Psychology 20: Social Psychology

Unit One

What Is Social Psychology?

Psychology is "an eminently useful field, with important practical benefits for anyone wise enough to use it."
Robert Baron

Psychology 20

Course Introduction

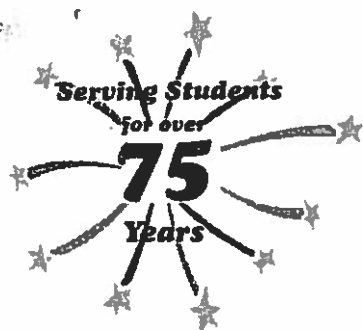A journey of a thousand miles
starts with a single step.

Tao te Ching

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Correspondence School Course

Psychology 20

Units 1-5

How Do We Act and Interact

in a Social World?

What is

Social Psychology?

Psychology 20

How Do We Make

Sense of Our World?

Who Am I?

Psychology 20

Saskatchewan Learning

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Welcome to Psychology 20

You are about to embark on a journey of learning. Your motives for enrolling in Psychology 20 may be quite different from those of other students in this class.

Perhaps you are interested in psychology and want to get a better understanding of why people behave the way they do. If this is your goal, you will not be disappointed. This course will provide you with interesting and useful information about many aspects of human behaviour. You will come to understand how your thoughts, feelings, and behaviours are influenced by others, and how, in turn, you influence other people.

Perhaps you have taken the course because you want to learn more about yourself. This course gives you an opportunity to examine who you are and the experiences and relationships that have molded you. Lesson material, activities, and assignments will guide you to a better understanding of who you are as an individual and as belonging to a larger network of relationships.

Perhaps your primary motive for enrolling in this course is to get a credit. That, too, is a valid and pragmatic reason for being here. The course may be a good fit with your practical nature. You learn about social psychology, but more importantly you apply what you learn to help you address and understand issues that affect your life and the lives of your family members, friends, classmates, and members of your community.

Whatever your motives for enrolling in this course, your journey of learning can be both enjoyable and useful. The information and skills you learn in this course through the lessons, activities, and assignments may assist you as you encounter life's challenges and embrace its opportunities.

The following outline gives you a snapshot of the units in the course.

Psychology 20

Unit One	What Is Social Psychology?
Unit Two	Who Am I?
Unit Three	How do We Make Sense of Our World?
Unit Four	What Influences Our Social Nature?
Unit Five	Course Summary

Unit One: What Is Social Psychology?

This unit lays the foundation for understanding the basic concepts, perspectives, and terms used in social psychology. You acquire knowledge and develop skills that help to make sense of human, social behaviour.

Unit Two: Who Am I?

This unit looks at the four aspects of being: the **physical**, or biological systems for behaviour; the **mental** dimension, which includes thought processes, perceptual processes, learning preferences, and memory; the **spiritual** aspect, which includes beliefs, values, and worldview; and, **emotional** makeup, including emotions, motivations, and attitudes. In this unit, the focus is on you. In other words, you study what makes you "tick," what influences you to behave in the manner that you do!
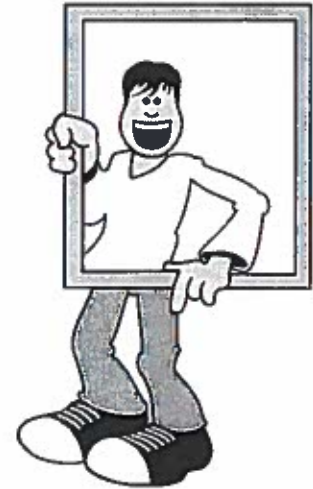
Unit Three: How Do We Make Sense of Our World?

Unit Three deals primarily with relationships, including your relationship with your family, close personal friends, and peers. Learning activities will help you make sense of events, other people, and yourself.

Unit Four: How Do We Act and Interact In a Social World?

In this unit you examine the ways in which people are influenced by others and, in turn, influence other people. The unit looks at a wide variety of social behaviours and relationships. Both socially acceptable and socially unacceptable behaviours are expolored.

Unit Five: Course Summary

This unit does not introduce any new information but instead provides an overview of the course material. Also, you will complete a prototype examination, which will prepare you for the final examination.

Organization of the Units and the Course

Although each unit in this course deals with different topics, engages you in different learning activities, and uses a variety of different assessment and evaluation strategies, there are some common elements that the first four units contain. These common elements are listed and described below.

➢ Concept Web

A concept web is provided at the beginning of each unit of study. The web outlines the major concepts that are covered in the unit. By reviewing these concepts at the start of a unit, you get a clear idea of the topics you are learning about in a unit. At the end of a unit that same concept web can be used as a checklist or reminder of lesson topics enabling you to review what you have learned about them. The concept web may help to identify areas of importance for study purposes.

➢ Unit Overview

The unit overview addresses three basic questions. The major content topics (What?) and activities (How?) are outlined. As well, the unit overview makes connections between the theory you learn and the practical application and relevance of your learning to issues and problems in your daily life (Why?).

Unit Four   Unit One
Unit Three   Unit Two
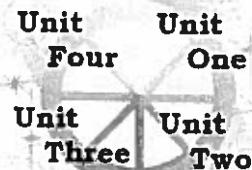
➢ Instructional Materials and Activities

This section of the unit provides you with information and resource materials. It guides you through a progression of activities designed to help you achieve the lesson objectives.

> Listening Activities

A listening CD accompanies the print material of this course. In each unit you will listen to a recording on the CD and sometimes complete an activity based on the recording.
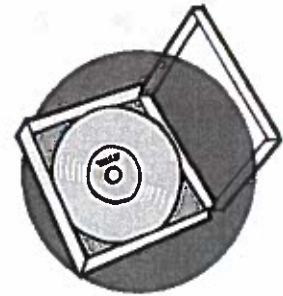
> Research Activities

Near the end of each unit is a research activity that makes connections between the theory you have learned in the unit and contemporary issues in social psychology. A specific research method is discussed and you use that research technique to gather information related to a contemporary issue in social psychology. By doing this activity, you concurrently extend your understanding of an issue in psychology and apply your knowledge of research methods used by psychologists.

> Extension Activities

Extension activities provide you with the opportunity to access and utilize a variety of human, print, and media resources in your home, school, and community. A choice of activities is provided. The activities relate to the unit topic. One choice or option in each unit gives you the opportunity to explore and use Internet sites to gather information. You are encouraged not to exclusively select the Internet option for every unit. The intent of the extension section is to increase your appreciation of the many sources and kinds of information available to you.

> Concept Activities

Units Three and Four contain short, two-page activities throughout the lesson. They invite application of the concepts learned in the lessons.

➢ Assignments

Assignments use a variety of question types and exercises in order to apply and evaluate your learning. Evaluated assignments are teaching tools. Note the corrections and teacher comments on each marked assignment. Use teacher feedback to make improvements in future assignments that you complete.

Activities completed in the Research and the Extension sections are submitted along with the assignment for each unit.

Evaluation:

The marks for your term work on each Unit in Psychology 20 will be weighted in the following manner.

Unit 1:	20%
Unit 2:	20%
Unit 3:	20%
Unit 4:	20%
Unit 5:	20%
	100%

➢ Glossary

Learning and using appropriate terminology related to psychology is important in finding, understanding, and communicating information. When a key term is initially used in the lesson material, it will be defined and printed in *italics and bold* to emphasize its importance. A glossary of terms is provided at the end of the course.

Resources

Upon registration, this package of instructional material was mailed to you. No additional resources are specified for this course; however, you will be required to access information from a variety of print, media, and community sources as you complete the learning activities.

Policies and Procedures

For specific information regarding Correspondence School policies and procedures, please read the Correspondence School Calendar. The introductory letter from your teacher, along with your evaluated Unit One Assignment, will highlight some of the important information contained in the calendar. Please read these documents carefully.

Note that the assignment submission policy for this course is unique since Psychology 20 contains only five units and assignments. **One assignment per week may be submitted to the Correspondence School for evaluation**; however, it takes time to do quality work and to assimilate what you learn. Take time to absorb and reflect upon the concepts that are discussed in each unit of the course and to complete the activities.

If you require assistance with your course work or clarification of Correspondence School policies and procedures, please contact your Correspondence School teacher. Telephone and fax numbers, and e-mail and web addresses are provided on the back cover of your Correspondence School Calendar and on the Assignment Frontal Sheets included in each unit of the course.

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Unit One - Concept Web

The following concept map illustrates the basic topics presented in this unit.

Introduction to
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Psychology?

How Do
We Conduct
Research?

Primary Sources
Of Influence
On Behaviour

Making Sense
Of Our
Behaviour

Who Are
Psychologists,
And
What Do They Do?
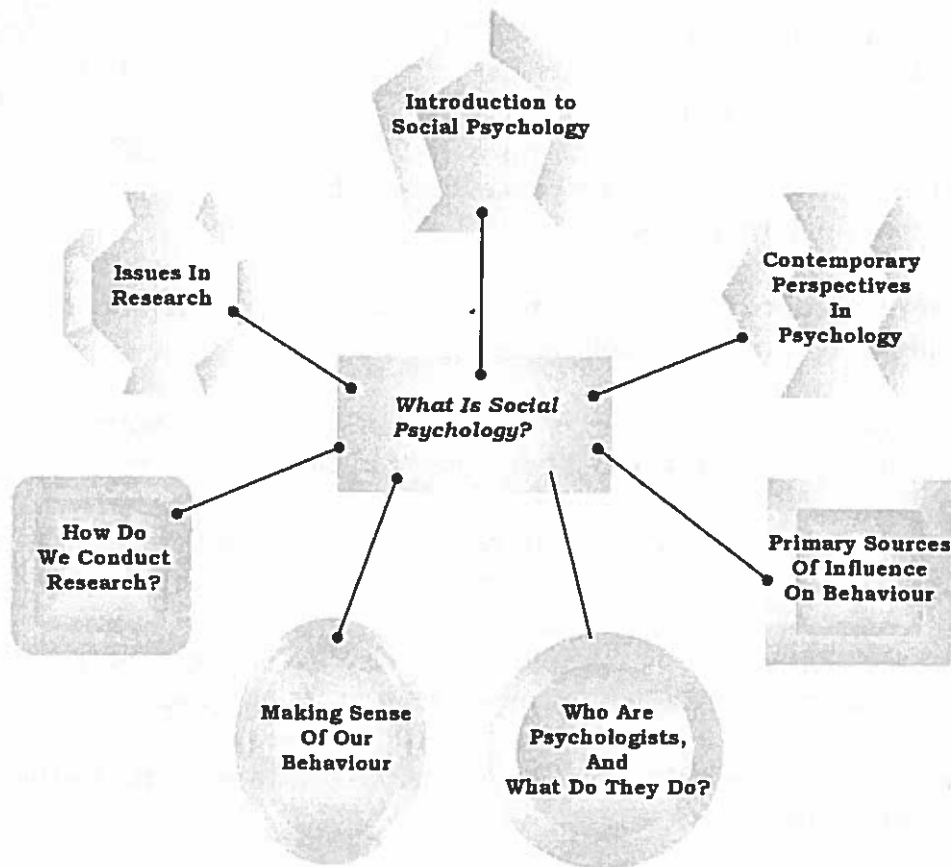
Unit Overview

Unit One provides you with a framework for understanding the discipline of
psychology and, in particular, the field of study called social psychology.
Terminology is particularly important in this first unit as you are introduced
to several terms that are used extensively throughout the course.

