SYLLABUS

**Cambridge International Level 3
Pre-U Certificate in
Psychology (Principal)**

9773

For examination in 2016 and 2017

QN: 500/3659/2

Cambridge Advanced

Contents

Introduction

Cambridge Pre-U syllabuses aim to equip candidates with the skills required to make a success of their subsequent studies at university, involving not only a solid grounding in each specialist subject at an appropriate level, but also the ability to undertake independent and self-directed learning and to think laterally, critically and creatively. The Cambridge Pre-U curriculum is underpinned by a core set of educational principles:

- A programme of study which supports the development of well-informed, open and independent-minded individuals capable of applying their skills to meet the demands of the world as they will find it and over which they may have influence.
- A curriculum which retains the integrity of subject specialisms and which can be efficiently, effectively and reliably assessed, graded and reported to meet the needs of universities.
- A curriculum which is designed to recognise a wide range of individual talents, interests and abilities and which provides the depth and rigour required for a university degree course.
- A curriculum which encourages the acquisition of specific skills and abilities, in particular the skills of problem solving, creativity, critical thinking, team working and effective communication.
- The encouragement of 'deep understanding' in learning – where that deep understanding is likely to involve higher order cognitive activities.
- The development of a perspective which equips young people to understand a range of different cultures and ideas and to respond successfully to the opportunity for international mobility.

All Cambridge Pre-U Principal Subject syllabuses are linear. A candidate taking a Principal subject must take all the components together at the end of the course in the same examination session.

This syllabus has been purposely designed to meet the educational principles underpinning Pre-U syllabuses in general (see above). It also contains features particular to itself. These include:

- a broad based content
- theory linked to an original research paper
- original research papers
- links to further research
- coherence in topic links between different papers
- applied options allowing specialisation
- application of psychology to modern real world problems
- the acquisition and practical application of scientific research skills.

Prior knowledge

The syllabus builds on the knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications. No prior study of Psychology is assumed. It is recommended that candidates have attained communication and literacy skills at a level equivalent to IGCSE/GCSE Grade C in English.

Progression

The Psychology Pre-U, therefore, provides a foundation for the study of psychology or any related course in higher education requiring these skills. Although designed primarily for students intending to continue their studies in higher education, the abilities fostered by the Psychology Pre-U provide a solid grounding for students intending to progress directly into any form of employment requiring thinking skills, communication skills and an understanding of human nature.

Explore more

This syllabus has compulsory content equivalent to all other Pre-U syllabuses. In addition, candidates have the opportunity to go beyond the compulsory requirements of the syllabus in the 'Explore more' section. Explore more includes suggestions for extension work that will not only excite and enthuse but will stretch and challenge those candidates who choose to undertake it.

Aims

1   To provide an introduction to the methods of research, theories and concepts of psychology.

2   To create an understanding of the range and limitations of psychological theory and practice.

3   To develop skills of analysis, interpretation, application and evaluation.

4   To promote an appreciation and understanding of individual, social and cultural diversity.

5   To develop an understanding of ethical issues in psychology including moral and ethical implications of psychological research.

6   To encourage students to explore and understand the relationship between psychological theories and research and everyday life.

7   To encourage the development of communication and presentation skills.

8   To encourage candidates to explore the latest psychological research.

9   To design, carry out and report an individual piece of practical coursework.

Scheme of assessment

For the Cambridge Pre-U qualification in Psychology, candidates take all four components in the same session.

Component	Component name	Duration	Weighting (%)	Type of assessment
1	Key Studies and Theories	1 hour 30 minutes	20	Written paper, externally set and marked. Short answer questions and an essay question.
2	Methods, Issues and Applications	1 hour 30 minutes	20	Written paper, externally set and marked. Structured essay questions.
3	Key Applications	3 hours	40	Written paper, externally set and marked. Short answer questions, structured question and essay questions.
4	Personal Investigation	n/a	20	Internally marked investigation, with external moderation.

Assessment objectives

AO1	**Knowledge and Understanding** Candidates should be able to: • demonstrate knowledge and critical understanding of psychological theories, terminology, concepts, studies, perspectives, applications and methods in the areas of cognitive, social, biological, developmental, and the psychology of individual differences • demonstrate knowledge and critical understanding of psychological theories, terminology, concepts, studies, perspectives, applications and methods in two applied areas of psychology • communicate knowledge and understanding in a clear and effective manner
AO2	**Analysis and Evaluation** Candidates should be able to: • analyse and evaluate psychological theories, concepts, terminology, perspectives, applications and methods of research in the areas of cognitive, social, biological, developmental, and the psychology of individual differences • analyse, evaluate and apply psychological theories, concepts, studies and research findings in two applied areas of psychology • communicate analysis and evaluation in a clear and effective manner
AO3	**Research Skills** Candidates should be able to: • design psychological research choosing from a range of methods and taking into account reliability, validity and ethics • carry out psychological research competently and ethically • clearly and effectively report research, present findings, analyse data, and draw conclusions • consider the reliability and validity of findings, consider the strengths and weaknesses of method and appreciate any ethical implications

Relationship between scheme of assessment and assessment objectives

Assessment objective	Component 1 (marks)	Component 2 (marks)	Component 3 (marks)	Component 4 (marks)	Weighting (%)
AO1	30	24	54	0	36
AO2	30	36	66	0	44
AO3	0	0	0	60	20
Total	60	60	120	60	300 / 100

Description of components

Component 1: Key Studies and Theories

Section A: 12 compulsory short answer questions (32 marks). This section will examine theory, methodology, issues, approaches, perspectives and surrounding research, including aspects of each key study. Candidates will be asked to describe, evaluate, compare or contrast and consider strengths or limitations.

Section B: One structured essay question from a choice of two (28 marks). The questions require description and evaluation of the theory and key study in a particular topic area such as obedience to authority. Questions will test not only knowledge and understanding but also analytical and evaluative skills, as well as requiring candidates to examine how further research has contributed to our understanding of the topic area. This section will give candidates the opportunity to apply not only further research but any 'Explore more' work they may have done.

Component 2: Methods, Issues and Applications

Three compulsory structured essay questions:

Methodology: One question will examine candidates' methodological awareness. Questions will be included on types and characteristics of methods, issues arising from methods, strengths and limitations of methods. This question carries 20 marks.

Issues: One question will examine candidates' knowledge, understanding and evaluation of issues, approaches and perspectives in psychology arising from the key studies. This question carries 20 marks.

Applications: One question will examine candidates' knowledge and understanding of the applications of psychology to the real world. This question carries 20 marks.

Component 3: Key Applications

This written paper will include questions on five options. Candidates are required to answer questions from TWO options only. Questions from each option will be of the same format.

Section A: Two compulsory short answer questions on definitions, terminology, theory, applied studies, methodology, issues, approaches, perspectives and surrounding research. This section carries 18 marks.

Section B: One structured essay question from a choice of two questions (28 marks). The questions will be centred around two of the six applied topic areas and allow candidates the freedom to include in their answer any theory, evidence, issue or other information pertinent to the question. It will test not only knowledge and understanding but also evaluative skills and methodological awareness.

Section C: One compulsory structured question on the application of the applied theories and studies to a real life situation (14 marks). This question will be on a different topic from the Section B essay questions.

Component 4: Personal Investigation

Design, conduct and report a psychological investigation. Topics can be taken from any area of the syllabus and students may pursue any appropriate area of psychology which is of interest to them.

Curriculum content

Component 1 – Key Studies and Theories
Component 2 – Methods, Issues and Applications

Fifteen original research articles have been chosen with two objectives in mind:

• to introduce classic research which has shaped modern psychology

• to demonstrate how psychological research has been, is, and ought to be undertaken

The studies represent five core approaches in psychology.

In addition to including research articles (key studies), it is essential to consider either the theory on which they are based, or the theory which developed from them. The syllabus thus has the essential link between theory and research.

Research in psychology never ends and the third logical aspect is to consider (briefly) some of the latest developments in research arising either from theory or from the key study itself. The specific subject content detailed below follows these three core elements in a coherent and progressive manner.

Often key theory or research is dated: the Freud study is from 1904, Bandura from 1961 and Rosenhan from 1973. The excitement of psychology is often to look at what is new and the direction of research in a particular area. For example, the Milgram study will never be replicated in its original format, but it was in 2006 using virtual reality. Many of the 'further studies' included in this syllabus were published in the last few years, reflecting the latest possible research.

Another aspect of this syllabus is the 'Explore more' section, which is not a compulsory requirement but allows further in-depth study for those who are sufficiently stimulated. This may take the form of a text book, a film, a questionnaire, or an example of a real life application.

The curriculum content of this syllabus appears to be extensive. However, it is designed to extend to 380 learning hours, and the entirely optional 'Explore more' is included with the compulsory items. **Each aspect of theory only needs to be covered briefly and the further research needs nothing more than the abstract. However, the key studies do need to be covered in full detail.** Reference to specimen papers will clarify the depth of knowledge and understanding required.

The key studies research papers have also been selected to indicate the wide range of methods available in psychological research. It is intended that by becoming familiar with this body of work candidates will be taught different methods and techniques, learn to appreciate the difficulties of designing research (matters of ethics, controls, control groups, ecological validity and so forth), and become equipped to evaluate research. Candidates should also become better equipped to carry out their own research.

Candidates will be expected to:

- be able to describe and evaluate each key study and theory using appropriate psychological terms and concepts
- be able to comment on further research linked to key study and theory
- be able to demonstrate an appreciation of the strengths and weaknesses of cognitive, social, developmental, biological and individual differences, approaches to explaining human behaviour. In addition, be able to demonstrate an appreciation of the strengths and weaknesses of the behaviourist and psychodynamic perspectives on human behaviour
- be familiar with methods and techniques such as self-report questionnaires/psychometric tests and interviews, observations (natural, controlled, participant), case studies, experiments (laboratory, field, natural/quasi) and correlations
- be able to describe, evaluate and apply methodological issues applicable to each method, for example: hypotheses, independent and dependent variables, controls, confounding variables, designs, biases (experimenter and participant such as demand characteristics), validity and reliability, longitudinal and snapshot studies, ethics, ethnocentrism, ecological validity, sampling techniques, generalisability, objective and subjective data, qualitative and quantitative data
- be able to describe, evaluate and apply issues and debates such as determinism and free will, nature and nurture, reductionism and holism, ethnocentrism, use of animals, use of children, usefulness/practical applications

Key Studies and Theories

<div align="center">

Cognitive Psychology
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Eyewitness testimony

> **Overview:** The key study by Loftus and Palmer (1974) has been selected to investigate the effect of leading questions on eyewitness recollection of an event. This study further supports Bartlett's view of memory as reconstructive and has evident implications for the legal system. The study by Wells and Bradfield (1998) illustrates one of these implications, that of misidentification in identity parades.

Background theory: Reconstructive memory (e.g. Bartlett).

Key study: Loftus, E. and Palmer, J. (1974) Reconstruction of automobile destruction. Journal of Verbal Learning and Verbal Behaviour, 13, 585–589.

Full text: **http://webfiles.uci.edu/eloftus/LoftusPalmer74.pdf**

Further research: Wells, G. L. and Bradfield, A. L. (1998) 'Good, you identified the suspect': Feedback to eyewitnesses distorts their reports of the witnessing experience. Journal of Applied Psychology, 83, 360–376. Full text: **http://www.psychology.iastate.edu/~glwells/Meet_the_Double-Blind_Lineup**

Explore more:

- Geiselman, R. E., Fisher, R. P., MacKinnon, D. P. and Holland, H. L. (1986) Eyewitness memory enhancement in the cognitive interview. American Journal of Psychology, 99, 385–401.
  http://www.uni-saarland.de/fak5/excops/download/FisherO1985.pdf

- Loftus E. F. (1997) Creating false memories. Scientific American, 277, 70–75.
  Full text: **http://faculty.washington.edu/eloftus/Articles/sciam.htm**

- Loftus, E. F. and Pickrell, J. E. (1995) The formation of false memories. Psychiatric Annals, 25, 720–725.
  Full text: **https://webfiles.uci.edu/eloftus/Loftus_Pickrell_PA_95.pdf?uniq=kvhr2k**

- Loftus, E. F. (1996) Eyewitness testimony. Cambridge, MA.: Harvard University Press.
  ISBN 978 0674287778

- Loftus, E. F. (1975) Leading questions and the eyewitness report. Cognitive Psychology, 7, 560–572.
  Full text: **https://webfiles.uci.edu/eloftus/CognitivePsychology75.pdf**

- **http://faculty.washington.edu/eloftus/**

Autism

> **Overview:** The main characteristics of autism and Asperger's syndrome will be explored in this section with an emphasis on why lack of 'theory of mind' is a core deficit of autism. The key study by Baron-Cohen, Wheelwright, Hill, Raste and Plumb (2001) has been selected to demonstrate the use of the 'eyes test' as an advanced way of testing the theory of mind in adults. The study by Golan, Baron-Cohen, Hill and Rutherford (2006) is offering an alternative way of assessing these empathising deficits in autistic spectrum conditions.

Background theory: Characteristics of autism and Asperger's syndrome. Theory of mind (e.g. Baron-Cohen, 1990).

Key study: Baron-Cohen, S., Wheelwright, S., Hill, J., Raste, Y. and Plumb, I. (2001) The 'Reading the Mind in the eyes' test revised version: A study with normal adults, and adults with Asperger Syndrome or High-Functioning autism. Journal of Child Psychology and Psychiatry, 42, 241–252.
Full text: **http://docs.autismresearchcentre.com/papers/2001_BCetal_adulteyes.pdf**

Further research: Golan, O., Baron-Cohen, S., Hill, J. J. and Rutherford, M. D. (2006) The 'Reading the Mind in the Voice' Test-Revised: A Study of Complex Emotion Recognition in Adults With and Without Autism Spectrum Conditions. Journal of Autism and Developmental Disorders.

Full text: **http://autismresearchcentre.com/arc_tests**

Explore more:

- Back, E., Ropar, D. and Mitchell, P. (2007) Do the Eyes Have It? Inferring Mental States From Animated Faces in Autism. Child Development, Vol. 78, Issue 2: 397.
  Full text: **http://www.psychology.nottingham.ac.uk/staff/Peter.Mitchell/pubs.html**

- Baron-Cohen, S., Leslie, A. M. and Frith, U. (1985) Does the autistic child have a 'theory of mind'? Cognition, 21, 37–46. Full text:
  http://docs.autismresearchcentre.com/papers/1985_BC_etal_ASChildTheoryOfMind.pdf

- Golan, Baron-Cohen, S., Hill, J.J. and Golan, Y. (2006) The 'Reading the Mind in Films' Task: complex emotion recognition in adults with and without autism spectrum conditions. Social Neuroscience, 1:111–123. Full text: **http://docs.autismresearchcentre.com/papers/2006_Golan_etal_Films.pdf**

- **http://www.autismresearchcentre.com**
- **http://www.nas.org.uk/**
- **http://www.autismresearchcentre.com/tests/eyes_test_adult.asp [The 'eyes test']**
- **http://www.autismresearchcentre.com/tests/reading_mind_in_voice_test.asp** [The 'voice test']

Cognitive development

> **Overview:** Piaget's approach to cognitive development will be explored in this section. The key study by Samuel and Bryant (1984) is a partial replication of Piaget's experiments aiming to challenge the original methodology by asking only one question instead of two. The further research by Moore and Frye (1986) tests McGarrigle and Donaldson's (1974) claim that the intentionality of the experimenter influences the child.

Background theory: Piaget's theory of cognitive development (stages and conservation experiments).

Key study: Samuel, J. and Bryant, P. (1984) Asking only one question in the conservation experiment. Journal of Child Psychology and Psychiatry. 25. 315–318.

Further research: Moore, C. and Frye, D. (1986) The effect of experimenter's intention on the child's understanding of conservation. Cognition, 22, 283–298.
Full text: **http://wardakhan.org/notes/Original%20Studies/Developmental%20Psychology/ Judith-Samueland-Peter-Bryant.pdf**

Explore more:

- Rose, S. A. and Blank, M. (1974) The Potency of Context in Children's Cognition: An Illustration Through Conservation. Child Development, Vol. 45, No. 2 (Jun., 1974), pp. 499–502. **http://www.jstor.org/stable/pdfplus/1127977.pdf?acceptTC=true**

- Davis, A. (2003) Educational Implications. In Slater A. and Bremmer G. (eds) An Introduction to Developmental Psychology. Wiley-Blackwell. ISBN 978 0631213963

- Matsumoto, D. (2000) People: Psychology from a cultural perspective. Pacific Grove, CA: Waveland Pr Inc. ISBN 978 1577661139

- Shayer, M., Demetriou. A. and Pervez, M. (1988) The structure and scaling of concrete operational thought: three studies in four countries. Genetic, Social and General Psychology monographs, 114, 309–375.

- **http: www.piaget.org**

Social Psychology

Obedience to authority

> **Overview:** Milgram's famous experiment on obedience (1963) has been selected as the key study to illustrate the conflict between obedience to authority and moral imperatives. Milgram's agentic state theory should be examined as an explanation for the findings. The study by Slater (2006) demonstrates how research has moved on to overcome the issue of ethics raised by the study by replication in a virtual reality environment.

Background theory: Why do people obey?

- Personal responsibility.

- The perception of legitimate authority (e.g. agentic state theory).

Key study: Milgram, S. (1963) Behavioural Study of Obedience. Journal of Abnormal and Social Psychology, 67, 371–78.
Full text: **http://psycnet.apa.org/journals/abn/67/4/371/**

Further research: Slater, M. et al. (2006) A Virtual Reprise of the Stanley Milgram obedience experiments.

PLoS ONE 1(1): e39. doi:10.1371/journal.pone.0000039.
Full text: **http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0000039**

Explore more:

- Blass, T. (1999) The Milgram paradigm after 35 years: Some things we now know about obedience to authority. Journal of Applied Social Psychology, 1999, 25, pp. 955–978.
- Hofling, C. K. et al. (1966) 'An Experimental Study of Nurse-Physician Relationships'. Journal of Nervous and Mental Disease, 141:171–180.
- Milgram, S. (2009) Obedience to Authority. Harper Perennial Reprint Edition. ISBN 978 0061765216
- Milgram, S. (1974) 'The Perils of Obedience'. Harper's Magazine. Abridged and adapted from Obedience to Authority.
- Sheridan, C. L. and King, R. G. 'Obedience to Authority with an Authentic Victim' Proceedings of the 80th Annual Convention of the American Psychological Association (1972):165–166.
- **http://www.stanleymilgram.com/**
- A hoax most cruel **http://www.courier-journal.com/article/20051009/NEWS01/510090392**

Prison simulation

Overview: Zimbardo's controversial prison experiment (1973) illustrates the power of social situations that make people act in uncharacteristic ways. The issue of social roles and deindividuation should be discussed in relation to the study. The BBC prison experiment has been selected as an up-to-date replication of Zimbardo's experiment with findings that challenge the notion that people are simply controlled by social roles.

Background theory: The dispositional hypothesis, social roles and social identity theory.

Key study: Haney, C., Banks, C. and Zimbardo, P. (1973) A study of prisoners and guards in a simulated prison. Naval Research Reviews, 30, 9, 4–17.
Full text: **http://www.zimbardo.com/downloads/1973%20A%20Study%20of%20Prisoners%20and%20 Guards,%20Naval%20Research%20Reviews.pdf**

Further research: Reicher, S. and Haslam, S. A. Rethinking the Psychology of Tyranny: The BBC Prison Study. British Journal of Social Psychology, 45, 1–40.

Explore more:

- Haney, C., Banks, W. C. and Zimbardo, P. G. (1973) Interpersonal dynamics in a simulated prison. International Journal of Criminology and Penology, 1, 69–97.
  Full text: **http://www.prisonexp.org/pdf/ijcp1973.pdf**
- Haslam, S. A. and Reicher, S. D. (2005) 'The psychology of tyranny'. Scientific American Mind, 16 (3), 44–51. Full text: **http://www.scientificamerican.com/article.cfm?id=the-psychology-of-tyranny**
- Haslam, S. Alexander and Reicher, Stephen (2003) Beyond Stanford: Questioning a role-based explanation of tyranny. Dialogue (Bulletin of the Society for Personality and Social Psychology), 18, 22–25. **http://www.bbcprisonstudy.org/resources.php?p=86**
- Musen, K. and Zimbardo, P. G. (1991) Quiet rage: The Stanford prison study. Videorecording. Stanford, CA: Psychology Dept., Stanford University.
- Zimbardo, P. G. (2007) The Lucifer Effect: Understanding how good people turn evil. New York: Random House. **http://www.lucifereffect.com**
- Zimbardo, P. G. (2007) [1] 'Understanding How Good People Turn Evil'. Interview transcript. 'Democracy Now!', March 30, 2007. Accessed March 31, 2007.
  Full text: **http://www.democracynow.org/2007/3/30/understanding_how_good_people_turn_evil**
- Zimbardo, P. G. (1971) The power and pathology of imprisonment. Congressional Record. (Serial No. 15, 1971-10-25) Hearings before Subcommittee No. 3, of the Committee on the Judiciary, House of Representatives, Ninety-Second Congress, *First Session on Corrections, Part II, Prisons, Prison Reform and Prisoner's Rights: California.* Washington, DC: U.S. Government Printing Office.
  Full text: **http://www.prisonexp.org/pdf/congress.pdf**
- **http://www.prisonexp.org**

Bystander behaviour

> **Overview:** The area of bystander behaviour is explored with emphasis on explanations such as cost-benefit analysis, diffusion of responsibility and pluralistic ignorance. The key study by Piliavin, Rodin and Piliavin (1969) has been selected to investigate 'diffusion of responsibility' in a naturalistic setting. The recent research by Fischer, Greitemeyer, Pollozek and Frey (2005) further investigates bystander behaviour in dangerous situations.

Background theory: Why do people help or not help?

