

3 PSYCHOLOGY

MODULE 3 - PSYCHOLOGY



Video Activity 1: DMV1 Forces Teen to Remove Makeup Before Getting Driving License

https://www.youtube.com/watch?v=qvgL7ICS_g0

Producer: CNN
 Uploaded: 18/06/2014
 License: YouTube standard



1 What do you remember about gender identity and sexual orientation? Go back to Module 3, Unit 4, Chapter C, p. 124.



2 Watch the video twice and complete the following summary in your words, writing one or more words in the blank spaces.

Chase Culpepper is a 16-year-old from Anderson, South Carolina. Chase with perfect scores. It was the which caused a road-block at the office.

The employee at the office said that Chase had to before having the photo taken. She also said that Chase did not

Chase was fair and told the employees that and reluctantly

Chase says it was very and is now fighting for the chance to with make-up, like he Chase's mother says that for Chase the real disguise is

State officials say employees were simply according to a policy adopted in

Chase now wants the state to focus off of and, giving special consideration to those who see themselves dictates.

1 DMV: Department of Motor Vehicles



3 Watch the video again and answer the questions.

- What is driving considered by many people?
- How did Chase feel before the test?
- What do Chase's family think about what happened to him?
- When does the DMV make exceptions to the 2009 rule?



4 Discuss the following points.

- Chase should not feel hurt about having to remove his make-up for the photo.
- The laws of a country should respect and tolerate diversity in any case; a photo is not as important as people's right to look like what they feel.



5 You may also be interested in reading what a medical journal writes about adolescents' sexual orientation and family-related issues.

FAMILY ISSUES

Teens who are in the process of coming to a homosexual identity may agonize about telling their parents. They often hate the idea that they are lying, by omission, to their parents, but also worry about how their parents will react. They may ask their paediatrician or family doctor for their advice. The teen can be helped to explore their parents' possible reactions by thinking about how they talk about gay people, how they interact with gay people they meet and how they deal with unexpected information. Some parents suspect that their teen is gay, but may feel as awkward as the teen in bringing it up. Teens can introduce the subject of homosexuality by bringing up a book that they are reading or something that is in the news, and seeing what their parents have to say. Many teens tell a sister, a brother or cousin before they tell a parent, and often an adolescent chooses one parent to tell first. Role playing can help the teen to find the words that they want to use with their parents and the words that they want to avoid so not to imply that they are communicating terrible news. They can reassure their parents that they are the same person they always were. Not all teens should tell their parents about their orientation, and others may want to wait a while after making a decision to disclose their sexual identity, given the possible negative repercussions. Under no circumstances it is appropriate for the physician to share this information without a teen's consent.

Parents may approach the paediatrician when their teen has 'come out' to them. It is not uncommon for them to ask the paediatrician for reassurance that the teen is going through a phase and may not actually be gay/lesbian. It is appropriate to tell parents that teens who have chosen to come out to their parents are likely quite certain about their homosexual orientation. Parents should be told that it is important that they let their teen know that they still love them while they are dealing with their feelings about orientation. Conversion or reparative therapy, where attempts are made to turn gay males or lesbians into heterosexuals, are clearly unethical and should not be provided by physicians.

(Taken from Paediatr Child Health. Sep 2008; 13(7): 619–623.)



Video Activity 2: Dassie Hoffman, Licensed Creative Art Therapist and Humanistic Psychologist

<https://www.youtube.com/watch?v=OnERu6LWsMo>

Produced by: Therapick.com
 Uploaded: 29/03/2012
 License: YouTube standard



1 Before watching the video, go back to Module 3, Unit 2, Chapter C, p. 108 and read the introduction on Humanism. You may also be interested in reading or re-reading Carl Rogers' Client-centred approach to therapy on p. 132.



2 Watch the video and answer the following questions.

- a. The main purpose of the video is to describe
 - 1. the job of a Humanistic Psychologist.
 - 2. a specific therapy.
 - 3. the relationship between the psychologist and the client.
- b. The name of the therapy mentioned is:



3 Watch the video again and decide if the following statements are true (T) or false (F).

- | | T | F |
|----------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| a. Dassie Hoffman works in New York. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. She collaborates with colleagues when working on a client. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Voice Dialogue is the Psychology of the Selves. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Voice Dialogue is based on the fact that we have a centre and that our selves have evolved with growing up. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Each different self can go back to the whole history. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. A therapist can see people change. | <input type="checkbox"/> | <input type="checkbox"/> |
| g. After the therapy, people can go back to their lives and start new projects. | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Being a therapist has no disadvantages. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Read the following text from the website of Voice Dialogue International and match each paragraph with the right heading. Look at keywords to help you.

- a. Dreams: providing guidance from within.
- b. Energetics: interactions in the field.
- c. Relationship: our relationships are controlled by these selves.
- d. The Psychology of Selves provides a clear explanation of how these selves operate in your life and how they keep you from realizing your full potential.
- e. Voice Dialogue: you are not one, but many.

