

Y11 – Y12

BTEC Extended Diploma (x3) in Protective Services

Part 1 - Compulsory content that will be tested in an initial assessment when you start college.

## ***Unit 2 Behaviour and Discipline in Uniformed Protective Services***



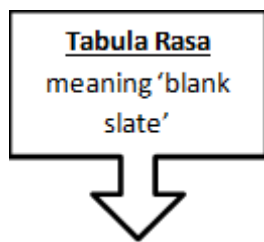
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**BTEC Level 3 Uniformed Protective Services**

## Psychological Perspectives

### Introduction

Psychology is the scientific study of mind and behaviour. A psychological approach, or perspective, looks at how human behaviour can be explained. Most psychologists would agree there is no one right approach and each has its own strengths and weaknesses which allow health and social care workers to understand human behaviour.



### The Behaviourist Perspective

**We are born knowing nothing and learn as we go on.**



We are born “blank” and it is our environment which shapes us, makes us who we are. We learn from parents, friends, TV and much more.

**We learn EVERYTHING from our environment (this is called Environmental Determinism)**

All that we are is because of our environment. Our personalities and behaviour is ***determined by our environment.***

**We learn through pairing one this with something else this is called association.**

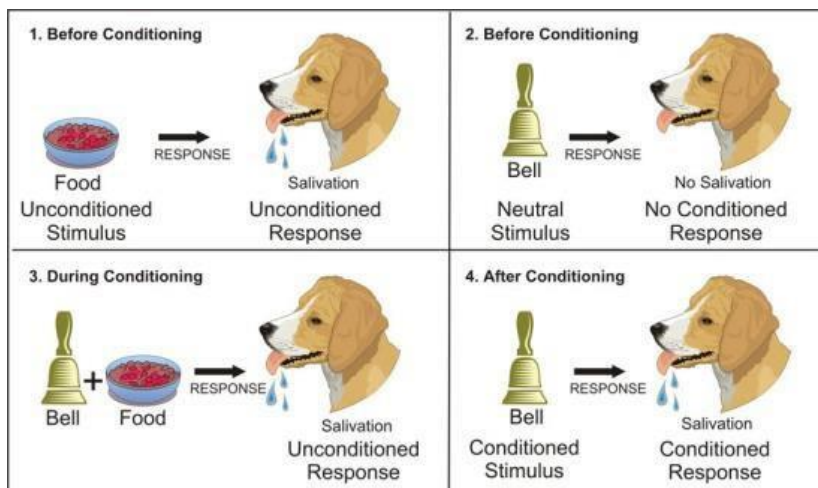
Behaviourists believe that the behaviour of people and animals is the result of stimulus-response relationships. The stimulus is the thing that starts the reactions, the response is the reaction. For example, if you touch and burn your hand on the hob (stimulus) and

therefore pull your hand away (response). You will not touch the hob in future and therefore have learned by associating the hob with pain.

## Classical Conditioning



Classical conditioning was developed from the work of Ivan Pavlov, a physiologist who was initially interested in digestion in dogs. His initial experiments were to look at the salivation response and underlying mechanisms, to see if different stimuli produced different levels of salivation. He believed salivation was an automatic reflex. However, he almost accidentally stumbled upon classical conditioning because his experiments kept failing!



**Classical Conditioning**

Read the info and watch the YouTube video at <https://www.simplypsychology.org/pavlov.html> and make notes on classical conditioning:

Classical conditioning relies on building an **ASSOCIATION** between a **NEUTRAL STIMULUS** and an existing **UNCONDITIONED STIMULUS**

***A Neutral Stimulus is...***

***An Unconditioned Stimulus is...***

The neutral stimulus is **presented simultaneously** with the \_\_\_\_\_ stimulus. Eventually, the unconditioned stimulus can be removed and the previously neutral stimulus will cause the same \_\_\_\_\_. This is now the **CONDITIONED RESPONSE**. Because the previously neutral stimulus now elicits this response, it is now called the **CONDITIONED STIMULUS**.

## **Operant Conditioning**



Operant conditioning was developed by **B.F. Skinner** and he believed that internal thoughts and motivations could not be used to explain behavior. Instead, he suggested, we should look only at the external, observable causes of human behavior.

Operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an association is made between a behavior and a consequence for that behavior.

Skinner used the term **operant** to refer to any "active behavior that operates upon the environment to generate consequences" (1953). In other words, Skinner's theory explained how we acquire the range of learned behaviors we exhibit each and every day.

Read the info on <https://www.simplypsychology.org/operant-conditioning.html> and make notes on the following:

**Positive reinforcement**

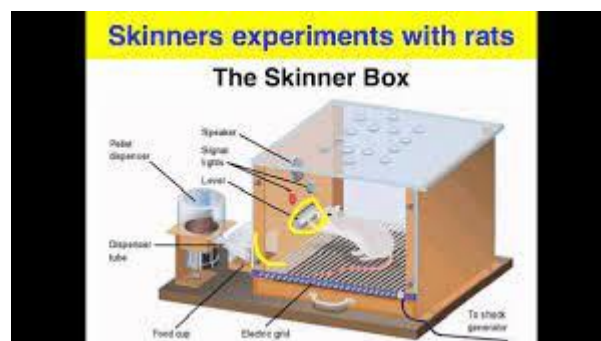
**Negative reinforcement**

## Punishment

### Skinner Box

Skinner developed this device for investigating operant conditioning under tightly controlled conditions.

The basic Skinner box consisted of a lever, food delivery chute, and a signal light. A rat was placed in the box with nothing else. When a rat accidentally pressed the lever a food pellet was delivered. After this had happened a few times, the rat had learned how to get food.



*Explain how the Skinner box supports the mechanisms of operant conditioning.*

Remember to use the terms **positive reinforcement**, **negative reinforcement** and **punishment** in your explanation.

## **2. Social Learning Theory**

Social learning theory is the view that people **learn by observing others**. Associated with Albert Bandura's work in the 1960s, Social Learning Theory (SLT) explains how people learn new behaviours, values, and attitudes. For example, a teenager might learn slang by observing peers. Social learning requires paying **attention** to the person(s) observed, **remembering** the observed behaviour, the ability to **replicate** the behaviour, and a **motivation** to act the same way.



*Can you think of any other examples where we might learn behaviours from other people?*

### **Role Models**

• **Activity:** Think of two of your role models. They can be past or present, famous or not famous. Think about how they have influenced your behaviour.

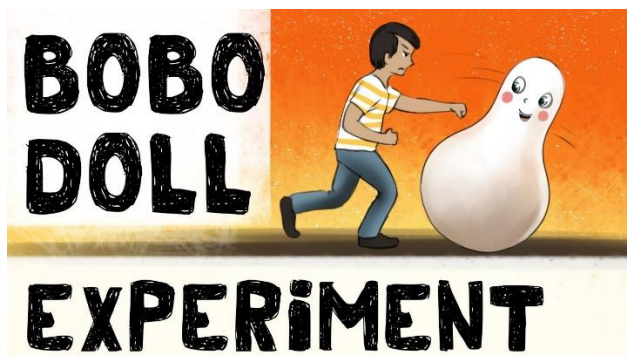
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Everybody has a few people who have influenced us for better or worse, these are called **role models** and are a very important concept in **Social Learning Theory**. Although we learn new behaviours from many people, the way we perceive a person depends on whether their behaviour is modelled or copied. Models can be peers, family, colleagues or celebrities. SLT says these people are important and we look to them in order to **learn how to behave**.

## The work of Albert Bandura

• Social learning theory is supported by the work of Albert Bandura and the study of '**models**'. The theory states we learn from people we are exposed to and can also learn new behaviours from people we observe in real life or in the media which is entitled **observational learning**.

The people we learn from are known as **models** and when a person *imitates* it this is known as **modelling**. If we see a model being punished for a certain sort of behaviour a person is *less* likely to copy it. If we see a model being rewarded for their behaviour then we are *more* likely to copy it. Bandura carried out a series of experiments called the **Bobo Doll Experiments** to help test if children could learn aggressive behaviour through social learning theory.



