

**PSY 212: FINAL EXAM GUIDELINES | SPRING SEMESTER 2014**  
**THURSDAY JUNE 19, 2014 | 10:30AM – 12:30PM | F1-0-027**

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Attached are 5 articles for you to read. The articles look at the following topics that we have covered in our PSY 212 lectures: psychological disorders, personality, physical development and social development. At the end of each article you will find a series of questions that you will be required to answer for your final exam. You are to choose one article and prepare your essay answer to the given questions for that one article only.

GENERAL INSTRUCTIONS

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## **ARTICLE #1: PSYCHOLOGICAL DISORDERS | IN THE US, 20% OF CHILDREN HAVE A MENTAL DISORDER**

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Nearly 20% of children in the United States suffer from a mental disorder, and the number has been increasing for over a decade, according to a new report released by the Centers for Disease Control and Prevention (CDC).

The report covered the topic of mental disorders among children aged 3 to 17 for the first time. The investigators found that childhood mental illnesses affect up to one in five children and cost close to \$247 billion per year in medical expenses, juvenile justice, and special education.

An earlier report from 2009 reported that the costs of treating mental illness reached \$8.9 billion in 2006, according to the Agency for Healthcare Research and Quality.

Childhood mental disorders are defined as serious changes in the ways children handle their emotions, learn, or behave. Symptoms generally begin in early childhood, but some may develop during adolescence.

Often diagnoses are made during school years or even earlier. Earlier research has suggested that children with mental disorders were three times more likely to be identified as bullies

Mental Health - An Important Public Health Issue

Mental health is critical to overall health. Mental disorders are conditions that can last throughout an entire life. Without treatment and early diagnosis these conditions can lead to problems at school, home, and in developing friendships.

The current report was developed in collaboration with the Substance Abuse and Mental Health Services Administration (SAMHSA), National Institute of Mental Health (NIMH), and Health Resources and Services Administration (HRSA). It outlines federal causes on monitoring mental disorders and provides estimates on the number of children with certain mental disorders.

The researchers examined data from several sources covering the period 2005-2011. The report also suggests a few indicators of mental health such as unhealthy days and suicide.

The report revealed that ADHD was the most prevalent current diagnosis among children aged 3 to 17 years. The number of kids with a mental disorder rose with age, except autism spectrum disorders - which were highest among 6 to 11 year old children.

Males were more likely than females to have ADHD, autism spectrum disorders, Tourette syndrome, cigarette dependence, behavioral or conduct problems, and anxiety. Boys aged 12 to 17 years were at a greater risk of dying by suicide than girls. Girls were more likely than boys to have depression or an alcohol misuse disorder.

### Significant Report Findings

*Children ranging in age from 3 to 17 years had:*

ADHD (6.8%)

Conduct or Behavioral Problems (3.5%)

Anxiety (3.0%)

Depression (2.1%)

Autism spectrum disorders (1.1%)

Tourette syndrome (0.2% among children 6-17 years old)

*Adolescents aged 12 to 17 years had:*

Illicit drug use disorder in the last year (4.7%)

Alcohol use disorder in the last year (4.2%)

Cigarette dependence in the last month (2.8%)

These findings suggest that mental health is a significant component of public health. The goal now is to develop improved methods on how to document children who have mental disorders, better understand these disorders, and implement and recommend treatment and intervention strategies.

Fitzgerald, K. (2013). "In US, 20% Of Children Have A Mental Disorder." Medical News Today. Retrieved from <http://www.medicalnewstoday.com/articles/260697.php>.

#### ESSAY QUESTION

According to this article ADHD, behavioural problems, anxiety and depression are the most commonly diagnosed mental, disorders amongst children aged 3 to 17 in the United States of America.

1. Give 3 reasons that could explain why there has been an increase in the number of mental health disorders diagnosed in children aged 3 to 17.
2. Give 1 reason why boys are more likely to be given a diagnosis of ADHD than girls. (When answering this question you will need to define ADHD and discuss how this disorder can negatively impact on a child's day to day functioning)
3. Give 1 reason why boys, between the ages of 12 to 17 are at greater risk of dying by suicide than girls in the same age group. (When answering this question you will need to define suicide and explain what could cause a child to commit suicide.)
4. Give 1 reason why girls were more likely than boys to be depressed. (When answering this question, you will need to define depression and discuss how this disorder can negatively impact on a child's day to day functioning)

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## **ARTICLE #2: PERSONALITY – TRAIT PERSPECTIVE**

### **FACEBOOK OR TWITTER: WHAT DOES YOUR CHOICE OF SOCIAL NETWORKING SITE SAY ABOUT YOU?**

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Social networking sites have changed our lives. There were 500 million active Facebook users in 2011 and approximately 200 million Twitter accounts. As users will know, the sites have important differences. Facebook places more of an emphasis on who you are and who you know. Twitter restricts users to 140-character updates and is more about what you say than who you are. A new study asks whether and how the way people use these sites is related to their personality, and whether there are personality differences between people who prefer one site over the other.

