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OCR
Oxford Cambridge and RSA

GCSE (9–1)

Delivery Guide

PSYCHOLOGY

J203
For first teaching in 2017

Psychological Problems

Version 1

www.ocr.org.uk/psychology

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Introduction

GCSE (9-1)

PSYCHOLOGY

A guide to approaching the teaching of the content related to Psychological Problems.

This delivery guide provides support for the delivery of the following topic areas:

- **Categorising psychological problems**
- **Schizophrenia**
- **Clinical Depression**
- **Brain and neuropsychology**
- **Applications**

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- **Content:** A clear outline of the content covered by the delivery guide;
- **Thinking Conceptually:** Expert guidance on the key concepts involved, common difficulties learners may have, approaches to teaching that can help learners understand these concepts and how this topic links conceptually to other areas of the subject;
- **Thinking Contextually:** A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk

Link to qualification:

http://www.ocr.org.uk/qualifications/gcse-psychology-j203-from-2017/

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Specification content (Sub Topic 1)

Sub Topic 1: Key concepts – Psychological Problems

Psychological Problems is a new topic in the 2017 specification and forms part of Component 1 (J203/01) Studies and applications in Psychology 1.

Key Concepts

- An introduction to mental health:
  - ways of defining mental health, including the mental health continuum
  - the current prevalence of mental health problems, including current statistics and differences between age; gender; and sexual orientation
  - the incidence of significant mental health problems over time, including changing classification; similarities and differences; and how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act.
- The effects of significant mental health problems on the individual and society:
  - the effects of stigma on individuals before and after diagnosis
  - the effects of discrimination on individuals before and after diagnosis
  - the effects of significant mental health problems on the wider society, including care in the community.

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Thinking conceptually

General approaches:

Within component 1 students will have to demonstrate AO1 skills by communicating effectively their knowledge and understanding of:

- The key concepts
- The theories/ explanations for
- The related research studies
- The applications listed

Further to this, students will be expected as part of their AO1 skills to demonstrate sound understanding of the research studies, which includes: The background, method (design, sample, materials/apparatus, and procedure), results, conclusions and criticisms.

Throughout Psychological Problems, students should be directed to recall key definitions of mental health, prevalence of mental health problems and changes in attitudes to mental health. Using interleaving in this way will ensure the students have confidence to use AO1 skills when describing and explaining the key changes in mental health.

Common misconceptions or difficulties learners may have:

Due to the nature of this topic, some students may find the content demands a mature approach from them and sensitivity when discussing issues such as mental health or sexuality in class; approaching the key concepts from a statistical and factual point of view can help diffuse this.

Much of the content about the key concepts will be familiar to students and unpicking misconceptions and myths will be important. Depending on the context of your school, students may come to the classroom with preconceived ideas of what should be a mental illness based on their own culture and values and this can be utilised in a positive manner by discussing how views of mental health are based on societal norms which change over time due to influences such as science, law changes, secularisation and globalisation.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

Students may see links in the definitions of mental health problems and the definitions of criminal behaviour as both are based, in part, on societal expectations over time.

Students need to understand that psychologists use models to predict behaviour and the teaching of the key concepts section of Psychological Problems could be an opportunity to develop an understanding using the different definitions of mental health to show students the consequences of adopting different models. This could help students to understand the scientific process of develop theories and models to explain behaviour.

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Thinking contextually

Thinking contextually: approaches to teaching the content:

This topic lends itself naturally to a 'flipped learning' style where students are set research tasks prior to the lesson as homework and this is then built on in class through the psychological viewpoint. This allows the teacher to ensure all students develop an understanding of the issues with mental health since the 1959 Mental Health Act as their starting points are likely to vary.

There are a plethora of videos and campaigns that are very engaging for students when learning this topic and these can be used as a 'hook' for learning the key changes to mental health in society. Most popular campaigns can be located at their websites:

- www.time-to-change.org.uk
- www.mentalhealth.org.uk
- www.mind.org.uk
- www.rethink.org

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Learner Resources – Activities

