



Knowledge Organiser: Year 12

Psychology; PSYCHOPATHOLOGY

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DEFINITIONS OF ABNORMALITY

1

STATISTICAL INFREQUENCY:

Numerically unusual behaviour or characteristics.

STRENGTH – real-world application.

WEAKNESS – unusual characteristics can be positive.

DEVIATION FROM SOCIAL NORMS:

Social judgements about what is acceptable.

STRENGTH – real-world application.

WEAKNESS – cultural and situational relativism

FAILURE TO FUNCTION ADEQUATELY:

Inability to cope with demands of everyday life.

STRENGTH – represents a threshold for help.

WEAKNESS – discrimination and social control.

DEVIATION FROM IDEAL MENTAL HEALTH:

Jahoda considered normality rather than abnormality.

STRENGTH – comprehensive definition.

WEAKNESS – might be culture-bound.

DEPRESSION - EXPLANATIONS

2

CHARACTERISTICS:

- Behavioural – low activity levels and difficulty sleeping/eating.
- Emotional – low mood and anger.
- Cognitive – poor concentration.

BECK'S THEORY:

- Faulty information processing – thinking negatively about all situations.
- Negative self-schema – negative information about ourselves.
- Negative triad – negative views of self, world and future.

EVALUATION:

- Research support
- Real-world application

ELLIS' ABC MODEL:

- A – activating event
- B – belief
- C – consequence

EVALUATION:

- Real-world application
- Reactive and endogenous depression.

DEPRESSION – TREATMENTS

3

COGNITIVE BEHAVIOURAL THERAPY:

- Beck's cognitive therapy – aims to identify negative thoughts and challenge them.
- Ellis' REBT – ABC + D (dispute) and E (effect).
- Behavioural activation – encouraging the depressed person to engage in enjoyable activities.

EVALUATION:

- Evidence for effectiveness
- Suitable for diverse clients
- Relapse rates

PHOBIAS – EXPLANATION

4

CHARACTERISTICS:

- Behavioural – panic and avoidance.
- Emotional – anxiety and fear.
- Cognitive – irrational beliefs.

TWO-PROCESS MODEL:

- Phobia is developed through classical conditioning. UCS is linked to NS and produces UCR (fear).
- Little Albert is supportive research.
- Phobia is maintained through operant conditioning – avoidance of phobic stimulus reinforces the fear (negative reinforcement).

EVALUATION:

- Real-world application
- Fails to account for cognitive aspects of phobias.
- Phobias are linked to past trauma.



5

- Create a anxiety hierarchy from least to most anxious situation.
- Learn and complete relaxation techniques at all levels.
- It's a gradual exposure through the hierarchy.

- There is evidence of effectiveness.
- Less traumatic than other treatments.

- Exposes clients to a very frightening situation immediately.
- This aims to extinguish the fear response.

- This method is cost-effective
- This method can be traumatic for patients

7

- SSRI'S: Antidepressants that increase levels of serotonin in the synapse.
- Combining SSRI'S with other treatments – most effective when offered alongside CBT.
- Alternatives to SSRI'S – tricyclics.

- Evidence for effectiveness.
- Cost-effective and non-disruptive
- Serious side effects.

6

- Behavioural – compulsions are repetitive behaviours.
- Emotional – anxiety and distress.
- Cognitive – obsessive thoughts.

- Candidate genes – genes might be involved in producing symptoms of OCD.
- OCD is polygenic – different combinations of up to 230 genetic variations.

- There is research support for genetics
- There could be environmental risk factors involved.

- The role of serotonin – low levels of serotonin linked to OCD.
- Decision-making systems – frontal lobes and parahippocampal gyrus could be malfunctioning.

- There is research support.
- There are no unique neural systems.

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How do we use Knowledge Organisers in Psychology

How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Psychology?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

<u>ASSESSMENT</u>	<u>SECTION ON KNOWLEDGE ORGANISER</u>	<u>DATE</u>	<u>SCORE</u>
Learning Check point 1			/10
16 marker exam question			/16
MID UNIT			/20
Learning Check point 3			/10
16 marker exam question			/16
END OF UNIT			/40