David Hughes at Manchester Business School and his colleagues surveyed 300 people online - most (70 per cent) were based in Europe, others were from North America, Asia and beyond. There were 207 women and the age range was from 18 to 63. Participants answered questions about the way they used Facebook and Twitter and which site they preferred. They also answered questions about their personality based around the "Big Five" personality factors of Extraversion, Neuroticism, Conscientiousness, Openness and Agreeableness, as well as the dimensions of sociability and "need for cognition" (this last factor is about people's need to be mentally engaged and stimulated).

Perhaps the most glaring finding is that personality actually explained little of the variance - less than 10 per cent (rising to 20 per cent alongside age) - in the way participants used these sites. This suggests that other factors not explored here, such as intelligence and motivation, have a big influence.

However, the associations with personality were interesting. People who used Facebook mostly for socialising tended to score more highly on sociability and neuroticism (consistent with past research suggesting that shy people use the site to forge social ties and combat loneliness). Social use of Twitter correlated with higher sociability and openness (but not neuroticism) and with lower scores on conscientiousness. This suggests that social Twitter users don't use it so much to combat loneliness, but more as a form of social procrastination.

What about using the sites as an informational tool? There was an intriguing divergence here. People who said they used Facebook as an informational tool tended to score higher on neuroticism, sociability, extraversion and openness, but lower on conscientiousness and "need for cognition". Informational users of Twitter were the mirror opposite: they scored higher on conscientiousness and "need for cognition", but lower on neuroticism, extraversion and sociability. The researchers interpreted these patterns as suggesting that Facebook users seek and share information as a way of avoiding more cognitively demanding sources such as journal articles and newspaper reports. Twitter users, by contrast, use the site for its cognitive stimulation - as a way of uncovering useful information and material without socialising (this was particularly true for older participants).

Finally, what about people's overall preference for Twitter or Facebook? Again, people who scored higher in "need for cognition" tended to prefer Twitter, whilst higher scorers in sociability, neuroticism and extraversion tended to prefer Facebook. Simplifying the results, one might say that Facebook is the more social of the two social networking sites, whereas Twitter is more about sharing and exchanging information.

These results should be treated with caution. The sample was biased towards young females and the data were entirely self-report. Nonetheless, the findings suggest there are some meaningful differences in the personality profiles of people who prefer Twitter vs. Facebook and some intriguing personality links with

the way the sites are used. "Different people use the same sites for different purposes," the researchers said.

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Hughes, D., Rowe, M., Batey, M., & Lee, A. (2012). A tale of two sites: Twitter vs. Facebook and the personality predictors of social media usage. *Computers in Human Behavior*, 28 (2), 561-569 DOI: 10.1016/j.chb.2011.11.001

#### ESSAY QUESTION

While the findings from this study show that personality does little to explain a person's preference for Facebook or Twitter, the general connections that were identified with personality and Facebook or Twitter usage were interesting.

1. From the article,
  - a. Identify which of the Big 5 personality types who were most likely to use Facebook for socialising;
  - b. Define the personality types and give an example of the behaviour of a person who is most dominant in the personality type to demonstrate your understanding.
2. From the article,
  - a. Identify which of the Big 5 personality types who were most likely to use Twitter for socialising;
  - b. Define the personality types and give an example of the behaviour of a person who is most dominant in the personality type to demonstrate your understanding.
3. What is your preferred social media platform: Facebook or Twitter (I recognize there are other social media platforms, but for the sake of this exam we will only focus on Facebook and Twitter? Explain why you choose this platform over the other.
4. Now, consider your Big 5 personality profile:
  - a. What is your most dominate personality trait?
  - b. Consider which social media platform you prefer and identify if your dominant personality trait correlates to the findings of this study looking at the use of Facebook or Twitter for socialising.
  - c. If your dominant personality trait does not reflect the findings from this study give at least three reasons to explain why.

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## **ARTICLE #3: SOCIAL DEVELOPMENT: ATTACHMENT IN ADULthood**

### **4 WAYS TECHNOLOGY MAY BE RUINING YOUR RELATIONSHIP**

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Connecting via Facebook, emails, texting, tweets and instant messages can be convenient. Technology can offer fast ways to ask your husband to pick up lettuce at the grocery store on the way home or to let your wife know that you'll be home later than usual.

