

PSYB2- Individual differences

Topic 1: Clinical characteristics of phobia and OCD

Specification ref:	3.2.5 Anxiety disorders	Time allocation	2 hours	
Specification content:	Phobias: definition and symptoms. Agoraphobia, social phobias and specific phobias. Obsessive-compulsive disorder: definition and symptoms. The distinction between obsession and compulsion.			
Assessment objectives	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
Learning outcomes				
All students will be able to:	Define phobia and OCD. Identify subtypes of phobia.	Distinguish between phobia and OCD. Distinguish between subtypes of phobia. Distinguish between obsessions and compulsions.	Identify symptomatic behaviours from a video using an observation schedule.	All A03 material relates to research methods section of PSYB1.
Most students will be able to:	Describe the main symptoms of phobias (including subtypes) and OCD. Outline the prevalence and onset pattern of phobias and OCD.	Analyse descriptions of atypical behaviour in order to make tentative diagnostic statements.	Explain the implications for a person of diagnosing them with a psychological disorder. Assess the problems of using self-reports in diagnosis.	
Some students will be able to (G&T):	Explain the secondary effects that phobia and OCD might have on a patient’s ability to lead a normal life.	Suggest additional symptoms or behaviours that could confirm or challenge diagnosis.	Consider the problems of psychological diagnosis (e.g. by comparison with biomedical diagnosis).	Learning skills
Resources/activities	NB: students must be given a half-term homework that will familiarize them with the basic assumptions of the biological, behaviourist, cognitive and psychodynamic approaches.			

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Topic 2: Biological explanations and treatments for phobia and OCD

Specification ref:	3.2.5 Anxiety disorders	Time allocation	2 hours	
Specification content:	Explanations of phobias and obsessive-compulsive disorder, including biological [...]. Treatments, including [...] drug therapy. Evaluation of these treatments.			
Assessment objectives	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
Learning outcomes				
All students will be able to:	State the main assumptions of the biological approach to abnormal behaviour (importance of nervous system; genetic influences; chemical influences). Outline one or more biological explanations of phobia/OCD. Describe two drugs used to treat anxiety disorders.	Distinguish between the actions/effects of two anxiolytic drugs.	Outline some ways of gathering biological evidence to investigate abnormal behaviour.	The biological approach is covered in PSYB1. All A03 material relates to research methods section of PSYB1.
Most students will be able to:	Describe one or more research studies of biological causes of phobia/OCD and one or more research studies of biological treatments of phobia/OCD.	Interpret evidence from studies in terms of what it tells us about biological contributions to anxiety disorder. Assess the biological view of anxiety disorders in terms of support from evidence, strengths and weaknesses.	Predict what evidence should indicate if the biological model is correct. Assess strengths and weaknesses of research methods used by the biomedical model. Identify ethical issues raised by drug treatments.	
Some students will be able to (G&T):	Explain the links between the biological model of abnormality and biomedical treatments for it.	Evaluate biological explanations and treatments for phobias and OCD.	Consider ethical issues of drug treatments in terms of a cost-benefit analysis.	
Resources/activities				

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Topic 3: Behavioural explanations and treatments for phobia and OCD

Specification ref:	3.2.5 Anxiety disorders	Time allocation	2 hours	
Specification content:	Explanations of phobias and obsessive-compulsive disorder, including [...] behavioural [...]. Treatments, including systematic desensitization, flooding [...]. Evaluation of these treatments.			
Assessment objectives Learning outcomes	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
All students will be able to:	State the main assumptions of the behavioural approach to abnormal behaviour (importance of environment; role of conditioning). Outline one or more behavioural explanations of phobia & OCD. Describe desensitization & flooding in the treatment of anxiety disorders.	Distinguish between flooding and systematic desensitization.	Outline the use of clinical case studies in the investigation of abnormal behaviour.	The behaviourist approach is covered in PSYB1. All A03 material relates to research methods section of PSYB1.
Most students will be able to:	Describe one or more research studies of behavioural causes of phobia/ and one or more research studies of biological treatments of phobia/OCD. Outline the link between behavioural processes and specific symptoms of phobia/OCD.	Interpret evidence from studies in terms of what it tells us about behavioral explanations of anxiety disorder. Assess the behavioural view of anxiety disorders in terms of support from evidence, strengths and weaknesses.	Suggest how the effectiveness of behavioural treatments could be measured. Assess strengths and weaknesses of research methods used by the behavioural approach. Identify ethical issues raised by behavioural treatments.	
Some students will be able to (G&T):	Explain the links between the behavioural model of abnormality and behavioural treatments for it.	Evaluate behavioural explanations and treatments for phobias and OCD.	Consider ethical issues of behavioural treatments in terms of a cost-benefit analysis.	Learning skills
Resources/activities				

