



Fifth Canadian Edition

# ESSENTIALS OF UNDERSTANDING PSYCHOLOGY

FELDMAN | CATNEY | CAVANAGH | DINARDO



F I F T H   C A N A D I A N   E D I T I O N

ESSENTIALS OF UNDERSTANDING  
**PSYCHOLOGY**

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**Essentials of Understanding Psychology  
Fifth Canadian Edition**

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*To Jon, Leigh, Alex, Josh, Julie, Sarah, and Kathy*

**-Robert S. Feldman**

*To my husband Steve, for kindness and patience, and for his  
endless love and support.*

**-Karen Catney**

*To Bernie, my love  
To Chloé and Jacob, my greatest blessings and greatest joys  
To Emma, always in our hearts*

**-Laura Cavanagh**

*To My Students and Fellow Professors, a constant source of  
inspiration*

**-Andrea Dinardo**



# About the Authors



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He has written and edited more than 150 books, book chapters, and scientific articles. He has edited *Development of Nonverbal Behavior in Children*, *Applications of Nonverbal Behavioral Theory and Research*, *Improving the First Year of College: Research and Practice*, and co-edited *Fundamentals of Nonverbal Behavior*. He is also author of *Development Across the Life Span*, *Child Development*, and *P.O.W.E.R. Learning: Strategies for Success in College and Life*. His books have been translated into many languages, including Spanish, French, Portuguese, Dutch, Chinese, Korean, and Japanese. His research interests include deception and honesty in everyday life, work that he described in *The Liar in Your Life*, a trade book published in 2009. His research has been supported by grants from the National Institute of Mental Health and the National Institute on Disabilities and Rehabilitation Research.

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Professor Catney holds a Bachelor of Arts degree in Psychology, a Master's degree in Educational Psychology, and is the only Certified Clinical Examiner in Ontario offering the OBD (Organic Brain Dysfunction) Triage Instrument: A Screening Instrument for the Use in the Evaluation of Teratogenic Effects on Embryonic Development (OBD Triage Institute).

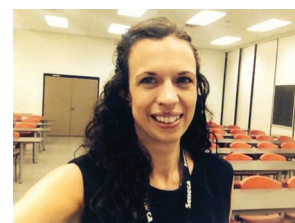
Professor Catney enjoys travelling, riding horses, beekeeping, and spending time with her family, friends, and two dogs. She lives in beautiful Prince Edward County, Ontario, with her husband Steve.

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Professor Cavanagh has been teaching Psychology at the college level since 2005 and has taught at San José City College, Humber College, and now Seneca College. She is deeply committed to student success. An Ontario College of Teachers certified teacher, she consistently models best practice in the classroom. In 2015, she was nominated for the Colleges and Institutes of Canada's Teaching Excellence award.

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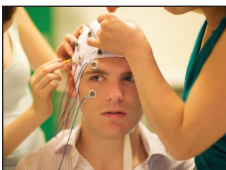
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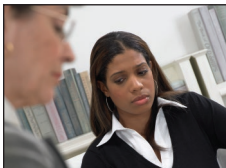
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# Preface

## Using *Essentials of Understanding Psychology*, Fifth Canadian Edition

If you're reading this page, you're probably taking an introductory psychology course. Maybe you're studying psychology because you've always been interested in what makes people tick. Or perhaps you've had a friend or family member who has sought assistance for a psychological disorder. Or maybe you're taking this course because it's required for your program.

Whatever your motivation for taking the course and reading this book, here's our commitment to you: By the time you finish this text, you will have a better understanding of why people—including you—behave the way they do. You will know how, and why, psychologists conduct research, and will have an understanding of the theories that guide their research. You will become acquainted with the breadth of the field and will obtain practical, useful information, as well as a wealth of knowledge that hopefully will excite your curiosity and increase your understanding of people's behaviour.

To meet this commitment, *Essentials of Understanding Psychology*, Fifth Canadian Edition, has been written and revised with you, the reader, in mind. While covering 14 chapters of material providing an extensive introduction into psychology, it is a briefer text than its predecessor, the fourth edition. At every step in the development of the book, students and instructors have been consulted in an effort to identify the combination of learning tools that would maximize readers' ability to learn and retain the subject matter of psychology. The result is a book that contains features that will not only help you to understand psychology, but also make it a discipline that is part of your life. An additional result is that this text looks like you want it to—because you told us what you want it to look like, and we listened.