But according to new findings, this convenience may come at the cost of closeness in your relationship. That's because researchers from Oxford University have found couples who keep in touch too much via technology tend to have less satisfying marriages.

How could this be?

The study surveyed social media used by 3,500 couples, including Facebook, emails, texts, tweets and instant messages. Couples who used five or more electronic channels of communication reported an average of 14 percent less relationship satisfaction than couples who were less electronically connected.

Shouldn't connecting more — in any capacity or modality — foster closeness?

Well, yes and no. Any connection with a loved one beats no connection at all, provided that the connection is neutral or positive. Sending a text that reads, "See you after work" is neutral information-sharing. On the other hand, sending a text that says, "I love you!" conveys a much more positive message and fosters loving feelings... at least a bit. And swapping naughty texts back and forth over the course of the day gets you hot for each other when you climb in to bed together at night.

However, virtual connecting is never a substitute for physical togetherness and it can sometimes make matters worse in your relationship. Here are four reasons why:

#### 1. Technology makes it easier to fight dirty.

Anger can be too easily impulsively shot out in an email or text. Too many folks dash off a quick nasty comment in response to something that annoyed them. If they click and send before they've had time to calm down and think through a more tactful response, there's likely to be trouble ahead.

#### 2. "Checking things online" interrupts your quality time together.

Folks who connect over so many electronic channels with their loved ones may be doing the same with friends and business partners. Therein lies the problem. Maintaining all those connections can slice and dice your time with your main loved one. Each and every interruption to your time alone together diminishes the intensity of your connection.

#### 3. Virtual connections can't replace physical intimacy.

When you receive a text or read an email, all you get is information. You don't receive smiles, hugs, laughter or touch. What fosters loving feelings with significant others usually involves physical contact — simple things like gazing lovingly at each other, holding hands, whispering sweet nothings. Eye-to-eye and skin-to-skin contact all turn on the love hormone oxytocin. This chemical in your brain enhances your feelings of affection and increases your sense of bonding with your partner. This is something you can't express over a text message.

#### 4. Messages are easily misinterpreted.

Texts can only convey so much through words without what psychologists call “prosody” or the sound of voices. This means that misinterpretations of texts can run rampant. Sending a text that reads, “See you after work” can be interpreted as an annoyed order if the receiver is sensitive. In this regard, at least phone calls (which add voice to the bandwidth) are less likely to create upsets from misperceptions.

Sharing thoughts makes at least some emotional connection...At the same time, talking enhances connection power when you are physically together, because you can see each other, hear each other and touch each other. And that can never be conveyed over technology of any kind.

Heitler, S. (2013). 4 Ways Technology May be Ruining Your Relationship. Psych Central. Retrieved on May 21, 2013, from <http://psychcentral.com/blog/archives/2013/05/13/4-ways-technology-may-be-ruining-your-relationship/>

#### ESSAY QUESTION

1. We have discussed attachment in adulthood this semester. After reading this article give two examples of how the use of technology, such as email, BBM, Twitter, Instagram, Facebook etc has negatively impacted on adult relationships in the lives of people that you know personally (Note: Do not use real names).
2. There are four types of attachment in adulthood:
  - a. Identify each type of attachment and define it;
  - b. Give one example for how an adult with this attachment style would behave in general in a relationship and then how the overuse of technology in this person's romantic relationship could negatively impact on them.

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## ARTICLE #4: PSYCHOLOGICAL DISORDERS | THE PHENOMENON OF THE SELFIE

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Back in 2005-2006, when MySpace emerged on the social networking scene, I'd be in the backyard snapping photos of myself for my profile picture.

"Lauren, you can point the camera to the outside world, you know." Oh right, that. My mom did have a point or two, but it was the era of the selfie.

Whether those MySpace shots captured melodramatic teenage angst or glamour fun or autumn joy (yes, I did take a picture of myself in a pile of leaves), the selfie surely made its presence known.

And now it's 2014 and the selfie is fully integrated into mainstream culture. It can be found on Facebook, Twitter and Instagram. It's referenced in the news, in the political world. It was the highlight of the Oscars via Ellen Degeneres. It's emphasized on American Idol. (Viewers at home can take a selfie with their favorite contestant, Ryan Seacrest exclaims.)

So, what is it? Why has the selfie become such a phenomenon? Perhaps it serves as a vehicle for connection in the digital age — maybe it allows individuals to witness an intimate moment in time. Since connecting through technology has its downfalls (sometimes, people are too 'plugged in,' missing out on life around them), the selfie could be a mechanism to bring people together.

