

Topic 5: Clinical psychology

Topic overview

Students must show understanding that clinical psychology is about explaining and treating mental health issues, and of the different ways of treating them, including counselling and drug treatments.

Individual differences and developmental psychology must be considered when learning about links between personality factors and mental disorders and genetic influences (nature) or environmental influences (nurture) within different explanations for mental health disorders.

Subject content	What students need to learn:
5.1 Content	5.1.1 Diagnosis of mental disorders, including deviance, dysfunction, distress, and danger.
	5.1.2 Classification systems (DSM IVR or DSM V, and ICD) for mental health, including reliability and validity of diagnoses.
	5.1.3 Schizophrenia and one other disorder from anorexia nervosa, Obsessive-compulsive disorder (OCD) and unipolar depression. For schizophrenia <ul style="list-style-type: none"> • Description of symptoms and features, including thought insertion, hallucinations, delusions, disordered thinking. • The function of neurotransmitters as a theory/explanation. • One other biological theory/explanation. • One non-biological theory/explanation. For the other disorder <ul style="list-style-type: none"> • Description of symptoms and features. • Two explanations/theories: one biological theory/explanation and one non-biological theory/explanation.
	5.1.4 For schizophrenia and the other disorder, students should be familiar with two treatments for each disorder: one from biological and one from psychological. Two treatments for each disorder. The two for schizophrenia must come from different topic areas. The two for the other chosen disorder must come from different topic areas (these may be from the same topic areas as those used for schizophrenia).

Subject content	What students need to learn:
5.1 Content <i>(continued)</i>	5.1.5 Individual differences <ul style="list-style-type: none"> • Cultural effects can lead to individual differences in mental health disorders, e.g. non-biological explanation for schizophrenia. • Cultural effects can lead to different diagnoses of mental health disorders affecting reliability and validity. 5.1.6 Developmental psychology <ul style="list-style-type: none"> • Issues around genes and mental health, such as a genetic or biochemical explanation for schizophrenia, can affect development.
5.2 Methods	5.2.1 Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners.
	5.2.2 Researching mental health The use of longitudinal, cross-sectional, cross-cultural methods, meta-analysis, and the use of primary and secondary data.
	5.2.3 The use of case studies, to include an example study: e.g. Lavarenne et al. (2013) Containing psychotic patients with fragile boundaries: a single group case study.
	5.2.4 The use of interviews in clinical psychology, to include an example study: e.g. Vallentine et al. (2010) Psycho-educational group for detained offender patients: understanding mental illness.
	5.2.5. Within the methods mentioned here, analysis of quantitative data using both descriptive and inferential statistics (chi-squared, Spearman's, Wilcoxon and Mann-Whitney U as appropriate). e.g. Analysis of qualitative data using thematic analysis and grounded theory.

Subject content	What students need to learn:
5.3 Studies	<p>Classic study</p> <p>5.3.1 Rosenhan (1973) On being sane in insane places.</p> <hr/> <p>One contemporary study on schizophrenia</p> <p>5.3.2 Carlsson et al. (1999) Network interactions in schizophrenia – therapeutic implications.</p> <hr/> <p>One contemporary study on another disorder, from the following:</p> <p>Depression</p> <p>5.3.3 Kroenke et al. (2008) The PHQ-8 as a measure of current depression in the general population.</p> <p>5.3.4 Williams et al. (2013) Combining imagination and reason in the treatment of depression: a randomised control trial of internet based cognitive bias modification and internet-CBT for depression.</p> <p>Anorexia</p> <p>5.3.5 Scott-Van Zeeland et al. (2013) Evidence for the role of EPHX2 gene variants in anorexia nervosa.</p> <p>5.3.6 Guardia et al. (2012) Imagining One’s Own and Someone Else’s Body Actions: Dissociation in Anorexia Nervosa.</p> <p>Obsessive Compulsive Disorder (OCD)</p> <p>5.3.7 Masellis et al. (2003) Quality of life in OCD: Differential impact of obsessions, compulsions, and depressions co morbidity.</p> <p>5.3.8 POTS team including March et al. (2004) Cognitive behaviour therapy, Sertraline and their combination for children and adolescents with OCD.</p>