Through reading, examining timelines, going through interviews, and doing the activities you learn about some of the ideas, people, and events that have shaped psychological theory and practice. You come to understand and appreciate the diverse nature of the field of psychology and the career prospect it may hold for you.

A brief discussion of the scientific method and, in particular, the research methods used by psychologists leads you into the Research Activity section of this lesson. Here you apply the scientific method and utilize the **survey research method** to test a hypothesis related to animal research.

The Extension Activity for this unit is related to the topic of careers in psychology. You have the following options.

- You may conduct an interview with a psychologist in your community to find out more about the type of work that he or she does.
                                          or
- you may decide to use the Internet to gain more information about the educational qualifications and job prospects for psychologists.
                                          or
- you may choose to do a simple interest inventory that indicates whether or not a career in the field of psychology interests you.

After working through the lesson, you are asked to respond to the questions in the first assignment.

As you work through the Psychology 20 course, you will complete many hands-on activities. This approach is intended to captivate you and make your learning both interesting and useful.

Introduction To Social Psychology

What is social psychology?

Is it ***?

- a class you party in
- a mix of social studies and psychology
- an easy credit
- group therapy

What is your answer? To understand social psychology, let us first look at its relationship to psychology.

Social psychology is a subset of the larger discipline or field of **psychology,** which is broadly defined as the science of human thought and behaviour. Social psychology narrows this perspective and focuses on human beings in relationship to each other. James Alcock, a prominent Canadian psychologist, author, and professor at York University in Toronto, explains the working definition of social psychology we use in this course.

To appreciate what social psychology is, it is useful to look at the historical development of the discipline of psychology. The following timeline highlights some of the important people, events, and perspectives in the development of psychology. Though you are not required to remember all the dates, events, and other information that it provides, you may be surprised about how much you already know about psychology.

social psychology is the discipline that sets out to understand how the thoughts, feelings, and behaviours of individuals are influenced by the actual, imagined, or implied presence of others

You may recognize a number of the prominent psychologists who are named in the timeline. As you learn new information throughout this course, continue to relate this new information to what you already know and to experiences in your life. This may make learning more meaningful for you.

In the broad scheme of scientific history, psychology is a relatively modern discipline. Note that Wilhelm Wundt established the first psychological laboratory in 1879. Most historians believe that this event signaled the emergence of psychology as a scientific discipline, worthy of independent recognition and status.

The timeline indicates that Canadian universities and psychologists have historically been active in research and education within the field of psychology. The timeline also suggests that this trend will continue and expand as we progress into the twenty-first century.

1879
Wilhelm Wundt establishes first psychological laboratory

1884
Pavlov begins studies of digestive secretions in animals, and later conducts the now famous salivating dog experiment

1889
Canada's first modern psychologist, James Mark Baldwin, joins the University of Toronto, setting up a psychological laboratory and experimental psychology curriculum

1909
Psychology courses introduced by philosophy departments at the Universities of Alberta and Saskatchewan

1920-1930
In Central Canada, psychology departments begin to separate from philosophy departments and emerge as distinct academic entitites

1931-1938
B.F. Skinner lays foundation for his operant conditioning approach to psychology

1941
First bilingual program in psychology is established at the University of Ottawa

1946-1960
Returning veterans strain the resources of Canadian universities, especially the psychology departments

1880　1890　1900　1910　1920　1930　1940　1950　1960　1970　1980　1990　2000

1920-1932
Piaget publishes his early work on language and thought of the child

1915
The Univeristy of British Columbia opens its doors, but due to financial restraints offers only one psychology course (through the philosophy department) for the next eleven years

1895-1917
Freud publishes his famous works on human psychological disorders and personality

1890
William James publishes *Principles of Psychology*

1942
First French-language program in psychology is introduced at the University of Montreal

1939
Canadian Psychological Association is founded. With the advent of WWII, research is directed at war-related issues, particularly personnel selection.

1960-1970
Unparalleled growth in Canadian universities; the new availability of funding enables Canadian researchers to achieve international significance. Interest in psychology as an area of study explodes.

1990 and beyond
Canadian researchers continue to distinguish themselves in the world of science. Psychology enrollments are now among the largest in most colleges and universities.

Delving further into the past it becomes evident that philosophy and science form the roots of modern psychology. From the subject of philosophy came the idea that knowledge can be acquired through observation, logic, and reasoning. From the subject of science came new information, research methods, and research tools that allowed body and brain functions to be understood and measured.

Researchers in psychology could then, for example, observe sleep patterns and measure electrical activity in the brain during sleep. Accurate, verifiable research data could now be collected and used to give credibility to observed behaviours and theories based on logic and reasoning. Philosophy and science melded together in the idea that the methods of science could and should be used as a basis for studying human behaviour.

Contemporary Perspectives In Psychology

To understand the practice of research in social psychology, it is necessary to examine the research approaches used in psychology. The approach to conducting, interpreting, and applying research that a psychologist takes is based primarily on his or her belief in a particular theory or perspective of human behaviour. While there is general agreement among psychologists that scientific methods should be used in research, social psychologists take different approaches to the study of human social behaviour.

The most widely accepted contemporary perspectives in social psychology fit into six categories. An explanation of each theoretical perspective demonstrates the variety of approaches to the study of human social behaviour. A brief biography of a prominent psychologist who advocates each theoretical perspective of psychology is also provided.

Psychoanalytic Theory

The psychoanalytical perspective of social behaviour focuses on intrinsic drives and motives as the foundation for behaviour. Human behaviour is interpreted as responding to basic drives, such as need for food and love, and motives, many of which cannot be logically explained and lie buried in an individual's subconscious. A psychoanalyst may for example try to make a connection between childhood rejection, neglect, with deviant social behavior in adult life.

Sigmund Freud (1856-1939)

Freud is an Austrian physician and the founder of psychoanalysis. He received his medical degree from the University of Vienna and set up a private practice in the treatment of psychological disorders. Freud and Breur, collaborated on the theory that many phobias or compulsions are rooted in traumatic childhood experiences. The two doctors believed that in order to overcome a phobia a person had to confront issues from the past. Freud used hypnosis and, later, a technique called free association in order to help patients to surface and, eventually, to face traumatic experiences submerged in their subconscious. In 1900 Freud published one of his most famous works *The Interpretation of Dreams.*

Freud's theories continue to demonstrate how philosophy and science are combined in the discipline of psychology. As a scientist Freud was interested in studying how the mind affected the body. He studied paranoia, hysteria, and other mental illnesses. As a theorist, he explored basic truths about how personalities are formed.   Freud's bold theories, with their emphasis on sexuality were not generally received by psychologists of his time yet, today he is a household name.   During the Second World War, Freud sought refuge in England where he died of mouth cancer in 1939.

Cognitive Theory

Cognitive theories of human behaviour focus on mental processes, such as memory, thought, and reasoning. To understand people, find out what they think. Knowing what and how a person thinks reveals how he or she interprets life's experiences and thus, explains how the individual understands and views the world.

Consider the following example. Two people are about to start similar jobs. One person tells you that he or she is excited and looking forward to the challenges that the job will bring. The other person tells you that he or she feels intimidated by what is expected. Their responses can tell you a great deal about how these people perceive themselves and the world around them. You may be able to logically predict how they will behave on the first day of work.

Jean Piaget (1896-1980)

Jean Piaget, a Swiss psychologist, is best known for his studies on the development of intelligence in children. His research has had an impact on the fields of psychology and education. Piaget identified four stages of mental growth in children. Educators continue to use Piaget's four stages in planning school lessons. Curriculum planners use Piaget's stages to help them to determine the concepts and learning methods most appropriate for learners at different ages.

Behavioural Theory

Behaviourists, or supporters of behavioural theories in psychology, focus on overt, observable behaviour. They believe that behaviour can be understood in terms of the relationship between a stimulus, such as an action or event, and a response, or behavioural reaction to the stimulus. Some responses are instinctive but the majority of responses are learned. Behaviourists

believe that individuals can be conditioned to act in a certain way by repeatedly linking a stimulus to a response.

Behaviourists might ask the question "Do people overeat because they subconsciously make the link between food and acceptance, love, or reward?"

Ivan Pavlov (1849-1936)

Pavlov is noted for his pioneer work in the physiology of the heart, nervous system, and digestive system. He is best known for his conditioning experiments with dogs. He found that dogs which were conditioned to associate the relationship between the sound of a bell and food, eventually began to whine and salivate when only the sound of the bell was heard, even when no food was presented. This led Pavlov and others to believe that human behaviour could be consciously and unconsciously conditioned.

In very simplistic and general terms, behaviourists believed that behaviours that are consistently rewarded will persist, and behaviours that are consistently punished will be reduced.

Social Learning Theory

Social learning theory stems from the belief that behaviour is controlled by environmental influences. Social learning is sometimes referred to as modeling. Individuals observe and imitate others for good or for bad. The roles and influences of family, peers, and the media on human behaviour are common areas of study for social learning theorists. A question that may be asked by social learning theorists is "Do children of alcoholics have a greater disposition to alcoholism because they have observed and modeled their parents behaviour?"

Albert Bandura
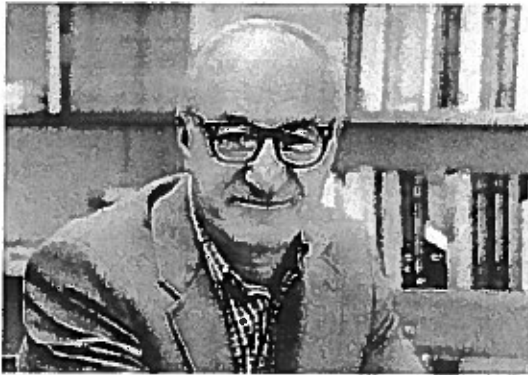
Albert Bandura is a Canadian born psychologist. Results from his research indicate that behaviours, such as sharing, aggression, and cooperation can be learned by observing others. Bandura's research has fueled discussion on the affects of repeated exposure to violence in the media on the behaviour of children.

Supporters of social learning theories believe that observation is a complex three-stage process.

Step three involves acceptance of the modeled act as a guide for one's own behaviour.

Step two involves acquisition or modeling of what an individual sees.

Step one is exposure to the responses of others.
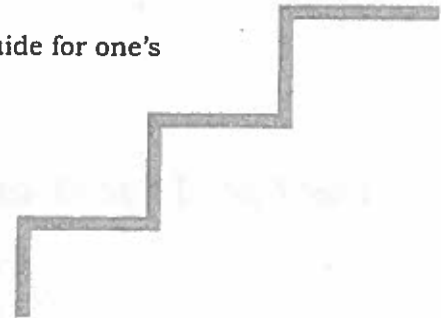
Ethological Theory

The ethological approach to the study of human behaviour focuses on the biological processes that underlie behaviours. Supporters of ethological theories believe that behaviour is influenced to a large degree by biological factors that can be linked to heredity and evolution. Are there, for example, biological reasons or predispositions that would explain the stereotypes that males are more aggressive than females, or females more nurturing than males?

