

Grade 12 Psychology (40S)

A Course for Independent Study

Field Validation Version



GRADE 12 PSYCHOLOGY (40S)

A Course for Independent Study

Field Validation Version

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CONTENTS

Acknowledgements	vii
-------------------------	-----

Module 1: Introduction to Psychology and Research Methods	1
Lesson 1: What is Psychology?	3
Lesson 2: Development of Perspectives in Psychology	11
Lesson 3: Research in Psychology	21
Lesson 4: Use of Statistics in Research	43
Lesson 5: Ethical Guidelines	55
Module 1 Learning Activity Answer Key	61

Module 2: Biopsychological Theme	1
Topic 1: Biological Bases of Behaviour	3
Lesson 1: Neural and Hormonal Systems	3
Lesson 2: The Brain	17
Lesson 3: Nature and Nurture in Psychology	37
Topic 2: Sensation and Perception	43
Lesson 4: Sensation	43
Lesson 5: Perception	61
Topic 3: Motivation and Emotion	79
Lesson 6: Motivation	79
Lesson 7: Emotion	93
Topic 4: Stress, Coping, and Health	101
Lesson 8: Stress and Health	101
Module 2 Learning Activity Answer Key	117

Module 3: Developmental Psychology	1
Lesson 1: Prenatal and Childhood Development	3
Lesson 2: Adolescence	21
Lesson 3: Adulthood and Aging	31
Lesson 4: Nature and Nurture of Gender	39
Lesson 5: Personality Theories	45
Module 3 Learning Activity Answer Key	67

Module 4: Cognitive Psychology	1
Topic 1: Learning	3
Lesson 1: Classical Conditioning	3
Lesson 2: Operant Conditioning	13
Lesson 3: Observational Learning	27
Topic 2: Memory	35
Lesson 4: Information Processing	35
Topic 3: Thinking and Language	51
Lesson 5: Thinking and Language	51
Topic 4: States of Consciousness	61
Lesson 6: Body Rhythms, Sleep, and Dreams	61
Lesson 7: Hypnosis and Meditation	77
Lesson 8: Drugs and Dependency	83
Topic 5: Intelligence	103
Lesson 9: Intelligence	103
Module 4 Learning Activity Answer Key	115

Module 5: Variations in Individual and Group Behaviour	1
Topic 1: Psychological Disorders and Treatments	3
Lesson 1: Introduction to Disorders	3
Lesson 2: Anxiety and Mood Disorders	13
Lesson 3: Dissociative, Somatoform, Schizophrenia, and Personality Disorders	25
Lesson 4: Treatment of Psychological Disorders	35
Topic 2: Social and Cultural Dimensions of Behaviour	47
Lesson 5: Social Cognition and Social Influences	47
Lesson 6: Social Relations	63
Lesson 7: Cross-cultural Psychology	77
Module 5 Learning Activity Answer Key	87

Bibliography	1
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INTRODUCTION

Welcome

Welcome to Grade 12 Psychology!

Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behaviour, as well as differences among people.

Studying psychology will provide you with lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It will also help you understand yourself and deal with issues in your own life such as inner conflicts, relationships with your parents and peers, and intimacy. As well, it will help you to understand societal problems like drug dependency, aggression, and discrimination.

This course exposes you to the major topics found in the field of psychology. It also emphasizes the issues that are of particular interest and relevance to students completing high school. You will explore the scientific methods upon which psychology is based and will then be able to apply what you learn to your daily life.

As a student in a course for distance learning, you have taken on a dual role—that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the exercises and assignments at the end of each lesson. As a teacher, you are responsible for checking your work carefully, noting your areas of weakness, and motivating yourself to succeed.

What Will You Learn?

In each lesson, you will read a few pages and then complete a learning activity or assignment. Some lessons may require you to do some investigative research or observation work in the community. This course is divided into five modules.

The five modules are as follows:

Module 1: Introduction to Psychology and Research Methods

Module 2: Biopsychological Theme

Module 3: Developmental Psychology

Module 4: Cognitive Psychology

Module 5: Variations in Individual and Group Behaviour

Sensitive Content



Some of the content and issues pertaining to the course may be sensitive for some students and their parents/families and/or communities. This sensitive content is contained in Module 4—Topic 4, Lesson 8 (Drugs and Dependency) and Module 5.