- Diffusion of responsibility, pluralistic ignorance (Latane and Darley).
- Cost-benefit analysis (Piliavin et al. 1981).

Key study: Piliavin, I., Rodin, J. and Piliavin, J. (1969) Good Samaritanism; an underground phenomenon? Journal of Personality and Social Psychology, 13(4), 289–299.
Full text: **http://psycnet.apa.org/journals/psp/13/4/289/**

Further research: Fischer, P., Greitemeyer, T., Pollozek, F. and Frey, D. (2005) Unresponsive bystander behaviour: Are bystanders more responsive in dangerous emergencies? European Journal of Social Psychology. In Press, DOI: 10.1002/ejsp.297.
Full text: **http://onlinelibrary.wiley.com/doi/10.1002/ejsp.297/pdf**

Explore more:
- Cialdini, R. B., Schaller, M., Houlihan, D., Arps, K., Fultz, J. and Beaman, A. L. (1987) Empathy-based helping: Is it selflessly or selfishly motivated? Journal of Personality and Social Psychology, 52, 749–758.
- Darley, J. M. and Batson, C. D. (1973) 'From Jerusalem to Jericho': A study of situational and dispositional variables in helping behavior. Journal of Personality and Social Psychology, 27, 100–108.
- Darley, J. M. and Latané, B. (1968) Bystander intervention in emergencies: Diffusion of responsibility. Journal of Personality and Social Psychology, 8, 377–383.
- Flight 90: disaster on the Potomac. 1984 (dir: Robert Michael Lewis)
  http://en.wikipedia.org/wiki/Flight_90

Developmental Psychology

Learning aggression

> **Overview:** The Bandura, Ross and Ross (1961) key study has been chosen to introduce the social learning theory in relation to aggressive behaviour. Behaviourism as a perspective should also be considered here including the theories of classical and operant conditioning and the main work of Pavlov and Skinner. The study by Anderson Carnagey, Flanagan, Benjamin, Eubanks and Valentine (2004) illustrates the effects of violent video games on the development of aggressive behaviour that could be due to imitation of its aggressive content.

Background theory: The Behaviourist perspective.

- Classical conditioning e.g. Pavlov.
- Operant conditioning e.g. Skinner.
- Social learning theory e.g. Bandura.

Key study: Bandura, A., Ross, D. and Ross, S. A. (1961) Transmission of aggressions through imitation of aggressive models. Journal of Abnormal and Social Psychology, 63, 575–582.
Full text: **http://ebookbrowse.com/transmission-of-aggression-through-imitation-of-aggressive-models-pdf-d160409519**

Further research: Anderson, C. A., Carnagey, N. Flanagan, M., Benjamin, A. J., Eubanks, J. and Valentine, J. C. (2004) Violent Video Games: Specific Effects of Violent Content on Aggressive Thoughts and Behavior. Advances in Experimental Social Psychology, 36, 199–249.
http://www.thepci.org/articles/Media_Violence_Research.pdf

Explore more:

- Bandura, A., Ross, D. and Ross, S. A. (1963) Imitation of film-mediated aggressive models. Journal of Abnormal and Social Psychology, 66, 3–11.
- Bandura, A. (1971) Social Learning Theory. New York: General Learning Press.
- Anderson, C. A., Gentile, D. A. and Buckley, K. E. (2007) Violent Video Game Effects on Children and Adolescents. Oxford: OUP. ISBN 978 0195309836

Romantic love as attachment

> **Overview:** The area of romantic love as a form of attachment is introduced through the key study by Hazan and Shaver (1987). It is based on the three categories of attachment originally identified by Ainsworth. Bartholomew and Harowitz (1991) suggest a fourth type of attachment that could have implications for therapeutic intervention.

Background theory: Bowlby's maternal deprivation hypothesis; Ainsworth's attachment styles.

Key study: Hazan, C. and Shaver, P. (1987) Romantic Love Conceptualized as an Attachment Process. Journal of Personality and Social Psychology, 52, 511–524.
Full text: **http://psychology.ucdavis.edu/labs/Shaver/PWT/index.cfm?Section=3#1987**

Further research: Bartholomew, K. and Horowitz, L.M. (1991) Attachment styles among young adults: A test of a four category model. Journal of Personality and Social Psychology, 61, 226–244.
Full text: **http://www2.psych.ubc.ca/~schaller/Psyc591Readings/HazanShaver1987.pdf**

Explore more:

- Ainsworth, M. D. S., Blehar, M. C., Waters, E. and Wall, S. (1979) Patterns of attachment: A psychological study of the strange situation. Psychology Press. ISBN 978 0898594614
- Bartholomew, K. (1990) Avoidance of intimacy: An attachment perspective. Journal of Social and Personal Relationships, 7, 147–158.
- Bartholomew, K., Henderson, A. and Dutton, D. G. (2001) Insecure attachment and abusive intimate relationships. In C. Clulow (Ed.), (2000) Adult attachment and couple psychotherapy (pp. 43–61) Routledge. ISBN 978 0415224161
- Bowlby, J. (1997) Attachment, Vol. 1 of Attachment and Loss. Pimlico. ISBN 978 0712674713
- Fraley, R. C. and Shaver, P. R. (2000) Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. Review of General Psychology, 4, 132–154.
- Hazan, C. and Shaver, P. R. (1990) Love and work: An attachment theoretical perspective. Journal of Personality and Social Psychology, 59, 270–280.
- **http://www.psych.uiuc.edu/~rcfraley/measures/h&s.html** [Self report used in the key study]

Psychosexual development

> **Overview:** Freud's psychosexual stages of development with an emphasis on the Oedipus complex will be examined in this section. The key study of 'little Hans' by Freud (1909) has been selected to provide a platform for further exploration of psychoanalytic theory and concepts. Psychoanalysis has been largely criticised amongst other things for not being falsifiable. The study by Anderson and Green (2001) demonstrates current efforts to test psychoanalytic theory with supporting evidence for Freud's theory of repression.

Background theory: Freud's psychosexual stages of development. The Psychoanalytic perspective.

Key study: Freud, S. (1909) Analysis of a phobia of a five-year old boy. Pelican Freud Library. Vol. 8. Case Histories 1. ISBN 978 0140137989

Further research: Anderson, M.C. and Green, C. (2001) Suppressing unwanted memories by executive control. Nature, v410, n6826, 131–134.
Full text: **http://www.nnc.icb.ufmg.br/hp/psicologia/S9.pdf**

Explore more:

- Baron-Cohen, S. (2006) Empathy. Freudian origins and 21st-century neuroscience. The Psychologist, Vol. 19 No. 9.
- Eysenck, H. (2002) Decline and Fall of the Freudian Empire. Transaction Publishers. ISBN 978 0765809452
- Loftus, E. and Ketcham, K. (1996) The Myth of Repressed Memory: False Memories and Allegations of Sexual Abuse, St. Martin's Griffin. ISBN 978 0312141233
- Loftus, E. (1993) The Reality of Repressed Memories. American Psychologist, 48: pp. 518–537.
  Full text: **http://faculty.washington.edu/eloftus/Articles/lof93.htm**
- Schacter, D. L. (2001) Suppression of unwanted memories: repression revisited? The Lancet 357: 1724–1725.
- **http://www.freud.org.uk**

Individual Differences

Diagnosing abnormality

> **Overview:** The study by Rosenhan (1973) has been selected to illustrate the limitations of psychiatric diagnosis of mental illness. Definitions of abnormality and DSM IV as a diagnostic manual should also be considered. The further research by Wahl (2003) looks at the way the media via films, cartoons, television etc presents a negative view of mental illness to children.

Background theory: Definitions of abnormality including deviation from the norm and deviation from ideal mental health. The classification of mental disorders.

Key study: Rosenhan, D. (1973) On being sane in insane places. Science, 197, 250–258.
Full text: **http://www.sciencemag.org/content/179/4070/250.abstract?sid=52131fcc-de64-4d3f-b421-13a8d24eac82**

Further research: Wahl, O. F. (2003) Depictions of Mental Illness in Children's Media. Journal of Mental Health 12, 3, 249–258. **http://www.informahealthcare.com/doi/abs/10.1080/0963823031000118230**
NB article is 'pay per view'

Explore more:

- Ahn, W. K., Flanagan, E. H., Marsh, J. K. and Sanislow, C. A. (2006) Beliefs about essences and the reality of mental disorders. Psychological Science, 17, 759–766.
  http://ocean.st.usm.edu/~w535680/Ahn%20et%20al.%20(2006).pdf
- Slater, L. (2005) Opening Skinner's Box: Great Psychological Experiments of the Twentieth Century. Bloomsbury Publishing plc. ISBN 978 0747568605
- Hyman, S. E. (2002) Neuroscience, Genetics, and the Future of Psychiatric Diagnosis. Psychopathology, Vol. 35, No. 2–3, pages 139–144; March–June 2002.

Gambling

> **Overview:** This area considers explanations and characteristics of gambling addiction with a consideration of what 'traditional' theories have to say about gambling. The key study by Parke and Griffiths (2005) is an observation of aggression in male slot machine gamblers done in the UK. Extending from this is a case study of a female gambler looking at why her addiction started, how it affected her life and those around her and then how she tried to overcome her addiction.

Background theory: Explanations of gambling; structural characteristics of gambling; theories of gambling (behaviourist, need-state, cognitive, biological); features of addiction.

Key study: Parke, A. and Griffiths, M. (2005) Aggressive Behaviour in Adult Slot-Machine Gamblers: A Qualitative Observational Study. International Journal of Mental Health and Addiction, Vol. 2, No. 2, pp. 50–58. **http://onlinelibrary.wiley.com/doi/10.1002/casp.824/pdf**

Further research: Griffiths, M. D. (2003) Fruit machine addiction in females: A case study. Journal of Gambling Issues. **http://jgi.camh.net/doi/full/10.4309/jgi.2003.8.6**

Explore more:

- Griffiths, M. D. and Delfabbro, P. (2001) The biopsychosocial approach to gambling: Contextual factors in research and clinical interventions. Journal of Gambling Issues, 5, 1–33. **http://jgi.camh.net/doi/full/10.4309/jgi.2001.5.1** [covers all theoretical aspects]

- Griffiths, M. D. (2005) Does Gambling Advertising Contribute to Problem Gambling? International Journal of Mental Health and Addiction, Vol. 3, No. 2, pp. 15–25. **http://dspace.ucalgary.ca/bitstream/1880/47893/1/IJMHA_2005_3%282%29_Griffiths.pdf**

Body dysmorphic disorder

> **Overview:** Body dysmorphic disorder is a preoccupation with an imagined defect in physical appearance. The key study by Veale and Riley (2000) focuses on a major preoccupation of those with BDD, that of mirror gazing. The further research by Veale (2000) considers tragic cases where people with BDD attempted to change their image using DIY surgery.

Background theory: Clinical features and types of body dysmorphic disorder. Physical (surgical) and psychological treatments.

Key study: Veale, D. and Riley, S. (2001) Mirror, mirror on the wall, who is the ugliest of them all? The psychopathology of mirror gazing in body dysmorphic disorder. Behaviour Research and Therapy. 39. pp 1381–1393. **http://bdd-info.nl/Mirror-gazing-in-BDD.pdf**

Further research: Phillips, K. A., McElroy, S. L., Keck, P. E. Jr, et al. (1993) Body dysmorphic disorder: 30 cases of imagined ugliness. American Journal of Psychiatry, 150:302–308. Abstract: **http://ajp.psychiatryonline.org/article.aspx?articleid=169263**

Explore more:

- Phillips, K. A. (2005) The Broken Mirror: Understanding and Treating Body Dysmorphic Disorder. New York: Oxford University Press, 1996 (Revised and Expanded Edition, 2005). ISBN 978 0195167191
- Phillips, K. A. (1991) Body dysmorphic disorder: the distress of imagined ugliness. American Psychiatric Association, 148: 1138–1149.
- Phillips, K. A. Body dysmorphic disorder: recognizing and treating imagined ugliness. World Psychiatry, 3(1): 12–17.
- Zimmerman M., Mattia J. I. (1998) Body dysmorphic disorder in psychiatric outpatients: recognition, prevalence, comorbidity, demographic, and clinical correlates. Comprehensive Psychiatry, 39:265–270.

Biological Psychology

Biological attraction

> **Overview:** What makes someone attractive? The evolutionary perspective suggests that facial symmetry is preferred to asymmetry as it offers clues about the mating fitness of the beholder. The key study by Rhodes, Proffitt, Grady and Sumich (1998) provides evidence for the relationship between facial symmetry and attractivess. The study by Perret at al. (1998) has surprising findings as it suggests that in both male and female faces, exaggerated feminine characteristics are perceived as more attractive, which is in contrast to most non-human species where males are preferred to females.

Background theory: Fitness related evolutionary theories including mate selection, good genes and differential parental solicitude.

Key study: Rhodes, G., Proffitt, F., Grady, J. and Sumich, A. (1998) Facial symmetry and the perception of beauty. Psychonomic Bulletin and Review, 5, 659–669.
http://www.springerlink.com/content/eq4178xr00474432/fulltext.pdf

Further research: Perrett, D. I., Lee, K. J., Penton-Voak, I. S., Rowland, D. R., Yoshikawa, S., Burt, D. M., Henzi, S. P., Castles, D. L. and Akamatsu, S. (1998) Effects of sexual dimorphism on facial attractiveness. Nature, 394: 884–887. **http://www.faceresearch.org/students/papers/Perrett_1998.pdf**

Explore more:

- Langlois, J. H., Kalakanis, L., Rubenstein, A. J., Larson, A., Hallam, M. and Smoot, M. (2002) Maxims or myths of beauty? A meta-analytic and theoretical review. Psychological Bulletin, 126: 390–423. Full text: **http://www.faceresearch.org/students/papers/Langlois_2000.pdf**
- Little, A. C. and Jones, B. C. (2003) Evidence against perceptual bias views for symmetry preferences in human faces. Proceedings of the Royal Society of London B, 270: 1759–1763.
  Full text: **http://www.faceresearch.org/students/papers/Little_2003.pdf**
- **http://www.faceresearch.org**
- Perrett, D. I., May, K. A. and Yoshikawa, S. (1994) Facial shape and judgments of female attractiveness. Nature, 368: 239–242. Full text: **http://www.faceresearch.org/students/papers/Perrett_1994.pdf**

Stress

> **Overview:** We all experience the physiological effects of stress and we can measure adrenaline production. In the key study by Wang et al. (2005) we can go beyond 'traditional' measures and look at how stress can be measured using the fMRI brain scanning technique. How to manage stress is important and the further research introduces cognitive behaviour therapy.

Background theory: Physiology of stress: the Selye GAS model, and physiological measures. Psychological measures (questionnaires), stress management techniques.

Key study: Wang, J., Rao, H., Wetmore, G. S., Furlan, P. M., Korczykowski, M., Dinges, D. F. and Detre, J. A. (2005) Perfusion functional MRI reveals cerebral blood flow pattern under psychological stress. PNAS 2005 102: 17804–17809. **http://www.pnas.org/content/102/49/17804.full.pdf+html**

Further research: Harvey, A. G., Bryant, R. A. and Tarrier, N. Cognitive behaviour therapy for post-traumatic stress disorder. Clinical Psychology Review, 23 (2003) 501–522.
http://www.ncbi.nlm.nih.gov/pubmed/12729682

Explore more:

- Epel, E. S., Blackburn, E. H., Lin, J., Dhabhar, F. S., Adler, N. E., Morrow, J. D. and Cawthon, R. M. (2004) Accelerated telomere shortening in response to life stress. PNAS December 7, 2004 Vol. 101, No. 49, 17312–17315. Full text: **http://www.pnas.org/content/101/49/17312.abstract**
- Kanner, A. D., Coyne, J. C., Schaefer, C. and Lazarus, R. S. Comparison of two modes of stress measurement: Daily hassles and uplifts versus major life events.
http://www.springerlink.com/content/l630163681872pj1/fulltext.pdf
- Holmes, T. H. and Rahe, R. H. The social readjustments rating scales. Journal of Psychosomatic Research, 11:213–218, 1967.
- Selye, H. (1950) Stress and the general adaptation syndrome. British Medical Journal, 4667: 1383–92.

Sleep and dreaming

Overview: We all sleep, but why? We all have 2–3 dreams per night, but why? From a consideration of the underlying theory, the Dement and Kleitman study (1957) looks more closely at the relationship between REM and NREM sleep and dreaming. Further research has categorised people as larks and owls and asks whether 'early to bed and early to rise' does actually make you healthy, wealthy and wise.

Background theory: Cycles of sleep; REM and NREM; functions of sleep.

Key study: Dement, W. and Kleitman, N. (1957) The relation of eye movements during sleep to dream activity: an objective method for the study of dreaming. Journal of Experimental Psychology, 53, 5. Abstract: **http://psycnet.apa.org/journals/xge/53/5/339/**

Further research: Gale, C. and Martyn, C. (1998) Larks, owls and health, wealth and wisdom. British Medical Journal, Vol. 317 1998. **http://www.bmj.com/cgi/reprint/317/7174/1675**

Explore more:

- **http://www.sleepresearchsociety.org**
- **http://portal.surrey.ac.uk/portal/page?_pageid=799,1398693&_dad=portal&_schema=PORTAL**
- Folkard, S., Lombardi, D. A. and Tucker, P. T. (2005) Shiftwork: safety, sleepiness and sleep. Industrial Health, 43, 20–23. Full text: **http://www.jniosh.go.jp/old/niih/en/indu_hel/2005/pdf/43-1-3.pdf**
- Selby driver jailed for 5 years:
http://news.bbc.co.uk/1/hi/in_depth/uk/2001/selby_train_crash/default.stm
- Participate in sleep research at **http://www.bbc.co.uk/science/humanbody/sleep/**
- University of Surrey Lark owl research **http://www3.surrey.ac.uk/news/releases/03-0616owls.html**

Component 3 – Key Applications

Key Applications is a logical progression from Components 1 and 2, but there is no reason why it could not be taken at the same time. Whereas the key studies of Components 1 and 2 look at a wide range of psychological subject matter, the Key Applications look at selected subject matter in more depth. There are five options available, which are:

- Psychology and Abnormality
- Psychology and Crime
- Psychology and Environment
- Psychology and Health
- Psychology and Sport.

Candidates must choose TWO options from this list of five. These options reflect the nature of modern psychology but also provide an appropriate context. A theory may be thirty years old, but a piece of supporting research may be much more recent and, as with Components 1 and 2, much research that is included is less than ten years old. Content has been chosen to reflect the nature of modern society and to interest and enthuse candidates. Sample areas of research from Psychology and Abnormality include how schizophrenics can be identified by smell, and various impulse control disorders such as kleptomania. Psychology and Crime includes new methods used by the police to identify liars, investigation of the psychological effects of the London bombing and profiling of serial killers. Psychology and Health focuses on the diet of children in schools and how television adverts helped smokers to quit alongside four other topics. The Psychology and Environment option includes the areas of wayfinding using a driving simulator and how music results in consumers spending more money. The Psychology and Sport option includes examples from a wide range of sports including hockey, English soccer teams' 'home advantage' and the role of alcohol in spectator aggression in rugby union. Detailed content appears below.

The structure of the syllabus content for Component 3 is similar to the format of Components 1 and 2. Components 1 and 2 have background theory, a key study and further research. Component 3 includes three similar sections: a theory section, a research section and an application. For Component 3 however, the key study can be located in the application, research or even theory section (if it is research to support a theory).

When teaching, the aim is not to cover everything listed in the content (below) in fine detail. The key study must be covered in detail with all other theory, research and application in significantly less detail. Candidates will need to know sufficient detail to be able to describe and evaluate and often knowing no more than an abstract will suffice.

Component 3 also includes an 'Explore more' list of suggested further study.

For Component 3 candidates will be expected to:

- be able to describe and evaluate each applied key study using appropriate psychological terms and concepts
- be able to comment on further research linked to applied study and theory
- be able to describe and evaluate (strengths and limitations) theory and compare and contrast (when appropriate)
- be able to describe and evaluate (strengths and limitations) applications
- be able to demonstrate an appreciation of the cognitive, social, developmental, biological and individual differences and the behaviourist and psychodynamic perspectives as they apply to key applications of human behaviour and experience
- be able to describe and evaluate various methodological techniques used in applied studies
- be able to describe and evaluate methods and techniques such as self-report questionnaires/psychometric tests and interviews, observations (natural, controlled, participant), case studies, experiments (laboratory, field, natural/quasi) and correlations
- be able to describe, evaluate and apply methodological issues applicable to each method, for example: hypotheses, independent and dependent variables, controls, confounding variables, designs, biases (experimenter and participant such as demand characteristics), validity and reliability, longitudinal and snapshot studies, ethics, ethnocentrism, ecological validity, sampling techniques, generalisability, objective and subjective data, qualitative and quantitative data
- be able to describe, evaluate and apply issues and debates such as determinism and free will, nature and nurture, reductionism and holism, ethnocentrism, use of animals, use of children, usefulness/practical applications
- actively seek how applied studies relate to real life situations and settings

Psychology and Abnormality

Perspectives in abnormality

Overview: There is no single definition of abnormality and so a variety of possibilities need to be considered. It is also important to consider how symptoms of an illness are diagnosed and into what classification the illness is placed. The major approaches and perspectives see illnesses in different ways and this has implications for the way in which illnesses are treated. The key study by Ahn et al. looks at the medical bias of illnesses held by psychiatrists.

Theory:

- Who is abnormal? (deviation from the statistical norm, deviation from ideal mental health, deviation from social norm).
- Classification and diagnosis of psychological abnormality (DSM IV).
- Models of abnormality: biomedical, behavioural, psychoanalytic and cognitive.

Research: Exorcism-resistant ghost possession treated with clopenthixol (Hale et al. 1994). Koro: A state of sexual panic or altered physiology? (e.g. Choudhrey).

