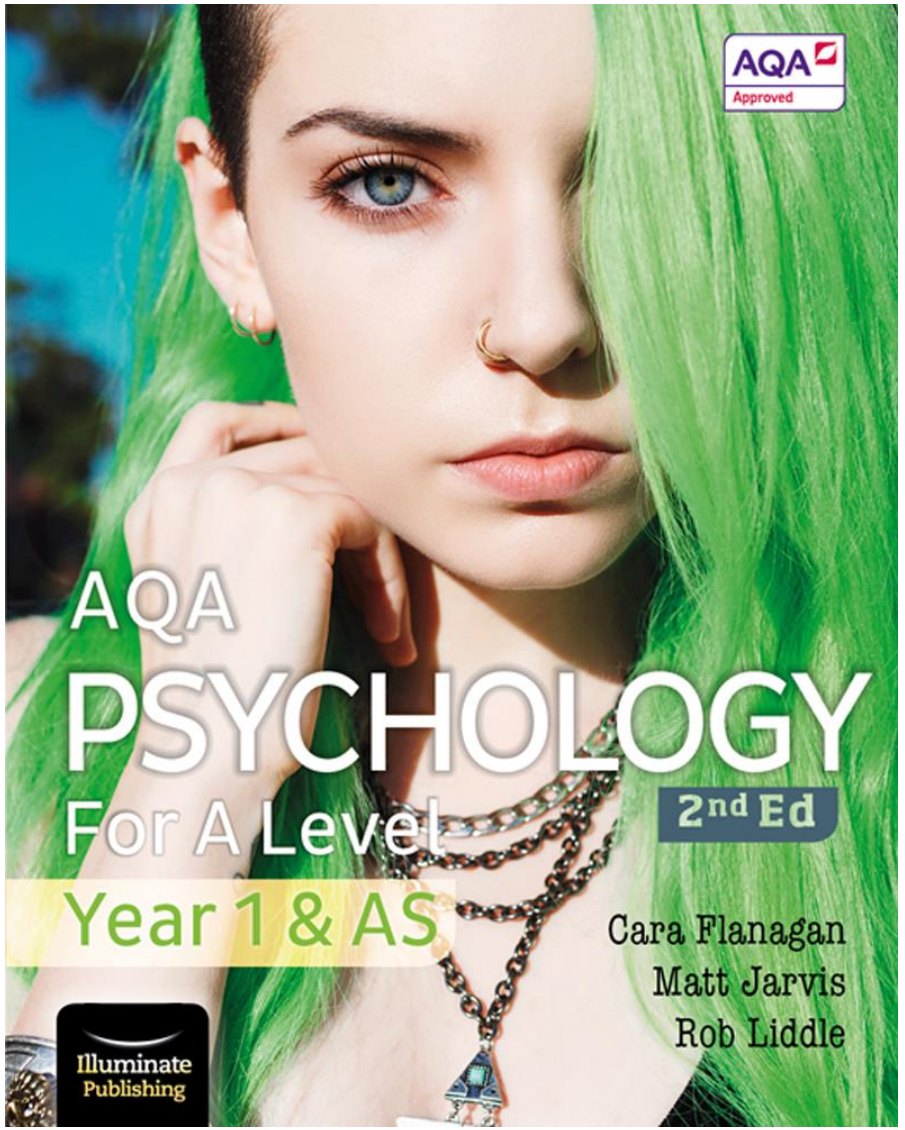
Psychology Induction Session

Miss Colgan

Head of Psychology

jcolgan@ecclesbourne.derbyshire.sch.uk

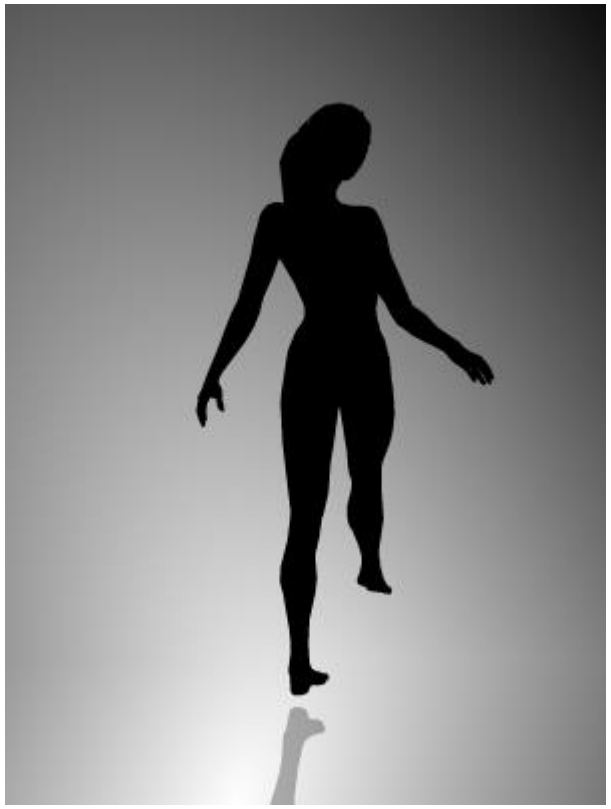


Icebreaker

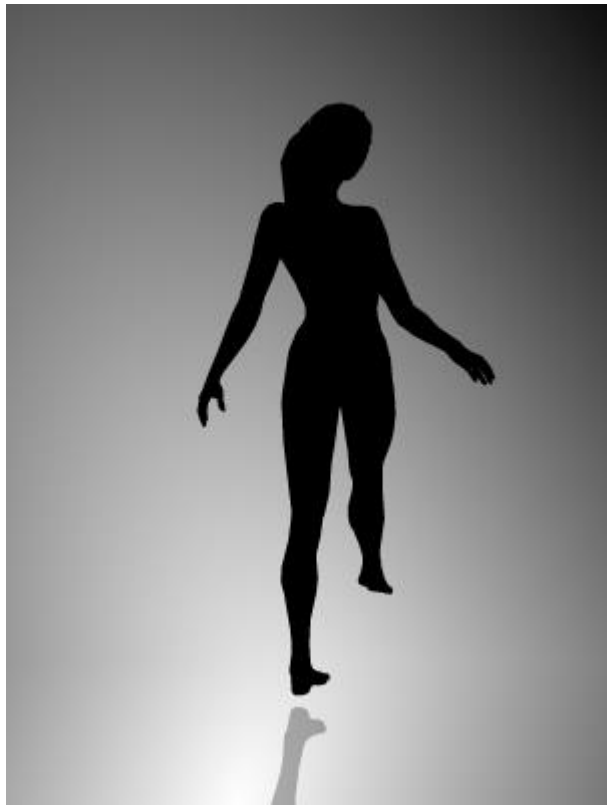
Which way is this woman spinning?

What colour is this dress?

Why do we see them differently?



Icebreaker



Some of you see it one way, others the opposite. Some of you might even be able to switch it.

What this shows is that your brain doesn't just record what's 'out there' - it actively constructs what you see based on limited input.

That's a huge theme in Psychology: how our perception, memory, and behaviour are shaped by our brain's **interpretations**, not just external reality.

Objectives of this induction

By the end of this session, you'll know:

- What Psychology A-level involves
- Whether it's the right subject for you
- What it's like to study it and think like a psychologist

Etymology of the word "Psychology"…

"Psych" = the human soul, mind or spirit

"ology"= the study of

Etymology = the origin of a word and the historical development of its meaning.

The definition of Psychology is...

"The science of the mind and behaviour"

What sort of thing do you study in Psychology?

A Level Course Structure

Year 1	Year 2
• Memory • Attachment • Psychopathology (mental illness) • Social Influence • Biopsychology • Approaches • Research Methods	• Gender • Schizophrenia • Forensic (criminal) • Issues and Debates • Research Methods

Example Topics in Year One

Memory = why do we forget and how can we better remember?

Attachment = what happens when a child is deprived of emotional care?

Psychopathology = what are the explanations and treatments of Depression, Phobias and OCD?

Social Psychology = why do we obey authority or “follow the crowd”?

Biopsychology = how does are brain chemistry affect our behaviour and what medications might change this?

Approaches = is behaviour determined by nature or nurture?

