

UNIT 4 PSYCHOLOGY

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THE STUDY DESIGN

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?		Tick
Area of Study 1 – How do levels of consciousness affect mental processes and behaviour?		
<p>OUTCOME 1</p> <p>Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.</p>	<p>Nature of conscious-ness</p>	<ul style="list-style-type: none"> • consciousness • altered states of consciousness <ul style="list-style-type: none"> ▪ naturally occurring ▪ induced • the measurement of physiological responses to indicate different states of consciousness <ul style="list-style-type: none"> ▪ electroencephalograph (EEG) ▪ electromyograph (EMG) ▪ electro-oculograph (EOG) ▪ other techniques to investigate consciousness <ul style="list-style-type: none"> ▪ measurement of speed and accuracy on cognitive tasks ▪ subjective reporting of consciousness <ul style="list-style-type: none"> • sleep diaries • video monitoring • changes in a person's psychological state due to levels of awareness <ul style="list-style-type: none"> ▪ controlled and automatic processes ▪ content limitations ▪ perceptual and cognitive distortions ▪ emotional awareness ▪ self-control ▪ time orientation • changes in levels of alertness as indicated by brain waves patterns due to drug-induced altered states of consciousness (stimulants and depressants) <ul style="list-style-type: none"> ▪ Beta, Alpha, Theta, Delta • the effects on consciousness of one night of full sleep deprivation and also legal blood-alcohol concentrations (BAC). <ul style="list-style-type: none"> ▪ cognition ▪ concentration ▪ mood

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?		Tick
Area of Study 1 – How do levels of consciousness affect mental processes and behaviour?		
Importance of sleep	<ul style="list-style-type: none"> • sleep as a regular and naturally occurring altered state of consciousness <ul style="list-style-type: none"> ▪ circadian rhythm ▪ ultradian rhythms <ul style="list-style-type: none"> ▪ NREM Stages 1–4 sleep ▪ REM stages • theories of the purpose and function of sleep (REM and NREM) <ul style="list-style-type: none"> ▪ restoration theory ▪ evolutionary (circadian) theory • the differences in sleep across the lifespan <ul style="list-style-type: none"> ▪ Neonates, infants, children, adolescence, adults, elderly <ul style="list-style-type: none"> ▪ total amount of sleep needed ▪ changes in a typical pattern of sleep (proportion of REM and NREM) 	
Effects of sleep disturbances and possible treatments	<ul style="list-style-type: none"> • changes to a person's sleep-wake cycle and susceptibility to experiencing a circadian phase disorder <ul style="list-style-type: none"> ▪ sleep-wake shifts in adolescence ▪ shift work ▪ jet lag • the effects of partial sleep deprivation (inadequate sleep either in quantity or quality) on a person's <ul style="list-style-type: none"> ▪ affective (amplified emotional responses) functioning ▪ behavioural functioning ▪ cognitive functioning • dysomnias with reference to the effects on a person's sleep-wake cycle <ul style="list-style-type: none"> ▪ sleep-onset insomnia • parasomnias with reference to the effects on a person's sleep-wake cycle <ul style="list-style-type: none"> ▪ sleep walking • the interventions to treat sleep disorders <ul style="list-style-type: none"> ▪ cognitive behavioural therapy (with reference to insomnia) ▪ bright light therapy (with reference to circadian phase disorders) 	

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?		Tick
Area of Study 2 – What influences mental wellbeing?		
<p style="text-align: center;">OUTCOME 2</p> <p>Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.</p>	<p style="text-align: center;">Defining mental health</p> <ul style="list-style-type: none"> • mental health as a continuum influenced by internal and external factors that can fluctuate over time <ul style="list-style-type: none"> ▪ mentally healthy ▪ mental health problems ▪ mental disorders • the typical characteristics of a mentally healthy person <ul style="list-style-type: none"> ▪ high levels of functioning ▪ social and emotional well-being ▪ resilience to life stressors • ethical implications in the study of, and research into, mental health <ul style="list-style-type: none"> ▪ informed consent ▪ use of placebo treatments. 	
	<p style="text-align: center;">Factors that contribute to the development and progression of mental health disorders</p> <ul style="list-style-type: none"> • predisposing risk factors (increase susceptibility) • precipitating risk factors (increase susceptibility and contribute to occurrence) • perpetuating risk factors (inhibit recovery) • protective factors (prevent occurrence or re-occurrence) • the influence of biological risk factors <ul style="list-style-type: none"> ▪ genetic vulnerability to specific disorders ▪ poor response to medication due to genetic factors ▪ poor sleep ▪ substance use • the influence of psychological risk factors <ul style="list-style-type: none"> ▪ rumination ▪ impaired reasoning and memory ▪ stress ▪ poor self-efficacy • the influence of social risk factors <ul style="list-style-type: none"> ▪ disorganised attachment ▪ loss of a significant relationship ▪ the role of stigma as a barrier to accessing treatment • the concept of cumulative risk 	