Thomas J. Bouchard

Bouchard's research with twins supports the theory that behaviour is influenced by biological factors. Bouchard is best known for the *Minnesota Study of Twins Reared Apart* conducted in 1987. The study reported convincing evidence that twins, who were separated at birth and raised in two different families, not only showed striking intellectual similarities but also displayed significant behavioural similarities. One set of twins (both named Jim) showed dramatic similarities. Both Jims excelled in math and had trouble with spelling. Both liked mechanical drawing and carpentry. Both gave identical names to their children and to their pets. Both bit their fingernails and had identical smoking and drinking patterns of behaviour. Can you believe it?

Sociocultural or Ecological Theory

Psychologists who support the sociocultural theory focus their attention on the cultural factors that impact on the behaviour of people over a period of time. They believe that an individual's knowledge, development, and competencies are all influenced by the guidance and support structures provided by family, culture, and society. Sociocultural theorists examine links between cultural changes and behavioural changes.

Psychologists who conduct socio-cultural or ecological research might ask the following questions.

- How does a person "grow" within the ecology and environment of his/her family, tradition, or society?
- How do people's behaviours then change the larger society?

For example, what social changes have occurred that would explain the escalating divorce rate or the rise in the number of women selecting engineering as a career path?

The sociocultural theory explains social change over time in terms of the cumulative effect of individual choices. A trend or change occurs within a society when more and more people make the same choices. The motivation to make these same, but individual, choices may stem from cultural factors.

Urie Bronfenbrenner

Bronfenbrenner formulated the idea that a person's thoughts, feelings, and behaviours are influenced by interactions among a number of overlapping systems of support. The primary support system (microsystem) for children includes the family, peer group, classmates, neighbours, and, for some children, a religious community. The next overlapping system of support (exosystem) includes schools, health agencies, the media, and community resources. Encompassing this second layer of supports is a pervasive third layer (macrosystem) of cultural values, political philosophies, economic patterns, and social conditions. Together these systems form the social context in which human beings live, support, and develop.
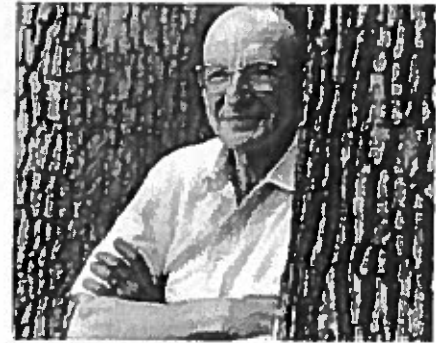
Following is a graphic that illustrates some of the systems that Bronfenbrenner identifies as having an influence on human thought, emotions, and behaviour.

Systems of Support that Influence Behaviour
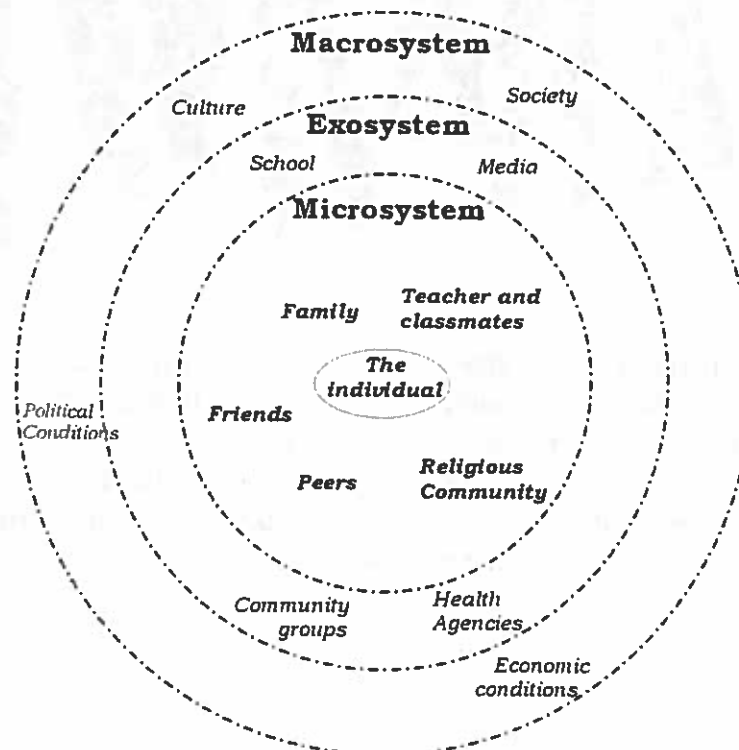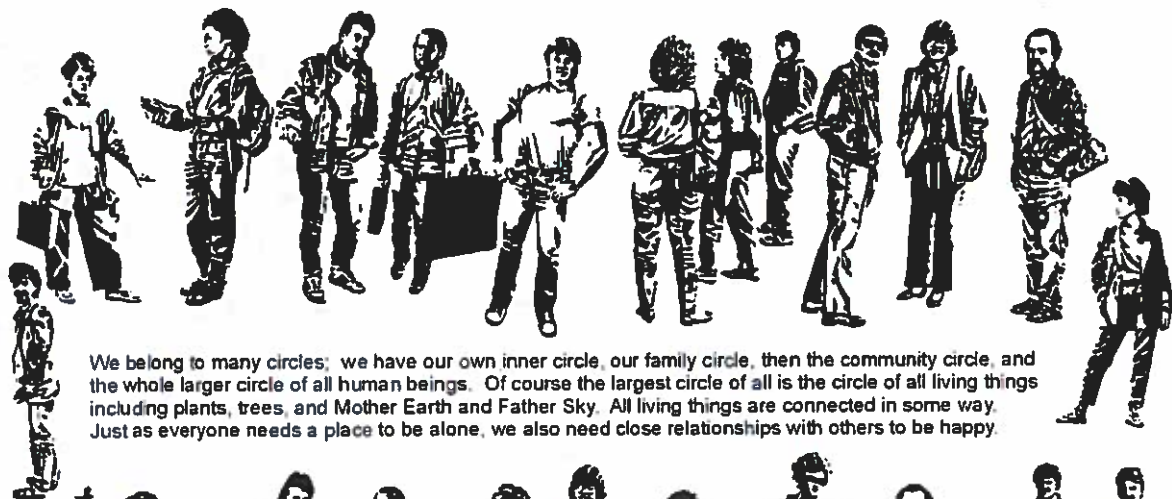
We belong to many circles; we have our own inner circle, our family circle, then the community circle, and the whole larger circle of all human beings. Of course the largest circle of all is the circle of all living things including plants, trees, and Mother Earth and Father Sky. All living things are connected in some way. Just as everyone needs a place to be alone, we also need close relationships with others to be happy.

Which theory interests you the most? How do you define human behaviour? Not all psychologists subscribe exclusively to one theory or another. Even though one psychologist's thinking may be different from that of a colleague, psychologists generally appreciate that each theoretical perspective has a contribution to make to psychologists' common goal of understanding human social behaviour.

Primary Sources of Influence on Behaviour

Knowing the contemporary perspectives in psychology gives you an idea of the diverse ideas and approaches that psychologists use as they try to understand human thought and behaviour. You also bring your own ideas and perspectives to your studies in this course, in the way that you interpret information and events in your life, and through the way you view life. You have a worldview that influences how you think and how you behave.

Worldview

In simple terms, a **worldview** is how you view your relationship to your environment, both natural and human. How you view the world around you is based on your beliefs over time. What you believe influences not only how you treat and value yourself, but how you treat and value the natural environment, human beings, and the social environment in which you live. A worldview provides you with a set of beliefs that help you deal with the reality in which you find yourself. Worldview is your overriding outlook on life and, ultimately, it determines how you choose to live out your life. If, for example, you view the earth as a secure and nurturing place to live, then you are likely to want to preserve it ecologically, and to look optimistically at your place and your relationships within it. If you view the world as a harsh place where you have to rely on yourself to survive, your relationships are not likely to be trusting ones, and the need for survival may overshadow your desire for self-fulfillment.

Factors that Influence Worldview

There is agreement between psychologists and the general public that the way a person acts is a product of heredity and the environment in which the individual lives. Research evidence shows that cognitive abilities, mental illness, and even personality have some biological basis. In the next unit of this course you will study the human nervous system and how it influences the way you think and act.

Social science research has also shown that a variety of environmental factors, such as family, religion, media, and so on are instrumental in influencing human thought and behaviour. Review the circle illustration depicting the systems of support that influence human behaviour. On this illustration note that culture is one of the overriding factors listed in the outer layer. Let's take a closer look at this important factor and how it influences a person's worldview.

Culture

Civilization of a given people or nation at a given time is referred to as *culture*. It includes such things as customs, arts, institutions, and practices. In social studies, you likely studied the ancient cultures of the Spartans and the Athenians. You are living in and creating a current Canadian culture. Canadians take pride in the fact that our nation is a *multicultural society*: a society in which people from different ethnic backgrounds, with different beliefs and practices, live together in an atmosphere of mutual respect.

Although the worldview of individuals and subcultures within a particular society may differ, there is a common worldview to which the majority of people subscribe. Sometimes there are elements within a worldview that people and subcultures within a culture may disagree with but, in general, most people believe in the fundamental concepts within a worldview. For example, most people would agree that democracy is an important aspect of a Canadian worldview.

We are socialized to value democracy by elements in our society, such as family, social institutions, and cultural heritage. Can you think of a country where democracy may not be part of the majority worldview?

One culture within the multicultural country of Canada is the Aboriginal culture. This said, we must also realize that there are many diverse cultures within the Aboriginal culture including the Inuit, Cree, and so on.

On track 1 of the CD that accompanies this course, listen to a conversation with Bill Asikinack about an Aboriginal perspective on social psychology. His discussion illustrates how culture helps to create a worldview that ultimately affects how people and societies approach such fundamental issues as education, health, parenting, and spirituality.

Bill Asikinack

Who Are Psychologists and What Do They Do?

Earlier in this unit you were introduced to the discipline of psychology and to some of the theoretical perspectives that guide the thinking and practices of psychologists; now, let's take a look at the various types of work that psychologists do.

Many people confuse the terms psychologist and psychiatrist. In fact, they refer to two different professional groups.

> *Psychiatrists* are physicians, who, after receiving their medical degree, specialize in the treatment of mental disorders.

> *Psychologists* receive their training in graduate schools that offer masters or doctoral programs in psychology.

Psychologists and psychiatrists receive different kinds of training but their work does, in some instance, overlap. The overlap occurs primarily when clinical psychology and psychiatry meet. **Clinical psychologists** specialize in the study, diagnosis, and treatment of mental disorders. In their professional work they deal with many of the same problems and perform many of the same functions as psychiatrists. Psychologists and psychiatrists may in fact work closely together in the same mental health facility. One difference of importance is that psychiatrists, as medical doctors, can prescribe medication while psychologists may not.

There are many specialties within psychology. Each specialty has a particular focus. Psychologists study many different forms of behaviours and perform their work in many different settings. Following is a listing and brief description of some of the more common subfields of psychology.