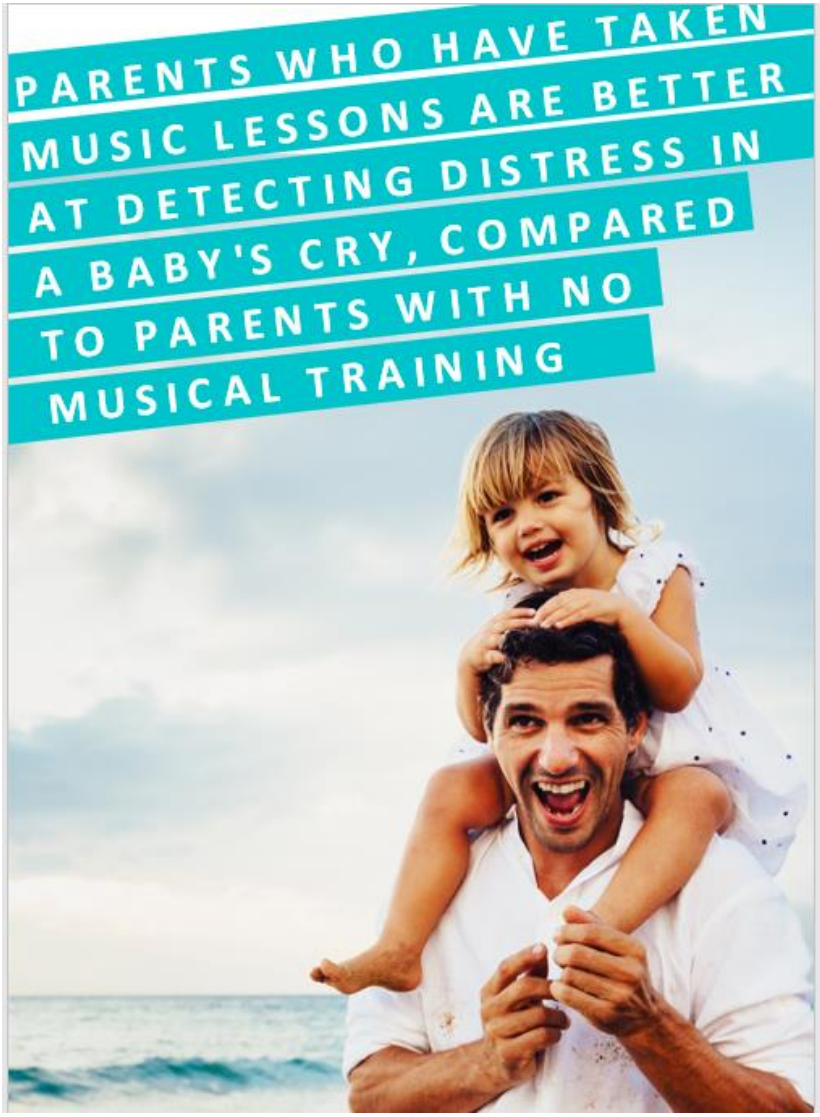
Research Methods and Statistics = how do Psychologists scientifically study the mind and behaviour?

Fact or Fiction?

I am going to show you a set of statements that may or may not be findings from real psychological research.

Decide if each statement is fact or fiction. Be prepared to explain your reasoning.

1


PARENTS WHO HAVE TAKEN
MUSIC LESSONS ARE BETTER
AT DETECTING DISTRESS IN
A BABY'S CRY, COMPARED
TO PARENTS WITH NO
MUSICAL TRAINING

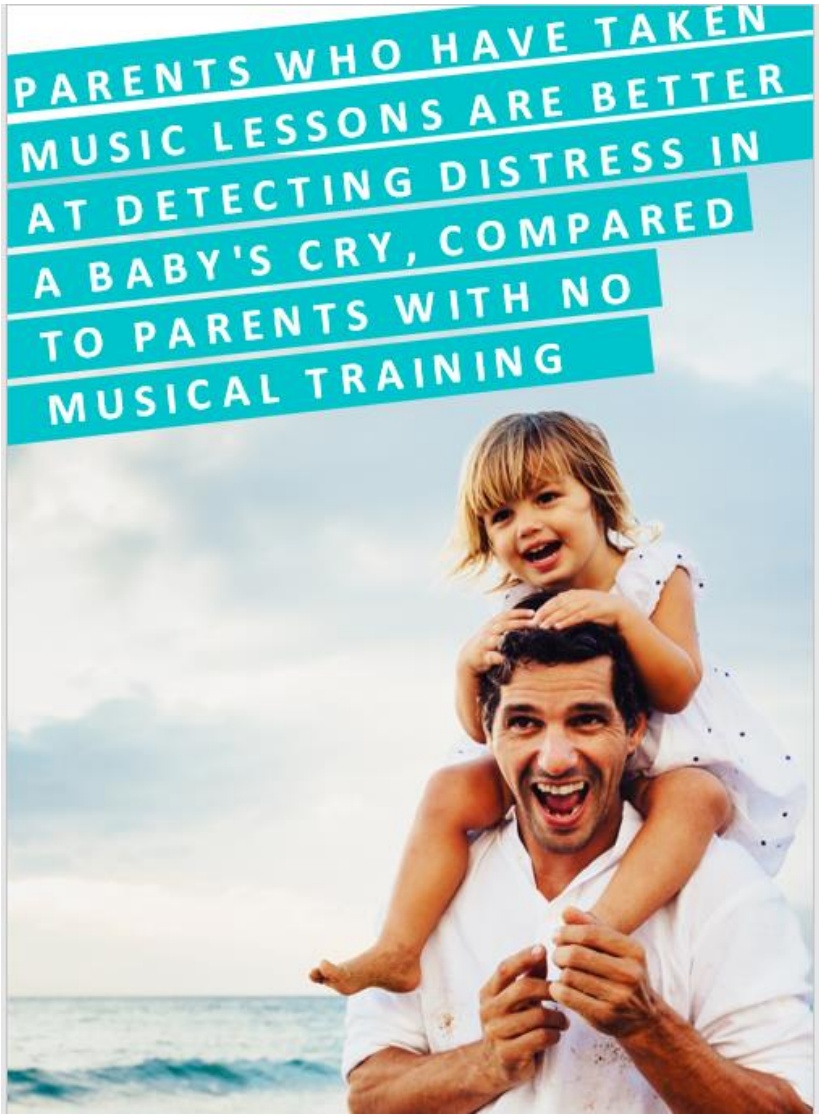
2


THE EXACT SAME BIOCHEMICAL
PATTERNS ARE FOUND IN THE
BRAIN'S OF THOSE IN LOVE, AND
THOSE WITH SEVERE OBSESSIVE
COMPULSIVE DISORDER

3


30% of pregnant women crave non-food items, like tins or sand
THIS IS AN EATING DISORDER CALLED PICA DISORDER