Psychology is a complex subject area. The material in this course is general in nature and is not intended to be applied to specific situations. If, after reading material from this course, you have questions or concerns, please seek further information from a physician, professional counselor, or other support services.

Assessment: How Will You Know How Well You Are Learning?

You will know how well you are learning by your evaluation in the following:

Learning Activities



One of the easiest and fastest ways to find out how much you have learned is by completing the learning activities. These have been designed to let you assess yourself by comparing your answers with the answer keys at the end of the respective modules. You will need a notebook to write down your answers.

Besides giving you feedback, the learning activities will help you practise what you have learned and prepare you to successfully complete your assignments and examinations. Many of the questions on the examinations will be similar to the questions in the learning activities. Remember that you do not need to send your learning activities to your tutor/marker.

Assignments



Most lessons contain assignments that you will be sending to your tutor/marker for assessment. The assignment component of this course is worth 60% of your final mark. In order to do well on each assignment, you should complete all learning activities first and check your answers in the answer key provided. Remember to keep all assignments that have been marked and returned to you, as you will need to review them for the examination.

Examinations



The midterm examination is based on Modules 1 through 3 and is worth 20% of your final mark. The final examination is based on Modules 4 and 5 and is also worth 20% of your final mark. In order to do well on these examinations, you should review all of the work that you have completed for each module, including all learning activities and assignments.

You are responsible for applying for your examinations and making arrangements to have them sent to your proctor from the Independent Study Option office. When you write your examinations, you will be supervised by a proctor.

- **If you are attending school**, ask your school's Independent Study Option (ISO) school facilitator to add your name to the ISO examination eligibility list. Do this at least **three weeks prior** to the next scheduled examination week.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write the examination, fill in the Examination Request Form and mail or fax it to:

ISO Registration
555 Main Street
Winkler MB R6W 1C4
Fax: 204-325-1719
Telephone: 1-800-465-9915

Practice Examinations

To help you succeed in your examinations, we have created a Midterm Practice Examination and a Final Practice Examination. They, along with their answer keys, are found at www.edu.gov.mb.ca/k12/dl/downloads/index.html.

Lessons

Each module in this course is made up of several lessons, which are organized as follows:

- **Introduction:** Each lesson begins by telling you what you will be learning.
- **Lesson:** The main body of the lesson is made up of the content that you need to learn. It contains explanations, diagrams, and fully completed examples.
- **Summary:** Each lesson ends with a brief review of what you just learned.
- **Learning Activities:** Many lessons include a Learning Activity that will help you learn about the lesson topics and prepare you for the assignments, the midterm examination, and the final examination. Once you have completed a learning activity, you should check your answers with the answer key found at the end of the applicable module.
- **Assignments:** Assignments are found at the end of lessons. In total, assignments will be worth 60% of your final mark. You will mail or email all your completed assignments to your tutor/marker for assessment.

Assistance: Who Can Help You with this Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in this course: your tutor/marker and your learning partner.

Your Tutor/Marker



Tutor/Markers are experienced educators who tutor independent students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information were sent to you with this course. If you are not sure how to contact your tutor/marker, phone the ISO office at 1-800-465-9915.

Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about psychology, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep on schedule with course work, check and respond to your work, help you make sense of assignments, read the course with you, or look at your Learning Activities and respond to them. He or she can also help you study for your midterm examination and your final examination.

Time: How Long Will it Take You to Complete this Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you decide how quickly you will complete the course. You do not have to wait for your teacher or classmates, and you can read as many lessons as you wish in a single session.

From the date of your registration, you have a maximum of ten months to complete the course, but the pace at which you proceed is up to you. Read the next few pages to get a recommendation on how to pace yourself.

Sample Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Module	Completion Date
Module 1	End of September
Module 2	End of October
Module 3	Middle of November
Midterm Examination	End of November
Module 4	End of December
Module 5	Middle of January
Final Examination	End of January

Sample Chart B: Semester 2

If you want to start the course in January and complete it in June, you can follow the timeline suggested below.