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Relevant chapter (i.e. Content, Thinking Conceptually, Thinking Contextually)	Associated learner resource
Introduction to mental health	Mind	http://www.mind.org.uk/ https://www.youtube.com/watch?v=_y97VF5UJcc	Students explore the causes of mental health and what issues this topic may cover. Students watch the video by Mind and think; pair; share 'What mental health is?'		Thinking contextually	
Flipped learning task on current prevalence of mental health problems	Mind Time to change	https://www.mentalhealth.org.uk/statistics http://www.mind.org.uk/information-support/types-of-mental-health-problems/statistics-and-facts-about-mental-health/how-common-are-mental-health-problems/	This activity enables students to discover the current prevalence of mental health problems, including current statistics and differences between age; gender; and sexual orientation.	*Stretch tasks included on the learner resource sheet. There is also a 'drill test' to assess the K&U students have gained from the flipped learning task along with expected answers.*	Content	LR 1
Incidence of significant mental health problems over time	.gov website BBC	http://www.legislation.gov.uk/ukpga/1959/72/pdfs/ukpga_19590072_en.pdf http://news.bbc.co.uk/1/hi/health/229517.stm	Students explore the changes in rates of mental health problems over time, following law changes and the impact on attitudes this has had.		Key concepts	LR 2
Understanding the incidence of mental health problems			Students use the standard distribution curve to understand the incidence of mental health problems and to make links to the potential reasons for stigma around mental health.		Key concepts	LR 3

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Learner Resources – Activities

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Relevant chapter (i.e. Content, Thinking Conceptually, Thinking Contextually)	Associated learner resource
Effects of significant mental health problems on the individual and society - stigma	Time to change website	http://www.time-to-change.org.uk/sites/default/files/Stigma%20Shout.pdf	Students are directed to read the Stigma Shout (2008) report from the time to change website. In groups students can be allocated one section of the report to discuss and feedback to the rest of the class as an introduction to the impact of stigma.		Key concepts	LR 4
The effects of discrimination on individuals before and after diagnosis	YouTube – Time to Change Mind	https://www.youtube.com/watch?v=vzmfdECUvxM https://www.youtube.com/watch?v=_y97VF5UJcc	Students watch the video '5 young people share their experiences of mental illness and stigma – Time to Change' and then discuss the impact having a diagnosis may have and going through the process of diagnosis. Students can also watch 'Mental Health: In Our Own Words'	Students can record key words that the individuals in the video say that show stigma and discrimination.	Key concepts	
The effects of significant mental health problems on the wider society, including care in the community		https://www.youtube.com/watch?v=WrbTbB9tTtA	Students watch the video and then complete the worksheet in groups to suggest the impact mental health problems can have on various groups of people around the individual with mental health problems.		Key concepts	LR 5

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Specification content (Sub Topic 2)

Sub Topic 2: Theories/Explanations 1: Schizophrenia

Schizophrenia

- The clinical characteristics of schizophrenia as outlined in the International Classification of Diseases (ICD)[1].
- Key statistics of schizophrenia including reference to prevalence; age; sex; ethnicity; and recovery rates.
- The biological theory of schizophrenia:
  - the dopamine hypothesis - the role of dopaminergic neurons and synaptic transmission in an overactive dopamine system causing high dopamine levels in the brain
  - how the structure and functions of the brain relates to cognitions and behaviour; brain dysfunction in relation to brain volume and brain activity; the roles of the frontal lobes; hippocampus; and temporal lobes; and the impact of neurological damage in schizophrenia
  - criticisms of this theory including the nature vs. nurture debate.
- The psychological theory - the social drift theory of schizophrenia:
  - rejection by society
  - disengagement of individuals
  - criticisms of this theory including problems establishing cause and effect.

Schizophrenia Research Study–the role of monoamines on cerebral function during specific prefrontal cognitive activation - Daniel, Weinberger, Jones *et al.* (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.

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Thinking conceptually

General approaches:

Schizophrenia is a condition students are expected to have a number of misconceptions about and understanding the diagnostic criterion for the condition and the stigma individuals with this condition experience will help them to understand the impact of stigma that is focused on more widely in this topic.

Students need to understand schizophrenia clinically but also in the wider context of the topic 'psychological problems' in order to exemplify the issues people face with the diagnosis and why it is 'Time to Change'. There is an increasing amount of media available to utilise to show students real case studies of individuals with schizophrenia, including the opportunity to arrange school trips with psychiatric workers/ hospitals who can offer real insight into the everyday experiences of those with mental health illnesses.

Common misconceptions or difficulties learners may have:

Learners will potentially, given their age, have limited experiences of this condition beyond its portrayal in the media and wider society. Whilst this may demonstrate the current issues individuals with psychological problems are experiencing within society, it is a topic that needs teaching with sensitivity. Taking a clinical approach at the beginning of the topic can help to reduce any stigma students themselves display and breakdown the myths of the condition.