Now it's your turn. You will need to take several steps to maximize the effectiveness of the learning tools in the book. These steps include familiarizing yourself with the scope and structure of the book, using the built-in learning aids, and employing a systematic study strategy using the text and *Connect*. Oh, and take a look at those assigned course readings too! Your textbook plays a key part in supporting your learning. Reading the chapter BEFORE you go to class will help provide context to the material covered in the lecture.

## Familiarize Yourself with the Scope and Organization of *Essentials of Understanding Psychology*

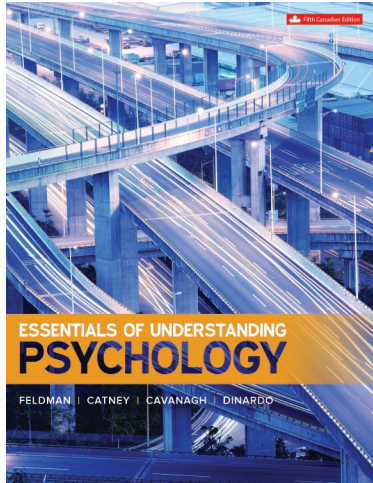
Begin by reading the list of modules and skimming the detailed table of contents at the front of the book. From this exercise, you will get a sense of the topics covered and the logic behind the sequence of modules. Then take some time to flip through the book. Choose a section that looks particularly interesting to you, skim it, and see for yourself how the modules are laid out.

Each module provides logical starting and stopping points for reading and studying. You can plan your studying around the modules that cover a particular topic. For instance, if your instructor assigns a group of modules to read over the course of a week, you might plan to read and study one module each day, using later days in the week to review the material. Your course may not cover the chapters in order, or may only cover some of the chapters. Reading the content before it is covered in class will make it easier to process the information presented by your instructor during class time. Your textbook will play a critical role in supporting your learning.

Finally, as you work through Chapter 1, you will notice “pop-up boxes” that describe how each of the elements in the text will inform and engage you, and provide you with the tools you need to succeed.

# Students first.

If we were to use only a few words to summarize our goal for this book, as well as our teaching philosophy, we would say “students first.” We believe that an effective textbook must be oriented to our students—informing them, engaging them, exciting them about the field, and expanding their intellectual capabilities. When students are engaged and challenged, they understand psychology at a deep and meaningful level. Only then are they able to learn and retain the material.



Luckily, psychology is a science that is inherently interesting to students. It is a discipline that speaks with many voices, offering a personal message to each student. To some, psychology provides a better understanding of others' behaviour. Some view psychology as a pathway to self-understanding. Others see the potential for a future career, and some are drawn to psychology by the opportunity for intellectual discovery that its study provides.

No matter what brings each student into the introductory course, and regardless of their initial motivation, *Essentials of Understanding Psychology*, Fifth Canadian Edition, is designed to draw students into the field, stimulate their thinking, and integrate a variety of elements that foster their understanding of psychology and its impact on their everyday lives. This textbook will be an effective and important support for your student learning.

## A Framework for Learning and Assessment

*Essentials of Understanding Psychology*, Fifth Canadian Edition, is the core of a learning-centred multimedia package that comprises a complete framework for learning and assessment. Every component of the package is tied to specific psychological concepts and their application to everyday life. Though the book forms the core of this framework, its power to enrich and empirically demonstrate learning is expanded through *Connect Psychology*, a unique library of electronic resources, activities and quizzes, all developed to accompany this text. Instructors can opt for a traditional, text-based approach, or create a seamless, custom set of assignments from the available resources. Instructors and students alike have choices depending on their specific needs.

## Chapter and Modular Format

The text contains 14 numbered chapters covering the major areas of psychology. Each chapter is divided into three or more short modules, a format that has proven highly popular. Rather than facing a long and potentially daunting chapter, students can study material in smaller chunks, which psychological research long ago found to be the optimal way to learn. Moreover, instructors can customize assignments for their students by asking them to read only those modules that fit their course outline and in the sequence that matches their syllabus. Alternatively, instructors who prefer to assign whole chapters can do so. The modular format allows the instructor to go for depth or breadth in their course.

Many instructors find it a challenge to teach psychology to non-psychology majors in a wide variety of disciplines. The modular format of this book facilitates changeover between programs and semesters. Instructors can customize

each class to the background and interests of each discipline. You choose which sections of each chapter work best for each course. You choose what to focus on. You are the expert in your own classroom.

