Psychology

Application of Theories to Substantive Topics

10369 (Examination)

10370 (Alternative assessment)

GRADED

ACADEMIC SUBJECT CONTENT

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Learning Outcomes

The student should be able to

Assessment Criteria

The student can

1. Understand key concepts of substantive psychological areas
   1.1 Identify key concepts associated with two substantive psychological areas
   1.2 Explain key concepts associated with two substantive psychological areas

2. Understand and evaluate psychological theories
   2.1 Evaluate psychological theories and studies from two substantive psychological areas

3. Understand how data is obtained for research purposes
   3.1 Identify methods used for data collection
   3.2 Evaluate the reliability and validity of data sources

Assessment Methodology

A formal unseen two-hour written examination.

Grading of this unit

The following grade descriptors will be applied to the assessment of this unit:

1. Understanding of the subject
2. Application of Knowledge
4. Use of Information
5. Communication and Presentation
6. Autonomy and/or Independence
7. Quality

Please refer to the QAA Grade Descriptors for detail of the components of each descriptor.
Indicative Content

Students will be provided with opportunities to learn about the key features of psychological debate and research within substantive areas. Students will also learn about data collection and key psychological theories and models related to substantive areas.

Choose two substantive areas from:

- atypical psychology
- social psychology
- developmental psychology
- forensic psychology

### Atypical Psychology

**Rosenhan ‘On Being Sane in Insane Places, the Medical Model, Anti-Psychiatry**


3. Psychopathology of at least one of the following disorders – schizophrenia, depression, eating disorders. Schizophrenia: clinical features of and models/approaches – neuro-chemical explanations (Snyder - the dopamine hypothesis), neuro-anatomical models (Torrey, Lambert and Kinsey), behavioural models (Belcher), cognitive models (Frith, Bentall), family systems theory (Vaughn and Leff), social explanations.

   Depression: clinical features of and models/approaches – genetic explanations (Caron and Zhang, McCaffery, Kendler), neuro-chemical explanations – the catecholine hypothesis (Schildkraut), the serotonin hypothesis (Caspi et al.), SAD, cognitive-behavioural explanations such as ‘learned helplessness’ (Seligman), attributional styles (Abramson), psychodynamic explanations, Beck’s cognitive triad.

   Eating disorders: clinical features of and models of anorexia nervosa and bulimia. Psychological explanations including socio-cultural factors (Striegel-Moore and Smolak), family influences (Minuchin), experiential factors (Polivy and Herman), personality and dispositional factors (Davey, McNamara) body dissatisfaction and cognitive factors, biological explanations (Lilenfeld et al., Holland et al., Grice et al.) evolutionary explanations (Guisinger’s Adapted to Flee Famine hypothesis).

### Social Psychology

**Zimbardo’s Stanford Prison Study, Piliavin’s subway study, Asch line study Negative- state relief model, Miligram’s main study and one example of a variation, Moscovici’s conformity study.**

1. Social Relationships: formation of interpersonal relationships, physical attractiveness (Cunningham), Matching hypothesis (Walster), proximity (Festinger, Bossard), similarity (Newcomb). Maintenance of relationships – self disclosure (Altman and Taylor), commitment (Lund), maintenance strategies and relationship rules (Dindia and Baxter, Argyle and Henderson). Dissolution of relationships – Lees’ and Duck’s stage theories, Duck’s risk factors, Levinger’s social-exchange theory, the Vulnerability-Stress-Adaptation model.

2. Social Influence: Conformity and obedience- the work of Sherif, Asch, Perrin and Spencer, Deutsch and Gerard (informational and normative influence), Moscovici’s social influence theory, role-conformity
(Zimbardo), the work of Milgram and subsequent cross-cultural studies, reasons for obedience – fundamental attribution error, agency theory.

Pro-social behaviour: Altruism and empathy (Eisenberg et al.), the empathy-altruism hypothesis (Batson), negative-state — relief model (Cialdini et al.)
The work of Darley and Latane and the concepts of diffusion of responsibility, pluralistic ignorance (Piliavin’s subway study), bystander characteristics and the arousal /cost/reward model, Darley and Latane’s decision model.