Key study: Ahn, W. K., Flanagan, E. H., Marsh, J. K. and Sanislow, C. A. (2006) Beliefs about essences and the reality of mental disorders. Psychological Science, 17, 759–766.

Applications: Treatments of mental disorders: psychotherapy, cognitive behavioural therapy and drug therapy.

Explore more:

- American Psychiatric Association (1994) Diagnostic and Statistical Manual of Mental Disorders (4th edn) (DSM–IV). Washington, DC: APA. ISBN 978 0890420256
- Choudhrey, A. N. (1996) Koro: A state of sexual panic or altered physiology? Sexual and Marital Therapy, 11, 2, 165–171.
- Kendell, R. and Jablensky, A. (2003) Distinguishing Between the Validity and Utility of Psychiatric Diagnoses. American Journal of Psychiatry, 160:4–12.
  http://ajp.psychiatryonline.org/article.aspx?articleid=175948
- Hale, A. S. and Pinninti, N. R. (1994) Exorcism-resistant ghost possession treated with clopenthixol. British Journal of Psychiatry, 165, 386–388.
- Mayes, R. and Horwitz, A. V. (2005) DSM-III and the revolution in the classification of mental illness. Journal of the History of Behavioural Sciences, 41(3):249–67.
- Rosenhan, D. L. (1973) On being sane in insane places. Science, 179, 250–258.
- Rosenhan, D. L. (1973) The contextual nature of psycho-diagnosis. Journal of Abnormal Psychology, 84, 462–474.
- Spanos N. and Gottlieb J. (1973) Demonic possession, mesmerism, and hysteria: a social psychological perspective on their historical interrelations. Journal of Abnormal Psychology, 88:527–546.
- Whitwell, F. D. and Barker, M. G. (1980) 'Possession' in psychiatric patients in Britain. British Journal of Medical Psychology, 53, 287–295.

Schizophrenia

> **Overview:** Schizophrenia is classified as a psychosis, which means the person has an impaired sense of reality. But, there are many different types of schizophrenia and the characteristics of these types vary. The cause of schizophrenia isn't known, but there are many explanations proposed by the differing models. The medical model believes in biochemical factors, but studies have shown genetic links and the research looks at another aspect, that of cortical abnormalities. The psychodynamic approach and one psychological approach provide alternative explanations. The key study discovers that schizophrenics have an impaired sense of smell.

Theory:

- Types of schizophrenia (e.g. catatonic and paranoid schizophrenia).
- Characteristics of schizophrenia (DSM IV).
- Explanations of schizophrenia including genetic and biochemical factors (e.g. twin and adoption studies and dopamine hypothesis), psychodynamic (e.g. schizophrenogenic mother) and psychological (e.g. the role of the family).

Research: Cortical abnormalities in schizophrenia (Goldstein et al. 1999). Influence of family life on the course of schizophrenic illness (Brown et al. 1962).

Key study: Brewer, W. J., et al. (2003) Impairment of olfactory identification ability in individuals at ultra-high risk for psychosis who later develop schizophrenia. American Journal of Psychiatry, 160:1790–1794.
Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=176455**

Applications: Drug therapy. Cognitive Behavioural Therapy. ECT.

Explore more:

- Bak, M., Krabbendam, L., Janssen, I., de Graaf, R., Vollebergh, W. and van Os, J. (2005) Early trauma may increase the risk for psychotic experiences by impacting on emotional response and perception of control. Acta Psychiatrica Scandinavica, 112, 360–366.
- Brown, G. W., Monclc, E. M., Cantata, G. M. and Wing, J. K. (1962) Influence of family life on the course of schizophrenic illness. British Journal of Preventive and Social Medicine, 16:55–68.
- Campbell, M. L. C. and Morrison, A. P. (2007) The subjective experience of paranoia: Comparing the experiences of patients with psychosis and individuals with psychiatric history. Clinical Psychology and Psychotherapy, 14, 63–77.
- Favrod, J., Vianin, P., Pomini, V. and Mast, F. W. (2006) A first step toward cognitive remediation of voices: a case study. Cognitive Behavioural Therapy, 35, 159–163.
- Goldstein et al. (1999) Cortical abnormalities in schizophrenia identified by structural magnetic resonance imaging. Archives of General Psychiatry, 56, 537–547.
  Full text: **http://archpsyc.ama-assn.org/cgi/reprint/56/6/537**
- Krystal, J. H., Perry, E. B. Jr, Gueorguieva, R., Belger, A., Madonick, S. H., Abi-Dargham, A., Cooper, T. B., MacDougall, L., Abi-Saab, W. and D'Souza, D. C. (2005) Comparative and Interactive Human Psychopharmacologic Effects of Ketamine and Amphetamine Implications for Glutamatergic and Dopaminergic Model Psychoses and Cognitive Function. Archives of General Psychiatry, 62, 985–994.
- Rohricht, F. and Priebe, S. (2006) Effect of body-oriented psychological therapy on negative symptoms in schizophrenia: a randomised controlled trial. Psychological Medicine, 36, 669–678.

- Startup, M., Jackson, M. C., Evans, K. E. and Bendix, S. (2005) North Wales randomised controlled trial of cognitive behaviour therapy for acute schizophrenia spectrum disorders: two-year follow-up and economic evaluation. Psychological Medicine, 35, 1307–1316.
- Tharyan P. and Adams C. E. (2005) Electroconvulsive therapy for schizophrenia. The Cochrane Database of Systematic Reviews 2005, Issue 2.
- Internet-based Audio and Video Files on Schizophrenia and Related Issues.
  http://www.schizophrenia.com/video/index.htm
- DSM-IV-TR: Schizophrenia (from Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition Text Revision (DSM-IV-TR)) **http://www.behavenet.com/capsules/disorders/schiz.htm**
- Schizotypal Personality Questionnaire **http://themachine1.110mb.com/spq.html**
- Positive and negative symptoms scale **http://www.bli.unizh.ch/BLI/PDF/panss.pdf**
- A Beautiful Mind. DVD widescreen | VHS (2002) Russell Crowe, Christopher Plummer.
- Revolution #9. Directed by Tim McCann. Wellspring Media, 2001. VHS and DVD release, 2003.

Depression

Overview: Abnormal affect concerns disorders of mood. Some sufferers have just depression (unipolar) whilst others have mood swings from mania to depression (which is bipolar depression). Explanations need to be considered, including the biomedical, psychoanalytic and cognitive models. The key study uses a questionnaire to investigate the genetic component of depression. Treatments for depression have been included such as the use of drugs and electro-convulsive therapy.

Theory:
- Categories of clinical depression (unipolar and bipolar depression).
- Characteristics of depression (DSM IV).
- Explanations of depression including the biomedical (e.g. monoamine neurotransmitters), psychoanalytic (e.g. Freud, 1917) and cognitive models (e.g. Beck's theory).

Research: Attentional bias and vulnerability to depression (Perez et al., 1999). Enhanced accuracy of mental state decoding in dysphoric college students (Sabbagh et al., 2005).

Key study: Silberg, J., Pickles, A., Rutter, M., Hewitt, J., Simonoff, E., Maes, H., Carbonneau, R., Murrelle, L., Foley, D. and Eaves, L. (1999) The Influence of Genetic Factors and Life Stress on Depression Among Adolescent Girls. Archives of General Psychiatry; 56(3): 225–232.
Full text: **http://archpsyc.ama-assn.org/cgi/content/full/56/3/225**

Applications:
- Cognitive Behavioural Therapy (e.g. Beck)
- Somatic Therapy (e.g. Prozac and ECT)

Explore more:

- Beck A. T., Ward C., Mendelson M. (1961) Beck Depression Inventory (BDI). Archives of General Psychiatry, 4: 561–571.
- Craft, L. L. (2005) Exercise and clinical depression: examining two psychological mechanisms. Psychology of Sport and Exercise, 6, 151–171.
- Goel, N., Terman, M., Terman, J. S., Macchi, M. M. and Stewart, J. W. (2005) Controlled trial of bright light and negative air ions for chronic depression. Psychological Medicine, 35, 945–955.
  Full text: **http://www.cet.org/documents/pdf/terman/Goel%202005%20Psych%20Med.pdf**
- Harkness, K. L., Sabbagh, M. A., Jacobson, J. A., Chowdrey, N. K. and Chen, T. (2005) Enhanced accuracy of mental state decoding in dysphoric college students. Cognition and Emotion, 19, 999–1025.
  Full text: **http://www.informaworld.com/smpp/content~db=all~content=a744092060**
- Farmer, A., Haris, T., Redman, K., Sadler, S., Mahmood, A. and McGuffin, P. (2000) Cardiff Depression Study: A sib-pair study of life events and familiality in major depression. British Journal of Psychiatry, 176(2): 150–155. Full text: **http://bjp.rcpsych.org/cgi/content/abstract/176/2/150?ijkey=d8761d361 6bb8ab63dfbaaf67a4e008b70bf3ecd&keytype2=tf_ipsecsha**
- Kanter, J. W., Schildcrout, J. S. and Kohlenberg, R. J. (2005) In vivo processes in cognitive therapy for depression: Frequency and benefits. Psychotherapy Research, 15, 366–373.
- Perez, M. G., Riviera, R. M., Banos, F and Amparo (1999) Attentional biases and vulnerability to depression. Spanish Journal of Psychology, 2, 11–19.
  Full text: **http://www.ucm.es/info/Psi/docs/journal/v2_n1_1999/art11.pdf**
- Peterson, C., Luborsky, L., and Seligman, M. E. P. (1983) Attributions and depressive mood shifts: A case study using the symptom-context method. Journal of Abnormal Psychology, 92, 96–103.
- DSM-IV-TR: Mood Disorders (from Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition Text Revision (DSM-IV-TR)) **http://www.behavenet.com/capsules/disorders/moodis.htm**
- Hamilton Depression Scale (HAM-D) **http://healthnet.umassmed.edu/mhealth/HAMD.pdf**
- Girl, Interrupted DVD (January 14, 2000) – Winona Ryder, Angelina Jolie.
- The Bipolar Spectrum Diagnostic Scale (BSDS)
  http://www.psycheducation.org/depression/BSDS.htm
- Mood Chart **http://www.manicdepressive.org/moodchart.html**

Anxiety disorders

> **Overview:** There are many types of disorder which involve anxiety but in this section two common forms will be investigated – phobias and obsessive-compulsive disorder. Behaviourists believe that phobias are learned and the first human to develop a phobia was little Albert in 1920, the research study here. If a phobia is learned it can also be 'unlearned' or the patient can be 'de-sensitised'. People can be obsessive, compulsive or they can be obsessive-compulsive! This disorder is investigated in more detail in the key study which looks at the role of disgust-inducing pictures. Treatments for anxiety disorders are also considered.

Theory:

- Types of anxiety disorders (e.g. phobic disorders and obsessive compulsive disorder).
- Characteristics of anxiety disorders (DSM IV).
- Explanations of anxiety disorders including biomedical explanations (e.g. Eysenck, 1967), learning theory (e.g. avoidance conditioning model) and psychodynamic approaches (e.g. Freud, 1909).

Research: Conditioned emotional responses (Watson, 1920). Analysis of a phobia in a five year old boy (Freud, 1909).

Key study: Shapira, N. A., Liu, Y., He, A. G., Bradley, M. M., Lessig, M. C., James, G. A., Stein, D. J., Lang, P. J. and Goodman, W. K. (2003) Brain activation by disgust-inducing pictures in obsessive–compulsive disorder. Biological Psychiatry, 54, 751–756.
Full Text: **http://fmri.mbi.ufl.edu/articles/2003Shapira-disgust%20OCD.pdf**

Applications:

- Treatments for phobic disorders (e.g. systematic desensitisation, flooding and modeling)
- Treatments for Obsessive Compulsive Disorder (Cognitive Behavioural Therapy, exposure and response prevention, drug therapy)

Explore more:

Phobias

- Argemeau, D. A., van der Linden, M., d'Acremont, M. and Mayers, I. (2006) Phenomenal characteristics of autobiographical memories for social and non-social events in social phobia. Memory, 14, 637–647.
- Freud, S. (1909) Analysis of a phobia in a five year old boy. Collected Papers, Vol III, 149–295.
- Wilson, J. K. and Rapee, R. M. (2005) The interpretation of negative social events in social phobia: changes during treatment and relationship to outcome. Behaviour Research and Therapy, 43, 373–389.
- Social Phobia Inventory **http://serene.me.uk/tests/spin.pdf**
- Liebowitz Social Anxiety Scale **http://www.socialanxietysupport.com/disorder/liebowitz/**
- Fear Questionnaire **http://www.neurotransmitter.net/fear_questionnaire.pdf**

OCD

- Ferrier, S. and Brewin, C. R. (2005) Feared identity and obsessive-compulsive disorder. Behaviour Research and Therapy, 43, 1363–1374.
- Mataix-Cols, D., Conceição do Rosario-Campos, M. and Leckman, J. A Multidimensional Model of Obsessive-Compulsive Disorder. American Journal of Psychiatry, Feb 2005; 162: 228–238. Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=177318**
- Watson J. B. and Rayner, R. (1920) Conditioned emotional responses. Journal of Experimental Psychology, 3, 1–14.
- Diagnostic Criteria for 300.3 Obsessive Compulsive Disorder (from Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition Text Revision (DSM-IV-TR)) **http://www.behavenet.com/capsules/disorders/o-cd.htm**
- As Good As It Gets DVD 1998.
- Yale-Brown Obsessive Compulsive Scale (Y-BOCS) **http://healthnet.umassmed.edu/mhealth/YBOCRatingScale.pdf**
- Teacher Checklist for OCD (Modified Version of the Leyton Obsessional Inventory) **http://cehs.unl.edu/schoolpsych/Forms/OCDforms/Teacher%20checklist%20for%20OCD%201-17-01.pdf**

Impulse control disorders

> **Overview:** Impulse control disorders include the failure or extreme difficulty in controlling impulses despite the negative consequences. Typical disorders include kleptomania, pyromania, pathological gambling (all included here) but also include intermittent explosive disorder. Characteristics and explanations need to be covered, and these are fascinatingly written in the key study by Tice et al. (2001). Treatments for impulse control include medical, psychodynamic and behavioural treatments.

Theory:

- Types of impulse control disorders (e.g. kleptomania, pyromania and pathological gambling).
- Characteristics of impulse control disorders (DSM IV).
- Explanations of impulse control disorders.

Research: Treatment of Kleptomania Using Cognitive and Behavioral Strategies (Kohn and Antonuccio, 2002). Internet Gambling (Griffiths, 2002).

Key study: Tice, D. M., Bratslavsky, E. and Baumeister, R. F. (2001) Emotional distress regulation takes precedence over impulse control: If you feel bad, do it! Journal of Personality and Social Psychology, 80, 53–67. Full text: **http://www.apa.org/pubs/journals/releases/psp80153.pdf**

Applications: Treatments for impulse control disorders: Psychotherapy, behavioural modification and drug therapy.

Explore more:

- Aizer A., Lowengrub, K. and Dannon, P. N. (2004) Kleptomania after head trauma: two case reports and combination treatment strategies. Clinical Neuropharmacology, 27 (5): 211–5.
- Baylé, F. J., Caci, H., Millet, B., Richa, S. and Olié, J. P. (2003) Psychopathology and comorbidity of psychiatric disorders in patients with kleptomania. The American Journal of Psychiatry, 160 (8): 1509–13. Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=176382**
- Goldman, M. J. (1991) Kleptomania – making sense of the nonsensical. American Journal of Psychiatry, 148, 986–996.
- Griffiths, M. (2002) Internet Gambling: preliminary results of the first UK prevalence study. E Gambling, Issue 5. **http://jgi.camh.net/doi/full/10.4309/jgi.2001.5.8**
- Grant, J. E. (2006) Understanding and treating kleptomania: new models and new treatments. The Israel Journal of Psychiatry and Related Sciences, 43 (2): 81–7. Full text: **http://doctorsonly.co.il/wp-content/uploads/2011/12/2006_2_3.pdf**
- Grant, J. E. and Kim, S. W. (2002) Clinical characteristics and associated psychopathology of 22 patients with kleptomania. Comprehensive Psychiatry, 43, 378–384.
- Kohn, S. and Antonuccio, D. (2002) Treatment of Kleptomania Using Cognitive and Behavioral Strategies. Clinical Case Studies, 1 2002; vol. 1: pp. 25–38.
- McElroy, S. L., Pope, H. G., Hudson, J. I., Keck, P. E. and White, K. L. (1991) Kleptomania: a report of 20 cases. The American Journal of Psychiatry, 148 (5): 652–7.
- Moeller, F. G., Barratt, E. S., Dougherty, D. M., Schmitz, J. M. and Swann, A. C. (2001) Psychiatric aspects of impulsivity. American Journal of Psychiatry, 2001; 158:1783–1793. Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=175139**
- Venn, J. (1984) Family Etiology and Remission in a Case of Psychogenic Fugue. Family Process, Volume 23, Issue 3, 429–435.

Dissociative disorders

Overview: Dissociative identity disorder is the updated name for multiple personality disorder, reflecting the inclusion of similar disorders, such as fugue and amnesia. Amnesia is an inability to remember important aspects of one's life, and fugue goes further and is the partial or complete adoption of a new identity. The Thigpen and Cleckley study is a classic in this field whilst the 1997 study by Simeon looks at thirty cases providing insight into the disorder. Treatments from various models also need consideration.

Theory:

- Types of dissociative disorders: Dissociative Identity Disorder. Depersonalisation. Dissociative Amnesia and Fugue.
- Characteristics of dissociative disorders (DSM IV).
- Explanations of dissociative disorders (e.g. exposure to trauma, stress).

Research: A case of multiple personality (Thigpen, H. and Cleckley, H., 1954). Family Etiology and Remission in a Case of Psychogenic Fugue (Venn, 1984).

Key study: Simeon, D., Gross, S., Guralnik, O., Stein, D. J., Schmeidler, J. and Hollander E. (1997) Feeling unreal: 30 cases of DSM-III-R depersonalization disorder. American Journal of Psychiatry, Aug 1997; 154: 1107–1113. Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=172438**

Applications: Psychodynamic Psychotherapy. Hypnosis. Drug Therapy.

Explore more:

Depersonalisation

- Baker, D., Hunter, E., Lawrence, E., Medford, N., Patel, M., Senior, C., Sierra, M., Lambert, M. V., Phillips, M. L. and David, A. S. (2003) Depersonalisation disorder: clinical features of 204 cases. British Journal of Psychiatry, 2003 May; 182428–33. Full text: **http://bjp.rcpsych.org/cgi/reprint/182/5/428**
- Chu, J., Frey, L., Ganzel, B. and Matthews, J. (1999) Memories of childhood abuse: Dissociation, amnesia, and corroboration. The American Journal of Psychiatry, 156, 749–55.
  Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=173431**
- Guralnik, O., Schmeidler, J. and Simeon, D. (2003) Feeling unreal: cognitive processes in depersonalization. American Journal of Psychiatry, 157: 103–9.
  Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=173906**
- Lambert, M. V., Senior, C. and Phillips, M. L. (2001) Visual Imagery and Depersonalisation. Psychopathology, 34: 259–264.
- Medford, N., Brierley, B., Brammer, M., Bullmore, E. T., David, A. S. and Phillips, M. L. (2006) Emotional memory in depersonalization disorder: a functional MRI study. Psychiatry Research, 148(2–3):93–102.
- Phillips, M. L., Medford, N. and Senior, C. (2001) Depersonalization Disorder: Thinking Without Feeling. Psychiatry Research, 108: 145–160.
- Simeon, D., Guralnik, O., Schmeidler, J., Sirof, B. and Knutelska, M. (2001) The Role of Childhood Interpersonal Trauma in Depersonalization Disorder. American Journal of Psychiatry, Jul 2001; 158: 1027–1033.
  Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=174876**
- Simeon, D., Guralnik, O. and Schmeidler, J. (2001) Development of a Depersonalization Severity Scale. Journal of Traumatic Stress, 14 (April 2001): 341–349.
- Simeon, D., Knutelska, M., Nelson, D. and Guralnik, O. (2003) Feeling unreal: a depersonalization disorder update of 117 cases. Journal of Clinical Psychiatry, 2003 Sep; 64(9):990–7.
- Sookman, D. and Solyom, L. (1978) Severe depersonalization treated by behavior therapy. American Journal of Psychiatry, Dec 1978; 135: 1543–1545.
- Simeon, D., Guralnik, O., Hazlett, E. A. et al. (2000) Feeling Unreal: A PET Study of Depersonalization Disorder. American Journal of Psychiatry, 157 (November 2000): 1782–1788.
  Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=174424**
- Dissociative Experiences Scale II (DES-II) –
  www.gbs.org.uk/pdf/lei/Dissociative%20Experiences%20Scale%202.pdf
- Dissociative Disorders Interview Schedule (DDIS) – DSM-IV Version –
  http://shs.westport.k12.ct.us/jwb/Psychology/AbPsych/DDIntrvw.htm

Dissociative identity disorder

- Diagnostic Criteria for 300.14 Dissociative Identity Disorder (from Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition Text Revision (DSM-IV-TR)
  http://www.psychiatryonline.com/content.aspx?aID=9776

- Thigpen, H. and Cleckley, H. (1957) The Three Faces of Eve. New York: McGraw-Hill. Out of print

- Thigpen, H. and Cleckley, H. (1954) A case of multiple personality. Journal of Abnormal and Social Psychology, 49, 135–151.

- Piper, A. and Merskey, H. (2004) The persistence of folly: a critical examination of dissociative identity disorder. Part I. The excesses of an improbable concept. Canadian Journal of Psychiatry. Revue Canadienne de Psychiatrie, 49 (9): 592–600.
  Full text: **http://ww1.cpa-apc.org:8080/Publications/Archives/CJP/2004/september/piper.pdf**

- Piper, A. and Merskey, H. (2004) The persistence of folly: critical examination of dissociative identity disorder. Part II. The defence and decline of multiple personality or dissociative identity disorder. Canadian Journal of Psychiatry. Revue Canadienne de Psychiatrie, 49 (10): 678–83.
  Full text: **http://ww1.cpa-apc.org:8080/Publications/Archives/CJP/2004/october/piper.pdf**

- Spitzer, C., Barnow, S., Freyberger, H. J. and Grabe, H. J. (2006) Recent developments in the theory of dissociation. World Psychiatry: Official Journal of the World Psychiatric Association (WPA) 5 (2): 82–6.