## Psychology and Everyday Life

Putting students first and teaching them the science of psychology by helping them make the connection between psychology and everyday life has been a goal of this text from its first edition. The prologues that open each chapter, together with *Becoming an Informed Consumer of Psychology*, *Applying Psychology in the Real World*, *PsychWork*, and *Exploring Diversity* boxes, and examples presented throughout the text, help students see the real, everyday benefits of psychological research. For example, the *Applying Psychology in the Real World* boxes help students make connections between new information (in this textbook and in the classroom), and what is happening in the real world (e.g., social networking, the dangers of texting while driving). Students are often surprised by what they already know about psychology. Throughout the book, examples were updated and references to popular culture were included to make the material more relevant to the life of the college or university student. In the Rethink section, program-specific questions were added to target critical thinking in students from a variety of disciplines. Our job as instructors is to put the framework on their knowledge and to give them the tools to apply this information every day. Each type of box can be used very effectively as written assignments.

## Ways of Connecting with Today's Students

Today's students are as different from the learners of the last generation as today's discipline of psychology is different from the field 30 years ago. Students now learn in multiple modalities; rather than sitting down and reading traditional printed chapters in linear fashion from beginning to end, their work preferences tend to be more visual and more interactive, and their reading and study often occur in short bursts. For many students, a traditionally formatted printed textbook is no longer enough when they have instant, 24/7 access to news and information from around the globe.

*Connect Psychology* is our response to today's student. The groundbreaking adaptive diagnostic tool helps students “know what they know” while helping them learn what they don't know through engaging interactivities, exercises, videos, and readings. Instructors using *Connect* are reporting their students' performance is improving by a letter grade or more.

Through this unique tool, *Essentials of Understanding Psychology* gives instructors the ability to identify struggling students quickly and easily before the first exam. *Connect Psychology's* adaptive diagnostic tool develops an individualized learning plan for every student. Confidence levels tailor the next question to each individual, helping students to know what they don't know. If your student is doing well, the adaptive diagnostic tool will challenge the student with more applied and conceptual questions. If your student is struggling, the system identifies problem areas and directs the student to the topic they need to study. In doing so, it works like a GPS, helping students to master key concepts efficiently and effectively. Regardless of individual study habits, preparation, and approaches to the course, students will find the modular format of *Essentials of Understanding Psychology*, coupled with *Connect Psychology*, adapts to them individually and provides a road map for success.

## Students First: The Bottom Line

Based on extensive student feedback, systematic research involving a wide range of instructors, and endorsements received from reviewers at a variety of schools, we are confident that this fifth Canadian edition reflects what students want and need: a book that motivates them to understand and apply psychology to their own lives. *Essentials of Understanding Psychology*, Fifth Canadian Edition, exposes students to the content—and promise—of psychology, and does so in a way that feels modern and relevant, and will nurture their excitement about psychology.



# Engaging Students

**Prologue** Each chapter starts with an account of a real-life situation that demonstrates the relevance of basic principles and concepts of psychology to pertinent issues and problems. These prologues depict well-known people and events and many were updated for this edition.

**Epilogue** Found at the end of every set of modules, the *Epilogue* relates to the *Prologue* at the opening of the set of modules and illustrates how the concepts addressed in each module apply to the real-world situation described in the *Prologue*.

## Key Concepts for Chapter 1

### MODULE 1 Psychologists at Work

**LO1** What is the science of psychology?

**LO2** Where do psychologists work?

### Evaluate

1. Ethical research begins with the concept of informed consent, participants should be informed of
  - a. The procedure of the study, stated generally
  - b. The risks that may be involved

concept questions found at the beginning of each module. The *Rethink* sections provide thought-provoking questions designed to provoke critical thinking about the material.

**Study Alerts** *Study Alerts* are notes found throughout the modules, which point out especially important and difficult concepts and topics. These *Study Alerts* offer suggestions for learning the material effectively and highlight important study topics. In Module 12, for example, a Study Alert emphasizes the importance of differentiating the five stages of sleep; and in Module 14 a Study Alert highlights the importance of Figure 2 for learning the different ways that drugs produce their effects at a neurological level.

**Running Glossary** Key terms are highlighted in boldface type within the text where they are introduced, and definitions are given at the bottom of the page, along with pronunciation guides for difficult words. To facilitate study, at the end of each module there is a list of the key terms and concepts introduced in that module. There is also a glossary of all key terms and concepts at the end of the book.

