Paper 3 Checklist

|  |  |  |
| --- | --- | --- |
| Issues in Mental Health | |  |
| The Historical Context of Mental Health | **Background:** historical views of mental illness, defining abnormality, categorising mental disorders |  |
| **Key research**: Rosenhan (1973) On being sane in insane places |  |
| **Application**: Characteristics of an affective disorder, a psychotic disorder and an anxiety disorder |  |
| Medical Model | **Background:** The biochemical explanation of mental illness, the genetic explanation of mental illness, brain abnormality as an explanation of mental illness |  |
| **Key research: Gottesman et al. (2010)** Disorders in offspring with two psychiatrically ill parents |  |
| **Application:** Biological treatment of one specific disorder |  |
| Alternatives to the medical model | **Background:**Behaviourist, cognitive and psychodynamic explanations of mental illness |  |
| **Key research:**Szasz (2011) The myth of Mental Illness: 50 years later |  |
| **Application:** Non-biological treatment of one specific disorder |  |
| Child Psychology | |  |
| Intelligence | **Background**: What Psychologists mean by intelligence and what biological factors could affect intelligence |  |
| **Key Research:** Van Leeuwen et al (2008) A twin-family study of general IQ |  |
| **Application**: At least one method of assessing intelligence |  |
| Pre-adult Brain Development | **Background**: Brain development and the impact of this on risk taking behaviour |  |
| **Key Research:** Barkley-Levenson and Galvan (2014) Neural representation of expected value in adolescent brain |  |
| **Application**: At last one strategy to reduce the risk of taking behaviours using knowledge of brain development |  |
| Perceptual Development | **Background**: Perceptual development in children and how this can be studied in babies and animals |  |
| **Key Research**: Gibson and Walk (1960) The Visual Cliff |  |
| **Application**: At least one play strategy to develop perception in young children |  |
| Cognitive Development and Education | **Background:** Cognitive development in children and the impact of this on education |  |
| **Key Research:** Wood et al. (1976) The role of tutoring in problem-solving |  |
| **Application**: at least one cognitive strategy to improve revision of learning |  |
| Development of Attachment | **Background**: the development of attachment and babies and the impact of failure to develop attachments |  |
| **Key Research:** Ainsworth and Bell (1970) Attachment, Exploration and Separation: Illustrated by the Behaviour of One-year-olds in a Strange Situation |  |
| **Application**: At least one strategy to develop an attachment friendly environment |  |
| Impact of Advertising on Children | **Background**: The influence of television advertising on children and the stereotyping in such advertising |  |
| **Key Research**: Johnson and Young (2002) Gendered voices in children’s advertising |  |
| **Application**: At least one strategy to reduce impact of advertising which is aimed at children |  |
| Criminal Psychology | |  |
| What makes a criminal? | **Background**: Physiological and non-physiological explanations of criminal behaviour |  |
| **Key Research:** Raine et al (1997) Brain abnormalities in murderers indicated by positron emission tomography |  |
| **Application**: one biological strategy for preventing criminal behaviour |  |
| The Collection and Processing of Forensic Evidence | **Background**: Motivating factors and bias in the collection and processing of forensic evidence |  |
| **Key Research:** Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision making? |  |
| **Application:** Strategies for reducing bias in the collection and processing of forensic evidence |  |
| Collection of Evidence | **Background**: Collection and use of evidence from witnesses and suspects |  |
| **Key research:** Memon and Higham (1998) A review of the cognitive interview |  |
| **Application**: one strategy for police interviews |  |
| Psychology and the courtroom | **Background**: How juries can be persuaded by the characteristics of witnesses and defendants |  |
| **Key Research**: Dixon et al. (2002) The Role of Accent and Context in Perceptions of Guilt |  |
| **Application**: one strategy to influence jury decision making |  |
| Crime Prevention | **Background**: How the features of neighbourhoods and how a zero-tolerance policy can influence crime |  |
| **Key Research:** Wilson and Kelling (1982) The Police and Neighbourhood Safety: Broken Windows |  |
| **Application**: At least one strategy for crime prevention |  |
| Effect of Imprisonment | **Background**: punishment and reform as responses to criminal behaviour |  |
| **Key Research:** Haney et al (1973) Study of prisoners and guards in a simulated prison |  |
| **Application**: at least one strategy for reducing reoffending |  |