Students often think that people with schizophrenia have a 'Jekyll and Hyde' personality whereby the individual has two personalities that may switch at any moment. Because of this, students may suggest that individuals with this condition are violent. Some students may express views about the treatment of schizophrenia that is akin to imprisonment and this misconception can be addressed by explaining the myths above. Activities included in this guide breakdown these myths by understanding the etymology of the word schizophrenia, the experience of a person with schizophrenia and the clarification of positive and negative symptoms.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

This topic lends itself to role-play to understand the reason schizophrenia may be a psychological problem due to auditory-verbal hallucinations and the impact it can have on a person's life. This understanding will extend to their understanding of stigma and discrimination following a diagnosis.

Further to this, students will need to understand about the brains structures and processes, which will support their understanding of biological processes across the GCSE as the new specification has an increased focus on neuropsychology.

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Thinking contextually

Thinking contextually: approaches to teaching the content:

Students are likely to find this topic very engaging yet challenging to retain the key terminology and biological processes accurately. Due to this, using a range of activities to consolidate learning and reinforce memory retrieval of precise information will be key. Teachers are encouraged to utilise diagrams that students can annotate, key term card sorts, recall tests and comprehension tasks to interleave knowledge students struggle to recall at first.

Further to this, there are a range of interactive resources that can be utilised to reinforce biological concepts and engage students, some such as 3D Brain have been referenced in this guide whilst others such as BBC Bitesize are easily accessible online.



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Learner Resources – Activities

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Relevant chapter (i.e. Content, Thinking Conceptually, Thinking Contextually)	Associated learner resource
The classification of schizophrenia in the ICD		http://apps.who.int/classifications/icd10/browse/2016/en#/F20-F29 www.ncmh.info/schizophrenia www.rethink.org/schizophrenia	Teachers may find reading the ICD diagnostic criterion useful. The activity provided is a key term and definition sorting task to be completed following an activity on the basic classification of schizophrenia.			LR 6
What is it like to have schizophrenia?			Students can role-play in 3s to understand what it is like to have schizophrenia and links can be made to the prior sub-topic on stigma.			LR 7
Statistics on schizophrenia	WHO 'Schizophrenia and public health' report 1998 Review of the incidence of schizophrenia 2012	https://www.livingwithschizophreniauk.org/facts-and-figures/ http://www.who.int/mental_health/media/en/55.pdf http://www.ons.gov.uk/ons/rel/disability-and-health-measurement/focus-on-health/2005-edition/focus-on-health---full-report.pdf http://www.psychiatry.cam.ac.uk/files/2014/05/Final-report-v1.05-Jan-12.pdf	Following input by the teacher, students can create an outline of a person and annotate the following features: prevalence, age, sex, ethnicity and recovery rates.	There are questions following that elicit graph reading skills along with consolidating learning of the statistics for schizophrenia.		LR 8

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Learner Resources – Activities

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Relevant chapter (i.e. Content, Thinking Conceptually, Thinking Contextually)	Associated learner resource
How the brain works - schizophrenia	3D Brain App website	http://www.g2conline.org https://www.verywellmind.com/the-anatomy-of-the-brain-2794895	A background task to enable students to understand the key structures and functions of the brain and how these relate to cognitions and behaviour. Students will benefit from having laptops/ Ipads to complete this task in pairs.			LR 9
How the brain works - diagram of the brain			Students use the diagram of the brain to annotate the 3 key parts that they are required to know for this topic. This worksheet can be used to interleave their knowledge and test their memory recall.			LR 10
The dopamine hypothesis			An activity to assist students' comprehension of the dopamine hypothesis in relation to schizophrenia. Students need to understand the role of dopaminergic neurons and synaptic transmission in an overactive dopamine system and that this causes high dopamine levels in the brain.	This task gets students to annotate a diagram of synaptic transmission and apply their understanding.		LR 11
Criticisms of the biological explanation of schizophrenia			An activity to use with students once they have covered the evaluation points for the biological explanation. The task helps them consolidate learning and prepare for the 13 mark exam question.			LR 12

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Learner Resources – Activities

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Relevant chapter (i.e. Content, Thinking Conceptually, Thinking Contextually)	Associated learner resource
Social drift theory of schizophrenia			An activity to enable students to apply their understanding of the social drift theory, with reference to: rejection by society, disengagement of individuals and criticisms of this theory that include the lack of cause and effect.			LR 13
Extension task			To stretch students to critique the schizophrenia research study and apply their understanding of research methods. Most questions are accessible without reading the original article.	Original article: The role of monoamines on cerebral function during specific prefrontal cognitive activation - Daniel, Weinberger, Jones *et al.* (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.		LR 14