Attachment

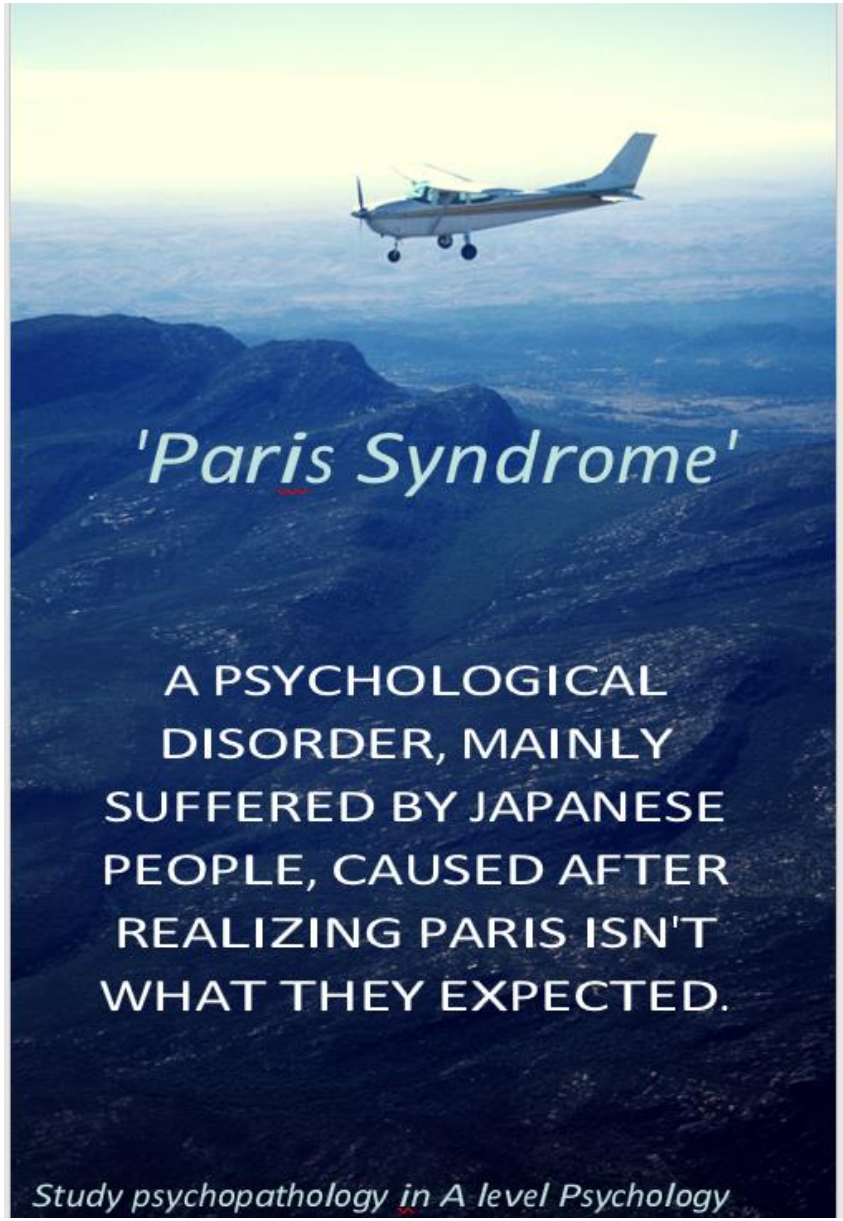


Biopsychology

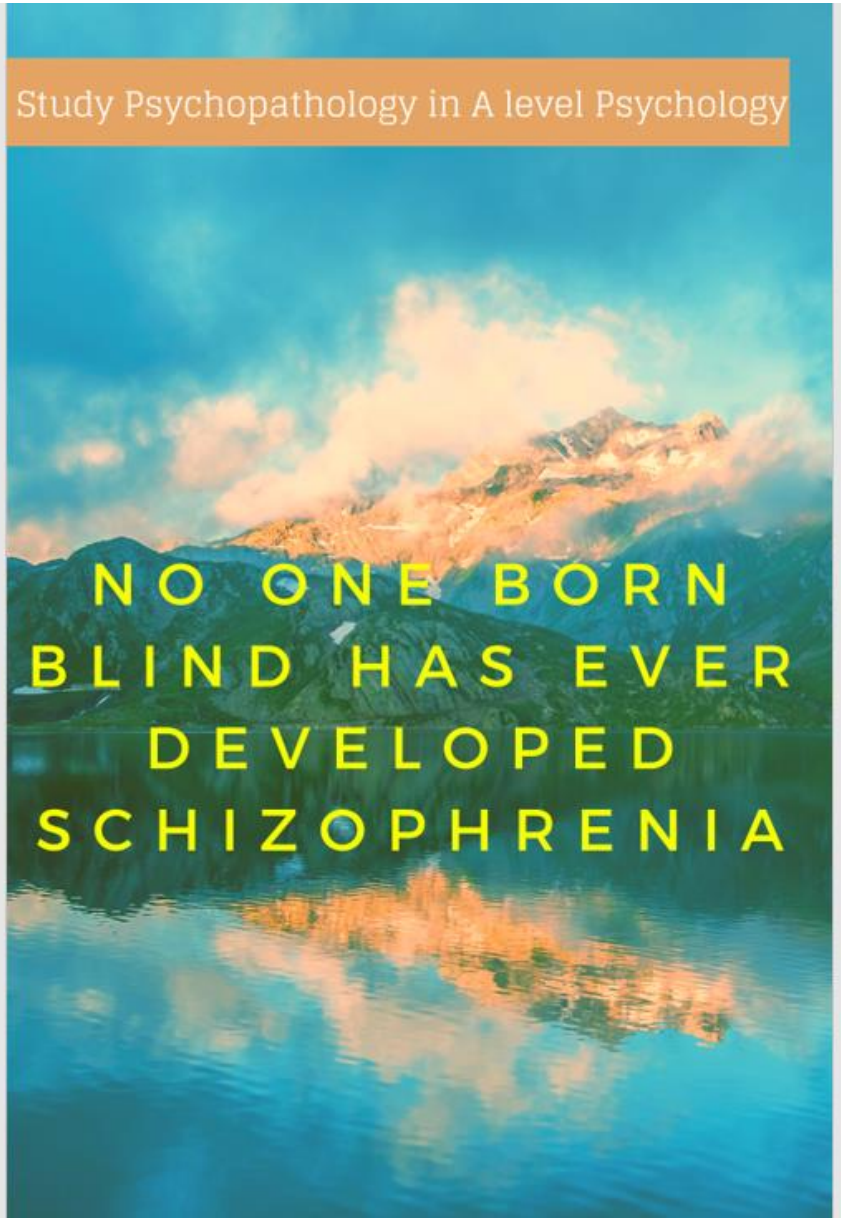
Psychopathology

38% of pregnant women crave none-food items like tins or sand

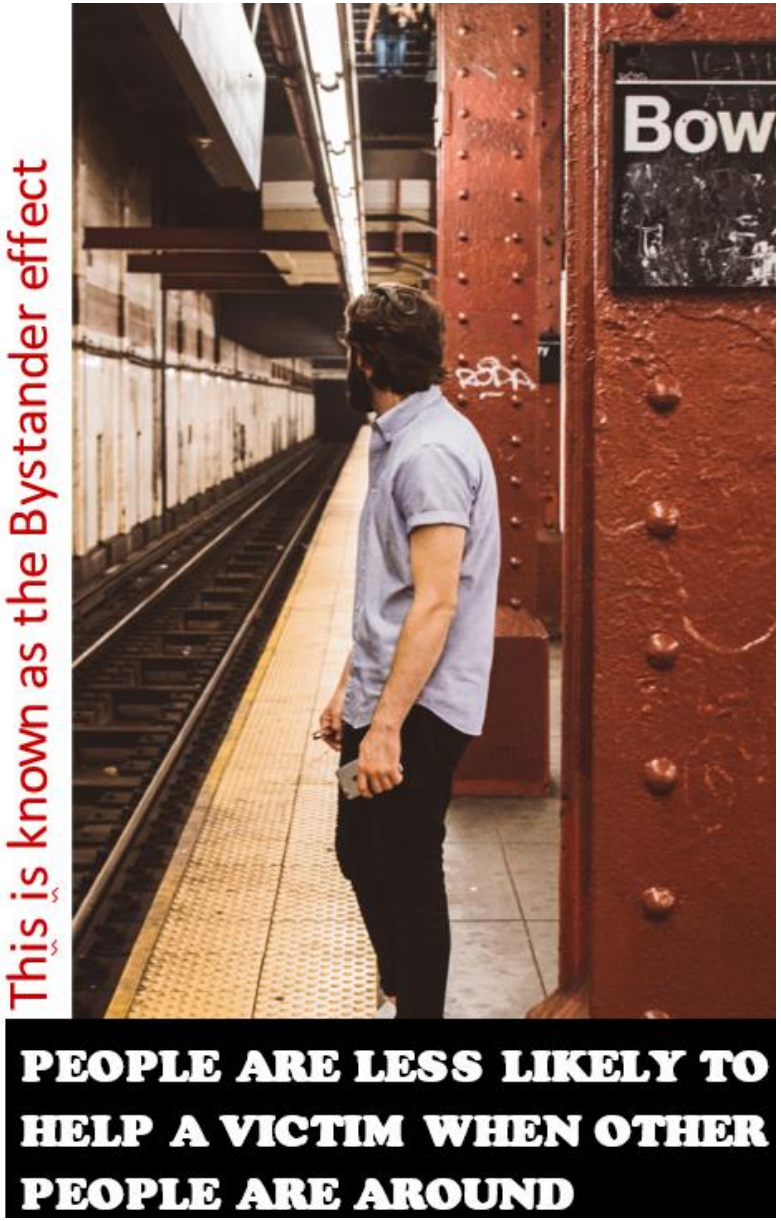
4


'Paris Syndrome'
A PSYCHOLOGICAL DISORDER, MAINLY SUFFERED BY JAPANESE PEOPLE, CAUSED AFTER REALIZING PARIS ISN'T WHAT THEY EXPECTED.
Study psychopathology in A level Psychology

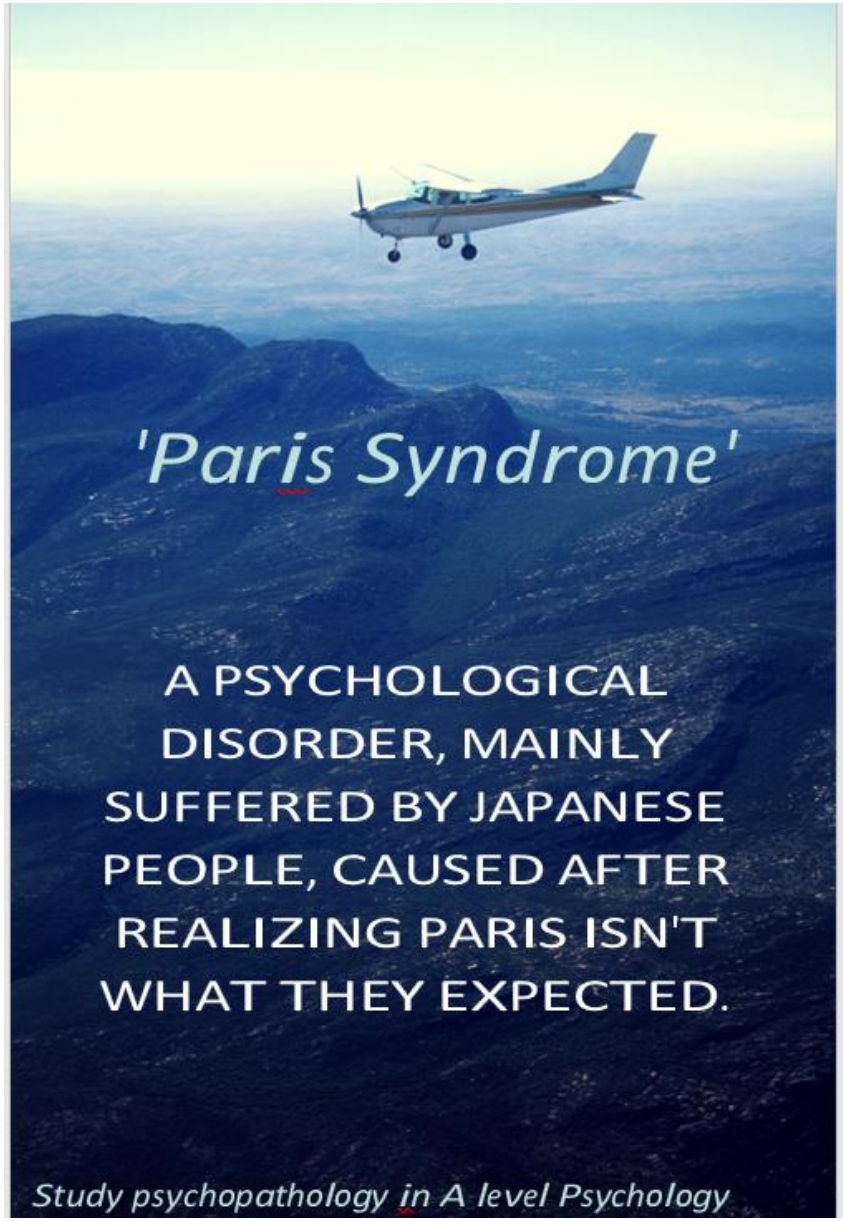
5


Study Psychopathology in A level Psychology
NO ONE BORN BLIND HAS EVER DEVELOPED SCHIZOPHRENIA