Areas of Specialization In Psychology

Specialization	Focus
Clinical Psychology	diagnosis, causes, and treatment of mental disorders
Cognitive Psychology	all aspects of cognition–memory, thinking, reasoning, language, decision making, and so on.
Counselling Psychology	individual's personal problems that do not involve psychological disorders
Developmental Psychology	how people change physically, cognitively, and socially over their entire life span
Educational Psychology	all aspects of the education process
Experimental Psychology	all basic psychological processes, including perception, learning, and motivation
Industrial/Organizational Psychology	all aspects of behaviour in the work setting
Psychobiology	the biological bases of behaviour
Social Psychology	all aspects of social behaviour and social thought–how we think about and interact with others
Sports Psychology	all aspects of behaviour in the sports setting

Nearly half of all psychologists are clinical or counselling psychologists who conduct therapy and help people with problems. Many psychologists, in all specialties of psychology, engage in basic or applied research.

Basic research is designed to increase understanding of basic psychological processes, such as learning or memory.

Applied research focuses on finding solutions to practical problems.

Sports psychologists may, for example, conduct studies to determine the effects of such things as focused imaging or motivational pre-game talks on athletic performance. *Focused imaging* is a technique whereby an individual visualizes in his or her mind the correct way to perform a skill. Visualization often helps the person to perform this same skill feeling more confident and prepared.

Many social psychologists are employed by universities and colleges, to teach and to conduct either basic or applied research. Others work in hospitals and mental health institutions prescribing treatment and conducting therapy sessions for people with mental illnesses and/or addiction illnesses.

Social psychology has always been concerned with the real-life problems of people and the societies in which they live. Social psychologists have helped us to understand a multitude of issues, events, and phenomena. It is no surprise then that the number of psychologists employed in sectors, such as business, education, and even politics is growing.

In the business sector psychologists or industrial psychologists may advise companies on issues dealing with the following matters.

- hiring and firing practices
- introducing and dealing with change
- stress management
- effective management and leadership styles
- creating a collaborative work environment
- resolving workplace conflict
- addiction counselling
- marketing strategies (including advertising)
- customer service
- motivating employees

Can you add other workplace issues or tasks in the business sector that psychologists may address?

- _____
- _____

In the field of education, a psychologist may help curriculum planners and teachers to understand how children learn. An educational psychologist may also assess a student's learning patterns and/or provide counselling to students.

Psychologists in education may also be employed in the following roles.

- motivational speakers at professional inservices
- guidance counsellors for students
- counsellors for teachers with problems affecting their work performance (example: stress or addiction)
- consultants for students with special needs
- marketing consultants for the profession of teaching

Can you add other tasks to the list?

- _____

- _____

In a political forum psychologists may provide advice on issues that focus on the following goals.

- creating an appealing public image
- media promotions
- policies and approaches to presenting the policies
- creating and using public opinion surveys

Can you add other ideas about where the knowledge and skills of psychologists could be used in the political sector?

- _____

- _____

Making Sense of Our Behaviour

Earlier in this unit you learned that psychology has its roots in philosophy and science. The statement was made that "Philosophy and science melded together in the idea that the methods of science could and should be used as a basis for studying human behaviour." What do you think of when someone uses the term science?
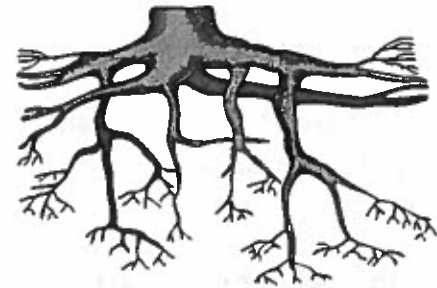
Many of you may have thought of biology, chemistry, or physics. These are indeed fields of science and the word *science* refers to a special approach for acquiring knowledge. This special or scientific approach involves the following two components:

- adherence to key values and standards, and

- the use of systematic methods for gathering information.

As long as these two elements are present we can study virtually any aspect of human behaviour and thought. The use of the scientific method makes psychology a science. Using the scientific method to study makes the information that social scientists acquire *credible* (believable, reliable, or trustworthy) and valuable. In the assignment section you are given the opportunity to perform some basic research. Let's take a closer look at each of the two components of the scientific approach listed above.

The Scientific Method

Adherence to Key Values and Standards

Values and standards are essential components of the scientific method. The following four elements must be considered with respect to values and standards in scientific research.

Accuracy

Researchers must be committed to gathering and
interpreting information in a manner that is as
thoughtful, precise, and error-free as possible.

Objectivity

Researchers must insure, in so far as possible, that information is gathered
and evaluated without *bias* (an opinion formed without adequate reason: a
leaning of the mind).

Open-minded attitude

Researchers should be open to new evidence and be willing to change their
views based on this new, accurate evidence.

Skepticism

A cautious approach to accepting new findings that
requires results to be *verified* (tested and confirmed
to be true). *Reliability* (the degree to which studies
yield the same results when used to measure the same
object, trait or behaviour) and *validity* (the extent to
which a test actually measures what it claims to
measure) are two important factors that psychologists
use to evaluate research findings.

The Use of Systematic Methods for Gathering Information

Researchers, including chemists, psychoglogists, and so on are not merely
content with describing events or phenomenon in the natural world; they
also want to explain them.   The scientific method is a process whereby
scientists and researchers, including yourself, gather information to explain
happenings or events that occur in the world.

In its simplest form, the scientific method consists of four basic steps.
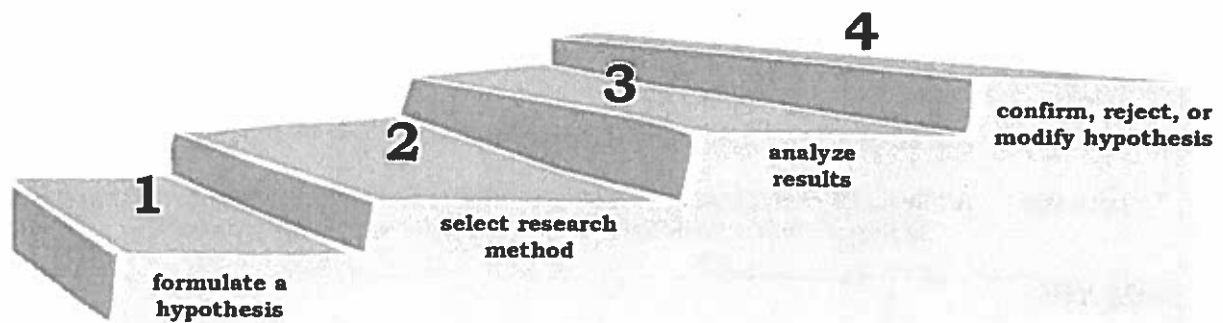
Step One:

Formulate a hypothesis based on an issue you want to investigate.

> A **hypothesis** is a statement or prediction that is assumed to be true and used as a basis for gathering research data.

Step Two:

Select an appropriate research method; design and carry out the study.

Step Three:

Analyze and interpret the results.

Step Four:

Use results to **confirm**, **reject** or **modify** the **hypothesis**.

The following chart gives you an example of how the scientific method is used to study teen driving practices in Saskatchewan.

Step One
Issue: Are adolescent females better drivers than adolescent males?   Hypothesis: Adolescent males ages (16-18) are involved in more accidents per capita in Saskatchewan than female drivers in the same age category.
Step Two
Statistics are obtained from Saskatchewan Government Insurance with respect to the frequency of motor vehicle accidents involving males and females, ages 16-18.
Step Three
Statistics are analyzed and interpreted.

Step Four

Results are examined.

Prediction not confirmed Confidence in hypothesis is reduced. Hypothesis is rejected or modified	Prediction is confirmed. Confidence in hypothesis is increased.

How Do We Conduct Research?

In each unit of this course you are given the opportunity to hone your research skills using the scientific method. Sometimes you will conduct research based on a hypothesis that you are given, or, in other cases, a hypothesis that you create. The research methods that you use vary from unit to unit so that you become familiar with a variety of research methods.

To learn more about some common research methods, read the following article entitled "Research Methodologies in Social Psychology" authored by Mark Burgess and Stephen Kemp.

Research Methodologies in Social Psychology

by Mark Burgess and Stephen Kemp

Abstract: A variety of research methods have helped psychologists answer questions and illuminate our understanding of many areas of our lives. Psychology can be a lot of fun. It is also challenging, creative, and personally and scientifically rewarding when the research is conducted properly and appropriately. This article outlines how we answer psychological questions. Rather than focusing exclusively on the answers themselves, this article will focus on the ways answers are discovered.

Naturalistic Observation

There are a variety of observational research techniques and these are arranged according to the degree of observer intervention. In Naturalistic research, the observer does not intervene at all. For all intents and purposes, the researcher is invisible and works hard not to interrupt the natural dynamics of the situation being investigated. For example, if you were interested in the social interactions of school children you might observe their behaviour at recess. In a situation such as this, the researcher might be looking for specific behaviours according to the predetermined set of criteria (such as fighting, sharing, conversations, etc). On the other hand, Naturalistic methods may also be used when little is known about the phenomenon being investigated and researchers use their observations to develop hypotheses.

Pros and Cons: Naturalistic methods can give rich descriptions about the nature of the social world where there is little or no manipulation of the environment. On the other hand, Naturalistic methods limit the extent to which researchers can draw meaningful conclusions about the causes of behaviours due to the lack of control over the situation.

Participant Observation

Researchers intervene to a greater extent when they engage in participant observation. Some of the "heavyweight champions" of social psychology (Festinger, Reicher, and Schachter) adopted this method for research on cult members. Cults and doomsday groups have enjoyed a long history. Ordinarily such groups (a) predict a calamity and the date on which it will occur, and (b) prepare for the tragic event. For example, members of the "Heaven's Gate" group were looking forward to leaving their "Earthly vessel" (the body) when a spaceship following the Hale-Bopp comet would take them to a higher level! Festinger and his colleagues infiltrated a group called the "Seekers." The Seekers were led by a middle-aged housewife who received messages from "Guardians" located on the planet "Clarion." The Guardians' messages informed Mrs. Keech of the time and date of a massive flood that would wipe-out the United States. In return for their faithfulness, members of the Seekers would be rescued by a spaceship! So far the world has not ended, meaning the cult members must cope with the obvious fact that they, and we, are still here!

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C824

Pros and Cons: One of the advantages of participant observation is that researchers can gain access to situations that would otherwise remain closed, and therefore get a better idea of the experience under investigation. However, if people know they are being studied they will likely alter their behaviour to present themselves in a more desirable manner. Even if the researcher successfully conceals his identity from the rest of the group (as was the case with the Seekers), he will unconsciously alter the group dynamics simply as a result of being a group member. Also, the researcher may even develop sympathies for the people being studied (or learn to despise them!) and develop an exaggerated bias for or against the group.

Structured Observation

Researchers control many more aspects of the environment in Structured Observations. They might set up a specific context in which people will interact and then let things happen naturally. For example, researchers investigating at what age children will resist temptation, might set up a situation where a child is left alone in a room that can be monitored through one-way glass. In one such study, the child was left alone in a room after the researcher told the child not to eat the goodies that were left on the table beside them! The child's behaviour was then observed through the glass.

Pros and Cons: On the positive side, Structured Observation can allow us to study events that may otherwise be infrequent. For example, if researchers want to view mother-child interactions, they can invite a mother to come to the laboratory and ask her to read to her child. On the negative side, typically the event will not be as natural as it would with either Naturalistic or Participant Observation because they know they are being watched.