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Topic 4: Cognitive explanations and treatments for phobia and OCD

Specification ref:	3.2.5 Anxiety disorders	Time allocation	2 hours	
Specification content:	Explanations of phobias and obsessive-compulsive disorders, including [...] cognitive [...]. Treatments, including [...] cognitive therapy [...]. Evaluation of these treatments.			
Assessment objectives Learning outcomes	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
All students will be able to:	State the main assumptions of the cognitive approach to abnormal behaviour (role of mediating cognitive processes; constructivist outlook). Outline one or more cognitive explanations of phobia & OCD Describe cognitive therapy/CBT in the treatment of anxiety disorders.	Distinguish between the cognitive and behavioural aspects of CBT.	Outline some ways of investigating cognitions in anxiety patients.	The cognitive approach has been covered in the PSYB2 memory topic and is also covered on PSYB1. All A03 material relates to research methods section of PSYB1.
Most students will be able to:	Describe one or more research studies of cognitive influences on phobia/OCD and one or more research studies of cognitive treatments of phobia/OCD. Outline the link between cognitive processes and specific symptoms of phobia/OCD.	Interpret evidence from studies in terms of what it tells us about cognitive contributions to anxiety disorders. Assess the cognitive view of anxiety disorders in terms of support from evidence, strengths and weaknesses.	Analyse how quasi-experimental methods could be used to compare anxiety patients with controls. Assess strengths and weaknesses of research methods used by the cognitive approach.	
Some students will be able to (G&T):	Explain the links between the cognitive model of abnormality and cognitive treatments for it.	Evaluate cognitive explanations and treatments for phobias and OCD.	Consider ethical issues of drug treatments in terms of a cost-benefit analysis.	
Resources/activities				

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Topic 5: Psychodynamic explanations and treatments for phobia and OCD

Specification ref:	3.2.5 Anxiety disorders	Time allocation	2 hours	
Specification content:	Explanations of phobias and obsessive compulsive disorders, including [...] psychodynamic. Treatments, including [...] psychodynamic therapy. Evaluation of these treatments.			
Assessment objectives	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
Learning outcomes				
All students will be able to:	State the main assumptions of the psychodynamic approach to abnormal behaviour (importance of unconscious, importance of childhood, symptoms as attempts to deal with intrapsychic conflict). Outline one or more psychodynamic explanations of phobia & OCD Describe psychoanalysis in the treatment of anxiety disorders.	Analyse case descriptions to identify symbolic features.	Outline the use of projective techniques as a way on investigating mental processes. Define interpretation bias.	Repression has been covered in the PSYB2 memory topic. The psychodynamic approach is covered in PSYB1. All A03 material relates to research methods section of PSYB1.
Most students will be able to:	Describe one or more research studies of psychodynamic causes of phobia/OCD and one or more research studies of psychodynamic treatments of phobia/OCD. Outline the link between unconscious processes and specific symptoms of phobia/OCD.	Interpret evidence from studies in terms of what it tells us about psychodynamic theories of anxiety disorders. Assess the psychodynamic view of anxiety disorders in terms of support from evidence, strengths and weaknesses.	Assess psychodynamic research methods in terms of their potential for bias. Suggest ways of reducing bias where evidence requires interpretation.	Learning skills
Some students will be able to (G&T):	Explain the links between the psychodynamic model of abnormality and psychodynamic treatments for it.	Evaluate psychodynamic explanations and treatments for phobias and OCD.	Consider the implications of socio-historical context for psychological theories and evidence.	
Resources/activities				