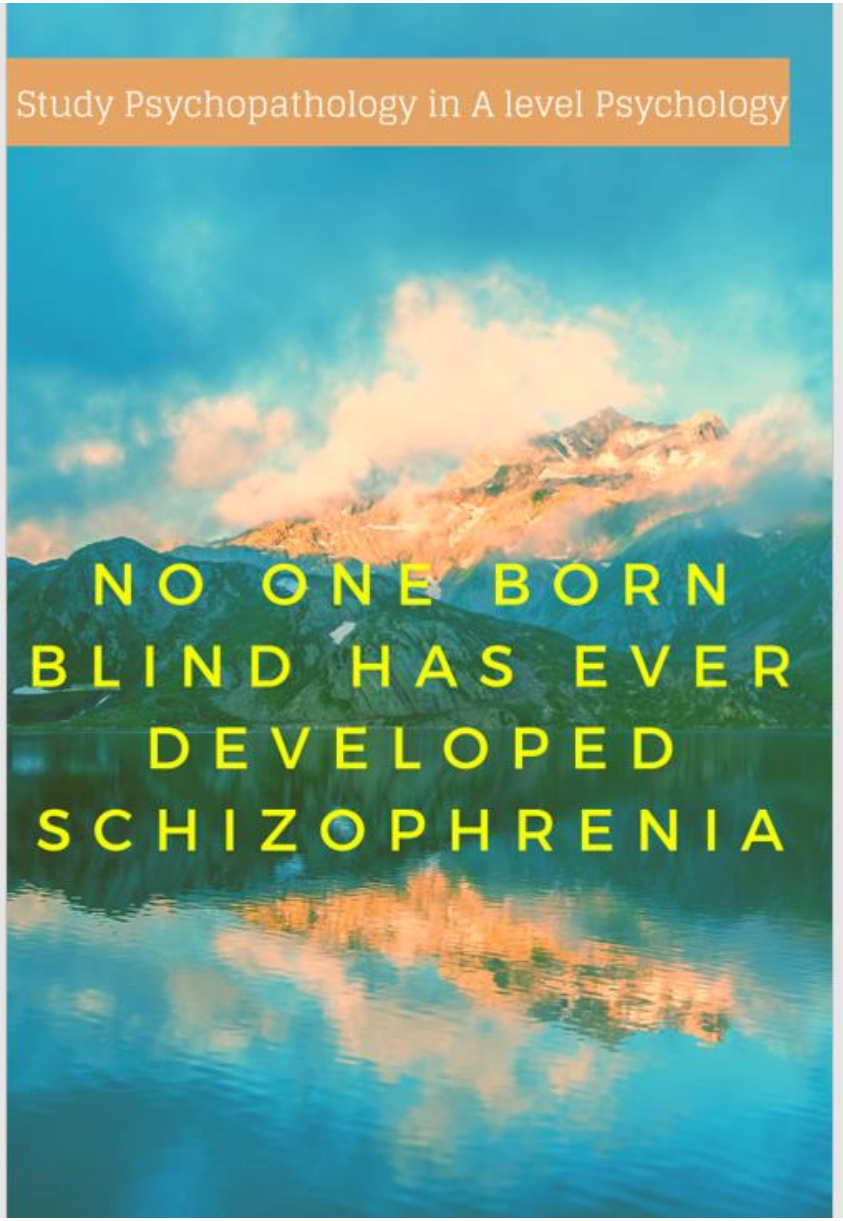
6


This is known as the Bystander effect
PEOPLE ARE LESS LIKELY TO HELP A VICTIM WHEN OTHER PEOPLE ARE AROUND