- Par. 1** - Voice Dialogue is the basic method for contacting, learning about and working with the many selves that make up each of us.
- Par. 2** - Learn how these selves determine the way you see the world, control your behavior and limit your choices. Most of us live a much smaller life than necessary. Learn to be more than any one of your individual selves.
- Par. 3** - This approach to relationship – the theory of bonding patterns – provides an easy-to-understand technology of relationship. Learn how the difficulties in your relationships can be the source of creative change, of greater control over your life and behavior and more joy.
- Par. 4** - Modern science and ancient wisdom both teach about the importance of what is not seen – of the field that surrounds matter. Our emphasis on the energetics of relationship enables you to work directly with this field in your interpersonal and intrapsychic life.
- Par. 5** - This work activates the *inner teacher*. As you learn about – and separate from – your individual selves, your own source of deep wisdom becomes available to you through dreams. Learning to understand your dreams and daydreams provides an objective and steady guidance that is particularly valuable in uncertain times.

FURTHER MATERIALS

UNIT 2 - PSYCHOLOGY AND LEARNING

E. MEMORY AND FORGETTING

- **Human memory** is similar to computer memory in that they both allow us to store information for future use. In order to do this, both the human brain and the computer need to master three processes involved in memory.
The first process is **encoding**, and this transforms information so that it can be stored. In a computer it is translated into binary code, while in the human brain data are transformed into a meaningful form, such as an association with an existing memory, an image or a sound.
The next step is the actual **storage** of the information. A computer must physically write the binary code onto the hard drive, while the human memory **undergoes** a physiological change in order for the information to be stored.
The final process is **retrieval**, which means recalling information and encoding it, i.e. returning the information to a similar form to what was stored.
- However, human memory is more complex than a computer memory and there are three distinct memory storage capabilities or memories: sensory, short-term and long-term.
Sensory memory refers to information we receive from the senses, and lasts only a few seconds. **Short-term memory (STM)** **takes over** when the information in our sensory memory is transferred to our consciousness or awareness. This is the memory which works when we read a page, talk to a friend or write a text. It is longer than sensory memory but still has a limited capacity of about 30 seconds, and we can remember approximately 5 to 9 pieces of information at any one time. STM has a second phase called **working memory**, a process that takes place when we continually focus on material for a longer period. When our STM is full, the new piece of information will push aside the old information in a process known as

displacement. Long-term memory (LTM) is similar to the permanent storage of a computer. It is relatively permanent and practically unlimited in terms of storage capacity. There are different subcategories of LTM. **Declarative memory** stores memories of facts, life events and information about the environment. It includes both **semantic memory** (i.e. factual knowledge like the meaning of words and concepts and the ability to do maths) and **episodic memory** (i.e. memory of events and situations). The other category refers to internal memory and is referred to as **non-declarative, procedural or implicit memory**. These are memories stored because of extensive practice, conditioning or habits (e.g. brushing teeth, combing hair).

- We can't talk about remembering without mentioning **forgetting**. It seems that as much as we do remember, we forget even more. (1) isn't really all that bad and is in actuality a fairly (2) phenomenon.

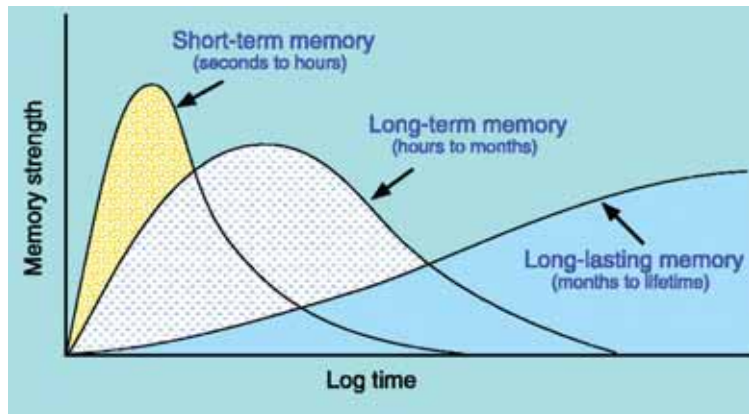
There are many reasons we forget things and often these reasons **overlap**. Other times, the information (3) there, but is lost before it can attach itself to our LTM. Other reasons include **decay**, which means that information that is not (4) for an extended period of time will decay or **fade away** over time. It is possible that we are physiologically (5) to erase data that no longer appears pertinent.

Failing to remember something doesn't mean the information is gone forever, though. Sometimes the information is there but for various reasons we can't (6) it. This could be caused by distractions going on around us or possibly due to an (7) of association. There is also the phenomenon of **repression**, which means that we **purposefully** push a memory out of reach because we do not want to (8) the associated feelings. And finally, (9), which can be psychological or physiological in origin.

GLOSSARY



- decay: decline, degeneration, disintegration
- to fade away: to vanish, disappear
- to fail: to be unsuccessful
- to overlap: to have aspects in common
- purposefully: on purpose, deliberately
- to take over: to take control
- to undergo: to experience something that is unpleasant or something that involves a change



1 Read the first part of the passage and complete the table.

	COMPUTER	HUMAN BRAIN
encoding	<i>translation into binary code</i>	
storage		
retrieval		



2

Read the second part of the passage and put the following words and expressions in the correct column in the table below.

ability to do maths a few seconds awareness brushing teeth combing hair conditioning	consciousness declarative memory displacement episodic memory	implicit memory life events meaning of words memories of facts memory of events non-declarative memory
permanent storage procedural memory	factual knowledge habits	
read a page semantic memory	senses talk to a friend working memory write a text	5-9 bits of information 30 seconds

SENSORY MEMORY	SHORT-TERM MEMORY	LONG-TERM MEMORY



3

Read the third part of the passage and complete each space with a word from the box.

access – amnesia – error – forgetting – gets – natural – programmed – remember – used