Field Experiments

In field experiments, researchers set up all aspects of a particular event and have almost complete control over the social context. The people being studied are not aware that they are being observed even though the researcher is controlling the situation. An example would be a study in which a researcher wanted to know under what conditions people are likely to help others in need. The researchers might fake an accident, or fake a person in distress such as a person appearing to be having a heart attack. In this mode of research, the participants are unaware that they are involved in a controlled situation and that their responses are being observed.

Pros and Cons: The researchers have an enormous amount of control over the social context and this is helpful in enabling them to make causal statements. On the other hand, the situation lacks the natural aspect of the observational methods.

Correlation Studies

Correlation studies are enormously popular. Correlation research often involves observation of naturally occurring events, but never involves manipulation of different variables. Even though researchers measure variables systematically, they do not know enough to say whether one variable causes the other. The following examples illustrate this fact: as the ocean water temperature increases so do the number of shark attacks. The increased water temperature and the number of shark attacks are said to be correlated. But this does not mean that the increased water temperature causes the shark attacks. It is not that sharks become more hungry or aggressive, there's just more food around when it's hotter because more people go swimming in the ocean. Using another example, research shows that having a pet is correlated with a reduced likelihood of

becoming a juvenile delinquent in adolescence. But does this mean that having a pet causes you to grow up to be a more law abiding citizen? No! Families who can afford or are willing to have a pet might differ in any number of ways from those families who cannot afford or are unwilling to have a pet.

Pros and Cons: There are many good aspects of correlational research. Observations can be made in a variety of settings, the researcher does not have to intervene directly in the social context, and the observations can be tied directly to a research hypothesis. On the other hand, it is often tempting to make causal statements based upon the research findings. Unfortunately, correlational research cannot assert cause-and-effect behaviour.
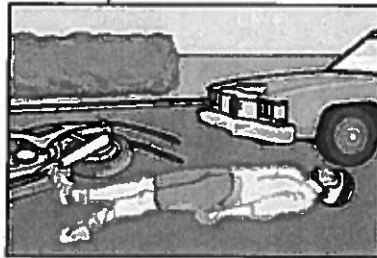
Experiments

Experimental research does allow researchers to identify causal relations. For example, following a brutal assault and eventual murder of a young woman in New York City, psychologists wanted to know why nobody did anything to help the victim. In fact, 37 people witnessed the event, yet nobody even called the police. Darley and Latane (1968) predicted that increasing numbers of bystanders at an emergency actually decreases the probability that any one bystander will intervene and help the victim. They set out to investigate the phenomenon of bystander intervention experimentally.

Darley and Latane (1968) had participants arrive at a laboratory and wait in a foyer area with other supposed participants (these were actually part of the researcher team). One of the "fake participants" who had already claimed to suffer from epilepsy started to have a "seizure." The researchers had hypothesized that if nobody else was present, the participant would go for help more frequently (and more quickly) than if one or more other people were present. In fact, this was true; 85% of participants intervened if they were the only ones present, whereas only 62% intervened if one other person was present, and 31% intervened if four other people were present.

The researchers had complete control over the experimental context. They controlled all aspects of the situation in order that they could confidently state that the number of people at an emergency does indeed impact the likelihood of a particular person lending a hand.

Pros and Cons: Experimental researchers take care to create an environment in which they can make causal statements. They manipulate variables, randomly assign participants to various conditions, and seek to control other influences that could affect their research. However, in working so hard to control all aspects of the situation, except that one variable they are examining, the researcher may create an environment that is rather artificial and may not easily generalize to the real world. Also, there may be some important areas of life that cannot be studied experimentally for ethical reasons. For example, a researcher might want to know about the effects of bullying, but would be unable to investigate the phenomenon experimentally as it would be unethical to place people in those kinds of situations.

Survey, or Questionnaire

Conducting research using a survey involves going out and asking, or sending out, questions about the phenomenon of interest. The survey method is especially useful for collecting data from a large number of people and is often the only way of obtaining data about thoughts, feelings, and private behaviour not open to direct observation.

Pros and Cons: The strength of the questionnaire is that it gathers a large amount of information in a short space of time. Its weaknesses are that it is impersonal, it gathers only the information asked by the questions, it limits the participants' range of responses, it cannot prevent some respondents leaving some questions unanswered or from being untruthful in their responses, and it does not provide a structure from which cause-and-effect relationships can be inferred. (Lefton, 2000, p.14)

Interview

The interview method of research, typically, involves a face-to-face meeting in which a researcher (interviewer) asks an individual a series of questions. The interviewer usually tape records or writes down the participant's responses. To enhance the value of the interview, the researcher should prepare questions in advance, even though there is a likelihood of the "conversation" going off on a number of different tangents.

Pros and Cons: The advantage of an interview over a survey or questionnaire is that it allows for a wider range of responses. But, the interview technique is time consuming, and, as with questionnaires, no cause-and-effect relationships can be inferred. (Lefton, 2000, p.14)

Research with animals

The most important reason for conducting research with animals is also the one that raises the significant ethical issues: some research exposes participants to conditions or treatments that could not be performed on human beings. For obvious ethical and legal reasons, researchers cannot perform operations on healthy people in order to study the role of various parts of the brain in behaviour. Similarly, researchers cannot place human beings on diets lacking in important nutrients to test the effects on behaviour. (Baron, 1998, p.32)

Pros and Cons: Research with animals is one of the most contentious issues in psychological research. Since animals have many things in common with humans, researchers frequently use animals in order to find out more about humans. At the same time, they are not merely objects or abstract creatures with no feelings. Some people believe that any physical or psychological suffering caused to an animal must be aimed at removing a problem in the human that is equal to or greater than the suffering caused the animal. Some have pointed out that as the brighter creatures, humans have a moral obligation to protect animals rather than use them. (Fox, 1983, in McMahon, 2000, p.45) On the other hand, psychologists note that research with animals has contributed to human welfare in many important ways. For example, it has led to such benefits as improved means of treating emotional problems, controlling high blood pressure, and reducing chronic pain. (Baron, 1998, p.32)

Summary

There are a variety of techniques available for psychological investigation. The researcher's own research interests, methodological training, and personal preference determines the technique chosen. It is important to acknowledge that any one method is not superior to another. Rather, different methods are appropriate under different circumstances, and their combined impact has increased our understanding of the social environment considerably.

Research Issues

The scientific method and the specific research methods you learned about in this unit can assist you in making decisions and in solving problems throughout your daily life. Using the principles of sound research methods helps you to develop and use your critical thinking skills. The processes of gathering accurate information, discerning fact from opinion, and making conclusions based on an open-minded evaluation of evidence may assist you in making wise choices throughout your life. Amongst other things, critical thinking can help you to become a better student, consumer, and citizen; critical thinking can help you to look at issues open-mindedly and to understand issues of a controversial nature.

Philosophers, scientists, and psychologists alike have, for centuries, tried to address the question of the relative importance of heredity (what we are born with) and environment (what we learn through experience) as influential factors in explaining human thought and behaviour. The concern about heredity vs. environment is frequently referred to as the nature/nurture debate.

In this course you look at a number of human processes and behaviours to see how they are linked to genetic factors and to systems of support within the environment in which humans live. Nature vs. nurture is an issue you address throughout the course.

While some issues, such as nature/nurture, remain fundamentally important with ongoing and continuous research interest, other issues in social psychology become important as a result of a specific change within society. The following responses by Dr. Mark Burgess to the interview questions "What are the most important current issues in social psychology today?" and "In what areas of our society is social psychology applied?" remind us of important issues of concern to social psychologists as humanity embarks on a new millennium.

In what areas of our society is social psychology being applied?

Without a doubt, Health Psychology is very important today. Increasing medical costs, an aging population, technological advances, all of these things are causing us to seriously consider how the health and well being of our society could be improved. Another area that comes to mind is that of Women's Studies. Only recently has more attention been paid to women's issues in the journals; in fact, there are now several journals dedicated to the issues which women face in society. And a third, perhaps related issue, is the issue of Gender. What it means to be male or female in society, what are the issues, challenges, differences, and strengths?

What are the most important, current issues in social psychology today?

Well, I think that there are several. Certainly the influence of technology and more precisely the Internet, is of prime importance today, because we are facing a situation where we are spending less time relating to real people. Even though we are spending an increasing amount of time being connected to groups and organizations and individuals through technology, we are spending less time with real people. What this will lead to is something that is attracting a lot of interest at the present. Another major trend or issue is what I would call social movements. There are several, including that of the environment, and ecological issues. We are becoming increasingly concerned with our world, and the issues which will affect us all. Another social movement, which is coming out of the globalization of our world, are those of prejudice and ethnic bias. Related to that is the issue of national identity; for example, what makes us Canadian, or German, or in the larger sense, what makes us as North American different from being European or Asian. But over all of these issues, I sense that we are seeking a social movement that is what we could call a Humanistic orientation. By that I mean a basic understanding and respect for all people. One example is not buying a certain product because it is produced in a country where the workers are paid cents a day for their labour. I think we are becoming more respectful of others.

Can you think of other current issues in social psychology? Are there specific issues of concern to people at particular ages, teens for example?

Now, on to the research and extension activities.

Unit One Research Activity

Issue: Animal Research - Right or Wrong

Research Method: Survey

(20) Earlier in this unit animal research was introduced as one method of scientific investigation. Animal research is one of the most controversial issues in psychological research. The fundamental issue facing researchers is under what circumstances, if any, do humans have the right to use other forms of life to suit our purposes? Is it ethical, for example, to subject animals to surgeries, treatments, or conditions that would not be attempted on humans?

Your research activity for this unit focuses on the issue of animal research using the survey (questionnaire) research method. This activity will be submitted as part of your assignment. The activity is worth 20 marks.

Follow the step-by-step procedure on the pages that follow to complete this research activity.

1.	To familiarize yourself with the survey/questionnaire method of collecting research information, read the following summary taken from the book *Psychology* authored by Baron, Earhard and Ozier and published by Prentice-Hall Canada Inc.

Summary of the Survey Research Method

Responses from a small representative sample may be used to infer the opinions of a larger group of people.

Surveys are used for many purposes–to assess attitudes toward specific issues (for example, toward health reform measures or to a blended sales tax), to measure voting preferences prior to elections, and to assess consumer reactions to new products.

Surveys are sometimes repeated over long periods of time in order to track shifts in public opinion, or actual behaviour. For example, some surveys of job satisfaction–individuals' attitudes toward their jobs–have continued for several decades. And changing patterns of sexual behaviour have been tracked by the Kinsey Institute since the 1940s.

The survey method offers several advantages. Information can be gathered about thousands or even hundreds of thousands of persons with relative ease. Further, since surveys can be constructed quickly, public opinion on new issues can be obtained very quickly. However, in order to be useful as a research tool, surveys must meet certain requirements. First, if the goal is to use the results to predict some event (for example, the outcome of an election), special care must be devoted to the issue of **sampling**–how the persons who will participate in the survey are selected. Unless these persons are representative of the larger *population* for which predictions are to be made (for example, from a sample of voters to the entire voting public), serious errors can result.

Yet another issue that must be carefully addressed with respect to surveys is that the way in which they are worded can exert strong effects on the outcomes obtained. For example, when asked to indicate how satisfied they are with their jobs, more than 85 percent of persons questioned indicate that they are "Satisfied" or "Very Satisfied." When asked whether they would choose the same job or career again, however, less than 50 percent indicate agreement! So, as experts in the survey method well know, it's often true that the way you ask the question determines the answer you get.