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Specification content (Sub Topic 3)

Sub Topic 3: Theories/Explanations 2: Clinical Depression

Clinical Depression

- The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD)[2].
- Key statistics of clinical depression including reference to prevalence; age; sex; ethnicity; and recovery rates.
- The biological theory – the social rank theory of clinical depression:
  - the evolutionary function of depression
  - the role of a lower rank in reducing conflict
  - criticisms of the theory including the reductionism/holism debate.
- The psychological theory - the ABC Model of clinical depression:
  - rational versus irrational beliefs
  - the roles of activating events, beliefs and consequences
  - criticisms of the theory including the freewill/determinism debate.

Clinical Depression Research Study – Tandoc *et al.* (2015): Study into Facebook use, envy, and depression among college students: Is Facebooking depressing?

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Thinking conceptually

General approaches:

Depression is a well-known disorder in the UK and unlike schizophrenia students are more likely to have an educated view of what it entails. Students are likely to be familiar with features of bi-polar disorder and this can be capitalised as a 'hook' for learning which builds on their existing knowledge of the topic. Students are likely to have come across depression in the media and first-hand through family members.

It will be key for students to apply a more psychological and scientific lens when studying depression and to ensure they are able to explain the diagnostic criterion for clinical depression.

Common misconceptions or difficulties learners may have:

Students are likely to use the term depression too broadly and describe everyday emotional responses as depression. This can be addressed by focusing on accurate recall of the criterion in the ICD for diagnosis rather than behavioural descriptors for low mood more generally as well as revisiting the definitions of mental health and 'deviation from ideal mental health' and 'statistical infrequency' to show depression is more than just a bad mood.

Some students may also find it difficult to see depression as a mental illness in the same way that schizophrenia is due to the 'everyday' nature of the condition and the above misconception where students confuse depression itself with sad emotions.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

The use of debates in this section will develop students understanding of the nature of psychology as a science and can link to both the 13-mark question in paper 1 along with the debates as they are used across the specification. Activities included in this guide can be recycled when the debates are addressed later in the course.

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Thinking contextually

Thinking contextually: approaches to teaching the content:

The topic lends itself to online activities that allow the student to see what depression, as a mental health problem, is like for individuals in society and wider society itself. There is a plethora of resources in the media, some of which have been referenced in this guide and can be used to engage students in this topic.

The use of the ICD criterion also makes it very easy to utilise resources for a variety of activities to interleave content and change activities from starters to plenaries, homework or revision activities.



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Learner Resources – Activities

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Relevant chapter (i.e. Content, Thinking Conceptually, Thinking Contextually)	Associated learner resource
Clinical characteristics of depression as in the ICD			Activity to test students understanding of the criterion in the ICD for depression.			LR 15
Key statistics of clinical depression			Activity to develop awareness of the current statistics for clinical depression, including reference to: age, sex, ethnicity and recovery rates.	Answers to Learner resource 1D; 2C; 3B; 4B; 5B		LR 16
Evolutionary explanation of depression			To introduce students to evolutionary explanations and to understand how this may explain depression as functional.			LR 17
Social Rank Theory of clinical depression			Visual activity to support students' consolidation of Social Rank Theory in explaining depression.			LR 18
Criticisms of biological explanation of clinical depression.			To enable students to understand the reductionism/holism debate and apply it to the evaluation of biological explanations of depression.			LR 19
ABC Model of clinical depression			To introduce students to rational and irrational beliefs and how these are pertinent to the study of depression.			LR 20
Freewill/ determinism			To outline the strengths and weaknesses of psychological explanations with reference to the freewill/determinism debate.			LR 21
Research Study task			An activity to support students understanding of research methods and evaluation points.			LR 22

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Specification content (Sub Topic 4)

Sub Topic 4: Brain and neuropsychology

- **The use of anti-psychotics and anti-depressants to treat schizophrenia and clinical depression and how they improve mental health through changing the actions of the brain and interactions between neurons and synapses.**



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Thinking conceptually

General approaches:

In order to understand this sub-topic students need to grasp how the brain sends messages from neuron to neuron through synaptic transmission. Students will benefit from the use of diagrams and flowcharts to help them explain the processes that ultimately result in mental health problems.