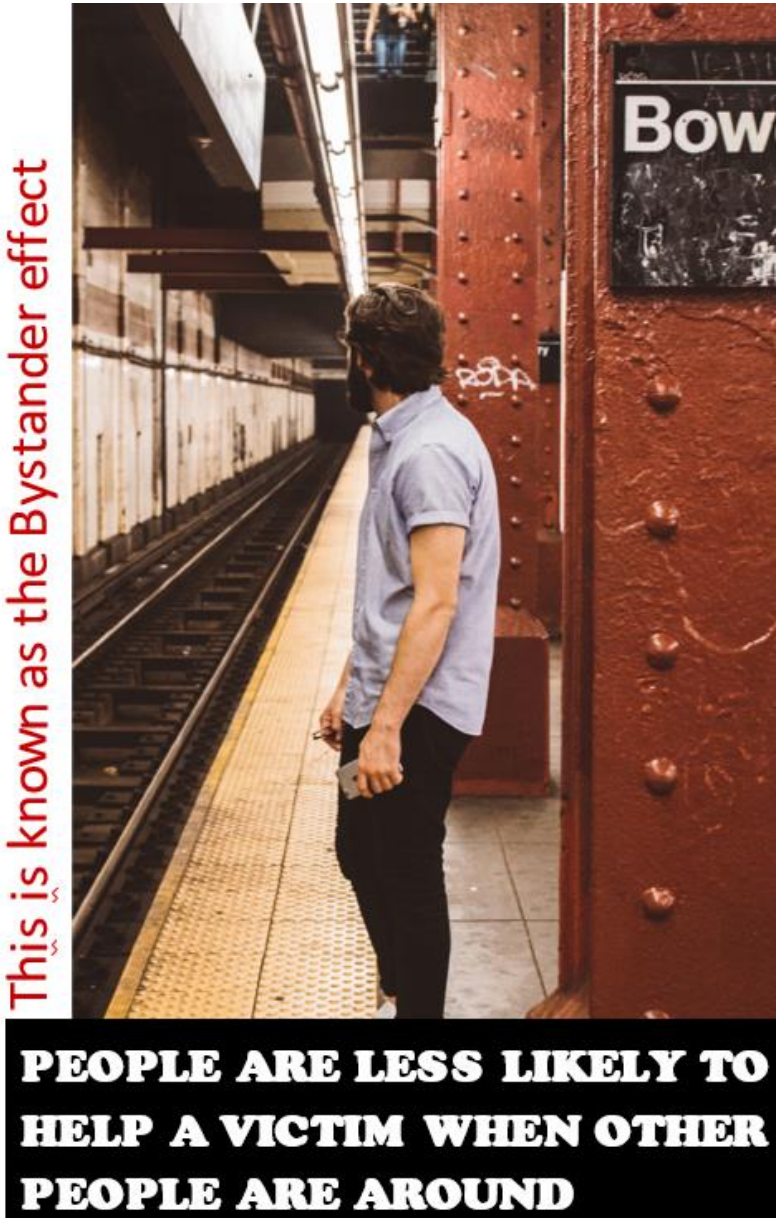
Psychopathology



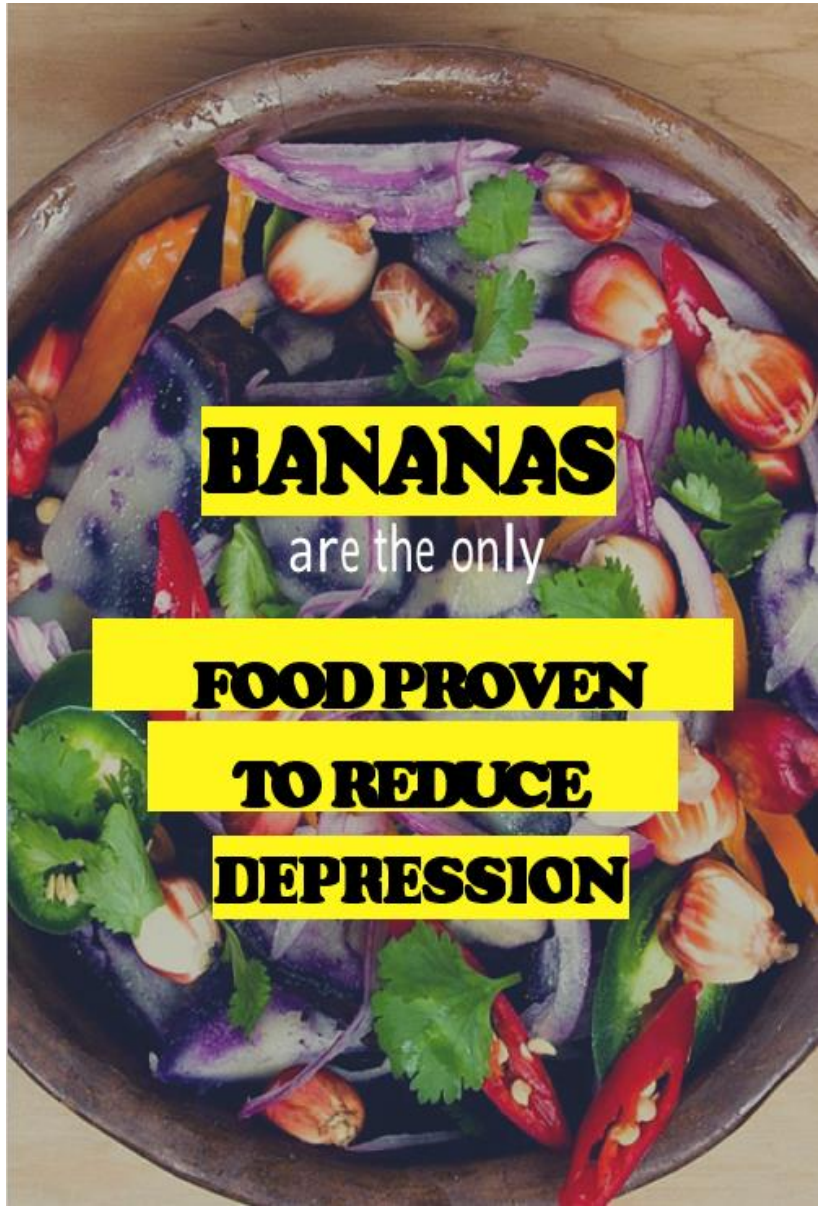
Psychopathology



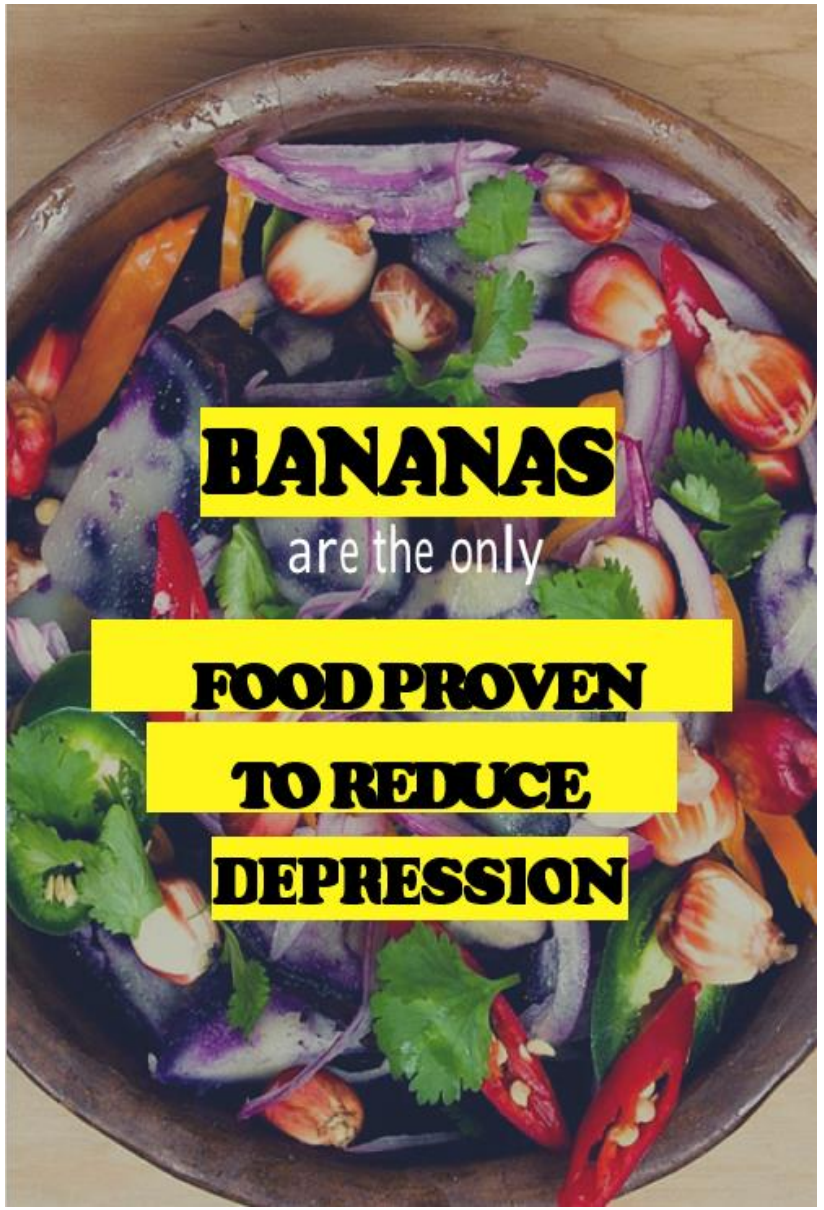
Social Influence



7

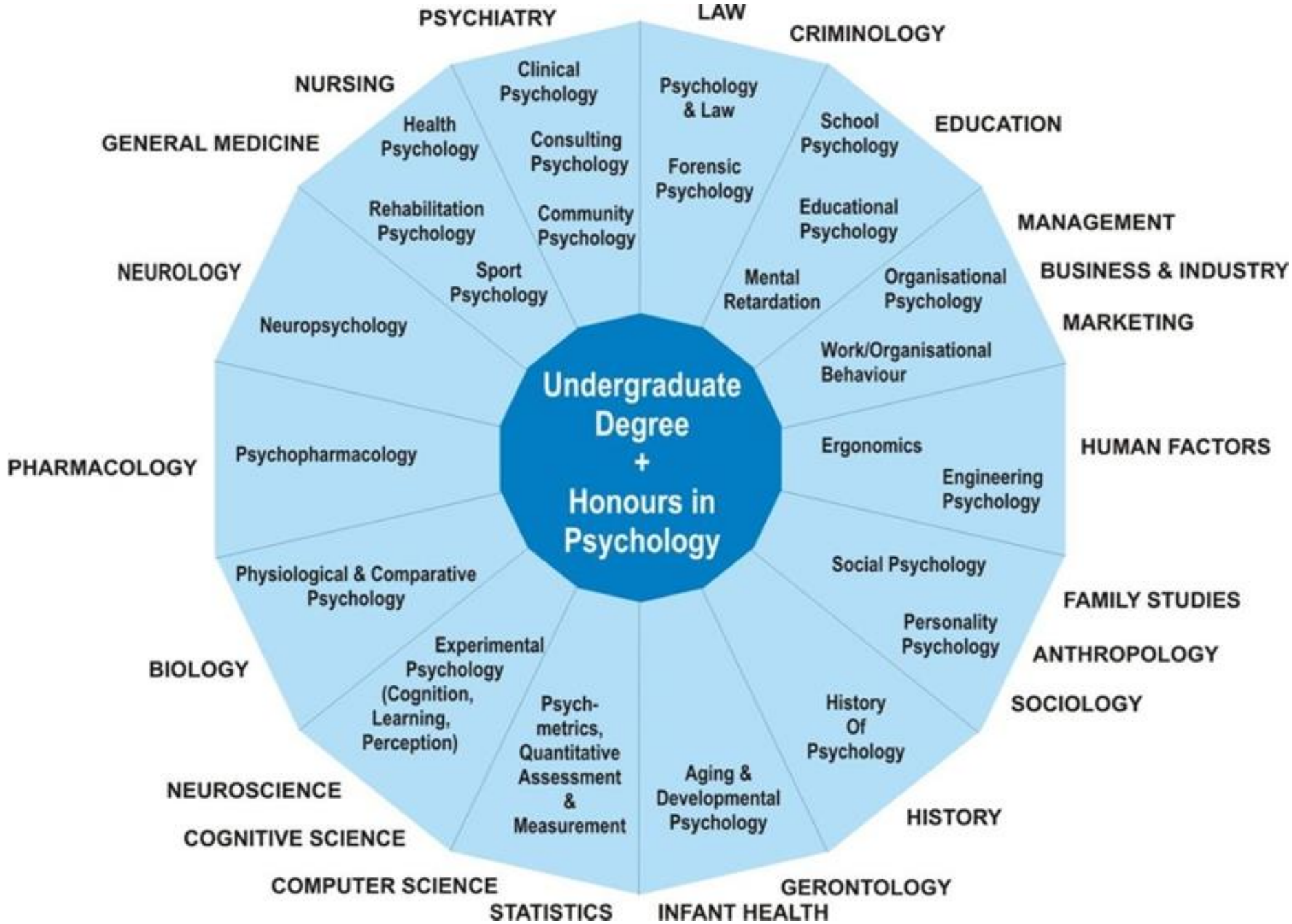


Psychopathology/Biopsychology



Careers using Psychology

- Clinical psychology (mental illness)
- Educational psychology
- Counselling Psychology
- Health psychology
- Occupational psychology
- Forensic (criminal) or legal psychology
- Sport psychology
- Speech therapy
- It is especially relevant to any of the professions involved in working with people… which is just about every profession (e.g. medicine, social work, personnel management, police etc).


Undergraduate Degree + Honours in Psychology
PSYCHIATRY
Clinical Psychology
NURSING
Health Psychology
GENERAL MEDICINE
Consulting Psychology
Rehabilitation Psychology
Community Psychology
NEUROLOGY
Sport Psychology
Neuropsychology
LAW
Psychology & Law
CRIMINOLOGY
Forensic Psychology
School Psychology
EDUCATION
Educational Psychology
MANAGEMENT
Mental Retardation
Organisational Psychology
BUSINESS & INDUSTRY
MARKETING
Work/Organisational Behaviour
PHARMACOLOGY
Psychopharmacology
Ergonomics
HUMAN FACTORS
Engineering Psychology
Physiological & Comparative Psychology
Social Psychology
FAMILY STUDIES
Personality Psychology
BIOLOGY
Experimental Psychology (Cognition, Learning, Perception)
ANTHROPOLOGY
SOCIOLOGY
Psych-metrics, Quantitative Assessment & Measurement
History Of Psychology
NEUROSCIENCE
Aging & Developmental Psychology
HISTORY
COGNITIVE SCIENCE
COMPUTER SCIENCE
GERONTOLOGY
STATISTICS
INFANT HEALTH

Conducting Experiments

As a psychological scientist part of your work will be conducting, learning and criticising psychological experiments.

We are going to have a go at this today.

Experiment One:

- As you take part in this experiment as a participant, consider the aim of the experiment – what am I trying to find out?
- There will be two “conditions” to this experiment. Everybody will do both conditions.

Condition One

Write down:

a) An animal beginning with ‘S’

b) A vegetable beginning with ‘C’

c) A car beginning with ‘P’

d) A band beginning with ‘D’

e) A fruit beginning with ‘T’

f) A city beginning with ‘O’

Condition Two

Write down:

a) An animal ending with ‘S’

b) A vegetable ending with ‘C’

c) A car ending with ‘P’

d) A band ending with ‘D’

e) A fruit ending with ‘T’

f) A city ending with ‘O’

Was it easier to generate words based on the first letter or the last letter?