Subject content	What students need to learn:
5.4 Key questions	5.4.1 One key question of relevance to today's society, discussed as a contemporary issue for society rather than an academic argument.
	5.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from clinical psychology as used in this specification.
	Suitable examples <ul style="list-style-type: none"> • How do different societies define mental health disorders? • What are the issues surrounding mental health in the workplace?
5.5 Practical investigation	5.5.1 One practical research exercise to gather data relevant to topics covered in clinical psychology. This practical research exercise must adhere to ethical principles in both content and intention. Content analysis that explores attitudes to mental health.
	In conducting the practical research exercise, students must: <ul style="list-style-type: none"> • perform summative content analysis • analyse at least two sources (e.g. radio interviews, newspapers, magazines) to compare attitudes towards mental health.
	Suitable examples <ul style="list-style-type: none"> • Comparing how attitudes have changed over time. • How different sources report mental health.

Subject content	What students need to learn:
<p>5.6 Issues and debates</p>	<p>Examples of issues and debates in clinical psychology:</p> <ul style="list-style-type: none"> • Ethics (e.g. issues of diagnosing mental disorders such as using labelling; obtaining consent for participation in research; HCPC guidelines for practitioners). • Practical issues in the design and implementation of research (e.g. quantitative v qualitative data, balancing validity with reliability). • Reductionism (e.g. in research where causes of mental disorders are isolated and diagnoses are not holistic). • Comparisons between ways of explaining behaviour using different themes (e.g. ICD and DSM; different explanations for mental health issues). • Psychology as a science (e.g. in research that involves biological methods; in treatments such as drug therapies; in research that uses scientific research methods such as laboratory experiments). • Culture (e.g. cultural differences in diagnosis practices) and gender (e.g. gender featuring as a difference in frequency of a disorder). • Nature-nurture (e.g. different theories of what causes mental disorders, biological compared to social psychology). • An understanding of how psychological understanding has developed over time (e.g. DSM changes; changes in therapies; changing explanations for mental health issues). • Issues of social control (e.g. policies for the treatment and therapy for mental health issues can itself be seen as a form of social control). • The use of psychological knowledge within society (e.g. therapies and treatments for mental health issues). • Issues related to socially sensitive research (e.g. research in the area of mental health and cultural issues).

Topic 6: Criminological psychology

Topic overview

Students must show understanding that criminological psychology is about the definition and causes of crime and anti-social behaviour, and of the identification and treatment of offenders undertaken by forensic investigators.

Individual differences and developmental psychology must be considered when learning about the possible causes of criminal behaviour, such as labelling, self-fulfilling prophecy and social learning.

Subject content	What students need to learn:
6.1 Content	<p>Explanations of crime and anti-social behaviour, with consideration given to gender differences</p> <p>6.1.1 Biological explanations, including brain injury, amygdala and aggression, XYY syndrome and personality.</p> <p>6.1.2 Social explanations, including labelling, self-fulfilling prophecy.</p>
	<p>Understanding the offender, offence analysis and case formulation</p> <p>6.1.3 Cognitive interview and ethical interview techniques.</p> <p>6.1.4 The use of psychological formulation to understand the function of offending behaviour in the individual.</p>
	<p>Two treatments for offenders, including strengths and weaknesses and one study for each that considers their effectiveness</p> <p>6.1.5 One cognitive-behavioural treatment e.g. CBT, social skills training, anger management, assertiveness training.</p> <p>6.1.6 One biological treatment, e.g. improved diet, hormone treatment.</p>
	<p>6.1.7 Factors influencing eye-witness testimony, including consideration of reliability (including post-event information and weapon focus). Studies can be the same as those used for the methodology section of criminological psychology.</p>
	<p>6.1.8 Factors influencing jury decision-making, including characteristics of the defendant and pre-trial publicity, including studies in this area.</p>