Issues of Mental Health

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area** | Background | **Evaluation** | **Key Study** | **Evaluation of the Key Study** | Application |
| **Historical context of mental health** | **Historical views of mental illness**   * humorism * trepanning * asylums   **Defining abnormality**   * 4 definitions (DFIMH, DFSN, SI, F2FA) * a limitation of each * cultural relativism   **Categorising mental disorders**   * DSM-V * ICD-10 | * Validity * Reliability * Subjective opinions of the psychiatrist * differential diagnosis | **Rosenhan (1973)**  **On being sane in insane places.** | * The research methodology * The diagnosis and key results for the original and follow up study * The experience of psychiatric hospitalisation * The stickiness of psycho-diagnostic labels * Powerlessness and depersonalisation | Characteristics of   1. **affective disorder (bipolar depression)**  * Mania - increased rate of speech, psychomotor agitation * Depression: to persist for >2 weeks, feelings of worthlessness or guilt, thoughts of suicide  1. **a psychotic disorder (schizophrenia)**  * **Positive symptoms**: 2+ to persist for 1 month, delusions, hallucinations * **Negative symptoms**: Alogia – speech stops being fluent, avolition – no willpower or care * and an anxiety disorder (OCD) * Obsessions - Recurrent and intrusive bad thoughts, product of their own mind * Compulsion - overt behaviours like washing hands, mental acts like counting, acts are repetitive, time consuming and rigid |
| **The medical model** | **Biochemical explanation of mental illness**   * Due to too many / few neurotransmitters binding to receptors. * Neurotransmitters are either excitatory or inhibitory. * Excitatory (e.g. serotonin) make the next cell more likely to fire. * Inhibitory (e.g. GABA) make them less likely to fire. * The cause of **specific phobias** is too little GABA   **The genetic explanation of mental illness**   * All humans have inherited, through natural selection, certain fears e.g. heights. * Seligman says that those who did not fear / avoid them, died, so their genes were not passed on   **Brain abnormality explanation of mental illness**   * Localisation of function - different brain parts are over / under-active * Specific Phobias - PFC inhibits the fear response. If it is not functioning effectively, it no longer stops fearful urges being sent from the amygdala. * **Empirical evidence: Ahs et al (2009)** PET scans showed increased activity in the amygdala and reduced in the PFC for snake phobics | **Biochemical**   * Aetiological fallacy * Medicating problematic behaviour * Palliative v curative   **Genetic**   * Correlation not causation * Nature v nurture   **Brain abnormality**   * Psychology as a science * Correlation not causation | **Gottesman et al. (2010)**  **Disorders in offspring with two psychiatrically ill parents.** | * Valid over time from ICD-8 to ICD-10 * Representative sample but may only apply to Denmark * Ethical – anonymity assured, but may be unethical to use results to stop people having kids * Useful to advise people on risks associated with having children - genetic counselling * Difficult to rule out influence of shared environment | **Biological treatment of phobias: medication**   * The cause of specific phobias is too little GABA * GABA is an inhibitory neurotransmitter * Benzodiazepines are prescribed for specific phobias, such as Valium (diazepam) and Xanax (alprazolam). * BZs are a depressant – they help to reduce anxiety by increasing the levels of GABA   **Evaluation**   * **Empirical Evidence: Pande et al (1999)** - BZs are effective in treating specific phobias * **Appropriateness**: BZs are available on the NHS for short periods of time * Palliative not curative * Can be used alone or in **combination** with other therapies * Side effects of chemotherapies should ONLY be referred in relation to ‘**treatment compliance’**. Side effects of low doses include: impaired memory, depression, drowsiness |
| **Alternatives to the medical model** | **The behaviourist explanation of mental illness**   * Learnt through classical conditioning, operant conditioning or SLT (D.A.R.R.M.) * Specific phobias are **initiated** by classical conditioning or SLT and then **maintained** through operant conditioning. * **Empirical evidence: Watson & Rayner (1920)** Little Albert to fear white furry objects through **ass**ociation with a loud noise.   **The cognitive explanation of mental illness**   * **F**aulty / irrational thinking (cognitions) cause abnormal behaviour. * **Attentional bias** - selectively focus on the fear – hypervigilance * **Negative appraisal bias** - specific phobics exaggerate the risk of danger and **under-estimate (appraise)** their own ability to cope. * Pflugshaupt (2005) eye tracking people with specific phobias   **The psychodynamic explanation of mental illness**   * Tripartite personality – specific phobias = too much superego * 5 Psychosexual stages – fixation at the phallic stage (Little Hans) * Overuse of the ego defence mechanisms (e.g. catastrophizing) | **Behaviourist**   * Not all behaviour is learnt (e.g. hallucinations in Sz)   **Cognitive explanation**   * Research relies on self-reports   **Psychodynamic** Explanatory power   * Psychology as a science | **Szasz (2011)**  **The myth of mental illness: 50 years later.** | * Psychology as a science * Free will v determinism * Ethics * Reliability of diagnosis * Nature v nurture | **Non-biological treatment of phobias = flooding**   * Flooding intends to extinguish the unreasonable fear response. * No relaxation techniques or step by step build up. * Individual is exposed repeatedly and in an intensive way with their phobia. * Fear response cannot be maintained for more than 20 minutes   **Evaluation of Flooding**   * It is cost-effective * It is curative * It is less effective for some types of phobia like social phobias * The treatment is traumatic for patients * It is not available on the NHS |