Common misconceptions or difficulties learners may have:

Students are likely to find explaining the criterion for mental health problems and the biological processes manageable on their own but may be unfamiliar with how to link the two together to show the impact that biology has on behaviour. This can be addressed by emphasising the link in the teaching of content and use consolidation tasks to assess their ability to articulate the link in exam style questions.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

This sub-topic links nicely to the key concepts learnt in criminal psychology with a focus on the central nervous system and how it relates to cognitions and behaviour along with the developmental section and a focus on neural processes in relation to cognitive development.

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Thinking contextually

Thinking contextually: approaches to teaching the content:

A good strategy to employ with this sub-topic is to build up students' knowledge of the key terminology over time and this can be started with the earlier sub-topics within Psychological Problems. Students are likely to be familiar with the key terms involved with synaptic transmission from their GCSE Biology course and earlier topics such as criminal and developmental psychology however the proficiency of which they can recall this may vary.

Using quick quizzes, diagram labelling and key terms tests can help build their confidence in using more complex terms to do with neuropsychology. Once they have built up their vocabulary and understanding of definitions they can apply them more effectively.



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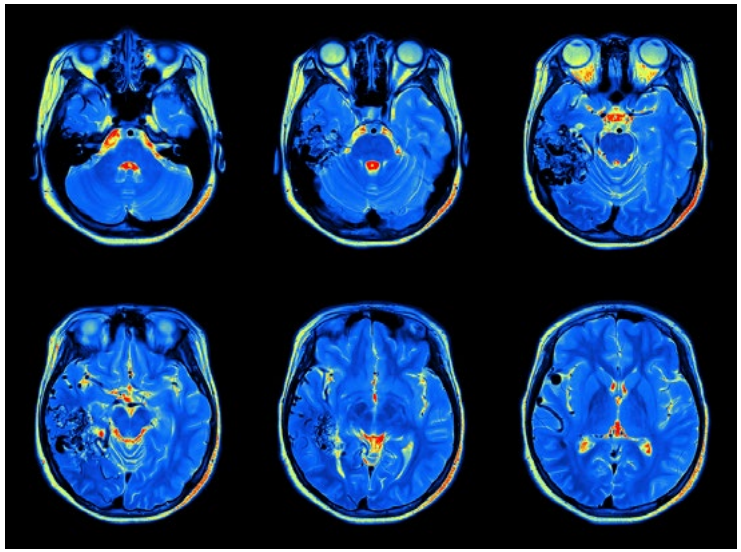
Learner Resources – Activities

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Relevant chapter (i.e. Content, Thinking Conceptually, Thinking Contextually)	Associated learner resource
Neurons and synapses			An activity to support knowledge and understanding of what neurons and synapses are using diagrams as visual aids that students annotate to explain the neural processes.			LR 23
RLA of neural transmission	YouTube	https://www.youtube.com/watch?v=pGEQILM7C7Y	A YouTube video to demonstrate to students the impact that drug treatments can have on the brain and behaviour in depressive patients.			
History of neuropsychology	YouTube – How does a PET scan work? YouTube – Picturing the brain YouTube - How does a CT scan work?	https://www.youtube.com/watch?v=GHLBcCv4rqk https://www.youtube.com/watch?v=qkYEfWazIfc https://www.youtube.com/watch?v=l9swbAtRRbg	Students complete the table to find out about the development of brain imaging methods and their relative strengths and weaknesses.			LR 24
How anti-psychotics and anti-depressants work	Mind – How antipsychotics work. YouTube – Mind - Antipsychotics	http://www.mind.org.uk/information-support/drugs-and-treatments/antipsychotics/#.WNeiesszVYc https://www.youtube.com/watch?v=epumVYkF2Kg	Students complete wider reading on anti-psychotics to develop their understanding of how they work, time frames and possible side effects.			
PALs for how biological treatments improve mental health			Students use the diagrams to explain how the patients in the scenarios may be behaving and how drug treatment changes their behaviour			LR 25

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Sub Topic 5: Application

- The use of psychotherapy for treating schizophrenia and clinical depression and how it improves mental health.
- The development of neuropsychology for studying schizophrenia and clinical depression, including neuropsychological tests and brain imaging techniques



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Thinking conceptually

General approaches:

This topic has clear links to the rest of Psychological Problems as it addresses the biological mechanisms that lead to depression and schizophrenia along with the imaging techniques used to see the activity in the nervous system that contributes to this. Students may find the 'bigger picture' harder to grasp so it will be useful to build up from the individual synaptic transmission, to neural connections and the brain as a control centre that affects chemical messengers that lead to behaviour seen in depression and schizophrenia.