### 3 Prejudice and Discrimination
- stereotypes and ‘kernel of truth’, in-group-outgroup, - the cognitive approach (Bodenhausen), theories of prejudice: psychodynamic, frustration-aggression, authoritarian personality, E-scale and F-scale, (Adorno), cultural differences (McFarland et al.)
- group conflict (Sherif et al.), relative deprivation (Runciman), social developmental theory (Aboud)
- Reduction of prejudice and discrimination – common goals, social contact, experiencing prejudice.

### Developmental Psychology
- Piaget’s cognitive theory, Vygotsky’s cognitive theory, Erikson’s psychoanalytic approach to adolescence, Levinson’s Life Cycle Theory, Marcia’s critique of Erikson

#### 1 Language acquisition
- prelinguistic development, phases of development and the effect of adult speech, theories of language development (Chomsky’s nativist theory, critical period hypothesis of Lenneberg, studies of deprived children, environmental theories eg. Skinner and his critics such as Brown, Cazden, Bellugi, ‘motherese’ Shatz and Gelman)

#### 2 Cognitive development
- Piaget’s stage theory and critics such as Hughes, McGarrigle and Donalson, Vygotsky’s stage theory (zones of proximal development), development of Vygotsky’s theory by Wood, Bruner and Ross (scaffolding), the role of inner speech (Berk), the information-processing approach (Eysenck and Keane), practical applications of these approaches to education – Piaget and child-centred education/self-discovery as opposed to traditional ‘tutorial training’, Vygotsky and teacher-child interaction, peer tutoring, learning through play, Information – processing approach – task analysis, error analysis, development of skills, strategies and rules.

#### 3 Life-span development
- Erikson’s psychoanalytically — oriented approach to adolescence, Marcia’s critique of Erikson, personality changes in adulthood (Erikson), Levinson’s life-cycle theory, life events in adulthood (Holmes and Rahe), parenthood (Bee, Reibstein and Richards), effects of divorce (Bradburn, Rutter and Rutter), effects of bereavement (Parkes, Ramsey and De Groot), effects of unemployment (Hepworth, Moser et al., Warr).
- Adjustment to old age: disengagement theory (Cumming and Henry), Activity theory (Havighurst).

### Forensic Psychology

#### Cognitive Interview

#### 1 Police procedures: interrogation techniques (Inbau), avoiding / recognising false confessions (Gudjonsson), E-fit (Bruce), identity parades, factors affecting accurate identification eg. Loftus, weapon focus, lie-detection (Vrij), interviewing/ cognitive interview (Geiselman et al.)

#### 2 Psychology of the courtroom: reliability of eye-witness testimony (Loftus), order of testimony (Pennington), factors affecting jury decisions such as witness confidence (Penrod and Cutler), attractiveness of defendant (Castellow), inadmissible evidence (Broeder), child witnesses eg. effects of video evidence and shields on juries (Ross et al.).
- Jury: majority influence (Asch), minority influence (Moscovici), stages and influences on decision making (Hastie)

#### 3 Offender profiling: approaches to: top-down FBI approach (Hazelwood), Canter – bottom-up, circle theory and geographic profiling, clinical profiling (Britton), creating a profile eg. Canter’s profile of John Duffy, evaluation studies of profiling.

#### 4 Treatments for criminals: imprisonment – rationales for (retribution, protection of public, rehabilitation, sense of justice), efficacy of death sentence, factors affecting recidivism (Gillis et al.), depression, suicide risk (Dooley), effects of role-playing in prison (Zimbardo et al., Haney and Zimbardo), treatment
programmes – cognitive skills training (Friendship et al.), anger management (Ireland), empathy training.

**Methods of data collection:**

Archival research, case studies, computer simulation (modelling), content analysis, experiment- often with separate treatment and control groups, field experiment, interview-structured or unstructured, meta-analysis, neuroimaging and other psychophysiological methods, observational study-naturalistic, participant or controlled, quasi-experiment, self-report inventory, survey, twin study

**Validation end date:** 31 August 2019