- Bliss, E. L. (1980) Multiple personalities. A report of 14 cases with implications for Schizophrenia and hysteria. Archives of General Psychiatry, 37 (12): 1388–97.

- Vermetten, E., Schmahl, C., Lindner, S., Loewenstein, R. and Bremner, D. J. (2006) Hippocampal and Amygdalar Volumes in Dissociative Identity Disorder. American Journal of Psychiatry, Apr 2006; 163: 630–636. Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=96513**

- The Three Faces of Eve VHS.

Psychology and Crime

Psychology of criminal behaviour

> **Overview:** What causes criminal behaviour? Theories and research have been selected to provide an overview of different perspectives in understanding the criminal. Is criminal behaviour the result of brain dysfunction, distorted thinking patterns or does it develop within the family environment? Central to these questions is the nature versus nurture debate in psychology which should be discussed in relation to the suggested content. Applications derived from these theories should also be considered in this section.

Theory:

- Cognitive Theories: Rational choice theory (Cornish and Clarke, 1986) and Criminal Thinking Patterns (Yochelson and Samenow, 1976).
- Learning Theory: Differential Association Theory (Sutherland, 1939).
- Personality Theory: Personality theory and crime (Eysenck, 1977).

Research: Genetic explanations in the etiology of criminal behaviour (Mednick, 1987). Brain abnormalities in murderers (Raine et al., 1997).

Key study: Farrington, D. P., Coid, J. W., Harnett, L., Jolliffe, D., Soteriou, N., Turner, R. and West, D. J. (2006) Criminal careers and life success: new findings from the Cambridge Study in Delinquent Development. Home Office Research Study No. 281. London: Home Office.
Full text: **http://library.npia.police.uk/docs/hofindings/r281.pdf**

Applications: Situational Crime Prevention (Cornish and Clarke 1986). The Psychological Inventory of Criminal Thinking Styles (Palmer and Hollin 2003).

Explore more:

- Cornish, D. and Clarke, R. V. (1986) 'Introduction' in The Reasoning Criminal. Cornish, D. and Clarke, R. (eds.). New York: Springer-Verlag, 1–16. Out of print
- Cornish, D. and Clarke, R. V. (1998) Understanding Crime Displacement: An Application of Rational Choice Theory in Henry, S. and Einstadter, W. Criminology Theory Reader. New York: New York University Press. ISBN 978 0814735510
- Clarke, R. V. and Eck, J. (2003) Become a Problem-Solving Crime Analyst: In 55 Small Steps. London: Jill Dando Institute of Crime Science, University College London.
  Full text: **http://www.popcenter.org/library/reading/pdfs/55stepsUK.pdf**
- Clarke, R.V. ed. (1997) Situational Crime Prevention: successful case studies (2nd edition). Criminal Justice Press. ISBN 978 0511577389
- Eysenck, S. B. G., Rust, J. and Eysenck, H. J. (1977) Personality and the Classification of Adult Offenders. British Journal of Criminology, Vol. 17 No 2.
- Farrington, D. P., Coid, J. W., Harnett, L. M., Jolliffe, D., Soteriou, N., Turner, R. E. and West, D. J. (2006) Criminal careers up to age 50 and life success up to age 48: new findings from the Cambridge Study in Delinquent Development. Home Office Research Study No. 299. London: Home Office.
  Full text: **http://library.npia.police.uk/docs/hors/hors299.pdf**
- Felson, M. and Clarke, R. V. (1998) Opportunity Makes the Thief. Police Research Series, Paper 98. Policing and Reducing Crime Unit, Research, Development and Statistics Directorate. London: Home Office. Full text: **http://library.npia.police.uk/docs/hopolicers/fprs98.pdf**

- Mednick, S. A., Gabrielli, W. F., Jr. and Hutchings, B. (1987) Genetic factors in the etiology of criminal behavior. In The causes of crime: New biological approaches, eds. Mednick, S.A., Moffitt, T. E., and Stack, S. A. Cambridge University Press. ISBN 978 0521111898
- Palmer, E. J. and Hollin, C. R. (2004) The use of the Psychological Inventory of Criminal Thinking Styles with English Young Offenders. Legal and Criminological Psychology, Vol. 9, No. 2, 253.
- Raine, A., Buchsbaum, M. and LaCasse, L. (1997) Brain abnormalities in murderers indicated by positron emission tomography. Biological Psychiatry, 1997; 42:495–508.
- Raine, A. and Lui (1998) Biological Predispositions to Violence and their implications for Biosocial Treatment and Prevention. Psychology, Crime and Law, Vol. 4, 107–125.
- Sutherland, E. (1939) Principles of criminology. 11th ed. 2002. General Hall Inc. ISBN 978 0930390709
- Yochelson, S. and Samenow, S. (1976) The criminal personality. Vol. I: a profile for change. 1995 edition. New York: Jason Aronson, Inc. ISBN 978 1568211053
- Eysenck's personality inventory. **http://legacy.library.ucsf.edu/tid/hya78d00/pdf**

Psychological effects of crime

> **Overview:** The BCS informs us about levels of crime and public attitudes to crime such as how much they fear crime. Theories in this section attempt to explain the increased fear of crime. Is media exposure to blame or the fear actually justified? The study by Rubin et al. (2005) has been selected to illustrate the psychological and behavioural impact of events such as the recent London bombings on the general public. Victims of crime suffer a number of psychological effects and commonly demonstrate symptoms of post traumatic stress disorder. Cognitive behavioural therapy and eye movement desensitisation are often used to treat PTSD sufferers.

Theory:

- Measuring crime: The British Crime Survey (Home Office, 2007).
- Fear of crime: Cultivation theory (Gerbner, 1973) and availability heuristic (Shrum, 1996).
- Effects of Crime: Characteristics of post traumatic stress disorder (DSM IV).

Research: Crime in England and Wales 2006/2007: Summary of the main statistics.
Full text: **http://webarchive.nationalarchives.gov.uk/20080528125053/homeoffice.gov.uk/rds/**
Television News and the Cultivation of Fear of Crime (Romer et al. 2003).

Key study: Rubin, G. J., Brewin, C. R., Greenberg, N., Simpson, J. and Wessely, S. (2005) Psychological and behavioural reactions to the bombings in London on 7 July 2005: cross sectional survey of a representative sample of Londoners. British Medical Journal, 331(7517): 606.
Full text: **http://www.pubmedcentral.nih.gov/articlerender.fcgi?tool=pubmed&pubmedid=16126821**

Applications: Treating post traumatic stress disorder: Eye Movement Desensitization and Reprocessing (Shapiro, 2002) and Cognitive Behavioural Therapy.

Explore more:

- Allen, J. (2006) Worry about crime in England and Wales: findings from the 2003/04 and 2004/05 British Crime Survey. Home Office Report 15/06.
  Full text: **http://library.npia.police.uk/docs/hordsolr/rdsolr1506.pdf**

- Bisson, J. I. (2004) Cognitive therapy reduces symptoms in people with recent onset post-traumatic stress disorder. Evidence Based Mental Health, May 1, 2004; 7(2): 51–51.

- Craig, M., (2000) Fear of crime among the elderly. Routledge. ISBN 978 0815337843

- DeLisi, L., Maurizio, A., Yost, M., Papparozzi, C., Fulchino, C., Katz, C. L., Altesman, J., Biel, M., Lee, J., and Stevens, P. (2003) A survey of New Yorkers after the Sept. 11, 2001, terrorist attacks. American Journal of Psychiatry, 160, 780–783. Full text: **http://ajp.psychiatryonline.org/article.aspx?articleid=176166**

- Donaldson, R. (2003) Experiences of Older Burglary Victims. Home Office. Research, Development and Statistics Directorate. Findings 198. Full text: **http://library.npia.police.uk/docs/hofindings/r198.pdf**

- Duffy, M., Gillespie, K. and Clark, M. (2007) Post-traumatic stress disorder in the context of terrorism and other civil conflict in Northern Ireland: randomised controlled trial. British Medical Journal, 2007; 334:1147. Full text: **http://www.bmj.com/cgi/content/full/334/7604/1147**

- Ferraro, K. F. (1995) Fear of Crime. State University of New York. ISBN 978 0791423707

- Gerbner, G. et al. (1973) Communications Technology and Social Policy: Understanding the New Cultural Revolution. New York: Interscience Publication. John Wiley & Sons Inc. ISBN 978 0471296706

- Gerbner, G., and Gross, L. (1976a) Living with television: The violence profile. Journal of Communication, 26, 172–199.

- Gerbner, G., Gross, L., Morgan, M. and Signorielli, N. (1986) Living with television: The dynamics of the cultivation process. In Bryant, J. and Zillman, D. (Eds), Perspectives on media effects (17–40). Hilldale, NJ: Lawrence Erlbaum Associates. ISBN 978 0805807219

- Goodwin, R., Willson, M. and Gaines Jr. S. (2005) Terror threat perception and its consequences in contemporary Britain. British Journal of Psychology. In Press.

- Heath, L. (1984) Impact of Newspaper Crime Reports on Fear of Crime: Multimethodological Investigation. Journal of Personality and Social Psychology, Vol. 47, No. 2, 261–276.

- Koenen, K. C., Moffitt, T. E., Poulton, R., Martin, J. and Caspi, A. (2007) Early childhood factors associated with the development of post-traumatic stress disorder: results from a longitudinal birth cohort. Psychological Medicine, 37, 181–192.

- Lee, C. W., Taylor, G. and Drummond, P.D. (2006) The active ingredient in EMDR: Is it traditional exposure or dual focus of attention? Clinical Psychology and Psychotherapy, 13, 97–107.

- Romer, D., Jamieson, K. H. and Aday, S. (2003) Television News and the Cultivation of Fear of Crime. Journal of Communication, 53, 1 (2003), 88–105.
  Full text: **http://www-rohan.sdsu.edu/~digger/305/crime_cultivation_theory.pdf**

- Rubin, G. J., Brewin, C. R., Greenberg, N., Hughes, J. H., Simpson, J. and Wessely, S. (2007) Enduring consequences of terrorism: 7-month follow-up survey of reactions to the bombings in London on 7 July 2005. British Journal of Psychiatry, 190: 350–356.

- Shapiro, F. and Maxfield, L. (2002) Eye movement desensitization and reprocessing (EMDR): Information processing in the treatment of trauma. Journal of Clinical Psychology, 58, 933–948.
  Full text: **http://onlinelibrary.wiley.com/doi/10.1002/jclp.10068/pdf**

- Shapiro, F. (1995) Eye Movement Desensitization and Reprocessing: Basic Principles, Protocols and Procedures. New York: The Guilford Press. ISBN 978 1572306721

- Shrum, L. J. (1996) Psychological processes underlying cultivation effects: Further tests of construct accessibility. Human Communication Research, 22, 482–509.
- Winkel, F. (1998) Fear of crime and criminal victimization: testing a theory of psychological incapacitation of the 'stressor' based on downward comparison processes. British Journal of Criminology, Vol. 38, 473–484.
- Zimbardo, P. G. (2003) The Political Psychology of Terrorist Alarms. Psychologists for Social Responsibility. Full text: **http://www.zimbardo.com/downloads/2002%20Political%20 Psychology%20of%20Terrorist%20Alarms.pdf**
- The British Crime Survey **http://webarchive.nationalarchives.gov.uk/20110220105210/http://rds. homeoffice.gov.uk/rds/bcs1.html**
- Characteristics of post traumatic stress disorder **http://www.mental-health-today.com/ptsd/dsm.htm**
- Impact of Events Scale. A Measure of Subjective stress. **http://www.psychosomaticmedicine.org/content/41/3/209.full.pdf**
- Impact of Events Scale Revised (Weiss and Marmar, 1997)

Offender profiling

> **Overview:** Offender profiling has been developed to identify the perpetrator of a crime based on the nature of the offence and the way it has been committed. Two approaches of offender profiling will be considered here, the FBI and British approaches along with the way in which murderers and crime scenes can be categorised. A critical evaluation of the effectiveness of offender profiling should also be discussed. A case study should also be considered.

Theory:

- Approaches to or types of offender profiling: FBI approach (top down) and the British approach (bottom up). Effectiveness of offender profiling (e.g. Mokros et al 2002; Kocsis et al, 2002).

Research: categorising murderers and scenes: organised and disorganised (e.g. Douglas et al 1992); expressive and instrumental (e.g. Salfati, 2000).

Key study: Pinizzotto, A. J. and Finkel, N. J. (1990) Criminal personality profiling: an outcome and process study. Law and Human Behavior, vol. 14, 3, 215-233 **http://www.jstor.org/stable/1393465** or **http://www.springerlink.com/content/j56027k047114185/**

Applications: A case study of applied profiling (e.g. Canter's profile of John Duffy); profiling failures

Explore more:

- Alison, L., West, A. and Goodwill, A. (2004) The academic and the practitioner: Pragmatists' views of offender profiling. Psychology, Public Policy and Law, 10, 71–101.
  Full text: **http://www.liv.ac.uk/psychology/ccir/documents/pdfacademic.pdf**
- Alison, L. J., Smith, M. D. and Morgan, K. (2003) Interpreting the accuracy of offender profiles. Psychology, Crime and Law, 9(2), 185–195.
  Full text: **http://www.liverpool.ac.uk/psychology/staff/LAlison/lalison15.pdf**
- Alison, L. and Canter, D. (1999) Profiling in policy and practice. In Canter, D., and Alison, L. (Eds.), Profiling in Policy and Practice (pp. 1–20). Aldershot: Ashgate. ISBN 978 1840147797
- Alison, L., Bennell, C., Mokros, A. and Ormerod, D. (2002) The personality paradox in offender profiling: A theoretical review of the processes involved in deriving background characteristics from crime scene actions. Psychology, Public Policy and Law, 8, 115–135.
  Full text: **http://www.liv.ac.uk/Psychology/ccir/documents/pdfparadox.pdf**
- Canter, D. (2007) Mapping Murder. The Secrets of Geographical Profiling. London: Virgin Books. ISBN 978 0753513262
- Canter, D. (1995) Criminal shadows: Inside the mind of the serial killer. London: Harper Collins. ISBN 978 0006383949
- Canter, D., Alison, L., Alison, E. and Wentink, N. (2004) The organized/disorganized typology of serial murder: Myth or model? Psychology, Public Policy and Law, 10, 293–320.
  Full text: **http://www.liv.ac.uk/Psychology/ccir/documents/pdforganised.pdf**
- Douglas, J. E. and Munn, C., (1992) Violent Crime Scene Analysis: Modus operandi, signature, and staging. FBI Law Enforcement Bulletin, 1–10.
  Full text: **http://crimeandclues.com/2013/01/26/violent-crime-scene-analysis-modus-operandi-signature-and-staging/**
- Hazelwood, R. R., Dietz, P. E. and Warren, J. (1992) The Criminal Sexual Sadist. FBI Law Enforcement Bulletin, February 1992. Full text: **http://crimeandclues.com/2013/01/26/the-criminal-sexual-sadist/**
- Hazelwood, R. and Warren, J. (1990) The Criminal Behaviour of The Serial Rapist. FBI Law Enforcement Bulletin.
- Kocsis, R. N. et al. (2002) Investigative experience and accuracy in psychological profiling of a violent crime. Journal of Interpersonal Violence, 17, 8, 811–23.
- Mokros, A. and Alison, L. (2002) Is profiling possible? Testing the predicted homology of crime scene actions and background characteristics in a sample of rapists. Legal and Criminological Psychology, 7, 25–43. Full text: **http://www.liv.ac.uk/psychology/staff/LAlison/lalison20.pdf**
- Salfati, C. G. (2000) The Nature of Expressiveness and Instrumentality in Homicide, and its Implications for Offender Profiling. Federal Bureau of Investigation Publication.
  Full text: **http://hsx.sagepub.com/content/4/3/265.abstract**
- Salfati, C. G. (2000) Profiling Homicide: A Multidimensional Approach. Homicide Studies, Vol. 4, No. 3, 265–293.
  Abstract: **http://www.i-psy.com/people/academic/salfati/academicgabypubprofiling.html**
- **http://www.fbi.gov/hq/isd/cirg/ncavc.htm**
- **http://www.i-psy.com**
- Serial Killers: Profiling the Criminal Mind (2000) DVD.

The psychology of investigation

> **Overview:** How successful are police officers at detecting lies? Why suspects sometimes make false confessions and what is the best way of interviewing suspects? These are some of the questions that will be explored in this section.

Theory:

- Interrogation tactics (e.g. minimisation and explicit offer of leniency).
- Detecting lies and deceit (e.g. Vrij, 2000).
- False confessions (e.g. coerced compliance, coerced internalisation).

Research: Investigating true and false confessions (Russano et al., 2005). Police interrogations and confessions (Kassin and McNall, 1991).

Key study: Mann, S., Vrij, A. and Bull, R. (2002) Suspects, lies, and videotape: An analysis of authentic high-stake liars. Law and Human Behavior, 26 (June), 365–376.

Applications: Statement Validity Assessment. The Cognitive Interview Technique (Geiselman, 1984). Police and Criminal Evidence (PACE) Act 1984.
Full text: **http://link.springer.com/article/10.1023%2FA%3A1015332606792#**

Explore more:

- Geiselman, R. E. and Fisher, R. P. (1997) Ten years of cognitive interviewing. In Payne, D. G. and Conrad, F. G. (Eds.), Intersections in basic and applied memory research (291–310). Mahwah, NJ: Erlbaum. Psychology Press. ISBN 978 0805819731
- Kassin, S. M. and Gudjonsson, G. H. (2004) The psychology of confession evidence: A review of the literature and issues. Psychological Science in the Public Interest.
- Kassin, S. M. (2006) A critical appraisal of modern police interrogations, in Williamson, T., Investigative interviewing: Rights, research, regulation. Full text:
http://www.williams.edu/Psychology/Faculty/Kassin/files/Kassin_2006_Williamson_chapter.pdf
- Kassin, S. M. and McNall, K. (1991) Police interrogations and confessions: Communicating promises and threats by pragmatic implication. Law and Human Behavior.
Full text: **http://www.williams.edu/Psychology/Faculty/Kassin/files/Kassin_McNall_1991.pdf**
- Kassin, S. M. and Neumann, K. (1997) On the power of confession evidence: An experimental test of the 'fundamental difference' hypothesis. Law and Human Behavior.
Full text: **http://www.williams.edu/Psychology/Faculty/Kassin/files/Kassin_Neumann_1997.pdf**
- Kassin, S. M. op ed, Videotape police interrogations, Boston Globe, April 26, 2004.
Full text: **http://www.williams.edu/Psychology/Faculty/Kassin/files/Kassin_Globe_video_04.pdf**
- Leo, R. A. (1996) Inside the interrogation room. The Journal of Criminal Law and Criminology, 86, 266–303.
- Memon, A., Wark, L., Bull, R. and Koehnken, G. (1997) Isolating the effects of the Cognitive Interview Techniques. British Journal of Psychology, 88 (2), 179–198.
Full text: **http://cogprints.org/639/1/memon.cognitive_interview.html**
- Russano, M. B., Meissner, C. A., Narchet, F. M. and Kassin, S. M. (2005) Investigating true and false confessions within a novel experimental paradigm. Psychological Science.
Full text: **http://www.williams.edu/Psychology/Faculty/Kassin/files/Russano_et_al_05.pdf**

- Vrij, A. et al. (2004) Rapid Judgments in assessing verbal and nonverbal cues: Their potential for deception researchers and lie detection. Applied Cognitive Psychology, 18 (April), 283–296.
  Full text: **http://onlinelibrary.wiley.com/doi/10.1002/acp.964/pdf**
- Vrij, A. (2004) Guidelines to catch a liar. In Deception Detection in Forensic Contexts, Granhag, P. A., and Stromwall, L., eds. Cambridge: Cambridge University Press. ISBN 978 0521541572
- DePaulo, B. M., Lindsay, J. J., Malone, B. E., Muhlenbruck, L., Charlton, K. and Cooper, H. (2003) Cues to Deception. Psychological Bulletin, 129, 74–118.
- Vrij, A., Mann, S., Robbins, E. and Robinson, M. (2006) Police officers' ability to detect deception in high stakes situations and in repeated lie detection tests. Applied Cognitive Psychology, 20, 741–755.
  http://onlinelibrary.wiley.com/doi/10.1002/acp.1200/abstract
- Vrij, A. (2000) Detecting lies and deceit: The psychology of lying and its implications for professional practice. Chichester: John Wiley and Sons. ISBN 978 0471853169
- Police and Criminal Evidence (PACE) Act 1984 **http://www.statutelaw.gov.uk/content.aspx?parent ActiveTextDocId=1871554&ActiveTextDocId=1871558**

Psychology of the jury

Overview: How does a jury reach a decision? Social psychology and research on conformity and group polarisation bring us closer to answering this question. But jury decision making is not always impartial and factors such as the attractiveness of the defendant and pre-trial publicity can affect its decision. The key study provides evidence that instructions to disregard inadmissible testimony are often ignored in the jury decision making process. How can we make sure that the jury reaches the right verdict?

Theory:

- Characteristics of the defendant: attractiveness (e.g. Sigall and Ostrove, 1975) and race (e.g. Pfeifer and Ogloff, 1991).
- Pre-trial publicity (Linz and Penrod, 1992).
- Group polarisation (Moscovici and Zavalloni, 1969) and conformity (Asch).

Research: Reconstructing memory. The incredible eyewitness (Lodtus, 1974). Racial bias in decisions made by mock jurors (Wuensch et al., 2002).