Subject content	What students need to learn:
<p>6.1 Content (continued)</p>	<p>6.1.9 Individual differences</p> <ul style="list-style-type: none"> • Personality as a factor in criminal/anti-social behaviour. • Individual differences affecting whether a self-fulfilling prophecy occurs, e.g. with regard to developing criminal or anti-social behaviour. <p>6.1.10 Developmental psychology</p> <ul style="list-style-type: none"> • The self-fulfilling prophecy is an explanation for criminal/anti-social behaviour that explains development of some individuals. • Social learning theory is a theory of human development that can account for criminal/anti-social behaviour. • Other causes for criminal/anti-social behaviour, including biological, can explain development.
<p>6.2 Methods</p>	<p>6.2.1 Research methods</p> <ul style="list-style-type: none"> • Research methods used to assess eye-witness effectiveness, including laboratory experiments and field experiments. • Case studies. <p>6.2.2 Sample selection and techniques</p> <ul style="list-style-type: none"> • Random. • Stratified. • Volunteer and technique. • Opportunity. <p>6.2.3 Issues of reliability, validity, objectivity, credibility and ethics in research in criminological psychology.</p> <p>6.2.4 Data analysis</p> <ul style="list-style-type: none"> • Analysis of quantitative data: calculating measures of central tendency, frequency tables, measures of dispersion (range and standard deviation) correlations, meta-analysis. • Analysis of, use of, and drawing conclusions from quantitative data, including using inferential statistical testing (use of chi-squared, Spearman, Mann-Whitney U, Wilcoxon) and issues of statistical significance; levels of measurement; critical and observed values. • Analysis of qualitative data using thematic analysis and grounded theory.

Subject content	What students need to learn:
6.2 Methods <i>(continued)</i>	6.2.5 Ethical guidelines British Psychological Society (BPS) Code of Ethics and Conduct (2009), including risk management when carrying out research in psychology and Health and Care Professions Council (HCPC) principles for undertaking psychological, formulation and intervention.
6.3 Studies	Classic study 6.3.1 Loftus and Palmer (1974) Reconstruction of automobile destruction: An example of the interaction between language and memory. One contemporary study from the following: 6.3.2 Bradbury M D and Williams, M R (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making. 6.3.3 Valentine T and Mesout J (2009) Eyewitness identification under stress in the London Dungeon 6.3.4 Howells et al. (2005) Brief anger management programs with offenders: Outcomes and predictors of change.
6.4 Key questions	6.4.1 One key issue of relevance to today's society, discussed as a contemporary issue for society rather than as an academic argument. 6.4.2 Concepts, theories and/or research as appropriate to the chosen key question drawn from criminological psychology as given in this specification. Suitable examples <ul style="list-style-type: none"> • Is eye-witness testimony too unreliable to trust? • Should jury bias lead to the abolishment of juries?

Subject content	What students need to learn:
<p>6.5 Practical investigation</p>	<p>6.5.1 One practical research exercise to gather data relevant to topics covered in criminological psychology. The practical research exercise must adhere to ethical principles in both content and intention.</p> <p>This practical research exercise must be a questionnaire, interview or a case study.</p>
	<p>In conducting the practical research exercise, students must:</p> <ul style="list-style-type: none"> • conduct a questionnaire, interview or an experiment • gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative data for analysis purposes) • include inferential statistical testing as appropriate such as chi squared, Mann-Whitney U, Wilcoxon or Spearman's rho • include research question/hypothesis; research method; sampling; ethical considerations; data collection tools; data analysis; results; discussion • consider strengths and weaknesses of the practical research exercise and possible improvements.
	<p>Suitable examples</p> <ul style="list-style-type: none"> • Application of the cognitive interview to a peer in order to recall a specific event in their life. • View a crime/courtroom drama and record the presented reasons for why the defendant may have committed the crime they are accused of.

