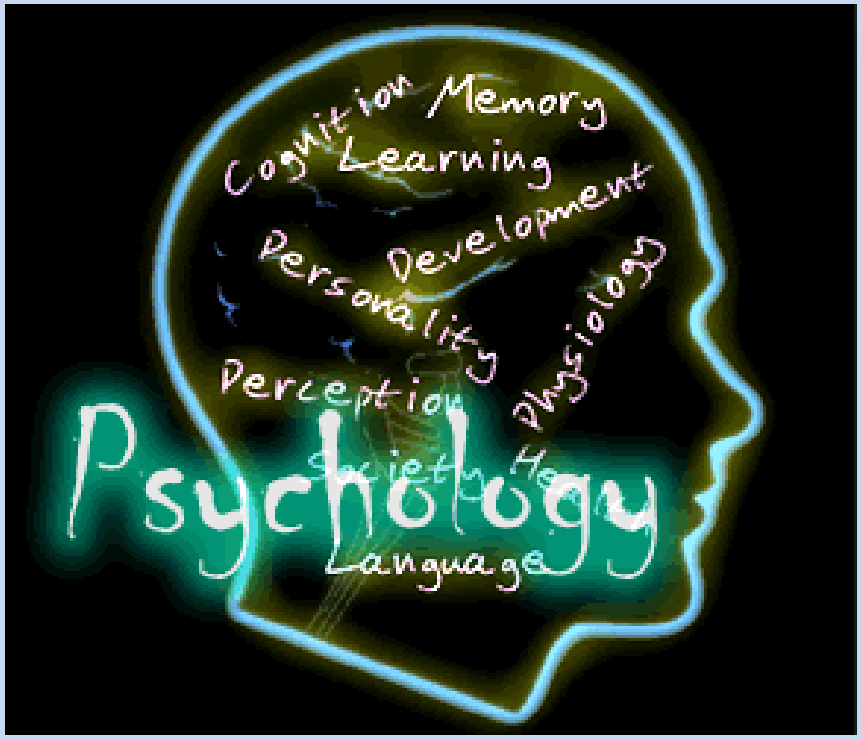
BTEC Level 3 National Extended Certificate in Applied Psychology



Equivalent in size to <u>one</u> A level

WHAT DOES THE COURSE INVOLVE?

4 units:

- **3 mandatory: units 1, 2 and 3**
- **1 optional units which is internally set and externally verified.**

MANDATORY UNITS: Content & Assessment

1 Psychological Approaches and Applications

Learners will develop knowledge, understanding and skills in the scientific process and in psychological research methodology through their own psychological research project.

1.5 hours written exam

TODAY!

2 Conducting Psychological Research

Learners develop knowledge, understanding and skills in the scientific process and in psychological research methodology through their own psychological research project.

Externally assessed

3 Health Psychology

Learners explore psychological approaches, theories and studies related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to their specific contexts.

2 hours written exam

OPTIONAL UNITS: Content & Assessment

All optional units are assessed by externally set assignments with a range of evidence externally verified by Pearson.

4 Criminal and Forensic Psychology

Learners explore the different theories used to explain criminal behaviour and the application of criminal and forensic psychology in the criminal justice system.

5 Promoting Children's Psychological Development

Learners study theories of childhood, factors affecting the healthy development of children and the role of professionals in promoting psychological health.

6 Introduction to Psychopathology

Learners develop knowledge of psychopathology, types and characteristics of mental disorders and approaches to treatment, and the role of professionals in supporting and promoting mental health.

7 Applied Sport Psychology

Learners explore key theories in sport psychology, their application to sporting environments and the interventions that can be implemented to influence sporting performance positively.