Why might this be?

What does this suggest about how we store and retrieve information?

What do these findings show?

This then suggests that information in the memory is organised in some way, e.g. we search for information in the memory using the beginning letters of words rather than the ending letters.

What was the aim?

- To see how your thinking (cognitions) and memory work when retrieving information.
- It is impossible to see the memory – we can only infer things about it by conducting experiments which may indicate how it works.
- How could this be useful to you're A-Level work?

Can we critique this experiment in any way?

Research methods

Tighter control: stop-clock

Repeated measures: letters in the same order (practice effect)

Experiment Two

As you take part in this experiment as a participant, consider the aim of the experiment – what am I trying to find out?

Instructions

In pairs:

- Person One is the timer. They time how fast person two can name the colour of the words?
- Person two must name the colour of the words in condition one (person two records the time it takes) THEN name the colour of the words in condition two (person two records their time).

Condition 1

Red

Yellow

Green

Red

Blue

Green

Yellow

Blue

Green

Red

Blue

yellow

Condition 2

Red

Yellow

Green

Red

Blue

Green

Yellow

Blue

Green

Red

Blue

yellow

What were your results?

How might we explain these results?

What do you think the aim of this experiment is?

Cognitive Psychology: The Stroop Effect

- The Stroop Effect, first described by John Ridley Stroop in 1935, is a psychological phenomenon where the brain's reaction time slows down when it has to deal with conflicting information.
- It occurs when the colour of a word and the word itself differ, such as the word "blue" written in red ink.
- This effect demonstrates the interference between different cognitive processes (reading the word vs. identifying the colour).
- It is used to study attention, cognitive control, and processing speed in psychology.
- **Practical Application:** The Stroop Effect is used in clinical settings to assess cognitive function in patients with brain injuries, dementia, and other neurological conditions.
- **Practical Application:** The effect is also utilized in neuropsychological tests to evaluate the impact of mental disorders, such as ADHD and schizophrenia, on cognitive abilities.
- **Practical Application:** In educational psychology, it helps in understanding how children develop reading and attention skills.

What was the aim?

The original aim of John Ridley Stroop's 1935 study was to investigate the interference in attention that occurs when the brain processes conflicting information. Specifically, he sought to understand how automatic processes, like reading, can interfere with the task of color naming, thereby revealing insights into cognitive control and processing speed.

Can we critique this experiment in any way?

Research methods

Validity – is this a good test of our processing time in the real world?

For example, do you need to do this in an everyday setting? If not, does this actually tell us about how we perceive the real world?

Is this course suitable for me?

Psychology is a SCIENCE

The mathematics and scientific element of Psychology has now been brought in line with Chemistry, Physics and Biology.

10% of the questions across the papers will involve mathematical skills.

There is a substantial statistics component in both Year 12 and Year 13.

Good literacy skills as you will also be expected to write essays!

Good grade in Biology (for Biopsychology).

We will cover only a fraction of the required reading/work in class.

Students wishing to succeed in this subject must be prepared to read widely around each topic independently from a variety of sources.

Make makes a good Psychology student?

- Curiosity about what makes people “tick”
- You can explain your thoughts in writing (including essays)
- You can use maths and numbers.
- You can do science and experiments.
- You have an open mind and like to see things in a new way.
- You are willing to work hard.

How will you be assessed?

- **Exam board:** AQA
- 100% Exams/No coursework
- 3 papers at the end of Year 13
- Length of papers: 2 hours (A Level)
- Questions are a mix of MCQ + SAQ + Essays
- You will sit the AS papers (Paper 1 and 2) at the end of year 12 to predict your year 13 grades

The Papers (A Level)

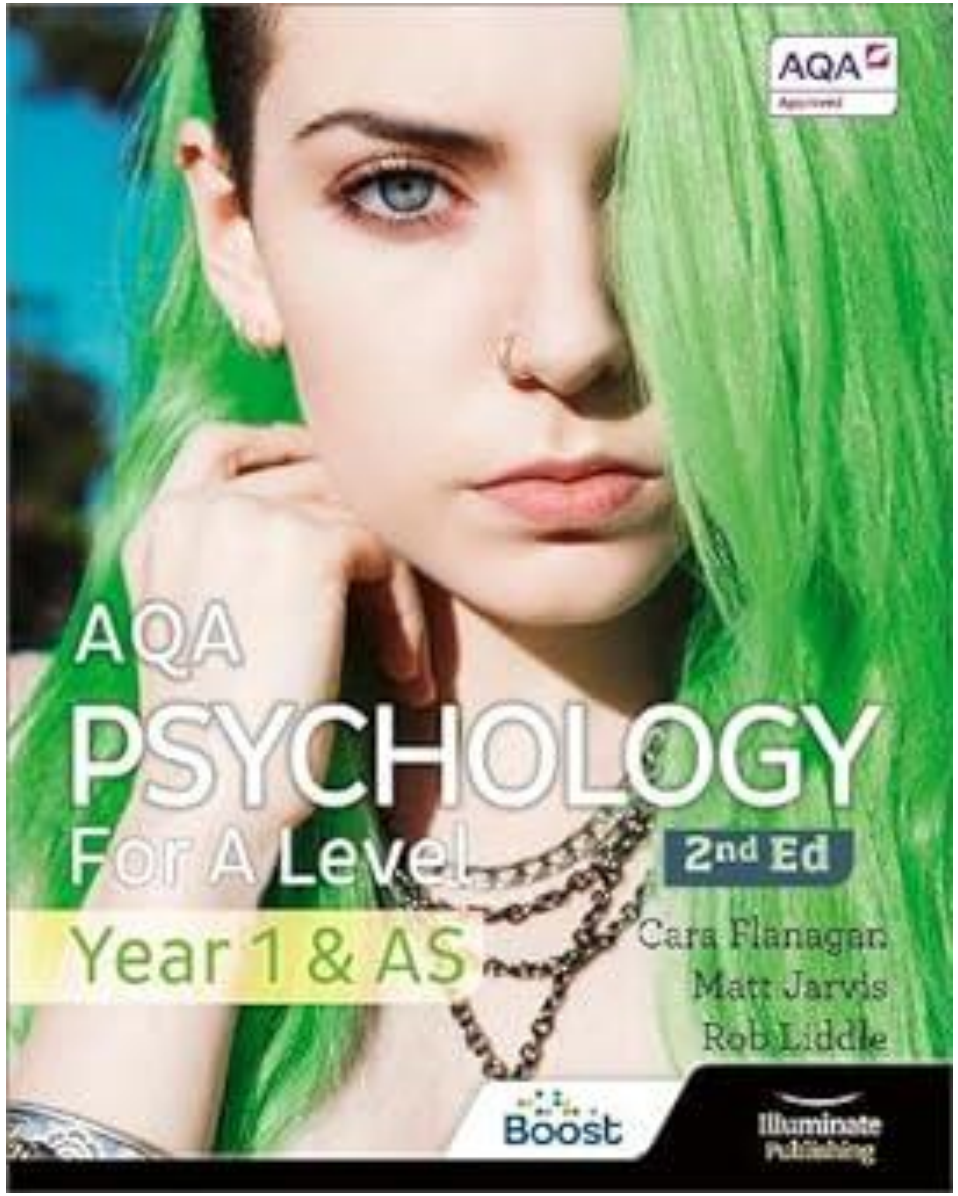
Paper 1: Introductory Topics	Paper 2: Psychology in Context	Paper 3: Issues and Options
Social Influence (24 marks)	Approaches (24 marks)	Issues and Debates (24 marks)
Memory (24 marks)	Biopsychology (24 marks)	Schizophrenia (24 marks)
Attachment (24 marks)	Research Methods (48 marks)	Gender (24 marks)
Psychopathology (24 marks)		Forensics (24 marks)

The Papers (AS Level – Year 12 mocks)

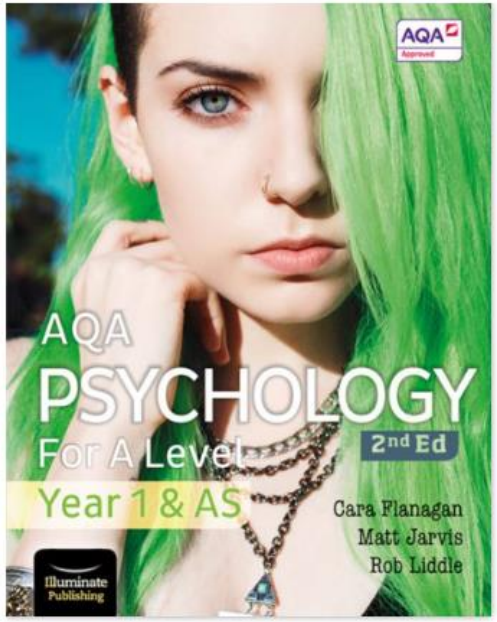
Paper 1: Introductory Topics	Paper 2: Psychology in Context
Social Influence (24 marks)	Approaches (24 marks)
Memory (24 marks)	Psychopathology (24 marks)
Attachment (24 marks)	Research Methods (24 marks)