Module	Completion Date
Module 1	End of February
Module 2	End of March
Module 3	Middle of April
Midterm Examination	End of April
Module 4	Middle of May
Module 5	End of May
Final Examination	Beginning of June

Sample Chart C: Entire School Year

If you want to start the course in September and complete it in June, you can follow the timeline suggested below.

Module	Completion Date
Module 1	Middle of October
Module 2	Middle of December
Module 3	Beginning of February
Midterm Examination	End of February
Module 4	Middle of April
Module 5	Middle of May
Final Examination	Beginning of June

Note about Timelines



Do not wait until the last minute to complete your work, since your tutor/ marker may not be available to mark it immediately. Remember, it may take over a week for your work to travel through the mail, so make sure you leave enough time for that. It may also take a few weeks for your tutor/marker to assess your work and return it to you or to your school.

If you need this course to graduate this school year, remember to schedule and complete your final examination by June 1.

Submission of Assignments: When and How Do You Submit Assignments to Your Tutor/Marker?

When to Submit Assignments

While working on this course, you will mail or email completed assignments to your tutor/marker five times. Each time you send assignments, you must include the applicable Cover Sheet, which you will find at the end of this Introduction. The following chart shows you exactly what assignments you will be mailing or emailing.

Submission of Assignments		
Mailing	Modules	Assignments You Will Mail or Email
Mailing 1	Module 1	<ul style="list-style-type: none">■ Module 1 Cover Sheet■ Assignment 1.1: Research in Psychology■ Assignment 1.2: Which Design Would You Choose?■ Assignment 1.3: Correlation Study Analysis■ Assignment 1.4: Experimental Design■ Assignment 1.5: Ethical or Not
Mailing 2	Module 2	<ul style="list-style-type: none">■ Module 2 Cover Sheet■ Assignment 2.1: Brain Injury■ Assignment 2.2: Nature versus Nurture■ Assignment 2.3: Senses: Windows to the World■ Assignment 2.4: Applying Gestalt's Principles■ Assignment 2.5: Theories of Motivation■ Assignment 2.6: Stress

continued

Submission of Assignments		
Mailing	Modules	Assignments You Will Mail or Email
Mailing 3	Module 3	<ul style="list-style-type: none"> ■ Module 3 Cover Sheet ■ Assignment 3.1: Parenting Patterns ■ Assignment 3.2: Development throughout the Life Cycle ■ Assignment 3.3: Defense Mechanisms
Mailing 4	Module 4	<ul style="list-style-type: none"> ■ Module 4 Cover Sheet ■ Assignment 4.1: Applying Classical Conditioning ■ Assignment 4.2: Applying Learning to Your Life ■ Assignment 4.3: What's their Name? ■ Assignment 4.4: Sleeping Case Study ■ Assignment 4.5: Gardner's Theory of Multiple Intelligences
Mailing 5	Module 5	<ul style="list-style-type: none"> ■ Module 5 Cover Sheet ■ Assignment 5.1: Mood Disorder Analysis ■ Assignment 5.2: Psychological Disorders Case Study ■ Assignment 5.3: Social Relations

Ways to Submit Assignments?

In this course, you have the choice of either mailing or emailing your assignments.

- Each time you **mail** something, you must include the print version of the Cover Sheet (found at the end of this Introduction).
- Each time that you **email** something, you must include the electronic version of the Cover Sheet (found at <www.edu.gov.mb.ca/k12/dl/downloads/index.html>).

Complete the information at the top of the Cover Sheet before mailing or emailing it along with your assignments.

Mailing Your Assignments



If you choose to mail your completed assignments, please photocopy all of the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignments in an envelope, and address it to

ISO Tutor/Marker
555 Main Street
Winkler MB R6W 1C4

Your tutor/marker will mark your work and return it to you by mail.

Emailing Your Assignments



If you choose to email your assignments, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker.

To email your completed assignments, you will first need to do **one** of the following:

- **If you are attending school**, please ask your ISO school facilitator (the person who signed your ISO Registration/Admission Form) for permission to email your assignments and to determine your school's procedure for emailing assignments/unsupervised tests. Contact your tutor/marker to confirm that the course material can be marked electronically.
- **If you are not attending school**, please obtain permission directly from your tutor/marker to submit your assignments electronically. Also, please confirm that the course material can be marked electronically.

