

Internal Assessment Resource

Psychology Level 2

This resource supports assessment against Achievement Standard 91847

Standard title: Examine how theory is used in fields of psychological practice

Credits: 5

Resource title: Taking the stress out of school

**Resource reference:** Psychology 2.4A Version 1

This resource:

* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

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| Date version published by Ministry of Education | January 2017  To support internal assessment from 2017 |
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| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. Teachers may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity involves students comprehensively explaining theory used in fields of psychological practice with a focus on health and wellbeing.

The students’ assessed work must include both fields with a discussion of at least one related theory per field.

The fields students will be investigating are Clinical Psychology and Health Psychology and they will explain theories within them, related to stress. Students will produce an educational resource to help other students cope with stress.

Examples of theories and research related to stress in the fields include:

* **Clinical Psychology:** Fight or flight response, Cannon (1932), General Adaptation Syndrome, Seyle (1956), Immune suppression, Kiecolt-Glaser et al. (1984), Individual differences: Personality: Friedman & Rosenman (1977), Hardiness, Kobasa (1977), Workplace stressors: Executive Monkeys, Brady (1958), Control, Johansson et al. (1978). Managing Stress: Biofeedback (Budzynski et al. (1973), Imagery, Bridge (1984), Preventing Stress, Meichenbaum (1985).
* **Health Psychology:** Methods for promoting health: Fear Arousal, Janis and Feshbach (1953), Leventhal et al. (1967) Yale Model of Communication, Hovland (1953). Health promotion in schools: Walter (1985), Tapper et al. (2003) The PERMA model,.Seligman (2011),

Conditions

The students could work in groups but will be assessed individually.

As a guide, assessment against this standard should reflect approximately 50 hours of teaching, learning and assessment.

Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

Resource requirements

Access to the Internet and to relevant sources of information. If teachers have access to guest speakers and experts in the different fields then this is an ideal opportunity to arrange a visit or LEOTC trip.

Additional information

None.

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Student instructions

Introduction

This assessment activity requires you to demonstrate your understanding of how theory is used in the fields of Clinical Psychology and Health Psychology in psychological practice by carrying out research and presenting and evaluating your findings. The focus of your research is health and wellbeing.

You are going to be assessed on how comprehensively you demonstrate your understanding of how theory is used in these two fields of psychological practice.

Teacher note: Insert due dates and time frames.

Task 1

Your task is to create an educational resource that can be used by schools, teachers, or students to reduce the problem of stress for students.

The fields you will be focusing on are:

* Clinical Psychology
* Health Psychology.

In your resource you are to:

* explain in detail how theories from health and clinical psychology can be applied to the experience of stress in schools. For each field, at least one theory of stress is to be explained in depth with links to its research support.
* provide advice for schools, teachers, or students about dealing with stress which is supported by psychological theory
* include supporting evidence such as names, dates, places, statistics, or quotations.

You can choose how best to present your resource, for example, a written or digital leaflet/handout, video, PowerPoint or Prezi, written transcript, audio visual presentation, website page(s), blog etc.

Task 2

In your resource:

* consider the strengths and weaknesses of the use of health and clinical psychology theories, in a school context
* justify why health and clinical psychology theories were used
* evaluate the effect of the theories
* predict how the fields of clinical and health psychology may change in the future.

**Assessment schedule: Psychology 91847 - Taking the stress out of school**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student examines how theory is used in fields of Clinical Psychology and Health Psychology in psychological practice by:   * creating an educational resource that shows an awareness of how at least one theory from clinical psychology can be used to explain stress and why this theory is used as part of this field * showing an awareness of at least one theory from health psychology and why this theory is used as part of this field.   **For example (partial evidence):**  *Research has found that having control over your workload is an important factor in whether you feel stressed. This theory comes from clinical psychology because it aims to explain why some people may suffer from the disorder of stress.*  *Knowing this theory can help you look at your own school work and see if there are ways to gain more control over your workload. You might like to use a wall planner to plan your deadlines, this will help you gain more control*.  The description must include a minimum of two fields and at least one theory per field.  *The examples above are indicative samples only* | The student examines, in depth, how theory is used in fields of Clinical Psychology and Health Psychology in psychological practice by:   * creating an educational resource that gives a detailed explanation of how at least one theory is used in each of the fields of clinical and health psychology * identifying strengths and weaknesses of the theories and providing justification for why the theories are used. This may include descriptions of psychological theories or studies from published works.   **For example (partial evidence):**  *Having control over your workload has been shown to be an important factor in whether you feel stressed. This theory comes from clinical psychology in that it aims to explain why some people may suffer from stress. Research completed by Johansson et al. (1978) looked at the different types of jobs in a sawmill and how much control the different workers had over their workload. They found that …*  *Knowing this theory can help you look at your own school work and see if there are ways to gain more control over your workload. You might like to use a wall planner to plan your deadlines, this will help* *you gain more control and reduce the impact of stress.*  *The overall effectiveness of the theories used might be limited as it only deals with one aspect of what might be causing stress. Instead, by looking at the idea of hauora, it suggests that our well-being is due to a number of factors.*  *Dr Mason Durie's whare tapawha model (1994) compares hauora to the four walls of a whare, each wall influencing and supporting the others.*  *This fits in with health psychology, with its Bio-Psycho-Social model of understanding someone’s health. Therefore using theories that focus on only one factor that might cause stress means other factors are not taken into account. This is, however a strength of the theory of hauora as it is holistic. The sense of control I have discussed, although looking at one factor causing stress doesn’t rule out that there might be other factors that could affect whether someone suffers from stress. These other theories could include … Therefore I think using advice about increasing control is supported by valid research and should help students reduce their risk of stress.*  *The examples above are indicative samples only* | Students comprehensively examine how theory is used in fields of Clinical Psychology and Health Psychology in psychological practice by:   * creating an educational resource that comprehensively examines the theories chosen from the fields of clinical and health psychology * evaluating the theories used in the chosen fields * considering, in the evaluation, the implications of the theory on the fields * predicting how the fields may evolve over time.   **For example (partial evidence):**  *Having control over your workload has been shown to be an important factor in whether you feel stressed. This theory comes from clinical psychology in that it aims to explain why some people may suffer from a stress disorder. Research completed by Johansson et al. (1978) looked at the different types of jobs in a sawmill and how much control the different workers had over their workload. They found that …*  *Knowing this theory can help you look at your own school work and see if there are ways to gain more control over your workload. You might like to use a wall planner to plan your deadlines, this will help* *you gain more control and reduce the impact of stress.*  *It is likely that as further research is done within control and effects on stress we will understand the specific biological impacts that our perceptions of control may have.*  Evaluating the theories:  *The overall effectiveness of the theories used might be limited as it only deals with one aspect of what might be causing stress. Instead, by looking at the idea of hauora, it suggests that our well-being is due to a number of factors.*  *Dr Mason Durie's whare tapawha model (1994) compares hauora to the four walls of a whare, each wall influencing and supporting the others.*  *This fits in with health psychology, with its Bio-Psycho-Social model of understanding someone’s health.*  *Research by Brady (1958) argues that having more control could increase the impact of stress. Research by Johansson et al may be said to have greater validity, however, as Brady’s research used monkeys as opposed to human subjects. Johansson et al (1978) is strong research as it looks at a real situation as opposed to an artificial laboratory setting. Using advice about increasing control should help students reduce their risk of stress.*  *As these fields develop further it is clear that there will be a greater need to explain the interaction between these many factors that cause stress and how we can manage their impact and this will lead to more effective educational resources being developed.*  *The examples above are indicative samples only* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.