Resources for the course

- Suggested purchase



HOME › PSYCHOLOGY › AQA PSYCHOLOGY FOR A LEVEL YEAR 1 & AS STUDENT BOOK – 2ND EDITION



LOOK INSIDE

AQA PSYCHOLOGY FOR A LEVEL YEAR 1 & AS STUDENT BOOK – 2ND EDITION

Cara Flanagan, Matt Jarvis, Rob Liddle

Price: **£29.00**

IN STOCK

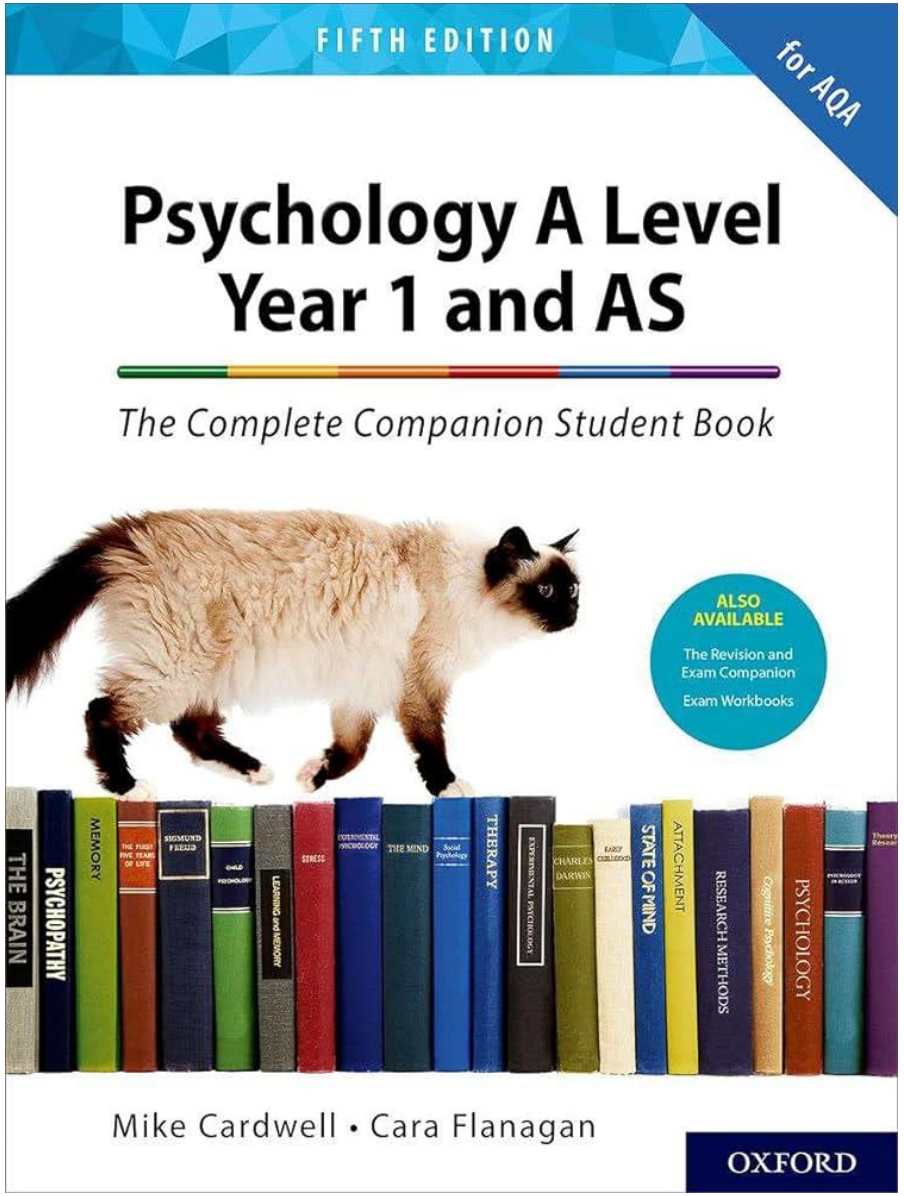
1 ADD TO BASKET EVALUATE

ISBN: **9781912820429**
Publication date: **07/05/20**
Pages: **240pp**

Exam board: **AQA**
Level: **A Level Year 1 & AS**
Subject: **Psychology**

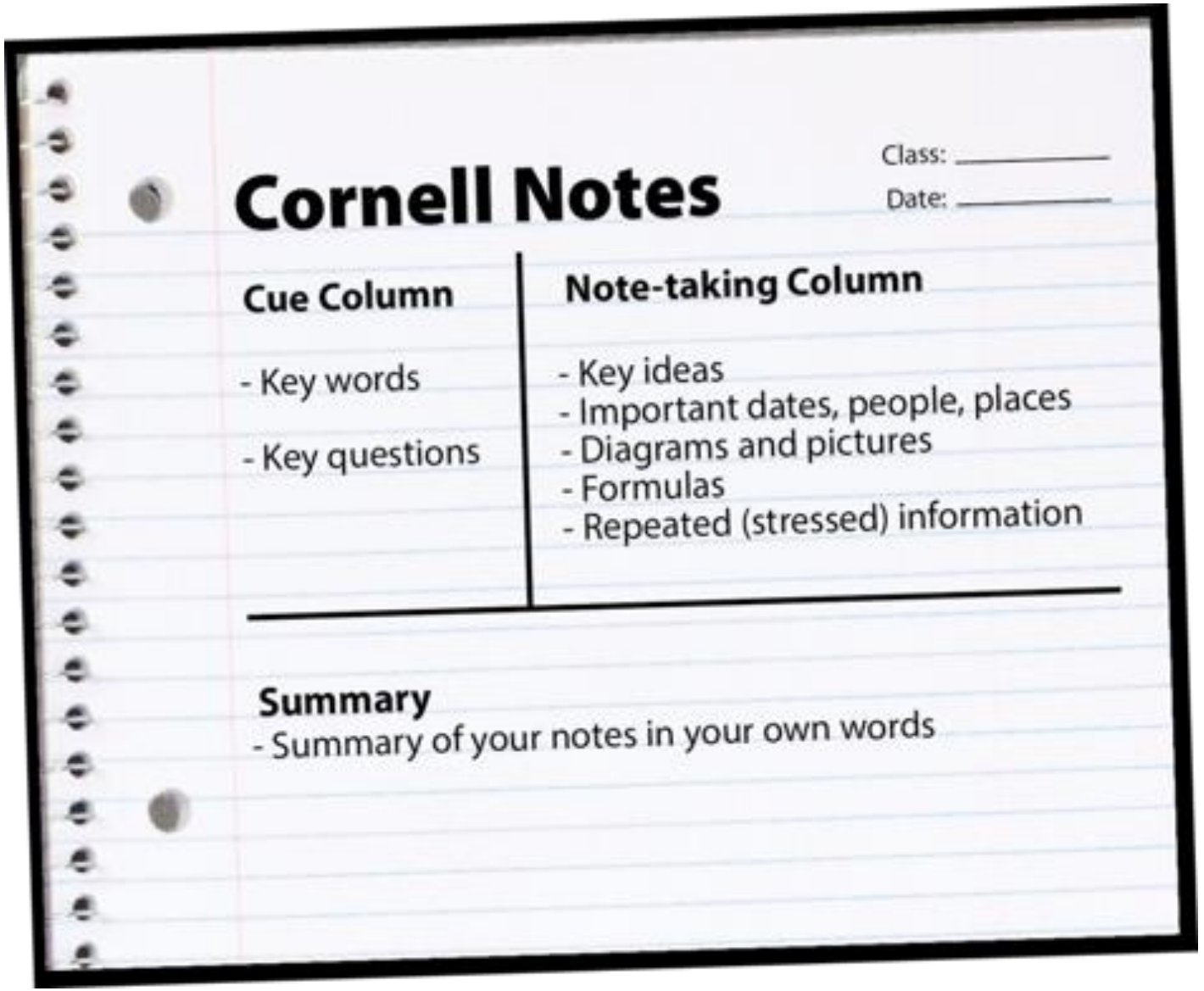
- https://www.illuminatepublishing.com/product/aqa-psychology-for-a-level-year-1-as-student-book-2nd-edition

You will have digital access to this one through Kerboodle



The course starts now!

- I would like you to start your work before the summer to give us a head start in September.
- The expectation is that you come to lessons having completed your notes from one of the textbooks the week before!
- Therefore, I would like you to do your notes before/over the summer.
- How do you do notes? Cornell Style…



Cornell Notes

First divide their page into three or four sections.

1) An optional small section at the top of the page for the title

2) A similarly sized space at the bottom where you summarise the notes.

3) The rest of the page should be divided into two vertical columns, with the left-hand column taking up around 30% of the width

4) The right-hand column taking up the remaining 70%.

1. Make notes

The right-hand columns should be used to take notes. Ensure that these notes are concise and that they are not simply writing down exactly what the textbook says but instead summarising the most important concepts in. This helps ensure that you are deeply thinking about the topic.

2. Summarise

Summarise the key takeaways from your reading in the row at the bottom of the page. This allows you to retrieve what you have learned, and to engage with it more deeply by figuring out the most important pieces of information.

3. Ask Questions

Write questions surrounding the subject matter in the left-hand column. Writing questions is an important part of this strategy, as it forces you to really consider the information you have learnt. You should also use this column to record any important keywords or equations.

4. Practice

When revising, you can then cover the right-hand column and try to formulate answers to the questions and recall the subject matter related to the keywords/equations written in the left-hand column. For maximum effect, your answers should be given aloud, rather than in your head, as this forces you to organise the information and make quick connections. These strategies increase the likelihood of the material being successfully transferred to the long-term memory.

5. Reflect

You should take some time to reflect on the taught material using a technique known as self-questioning. Self-questioning is an important part of this process, as it helps you to focus on and interact with the material, leading to the formation of stronger connections, hence making the information more easily retrievable later. Examples of good questions you can ask themselves include: “Why does it make sense that…?” and “Why would this fact be true for X and not for Y?”.