How to Submit Your Work (files must not exceed 5 MB)

Please submit your work in the file types shown below:

- **Written work:** Microsoft Word files (doc) or RTF files
- **Spreadsheets:** Microsoft Excel files (xls)
- **Pictures and graphics:** JPEG or GIF files
- **Scanned file:** PDF files (save multiple pages in one file)
- **Audio recordings:** WAV files
- **Video recordings:** WMV files

How to Send Your Email

1. Use the following format to compose your email.

To: distance.learning@gov.mb.ca

cc: [your ISO school facilitator's email address if you attend school]

Subject: [My Name] Grade 12 Psychology

Attachment: Assignments 1.1, 1.2, 1.3, 1.4 and 1.5.doc

Message:
Assignments 1.1, 1.2, 1.3, 1.4 and 1.5
Tutor/marker: _____
School: _____

2. Attach your files (files must not exceed 5 MB).
3. Email your assignments to <distance.learning@gov.mb.ca>. Do not email your assignments directly to your tutor/marker. Email sent directly to the tutor/marker will be returned unread.

Your tutor/marker will mark your work and return it to you by email.

Guide Graphics: What Are They For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



Learning Activity: Complete a learning activity. This will help you to review or practise what you have learned and to prepare for an assignment or the final examination. You will not send learning activities to your tutor/marker. Instead, you will compare your responses to the Learning Activity Answer Key found at the end of the applicable modules.



Check Your Work: Check your answers against the Answer Key provided for this lesson.



Assignment: Complete an assignment. You will mail or email your completed assignments to your tutor/marker for assessment (when instructed to do so).



Submit Assignments: It is now time to mail or email your completed assignments.



Send In/Include Cover Sheet: This graphic indicates that you must send in the assignments for correcting, and that you must include the required cover sheet.



Examination: It is time to write your midterm or final examination.



Phone: Call your tutor/marker.



Learning Partner: Ask your learning partner to help you with this task.



Note: Take note of and remember this important information or reminder.



Mail: It is now time to mail your completed assignments.



Email: It is now time to email your completed assignments.

Good luck with the course!



Remember: If you need help at any point during this course, contact your tutor/marker.

Notes



MODULE 1

Introduction to Psychology and Research Methods

- Lesson 1: What is Psychology?
- Lesson 2: Development of Perspectives in Psychology
- Lesson 3: Research in Psychology
- Lesson 4: Use of Statistics in Research
- Lesson 5: Ethical Guidelines
- Module 1 Learning Activity Answer Key

LESSON 1: WHAT IS PSYCHOLOGY?

Lesson Introduction

The purpose of this lesson is to introduce you to the field of psychology. To that end, we begin the lesson by defining psychology and its goals and we end it with a brief description of the different types of psychologists and the various career opportunities that exist.

Defining Psychology

People of every profession are faced with certain stereotypes or misconceptions. For instance, if you are introduced to a doctor you might ask for free medical advice, while if you meet a police officer you might ask about the crimes in a given area. Likewise, if you meet a psychologist, you might wonder if he or she is analyzing you. It is a common misconception that all psychologists are therapists waiting to analyze you. The truth is that many psychologists are not therapists: some are researchers, some are teachers, and some are consultants to business and industry.

Psychology is often thought of as a helping profession. It includes community involvement in help lines, crisis centres, and shelters, as well as testing students in schools, designing special education programs, and providing assistance to the legal system. It also includes marriage counselling, addiction counselling, and helping people cope with terminal illness.

So what is **psychology**? Psychology is defined as the scientific study of behaviour and mental processes. Psychologists investigate what people do, as well as their thoughts, feelings, perceptions, reasoning processes, and memories. They also investigate the biological bases of these processes.

The field of psychology relies upon the scientific method to discover ways of explaining, predicting, modifying, and improving behaviour. The study of behaviour and mental processes involves examining both animal and human subjects.

Behaviour can be either overt or covert. **Overt behaviour** is anything a person does that you can see, while **covert behaviour** is internal or hidden from view and cannot be observed by others. Think about the following behaviours and determine whether they are examples of overt behaviour or covert behaviour.

- Watching: Overt
- Thinking: Covert
- Being sad: Covert

- Wondering: Covert
- Blinking: Overt
- Imitating: Overt
- Remembering: Covert

Now that you know what psychology is, let's look at what psychology hopes to achieve; in other words, the goals of psychology.