Time's article about selfies explains that they "can also be a window into deeper adolescent issues." From a therapist's vantage point, selfies could offer a glimpse into a teen's or young adult's mindset, illustrating their emotional dispositions and self-perceptions. Selfies could trigger a dialogue — why was this picture taken and what were you feeling?

"Scientific studies are gathering more information about the use of social media to help professionals recognize these as avenues to identify, support, and help young folks who may not otherwise receive this kind of attention," clinical psychologist Dr. Andrea Letamendi said.

James Franco, actor/director/teacher/author, wrote about selfies for the *New York Times*. As a celebrity who prominently and frequently uses Instagram, he probably earns his title of the "Selfie King" (anyone can log into his account and see an abundance of up close and personal photographs). Selfies yield attention and attention is power, he notes.

And, the "celebrity selfie" gives the public a peek into a private, candid moment. It bridges the gap between an unattainable icon and a regular human being.

Overall, Franco advocates that the selfie can be used as a tool to share yourself with others; it's a visual that conveys what you're doing, where you are and what you're feeling.

"I'm actually turned off when I look at an account and don't see any selfies, because I want to know who I'm dealing with," he said. "In our age of social networking, the selfie is the new way to look someone right in the eye and say, 'Hello this is me.'"

In hindsight, I suppose there was more to those MySpace selfies than playful teenage narcissism; the pictures captured me in specific emotional states and trains of thought.



“We all have different reasons for posting them,” Franco said. “But, in the end, selfies are avatars: Mini-me’s that we send out to give others a sense of who we are.”

Lauren Suval, L. (2014). The Phenomenon of the selfie. Retrieved on June 5, 2014, from <http://psychcentral.com/blog/archives/2014/06/04/the-phenomenon-of-the-selfie/>

#### ESSAY QUESTION

1. What is a psychological disorder and how do psychologists distinguish between normal and disordered behaviour?
2. How could looking at a patient’s selfies help you, as a therapist, identify whether or not his/her behaviour was normal or disordered? How could this information help you to treat the patient?
3. Technology has rapidly evolved over the past ten years. Give two real-life examples of how technology is being used to help people who suffer from depression. Your examples should include:
  - An explanation of the technology, specifically how it is used to help a person with depression (include the actual name of the device, App., website etc.)
  - How effective has the technology been in helping people with depression? I.e. what have the users said? Reviews of the technology?
  - What would you do to improve the technology?
4. If you could design a piece of software, an App or website to help with the treatment of depression, what would you include? How would your design differ from current technology that exists? Would it be an individualistic or collective form of help/therapy; explain why you would choose one over the other.

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## **ARTICLE #5: PHYSICAL DEVELOPMENT | NEURON GROWTH IN CHILDREN 'LEAVES NO ROOM FOR MEMORIES'**

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The absence of memories from our earliest years could be explained by neuron growth. The reason we struggle to recall memories from our early childhood is down to high levels of neuron production during the first years of life, says Canadian researchers.

The formation of new brain cells increases the capacity for learning but also clears the mind of old memories. This could be behind the absence of long-term memory events from early childhood, known as infantile amnesia. The findings were presented to the Canadian Association of Neuroscience.

Neurogenesis, or the formation of new neurons in the hippocampus - a region of the brain known to be important for learning and remembering, reaches its peak before and after birth. It then declines steadily during childhood and adulthood.

Dr Paul Frankland and Dr Sheena Josselyn, from the Hospital for Sick Children in Toronto and the University of Toronto, wanted to find out how the process of new neuron generation impacted on memory storage. They carried out their research on younger and older mice in the lab.

### Early amnesia

In adult mice, they found that increasing neurogenesis after memory formation was enough to bring about forgetting. In infant mice, they discovered that decreasing neurogenesis after memory formation meant that the normal forgetting observed at this age did not occur. Their research suggests a direct link between a reduction in neuron growth and increased memory recall.

They found the opposite to be true also - a decreased ability to remember when neurogenesis is increased (as happens during infancy). The researchers said this provided an explanation for the absence of long-term memory events from early childhood, known as infantile amnesia.

Previous studies have shown that although young children can remember events in the short term, these memories do not persist. Dr Frankland, senior scientist in neuroscience and mental health, at the hospital, said: "Why infantile amnesia exists has long been a mystery.

"We think our new studies begin to explain why we have no memories from our earliest years.

"Before the ages of four or five, we have a highly dynamic hippocampus which can't stably store information.

"As new neurons are generated, memory may be compromised by that process."