CAREERS

Manager

Coach

Psychiatrist

Clinical psychologist

Teacher

Criminologist

Social Worker

Forensic psychologist

Police Officer

Child psychologist

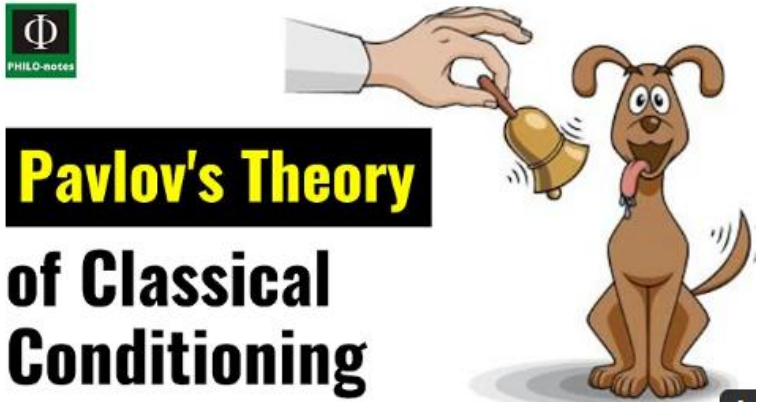
Youth Worker

Psychotherapist

Sport psychologist

…and many more!

What is psychology?



Cognitive:
Information processing

TODAY!

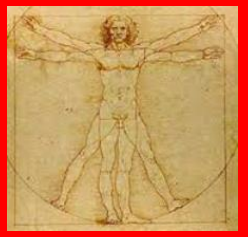
Social:
Context & influence

1 Psychological Approaches and Applications

Each psychological approach has its own belief of what causes human behaviour.

Learning:
Stimuli & observations

Biological:
CNS/genes & evolution



TASK: Watch the video.

https://www.youtube.com/watch?v=S_QGjgqUuXU

Independently, answer the questions on the sheet.

Cognitive Approach

The Computer Analogy - Our brains work like a computer. We take in information from our environment, process it and the outcome is our behaviour.

