Option 2 (Schizophrenia or Eating behaviour or Stress)

Stress 4.3.7

Teach after Approaches 4.2.1 Biopsychology, 4.2.2 Research methods 4.2.3, Issues and debates 3.3.1

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<td>Week 15</td>
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<tr>
<td>Stress as a transaction between person and the external world (Lazarus &amp; Folkman 1984).</td>
<td>Terminology and concept development</td>
<td>Develop understanding of the physiology of stress and the role of stress in illness.</td>
<td>A1 Starter activity. Set class potentially stressful task. Give enough time for stress response to be felt. Class to note down all their physiological responses and rate the intensity or degree of stress felt, their thoughts and expectations about how successful they would be, the consequences of failure, eg what if … their perception of the gap between demands of the task and their perceived resources. Discuss the experience and their reactions. Introduce Lazarus transactional model to provide a context for the option.</td>
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<tr>
<td>The physiology of stress:</td>
<td>Using ICT to investigate physiological explanations</td>
<td>Students should be able to:</td>
<td>A2 Teacher led review of GAS, SAM, HPA. Students to work in pairs and develop a set terminology and process test flash cards – terms on one side, definition on the other. These can then be used to build HPA, SAM, GAS. Alternatively students develop an IT or paper based game to consolidate learning of physiological responses. Pairs swap tests/games.</td>
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<tr>
<td>• Sympathomedullary pathway (SAM)</td>
<td>Explanation of complex biological processes</td>
<td>• Explain strengths and weakness of GAS</td>
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<td>• The hypothalamic pituitary-adrenal system (HPA)</td>
<td>Application to scenarios</td>
<td>• Explain the role of ACTH and corticosteroids in persistent stress</td>
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<td>• The role of ACTH and corticosteroids, adrenaline and nor adrenaline, in the stress response.</td>
<td>Selection of material to respond to specific questions</td>
<td>• Explain the role of adrenalin and nor adrenaline, in the acute stress response</td>
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<td>The role of stress in illness.</td>
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<td>• Explain the role of stress in immunosuppression - Natural immunity. The role of NK cells</td>
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<td>• Stress response and immunosuppression</td>
<td>Independent research skills</td>
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<td>• The role of stress in cardiovascular disorder (eg coronary heart disease and hypertension/stroke)</td>
<td>Analytic skills</td>
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<td>Transformation skills creating IT or paper based learning game</td>
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Useful site with a good range of resources for stress including tests /measures
Psychlotron: Biological psychology - Stress

A2 Animated stress response HPA and SAM
YouTube: Stress Response in Animation

A3 NCBI Resources Segerstrom & Miller
Specific immunity and the role of Lymphocytes (T cells and B cells)

- Describe and evaluate research into stress and immune system
- Use a range of criteria and knowledge of methodology, issues and debates to evaluate research evidence

Segerstrom & Miller, upregulation and acute time limited stressors and down regulation of immune function in response to chronic stress.

Students take turns to report on method and findings. Record full list on white board. Class discussion of the strengths and limitations of the research. Post on VLE.

A4 Provide students with a series of exam questions, multi choice application, short answer and extended writing titles. Students have to identify the material from the A3 VLE they would select to use for each title. Homework - students have to answer selected questions. Teacher identifies the questions for each student to focus on the skills they need to develop.

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<tr>
<td>Measuring stress:</td>
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| - Physiological measures of stress.  
  Skin conductance response (Galvanic skin response) plus one other measure, eg heart rate (EEG), blood pressure, blood, urine and saliva samples (measuring levels of stress hormones & chemicals, eg | Use ICT based scales to assess personality types  
Analysis and evaluation of measures of stress  
Understanding the limitations of correlational research  
Mathematical skills – | Develop understanding of how stress is measured.  
Students should be able to:  
- Describe physiological measures of stress  
- Evaluate physiological measures in terms of their reliability and validity | A1 Flipped classroom Students to view video “Stress - portrait of a Killer”. Sapolsky (56 minutes). Identify 5 or 6 things/issues that are discussed/have a significant effect on stress levels that students need to focus on/make a note of, eg genes and evolution, workplace stress, modern life, hassles and life events, interaction of physiology and social factors, social isolation, value of animal research. Divide class into groups. Each group to take responsibility | A1 Sapolsky discusses physiological effects of stress. ‘We’ve evolved to be smart enough to make ourselves sick’  
Robert Sapolsky discusses physiological effects of stress  
A1 Stress, Portrait of a Killer  
YouTube: Stress, Portrait of a Killer |
cortisol).