In sum, the survey method can be a useful approach for studying some aspects of human behaviour–especially positive and negative reactions toward almost anything–but the results obtained are accurate only to the extent that issues relating to sampling and wording are carefully addressed.

1. Try this exercise to test your understanding of the concept of **sampling**. Pretend for the moment that you wish to conduct a survey to assess the attitudes of Saskatchewan residents toward the issue of capital punishment.

Construct a simple question that would poll the opinions of Saskatchewan residents on this issue.

_____

_____

You may simply have asked the question "Do you agree or disagree with capital punishment?" Did you think to further define the issue by including the statement "... for first degree murder convictions of law enforcement officers?" Some people may indicate no to the general question but yes to the more specific question.

The wording of the research question is very important in achieving meaningful results. Review your question and rewrite it in the space provided.

_____

Now that you have decided on your question, make a list of some of the groups you would need to include in your sample in order to make it representative of the larger Saskatchewan population.

_____   _____

_____   _____

_____   _____

Did you think of including a balance of men and women, people from different age groups, rural and urban people, high and low income earners, and so on. Not only do you have to consider the various groups but you must consider the percent of the total population they represent and select your sample accordingly.

2.   In order to increase your understanding of the arguments for and against animal research, read the following article entitled "Animal research: right or wrong?" written by Marie Chang.

Animal Research: right or wrong?

The debate rages on: Should researchers experiment on animals to save human lives?

Scientist Tim Townes carefully withdraws a little white mouse from a cage in his lab. As the rodent tries to wriggle out of his hand, Townes injects into its body a hypodermic needle full of an experimental drug. Days later, he extracts a blood sample from the mouse. A few drops of blood on a glass slide are all he needs to examine the specimen under his microscope. A researcher at the University of Alabama at Birmingham, Townes nods with satisfaction as he scans the results.

Previously, Townes genetically engineered the mouse. He altered its genes (chemical instructions that influence how certain characteristics develop) so the rodent would carry human sickle-cell disease. This blood disorder, which often leads to severe pain, anemia, and organ defects, afflicts more than 70,000 Americans.

Now, because of Towne's experimental drug, the mouse's red blood cells, some originally sickle-shaped, have become rounder-like normal human blood cells. That means the drug is working: Oxygen-carrying cells flow more easily through the mouse's blood vessels. Using his "designer" mice, Townes plans to test treatments to relieve or even cure sickle-cell disease.

Heated Controversy

Suppose you knew someone with sickle-cell disease. Would you approve of Townes' experiment-even if it meant that the mouse suffers or dies? This question lies at the heart of a burning debate in science: Should animals be tested for an array of human needs-from medical treatments to cosmetics? And if so, what limits should be placed on animal research?

Last year, the U.S. Department of Agriculture (USDA) reported that 1,345,739 warm-blooded animals-such as dogs, cats, monkeys, and rabbits-were used in research, testing, or experiments. That number doesn't cover mice and rats, which account for 85 to 90 percent of lab animals, or more than 15 million. (The USDA doesn't regulate the use of rodents in labs). Experts estimate that the total number of animals used for research in the U.S. exceeds 17 million each year. Most of the animals are painlessly put to death after experiments.

The variety of tests performed on animals is nearly endless. Scientists inject animals with experimental drugs to see how effectively they treat AIDS, cancer, and hundreds of other diseases. Doctors perform medical procedures like organ transplants on animals before testing them on humans. Researchers test chemicals-like those used in kitchen cleaners or eye shadow-on animals' skin or eyes to see if the final product will irritate humans.

Yet many opponents passionately argue that animal testing is invalid, unnecessary, and cruel. Their key arguments:

> Animals and humans biologically differ from each other. So results from animal experiments can't be applied accurately to humans.

> Humane alternatives to much of animal research, such as tissue samples and computer models, already exist.

3.   Make a list of five relevant facts pertaining to the issue explained in the
     article. Remember:

> *Facts* include information presented as objectively real or true

> *Opinions* are beliefs or conclusions or judgements which are not
> necessarily substantiated by knowledge or proof.

•   _____

_____

•   _____

_____

•   _____

_____

•   _____

_____

•   _____

_____

4. Complete the following chart by reflecting on the article you have just read as well as recalling your previous knowledge on the subject of animal research. Record three reasons in each column.

Animal Research: right or wrong?

I agree with animal research because ...	I do not agree with animal research because ...
•	•
•	•
•	•

5.	Based on the critical analysis of the issue that you addressed now indicate **your own informed opinion** on the issue of animal research. Answer the following questions.

	a.	Do you believe that researchers should be allowed to subject animals to conditions or treatments that humans are not subjected to? Provide one reason in your response.

		Option A - Yes, because

		Option B - No, because

		Option C - Yes but only under the following conditions:

	b.	Explain one social, cultural, or environmental factor that may have influenced your answer.

6. Now that you know where you stand on the issue of animal research, what do you think your family and/or peers believe about this issue?

Formulate a hypothesis about how you think your family and/or peers would answer the question, should researchers be allowed to subject animals to conditions or treatments that humans are not subjected to?

Circle option A, B, or C in the hypothesis statement below.

Hypothesis: the majority of my family and peers will select

      Option A - Yes, because
      Option B - No, because
      Option C - Yes, but only under the following conditions:

when asked the question about researchers subjecting animals to conditions or treatments that humans are not subjected to in research.

7. Conduct a mini-survey to test your hypothesis regarding people's opinions on the topic of animal rights.

Include **ten** people (family and peers) in your survey sample.

Orally ask the following question and provide the three response options to each person. Ask the person to provide one reason or explanation for their choice.

Do you believe that researchers should be allowed to subject animals to conditions or treatments that humans are not subject to? State one reason for your choice.

8. Record the results on the "Survey Recording Form" that follows.

9. Then complete the "Research Reporting Form" and questions.

Survey Recording Form

Participants	Option A (✔)	Option B (✔)	Option C (✔)	Explanation
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Totals				

Research Reporting Form

Hypothesis:

Total Number of People Surveyed: 10

Survey Responses:

Number of

(Option A Responses) _____   Percentage of (A) responses _____

(Option B Responses) _____   Percentage of (B) responses _____

(Option C Responses) _____   Percentage of (C) responses _____

Note: To calculate the percentage of A, B, and C responses use the following formula.

$$\frac{\# \text{ of A or B or C responses}}{\text{Total } \# \text{ of responses}} \times 100$$

Example: If there were 5 (A) responses then the percentage of (A) responses would be 50%.

$$\frac{5}{10} \times 100 = 50\%$$

Questions:

1. Did the survey support or reject your hypothesis? Explain.

2. State two reasons why it would not be valid to generalize your findings to describe the opinions of larger groups (eg. Canadians).

3. List the three top conditions under which people whose selected option (C) would allow animal research.

4. Explain in a sentence how these survey results compare with your personal opinion on the issue of animal research.

Unit One Extension Activity

(20)   Extension activities have the following two major purposes.

- to extend your thinking on topics discussed in the unit
- to give you the opportunity to explore numerous sources and methods of obtaining information.

Extension activities for this unit are related to the topic of careers in psychology.

Read through all of the three extension activities. Select and complete the one that interests you the most. Then, you are required to submit your extension activity along with the assignment. (20 marks)

Option 1: Internet Research

Perhaps you now want to know more about the profession of psychology. Use the following websites to obtain information about careers in psychology.

> http://www.canada.gc.ca/

This is a Government of Canada Website. The flow chart below is to help you navigate the site and obtain the information you require.

```
        ┌──────────────────────────┐
        │ http://www.canada.gc.ca  │
        └──────────────────────────┘
                      │
    ┌─────────┐       ▼       ┌────────┐
    │ English │               │ French │
    └─────────┘       │       └────────┘
                      ▼
        Departments and Agencies
                      │
                      ▼
        H  (for Human Resources)
                      │
                      ▼
        Job Futures 2000
                      │
                      ▼
        Select Outlooks by Occupation
```

Search using Psychologist as key word.

➢ http://stats.bls.gov/
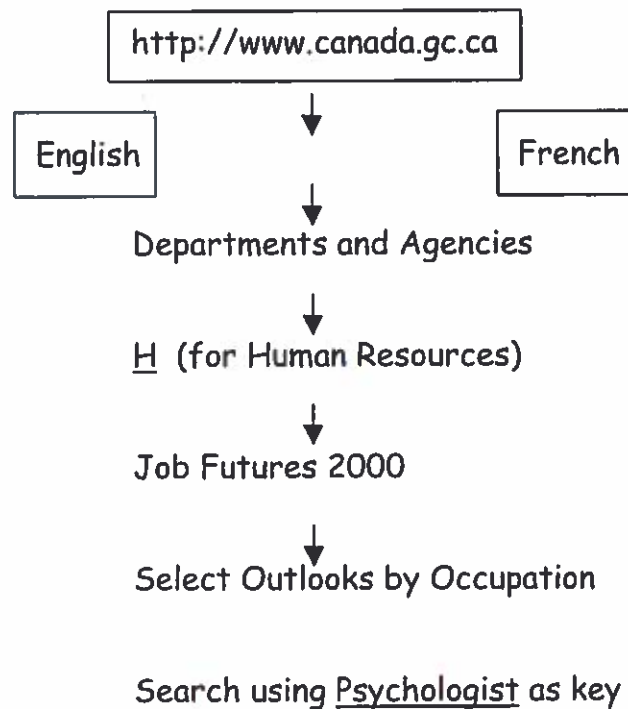
This is an United States Department of Labour website. Once again use the flowchart below to navigate the site and obtain the information you need.

```
┌─────────────────────────┐
│   http://stats.bls.gov/ │
└─────────────────────────┘
            │
            ▼
Career Guides - Occupational Outlook Handbook
            │
            ▼
Search by occupation:  Key in Psychologist.
```
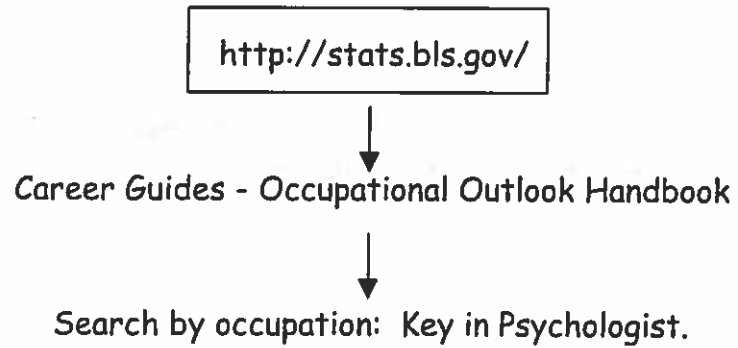
Use the form on the following page to record the information you gather from your Internet research.
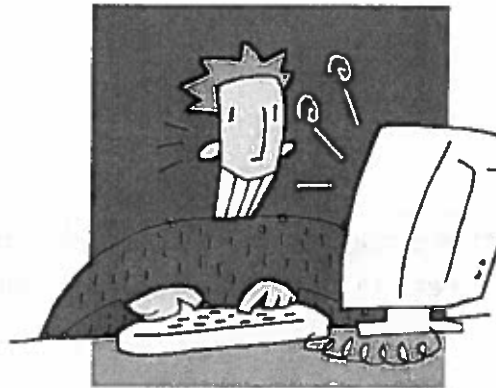
Internet Research Activity Reporting Form

Summarize in print form your Internet search findings by completing the following chart.