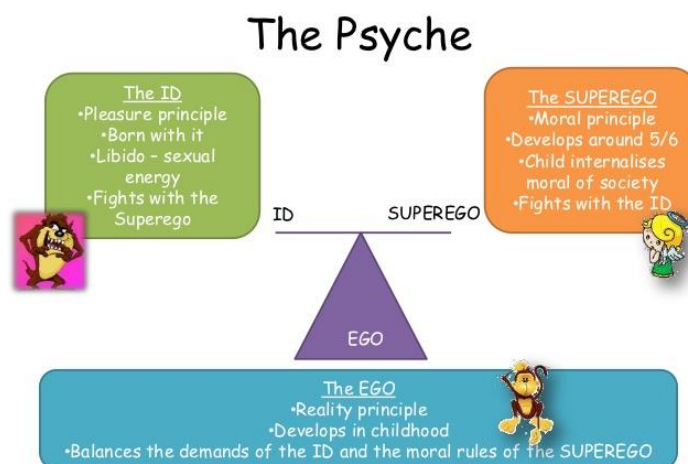
**ACTIVITY:** Watch the clip on and make notes below on this experiment.

<http://www.youtube.com/watch?v=zerCK0IRjp8>



3.  The Psychodynamic Approach

This approach is associated with the Austrian psychologist **Sigmund Freud** and is completely different from the approaches you have learned so far. Its key assumption is that human behaviour is driven by thoughts, feelings, emotions and drives from **the unconscious part of our mind**.



**ACTIVITY:** Write down what you think the **MIND** is

## The importance of the unconscious mind

Freud was one of the earliest psychologists to suggest that we are not always aware of all aspects of ourselves. He suggested that what we were aware of is represented in our **conscious mind**. But many of our feelings, memories and past experiences are locked up in a part of our mind called the '**unconscious**'.

We cannot access the contents of our unconscious mind but they often 'leak out' in dreams and in slips of the tongue (known as **Freudian slips**).

Freud said that our mind is like an **iceberg**. The section which is above water is your **conscious** and it contains things like memories and current perceptions. We can mentally access this conscious at any time, such as remembering what you did last Tuesday.

However the piece which is important is the **unconscious**. Freud said this was the section of iceberg which was underwater.

Freud believed that it was the **unconscious** part of the mind which had the most influence on our behaviour. This part of the mind contains all our fears, emotions, wishes, desires and repressed memories.

Freud believed that the mind had a massive influence on our behaviour, in particular the unconscious mind. He also suggested that the mind, or **psyche**, is divided into 3 parts; the **id**, the **ego** and the **superego**.

Make notes on the following parts of the mind using info at <https://www.simplypsychology.org/psyche.html>

### The Id

### The Ego

### The Superego

## Psychosexual Stages of development

Freud believed that what happens to us during early childhood has a massive influence on our adult behaviour. Freud believed that in early childhood up until puberty we all go through several psychosexual stages of development. At each stage a person's **libido**

(energy) focuses its energy on a particular area of the body that is relevant at the stage in their childhood. If the needs are met in that stage then it can move onto the next stage. If there is a struggle or conflict or some unsatisfactory experience then the person becomes **fixated**, that is they become 'stuck' in that stage, they are reluctant to move to the next stage. If they become fixated in a stage then this will result in them developing certain personality traits in adulthood.

## 4. The Humanistic Perspective

Humanistic psychology looks at human experience from the viewpoint of the **individual**. It focuses on the idea of **free will** and the belief that we are capable of making choices. This approach values human experiences and the individual. They believe that each person is **unique** and must be treated as such.

This approach is commonly associated with counsellors who sit down with someone and talk about their experiences. Two of the biggest Psychologists in this field are **Carl Rogers** and **Abraham Maslow**.

### Maslow's hierarchy of needs

Maslow (1908-1970) was an American psychologist who believed that we are all seeking to become the best we can possibly be spiritually, emotionally, intellectually and physically. He called this **self-actualisation**. He came up with a theory known as the **hierarchy of needs** which suggests that every human requires basic human needs to be met.