- Self-report scales. Social readjustment rating scale and the Hassles and uplifts scale.

Relative merits of physiological and self-report measures.

Sources of stress:

- Life changes as a source of stress
- Daily hassles as a source of stress. Accumulation and Amplification effects.
- Workplace stress, workload and control

- Interpretation of correlation coefficients
- Comparing contradictory findings of research
- Using knowledge to make informed decisions
- Weighing evidence
- Developing lines of argument
- Exchange idea /having a view – ownership of knowledge

- Describe the structure, construction and scoring of the Social readjustment rating scale (Holmes & Raha) and the Hassles and uplifts scale (Delongis et al 1982)
- Evaluate SRRS and Hassles and uplifts self-report measures of stress in terms of their reliability and validity, eg Sher 2004 in cortisol levels
- Develop understanding of sources of stress.

Students should be able to:

- Distinguish between life changes and daily hassles as sources of stress
- Describe and evaluate research into life changes as sources of stress
- Describe and evaluate research into daily hassles as sources of stress, eg Delongis’s 1988, Bouteyre 2007, Gervais 2005, including alternative interpretation of hassles effect, Flett et al 1995
- Describe and evaluate research into workload and control, eg Marmot 1997, Johansson 1978
- Explain the relationship between control and stress and between

for summarising for the class key points made in relation to the issue allocated to their group.

Class discussion of implications of research into stress for everyday life, policy, practices and the economy.

A2 Introduce the Holmes and Rahe scale and how it was developed. Students to do and score Social readjustment rating scale original and young person’s version.

Class discussion of strengths and limitations of the scale based on their experience and on research evaluations of reliability and validity of scale, eg Brown 1974 - people who are unwell report more events to explain/justify ill health, consideration of evidence that not all life changes cause stress, eg Michael & Ben-Zur 2007. not all life events correlate with ill health, Martin 1989.

Distinction between controllable/predictable and uncontrollable change.

Introduce Sarason et al 1978 - Life experiences survey (LES) assessing events rated as + or -

Repeat with Hassles and Uplifts scale.

A3 Students to repeat either SRRS or Hassles scale and use the data to assess the test, retest reliability of the scale.

Students to select test and calculate r value.

Extension activity - compare scores on scale with an alternative measure of stress to assess the validity of the scales.

A4 Activity on controllable stress.
workload and control in the workplace, e.g. Karasek (1979), high demand low control model

- Use a range of criteria and knowledge of methodology, issues and debates to evaluate research evidence.