Subject content	What students need to learn:
<p>6.6 Issues and debates</p>	<p>Examples of issues and debates in criminological psychology:</p> <ul style="list-style-type: none"> • Ethics (e.g. effects of unreliability of jury decision-making; effects of unreliability of eye-witness testimony; using field experiments to test eye-witness unreliability with possible lack of debriefing). • Practical issues in the design and implementation of research (e.g. having to use mock juries and artificial situations because of not being able to manipulate real trial situations). • Reductionism (e.g. using experiments and field experiments to test issues around eye-witness testimony such as weapons effect; biological explanations for criminal behaviour). • Comparisons between ways of explaining behaviour using different themes (e.g. different explanations for criminal behaviour drawing on biology, learning theories and social psychology). • Psychology as a science (e.g. using experiments and field experiments; using biological explanations). • Culture and gender (e.g. as issues that might affect jury decision-making – sometimes to the detriment of the defendant). • Nature-nurture (e.g. biological versus social/learning explanations for criminal behaviour). • An understanding of how psychological understanding has developed over time (e.g. Loftus and Palmer's study of eye-witness testimony and consider Loftus's work in the field currently; cognitive interview and ethical interview). • Issues of social control (e.g. treatments and therapies for those convicted of crime or anti-social behaviour; the power of a therapist, a forensic psychologist, or the person controlling the treatment/therapy). • The use of psychological knowledge within society (e.g. warning about unreliability of eye-witness testimony; warning about issues that might affect jury decision-making). • Issues related to socially-sensitive research (e.g. looking at causes for criminal behaviour in socially sensitive areas such as socio-economic status, race, age, gender).

Topic 7: Child psychology

Topic overview

Students must show understanding that child psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects our later development.

Individual differences and developmental psychology must be considered when learning about differences that can come from the child's age, gender, social situation, privation and deprivation.

Subject content	What students need to learn:
7.1 Content	<p>Attachment, deprivation and privation</p> <p>7.1.1 Bowlby's work on attachment.</p> <p>7.1.2 Ainsworth's work on attachment, including types of attachment and the Strange Situation procedure.</p> <p>7.1.3 Research into deprivation (short-term and long-term effects) and how negative effects can be reduced.</p> <p>7.1.4 Research into privation and whether the negative effects can be reversed.</p> <p>7.1.5 Research into day care, including advantages and disadvantages for the child, and what makes good and poor-quality day care.</p> <p>7.1.6 Cross-cultural research into attachment types and nature-nurture issues that arise about development.</p> <p>7.1.7 Autism</p> <ul style="list-style-type: none"> • The features of autism. • One biological explanation for autism. • One other explanation for autism. • Therapies for helping children with autism. <p>7.1.8 Individual differences</p> <ul style="list-style-type: none"> • Attachment type can affect individuals differently, such as issues of child temperament. • Positive and negative aspects of day care can be affected by individual differences such as gender or temperament. <p>7.1.9 Developmental psychology</p> <ul style="list-style-type: none"> • Effects on development of day care. • Effects on development of attachment interactions, including deprivation, privation and separation. • Effects on development of developmental disorders, including autism.

Subject content	What students need to learn:
7.2 Methods	<p>7.2.1 Observation</p> <ul style="list-style-type: none"> • The use of the observational research method in child psychology, including the gathering of both qualitative and quantitative data (including tallying). • Types of observation: participant, non-participant, overt and covert.
	<p>7.2.2 Questionnaire/interview</p> <ul style="list-style-type: none"> • The use of both questionnaires and interviews in child psychology, including the gathering of both qualitative and quantitative data. • Issues around using questionnaire and interview methods: semi-structured, structured, unstructured interviews; sampling; open and closed questions; social desirability; demand characteristics.
	<p>7.2.3 Cross-cultural research</p> <ul style="list-style-type: none"> • The use of the cross-cultural research method, including the Strange Situation, in child psychology, including nature-nurture issues and issues of cross-sectional versus longitudinal designs. • The use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types.
	<p>7.2.4 The ethics of researching with children, including children's rights and the UNCRC (1989), and issues around participation and protection.</p>
	<p>7.2.5 Data analysis</p> <ul style="list-style-type: none"> • Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation). • Analysis of, use of, and drawing conclusions from quantitative data using inferential statistics, including use of chi-squared, Spearman, Mann-Whitney U and Wilcoxon, and issues of statistical significance, levels of measurement, critical and observed values. • Analysis of qualitative data using thematic analysis and grounded theory.

