological, one psychological, and one social influence on Maya's situation. Circle a research-supported treatment, then number two ways the clinician checks or adjusts her care.

Maya's Ride to School

1. After a sudden racing heartbeat on a bus, Maya began avoiding the ride to school. A clinician did not assume the heartbeat alone explained everything. A medical check looked for physical causes, and an interview explored when fear appeared and how it affected daily life. Maya described a family history of anxiety, thoughts that she might faint, and classmates who joked about her leaving the bus. With Maya's permission, her caregiver also described recent changes in sleep. These details do not prove one cause. Together, they help the clinician understand biological, psychological, and social influences before choosing care.

2. After evaluating Maya, the clinician diagnosed panic disorder and discussed treatment options with her. Research on groups of patients supports cognitive behavioral therapy, or CBT, for panic disorder. In CBT, Maya could practice questioning frightening predictions and gradually facing feared situations with a trained clinician. A medication, such as an SSRI, is another option a qualified prescriber might discuss, including its risks and whether it is appropriate for her age. The clinician asks which options Maya and her caregiver can access and what goals matter to Maya. Evidence-based practice combines research findings, professional judgment, and a patient's needs and preferences.

3. Maya chooses CBT and, with her permission, the clinician coordinates with a school counselor about a plan for getting to class if she feels overwhelmed. The counselor does not replace therapy, but can help reduce barriers to attendance. Maya and the clinician track how often she rides the bus and how much fear disrupts her day. If the plan does not help enough, they revisit the diagnosis, treatment choices, and any new stressors instead of assuming that one method works for everyone. Progress matters, but a single better bus ride cannot show that a treatment caused lasting change.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do three different kinds of influence help the clinician understand Maya's situation? Give one biological, one psychological, and one social example from the passage.

2. How could CBT and the school counselor's help address different parts of Maya's difficulty?

3. Why is the clinician's treatment discussion an example of evidence-based practice rather than a decision based only on research results?

4. Why do Maya and the clinician track her progress over time instead of treating one better bus ride as proof that the plan works?

3 YOUR TURN

Your own words

Leo often misses school after nights of poor sleep and worries that classmates will judge him during presentations. In 4 to 5 sentences, propose how a psychologist could investigate biological, psychological, and social influences, consider a research-supported option and Leo's preferences, and check whether the plan helps. Do not diagnose Leo from this brief description.

More Than Symptoms

PART 1 · READ AND MARK

Underline one biological, one psychological, and one social influence on Maya's situation. Circle a research-supported treatment, then number two ways the clinician checks or adjusts her care. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do three different kinds of influence help the clinician understand Maya's situation? Give one biological, one psychological, and one social example from the passage.	**Biological: family history of anxiety or changes in sleep. Psychological: Maya's thought that she might faint. Social: classmates joking about her leaving the bus.**
2	How could CBT and the school counselor's help address different parts of Maya's difficulty?	**CBT could help Maya question frightening predictions and gradually face feared situations. The counselor could reduce barriers to attending school when she feels overwhelmed.**
3	Why is the clinician's treatment discussion an example of evidence-based practice rather than a decision based only on research results?	**The clinician considers research supporting CBT alongside professional judgment, Maya's goals, and which options she and her caregiver can access.**
4	Why do Maya and the clinician track her progress over time instead of treating one better bus ride as proof that the plan works?	**They need to see whether bus riding and daily disruption improve over time. One ride cannot show lasting change or establish that treatment caused it; limited progress may call for revisiting the plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A psychologist could ask Leo about sleep and suggest a medical check to explore possible physical factors. They could ask what Leo predicts will happen during presentations and whether classmates' reactions increase his fear. If further assessment supports it, the psychologist could discuss research-supported CBT, including gradual practice, and ask whether Leo wants to try it. With Leo's permission, a school counselor could help arrange manageable chances to speak in class. Leo and the psychologist could track attendance and distress over several weeks, then adjust the plan if needed.

Accept other passage-supported examples of biological, psychological, and social influences. For Your Turn, look for investigation across all three kinds of influence, a research-supported option considered with Leo's preferences, and a way to monitor progress without assuming a diagnosis.