The Four Goals of Psychology

As a science, psychology has some important goals. Psychologists gather information (data) in order to attain one or more of the following goals:

1. Description

Description involves making a detailed record of behavioural observations and organizing the information for future research.

Like any other science, psychology must observe and record facts in order to understand what is happening. It is sometimes difficult to achieve an **objective** description of behaviour because human behaviour is very complex. To describe behaviour objectively, psychologists must distinguish between what is actually observed and what a person might infer or assume from witnessing a situation. When you **infer**, you interpret data from a personal point of view. The opposite of objective is **subjective**. This is when you add your own point of view when interpreting data.

In this course, you will learn that psychology is a science and that it follows the same scientific processes that other sciences follow.

For example, in an actual observation the psychologist would say, "The person jumped up and down, smiled, and laughed." In an inferred observation the psychologist would say, "The person was happy." Suppose you wanted to determine how happy an individual was based solely on a photograph. You must objectively report your observations. This may include whether or not the person is smiling, and how much of a curve there is in the smile.

2. Explanation

Explanation involves being able to identify the causes of behaviour. Psychologists look for regular patterns in behaviour and mental processes. This helps researchers state the causes and tells us why a given event or behaviour occurred. But researchers do not reach the goal of explanation until their results have been tested, retested, and confirmed. They do this by eliminating or ruling out other explanations.

For example, psychologists might want to explain why you laugh at certain events and not at others. Another example might be to explain why some people get good grades in Psychology while others do not.

3. Prediction

Prediction involves forecasting behaviour reliably.

Through psychology, we seek to know the future regarding behaviour as we attempt to predict and prepare for events before they happen. This happens when the researcher has identified all the prior conditions that are required for a behaviour or event to occur. He or she can then predict the behaviour or event.

If, for example, we believe that your friend is shy, we could predict that your friend would be uncomfortable having a conversation with a stranger. As such, if we know that meeting a stranger produces anxiety, can we predict what would happen if the stranger were of a different species?

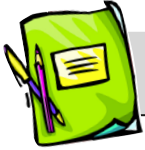
4. Control

Control involves altering conditions that influence behaviour in predictable ways. It is accomplished when researchers know how to apply a principle or change a condition to prevent unwanted occurrences or to bring about desired outcomes. Control means making behaviour happen or not happen. It involves starting it; maintaining it; stopping it; and influencing its form, strength, or rate of occurrence.

An example would be to determine how a smoker, who wants to live a long, healthy life, could go about the behavioural task of quitting smoking. Each factor that contributes to smoking must be recognized (such as oral satisfaction, nicotine addiction, and sexy attitude) and met with an opposing factor in order for the individual to overcome the habit.

The **four goals of psychology** are the description, explanation, prediction, and control of behaviour and mental processes. Psychological researchers always seek to attain one or more of these goals when they plan and conduct their studies. In the next section of this lesson, you will learn how people become psychologists and the many career opportunities that are available.

It is now time for you to complete the first learning activity. It is located on the following page. Make sure that you carefully complete this learning activity as well as all others. These will help you review what you have learned and prepare you to write your exams. Remember, you do **not** send in your learning activities to your tutor/marker.



Learning Activity 1.1: Goals of Psychology

Read the following scenarios and determine to which of the four goals of psychology each one corresponds. Remember that the four goals are description, explanation, prediction, and control. Write your answer in the space after each statement.

1. A daycare worker has developed a teaching program that increases each child's self-esteem. _____
 2. The members of student council want to know why students don't want to go to school dances. _____
 3. As the manager at the local fast-food restaurant, you must interview high school students for a job opening using the questions that the head office has given you. _____
 4. As part of your Family Studies course, you are asked to observe a two-year-old child through a one-way mirror as he or she interacts with a roomful of toys. You document how many toys the child plays with and the length of time spent with each toy. _____
 5. Researchers have recently identified a gene that predisposes certain individuals to obesity. _____
 6. Some psychologists believe that more playground accidents occur among young children who watch violent cartoons. _____
 7. Studies demonstrate that Family Life education programs in high school should be mandatory because this type of education has led to reduced teenage pregnancy rates. _____
 8. Surveys show that women who graduate from college earn as much money per year as men who graduate from high school. _____
-



Check the answer key found at the end of this module.