**Research Maslow's hierarchy of needs on the internet and create a pyramid below, labelling each level of need and giving examples of how those needs are met:**



Maslow believes that in order to self-actualise we need to meet all of the lower needs, such as food and safety. If one of these needs isn't met then we are unable to progress further to the next level until we have met that need. A homeless man cannot get a job because he cannot meet his basic physical needs in the first level of the pyramid which are to feed himself and sleep soundly in a safe environment like a house. Until our basic physiological needs are met then we will focus all of

our energies on getting them met. When we are well-housed, well-fed and comfortable physically then we begin to focus on our emotional needs such as the need to belong and feel loved and to feel **self-esteem**.

| The problem  | Need not being met |
|--|--------------------|
| Clients of a day centre are well looked after, but the scruffy, untidy building with its peeling grey paint seems to make everyone feel depressed. |                    |
| Charlie has been living on the streets since he ran away from home three months ago. He is dirty, exhausted and hungry.                            |                    |

## Carl Rogers

Humanistic psychology believes that people have free will. People are basically good, and have an innate need to make themselves and the world better and Rogers also believed that we also hold a concept of self; this is called the **ideal self**.

Read the info and watch the YouTube video at <https://www.simplypsychology.org/self-concept.html> and make notes on **self-concept, ideal self** and **incongruence**:

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## Piaget's Stages of development

Piaget looked at children's cognitive abilities. He said that our cognitive abilities develop over time, becoming more sophisticated and complex. These were put into stages.

<https://www.simplypsychology.org/piaget.html>

| <u>Stage</u>                | <u>Age</u>  | <u>Features</u>   | <u>Example</u>  |
|-----------------------------|-------------|---|---|
| <b>Sensorimotor</b>         | 0 – 2 years | Children explore the world through their <b>senses</b> and motor activity (movement). | Children learn to move around at this stage for example walking and grasping objects. They often pick things up and put them in their mouths to explore them. |
| <b>Pre –operational</b>     |             |   |   |
| <b>Concrete operational</b> |             |   |   |
|                             |             |   |   |

|                       |  |  |  |
|-----------------------|--|--|--|
| Formal<br>operational |  |  |  |
|-----------------------|--|--|--|

## 5. The Biological Perspective

### Arnold Gesell & Maturation theory

**Maturation theory** believes a child does not develop due to a maturing environment, rather a child is born with a genetic code passed down from their parents. This approach believes a person's development is linked to nature, with the environment having very little effect if any on development.

Research **Arnold Gesell** and make notes on his maturation theory below:

<https://www.tutor2u.net/hsc/reference/maturation-theory-gesell>

### **Genetic influences on behaviour**

This part of the theory concentrates on how **genetics** can cause physical and mental illnesses and therefore influence our behaviour. Many studies of genetic conditions have been done on twins; with both identical twins being more likely to be affected by a genetic disorder than non-identical twins.

One example of a genetically inherited illness is **Huntington's disease**. This occurs when a parent passes on a single dormant gene to their children. This leads to physical problems followed by psychological problems and eventually leading to dementia. The biological approach argues that this type of disorder will develop regardless of other influences in a person's life such as their environment.

**ACTIVITY:** Find out about the genetic component in susceptibility to breast cancer.

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Not all illnesses that have a genetic influence are hereditary. For example, **Down's Syndrome** is one of the most common, non-inherited genetic syndromes.

**ACTIVITY:** Find out about the genetic cause of Down's Syndrome.

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## **The influence of the nervous and endocrine systems on behaviour**

The **autonomic nervous system** (ANS) is part of the nervous system and it controls many organs and muscles within the body. One of its main roles is to stimulate the release of hormones. Hormones are chemical substances that act like messenger molecules in the body they travel to different sites to control how cells and organs do their work. Different parts of the ANS can influence behaviour. For example the **sympathetic branch** and **parasympathetic branch** of the autonomic nervous system is responsible for our '**Fight or Flight**' responses.

In stressful situations your sympathetic branch uses energy reserves, your blood pressure increases, your heart beats faster, and digestion slows down this allows a person to respond to different situations. The parasympathetic branch restores you back to normal and aims to save energy by decreasing blood pressure, slowing down your heart beats and allowing digestion to start.

***What physical symptoms may a person have during a stressful situation?***

***What effects does adrenaline have on our body?***

## **Unit 4 SIL Task**

**Pass Task** - Describe 6 lifestyle factors that affect health and wellbeing, include in your descriptions the different types of each lifestyle factor, recommended daily amounts and the health risks that are associated with each lifestyle factor.