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<tr>
<td>Characteristics of Type A, Type B, Type C behaviour and implications for stress related illness.</td>
<td>Compare contradictory findings of research</td>
<td>Students should be able to:</td>
<td>Students to analyse and comment on strengths and limitations of method, issues relating to operationalising variables sampling, depending on the version you provide students to depict data, e.g. graphs, bar charts, and provide summary of what the study shows.</td>
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<td>Characteristics of hardiness personality type. Commitment, challenge and control.</td>
<td>Using knowledge to make informed decisions</td>
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<td>Provide a series of exam style questions. Students to select the material that would be relevant to each.</td>
<td>A2 Secure Key Materials</td>
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<tr>
<td>Hardiness and links to stress.</td>
<td>Selecting and shaping material to respond to specific questions</td>
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<td>Weighing evidence</td>
<td>Developing lines of argument</td>
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<td>Week 18</td>
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<td>Managing and coping with stress.</td>
<td>Using ICT to investigate theory and research Evaluation skills</td>
<td>Develop understanding of the drug therapies and SIT as applied to stress management. Students should be able to:</td>
<td>A1 Flipped classroom. Students to research the effectiveness of BZ and beta blockers, bio-feedback and SIT, commenting on mode of action/target of therapy (eg appraisal, control, skills), outcomes of research and comparison of outcomes. Bring to session details of what they have found out.</td>
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<td>The use of drug therapy to manage and cope with stress.</td>
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<td>In the session provide a list of evaluative criteria, eg risks, positive and negative side effects, motivation of client, duration of therapy, whether they tackle the symptom or the cause, duration of improvement, biases, cost effectiveness, links to approaches and debates.</td>
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<td>Mode of action of benzodiazepines. Effect on GABA and serotonin. Kahn et al (1986), BZ s and stress related anxiety.</td>
<td>Weighing up evidence and ethical considerations Using criteria to judge effectiveness and appropriateness in relation to stress management</td>
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<td>For each therapy, students work through the criteria and select material from their preparation to address as many criteria as possible, thereby constructing an evaluation.</td>
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<td>Mode of action of beta-blockers in the management of stress blocking the influence of adrenalin The use of bio-feedback to manage and cope with stress.</td>
<td>Critical thinking: • developing lines of argument</td>
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The stages in bio-feedback as applied to stress, eg Scharff et al (2002), Leher (1994) no better than relaxation.


- drawing conclusions
- limitations and implications of BZ and beta blockers, biofeedback and SIT including ethical issues associated with drug therapy
- Outline and evaluate research into the drug therapies - Biofeedback and SIT
- Use a range of criteria to evaluate the effectiveness and appropriateness of drug therapies - Bio-feedback and SIT

A2 Class activity - Real life application of stress management. Read abstract for Jaremko (1980 & 2006) SIT and public speaking. Students work as a group to explain how SIT would be used to address stress associated with public speaking. Student to reflect on own response to public speaking.


A2 New scientist 1989

Orchestral manouvers cause discord among performers

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**Specification Content**

**Week 19**

The role of social support in coping with stress.

The role of instrumental, emotional and esteem social support.

The role of social support in coping with stress - stress buffering mechanisms, the benefits of perceived and actual social support.

**Subject-specific skill development**

- Terminology and concept development
  - Using ICT to investigate theory and research
  - Applying knowledge and understanding to real life
  - Application of understanding of issues in psychology to

**Learning outcomes**

Students should be able to:
- Distinguish between: moderator variables, mediator variables and buffering/protective variables, Bartlett 1998.
- Focus on social support as a buffering mechanism. Students to reflect on their social support networks and discussion of the way social support functions and the distinction between perceived and actual support. Distill from these different types of support - instrumental, emotional, esteem.
- Explain stress buffering

**Suggested learning activities (including reference to differentiation and extension activities)**

A1 Teacher led explanation of moderator variable /antecedents, mediator variables, eg appraisal Lazarus & Folkman and buffering/protective variables, Bartlett 1998.

A2 Gender differences in coping with stress Students to explore

**Resources**

A1 Resource covering Perceived V actual social support.

Received v offered social support.

Cohen, Gottlieb, & Underwood, 2000; Perceived Behavioral Control: Definition and Relation to Stress
Gender differences in coping with stress.

Patterns of gender difference. In relation to social support and use of emotion-focused coping and problem-focused coping mechanisms.

Gender differences in social interaction after stressful day at work Repetti (1989).


judge validity of research
Problem solving/using understanding of theory and research findings
Selection and shaping of information to respond to specific questions.
Reflecting on their own reasoning and that of others

mechanisms and the benefits of perceived and actual social support
• Describe the role of instrumental, emotional and esteem social support
• Evaluation of the role of social support in coping
• Outline gender differences and explanations for gender differences in coping with stress
• Describe and evaluate research into patterns of gender difference

Class discussion on gender bias in research alpha/beta, and relevance of other issues and debates
Extend discussion to consider cultural variations, Daikof & Taylor 1990.