Studying Psychology

If you study psychology, you can obtain an undergraduate (bachelor's) degree in psychology. This can be useful because students with this degree may obtain graduate degrees in fields like business, law, and social work, in addition to psychology. However, in order to become a psychologist, a graduate degree is required. This means that after completing your undergraduate degree you must continue your university studies. There are three common graduate degrees.

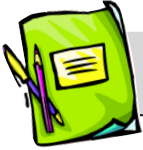
1. Masters degree (M.A.)
2. Doctor of Psychology (Psy.D.)
3. Doctor of Philosophy in Psychology (Ph.D.)

Psychologists are not the same as psychiatrists. Psychiatrists are medical doctors who specialize in psychiatry. Of the two, only psychiatrists can prescribe drugs.

Psychologists at Work

The following table lists some specialties (subfields) within the field of psychology as well as some of the typical activities for each.

Specialty	Typical Activities
Clinical Psychology	Providing therapy, researching, teaching, writing, and helping people with behavioural or mental disorders
Counselling Psychology	Helping people with problems pertaining to everyday life such as marital problems, school problems, and family crises
Educational Psychology	Teaching, and researching teaching and learning in educational systems (mostly in colleges and universities)
School Psychology	Testing and diagnosing gifted students as well as those with learning disabilities, mostly in the school setting
Social Psychology	Teaching and researching social influences on individuals
Industrial/ Organizational Psychology	Teaching, researching, or programming design concerning business and industry
Experimental and Cognitive Psychology	Teaching, and researching human information processing such as perception, language, and memory
Engineering Psychology	Researching the interactions between humans and tools, equipment, and systems
Community Psychology	Providing activities that will benefit the community
Developmental Psychology	Studying human development from conception to death
Physiological Psychology, Biopsychology, Neuroscience	Examining biological approaches to psychology
Health Psychology	Relating to health and medicine or taking place in hospitals
Comparative and Animal Psychology	Involving the analysis of animal behaviour and the comparison of different species
Forensic Psychology	Involving the legal system, the prison system, and the court systems
Methodology and Statistical Consultation	Conducting experiments and analyzing data in research settings
Sports Psychology	Applying principles to athletic activity and exercise
Personality Psychology	Focusing on the traits that differentiate one person from another



Learning Activity 1.2: Psychologists at Work

Here are some examples of issues or questions that a psychologist would address. Determine the subfield of psychology that would study that issue or question. Write your answer in the space after each statement. Use the table in the *Psychologists at Work* section to help you choose the subfield of psychology. Sometimes there will be more than one answer for each question. Choose the one that you think is the best answer.

1. Joan, a Grade 12 student, is panicking. She needs to acquire better organizational skills and study habits in order to cope with the demands of her Grade 12 courses. _____
2. At what age do children generally begin to develop an emotional attachment to their fathers? _____
3. It is thought that watching pornographic films that depict violence against women can prompt aggressive behaviour in some men.

4. What chemicals are released in the human body as a result of a stressful event? What are their effects on behaviour?

5. Luke is unique in his manner of responding to crisis situations. He has an even temper and a positive outlook. _____
6. Eight-year-old Sarah's teachers are concerned that she has recently begun to withdraw socially and to show little interest in school work. They are seeking an explanation. _____
7. Martin's job is demanding and stressful. He wonders if his lifestyle is making him more prone to certain illnesses, such as cancer and heart disease. _____
8. A strong fear of crowds leads a young woman to seek treatment for her problem. _____
9. What mental strategies are involved in solving complex word problems?

continued

Learning Activity 1.2: Psychologists at Work (continued)

10. What teaching methods most effectively motivate elementary school students to successfully complete academic tests?

 11. Jessica is asked to develop a management strategy that will encourage safer work practices in an assembly plant. _____
-



Check the answer key.

Lesson Summary

In this lesson, psychology was defined as the science of behaviour and mental processes. You learned, through the goals of psychology, that psychology is a science. You also learned that many career opportunities exist in the field of psychology. These opportunities were outlined to help clarify what psychologists do.