

Year Level: 12  
Semester:2

Subject : Psychology

Week	Topic	Learning Focus
1	Consciousness	<ul style="list-style-type: none"><li>- Normal waking consciousness and altered states of consciousness (naturally occurring and induced)</li></ul>
2	Methods of Investigating Levels of Consciousness	<ul style="list-style-type: none"><li>- The measurement of physiological responses to indicate different states of consciousness, including electroencephalograph (EEG), electromyograph (EMG), electro-oculograph (EOG)</li><li>- Other techniques to investigate consciousness including measurement of speed and accuracy on cognitive tasks, subjective reporting of consciousness, including sleep diaries, and video monitoring</li></ul>
3 - 4	Changes in Levels of Consciousness	<ul style="list-style-type: none"><li>- Changes in a person's psychological state due to levels of awareness, controlled and automatic processes, content limitations, perceptual and cognitive distortions, emotional awareness, self-control and time orientation</li><li>- Changes in levels of alertness as indicated by brain waves patterns due to drug induced altered states of consciousness (stimulants and depressants)</li><li>- The effects on consciousness (cognition, concentration and mood) of one night of full sleep deprivation as a comparison with effects of legal blood-alcohol concentrations.</li></ul>
5 - 6	Sleep	<ul style="list-style-type: none"><li>- Sleep as a regular and naturally occurring altered state of consciousness that follows a circadian rhythm and involves the ultradian rhythms of REM and NREM Stages 1-4 sleep</li><li>- Theories of the purpose and function of sleep (REM and NREM) including restoration theory and evolutionary (circadian) theory</li><li>- The differences in sleep across the lifespan and how these can be explained with reference to the total amount of sleep and changes in a typical pattern of sleep (proportion of REM and NREM)</li></ul>
7 - 8	Sleep Disturbances	<ul style="list-style-type: none"><li>- Changes to a person's sleep-wake cycle including sleep-wake shifts in adolescence, shift work and jet lag</li><li>- The effects of partial sleep deprivation on a person's affective, behavioural and cognitive functioning</li><li>- The distinction between dyssomnias (including sleep-onset insomnia) and parasomnias (including sleep walking) with reference to the effects on a person's sleep-wake cycle</li><li>- Interventions to treat sleep disorders including cognitive behavioural therapy and bright light therapy</li></ul>

9	Mental Health	<ul style="list-style-type: none"> <li>- Mental health as a continuum</li> <li>- The typical characteristics of a mentally healthy person, including high levels of functioning, social and emotional well-being and resilience to life stressors</li> <li>- Ethical implications in the study of, and research into, mental health, including informed consent and use of placebo treatments.</li> </ul>
10 - 11	Factors that contribute to the Development of Mental Illnesses	<ul style="list-style-type: none"> <li>- The distinction between predisposing risk factors, precipitating risk factors, perpetuating risk factors and protective factors</li> <li>- The influence of biological risk factors including genetic vulnerability to specific disorders, poor response to medication due to genetic factors, poor sleep and substance use</li> <li>- The influence of psychological risk factors including rumination, impaired reasoning and memory, stress and poor self-efficacy</li> <li>- The influence of social risk factors including disorganised attachment, loss of a significant relationship and the role of stigma as a barrier to accessing treatment</li> <li>- The concept of cumulative risk.</li> </ul>
12 - 13	The Biopsychosocial Model & Phobias	<ul style="list-style-type: none"> <li>- The distinctions between stress, phobia and anxiety</li> <li>- The relative influences of contributing factors to the development of specific phobia with reference to: GABA dysfunction, the role of stress response and long-term potentiation; behavioural models: cognitive bias; environmental triggers and stigma around seeking treatment</li> <li>- Evidence-based interventions and their use for specific phobia with reference to: the use of anti-anxiety drugs; relaxation techniques; cognitive behavioural therapy and systematic desensitisation; and psychoeducation for families/supporters</li> </ul>
14 - 15	Maintaining Positive Mental Health	<ul style="list-style-type: none"> <li>- Resilience as a positive adaptation to adversity with reference to: adequate diet and sleep; cognitive behavioural strategies; and support from family, friends and community</li> <li>- Models of behaviour change with reference to the transtheoretical model including the stages of pre-contemplation, contemplation, preparation, action and maintenance/relapse</li> </ul>
16 - 17	Revision	<ul style="list-style-type: none"> <li>- Students will revise content from Unit 4 in preparation for final exams</li> </ul>