Key study: Kassin, S. M. and Sommers, S. R. (1997). Inadmissible testimony, instructions to disregard, and the jury: Substantive versus procedural considerations. Personality and Social Psychology Bulletin.
Full text: **http://www.williams.edu/Psychology/Faculty/Kassin/files/kassin_sommers_1997.pdf**

Applications: Juror Bias Scale (Kassin, 1983)

Explore more:

- Bornstein, B. H. (1999) The Ecological Validity of Jury Simulations: Is the Jury Still Out? 23 Law and Human Behavior, 75 (special 20th anniversary issue).
  Full text: **http://www.springerlink.com/content/j64813244836715m/fulltext.pdf**

- Bray, R. M. and Noble, A. M. (1978) Authoritarianism and decisions of mock juries: Evidence of jury bias and group polarization. Journal of Personality and Social Psychology, 36, 1424–1430.

- De Bruin, W. B. (2005) Save the last dance for me: unwanted serial position effects in jury evaluations. Acta Psychologica, 118, 245–260.

- Kassin, S. M. and Sommers, S. R. (1997) Case summary and variations used in the key study at
  http://www.williams.edu/Psychology/Faculty/Kassin/files/kassin_sommers_1997_stimulus.pdf

- Kramer, G. P., Kerr, N. L. and Carroll, J. S. (1990) Pretrial publicity, judicial remedies, and jury bias.
  Law and Human Behavior, 14, 409–438.

- Kassin, S. M. and Wrightsman, L. S. (1983) On the construction and validation of a juror bias scale.
  Journal of Research in Personality. Juror Bias Scale can be found at
  http://www.williams.edu/Psychology/Faculty/Kassin/files/jbs.pdf

- Linz, D. and Penrod, S. (1992) Exploring the first and sixth amendments: Pretrial publicity and jury decision making. In Kagehiro, D. and Laufer, W. S. (Eds.), Handbook of psychology and law (pp. 3–20). New York: Springer. ISBN 978 0387975689

- Moscovici, S. and Zavalloni, M. (1969) The group as a polarizer of attitudes. Journal of Personality and Social Psychology 12, 125–135.

- Pfeifer, J. E. and Ogloff, J. R. P. (1991) Ambiguity and guilt determinations: A modern racism perspective. Journal of Applied Social Psychology, 21, 1713–1725.

- Wuensch, K. L., Campbell, M. W., Kesler, F. C. and Moore, C. H. (2002) Racial bias in decisions made by mock jurors evaluating a case of sexual harassment. Journal of Social Psychology, 142, 587–600.
  Full text: **http://core.ecu.edu/psyc/wuenschk/Articles/J-Social-Psy-02.pdf**
  Research materials: **http://core.ecu.edu/psyc/wuenschk/Articles/JuryResearch.htm**

- Wuensch, K. L., Castellow, W. A. and Moore, C. H. (1991) Effects of defendant attractiveness and type of crime on juridic judgment. Journal of Social Behavior and Personality, 6, 713–724.
  Full text: **http://core.ecu.edu/psyc/wuenschk/Articles/JSB&P1991/JSB&P1991.htm**

Punishment and treatment of offenders

> **Overview:** Prison is a common type of punishment for offenders but they can also be placed on probation. Prisoners can participate in treatment programmes in the form of restorative justice or a 'cognitive' alternative. The key study looks at the effectiveness of enhanced thinking skills and reasoning and rehabilitation in reducing recidivism.

Theory:

- Types and functions of punishment (prison and probation).
- The psychological effects of imprisonment: depersonalisation (e.g. Zimbardo), suicide (e.g. Topp, 1979) depression (e.g. Paulus, 1988).

Research: The Prison-Based Sex Offender Treatment Programme – STEP 3 (Home Office).

Key study: Cann, J. (2006) Cognitive skills programmes: impact on reducing reconviction among a sample of female prisoners. Home Office Findings 276 **http://library.npia.police.uk/docs/hofindings/r276.pdf**

Applications:

- Anger management treatments (e.g. Ireland, 2000).
- Sexual Offender Treatment Programmes (e.g. Beech et al.,1998).
- Restorative justice, cognitive skills programmes (e.g. Cann, 2006).

Explore more:

- Becker, J. V. and Hunter, J. A. (1992) Evaluation of treatment outcome for adult perpetrators of child sexual abuse. Criminal Justice and Behavior, 19: 74–92.
- Bourgon, G. and Armstrong, B. (2005) Transferring the principles of effective treatment into a 'real world' prison setting. Criminal Justice and Behaviour, 32, 1, 3–25.
- Hanson, R. K. and Harris, A. J. R. (2000) The sex offender need assessment rating (SONAR): A method for measuring change in risk levels. (User Report 2000–01.) Ottawa: Department of the Solicitor General of Canada (see Canadian Corrections).
  Full text: **http://www.publicsafety.gc.ca/res/cor/rep/sonar-eebds-eng.aspx#tphp**
- Howard League: Desperate Measures: Prison Suicides and their Prevention. ISBN 090 368344X
- McCain, G., Cox, V. and Paulus, P. (1976) The Relationship Between Illness Complaints and Degree of Crowding in a Prison Environment, 8. Environment and Behavior 283, 288.
- Paulus, P., Cox, V., McCain, G. and Chandler, J. (1975) Some Effects of Crowding in a Prison Environment. Journal of Applied Social Psychology, 86, 90.
- **http://www.prisonreformtrust.org.uk/**
- **http://www.howardleague.org**
- Schneider, S. and Wright, R. (2004) Understanding Denial in Sexual Offenders: A Review of Cognitive and Motivational Processes to Avoid Responsibility. Trauma, Violence, and Abuse, 5: 3–20. Full text: **http://www.hawaii.edu/hivandaids/Understanding_Denial_in_Sexual_Offenders__A_Review_of_Cognitive.pdf**
- The Prison-Based Sex Offender Treatment Programme – an evaluation (STEP 3).
  Full text: **http://library.npia.police.uk/docs/hofindings/r205.pdf**
- The Sex Offender Treatment Programme in prison: addressing the offending behaviour of rapists and sexual murderers (STEP 4). Full text: **http://www.hmprisonservice.gov.uk/assets/documents/100013DBStep_4_SOTP_report_2005.pdf**

Psychology and Environment

Behaviour in emergency situations

> **Overview:** How do people behave in emergency situations? Le Bon, supported by behaviour in the Chicago theatre fire, suggests social contagion develops and people behave like wild animals and panic. Such behaviour can be studied by laboratory experiments and simulation both inside and outside the laboratory. Social categorisation theory suggests that people are calm and look to help each other. Interviews with survivors (the key study) supports this view. If we know how people behave then it is possible to devise evacuation plans and messages, particularly in the event of a fire. Finally, survivors often suffer PTSD and this is illustrated by the Herald of Free Enterprise catastrophe.

Theory:

- Definitions of catastrophe, explanations of behaviour in emergencies.
- Contagion (Le Bon, 1895).
- Script schemata (Schank and Abelson; Donald and Canter, 1992).
- Self categorisation theory (e.g. Drury, Cocking, Reicher).

Research: Laboratory simulations and real life events (Mintz, 1951; Kugihara, 2001), Air: Manchester (1985). Shipping: Herald of Free Enterprise (1997). Fires: Chicago (1903), Kings Cross (1987).

Key study: Drury, J. , Cocking, C. and Reicher, S. Everyone for themselves? A comparative study of crowd solidarity among emergency survivors. British Journal of Social Psychology (2008), 00, 1–21 Full article: **http://onlinelibrary.wiley.com/doi/10.1348/014466608X357893/full**

Applications:

- Preventing catastrophe: evacuation from fires (Proulx, 2001) and devising evacuation messages (Loftus, 1979).
- Supporting victims of catastrophe: treating PTSD (Hodgkinson and Stewart, 1991).

Explore more:

- Mintz, A. (1951) Non-adaptive group behaviour. Journal of Abnormal and Social Psychology, 46, 150–159.
- Proulx, G. (2001) Occupant behaviour and evacuation. Proceedings of the 9th International Fire Protection Symposium, Munich, May 25–26, 219–232. **http://archive.nrc-cnrc.gc.ca/obj/irc/doc/pubs/nrcc44983/nrcc44983.pdf**
- Donald, I. and Canter, D. (1992) Intentionality and fatality during the Kings Cross Underground fire. Vol. 22, 203–218.
- Centre for Investigative Psychology: **http://www.i-psy.com/index.php**
- Sime, J. D. (1985) Movement toward the Familiar. Environment and Behavior, Vol. 17, No. 6, 697–724. Abstract: **http://eab.sagepub.com/cgi/content/abstract/17/6/697**
- Loftus, E. F. (1979) Words that could save your life. Psychology Today, 13, 102–110, 136–137.
- Hodgkinson, P. E. and Stewart, M. (1991) Coping with catastrophe. 2nd Edition (1998) London: Routledge. ISBN 978 0415168533
- Reason, J. (1990) Human Error. Cambridge University Press (for Herald of Free Enterprise and Kings Cross). ISBN 978 0521314190

- **http://news.bbc.co.uk/onthisday/hi/witness/march/6/newsid_2819000/2819429.stm**
  Survivor report of Herald of Free Enterprise. Many similar news articles from the BBC site. Includes news video clip.
- **http://news.bbc.co.uk/onthisday/hi/dates/stories/november/18/newsid_2519000/2519675.stm**
  Kings Cross fire. Includes news video clip.
- Full documentary of Kings Cross fire: "Seconds from Disaster" Kings Cross Fire (2005) dir: Jan Klimkowski.
- **http://www.bbc.co.uk/sn/tvradio/programmes/horizon/broadband/tx/survivorsguide/** How to survive an air crash.
- Horizon: Survivors Guide to Plane Crashes is on BBC Two at 2100 BST on Tuesday 3 October 2006. Watch video highlights at Horizon's website – **http://www.bbc.co.uk/horizon**
- Video 60 mins: The Iroquois theatre fire, Chicago 1903. The Discovery Channel.

Behaviour of crowds

> **Overview:** People in crowds behave in very strange ways: they stampede to acquire goods, they bait people to jump off bridges and they will perform extreme behaviour when they are deindividuated. Three main explanations of emergent norm, social identity theory and deindividuation are considered along with supporting studies. Many issues are raised by the laboratory, field and real life studies. Finally, how to control aggressive crowds is considered along with reducing deindividuation through the increase in individuation through the use of CCTV.

Theory:

- Definitions of crowds.
- Types of crowd (Brown, 1965: acquisitive, baiting (Mann, 1981), panicky, apathetic, peaceful).
- Explanations of crowd behaviour: Emergent norm (Turner, 1972) Deinvididuation (Zimbardo, 1969) Social identity theory (Reicher, 1984).

Research: Studies on individuation and deindividuation: laboratory (e.g. Zimbardo, 1969 and field studies Diener et al., 1976). Johnson and Downing (1979) Social identity theory (Reicher 1984b St Pauls riots).

Key study: Diener, E., Fraser, S. C., Beaman, A. L. and Kelem, R. T. (1976) Effects of deindividuation variables on stealing among Halloween trick-or-treaters. Journal of Personality and Social Psychology, Volume 33, Issue 2, February 1976, Pages 178–183. Abstract: **http://www.sciencedirect.com/science/article/B6X01-4NVH9TM-7/2/48b333ad600c39d0ee61fd0b716fa1b6**

Applications:

- Controlling potentially aggressive crowds (e.g. Waddington, 1987).
- Individuating using CCTV (e.g. Ainsworth and Pease, 1987).

Explore more:

- Turner, R. H. and Killian, L. M. (1987) Collective Behaviour. Englewood Cliffs: Prentice-Hall. ISBN 978 0131406827
- Reicher, S. D. (1984) The St Paul's riot: an explanation of the limits of crowd action in terms of a social identity model. European Journal of Social Psychology, 14, 1–21.
- Le Bon, G. (2006) The crowd: A study of the popular mind. Filiquarian. (Originally published 1895.) ISBN 978 1599869711
- Zimbardo, P. G. (1970) The human choice: Individuation, reason and order versus de-individuation, impulse and chaos. In W.J. Arnold and D. Levine (Eds.), Nebraska Symposium on Motivation 1969 (237–307). Lincoln: University of Nebraska.
- Brown, R. (1973) Social psychology. New York: The Free Press (737–760).
- Johnson, R. D. and Downing, L. L. (1979) Deindividuation and valence of cues: effects on prosocial and antisocial behaviour. Journal of Personality and Social Psychology, 37, 1532–8, summary in Roberts and Russell (recommended reading).
- Clarke, D. J. (2003) Pro-Social and Anti-Social Behaviour: Routledge Modular Psychology series. 93–97 summaries of Zimbardo and Diener studies. ISBN 978 0415227612
- Ainsworth, P. B. and Pease, K. (1987) Police Work (Psychology in Action). Routledge. ISBN 978 0901715449
- Waddington, D. et al. (1987) Flashpoints: Studies in Public Disorder (London: Routledge, 1987). ISBN 978 0415012393
- Real life IKEA acquisitive crowd behaviour: **http://news.bbc.co.uk/1/hi/england/london/4252421.stm**
- Real life example of a baiting crowd: **http://news.bbc.co.uk/1/hi/world/americas/1514527.stm**
- CCTV Postnote: Parliamentary office of science and technology. April 2002. No. 175. Full text: **http://www.parliament.uk/business/publications/research/briefing-papers/POST-PN-175**

Crowding and density

Overview: Crowding is experienced by both people and animals. Animal studies have been done both in the laboratory and in the 'real world'. Human studies have looked at the effects on social behaviour and health. The key study looks at crowding in a public place, specifically how high social density affects commuters on a train. Finally, studies have been chosen to show how crowding can be prevented and how it can be reduced.

Theory:

- Definitions of density and crowding.
- Explanations: social overload, privacy regulation, the control perspective.
- Animal Studies: Dubos (1965), Christian (1960), Calhoun (1962).

Research: Crowding and social behaviour: Dukes and Jorgenson (1976). Crowding and performance: Mackintosh et al. (1975). Crowding and health: Lundberg (1976).

Key study: Evans, G. W. and Wener, R. E. (2007) Crowding and personal space invasion on the train: Please don't make me sit in the middle. Journal of Environmental Psychology. Volume 27, Issue 1, March 2007, 90–94. **http://daisyj0.tistory.com/attachment/pk0.pdf** or blog: **http://bps-research-digest.blogspot.com/2007/04/why-train-designers-should-avoid-three.html**

Applications:

- Crowding in public places (e.g. Evans and Werner, 2007).
- Preventing crowding from occurring (Langer and Saegert, 1977).
- Treating crowding (Karlin et al., 1979).

Explore more:

- Mackintosh, E., West, S. and Saegert, S. (1975) Two Studies of Crowding in Urban Public Spaces. Environment and Behavior, 1975, 7, 159. **http://eab.sagepub.com/content/7/2/159.extract**
- Lundberg, U. (1976) Urban commuting: crowdedness and catecholamine excretion. Journal of Human Stress, 1976, Sep; 2(3):26–32. Abstract: **http://www.ncbi.nlm.nih.gov/sites/entrez?cmd=Retrieve&db=PubMed&list_uids=1018118&dopt=Citation**
- Dubos, R. (1965) Man Adapting. New Haven: Yale University Press. ISBN 978 0300025815
- Calhoun, J. B. (1962) Population Density and Social Pathology. Scientific American 206, 139–148.
- Christian, J. J., Flyger, V. and David, P. C. (1960) Factors in the mass mortality of a herd of sika deer. Chesapeake Science, 1, 79–95.
- More on the Christian study: **http://www.bowhunterselectoutfitters.com**
- Bickman, L. et al. (1972) Dormitory Density and Helping Behavior. Environment and Behavior, 5, 4, 465–490, Dec 73.
- Jorgenson, D. O. and Dukes, F. O. (1976) Deindividuation as a function of density and group membership. Journal of Personality and Social Psychology, 34, 24–39.
- Packed trains bad for health 2003 **http://news.bbc.co.uk/1/hi/health/2652853.stm**
- Machleit, K. A., Eroglu, S. A., Susan Powell Mantel (2000) Perceived Retail Crowding and Shopping Satisfaction: What Modifies This Relationship? Journal of Consumer Psychology, 2000, Vol. 9, No. 1, 29–42. Full article: **http://spmantel.iweb.bsu.edu/paperpdfs/jcp2000.pdf**
- Langer, E. J. and Saegert, S. (1977) Crowding and Cognitive control. Journal of Personality and Social Psychology, 35, 175–182.
- Karlin, R. A., McFarland, D., Aiello, J. R. and Epstein, Y. M. (1976) Normative mediation of reactions to crowding. Environmental Psychology and Nonverbal Behaviour, 1, 30–40.
- Evans, G. W., Wener, R. E. and Phillips, D. (2002) The Morning Rush Hour: Predictability and Commuter Stress. Environment and Behavior, 7 2002, Vol. 34, 521–530.
- Where Lemmings Dare BBC NHU – Wildlife On One. Lemming behaviour above and below the frozen tundra in Alaska.

Personal space

> **Overview:** How big is your bubble?! Following a consideration of aspects such as Halls' zones, and different types of space, a look at how space is measured follows. Personal space has been invaded in many situations including a mental institution, a public lavatory and when crossing the road. The applications look at the role of personal space in bullying and reducing crime at a cash (ATM) machine.

Theory:

- Definitions, types (alpha, beta, asymmetry), distances (Hall, 1963).
- Measures: simulation, stop-distance, questionnaire (Duke and Nowecki, 1972).
- Cultural differences (Little, 1968).

Research: Personal space invasions: Felipe and Sommer (1966); Middlemist et al. (1976); Smith and Knowles (1978).

Key study: Smith, R. J. and Knowles, E. S. (1978) Attributional Consequences of Personal Space Invasions. Personality and Social Psychology Bulletin, Vol. 4, No. 3, 429–433.
Abstract: **http://psp.sagepub.com/cgi/content/abstract/4/3/429**

Applications: Reducing crime at an ATM (cash machine) Home Office (2007).

Explore more:

- Felipe, N. J. and Sommer, R. (1966) Invasions of Personal Space. Social Problems, Vol. 14, No. 2 (Autumn, 1966), 206–214.
- Middlemist, R. D., Knowles, E. S. and Matter, C. F. (1976) Personal space invasions in the lavatory: suggestive evidence for arousal. Journal of Personality and Social Psychology, 1976 May, 33(5), 541–6.
- Fisher, J. D. and Byrne, D. (1975) Too close for comfort: Sex differences to invasions of personal space. Journal of Personality and Social Psychology, 32, 15–21.
- Practical application: paint a box around an ATM to reduce crime. Greater Manchester Police, 2007. **http://www.lga.gov.uk/lga/aio/29393**
- Little, K. B. (1968) Cultural variations in social schemata. Journal of Personality and Social Psychology, 10(1), 1–7.
- Hall, E. T. (1963) A system for the notation of proxemic behaviour. American Anthropologist, 65, 1003–26.
- Duke, M. P. and Nowecki, S. (1972) Diagramming the shape of personal space: a new measure and social learning model for interpersonal distance. Journal of Experimental Research in personality, 6, 119–32.
- Glover, D., Gough, G., Johnson, M. and Cartwright, N. (2000) Bullying in 25 secondary schools: incidence, impact and intervention. Educational Research, Vol. 42, No. 2, 1 July 2000, 141–156(16).
- Local Government Association and Home Office. Cash Machines – 'Privacy Space' Markings. Full text: **http://www.lga.gov.uk/lga/aio/29393**. Link this to:
- Kaya, N. and Erkíp, F. (1999) Invasion of Personal Space under the Condition of Short-Term Crowding: A Case Study on an Automatic Teller Machine. Journal of Environmental Psychology, Vol. 19, No. 2, June 1999, 183–189(7).
  Abstract: **http://www.ingentaconnect.com/content/ap/ps/1999/00000019/00000002/art00125**

Environmental cognition

Overview: Environmental cognition includes the mental images we have of the world around us. An immediate problem is how we transfer a mental image onto paper and the Lynch and Moar studies attempt this. People also make errors when they draw maps. Animals have cognitive maps too. To successfully navigate people need appropriate maps; but how do they do it? One study looks at taxi drivers following a London route and the Aginksy study uses a driving simulator to study the wayfinding process.

Theory:

- Definitions, measures, sketch maps (Lynch, 1960).
- Estimating distances (Moar, 1976).
- Errors in cognitive maps.

Research: Human sex differences in wayfinding (Malinowski, 2001), recalling routes (Maguire et al., 1997).

Key study: Aginsky, V., Harris, C., Rensink, R. and Beusmans, J. (1997) Two Strategies for Learning a Route in a Driving Simulator. Journal of Environmental Psychology, 17, 317–331.
Full text: **http://www.psych.ubc.ca/~rensink/publications/download/navigation-97.pdf**

Applications:

- Designing better maps (Levine's 1982 you are here maps).
- Adult map acquisition (Aginsky et al., 1997).

Explore more:

- Moar, I. (1978) Mental triangulation and the nature of internal representations of space. Unpublished PhD, University of Cambridge.
- Maguire, E. A., Frackowiak, R. S. J. and Frith, C. D. (1997) Recalling Routes around London: Activation of the Right Hippocampus in Taxi Drivers. The Journal of Neuroscience, 1997 – cns.nyu.edu
  Full text: **http://www.cns.nyu.edu/~wendy/class/2006sp/discussion7/Maguire_etal_1997.pdf**
- Jacobs, L. E. and Linman, E. R. (1991) Grey squirrels remember the locations of buried nuts. Animal Behaviour, 41, 103–10.
- Levine, M. (1982) You-Are-Here Maps. Environment and Behavior, Vol. 14, No. 2, 221–237.
- Magnetoreception in humans **http://sambali.blogspot.com/2007_07_24_archive.html**
- Lynch, K. (1960) The Image of the City. Cambridge Mass: MIT. ISBN 978 0262620017
- Navigating in virtual space: Janzen, G., Schade, M., Katz, S. and Herrmann, T. (2001) Strategies for Detour Finding in a Virtual Maze: The Role of the Visual Perspective. Journal of Environmental Psychology, Vol. 21, No. 2, June 2001, 149–163(15). Abstract: **http://www.ingentaconnect.com/content/ap/ps/2001/00000021/00000002/art00195**
- Malinowski, J. C. (2001) Mental rotation and real-world wayfinding. Perceptual and Motor Skills, 2001 Feb, 92(1), 19–30. Abstract: **http://www.ncbi.nlm.nih.gov/sites/entrez?cmd=Retrieve&db=PubMed&list_uids=11322586&dopt=Citation**
- Pearce, J. M. (2007) How does a yak find a drink? The Psychologist, 20, 9, 552–554 (September 2007).