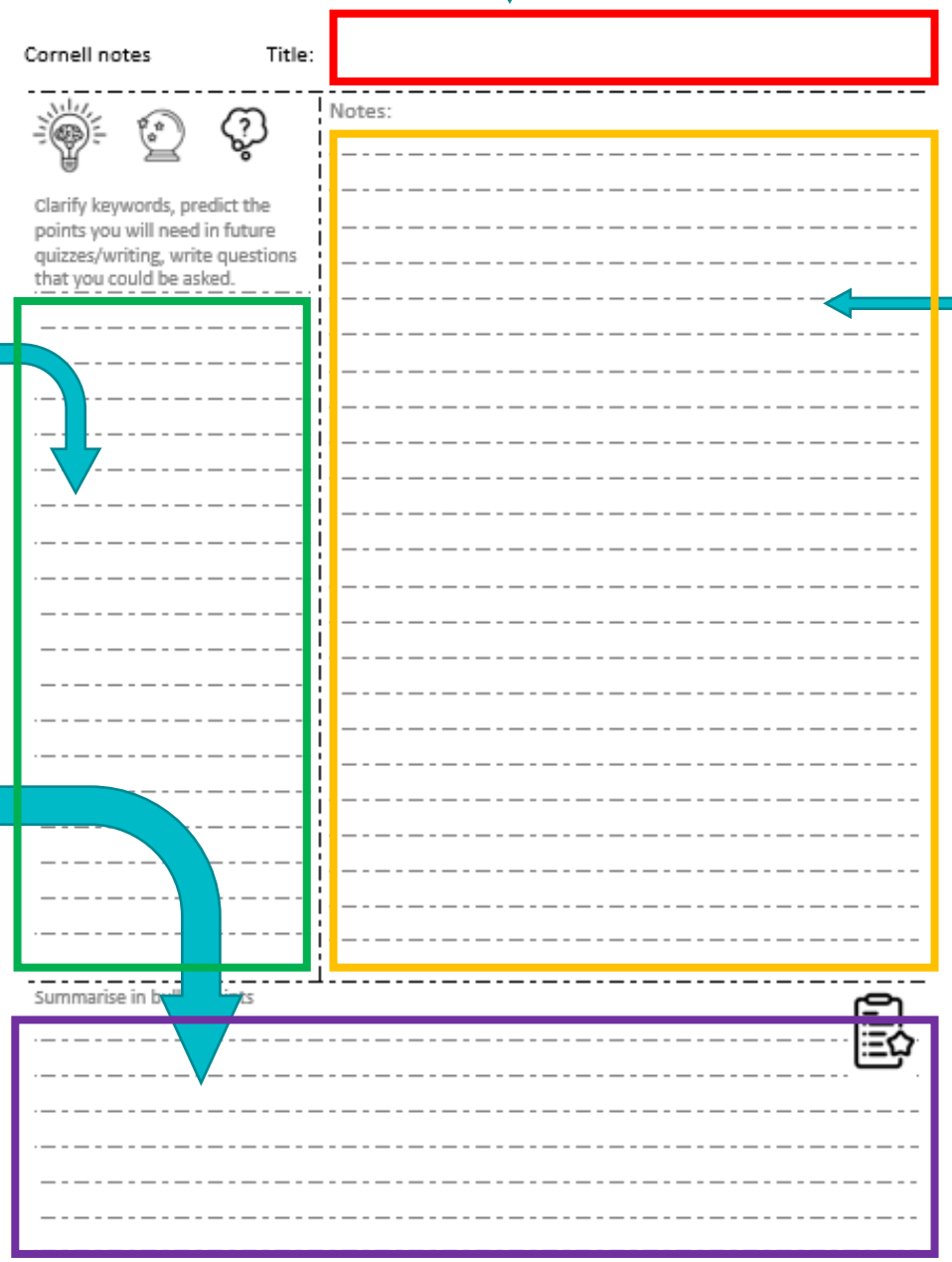
6. Review

Finally, you should take time each week to review your notes, as this helps to refresh and consolidate learnt information. Research has shown that if you want to really learn information, reviewing your notes a little but often is much more effective than reviewing a lot of information all at once.

Give your notes a title

Clarify keywords, predict questions you could be asked about the topic, or you have about the content

Summarise the key learning points



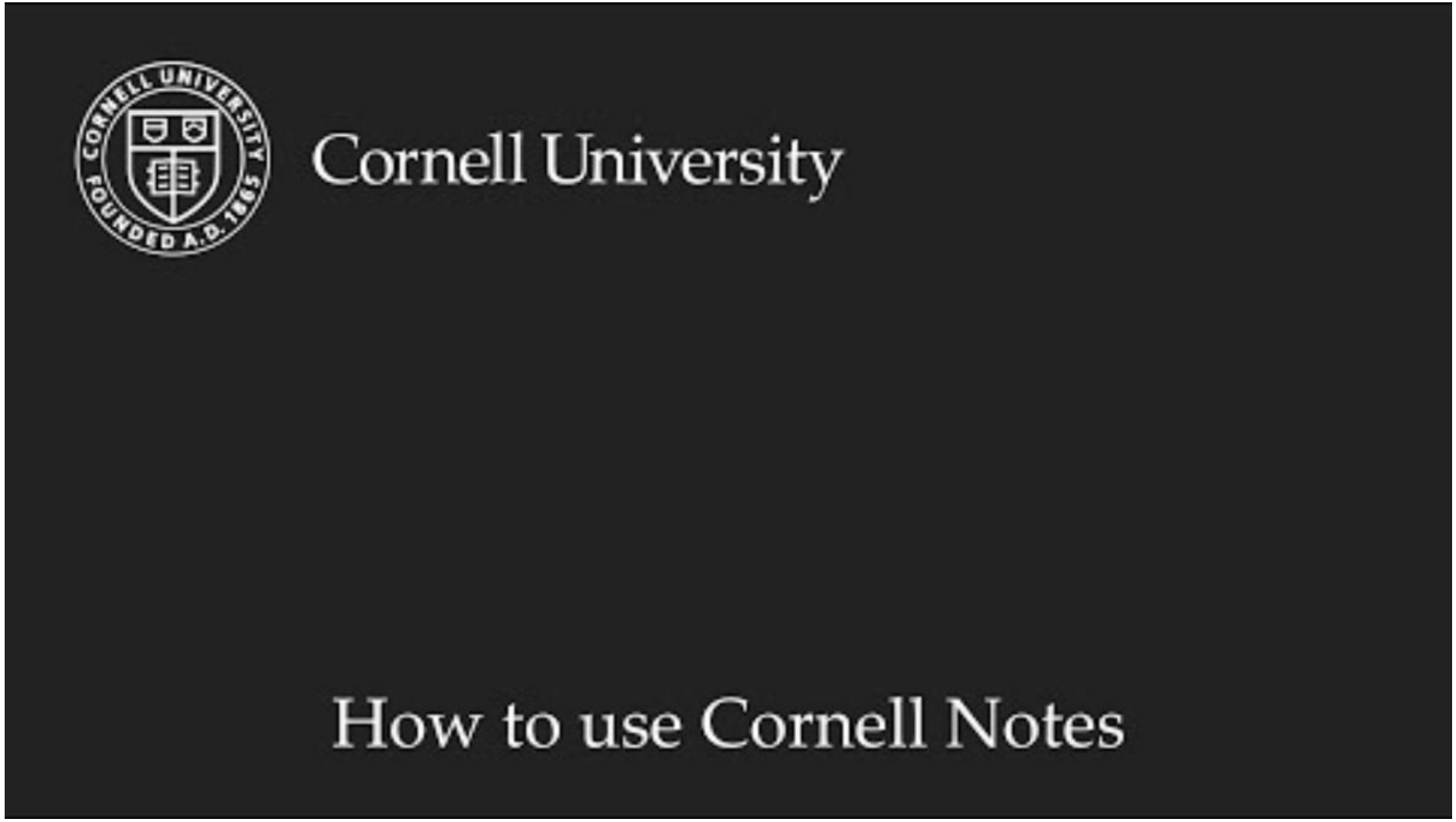
Make concise notes summarising what you have heard/read

Practice: recall and answer questions verbally

Reflect: question yourself about what you have learnt

Review: return to your notes regularly

How to use Cornell Notes



Why do the notes prior to the lesson?

- You come prepared with questions
- You will understand the topic and secure your knowledge through the lesson
- You will retrieve information on a topic each lesson (which is the skill you need to practice for the exam)
- You will be more likely to discuss a topic because it will increase your confidence with it
- There won't be time after a topic as you will be expected to write an essay on it afterwards!

What should I make Cornell notes on over the summer?

The first module we will study will be Approaches to Psychology.

These approaches are the different ways we can view psychology/explaining behaviour.

Get yourself a textbook, and make notes on as many of the approaches as you can manage (cat textbook = page 124; green haired textbook = 106

Don't have a textbook? No problem...

There are some fantastic online resources available to you. Use these to make notes:

- Tutor2U
- SimplyPsychology
- Psychboost

Any questions?

Don’t be afraid! - Ask the year 12’s

They are your best insight into what the course is REALLY like!

And they ALWAYS tell the truth! ☺

Summer reading (for enjoyment)

1. Sapiens by Yuval Noah Harari
2. Bad Science by Ben Goldacre
3. The Psychopath test by Jon Ronson
4. The Anatomy of Violence by Adrian Raine
5. The Brain by David Eagleman
6. Peak Performance by Brad Stulberg
7. The Man Who Mistook His Wife for a Hat by Oliver Sacks
8. Humankind: A Hopeful History By: Rutger Bregman
9. The Psychology book by Nigel Benson
10. Freakonomics by Steven Levitt