A3 Students to watch a film that focuses on stress, eg Black Swan, and analyse it in relation to various aspects of the stress module, eg Lazarus transactional model, Physiology of stress, GAS, HPA, SAM, moderator variables, mediator variables and buffering variables control, personality types, coping strategies, types of social support, social isolation.

Group analysis competition. Students work in groups competing to provide most detailed and accurate psychological analysis of the causes, effects and management of stress depicted in the film.
Groups to each develop a poster presentation to the class.
Winner gets a prize!

A4 Whole class activity to develop a mind map depicting the stress option. Once the mind map is complete load a version of it onto VLE. Students then work in pairs. Each pair is provided with a range of typical examination questions. They then have to select the material from the VLE that would be relevant to answering the question. You can vary the task by asking them to say why the material is relevant and why the rejected material is not relevant and vary the demands by providing questions that are more complex or more subtly different. Each pair feeds back on a different question. Other pairs

A1 Instrumental vs emotional support
Social Support and Stress: Emotional vs Instrumental Support

A2 Gender differences in stress
Commentary on Taylor A new stress paradigm for women

A2 Biological differences
HPA Wang 2007
Brain Imaging Shows How Men And Women Cope Differently Under Stress
Psychcentral: Response to Stress Is Gender Specific

A2 Risk and stress
Lighthall 2011
When stressed, men charge ahead, women more careful

A3 The Dark World Of Stress
Psychological Impact of
can amend, challenge appropriateness or add information. Class discussion of the selection made and material rejected.

Set timed 30 minute exam style questions test for option on stress.

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<td>Week 20</td>
<td>Investigation design</td>
<td>Develop understanding of the research methods and data analysis. Students should be able to:</td>
<td><strong>A1</strong> Students to carry out practical to investigate some aspect of stress. Possible investigations:</td>
<td>A1 BPS Ethical guidelines for teachers and students of psychology</td>
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<td>Questioning skills</td>
<td>• Develop or select appropriate materials</td>
<td>• Assess the reliability of measures of stress. Students could be asked to repeat the SRRS or Hassles and uplifts scale and correlate scores.</td>
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<td>Data collection and recording</td>
<td>• Select an appropriate sample</td>
<td>• Accuracy of retrospective self-reports of hassles has been questioned. Assess the validity of measures of stress. Students to use a diary to record hassles over a week or so and compare the diary analysis/rating of hassles with retrospective self-report using Hassles and uplifts scale.</td>
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<td>Math skills</td>
<td>• Devise standardised instructions and a debrief</td>
<td>• The relationship between scores on SRRS or Hassles &amp; uplifts and ill health/student absence records.</td>
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<td>Drawing conclusions from qualitative and quantitative data</td>
<td>• Analyse qualitative and quantitative data</td>
<td>• Investigate students’ preferred type of support for different types of stressful situation. Create a series of scenarios depicting stressful occurrences/hassles appropriate to sixth form students. Devise a brief outline of different types of social support (eg Stroebe 2000). Participants asked to identify their preferred type of social support for each scenario.</td>
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<td>Time management</td>
<td>• Use descriptive statistics %, tables, graphs, etc to present data</td>
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<td>Understanding ethical obligations</td>
<td>• Use content or thematic analysis of responses to open questions</td>
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<td>Critical thinking</td>
<td>• Draw conclusions and discuss findings</td>
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| Injury                |
• Identify strengths and limitations of research and suggest improvements

Students to work in pairs to design and carry out an investigation into stress.

The investigation should involve designing investigation, designing or selecting appropriate material, collecting and analysing data.

Targets to be set in relation to preliminary search for background information, submitting design for check on practicality and ethics, developing and piloting the data collection, collecting data, analysing data and drawing conclusions, preparing presentation covering rationale for study, method, results discussion of reliability, validity and conclusions and implications.

A2 Presentation session(s) - each student to briefly present their investigation to the class. Teacher and peer Q&A.

Develop critical thinking by posing questions specifically related to their study –
What would you have done differently and why?
What further research should be done in relation to this topic?
How do your findings relate to…theory?