Noise

> **Overview:** Noise is unwanted sound, but music is often wanted sound. Definitions of noise are important and the first consideration is with transport noise and the studies by Bronzaft and Evans. Next are the studies on the negative effects of noise on the social behaviours of aggression and helping. Finally the effects of music are considered in relation to health, performance and consumer behaviour.

Theory:

- Definitions of noise (annoyance factors and individual differences) e.g. Kryter.
- Transportation noise and children (Bronzaft, 1975); (Evans and Maxwell, 1997).

Research: Negative effects of noise on aggression (Donnerstein and Wilson, 1976) and helping (Matthews and Cannon, field study 1975). Perceived control of noise (Sherrod and Downs, 1974).

Key study: North, A. C., Shilcock, A. and Hargreaves, D. J. (2003) The Effect of Musical Style on Restaurant Customers' Spending. Environment and Behavior, 35, 712.
Abstract: http://eab.sagepub.com/cgi/content/abstract/35/5/712

Applications:

Positive benefits of music:

- on health (Chafin 2004)
- on performance (the Mozart effect) and
- on consumer behaviour (North et al. 2003)

Explore more:

- North, A. and Hargreaves, D. (2003) Is Music Important? The Psychologist, Vol. 16, No. 8 August 2003.
  Full text: **http://www.thepsychologist.org.uk/archive/archive_home.cfm?volumeID=16&editionID=97&ArticleID=586**
- The Mozart effect: **http://www.bbc.co.uk/radio4/science/mozarteffect.shtml**
- Areni, C. S. and Kim, D. (1993) The Influence of Background Music on Shopping Behavior: Classical Versus Top-Forty Music in a Wine Store. Advances in Consumer Research, Volume 20, 1993, 336–340.
  Full text: **http://www.acrwebsite.org/search/view-conference-proceedings.aspx?Id=7467**
- Egermann, H., Kopiez, R. and Reuter, C. (2006) Is there an effect of subliminal messages in music on choice behavior? Journal of Articles in Support of the Null Hypothesis, Vol. 4, No. 2 2006. Full text: **http://www.jasnh.com/pdf/Vol4-No2-article1.pdf**
- The tingle factor: Sloboda, J. A. (1991) Music Structure and Emotional Response: Some Empirical Findings. Psychology of Music, Vol. 19, No. 2, 110–120.
  Abstract: **http://pom.sagepub.com/cgi/content/abstract/19/2/110**
- Willich, S. N., Wegscheider, K., Stallman, M. and Keil, T. (2005) Noise burden and the risk of myocardial infarction. European Heart Journal, Nov 2005.
  http://eurheartj.oxfordjournals.org/cgi/content/abstract/ehi658v1
- Music and cows: **http://news.bbc.co.uk/1/hi/sci/tech/1408434.stm**
- Music and chickens: **http://news.bbc.co.uk/1/hi/uk/149386.stm**
- Chafin, S., Roy, M., Gerin, W. and Christenfeld, N. (2004) Music can facilitate blood pressure recovery from stress. British Journal of Health Psychology, 9, 393–403.

- Bronzaft, A. and McCarthy, D. (1975) The effect of elevated train noise on reading ability. Environment and Behavior, 7, 517–527. Abstract: **http://eab.sagepub.com/content/7/4/517.extract**
- Evans, G. W. and Maxwell, L. (1997) Chronic Noise Exposure and Reading Deficits. Environment and Behavior, Vol. 29, No. 5, 638–656. Abstract: **http://eab.sagepub.com/cgi/content/abstract/29/5/638**
- Donnerstein, E. and Wilson, D. W. (1976) Effects of noise and perceived control on ongoing and subsequent aggressive behaviour. Journal of Personality and Social Psychology, 34, 774–781.
- Mathews, K. E. and Canon, L. K. (1975) Environmental noise level as a determinant of helping behaviour. Journal of Personality and Social Psychology, 32, 571–577.

Psychology and Health

Doctor-patient relationship

> **Overview:** Any interaction between a doctor and a patient should be a satisfying one but many factors affect this, such as the way a doctor is dressed. The classic McKinstry study is key and the article includes the actual pictures that were used. Also crucial is style and whether instructions are clearly presented or not. How doctors inform people of decisions is considered too as the extent to which patients reveal their symptoms. Finally, people may misuse health services in a number of ways, and those suffering from Munchausen syndrome for example are fascinating.

Theory:

Doctor-patient interactions:

- Non-verbal communication (Mckinstry and Wang, 1991).
- Verbal communication (Ley, 1989).
- Communication styles (Savage and Armstrong, 1991).

Research: Doctor decision-making: Judgements of risk (Marteau, 1990), patient disclosure of symptoms (Robinson and West, 1992).

Key study: McKinstry, B. and Wang, J. X. (1991) Putting on the style: what patients think of the way their doctor dresses. British Journal of General Practice, 1991 July, 41(348), 270, 275–8.
Full text: **http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1371685/**

Applications: Using-misusing health services: Munchausen syndrome (Aleem and Ajarim, 1995). Hypochondriasis (Barlow and Durand, 1995).

Explore more:

- Little, P., Everitt, H., Williamson, I., Warner, G., Moore, M., Gould, C., Ferrier, K. and Payne, S. (2001) Preferences of patients for patient-centred approach to consultation in primary care: observational study. British Medical Journal, 2001, 322, 468.
  Full text: **http://www.bmj.com/cgi/content/full/322/7284/468**
- Aleem, A. and Ajarim, D.S. (1995) Munchausen Syndrome – Presenting as Immunodeficiency: A Case Report and Review of Literature. Annals of Saudi Medicine, 1995 Vol. 15, No. 4.
  Full text: **http://www.kfshrc.edu.sa/annals/old/154/94280/94280.pdf**
- Ley, P. (1989) Improving patients' understanding, recall, satisfaction and compliance. In Broome, A. K. and Llewelyn, S. P. (1995) (Ed) Health Psychology: Processes and Applications. London: Nelson Thornes Ltd, 2nd Revised Ed. ISBN 978 0412551208
- Guandolo, V. (1985) Munchausen Syndrome by Proxy: An Outpatient Challenge. Pediatrics, Mar 1985, 75, 526–530. Full text: **http://pediatrics.aappublications.org/cgi/reprint/75/3/526?ijkey=8fb673b51 7288bf08b589be986cfd5fc1ac8d65**
- Savage, R. and Armstrong, D. (1990) Effect of a general practitioner's consulting style on patients' satisfaction: a controlled study. British Medical Journal, 1990 October 27, 301(6758), 968–970.
  Full text: **http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1664199&blobtype=pdf**
- Marteau, T. M. (1990b) Framing of information: its influence upon decisions of doctors and patients. British Journal of Social Psychology, 1989 Mar, 28 (Pt 1), 89–94.
  Abstract: **http://www.ncbi.nlm.nih.gov/pubmed/2706433**

- Robinson, R. and West, R. (1992) A comparison of computer and questionnaire methods of history taking in a genitor-urinary clinic. Psychology and Health, 6, 77–84.
- Barlow, D. H. and Durand, V. M. (1995) Abnormal psychology. An integrative approach. Pacific Grove: Brooks/Cole. ISBN 978 0534203580
- Savage, R. and Armstrong, D. (1990) Effect of a general practitioner's consulting style on patients' satisfaction: a controlled study. British Medical Journal, 7 1990, 301, 968–70.
  Full text: **http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1668833&blobtype=pdf**

Adherence to medical requests

Overview: Some people do not take their medicine. But how widespread is this problem? The Barat et al. study answers this question, whilst the Bulpitt study looks at one reason why people do not take medication. Adherence can be measured in various ways and various measures such as the 'track-cap' are considered in the research section. Finally, how can people be encouraged to take medication? Providing instructions for practitioners is one option, detailed in the Carr study, and several behavioural strategies also need to be considered. The key study is a meta-analysis of non-adherence studies based around the health belief model.

Theory:

- Definitions of adherence
- Extent of non-adherence (Barat, 2001) and reasons for non-adherence: e.g. rational non-adherence (Bulpitt, 1988)
- Theory of reasoned action (Fishbein and Ajzen, 1975) and the health belief model (Becker & Rosenstock, 1975)

Research: Measuring non-adherence: pill devices (Chung and Naya, 2000). Prescription refill (Sherman, 2000).

Key study: DiMatteo, M.R., Haskard, K. B. and Williams, S.L. Health Beliefs, Disease Severity, and Patient Adherence: A Meta-Analysis. Medical Care, Volume 45, Number 6, 2007
http://rds.epi-ucsf.org/ticr/syllabus/courses/66/2009/10/15/Lecture/readings/health_beleif_adherence_review.pdf

Applications

- Improving adherence: Instructions for practitioners (Carr, 1990).
- Behavioural strategies (DiMatteo and DiNicola, 1982).

Explore more:

- Carr, A. (1990) Compliance with medical advice. British Journal of General Practice, September 1990. Full text: **http://www.ncbi.nlm.nih.gov/pmc/articles/pmc1371342/pdf/brjgenprac00076-0004.pdf**

- Barat, I., Andreasen, F. and Damsgaard, E. M. S. (2001) Drug therapy in the elderly: what doctors believe and patients actually do. British Journal of Clinical Pharmacology, 2001, 51, 615–22. **http://www.ncbi.nlm.nih.gov/pmc/articles/pmc2014493/**

- Bulpitt (1988) cited in Health and Human Behavior by R. M. Kaplan, T. L. Patterson, and J. F. Sallis (1993). New York: McGraw-Hill, Inc US. ISBN 978 0070335660

- Riekert, K. and Drotar, D. (1999) Who participates in research on adherence to treatment in insulin-dependent diabetes mellitus? Implications and recommendations for research. Journal of Pediatric Psychiatry, Vol. 24, 253–258.

- Cramer (1989) How often is medication taken as prescribed? A novel assessment technique. Journal of American Medical Association, Vol. 261 No. 22, June 9, Abstract: **http://jama.ama-assn.org/cgi/content/abstract/261/22/3273** abstract only.

- Sherman, J., Hutson, A., Baumstein, S. and Hendeles, L. (2000) Telephoning the patient's pharmacy to assess adherence with asthma medications by measuring refill rate for prescriptions. Journal of Paediatrics, 2000 Apr, 136(4), 532–6. **http://pediatrics.uchicago.edu/documents/telephoning%20the%20patient's%20pharmacy001.pdf**

- M. Robin DiMatteo and D. D. Dinicola (1982) Achieving Patient Compliance: Psychology of the Medical Practitioner's Role. Elsevier (Aug 1982). ISBN 978 0080275529

- Chung, K. and Naya, I. (2000) Compliance with an oral asthma medication: a pilot study using an electronic monitoring device. Respiratory Medicine, Vol. 94, Issue 9, 852–858. Abstract: **http://www.resmedjournal.com/article/PIIS0954611100908138/abstract**

Pain

> **Overview:** There are different types of pain and they can be measured in very different ways. There can be a subjective clinical interview, administration of a psychometric test, use of visual rating scales, the objective observation of pain behaviour by medical staff and pain can even be measured in a laboratory. Managing pain is essential and this can be done with various forms of medication but it can also be done psychologically. Finally, there are issues surrounding pain, such as patient controlled analgesia, the role of placebos and children and pain.

Theory:

- Types of pain (acute and chronic).
- Measuring pain (psychometric e.g. MPQ, visual rating scales, observation e.g. UAB). Pain in a laboratory (cold-pressor procedure).

Research: Patient controlled analgesia (Citron et al. 1986), placebos and pain (Levine et al. 1979).

Key study: Simons, S. H. P., van Dijk, M., Anand, K. S., Roofthooft, D., van Lingen, R. A. and Tibboel, D. (2003) Do we still hurt newborn babies: A prospective study of procedural pain and analgesia in neonates. Archives of Pediatrics and Adolescent Medicine, 2003 – American Medical Association, Vol. 157. Full text: **http://archpedi.ama-assn.org/cgi/reprint/157/11/1058.pdf**

Applications:

- Pain management techniques: medical, behavioural (e.g. biofeedback), cognitive (e.g. redefinition and imagery).
- Pain and children (Simons et al., 2003).

Explore more:

- Citron, M. L., Johnston-Early, A., Boyer, M., Krasnow, S. H., Hood, M. and Cohen, M. H. (1986) Patient-controlled analgesia for severe cancer pain. Archives of internal medicine, Vol. 146 No. 4, April 1, 1986.
- Nolan, M. F. and Wilson, M.-C. B. (1995) Patient-Controlled Analgesia: A Method for the Controlled Self-administration of Opioid Pain Medications. Physical Therapy, 75, 5 May 1995.
- Levine, J. D., Gordon, N. C., Bornstein, J. C. and Fields, H. L. (1979) Role of Pain in Placebo Analgesia. PNAS, July 1, 1979, Vol. 76, No. 7, 3528–3531.
  Full text: **http://www.pnas.org/cgi/reprint/76/7/3528?ck=nck3**
- Platow, M. J., Voudouris, N. J., Coulson, M., Gilford, N., Jamieson, R., Najdovski, L., Papeleo, N., Pollard, N. and Terry, L. (2007) In-group reassurance in a pain setting produces lower levels of physiological arousal: Direct support for self-categorisation analysis of social influence. European Journal of Social Psychology, 37, 649–660. Abstract: **http://onlinelibrary.wiley.com/doi/10.1002/ejsp.381/abstract**
- deCharms, R. C., Maeda, F., Glover, G. H., Ludlow, D., Pauly, J. M., Soneji, D., Gabrieli, J. D. E. and Mackey, S. C. (2005) Control over brain activation and pain learned by using real-time functional MRI. PNAS, October 20, 2005, Vol. 102 No. 51. Full text: **http://www.pnas.org/cgi/reprint/0505210102v1**
- Melzack, R. (1975) The McGill Pain Questionnaire: major properties and scoring methods. Pain, 1975 Sep, 1(3), 277–99. Abstract: **http://www.ncbi.nlm.nih.gov/sites/entrez?cmd=Retrieve&db=pubmed &dopt=AbstractPlus&list_uids=1235985**
- Vincent, C. A. and Chapman, C. R. (1989) Pain Measurement and the Assessment of Acupuncture Treatment. Acupuncture in Medicine, Vol. 6 (1989), Issue 1, Page 14.
- Pain world – pain tools. Downloads of MPQ, UAB and others.
  http://www.painsupport.org/resources/articles.shtml
- Basler, R. D. and Rehfisch, H. P. (1990) Follow-up results of a cognitive behavioural treatment for chronic pain in a primary care setting. Psychology and Health, 4, 293–304.

Substances

> **Overview:** There are many substances which people use, misuse and abuse. One such substance is tobacco and why so many people still smoke is a burning question for health psychologists. There are various theories as to why people smoke, such as the nicotine regulation model, with evidence on why people start to smoke and why they continue. The key study is a longitudinal school intervention programme done in the UK and involving John Cleese. Other strategies such as nicotine replacement and behavioural strategies are prominent for those who wish to quit.

Theory:

- Definitions: physical and psychological dependence, addiction.
- The nicotine regulation model; Freudian oral fixation.
- Why people smoke: reasons (e.g. Leventhal and Cleary, 1980).
- Why people continue to smoke: reasons (e.g. Tomkins, 1966).

Research: Optimistic bias in smokers. Schoenbaum (1997).

Key study: McVey, D. and Stapleton, J. (2000) Can anti-smoking television advertising affect smoking behaviour? Controlled trial of the Health Education Authority for England's anti-smoking TV campaign. Tobacco Control 2000, British Medical Journal, 9, 273–282.
Abstract: **http://tobaccocontrol.bmj.com/cgi/content/abstract/9/3/273**

Applications:

- Preventing smoking: community-wide strategies (McVey and Stapleton, 2000).
- Quitting smoking: nicotine replacement therapy. Behavioural strategies: rapid smoking; self management strategies.

Explore more:

- Cooper, W. H. and Kohn, P. M. (1989) The social image of the young female smoker. British Journal of Addiction, 1989 Aug, 84(8), 935–41. Abstract: **http://www.ncbi.nlm.nih.gov/sites/entrez?cmd=Retrieve&db=PubMed&list_uids=2775913&dopt=AbstractPlus**
- Schoenbaum, M. (1997) Do smokers understand the mortality effects of smoking? American Journal of Public Health, 87, 755–759.
  Full text: **http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1381045&blobtype=pdf**
- File, S. E., Fluck, E. and Leahy, A. (2001) Nicotine has calming effects on stress-induced mood changes in females, but enhances aggressive mood in males. The International Journal of Neuropsychopharmacology, 4, 371–376. Cambridge University Press.
  Abstract: **http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=89949**
- Pomerleau, O. F., Collins, A. C., Shiffman, S. and Pomerleau, C. S. (1993) Why some people smoke and others do not: new perspectives. Journal of Consulting and Clinical Psychology, 1993 Oct, 61(5), 723–31. Abstract: **http://www.ncbi.nlm.nih.gov/sites/entrez?cmd=Retrieve&db=PubMed&list_uids=8245270&dopt=Citation**
- McVey and Stapleton tv adverts – YouTube search for: John Cleese Is In Your House; John Cleese Versus Cancersticks: The Final Reckoning; John Cleese Is Dead.

- Flay, B. R., Koepke, D., Thomson, S. J., Santi, S., Best, J. A. and Brown, K. S. (1989) Six-year follow-up of the first Waterloo school smoking prevention trial. American Journal of Public Health, Vol. 79, Issue 10 1371–1376. Full text: **http://www.ajph.org/cgi/reprint/79/10/1371**
- Tomkins, S. S. (1966) Psychological model for smoking behaviour. American Journal of Public Health Nations Health, 1966. Full text: **http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.56.12_ Suppl.17**

Health promotion

Overview: Two strategies to promote health are to provide people with information (so it reduces risk of relapse as in the Lewin study) and to arouse fear in them in some way which raises debates about how much fear should be created. Health can be promoted in many places, but worksites, schools and communities are the three places most often targeted. Health (and safety) can be promoted at work and one strategy was used successfully by Fox et al. The key study looks at an effective way to improve the diets of children in UK schools.

Theory:

- Ways to promote health: fear appeals (Leventhal et al., 1967; Thornton et al., 2000).
- Providing information (Lewin et al., 1992, 2006; Petrie et al., 2007).

Research: Health promotion programmes: Worksite (Gomel et al., 1993), School (Walter et al., 1985), Community (Cowpe, 1989).

Key study: Tapper, K., Horne, P. J. and Lowe, C. F. (2003) The Food Dudes to the Rescue.
The Psychologist, January 2003, Vol. 16, No. 1.
Full text: **http://www.thepsychologist.org.uk/archive/archive_home.cfm/volumeID_16-editionID_90-ArticleID_502-getfile_getPDF/thepsychologist/0103tapper.pdf**

Applications: Diet of children (Tapper et al., 2003).

Explore more:

- **http://www.fooddudes.co.uk**
- Cowpe, C. (1989) Chip pan fire prevention: 1976–1984. In C. Channon (Ed.) (1989), Twenty Advertising Case Histories (2nd series). Thomson Learning. ISBN 978 0304317226
- Leventhal, H., Watts, J. C. and Pagano, F. (1967) Effects of fear and instructions on how to cope with danger. Journal of Personality and Social Psychology, 1967 Jul, 6(3), 313–21.
- Walter, H. J., Hofman, A., Connelly, P., Barrett, L. and Kost, K. (1985) Primary Prevention of Chronic Disease in Childhood: Changes in Risk Factors after one year of Intervention. American Journal of Epidemiology, Vol. 122, No. 5, 772–781.
  Abstract: **http://aje.oxfordjournals.org/cgi/content/abstract/122/5/772**
- Thornton, J., Rossiter, J. and White, L. (2000) The Persuasive Effectiveness of Varying Levels of Fear Appeals: An Anti-Speeding Advertising Experiment. ANZMAC, 2000.
  Full text: **http://anzmac.org/conference/2000/CDsite/papers/tuv/Thornto1.PDF**
- Lewin, B., Robertson, I. H., Cay, E. L., Irving, J. B. and Campbell, M. (1992) A self-help post-MI rehabilitation package – The Heart Manual: effects on psychological adjustment, hospitalisation and GP consultation. Lancet 1992, 339, 1036–1040.
- The heart manual news (2006) **http://theheartmanual.com/news/index/**

- Petrie, K. J., Muller, J. T., Schirmbeck, F., Donkin, L., Broadbent, E., Ellis, C. J., Gamble, G. and Rief, W. (2007) Effect of providing information about normal test results on patients' reassurance: randomised controlled trial. British Medical Journal, 2007, 334, 352. Full text: **http://www.bmj.com/cgi/content/full/334/7589/352**
- Gomel, M., Oldenburg, B., Lemon, J. and Owen, N. (1993) Pilot Study of the Effects of a Workplace Smoking Ban on Indices of Smoking, Cigarette Craving, Stress and Other Health Behaviours. Psychology and Health, 1993, Vol. 8, No. 4, 223.