Dr Bettina Forster, from the cognitive neuroscience research unit at City University in London, said the research showed a clear link.

"This is a very interesting and elegantly executed study which shows a direct link between neurogenesis and memory formation.

"The results question the long assumed link between verbal development and infantile amnesia and calls into question some psychological and psychotherapeutic theories on this topic."

Neuron growth in children leaves no room for memories. (2013). Retrieved on May 29, 2013, from <http://bbc.co.uk/news/health-22639040/neuron-growth-in-children-leaves-no-room-for-memories/>

#### ESSAY QUESTION

1. What is your earliest childhood memory? How old were you at the time of this memory?
2. Use the information from this article to discuss why some children are older or younger at the time when they can first recall an event.
3. What is a neuron and what is its function?
4. Identify the structures that make up a single neuron; state the function of each structure.
5. There are many factors that can negatively affect brain development, such as experiencing a head injury as a result of a car accident.
  - a. Identify 4 causes/events that could affect brain development in a young child;
  - b. For each cause/event state what the negative impact could be on brain development in a young child.

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ASSIGNMENT: FINAL EXAM ESSAY

PROFESSOR: MRS. MONIQUE RAYNOR

STUDENT: \_\_\_\_\_

ID#: \_\_\_\_\_

GRADE: \_\_\_\_\_

	A= 91 – 100%	B= 80 – 90 %	C= 70 – 79%	D= 60 – 69%	F= 0 – 59%
<b>1. LANGUAGE</b> 25% - The proficiency with which the students ideas are communicated	Excellent use of language, practically error free (< 5) with a variety of fairly sophisticated sentence structures and appropriate academic tone. ✓	Good use of language, only minor errors and uses a variety of fairly sophisticated sentence structures mostly with an academic tone. ✓	Fair use of language, frequent minor errors (> 10). Relies much on fairly simple sentence structures and perhaps occasionally lacks academic tone. ✓	Poor use of language, frequent errors (>15). Relies extensively simple sentence structures and perhaps lacks academic tone. ✓	Very poor use of language, bordering on incomprehensibility. The tone and style totally inappropriate for academic work ✓
<b>2. STRUCTURE</b> 25 % - The degree to which the student's ideas are logically and coherently organized	Excellent structure facilitating comprehension. Clear logical argument development. Consistently meaningful transitions. ✓	Good structure facilitating comprehension. Clear logical argument development. Rarely repetitive with very few disjointed transitions. ✓	Fair structure, but at times comprehension is prevented by poor transitions. Sometimes simplistic and list-like and the logical flow is not always immediately clear. ✓	Poor structure: Often argument comprehension is prevented by very poor transitions. Simplistic and list-like in large parts, and the logical flow is often not clear. ✓	Very poor structure: overall argument comprehension is prevented by very poor, disjointed transitions. No clear, easily discernable logical flow to the work. ✓
<b>3. CONTENT</b> 25% - The degree to which the student demonstrates critical thinking and the synthesis of relevant ideas	In depth focus on a relevant psychological topic. Goes beyond pure description and introduces coherent analysis and original ideas. ✓	A relevant focus on a psychological topic. Well structured description of previous ideas and arguments with some analysis and original thought. ✓	A relevant psychological topic. A logical structure. Mostly descriptive, and perhaps occasionally list-like. Minimal evidence of original thought. ✓	A barely relevant psychological topic. Poorly structured, but coherent. Mostly descriptive, and perhaps occasionally list-like. Minimal evidence of original thought. ✓	Irrelevant topic choice or focus (e.g. a biology or education essay). Poorly structured, and purely descriptive. ✓
<b>4. INFORMATION LITERACY</b> 25% - The degree to which the student adheres to APA citation, formatting and reference conventions.	Complete concordance with APA 6th edition in terms of in-text citation and referencing. ✓	Fairly complete concordance with APA 6th edition terms of in text citation and referencing. An occasional missing citation or reference error. ✓	Limited concordance with APA 6th edition terms of in text citation and referencing. Several missing citations or reference errors. ✓	Very limited concordance with APA 6th edition terms of in text citation and referencing. Minimal citations or many referencing errors. ✓	No concordance with APA 6th edition terms of in text citation and referencing. Minimal reliance on sources. Poor quality sources used. ✓

# PSYCHOLOGY 212

**ADDITIONAL COMMENTS:**

Mrs. Monique Raynor – Psychology Instructor

SECTION REQUIREMENT CHECKLIST

ARTICLE (CIRCLE)	1	2	3	4	5
<u>REQUIREMENTS</u>					
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