Child Psychology

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Background** | **Key Research** | **Evaluation** | **Application** |
| Intelligence (Biological) | What psychologists mean by intelligence and biological factors that could affect it | Van Leeuwen *et al.* (2008) | * Freewill vs determinism * Methodological issues * Nature vs nurture * Reductionism vs holism * Usefulness | At least one method of assessing intelligence |
| Pre-adult brain development (Biological) | Brain development and the impact of this on risk taking behaviour | Barkley-Levenson & Galván (2008) | * Ethical issues * Free will vs determinism * Methodological issues * Psychology as a science * Reductionism vs holism * Usefulness of research | At least one strategy to reduce risk taking behaviours using knowledge of brain development |
| Perceptual development (Cognitive) | Perceptual development in children and how this can be studied in babies & animals | Gibson & Walk (1960) | * Ethical issues * Methodological issues * Nature vs nurture * Psychology as a science * Reductionism vs holism * Usefulness of research | At least one strategy to develop perception in young children |
| Cognitive development & education (Cognitive) | Cognitive development in children and the impact of this on education | Wood et al. (1976) | * Ethical issues * Free will vs determinism * Methodological issues * Psychology as a science * Usefulness of research | At least one cognitive strategy to improve revision or learning |
| Development of Attachment (Social) | The development of attachment and impact of the failure to develop attachments | Ainsworth & Bell (1982) | * Ethical issues * Free will vs determinism * Methodological issues * Nature vs nurture * Psychology as a science * Usefulness of research | At least one strategy to develop an attachment friendly environment. |
| Impact of advertising on children (Social) | The influence of TV advertising on children & stereotyping in such advertising | Johnson & Young (2002) | * Ethics * Individual v situational * Methodological issues * Nature vs nurture * Reductionism vs holism * Usefulness | At least one strategy to reduce impact of advertising which is aimed at children |

Criminal Psychology

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Background** | **Key research** | **Evaluation** | **Application** |
| **What makes a criminal? (Biological)** | Physiological and non-physiological explanations of criminal behaviour.   * Physiological = Bruner – MAOA gene * Non-physiological – Farringdon and West * Interactionist = Caspi – diathesis stress model | **Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.** | * Psychology as a science * Reductionism * Determinism * Ethics * Quantitative data | **1 biological strategy for preventing criminal behaviour.**   * Vitamins for pregnant women * Omega 3 oils for children * Facial surgery for prisoners |
| **The collection and processing of forensic evidence (Biological)** | Motivating factors and bias in the collection and processing of forensic evidence   * Motivating factors (job satisfaction, crime solving * Cognitive biases (expectation, confirmation, anchoring effects, contextual bias, role effects, reconstructive effects). | **Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making?** | * Psychology as a science * Hypothesis testing * Self-report * Demand characteristics * Ecological validity | **1 strategy for reducing bias in the collection and processing of forensic evidence**   * Avoidance of context. |
| **Collection of evidence (Cognitive)** | Collection and use of evidence from witnesses and suspects   * Standard and cognitive interviews | **Memon, & Higham, (1999) A review of the cognitive interview.** | * Methodological issues * Usefulness of research | **1 strategy for police interviews**   * PEACE interview strategy * Cognitive Interview Strategies. |
| **Psychology and the courtroom (Cognitive)** | How juries can be persuaded by the characteristics of witnesses and defendants   * Dion – Halo effect. | **Dixon et al. (2002) The Role of Accent and Context in Perceptions of Guilt.** | * Experimental control * Ecological validity * Sample generalizability * Psychology as a science. | **1 strategy to influence jury decision making**   * Penrod and Cutler showed that witness confidence. |
| **Crime prevention (Social)** | How the features of neighbourhoods and a zero tolerance policy can influence crime.   * Defensible space * Zero Tolerance | **Wilson and Kelling (1982)**  **The police and neighbourhood safety: Broken windows.** | • Lack of empirical evidence – too theoretical?  • Lack of distinction between ‘crime’ and ‘disorder’. | **1 strategy for crime prevention**   * Clarke’s situational strategies (Target hardening. Access Stimulating conscience. Denying benefits. Facilitating compliance |
| **Effect of imprisonment (Social)** | Punishment and reform as responses to criminal behaviour   * Prison as punishment (Sykes S.L.A.G.H) * Prison as reform (Gillis and Nafekh – employment training) | **Haney et al. (1973) Study of prisoners and guards in a simulated prison.** | * Ethics * Ecological validity * Situational vs Dispositional debate * Sampling bias. | **1 strategy for reducing reoffending**   * Restorative justice (respect, responsibility, repair, re-integration) |