Stress

> **Overview:** Everyone suffers from stress whether it be from a life event, daily hassle or we may just have the type of personality that causes stress. Such causes of stress can be measured psychologically and we can also measure stress physiologically too. The effect stress has on health is significant and worth consideration. Stress management is crucial and one way is revealed in the key study, whilst another approach looks at one way in which stress could be prevented.

Theory: Definitions of stress. Physiology of stress. The GAS (Selye, 1956). The effect of stress on health.

Research:

Stress measurement techniques:

- Physiological by blood pressure (Jamner, 1991).
- Psychological by questionnaire: (Holmes and Rahe, 1967; Friedman and Rosenman, 1974).

Key study: Bridge, L. R., Benson, P., Pietroni, P. C. and Priest, R. G. (1988) Relaxation and imagery in the treatment of breast cancer. British Medical Journal, 1988 November 5, 297(6657), 1169–1172.
Full text: **http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1835041/**

Applications:

- Managing stress: relaxation and imagery (Bridge et al., 1987).
- Preventing stress: stress inoculation training (Meichenbaum, 1985).

Explore more:

- Selye, H. (1956) The Stress of Life. Sohaum's Outlines, 2nd Ed. (1978). ISBN 978 0070562127

- Goldstein, I. B., Jamner, L. D. and Shapiro, D. (1992) Ambulatory blood pressure and heart rate in healthy male paramedics during a work and nonwork day. Psychosomatic Medicine, 53, 393–406 (1991). Full text: **http://www.psychosomaticmedicine.org/cgi/reprint/53/4/393.pdf**

- Lundberg, U. (1976) Urban commuting: crowdedness and catecholamine excretion. Journal of Human Stress, 1976 Sep, 2(3), 26–32. Abstract: **http://lib.bioinfo.pl/paper:1018118**

- Meichenbaum, D. H. and Deffenbacher, J. L. (1988) Stress Inoculation Training. The Counseling Psychologist, Vol. 16, No. 1, 69–90 (1988). Abstract: **http://tcp.sagepub.com/cgi/content/abstract/16/1/69**

- Kanner, A. D., Coyne, J. C., Schaefer, C. and Lazarus, R. S..(1981) Comparison of two modes of stress measurement: Daily hassles and uplifts versus major life events. Journal of Behavioural Medicine, Vol. 4, No. 1 March 1981. Abstract: **http://www.springerlink.com/content/l630163681872pj1/**

- Friedman, M. and Rosenmann, R. H. (1974) Type A behavior and your heart. Wildwood House Ltd. ISBN 978 0704501584

- Holmes, T. H. and Rahe, R. H. (1967) The Social Readjustment Rating Scale. Journal of Psychosomatic Research, 1967 Aug, 11(2), 213–8.

- Kovacs, M. (2007) Stress and coping in the workplace. The Psychologist, 20, 9, 548–550 (September 2007).

Psychology and Sport

Audience effects

> **Overview:** When competent sports people perform, they do even better with an audience, and such effects have been observed for over 100 years. Why is this? Is it 'mere presence' or is it more complex? What about animals: does social facilitation apply to them? When in a group, individual performance may drop and individuals may 'social loaf'. The spectators themselves need studying because they contribute greatly to performance, particularly if they are 'at home'.

Theory:

Social facilitation and inhibition:

- Audience and co-action effects: Triplett (1898).
- Zajonc's 'mere presence' (1965).
- Cottrell's evaluation apprehension (1968).

Research:

- Social facilitation in animals (Zajonc et al., 1969)
- Social loafing in humans: Kerr and Brun (1981)

Key study: Waters, A. and Lovell, G. (2002) An Examination of the Homefield Advantage in a Professional English Soccer Team from a Psychological Standpoint. Football Studies, 5, 1, 46–59.
Full text: **http://www.la84foundation.org/SportsLibrary/FootballStudies/2002/FS0501f.pdf**

Applications: Home advantage: familiarity, referee bias, aggression, crowd size and noise.

Explore more:

- Zajonc, R. B. (1965) Social facilitation. Science, 149, 269–74.
- Kerr, N. L. and Bruun, S. E. (1981) Ringelmann Revisited: Alternative Explanations for the Social loafing effect. Personality and Social Psychology Bulletin, 1981; 7; 224.
  Abstract: **http://psp.sagepub.com/cgi/content/abstract/7/2/224**
- Zajonc, R. B., Heingartner, A. and Herman, E. M. (1969) Social enhancement and impairment of performance in the cockroach. Journal of Personality and Social Psychology.
- Rhea, M. R., Landers, D. M., Alvar, B. A. and Arent, S. M. (2003) The Effects of Competition and the Presence of an Audience on Weight Lifting Performance. The Journal of Strength and Conditioning Research, Vol. 17, Issue 2 (May 2003). Abstract: **http://journals.lww.com/nsca-jscr/Abstract/2003/05000/The_Effects_of_Competition_and_the_Presence_of_an.13.aspx**
- Bray, R. M. and Sugarman, R. (1980) Social Facilitation among Interacting Groups. Personality and Social Psychology Bulletin, Vol. 6, No. 1, 137–142 (1980).
  Abstract: **http://psp.sagepub.com/cgi/content/abstract/6/1/137**
- Nevill, A. M., Balmer, N. J. and Williams, A. M. (2002) The influence of crowd noise and experience upon refereeing decisions in football. Psychology of Sport and Exercise, Vol. 3, No. 4, October 2002, 261–272(12). Abstract:
  http://www.ingentaconnect.com/content/els/14690292/2002/00000003/00000004/art00033

- Jones, M. V., Bray, S. R. and Olivier, S. (2005) Game location and aggression in rugby league. Journal of Sports Science, 2005 Apr, 23(4), 387–93.
  Abstract: **http://www.informaworld.com/smpp/content~content=a713735372~db=all**
- Nevill, A. M. and Holder, R. L. (1999) Home Advantage in Sport: An Overview of Studies on the Advantage of Playing at Home. Sports Medicine, Vol. 28, No. 4, October 1999, 221–236(16).
  Abstract: **http://www.ingentaconnect.com/content/adis/smd/1999/00000028/00000004/art00001**
- Schwartz, B. and Barsky, S. F. (1977) The Home Advantage. Social Forces, Vol. 55, No. 3 (Mar., 1977), 641–661. Abstract:
  http://links.jstor.org/sici?sici=0037-7732(197703)55%3A3%3C641%3ATHA%3E2.0.CO%3B2-0
- Bray, S. R. and Martin, K. A. (2003) The effect of competition location on individual athlete performance and psychological states. Psychology of Sport and Exercise.
  Full text: **http://www.csub.edu/~isumaya/300/article2.pdf**
- Kozub, S. A. and McDonnell, J. F. (2000) Exploring the Relationship between Cohesion and Collective Efficacy in Rugby Teams. Journal of Sport Behavior, Vol. 23, 2000.
  Abstract: **http://www.questia.com/googleScholar.qst?docId=5002352744**
- Petty, R. E., Williams, K. D., Harkins, S. G. and Latané, B. (1977) Social Inhibition of Helping Yourself: Bystander Response to a Cheeseburger. Personality and Social Psychology Bulletin, Vol. 3, No. 4, 575–578. Abstract: **http://psp.sagepub.com/cgi/content/abstract/3/4/575**
- Latane, B., Williams, K. and Harkins, S. (1979) Many Hands Make Light The Work: The Causes and Consequences of Social Loafing. Journal of Personality and Social Psychology, Vol. 37, No. 6. (June 1979), 822–832.
- Varca, P. E. (1980) An analysis of home and away game performance of male college basketball teams. Journal of Sport Psychology, 2, 245–257.
- Henningsen, D. D., Henningsen, M. L. M. and Braz, M. A. (2007) Test of Social Facilitation as a Predictor of Home Performance Advantage. Journal of Sports and Recreation, Vol. 1, Issue 1, 2007.
  Full text: **http://scientificjournals.org/journals2007/articles/1012.htm**
- Swain, A. (1996) Social loafing and identifiability: The mediating role of achievement goal orientations. Research Quarterly for Exercise and Sport, 67, 337–351.

Aggression

Overview: Sport is the only peacetime setting where we actively encourage and enjoy aggression. But what type of aggression is acceptable and how does it differ from assertiveness? A number of theories of aggression need to be considered along with situational factors. The crucial question is whether sport reduces aggression or whether it causes it, and whether certain sports cause more aggression in players and even spectators than others. The key study looks at the effects of aggression on alcohol consumption in rugby spectators.

Theory: Definitions of aggression. Hostile and instrumental aggression.
Assertiveness (e.g. Silva, 1980). Situational factors in aggression (e.g. Cox, 1994).
Theories of sport aggression: Instinct/psychoanalytic (Freud, 1950), frustration aggression (e.g. Berkowitz and LePage, 1967). Social Learning Theory (Bandura, 1973).

Research: Reducing aggression in sports: catharsis and learning theory (e.g. Wann et al., 1999).

Key study: Moore, S. C., Shepherd, J. P., Eden, S. and Sivarajasingam, V. (2007) The effect of rugby match outcome on spectator aggression and intention to drink alcohol. Criminal Behaviour and Mental Health, 17:118–127 (2007).
Full text: **http://onlinelibrary.wiley.com/doi/10.1002/cbm.647/pdf**

Applications: Aggression in spectators (Moore et al., 2007).

Explore more:

- Wann, D. L., Carlson, J. D., Holland, L. C. and Jacob, B. E. (1999) Beliefs in symbolic catharsis: The importance of involvement with aggressive sports. Social Behavior and Personality.
  Full text: **http://www.ingentaconnect.com/content/sbp/sbp/1999/00000027/00000002/art00004**
- Cox, R. H. (1994, 3rd Edn.) Situational factors in a sport setting. Sports Psychology: concepts and applications, 297–299. McGraw-Hill Education. ISBN 978 0071152198
- Zillman, D., Katcher, A. H. and Milavsky, B. (1972) Excitation transfer from physical exercise to subsequent aggressive behaviour. Journal of Experimental Social Psychology, 8, 247–259.
- Sivarajasingam, V., Moore, S. C. and Shepherd, J. P. (2005) Winning, Losing and Violence. Injury Prevention, 11, 69–70.
- Berkowitz, L. and LePage, A. (1967) Weapons as aggression-eliciting stimuli. Journal of Personality and Social Psychology, 7, 202–207.
- Bandura, A. (1973) Aggression: A social learning analysis. Prentice-Hall. ISBN 978 0130207432
- Wann, D. L., Haynes, G., McLean, B. and Pullen, P. (2003) Sport team identification and willingness to consider anonymous acts of hostile aggression. Aggressive Behaviour, Vol. 29, Issue 5, 406–413.

Motivation

Overview: What motivates a sportsperson? What motivates a sportsperson to win? Theories of motivation need to be considered along with how motivation can be measured. More specifically, what does a sportsperson believe the cause of his/her success or failure to be; will his/her attribution boost self confidence or will it lead to learned helplessness?

Theory:

- Intrinsic and extrinsic motivation (Deci, 1975).
- Achievement motivation (McClelland-Atkinson 1953).
- Competence motivation theory and PCSC (Harter, 1978, 1982).

Research: Attributions: (Weiner, 1972; McAuley, 1992).

Key study: McAuley, E., Duncan, T. E. and Russell, D. W. (1992) Measuring Causal Attributions: The Revised Causal Dimension Scale (CDSII). Personality and Social Psychology Bulletin, 1992; 18; 566.
Abstract: **http://psp.sagepub.com/cgi/content/abstract/18/5/566**

Applications:

- Self confidence (Vealey, 1986).
- Learned helplessness (Dweck, 1978).

Explore more:

- Gill, D. L. and Deeter, T. E. (1988) Development of the SOQ. Research Quarterly for Exercise and Sport, 59, 191–202. Abstract: **http://www.getcited.org/pub/103341936**
- Harter, S. Effectance motivation reconsidered: towards a developmental model. Human Development, 21, 34–64.
- Harter, S. (1982) The perceived competence scale for children. Child Development, 53, 87–97.
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- Diener, C. I. and Dweck, C. S. (1978) An analysis of learned helplessness. Journal of Personality and Social Psychology, 36, 451–462.
- Vealey, R. S. (1986) Conceptualisation of sport confidence and competitive orientation. Journal of Sport Psychology, 8, 221–246.

Anxiety and sport performance

> **Overview:** In order to perform to the best of their ability, a sportsperson needs some anxiety, but too much anxiety is not good. The three models chosen: catastrophe, optimal functioning and reversal, go beyond the traditional inverted U theory. The chosen key study examines Hanin's zone of optimal functioning more closely. Anxiety management needs to be considered and the chosen approach is that by Suinn.

Theory:

- The catastrophe model (Fazey and Hardy, 1988).
- Zones of optimal functioning (Hanin, 1968).
- Reversal theory (Apter, 1982).

Research: Competition anxiety (Martens, 1977). Measures of competition anxiety: SCAT and CSAI-2 (Martens, 1977, 1990).

Key study: Davis, J. E. and Cox, R. H. (2002) Interpreting Direction of Anxiety Within Hanin's Individual Zone of Optimal Functioning. Journal of Applied Sport Psychology, 14, 43–52.
Full text: **http://psicdesp.no.sapo.pt/ans/4.pdf**

Applications: Anxiety management: Suinn's VMBR (Suinn, 1972).

Explore more:

- Cox, R. H., Russell, W. D. and Robb, M. (1998) Development of a CSAI-2 Short Form for Assessing Competitive State Anxiety During and Immediately Prior to Competition. Journal of Sport Behavior, Vol. 21, 1998.

- Prapavessis, H. and Grove, J. R. (1991) Precompetitive Emotions and Shooting Performance: The Mental Health and Zone of Optimal Function Models. The Sport Psychologist, 5(3), September 1991.

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  Abstract: **http://www.tandfonline.com/doi/abs/10.1207/s15327752jpa4205_14**

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- Hanin, Y. L. (1986) State-trait anxiety research on sports in the USSR. In C.D. Speilberger and R. Dias-Guerrero, Cross cultural anxiety, Hemisphere. ISBN 978 0891162421

- Fazey, J. A. and Hardy, L. (1988) The Inverted-U Hypotheses: A Catastrophe for Sport Psychology. British Association of Sport Sciences Monograph No. 1 National Coaching Foundation, Leeds.

- Hardy, L. and Parfitt, G. (1991) A Catastrophe Model of Anxiety and Performance. British Journal of Psychology, 82, 163–178.

Personality

> **Overview:** There are many theories of personality, but how many apply specifically to sport? Relevant theories will be considered, followed in the research section with research to support the theories. In the application section a 'narrow-band' aspect of personality will be looked at; that of sensation seeking, which is developed through the key study by Kajtna, which looks at sensation-seeking and high-risk sports.

Theory:

Personality theories:

- Trait theories: Eysenck (1975), Cattell (1965).
- Five factor model (Costa and McCrae, 1985).

Research:

Measurement of Personality:

- 16pf (Cattell, 1967).
- NEO-PI (Costa and McCrae, 1985).
- EPQ (Eysenck, 1986).

Key study: Kajtna, T., Tusak, M., Baric, R. and Burnik, S. (2004) Personality in high risk sports athletes. Kinesiology, 36(1) 24–34.
Full text: **http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=6904**

Applications: Sensation-seeking and sport: Zuckerman (1978), Kajtna et al. (2004).

Explore more:

- Eysenck, H. J. (1973) The Inequality of Man. Ashgate Publishing Ltd. ISBN 978 0851170503
- Cattell, R. B. (2007) The Scientific Analysis of Personality. Aldine Transaction (New Ed). ISBN 978 0202309156
- Schurr, K. T., Ashley, M. A. and Joy, K. L. (1977) A multivariate analysis of male athlete characteristics: sport type and success. Multivariate Experimental Clinical Research, 3, 53–68.
- Francis, L. J., Kelly, P. and Jones, S. J. (1998) The personality profile of female students who play hockey. Irish Journal of Psychology, 19, 394–399.
- Piedmont, R. L., Hill, D. C. and Blanco, S. (1999) Predicting athletic performance using the five-factor model of personality. Personality and Individual Differences, 27, 769–777.
- Zuckerman, M. (1978) Sensation-seeking: beyond the optimum level of arousal. Hillsdale NJ: LEA. ISBN 978 0470268513
- Jack, S. J. and Ronan, K. R. (1998) Sensation seeking amongst high and low risk sports participants. Personality and Individual Differences, 25, 1063–1083.

Leadership and team cohesion

> **Overview:** This section looks at three theories of leadership, followed with a look at cohesiveness of teams and factors that may influence cohesiveness. For the application, how cohesiveness develops is considered and then there is a look at how a coach can become more effective. The key study is a classic in its field looking at cohesion and coaction.

Theory:

- Fiedler's contingency model (1967).
- Chelladurai's multidimensional model of leadership (1978).
- Grusky (1963).

Research: Cohesiveness in sport: Carron's conceptual system (determinants and consequences) (1982), Widmeyer et al. (1985) Elements of Cohesion and Measures of it (GEQ).

Key study: Widmeyer, W. N. and Williams, J. M. (1991) Predicting Cohesion in a Coacting Sport. Small Group Research, 1991; 22; 548. Abstract: **http://sgr.sagepub.com/cgi/content/abstract/22/4/548**

Applications:

- Developing team cohesion (e.g. Cox, 1994).
- Coach behaviour/effectiveness (Smith et al. 1977, 1979).

Explore more:

- Blanchard, C., Poon, P., Rodgers, W. and Pinel, B. (2000) Group Environment Questionnaire and its Applicability in an Exercise Setting. Small Group Research; 31; 210.
  Abstract: **http://sgr.sagepub.com/cgi/content/abstract/31/2/210** – abstract only – subscription needed to view full text
- Chelladurai, P. and Carron, A. V. (1978) Leadership. Canadian Association for Health.
- Carron, A. V. (1982) Cohesiveness in sport groups: interpretations and considerations. Journal of Sport Psychology, 4, 123–138.
- Grusky, O. (1963) The Effects of Formal Structure on Management Recruitment: a study of baseball organization. Sociometry, 26, 345–353.
- Cox, R. H. (1994, 3rd Edn.) Developing team cohesion. Sports Psychology: concepts and applications, 319–321. McGraw-Hill Education. ISBN 978 0071152198
- Chelladurai, P., Imamura, H., Yamaguchi, Y., Oinuma, Y. and Miyauchi, T. (1988) Sport Leadership in a Cross-National Setting: The Case of Japanese and Canadian University Athletes. Journal of Sport and Exercise Psychology, 10(4), December 1988.
  Abstract: **http://journals.humankinetics.com/jsep-back-issues/jsepvolume10issue4december/ sportleadershipinacrossnationalsettingthecaseofjapaneseandcanadianuniversityathletes**
- When Psychologists Teach Coaches How to Coach, Young Athletes Feel Better and Play Longer. American Psychological Association, May 29, 2003. **http://www.apa.org/research/action/coach.aspx**

- Smith, R. E., Smoll, F. L. and Curtis, B. (1979) Coach Effectiveness Training: A Cognitive-Behavior Approach to Enhancing Relationship Skills in Youth Sport Coaches. Journal of Sport and Exercise Psychology, 1(1), March 1979. Abstract only (full text is subscriber-only) **http://journals.humankinetics.com/jsep-back-issues/JSEPVolume1Issue1March/ CoachEffectivenessTrainingACognitiveBehaviorApproachtoEnhancingRelationship SkillsinYouthSportCoaches**

- Carron, A. V., Bray, S. R. and Eys, M. A. (2002) Team cohesion and team success in sport. Journal of Sports Sciences, 2002.
  Abstract: **http://www.ingentaconnect.com/content/tandf/rjsp/2002/00000020/00000002/art00006**

Reading Lists

Psychology and Abnormality

Rosenhan, D. (2001) Abnormal Psychology. W.W. Norton and Co Ltd, ISBN 0393977048.

Plante, T. G. (2004) Contemporary Clinical Psychology. New York: John Wiley and Company, ISBN 047147276X.

Jarvis, M., Putwain D. and Dwyer D. (2002) Angles on Atypical Psychology. Nelson Thornes, ISBN 0748768122.

Barlow, D. H. and Durand, V. M. (2004) Abnormal Psychology. Wadsworth, ISBN 0534633560.

Davison, G. C. and Neale, J. H. (2003) Abnormal Psychology. Wiley International, ISBN 0471449105.

Holmes, D. (2000) Abnormal Psychology. Allyn and Bacon, ISBN 0321056817.

Sue, D., Sue, D. and Sue, S. (2009) Understanding Abnormal Behaviour. Houghton Mifflin, ISBN 978 0324829686.

Gross, R. and McIlveen (1996) Abnormal Psychology. Hodder Educational, ISBN 0340679506.

Psychology and Crime

Ainsworth P. B. (2000) Psychology and Crime, Longman, ISBN 0582414245.

Blackburn, R. (1998) The Psychology of Criminal Conduct: theory, research and practice. Chichester: John Wiley, ISBN 0471961752.

Brewer, K. (2000) Psychology and Crime, Heinemann, ISBN 043580653X.

Dwyer, D. (2001) Angles on Criminal Psychology, Nelson Thornes, ISBN 0748759778.

Harrower, J. (1998) Applying Psychology to Crime, Hodder and Stoughton, ISBN 0340705566.

Harrower, J. (2003) Psychology in Practice, Crime, Hodder and Stoughton, ISBN 978 0340844977.

Howitt, D. (2006) Introduction to Forensic and Criminal Psychology, Pearson Prentice Hall, ISBN 0131297589.

Hollin, C. (1989) Psychology and Crime, Routledge, ISBN 0415018072.

Stevenson, G. (1992) The Psychology of Criminal Justice, Wiley-Blackwell, ISBN 0631145478.

Psychology and Health

Brannon, L. and Feist, J. (2006, 6th Edn.) Health Psychology: An Introduction to Behavior and Health. Wadsworth Publishing Company, ISBN 0495090654.

Ogden, J. (2007, 4th Edn.) Health Psychology: A Textbook. Open University Press, ISBN 0335222633.

