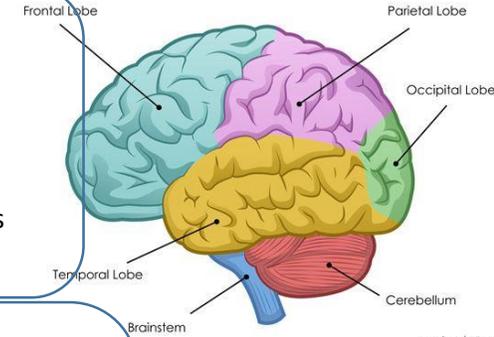


Overview

This term you will develop an awareness ways of defining mental health, the current prevalence of mental health problems, the incidence of significant mental health problems over time and changes in attitudes towards mental health.

Key Terms:

- Mental Health
- Dopamine
- Stigma
- Self-fulfilling Prophecy
- Discrimination
- Schizophrenia
- Social Drift Theory
- Neuro-transmitter
- Temporal Lobe
- Hippocampus
- Placebo
- Depression
- Evolutionary Psychology
- Free will
- Determination
- Social Rank Theory
- Envy
- Anti-Psychotics
- CBT



Key Theories Psychological

The social drift theory of schizophrenia

An explanation as to why there is a relationship between social class and schizophrenia

The ABC Model of clinical depression (Ellis 1962)

Rational vs irrational beliefs
A = Activating event
B = belief
C = Consequences

vs Biological

The Biological theory of schizophrenia

An explanation of schizophrenia by looking at the biological factors behind it, e.g. too much dopamine

Social rank theory of clinical depression (Stevens and Price 2001)

The evolutionary function of depression and the role of a lower rank in reducing conflict

Key Studies:

Daniel et al. (1991) – a study into the effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia

lab experiment, IV = amphetamine or not, DV = performance on the Wisconsin card sorting test

Tandoc et al. (2005) – a study into facebook use, envy and depression among college students

Correlational research, self-reports, 736 students, average age 19,

Applications – the development of treatments:

- The use of anti-psychotics to treat schizophrenia and how they improve mental health
- The use of psychotherapy for treating clinical depression and schizophrenia and how it improves mental health
- The development of neuropsychology for studying schizophrenia and depression

Extra reading and videos: OCR Psychology textbook, Billingham and Kitching, pages 54 – 87

<https://www.mentalhealth.org.uk/statistics>

<http://news.bbc.co.uk/1/hi/health/2057205.stm>

<http://www.nhs.uk/news/2015/02February/Pages/Facebook-envy-associated-with-symptoms-of-depression.aspx>

<https://www.youtube.com/watch?v=nGqo7ZQc6Sg>

<https://www.youtube.com/watch?v=HoFNs-3r0Go>

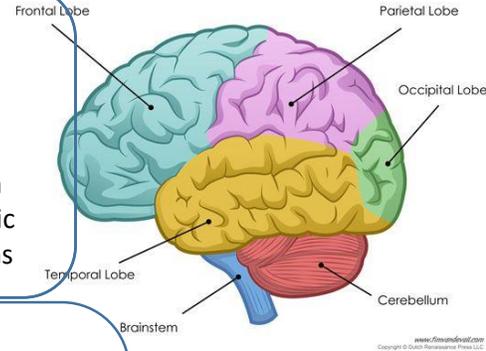


Overview

This term you will develop an awareness of the functions, features and benefits of sleep and you will learn the stages of the sleep cycle and when dreaming occurs. You will also develop knowledge of the causes of sleep disorders and understand the impact of neurological damage to the hypothalamus on sleep

Key Terms:

- REM
- Sleep stages
- Endogenous pacemakers
- Exogenous zeitgebers
- Melatonin
- Hypothalamus
- Suprachiasmatic nucleus
- Pineal gland
- Insomnia
- Repression
- Dreams
- Unconscious mind
- Manifest content
- Latent content
- Pons
- Synthesise
- Sympathetic nervous system
- Parasympathetic nervous systems



Key Theories

Psychological

vs

Biological

Freudian Theory of dreaming

A theory that looks at behaviour as a product of the dynamics of different parts of the personality

Dreams act as **wish fulfilment** and a way of dealing with our **repressed aggression**.

The Activation synthesis theory of dreaming

An explanation of dreams that focuses on the random activation of neurons and the brain's efforts to make sense of this through synthesis.