Subject content	What students need to learn:
7.3 Studies	Classic study 7.3.1 van IJzendoorn and Kroonenberg (1988) Cross-cultural patterns of attachment: A Meta-Analysis of the Strange Situation.
	One contemporary study from the following: 7.3.2 Cassibba et al. (2013) Attachment the Italian way. 7.3.3 Gagnon-Oosterwaal et al. (2012) Pre-adoption adversity and self-reported behaviour problems in 7-year-old international adoptees. 7.3.4 Li et al. (2013) Timing of High-Quality Child Care and Cognitive, Language and Preacademic Development.
7.4 Key questions	7.4.1 One issue of relevance to today's society, explaining the issue and applying concepts, theories and/or research (as appropriate) drawn from child psychology as given in this specification.
	7.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from child psychology as given in this specification.
	Suitable examples <ul style="list-style-type: none"> • What issues should parents take into account when deciding about day care for their child? • Is international adoption good or bad for a child?

Subject content	What students need to learn:
7.5 Practical investigation	7.5.1 One practical research exercise to gather data relevant to topics covered in child psychology. This practical research exercise must adhere to ethical principles in both content and intention.
	In conducting the practical research exercise, students must: <ul style="list-style-type: none"> • conduct one study using a questionnaire, interview or observation • gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative data for analysis purposes) • include inferential statistical testing as appropriate, such as chi squared, Mann-Whitney U, Wilcoxon or Spearman's rho • include a research question/hypothesis, research method, sampling, ethical considerations, data collection tools, data analysis, results, discussion • consider strengths and weaknesses of the practical research exercise and possible improvements.
	Suitable examples <ul style="list-style-type: none"> • Interview of an adult to look for a relationship between strong attachment experiences and strong adult relationships. • Interview of a parent of a child under 3 years old around positive experiences when using day care for their child.

Subject content	What students need to learn:
<p>7.6 Issues and debates</p>	<p>Examples of issues and debates in child psychology:</p> <ul style="list-style-type: none"> • Ethics (e.g. balancing participation and protection rights and the UNCRC). • Practical issues in the design and implementation of research (e.g. in meta-analyses, with special issues about comparing results from different studies; in observations and getting objective data). • Reductionism can be discussed (e.g. reducing behaviour to the Strange Situation in order to test attachment types). • Comparisons between ways of explaining behaviour using different themes (e.g. Ainsworth's and Bowlby's theories about attachment; evolution ideas about attachment). • Psychology as a science (e.g. looking at how cross-cultural research can answer questions about nature-nurture, so looking at what is universal in child development). • Culture (e.g. cross-cultural findings about attachment types and cultural differences in child rearing) and gender (not considered directly but studies do look at differences in gender, day care, and social, emotional and cognitive development). • Nature-nurture (e.g. what cross-cultural studies say about the universality of attachment types). • An understanding of how psychological understanding has developed over time (e.g. Bowlby's work has been followed up with more recent studies on maternal deprivation linking to issues around day care). • Issues of social control (e.g. how findings about day care and parenting styles/attachments can be used as a form of control such as advising day care (or not) for economic reasons; treatment, therapy and behaviour around the issue of autism). • The use of psychological knowledge within society (e.g. treatment or therapy for problem behaviour; pros and cons of day care and advice to parents; advice regarding looked after children). • Issues related to socially sensitive research (e.g. research into developmental issues such as autism; research into issues around child development such as socio-economic status; research around adoption and the effects of privation).

Topic 8: Health psychology

Topic overview

Students must show understanding that health psychology is about understanding health from a biological, cognitive and social basis and that health psychology is about promoting good health.

Individual differences and developmental psychology must be considered when learning about peer influence or labelling as explanations for drug misuse, and biological and learning explanations for drug misuse.

Subject content	What students need to learn:
8.1 Content	8.1.1 Issues around drug taking, including addiction, tolerance, physical and psychological dependency, withdrawal.
	Explanations of drug addiction 8.1.2 One biological explanation each for alcohol, heroin and nicotine addiction, including mode of action. 8.1.3 One learning explanation each for alcohol, heroin and nicotine addiction. Explanations may apply to more than one drug.
	Treatments for drug addiction 8.1.4 Two treatments each for alcohol, heroin and nicotine addiction, including aversion therapy. Treatments may apply to more than one drug.
	8.1.5 One anti-drug campaign and the psychological strategies behind it.
	8.1.6 Individual differences <ul style="list-style-type: none"> • Biological and social factors in drug misuse can include effects dependent on differences in the individual, such as personality.
	8.1.7 Developmental psychology <ul style="list-style-type: none"> • Social interactions during development can lead to drug misuse, including learning.