Careers in Psychology
Description of the work that Psychologists do
Educational Requirements
Current Work Prospects
Having completed this occupational research, do you feel that you might be interested in a career in psychology? Why or why not?

Option 2: Career Interest Inventory

What careers interest you? Do you think you would like to be a psychologist?
Complete the following Interest Inventory that may give you some idea of
careers or employment opportunities you might like to pursue. Look specifically
to see whether or not a career in psychology might be appropriate. The
inventory is only a guide to career planning. You should not exclude any career
options, or positively determine that you would be an ideal candidate for a
career, based entirely on this inventory.

An Interest Inventory

Mark an ✔ in the Yes or the No column for each question. There are no right or wrong
answers. Answer each question honestly, and take as much time as you need. If some
questions are hard to answer, discuss them with a parent or friend. This quiz will assess your
interests at this particular moment in your life. Your interests will continue to change, so
you may want to take this quiz again at a later date.

		Yes	No
1.	Do you like to have a lot of freedom when you do an assignment or a job?		
2.	Do you like to be a leader?		
3.	Do you like to finish one job before you start the next?		
4.	Are you generally co-operative?		
5.	Do you like to work on projects by yourself?		
6.	Do you keep your things neat and tidy?		
7.	Do you enjoy writing poetry or stories?		
8.	Would you enjoy selling things?		
9.	Do you plan carefully before you start to do something?		
10.	Are social activities very important to you?		
11.	Would you like to work on research projects?		
12.	Do you like to follow directions carefully?		
13.	Are you sensitive to your own feelings?		
14.	Do you usually look on the bright side of things?		
15.	Do you like to build things and/or repair them?		
16.	Are you able to explain things clearly to other people?		

	Yes	No

17. When you learn something new, do you often try to find out more about it? ____ ____

18. Do you have clerical ability? ____ ____

19. Do you like to create things, for example, inventing gadgets or designing posters? ____ ____

20. Would you describe yourself as being ambitious? ____ ____

21. Are you uncomfortable when a lot of people pay attention to you? ____ ____

22. Can you discuss difficult subjects with people without hurting their feelings? ____ ____

23. Would you want to work in a science laboratory? ____ ____

24. When you do a project or another job, do you do it carefully, one step at a time? ____ ____

25. Do you have musical, artistic, or dramatic ability? ____ ____

26. Do you like speaking in front of a group of people? ____ ____

27. Do you enjoy working with tools and machinery? ____ ____

28. Are you able to help people who are upset or worried? ____ ____

29. Do you read scientific books or magazines? ____ ____

30. Would you like to prepare letters and written reports? ____ ____

31. When you have been assigned a project or task, do you like to do it differently from most other people? ____ ____

32. Are you a person who likes to try new things or experiences? ____ ____

33. Do you see yourself as a practical person? ____ ____

34. Are you a good listener? ____ ____

35. Do you like solving mathematical or chess puzzles? ____ ____

36. Do you arrange your papers, files, or books in an organized way? ____ ____

37. Do you express your emotions easily? ____ ____

38. Do you think you can sell an idea or a product? ___ ___

39. Do you often take part in sports or athletics? ___ ___

40. Can you meet new people easily? ___ ___

41. Do you dig deeply into topics to satisfy your curiosity or to solve problems? ___ ___

42. Do you see yourself as being calm rather than emotional? ___ ___

43. Are you basically independent? ___ ___

44. Are you good at arguing your point of view? ___ ___

45. Do you think you have mechanical ability? ___ ___

46. Do you enjoy giving information to other people? ___ ___

47. Would you rather find out something for yourself than take another person's word for it? ___ ___

48. Would you like to work at a job where you would operate a computer or other machine? ___ ___

49. Do you have a good imagination? ___ ___

50. Would you be interested in organizing a club or another group? ___ ___

51. Would you rather work at a task than socialize with people? ___ ___

52. Would you describe yourself as generous? ___ ___

53. Are you more of a thinking than an emotional person? ___ ___

54. Do you enjoy working with numbers? ___ ___

55. Are you able to design, invent, or create things? ___ ___

56. Have you considered starting your own business? ___ ___

57. Do you like working with your hands, doing things such as plumbing repairs, fixing cars, sewing, or wallpapering? ___ ___

58. Are you interested in looking after people when they are sick? ___ ___

59. Do you have mathematical abilities? ___ ___

60. When you are given a task, do you like to show how well you can do it? ___ ___

How to Score the Quiz

The Chart below contains 60 numbers, one for each of the questions you have just answered. For every question you answered Yes, mark an X on the corresponding number on the chart below. For example, if you answered Yes for question 1, you should put on X on number 1. Then count the number of Xs on each line. Write that number in the space at the right. The lines with the most Xs are your strongest interest areas.

Artistic/ Creative	1	7	13	19	25	31	37	43	49	55	
Enterprising	2	8	14	20	26	32	38	44	50	56	
Practical	3	9	15	21	27	33	39	45	51	57	
Social	4	10	16	22	28	34	40	46	52	58	
Investigative	5	11	17	23	29	35	41	47	53	59	
Orderly	6	12	18	24	30	36	42	48	54	60	

Artistic/Creative

You enjoy music, art, drama, and literary activities. You are creative. You dislike rules and structures and show emotions more openly than most people.

Enterprising

You enjoy sales, leadership, and management. You like power and status and can use your verbal skills to direct and influence others.

Practical

You would rather do things than just socialize. When you run into problems you want concrete solutions; you try them out to see if they work. You may feel uncomfortable working out answers in theory only.

Social

You like being with other people and helping them, or maybe doing work that involves others. You seek close relationships with people and probably have good interpersonal skills. You may feel unhappy when working alone or doing physical jobs.

Investigative

You like working with ideas. You analyze and think things through. You prefer to work independently. You would rather let others do the persuading to have people accept your ideas.

Orderly

You like keeping things tidy, perhaps doing forms and reports in business or economics. You enjoy working with details, you have good self-control, and you identify with power, status, and well-structured programs.

Answer the following questions in the spaces provided:

1.   List your first and second highest ranking interest categories.

2. Connect your interests to the possible jobs on the career chart which follows. Select your strongest category across the top of the chart, and then select your second strongest category along the side of the chart. Find the intersection of these categories—these jobs should relate to your interests.

List the jobs in the following space.

_____

_____

_____

_____

Career Chart

	Artistic/Creative	Enterprising	Practical	Social	Investigative	Orderly
Artistic/Creative		Choreographer, Artistic director, Interior decorator, Advertising manager, Film Producer/director	Graphics, Photographer, Sculptor, Photographer's helper, Sign writer, TV camera operator, Audio-visual technician, Drafter	Model, Teacher, Economist, Musician, Actor, Production manager (theatre, film radio, TV)	Composer, Architect, Sculptor, Sign writer	Theatre technician, Electronics, Props, Costumes, TV and film technician, Grip, Camera person, Set dresser
Enterprising	Film producer, Disc jockey, Announcer, Baker, Lawyer, Craftsperson (arts and crafts), Working chef, Interior designer		Pharmacist, Pharmacy assistant, Dietary assistant, Salesclerk, Tradesperson, Carpenter/plumber	Museum curator, Systems analyst, Buyer, Auctioneer, Real estate, Sales manager	Market research analyst, Insurance investigator, Private investigator, Security, Quality control	Auctioneer, Buyer, Manager, Market research analyst, Real estate agent, Sales agent, Insurance inspector
Practical	Furniture refinisher, Cook, Painter, Cabinetmaker, Mould maker, Photo engineer, Printer, Baker	Plumber, Roofer, Small engine mechanic, Animal breeder, Mechanic		Taxi driver, Meat cutter, Kitchen helper, Server, Chef, Baker, Police officer	Welder, Grounds keeper, Iron worker, Small engine mechanic, Jeweller, Appliance service person, Radio and TV technician	Dental hygienist, Driller, Lather, Truck driver, Letter carrier, Maintenance, Motor mechanic, Packager, Assembler, Construction labourer
Social	Flying instructor, Minister, Priest, Rabbi, Speech therapist, Preschool teacher, Teacher, Childcare worker	Counsellor, Dietician, Home economist, Host restaurant, Driving instructor, Employment counsellor	Childcare worker, Employment counsellor, Orderly, Nurses' aid, Waiter		Community organization worker, Social worker, Sociologist, Probation officer, Police officer	Orderly, Community organization worker, Cashier, Server, Nurses' aid, Waiter, Host, Probation officer, Police officer
Investigative	Doctor, Chemist, Law clerk, Taxidermist, Mathematician, Scientist Researcher	Pharmacist, Optometrist, Electronic technician, Lawyer, Chemical lab technician, Inventor	Electronics technician, Camera repair person, Chemical lab technician, Computer operator, Geological technician	Doctor, Optometrist, Psychologist, Social worker, Librarian, Veterinarian, Order processor/picker		Work processor, Camera repairperson, Lawyer, Law clerk, Librarian, Instrument repairer
Orderly	Administrative assistant, Library technician, Drafter, Computer programmer, Designer	Hotel clerk, Stock clerk, Travel agent, Sewing machine operator	Coding clerk, Keypunch operator, Order filler, Bank teller, Sewing machine operator, Business machine operator	Switchboard operator, Travel agent, Receptionist, Library, Credit clerk, Bookkeeper	Clerk typist, Methods analyst, Travel agent, Bookkeeper, Accounting clerk, Stock clerk	

3. What were your rankings in the following categories?

Social

Investigative

4. What might these rankings tell you about your interest in a career as a psychologist?

5.	From the list of specializations in psychology listed below, select one specialty that interests you the most. Explain your selection.

Specializations

Clinical Psychology
Counselling Psychology
Developmental Psychology
Educational Psychology
Experimental Psychology
Cognitive Psychology
Industrial/Organizational Psychology
Psychobiology
Social Psychology
Sports Psychology

Explanation:

_____

_____

Option 3: Interview with a Psychologist

Perhaps you want to meet a psychologist and hear about his/her work. Option three asks you to interview a psychologist who works in your community. Design five meaningful questions before the actual interview. While interviewing, be sure to use effective interviewing techniques, i.e. be polite, consider the method you might use to interview, ask appropriate questions, and thank the person for his/her time. You may complete the following Interview Report Form based on your discussions or you may submit your interview as an audiotape. Be sure to label the audiotape with your name, assignment number, and course name.

Interview Report Form

Name:

Educational Qualifications:

Job Description:

List five questions you want to know about the work of a psychologist and then, record the psychologist's responses in the spaces provided.

Questions	Responses
1.	
2.	