Input → Process/Storage → Output

Language

Attention

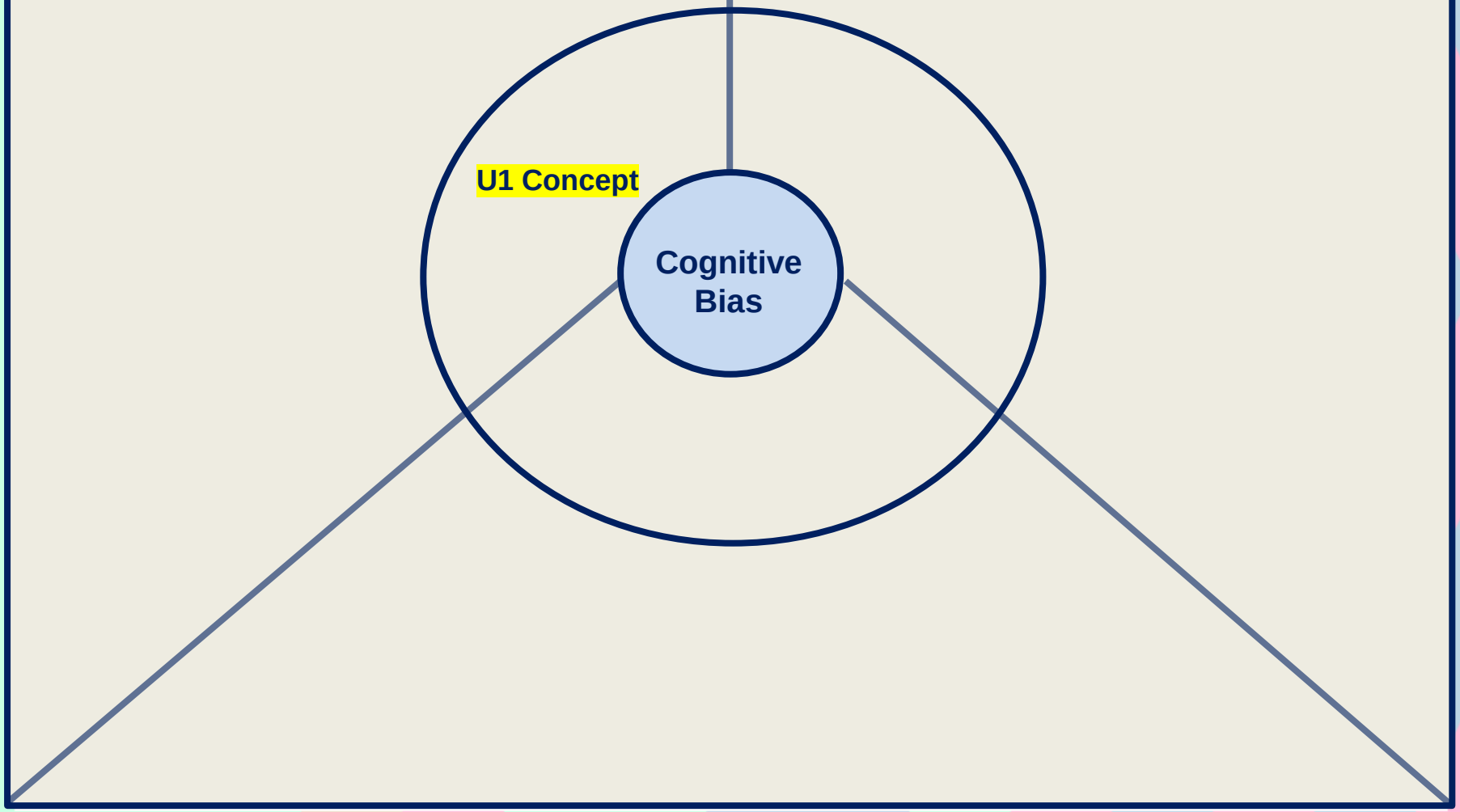
Perception

Memory

Thought

Senses → Thinking/Remember → Behaviour

TASK: Circle Maps: Create a circle map for Cognitive Bias



Concept: What is cognitive bias?

Systematic errors in how we process information from the environment. This affects what we pay attention to, what we remember and how we make decisions.

+ Short cuts - Simplifies social interactions to make decisions quickly.

- Risky - Can undermine our ability to make rational choices and logical decisions

<u>Social Media Filter Bubble</u>

Algorithms detect your preferences and tailor your newsfeed with similar or matching news.

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U1 Concept

U1 Application: Real World

Cognitive Bias

U2: Study

U2 Research Methods - Experiment

Loftus and Palmer (1974) Reconstruction of automobile destruction

Elizabeth Loftus has spent many years studying how memory can be distorted and changed as a result of misinformation. She has applied her expertise to many court cases, helping judges and juries understand issues with witness memory. One of her best-known studies is a test of the effect of misinformation in the form of leading questions.

Aim: To test whether the way a question is worded will affect recall of the circumstances of a car crash.

Procedure: This was a laboratory experiment where 45 student participants were divided into five groups (**conditions**). Each student watched short films of several car crashes. They were then asked to recall what they had seen and were given a **questionnaire** with a critical question: 'how fast were the cars going when they ... each other?'. Each group was given a different verb describing the crash: contacted; hit; bumped; collided or smashed. So, in one of the five conditions the critical question was 'how fast were the cars going when they hit each other?'. The participants had to report their estimate of the speed in miles per hour and their answers were compared across the various conditions.

Findings: Table showing mean estimates of speeds of cars in each condition.

Verb	Speed (MPH)
Smashed	40.8
Collided	39.3
Hit	38.1
Bumped	34
Contacted	31.8

Conclusions: As the intensity of the verb increased, so too did the measure of speed. This may be because the verb activated a schema which affected the recall of the car's speed. For example, 'smash' indicates high speed so the participant remembered the car as travelling faster.

TASK: Read the study and highlight the following key information:

- What type of experiment was it?
- Who took part?
- What was the critical question?
- What were the result?

Did our results **support** the study's findings?

▸ Evaluation of the study

Strengths	Limitations
Employed a lot of **controls** to ensure that the data was reliable. For example, exactly the same film clip was shown in all the conditions suggesting that any change in recall was due to the wording of the question and not changes in the actual crash.	May lack population validity as all the participants were students of a similar age. It may be that students of this age are more likely to pick up cues in the question because they are unlikely to have lots of experience of judging speed.
Has very useful **application** as it shows that the way questions are asked can distort the recall of an event. Police must be careful about using leading questions because they might cause the witness to recall events inaccurately perhaps leading to miscarriages of justice where the wrong person is convicted of a crime.	Might lack ecological validity as it asked the participants to judge the speed of cars on a video clip. This is different from the real world as they are in a controlled situation. In the real world there would be more noise and panic and so their recall might be more accurate in that situation where they were more emotionally aroused.