Subject content	What students need to learn:
8.2 Methods	8.2.1 Use of animals <ul style="list-style-type: none"> • The use of animal laboratory experiments to study drugs. • Ethics of using animals to study drugs.
	8.2.2 Human drug studies <ul style="list-style-type: none"> • Two research methods using humans to study drugs. • Ethics of using human participants to study drugs.
	8.2.3 The use of cross-cultural research, including nature-nurture issues related to drug misuse.
	8.2.4 Data analysis <ul style="list-style-type: none"> • Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation). • Analysis of, use of, and drawing conclusions from quantitative data, including using inferential statistical testing (use of chi squared, Spearman, Mann-Whitney U, Wilcoxon) and issues of statistical significance; levels of measurement; critical and observed values. • Analysis of qualitative data using thematic analysis and grounded theory.
8.3 Studies	Classic study
	8.3.1 Olds and Milner (1954) Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain.
	One contemporary study from the following:
	8.3.2 Mundt et al. (2012) Peer selection and influence effects on adolescent alcohol use: a stochastic actor-based model. 8.3.3 Dixit et al. (2012) Biosocial determinants of alcohol risk behaviour: An epidemiological study in urban and rural communities of Aligarh, Uttar Pradesh. 8.3.4 Pengpid et al. (2013) Screening and brief intervention for alcohol problems in Dr George Mukhari Hospital out-patients in Gauteng, South Africa: a single-blinded randomised controlled trial protocol.

Subject content	What students need to learn:
8.4 Key questions	8.4.1 One issue of relevance to today's society and to explain the issue apply concepts, theories and/or research (as appropriate) drawn from health psychology as given in this specification.
	8.4.2 Concepts, theories and/or research (as appropriate to the chosen key question) drawn from health psychology as given in this specification.
	Suitable examples <ul style="list-style-type: none"> • How to encourage the cessation of smoking? • Government intervention in health behaviours versus freedom of choice: to what extent is government intervention appropriate?
8.5 Practical investigation	8.5.1 One practical research exercise to gather data relevant to topics covered in health psychology. This practical research exercise must adhere to ethical principles in both content and intention.
	In conducting the practical research exercise, students must: <ul style="list-style-type: none"> • conduct a questionnaire, interview or a content analysis • gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative data for analysis purposes) • include inferential statistical testing as appropriate such as chi squared, Mann-Whitney U, Wilcoxon or Spearman's rho • include research question/hypothesis; research method; sampling; ethical considerations; data-collection tools; data analysis; results; discussion • consider strengths and weaknesses of the practical research exercise and possible improvements.
	Suitable examples <ul style="list-style-type: none"> • Content analysis of pop music/television programmes e.g. references to drugs. • Content analysis of newspaper articles/news comparing references to alcohol and nicotine.

Subject content	What students need to learn:
<p>8.6 Issues and debates</p>	<p>Examples of issues and debates in health psychology:</p> <ul style="list-style-type: none"> • Ethical (e.g. the use of animals and humans when researching drugs and drug treatments like aversion therapy). • Practical issues in the design and implementation of research (e.g. generalising from findings from animal studies to human behaviour; studying drug action in the brain is hard to access holistically). • Reductionism (e.g. when considering the use of methods such as experiments; that studies using animals tend to isolate variables). • Comparisons between ways of explaining behaviour using different themes (e.g. different explanations for drug misuse, learning and biological). • Psychology as a science (e.g. using animal experiments to study drug misuse; considering biological explanations for drug misuse). • Culture (e.g. considering the cross-cultural research) and gender (not specifically considered in this topic area, though gender differences in drug taking could be considered). • Nature-nurture (e.g. learning as opposed to biological explanations for drug misuse). • An understanding of how psychological understanding has developed over time (e.g. rise of understanding about drug misuse – explanations for drug misuse; rising understanding used in anti-drug campaigns). • Issues of social control (e.g. treating drug misuse as criminal and requiring treatment). • The use of psychological knowledge within society (e.g. using understanding of drug misuse to develop treatment ideas). • Issues related to socially sensitive research (e.g. asking about drug 'habits' when people are vulnerable).