Sarafino, E. P (2005, 5th Edn.) Health Psychology: Biopsychosocial Interactions. John Wiley and Sons Inc, ISBN 0471691003.

Banyard, P. (2002) Psychology in Practice, Health. Hodder Education, ISBN 0340844965.

Sheridan, C. L. and Radmacher, S. A. (1992) Health Psychology: Challenging the Biomedical Model. John Wiley and Sons, ISBN 047155913X.

Psychology and Environment

Russell, J. and Roberts, C. (2002) Angles on Environmental Psychology (Angles on Psychology). Nelson Thornes Ltd, ISBN 0748759786.

Bell, P. A., Greene, T., Fisher, J. and Baum, A. S. (2006, 5th Edn.) Environmental Psychology. Psychology Press, ISBN 0805860886.

Gifford, R. (1996, 2nd Edn.) Environmental Psychology: Principles and Practice. Pearson Education, ISBN 0205189415.

Veitch, R. and Arkkelin, D. (1994) Environmental Psychology: An Interdisciplinary Perspective. Pearson Education, ISBN 0132823519.

Oliver, K. (2002) Psychology in Practice, Environment. Hodder Education, ISBN 0340844957.

Psychology and Sport

Cox, R. H. (2006, 5th Edn.) Sports Psychology: concepts and applications. McGraw-Hill Higher Education, ISBN 0072972955.

Jarvis, M. (2006) Angles on Sport Psychology (Angles on Psychology). Nelson Thornes Ltd, ISBN 0748768130.

Jarvis, M. (2006) Sport Psychology: A Student's Handbook. Routledge, ISBN 1841695823.

Gill, D. L. (2000, 2nd Edn.) Psychological Dynamics of Sport. Human Kinetics Europe Ltd, ISBN 0873229568.

Horn, T. (2002 2nd Edn.) Advances in Sport Psychology. Human Kinetics Europe Ltd, ISBN 0736032983.

Component 4 – Personal Investigation

Assessement details

Requirements

- The work will be internally assessed by the teacher and externally moderated by Cambridge.
- The Psychology course ethical guidelines published in the Vade Mecum must be followed.
- Non-human animals must not be used for the Personal Investigation.
- The word count does not include supplementary information such as title page, tables, references and appendices.

Candidates are required to:

- Design, undertake, analyse and report one study of no more than 3,000 words.
- Produce a report that must consist of:
    - title page
    - abstract
    - introduction
    - method: design, participants, materials, procedures, measures
    - results
    - discussion
    - references
    - appendices.

Choice of topic

Candidates should choose their own topic, but this must be with the teacher's guidance. For various reasons (ethical, socially sensitive) not all topics are suitable for candidates at this level. However, the topic should be one that seems interesting and worthwhile to the candidate.

Titles should be submitted to Cambridge for approval before work is started, to ensure that the Personal Investigation will comply with the regulations and meets the criteria for internal assessment.

Candidates must adhere to the Psychology course ethical guidelines published in the Vade Mecum when undertaking any study. They must show tact and sensitivity, respect, confidentiality, and acknowledge all sources used.

Plagiarism is 'the deliberate and substantial unacknowledged incorporation in a student's work of material derived from the work (published or unpublished) of another'. This includes material from books, journals, the web, or other candidates. Plagiarism is serious and will be dealt with according to Cambridge procedures for malpractice.

The Report

Candidates are encouraged to structure their report as follows:

Title page

- Title
- Centre and candidate name and number
- Date, month and year of submission

Abstract

- Summary of aims
- Summary of methods
- Summary of results
- Conclusion

Introduction

- Research question
- Literature review
- Hypotheses

Method

- Design:
  Type and justification, description of variables, control of extraneous variables
- Participants:
  Target population, sampling technique, relevant participant details
- Apparatus:
  List of materials used, reference to copies in appendices
- Procedure:
  Itemised to allow full replication, ethical issues, standardised instructions
- Data analysis
  Descriptive statistics, visual display, application of inferential statistics[1] including justification

Results

- Presentation of descriptive statistics
- Presentation of inferential statistics including statements of significance
- Conclusion in relation to hypotheses

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1 The statistical test should be appropriate to the data and be either parametric or non-parametric; two-sample or K-sample or trend test.

Discussion

- Explanation of results
- Evaluation of methodology
- Relationship to literature review in the introduction
- Suggestions for improvement
- Suggestions for further research

References

- Works cited within the report[2]

Appendices

- Supplementary information
- One copy of materials used
- Copy of standardised instructions and debriefing notes
- Statistical calculations
- Informed consent form

Words

- 3,000

Marks

- 60

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2 Reference should be presented in standard format:
   Books
   Coolican, H. (1995) Introduction to Research Methods and Statistics in Psychology. London: Hodder Head-line Educational. ISBN 0340627360
   Milgram, S. (1963) cited in Gross, R. (1996) Psychology: The Science of Mind and Behaviour, 3rd Edition. London: Hodder Arnold H&S. ISBN 0340647620
   Journal articles
   Carr, P. and Johnson, T. (1990) The influence of the Eurovision Song Contest on dispositional attributions: Sing Little Birdie Sing. The British Journal of Psychology, 42, 354-367
   Internet (cite full web address) Haines, M. M., Stansfeld, S. A., Head, J. and Job, R. F. S., Multi-level modelling of aircraft noise on performance tests in schools around Heathrow Airport London
   http://jech.bmj.com/cgi/content/abstract/56/2/139

Using the internal assessment criteria

Teachers should judge the internally assessed work against the criteria using the mark descriptors.

- For each assessment criterion there are mark descriptors that concentrate on positive achievement.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the candidate's work, using the best-fit model.
- When assessing a candidate's work, teachers should read the descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the candidate's work should be chosen.
- Where there are two or more marks available within a mark band, teachers should award the upper marks if the candidate's work demonstrates most or all of the qualities described. Teachers should award the lower marks if the candidate's work demonstrates some of the qualities described.
- Only whole numbers should be recorded: partial marks, fractions and decimals are not acceptable.
- Teachers should not think in terms of a pass or fail boundary or grades but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest descriptors do not imply faultless performance but should be achievable by a candidate. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A candidate who attains a high level of achievement in relation to one criterion will not necessarily attain high levels of achievement in relation to the others, and vice versa. Teachers should not assume that the overall assessment of the candidates will produce any particular distribution of scores.
- It is recommended that the assessment criterion and the mark descriptors be available to candidates at all times.

Assessment criteria

The experimental study is assessed against the following criteria that are related to the objectives of the Psychology course and the sections of the report.

Abstract	3 marks
Introduction	10 marks
Hypotheses	3 marks
Method	
– Design	5 marks
– Participants and apparatus	4 marks
– Procedure	5 marks
– Data analysis	4 marks
Results	5 marks
Discussion	15 marks
Conduct, presentation, references and appendices	6 marks
Total	**60 marks**

Title
The title should be a concise statement of the main topic and should refer to the major variables or to the theoretical issues that have been investigated.

Abstract [3 marks]
Includes: why the study was done/research question; how the study was done; what was found/results/statistics; what was concluded.

3   The abstract is clear and concise and includes all relevant aspects (why, how, findings, conclusion).

2   The abstract includes all relevant aspects but is lacking in clarity or has inconsistencies.

1   The abstract is brief with some relevant aspects included.

Introduction [10 marks]
Includes: research question; literature review; relationship of literature to investigation; introduction of investigation.

9-10 The research question is clearly stated.

The review includes a range of apposite theoretical and/or research literature.

The review is concisely described and is coherently and logically organised.

The investigation to be conducted is clearly described and the rationale follows clearly from the literature review.

7-8   The research question is clearly stated.

The review includes a range of relevant theoretical and/or research literature.

The review is described well with most aspects present and it has coherence or organisation.

The investigation to be conducted is described and the rationale follows logically from the literature review.

5-6   The research question is clearly stated.

The review includes a range of mainly relevant theoretical and/or research literature.

The review is described with some coherence or organisation.

The investigation to be conducted is outlined and the rationale is related to the literature review.

3-4 The research question is stated.

The review includes some peripherally relevant theoretical and/or research literature.

The review is outlined with coherence or organisation evident in places.

The investigation to be conducted is identified and the rationale has some relationship to the literature review.

1-2 The research question is discernible.

The review includes marginally relevant theoretical and/or research literature.

The review is present, and worthy of some credit.

The investigation to be conducted is absent or is unclear. The rationale is peripheral or unrelated to the literature review.

0 The research question is absent.

The review includes irrelevant or no theoretical and/or research literature.

The review is anecdotal with little or no psychological content.

The investigation to be conducted is unclear or absent and the rationale is absent or has no relationship to the literature review.

Hypotheses [3 marks]

Includes: hypothesis and null hypothesis; direction/tail; variables correctly identified; clearly operationalised.

3 Hypotheses are clear and concise and include all relevant aspects.

2 Hypotheses are described and have most relevant aspects included.

1 Hypotheses are identified and have some relevant aspects included.

Method: Design [5 marks]

Includes: design; variables; control of extraneous variables.

5 The variables are accurately identified and are operationalised. The design is appropriate and justified.

Two (or more) extraneous variables are appropriately controlled.

There is clear evidence that appropriate methodological terms and concepts have been applied and fully understood.

4 The variables are accurately identified and are operationalised. The design is appropriate and justified.

Two (or more) extraneous variables are appropriately controlled.

There is some evidence that methodological terms and concepts have been applied and understood.

3 All relevant aspects are present with some expansion or justification.

2 Most relevant aspects are present.

1 Some relevant aspects are present but replication is not possible.

0 No design, variables or controls have been applied.

Method: Participants and Apparatus [4 marks]

3-4 The characteristics of the target population are identified. The sample is selected using an appropriate method and is justified. Full participant details are clearly stated. Comprehensive list of all apparatus provided, fully justified, that will permit replication. Full details appear in appendices.

1-2 The target population is referred to. The sample is selected using an appropriate method with some justification. Main participant details are stated. List of apparatus that has some justification and will permit partial replication. Details of apparatus appear in appendices.

0 Target population not identified. Sample selection uses an inappropriate method. No list of apparatus or apparatus listed will not permit replication.

Method: Procedure [5 marks]

Includes: procedure; ethical issues; standardised instructions.

5   There is clear and full evidence that participants have been treated ethically.

Appropriate standardised instructions are in appendices.

The procedure is relevant, clearly described and permits replication.

Appropriate reference to all aspects of materials, participants, controls and design.

There is clear evidence that appropriate methodological terms and concepts have been applied and fully understood.

4   All aspects are present with good description.

There is some evidence that methodological terms and concepts have been applied and understood.

3   All aspects are present and described well.

Minimal evidence of expansion of methodological terms and concepts.

2   Most relevant aspects are identified.

1   Some relevant aspects are present but replication is not possible.

0   Section is absent or very few correct aspects.

Method: Data Analysis [4 marks]

Includes: descriptive statistics; inferential statistics; visual display(s).

4   Appropriate descriptive statistics selected and justified.

Appropriate inferential statistics selected and justified.

Appropriate visual display(s) selected and justified.

There is clear evidence that appropriate methodological terms and concepts have been applied and fully understood.

3   Appropriate descriptive statistics selected and justified.

Appropriate inferential statistics selected and justified.

Appropriate visual display selected and justified.

There is some evidence that methodological terms and concepts have been applied and understood.

2   Most relevant aspects are identified.

1   Some relevant aspects are present but replication is not possible.

0   Section absent or very few correct aspects.

Results [5 marks]

Includes: presentation of descriptive statistics; visual display and inferential statistics.

5   Descriptive statistics are appropriate, are clearly stated and are correct.

Visual display(s) are appropriate, are clearly presented and are fully labelled.

Statistical test is calculated correctly, clearly presented with all relevant aspects present.

Calculations appear in appendices.

Concise and appropriate verbal summary on each aspect of results.

Conclusion in relation to hypotheses clear.

Consistency between methodology (data), results and appendices.

4   All aspects of appropriate data are clearly presented with coherence and consistency.

3   Most aspects of appropriate data are clearly presented with some coherence and consistency.

2   Two or more aspects of appropriate data are present.

1   One aspect of appropriate data is presented.

0   Section absent or very few correct aspects.

Discussion [15 marks]

Includes: explanation of results; relationship to introduction; evaluation of methodology; suggestions for improvement; suggestions for further research.

13-15... The discussion is impressive with understanding, insight and a thorough knowledge of methodology.

The results are explained thoroughly and are clearly related to the introduction.

Evaluation of methodology is thorough, balanced and depth of argument reflects a high standard of analysis.

Suggestions for improvement are appropriate and are explained.

Suggestions for further research show insight, elaboration and understanding.

10-12.. The discussion is very good with understanding, insight and a competent knowledge of methodology.

The results are explained and related to the introduction.

Evaluation of methodology is evident, balanced and argument reflects good analysis.

Suggestions for improvement are appropriate with some explanation.

Suggestions for further research are thoughtful, with some elaboration and understanding.

7-9   The discussion is good with understanding and a good knowledge of methodology.

The results are partially explained and are sometimes related to the introduction.

Evaluation of methodology is imbalanced and consists of mainly weaknesses.

Suggestions for improvement are appropriate possibly with explanation.

Suggestions for further research are identified possibly with expansion.

4-6   The discussion is sufficient with some understanding and knowledge of methodology.

The results are explained briefly with passing reference to the introduction.

Evaluation of methodology is imbalanced and consists of list-like superficial assertions.

Suggestions for improvement are brief.

Suggestions for further research are basic but with some understanding.

1-3   The discussion is adequate with some understanding and knowledge of methodology.

The results are mentioned but not explained with no reference to the introduction.

Evaluation of methodology is mainly generalised, list-like comment.

Suggestions for improvement are discernible.

Suggestions for further research are basic or absent.

Conduct, Presentation, References and Appendices [6 marks]

Includes: Quality of written communication; methodological terms and concepts; references (using standard format); appendices (materials, standardised instructions, participant data, statistical calculations).

5-6   The candidate is entirely responsible for the design, conduct and reporting of the investigation.

     The report is in the correct format and within the word limit of 3,000 words.

     Communication skills (spelling, punctuation and grammar) are at a high standard. Specialist terminology is evident throughout.

     References are provided for all sources using standard referencing format.

     Standard of presentation is impressive. Appropriate appendices are shown at the back of the report.

3-4   The candidate is entirely responsible for the design, conduct and reporting of the investigation.

     The report is in the correct format and within the word limit of 3,000 words.

     Communication skills (spelling, punctuation and grammar) are very good. Specialist terminology is sometimes evident.

     References are provided for all sources using standard referencing format.

     Standard of presentation is very good. Appropriate appendices are shown at the back of the report.

1-2   The candidate is largely responsible for the design, but entirely responsible for the conduct and reporting of the investigation.

     The report is not in the correct format but is within the word limit of 3,000 words.

     Communication skills (spelling, punctuation and grammar) are good. Specialist terminology is evident.

     References are provided for some sources or standard referencing format is not applied.

     Presentation is good. Most appendices are shown at the back of the report.

0   The report exceeds the 3,000 word limit.

Appendix 1: Grade descriptors

The following grade descriptors indicate the level of attainment characteristic of the middle of the given grade band. They give a general indication of the required standard at each specified grade. The descriptors should be interpreted in relation to the content outlined in the syllabus; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others.

Distinction (D2)
Candidates:

– demonstrate and clearly communicate using appropriate terminology a very good level of knowledge and critical understanding of a range of psychological studies, theories, concepts, methods of research, findings (including possible cultural variations in such) and applications.

– demonstrate and clearly communicate using appropriate terminology effective analysis and evaluation of a range of psychological studies, theories, concepts, methods of research and findings (including possible cultural variations in such).

– demonstrate clearly that they are able to apply a range of psychological studies, theories, concepts, methods of research and findings (including possible cultural variations) to practical problems.

– demonstrate the ability to design, carry out psychological research, construct a thorough and coherent research report and in that report present findings, analyse data, consider the reliability and validity of findings, consider the strengths and weaknesses of method and appreciate ethical implications of the research.

Merit (M2)
Candidates:

– demonstrate and communicate using some appropriate terminology a good level of knowledge and critical understanding of a range of psychological studies, theories, concepts, methods of research, findings (including possible cultural variations in such) and applications.

– demonstrate and communicate using some appropriate terminology analysis and evaluation of a range of psychological studies, theories, concepts, methods of research and findings (including possible cultural variations in such).

– demonstrate they are able to apply a range of psychological studies, theories, concepts, methods of research and findings (including possible cultural variations) to practical problems.

– demonstrate the ability to design, carry out psychological research, construct a research report nd in that report present findings, analyse data, consider the reliability and validity of findings, consider the strengths and weaknesses of method and appreciate ethical implications of the research.

Pass (P2)

Candidates:

– demonstrate and communicate some knowledge and critical understanding of some psychological studies, theories, concepts, methods of research, findings (including possible cultural variations in such) and applications.

– demonstrate and communicate attempts to analyse and evaluate some psychological studies, theories, concepts, methods of research and findings (including possible cultural variations in such).

– demonstrate they are able to apply some psychological studies, theories, concepts, methods of research and findings (including possible cultural variations) to practical problems.

– demonstrate some ability to esign, carry out psychological research, construct a research report with some presentation of findings, some analysis of data, and some consideration of reliability and validity of findings, and/or strengths and weaknesses of method, and/or appreciation of ethical implications of the research.

Appendix 2: Additional information

Guided learning hours

It is intended that this course should be delivered through 380 hours of guided learning. This is a notional measure of the substance of the qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time such as directed assignments or supported individual study and practice. It excludes learner-initiated private study.

Certification title

This qualification is shown on a certificate as:

• Cambridge International Level 3 Pre-U Certificate in **Psychology (Principal)**

The qualification is accredited at Level 3 of the UK National Qualifications Framework and provides a solid grounding for candidates to pursue a variety of progression pathways.

Entries

For entry information please refer to the *UK E3 Booklet.*

Grading and reporting

The Cambridge International Level 3 Pre-U Certificates in the Principal Subjects are qualifications in their own right. They are acceptable as an alternative to A Level (or other Level 3 qualifications) for entry into higher education or employment. Each individual Principal Subject is graded separately on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2, Pass 3.

Subjects can also be combined with two core components to meet the requirements for eligibility for the Cambridge International Level 3 Pre-U Diploma. More details about the Diploma requirements and the core components can be found in a separate Diploma syllabus. The results of the individual Principal Subjects are reported on a separate certificate to the Diploma result.

Classification code for UK Centres

In the UK, every syllabus is assigned to a national classification code that indicates the subject area to which it belongs. UK Centres should be aware that candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this syllabus is **4850**.

Language

This syllabus and the associated assessment materials are currently available in English only.

Procedures and regulations

This syllabus complies with the *Cambridge Code of Practice* and *The Statutory Regulation of External Qualifications 2004.*

Further information about the administration of Cambridge Pre-U qualifications can be found in the *Cambridge Handbook for UK Centres* available from Cambridge Publications or by contacting info@cie.org.uk

Spiritual, moral, ethical, social, legislative, economic and cultural issues
Psychology lends itself to a consideration of spiritual, moral, ethical, social and cultural issues. This syllabus encourages candidates to consider the nature of humanity and a number of the core studies make specific reference to ideas about personality and self. The syllabus also encourages candidates to consider human behaviour and experience. Parts of the course also encourage candidates to be aware of the wide diversity of human behaviour and of the need for tolerance and sensitivity in dealing with others.

Consideration of moral issues forms a necessary part of any Psychology course. In particular in Key Studies and Theories (Component 1), Key Applications (Component 2) and in the Personal Investigation (Component 4), candidates are required to consider the ethics of psychological investigations, and to consider whether the outcome of psychological investigations can justify the methods used to achieve that outcome. Candidates are also required to consider how Psychology can be used to enhance human welfare and enrich the lives of every citizen. Issues of morality underpin all parts of the course, as candidates work towards an understanding of the factors which initiate and motivate behaviours, both social and individual. Psychology promotes an understanding of what it is to be human, both in relation to self and to others. It considers the ethics of research and investigates moral understanding.

Cultural issues form another part of this syllabus and are covered, for example, in the Key Studies and Theories and Key Applications section (social psychology).

Sustainable development, environmental education, health and safety considerations, European dimension and international agreements
Candidates should develop an understanding of issues related to the European Dimension, which is particularly relevant to the core studies (which are drawn from a variety of international sources) as well as Environmental Psychology (Component 3) and Sport Psychology (Component 3).

Cambridge has developed this syllabus in line with UK, European and international legislation and agreements.

The syllabus offers candidates the opportunity to look at the concerns of health psychology (Component 3), and this requires a consideration of issues that contribute to health education. For example, there are topics on lifestyles and health behaviour, health and safety at work and substance abuse.

There is an option to study Environmental Psychology (Component 3) which requires a consideration of how candidates interact with their environment and how the environment can have a substantial effect on behaviour.

Avoidance of bias
Cambridge has taken great care in the preparation of the syllabus and assessment materials to avoid bias of any kind.

Key Skills
This syllabus provides opportunities for the development of evidence for the Key Skills of: *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each section.

The Key Skills awarding bodies and the regulatory authorities have produced a suite of example portfolios that will help to give candidates and practitioners a clear understanding of the requirements for the Key Skills portfolio. These are available on the QCDA Key Skills website (**www.qcda.org.uk/keyskills**).

Full details of the requirements for certification can be obtained from the awarding bodies that are approved to offer Key Skills. For further information about Key Skills assessment, please see the document *The Key Skills qualifications standards and guidance* published by the Qualifications and Curriculum Authority 2004 (ISBN 1 85838 548 2).

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each section.

Component	Communication	Application of Number	IT	Working with Others	Improving own Learning and Performance	Problem Solving
1	✓	✓	✓		✓	✓
2	✓	✓	✓		✓	✓
3	✓	✓	✓		✓	✓
4	✓	✓	✓	✓	✓	✓

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