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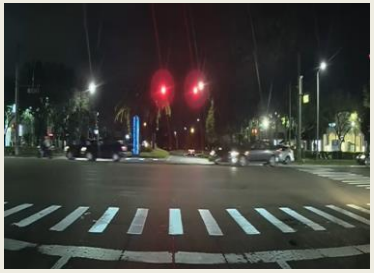
U1 Application: Real World

U1 Concept: Cognitive Bias

Cognitive Bias

U2: Study



Lab experiment, 45 participants, verbs…….

+ High control & RW application
-All P's same age & Lab and video not natural situation and behaviour

Verb	Speed (MPH)
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U1 & U2 – Real World Application

Where could this knowledge impact the real world?

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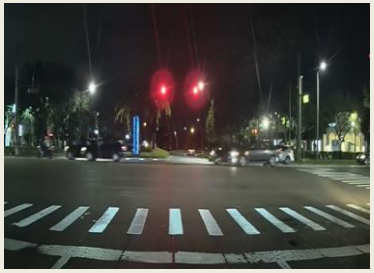
U1 Concept: Cognitive Bias

U1 Application: Real World

Cognitive Bias

U2: Study



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Psychology theories are often tested with the use of research.

BTEC NATIONAL EXTENDED CERTIFICATE IN APPLIED PSYCHOLOGY

UNIT 1 PSYCHOLOGICAL APPROACHES AND APPLICATIONS

SUMMER WORK

NAME:

This work is for Unit 1 Psychological Approaches and Applications, where we explore four key approaches in psychology – cognitive, learning, social and biological – and apply these approaches to issues relevant to contemporary society.

Below are a number of key studies linked to concepts within each of the different approaches.

Watch the YouTube video by clicking on the links and complete the PMI tables. This is where you will write the following information about the study;

- Plus – anything that you found good or positive
- Minus – anything that you thought was negative or you had an issue with, such as you did not agree with it
- Interesting – anything that you found interesting and may not have considered before.

TASK

When completing a PMI table, there are no right or wrong answers. They are your thoughts and ideas and are perfectly acceptable if you can justify them.

Underneath each is a 'simplepsychology' link for additional reading of how the study was carried out and its findings. This will be useful for when we study **Unit 2 Conducting Psychological Research.**

This work will need to be emailed to Mrs Tosh at p.tosh@tsatrust.org.uk

TASK: Cognitive Bias

COGNITIVE APPROACH: This approach believes human behaviour is the result of how our minds process information from the world around us e.g., perception, memory etc.

Loftus and Palmer (2009) Reconstruction of automobile destruction - This was a study carried out to test whether the way a question is worded would affect recall of the circumstances of a car crash. The hypothesise was that the language used in eye witness testimony could alter memory.

Watch the Youtube video and complete a PMI sheet

https://www.youtube.com/watch?v=-hha1bAtV5c

PLUS	*MINUS*	*INTERESTING*
Anything good or positive	Anything negative issues or disagree with	Anything interest-ing or new

https://www.simplypsychology.org/loftus-palmer.html

SOCIAL APPROACH: This approach assumes human behaviour is influenced by the people around us, our culture and society we live in.

Asch (1951) Effect of group pressure on the modification and distortion of judgement - This study investigated the extent to which social pressure from a majority group could affect a person to conform.

Watch the Youtube video and complete a PMI sheet

https://www.youtube.com/watch?v=NyDDyT1IDhA

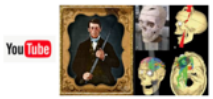
PLUS	MINUS	INTERESTING

https://www.simplypsychology.org/asch-conformity.html

SUMMER HOMEWORK

BIOLOGICAL APPROACH: This approach believes human behaviour is influenced by biology (e.g., genetics, neuroanatomy, neurochemistry etc) and evolution.

Harlow (1868) Phineas Gage - This case study investigated the effect of traumatic brain injury to the brains left frontal lobe.



Watch the Youtube video and complete a PMI sheet

https://www.youtube.com/watch?v=yXbAMHzYGJ0

PLUS	MINUS	INTERESTING

https://www.simplypsychology.org/phineas-gage