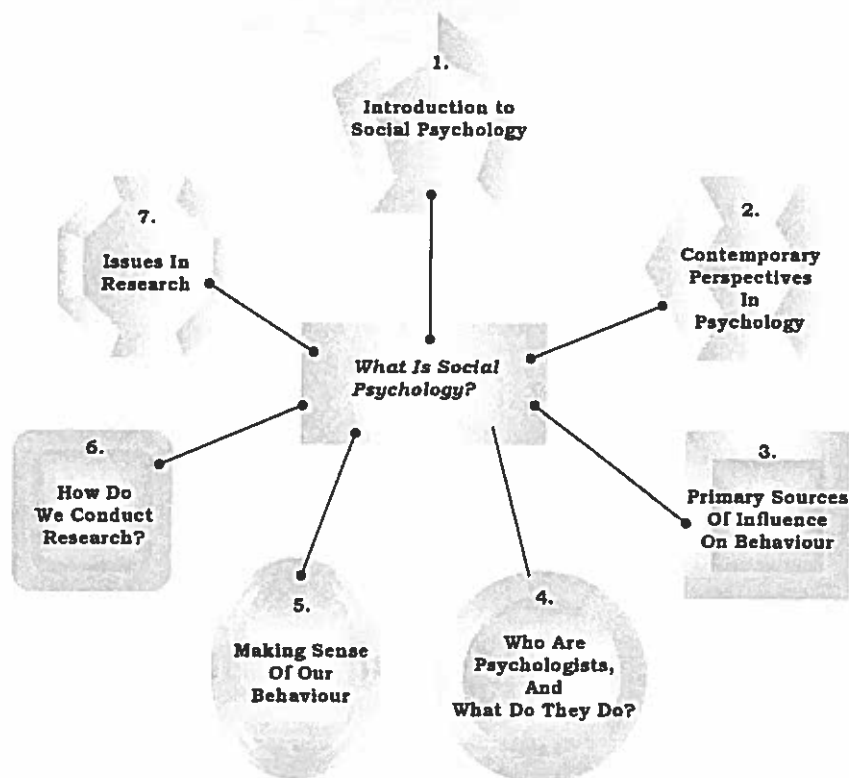| Questions	Responses
3.	
4.	
5.	

Unit Summary

You are now at the end of the first unit. Before you complete the assignment that follows, congratulate yourself for all the work and learning you have already done. The research and extension activities that you have already completed are to be submitted and evaluated as part of your assignment.
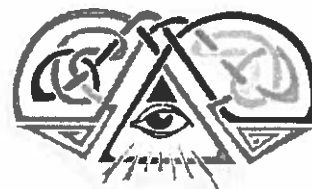
Your first assignment, like all other assignments in this course, are open book; however, your final exam is not. It is important, therefore, that you try to retain your learning so you can apply it in the following ways.

- on your assignments
- on your final exam
- in your daily life

To remind you of what you have learned in this unit, look at the concept web from the introduction to the unit. Reflect on what you have learned about each of the concept areas listed in the chart.

1. Introduction to Social Psychology

2. Contemporary Perspectives In Psychology

3. Primary Sources Of Influence On Behaviour

4. Who Are Psychologists, And What Do They Do?

5. Making Sense Of Our Behaviour

6. How Do We Conduct Research?

7. Issues In Research

What Is Social Psychology?

Now that you are prepared, proceed full speed to your assignment.

Psychology 20

Unit One

Assignment

Saskatchewan Learning

Correspondence School

1500-4th Avenue
Regina, Canada
S4P 3V7

(306)787-6024
Toll-Free 1-800-667-7166
Fax (306)787-7223

Student Number

| 6 | 3 | 4 | 0 |

Course Number

| 0 | 1 |

Assignment Number

Psychology 20
Course Title

_____
Correspondence School Teacher's Name

_____
Mark Assigned

Please print your name and address, including postal code in the space below. This address sheet will be used when mailing back your corrected assignment.

Name _____

Street or P.O. Box _____

City or Town _____ **Province**

Postal Code _____

Before you submit your assignment, please complete the following procedures:

1. Write your name and address and the course name and assignment number in the upper right hand corner on the first page of each assignment.

2. Number all the pages and place them in order.

3. Complete the required information details on this address sheet.

4. Staple this address sheet to the appropriately numbered assignment. Use one address sheet for each assignment.

5. Staple the appropriately numbered, green, Assignment Submission Sheet to the upper left hand corner, on top of this address sheet.

6. Use sufficient postage.

Assignment 1

Values

Part A: Submit the following activities.

(20) 1. Unit One: Research Activity
(20) 2. Unit One: Extension Activity (Option 1 or 2 or 3)

Part B: Assignment Questions: Answer the following assignment
questions.

(6) 1. **Matching**: In the space provided in front of each Contemporary
Perspective in Psychology listed in Column A write the name of
a Prominent Psychologist (listed in Column B) who supports
that psychological perspective.

Column A	**Column B**
Contemporary Perspectives in Psychology	Prominent Psychologists
_____ 1. Behavioural theory	a. Bandura
_____ 2. Cognitive theory	b. Bouchard
_____ 3. Ethological theory	c. Bronfenbrenner
_____ 4. Psychoanalytic theory	d. Freud
_____ 5. Social learning theory	e. Pavlov
_____ 6. Sociocultural theory	f. Piaget

(6)   2.   Imagine that the psychologists listed below have all assembled to try to understand the behaviour of a ten-year-old boy who scores extremely well on standard intelligence tests but who is underachieving with respect to his school work. The child does not relate well to his female teacher and is physically aggressive with girls in his class. Match each of the following comments with the psychologist who might make that comment. Write the psychologist's name in the blank provided following the comment.

Bandura
Bouchard
Bronfenbrenner
Freud
Pavlov
Piaget

- In order to understand this child we must look at whether or not the family, classroom, cultural setting and social setting in which he lives are conducive to learning.

  psychologist _____

- A consistent pattern of rewards and punishments may help to increase the frequency of positive behaviour and decrease the incidence of negative behaviour.

  psychologist _____

- It is extremely important for the parents and the teacher of this child to exhibit positive attitudes and behaviours toward learning. In this way the child can model and internalize good work habits.

  psychologist _____

- Perhaps some early childhood experiences are influencing the child's behaviour. If the child was rejected by his mother early in life, it may affect his relationships with other females in his life.

  psychologist _____

- The boy's mental growth may be beyond the stage of learning that the majority of his classmates are at, and he needs more advanced and challenging learning tasks.

  psychologist _____

- There may be biological reasons to explain why boys are aggressive. It is important to recognize this genetic tendency and to provide appropriate channels for this aggression.

  psychologist _____

(10) 3. **Definitions**: Define each term in the set to demonstrate your understanding of the distinction between each.

- Psychology and Social Psychology

- Basic Research and Applied Research

- Psychologists and Psychiatrists

- Validity and Reliability (research findings)

- Nature and Nurture (determinants of human thought and behaviour)

4. **Short Answer**: Answer the following questions regarding scientific research.

(2)   a.   In 1879 Willheim Wundt established the first psychological laboratory. Explain one reason why most psychologists accept that this event signaled the emergence of psychology as a scientific discipline worthy of independent recognition and status.

(2)   b.   Give two reasons why it is important for psychologists to adhere to key values and standards when conducting research.

(2)   c.   Explain why is it important to have a clear research hypothesis before starting to collect research data.

(2)   d.   Explain why sampling procedures are important if generalizations are to be made from research findings.

(3)   e.   Complete the chart that follows.

A purpose for using the survey method to gather information in psychology is _____	
one disadvantage	one advantage

5. **Worldview**

Earlier in this unit you read an article by Bill Asikinack stating that in the Aboriginal worldview "humankind is the least of all of Creation (because humans depend on the animals and plants). They do not need us to survive, we need them." As an Aboriginal, Asikinack goes on to say "Our world view is opposed to control, dominance, and ownership of Creation. We are one with Creation, and we must seek to live in harmony with all Creation."

(2) a. Based on the Aboriginal worldview presented by Asikinack, create a hypothesis as to whether or not the majority of Aboriginal people would support or oppose animal research. Support your hypothesis with a reason. Remember that a hypothesis is a statement or prediction that is assumed to be true and can be used as a basis for reasoning and investigation.

Hypothesis:

Reason:

(5)   b.   As a Centennial Project many schools, businesses, and individuals made time capsules. In the capsules, participants placed items that defined the values and culture of Canada and its people in 1967. The capsule defined their world and worldview. In the year 2067 these time capsules will be opened and those people examining the contents of the capsule will reflect on the lives, culture, and worldview of people in 1967.

Imagine that your task is to create a culture capsule of **ten** articles that reflect the worldview of the **majority of people in your community today**. Consider items that might show the values and beliefs of the majority of people in your community (items that give a snapshot of the popular culture or trends are not an aspect of a worldview). In the chart below, list the items you would consider placing in the culture capsule and identify the values or beliefs of the worldview you wish to represent.

Items	Values or Beliefs

(5)   c.   Now imagine what items you would place into your own culture capsule, one that represents only you. Create a culture capsule of your own. Include in it ten things that illustrate your values, beliefs or/and lifestyle. The items should reflect your worldview, that is, who you are and your relationship to all creation.

Considering that you belong to your community, five of the items you include must be taken from the list of items you created in the previous exercise, and the remaining items must reflect your uniqueness. List your items in the space provided and explain what each item says about your worldview including your values, beliefs, and lifestyle.

Five items similar to my community:	
Item	**Reason**

Five items of personal choice:	
Item	**Reason**

(5)   d.   The components listed in the chart below are some of the factors that Bronfenbrenner identifies in his model of systems of support that influence human behaviour. Provide two specific or concrete examples of how your worldview, including values, beliefs and/or lifestyle, has been influenced by each of the following components of your environment.

Family
•
•
Peers
•
•
Media
•
•
Schools
•
•
Economic or political conditions within society
•
•

(10) 6. **Choice Question:** On looseleaf paper, complete **one** of the following three options.

a. Read the following poem entitled "Why" written by a Saskatchewan high school student. Then, in the form of a newspaper commentary share your agreement or disagreement of the worldview of society presented in the poem. Be sure to provide reasons and examples to support your opinion.

Why

A young child cold and alone
No place to go, no place to call home
A young girl working the street
Just to survive, just so she can eat
A family torn apart by an uncaring and devious heart
Why do people just pass them by?
Have you really stopped and wondered why?
Why does no one seem to care?
If others are stripped naked, left trembling bare?
Could it be we choose not to see?
Just content that it's not you or me?
Someone killed because of his skin color,
Will we ever learn to love one another?
Another way of hate to be fought
While the devil laughs at the souls he's caught.
People murdered for what they believe in,
Can you tell me the reason?
Why can't we accept one another
And walk hand in hand with our fellow brother?
I've thought and thought and I'll tell you why
Power, greed, and money influence and catch the eye
It's a sad world we're living in
When people can't spare a dime or a fraction of their time.

Adriana Brehm

b. Create a poem of at least twenty lines that illustrates your worldview. Consider images you may present and the use of vivid language to convey your opinion. You may submit your poem in written form or as an audio recording. Be sure to label your tape.

c. Create a collage on 8 × 11 paper of images and words that illustrate your worldview.

Consider the presentation of the pictures according to the following list.

- neatly trimmed
- use of borders
- well glued
- interesting arrangement
- clear focal point
- overall impact
- clarity in organization
- consistency in theme

(100)

Unit One
Checklist ☑

Have you included all the following items, and stapled them together in the correct order?

☐ Coloured assignment submission sheet

☐ white address sheet

Part A

☐ Research Activity

☐ Extension Activity

Part B

☐ Assignment Questions 1-6

☐ Audiotape if used for question 6b