### **Factors**

To complete this task you should carry out research and make notes, using the areas to research below.

|                   |   |
|-------------------|---|
| Factors           | Areas to research                         |
| Alcohol           | <a href="#">Types, RDA, Health Risks,</a> |
| Diet              | <a href="#">Types, RDA, Health Risks,</a> |
| Stress            | <a href="#">Types, RDA, Health Risks,</a> |
| Physical Activity | <a href="#">Types, RDA, Health Risks,</a> |
| Drugs             | <a href="#">Types, RDA, Health Risks,</a> |
| Personal hygiene  | <a href="#">Types, RDA, Health Risks,</a> |

**Pass Task** - Given the research that you completed on Alcohol, Diet, Stress, Physical Activity, Drugs and personal hygiene you will now write a paragraph describing each factor and how it can affect health. This should be typed and in your own words, completing this will allow you to gain the pass. Please add in 1 picture per lifestyle factor at the top of each paragraph.

**Merit Task** - Explain in detail the impact that the 6-lifestyle factors can have on Health and specifically the impacts they can have on public services jobs. This task will be written in academic report format.

**Merit task** - To gain the merit you should you should write a further 2 paragraphs for each factor that explains how alcohol and diet can affect a public servant from doing their job. You should choose **TWO** from the of Public service jobs below: Now pick 3 of the lifestyle factors you believe effects the 2 and explain in detail specifically how that lifestyle factor would affect their ability to carry out tasks specific to the job and what impacts this may have.

Police/Infantry soldier/fire fighter/paramedic/RAF radar operator/ Navy.

In your merit work please try and include valid research of positives and negatives of each lifestyle factor on the different job roles and examples to back up your points. If you use direct quotes from websites these will need to be referenced at the end of your work using Harvard referencing style.

At the bottom of your report you must add in a 3 day diet and physical activity in table format, this diary will include all fluids and food you consume over a 3 day period with the times of consumption added in. Please fill in the full 3 days in order to collect the information needed you will need to fill out the diet diary throughout the 3 day period and I would recommend using an APP or mileage counter to track your activity distances and intensity

**Example diet diary**

| Monday  | Physical Activity   | Tuesday   | Physical Activity                                | Wednesday  | Physical Activity     |
|---|---|---|--|--|-----------------------|
| 07:00 – Black coffee 1 scoop 2 sugars<br>07:30 – Medium bowl of crunchy nut, semi skimmed milk<br><br>8pm Black coffee 1 scoop 3 sugars | Gym – 1hour, circuit training<br>Walking – 1 mile to bus stop | 12:00 – 1 glass water<br>3pm – dominoes pizza 14 inch | Football training – 1.5 hours<br>Walk – 0.5miles | 08:00 – Bacon sandwich 2 rashers brown seeded bread<br>3pm – large Quarter pounder meal, chocolate milkshake | Dog walk – 30 minutes |

Once you have completed your diet and activity diary, you will now analyse your diary, please highlight using red for negatives and green for positives.

**Distinction task – Provide a personal evaluation of your lifestyle including strengths and weaknesses of your diet and activity diary. Written in academic report format**

**Distinction task** - This section of the work will be added below your diet and activity table and will again be in report format. This will include a personal evaluation of your diet, and activity diary, in this evaluation you must pick a minimum of 3 improvement points and 3 strengths that you have highlighted in your table, you must then explain in detail why you have chosen each of the points for evaluation and also research and explain a improvement strategy that would be used to improve each one. Please try to set out the report in report format with a separate paragraph per evaluation point.

**Part 2 – Strongly recommended additional content which will not be tested in the initial assessment but will support you in gaining more subject knowledge.**

**Unit 13: Introduction to Criminology**

Please conduct research into the three crime prevention models listed below and create a visual poster for each of them. Below each of the models are a few prompts to help guide your research.

**1. Situational crime prevention**

Ron Clark's rational choice theory

Target hardening techniques

The issues with displacement

**2. Environmental crime prevention**

Wilson and Kelling's broken windows theory

Zero-tolerance policing

The issues with trying to address small scale deviance (think of costs and public service resources)

**3. Social and community crime prevention**

Actuarial approach to crime (who is more likely to commit crime and why)

Community based policing

Targeted interventions such as: Troubled Families Programme (Gov initiative) and other policies such as improving housing and looking at educational strategies.

The issues with this model not explaining crimes of the powerful