Common misconceptions or difficulties learners may have:

Students are likely to be unaware of the effectiveness of drug treatment and the necessity for individuals to adhere to medication regularly in order for it to work effectively, this can be addressed when discussing the evaluation issues for treatments of the conditions to highlight to students the practical issues of getting an individual to take medication to allow the drug to work over time.

Further to this, students may not be aware of the limitations of brain scans and what they actually measure so there is an opportunity to explain the power and limitations the different brain imaging techniques have.

In terms of psychotherapy, students are likely to have a simplistic view of how therapy works, there is opportunity to explore the different types of psychotherapy available and compare these objectively to question how scientific psychology is.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

This topic supports the increased focus on neuropsychology in the specification and can build up students understanding of the brain, research into the brain over the last 100 years and the scientific developments that have occurred in that time to study mental health problems.

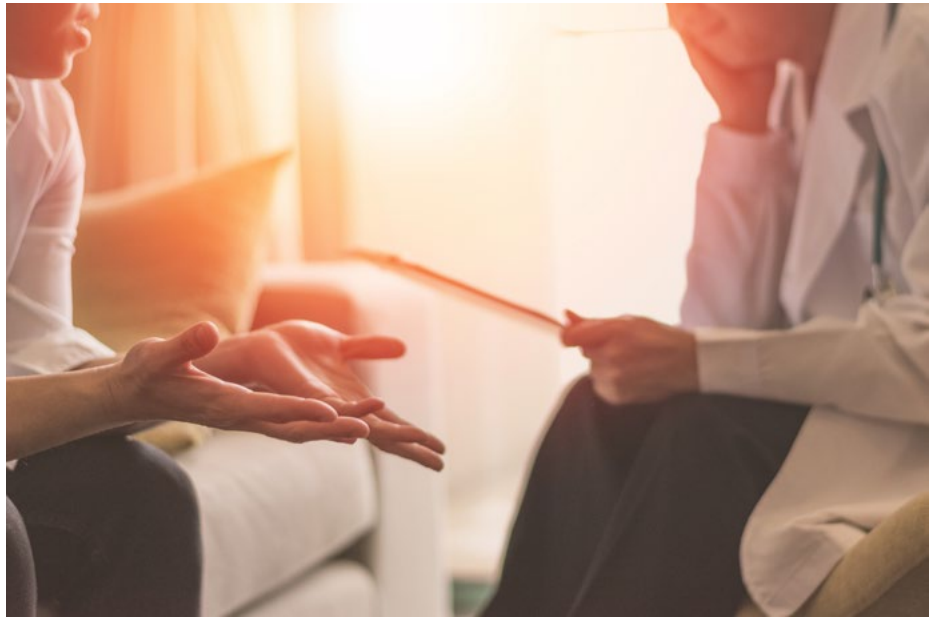
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Thinking contextually

Thinking contextually: approaches to teaching the content:

Students can develop their understanding of therapies and treatments by learning the key details and consolidating these using media resources and diagram based worksheets.

When teaching about applications it is key to help students understand the treatments are not immediate but work over time, with professionals using monitoring to support individuals. There are exciting opportunities to build links with local universities and professionals to develop students understanding through extra-curricular trips and use of university outreach resources to bring neuropsychology to life.



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Learner Resources – Activities

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Relevant chapter (i.e. Content, Thinking Conceptually, Thinking Contextually)	Associated learner resource
What is psychotherapy?	NHS – What is psychotherapy? Mind – Talking treatments	http://www.nhs.uk/conditions/Psychotherapy/Pages/Introduction.aspx http://mind.org.uk/information-support/drugs-and-treatments/talking-treatments/?gclid=COb5lZ2H9NICFaky0wodp5AE-A#.WNekpMszVYc	Flipped learning task to show students what psychotherapy is and break down misconceptions. Students use links to complete pre-reading on psychotherapy.			
How psychotherapy treats schizophrenia			Students should understand how psychotherapy tackles specific symptoms and the impact this has on mental health using the key statements for the two treatments.			LR 26
How psychotherapy treats depression			Students use the worksheet to suggest how an individual with depression would work through CBT and the change in cognitive processing that this results in.			LR 27

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