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?		Tick
Area of Study 2 – What influences mental wellbeing?		
	<p style="text-align: center;">Application of a biopsychosocial approach, as a scientific model, to explain specific phobia</p> <ul style="list-style-type: none"> • comparison between stress, phobia, anxiety • the development of specific phobia with reference to: <ul style="list-style-type: none"> ○ Biological <ul style="list-style-type: none"> ▪ gamma amino butyric acid (GABA) dysfunction ▪ the role of stress response ▪ long-term potentiation ○ Psychological <ul style="list-style-type: none"> ▪ behavioural models involving precipitation by classical conditioning and perpetuation by operant conditioning ▪ cognitive bias <ul style="list-style-type: none"> • memory bias • catastrophic thinking ○ Social <ul style="list-style-type: none"> ▪ specific environmental triggers ▪ stigma around seeking treatment • evidence-based interventions and their use for specific phobia with reference to: <ul style="list-style-type: none"> ○ Biological <ul style="list-style-type: none"> ▪ the use of short-acting anti-anxiety benzodiazepine agents (gamma amino butyric acid [GABA] agonist) ▪ relaxation techniques ▪ breathing retraining ▪ exercise ○ Psychological <ul style="list-style-type: none"> ▪ the use of cognitive behavioural therapy (CBT) ▪ systematic desensitisation ○ Social <ul style="list-style-type: none"> ▪ psychoeducation for families/supporters <ul style="list-style-type: none"> • challenging unrealistic or anxious thoughts • not encouraging avoidance behaviours 	

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?		Tick
Area of Study 2 – What influences mental wellbeing?		
	<p style="text-align: center;">Maintenance of mental health</p> <ul style="list-style-type: none"> • resilience as a positive adaption to adversity <ul style="list-style-type: none"> ▪ Biological protective factors <ul style="list-style-type: none"> ▪ adequate diet ▪ sleep ▪ Psychological protective factors <ul style="list-style-type: none"> ▪ cognitive behavioural strategies ▪ Social protective factors <ul style="list-style-type: none"> ▪ support from family, friends and community • models of behaviour change <ul style="list-style-type: none"> ▪ the transtheoretical model <ul style="list-style-type: none"> ▪ pre-contemplation stage ▪ contemplation stage ▪ preparation stage ▪ action stage ▪ maintenance stage (the effect of relapse) ▪ termination 	

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?		Tick
Area of Study 3 – Key Science Skills		
<p>OUTCOME 3</p> <p>Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.</p>	<ul style="list-style-type: none"> • independent and dependent variables and operationalisation of variables • the psychological concepts specific to the investigation and their significance, including definitions of key terms, and psychological representations • the characteristics of scientific research methodologies and techniques of primary qualitative and quantitative data collection relevant to the selected investigation: experiments, self-reports, questionnaires, interviews and/ or use of rating scales; reliability and validity of data; and minimisation of experimental bias and confounding and extraneous variables • ethics and issues of research including identification and application of relevant ethical, health and safety guidelines, and use of human subjects • methods of organising, analysing and evaluating primary data to identify patterns and relationships including sources of error and limitations of data and methodologies • models and theories, and their use in organising and understanding observed phenomena and psychological concepts including their limitations • the nature of evidence that supports or refutes a hypothesis, model or theory • generalisability of statistics from samples to the populations from which the sample was derived • the key findings of the selected investigation and their relationship to psychological concepts and theories associated with neural function, consciousness, learning, memory and/or mental wellbeing • conventions of psychological report writing and scientific poster presentation including psychological terminology and representations, standard abbreviations and acknowledgment of references. 	