Key Studies:

Freud (1918) – dream analysis of the Wolfman

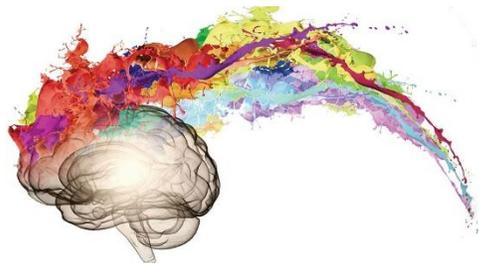
Longitudinal case study based on a series of interviews. An introduction into Psychoanalysis and dream analysis to explain and treat the Wolfman's Psychological problems

Williams et al. (1992) – a study into bizarreness in dreams and fantasies: Implications for the activation synthesis hypothesis.

A natural experiment to assess the bizarreness in dreams and fantasies as a way of showing support for the activation-synthesis hypothesis of dreaming

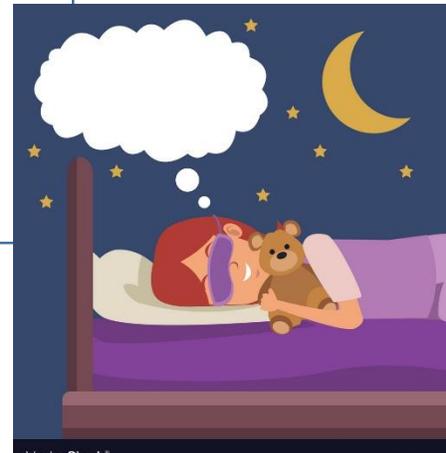
Applications – the development of treatments for insomnia:

- The impact of neurological damage to the hypothalamus on sleep
- Relaxation techniques
- Sleep hygiene education



Extra reading and videos: OCR Psychology textbook, Billingham and Kitching, pages 147 - 169

- <https://www.youtube.com/watch?v=kaoMD1X15u8>
- <https://www.youtube.com/watch?v=EuNqJfwZ6kl>
- <http://www.bbc.co.uk/science/humanbody/sleep/>
- <https://www.youtube.com/watch?v=UAXapQvZe2w>
- <http://news.bbc.co.uk/1/hi/health/2664697.stm>



Subject: Sport

Term: 3 – Learning Outcome 2,
3 and 4.

Topic: Unit R053 Sports Leadership

Learners must be taught:

- key considerations when planning sports activity sessions, i.e.
 - objectives for the session (e.g. meeting the needs of the group)
 - appropriate venue (e.g. type, size, indoor/outdoor)
 - equipment needs (e.g. type, size weight, arrangements)
 - supervision needs (e.g. additional leaders, roles, number of participants)
 - timing of activities (e.g. related to age, experience of participants, weather)
 - introduction/conclusion of session (e.g. how, when, where?)
 - basic warm up/cool down (e.g. physical and mental preparation relevant to age of participants and the activity)
 - skills and technique development (e.g. appropriate activities/structure of a session)
 - engaging (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?)
 - organisation (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression)

safety considerations when planning sports activity sessions, i.e.

- risk assessments (e.g. facilities, equipment/clothing checks, activity-specific risks)
- corrective action (e.g. wiping up puddles, removing litter, reporting faulty equipment)
- emergency procedures (e.g. procedures in the event of an accident, procedures in the event of other emergencies, summoning qualified help, completion of relevant documents).

Delivering a session:

safe practice, i.e. organisation of group/activity, safe supervision (e.g. as a leader, coach)

delivery style, i.e. proactive/reactive, demonstration/explanation

communication skills, i.e. verbal, non-verbal, appropriate language, technical terms

motivation techniques, i.e. encouragement, extrinsic motivators (e.g. rewards, prizes)

activity-specific knowledge, i.e. appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers

adaptability, i.e. making adjustments in an activity that isn't working, addressing issues you hadn't prepared for.

Evaluating a session

evaluating planning and delivery of a sports activity session, i.e. ◦ what went well? – against the plan (e.g. was the order of activities effective? – against the delivery (e.g. did I keep everyone motivated?)

what did not go well? – against the plan (e.g. did I consider an appropriate number of activities?) – against the delivery (e.g. was the group listening to me?)

what could be improved for the future? – against the plan (e.g. were the group's objectives met?) – against the delivery (e.g. could I position myself better when communicating with the group?)