**PsychWork** *PsychWork* introduces students to different career paths to which the study of psychology can lead. Each *PsychWork* profile illustrates people in a variety of occupations whose knowledge of psychology informs and enhances their work. Among the individuals profiled are a social worker, a rehabilitation counsellor, a sleep technologist, and a child protection caseworker, showing that psychology is all around us and important to many occupations.

## Prologue

### Why Psychology?

How many times have you asked yourself: *Why am I taking this course? What does this course have to do with my job? My life? My livelihood?* These are all great critical questions you should ask at the beginning of every course. Knowing “*why we do what we do*” is the foundation of inner drive and intrinsic motivation.



Source: © Fot of Grass Productions. Shutterstock.

## Epilogue



Source: © iBend Images/Anel Skeleky/Getty Images RF.

The field of psychology is broad and diverse. It encompasses many different subfields and specialties practised in a variety of settings, with new subfields continually arising. We have also seen that even within the various subfields of the field, it is possible to adopt several different approaches, including the neuroscience, psychodynamic, behavioural, cognitive, and humanistic perspectives. For all its diversity, though, psychology focuses on certain key issues that serve to unify the field along common lines and shared findings.

**Key Concepts** Each major section of a module begins with questions about the key concepts addressed in that section. These questions provide a framework for understanding and organizing the material that follows, as well as providing assessment benchmarks.

**Evaluate** Each module concludes with an Evaluate section. These *Evaluate* sections test recall of the material, assessing the degree of initial learning.

**Recap/Rethink** The end of every chapter concludes with Recap and Rethink sections that are organized according to modules. The *Recap* sections review the

## Recap/Rethink

### Module 1: Psychologists at Work

#### Recap

**LO1** What is the science of psychology?

- Psychology is the scientific study of behaviour and mental processes, encompassing not just what people do but their biological activities, feelings, perceptions, memory, reasoning, and thoughts.

**LO2** Where do psychologists work?

### STUDY ALERT!

Knowing the basic outlines of the history of the field will help you understand how today's major perspectives have evolved.



#### Neuroscience perspective

The approach that views behaviour from the perspective of the brain, the nervous system, and other biological functions.

#### Psychodynamic perspective

The approach based on the view that behaviour is motivated by unconscious inner forces over which the individual has little control.

## PsychWork

### Licensed Social Worker

Name: Christin Poirier, Hon BA, MSW, RSW

Position: Social Worker

Education: Honours BA in Psychology, York University; MA in Social Work, University of Windsor



For Christin Poirier, psychology is central to her occupation as a social worker, a field dedicated to enhancing the well-being of individuals, families, groups, and communities. As a social worker, Poirier works at a community mental health centre where she helps children and adolescents who are experiencing emotional or behavioural difficulties or both. Says Poirier, “The strategies I employ in counselling sessions are derived from basic psychological concepts and theories. In addition, in

## Exploring DIVERSITY

## Choosing Participants Who Represent the Scope of Human Behaviour



When Latané and Darley, both university professors, decided who would participate in their experiment, they turned to the most available people: college and university students. In fact, college and university students are used so frequently in experiments that psychology has been called—somewhat contemptuously—the “science of the behaviour of the college sophomore” (Rubenstein, 1982).

Using college and university students as participants has both advantages and drawbacks. The big benefit is that because most research occurs in university settings, students are readily available. Typically, they cost the researcher very little. They participate for either extra course credit or a relatively small payment.

The problem is that college and university students may not represent the general population adequately. They tend to be younger and better educated than a significant percentage of the rest of the North American population. Compared with older adults, their attitudes are likely to be less well formed, and they are more apt to be influenced by authority figures and peers (Sears, 1986). College and university students are also disproportionately white and middle class (Graham, 1992).

**Applying Psychology in the Real World** These boxes highlight the relevance of psychology by presenting current and potential applications of psychological theory and research findings to real-world problems. For example, one box discusses the psychological principles that explain the dangers of texting while driving, while another highlights how Facebook and other social media are changing social connections and interactions.

## Becoming an Informed Consumer of Psychology

## Thinking Critically About Research



If you were about to purchase an automobile, it is unlikely that you would stop at the nearest car dealership and drive off with the first car a salesperson recommended. Instead, you would probably mull over the purchase, read about automobiles, consider the alternatives, talk to others about their experiences, and ultimately put in a fair amount of thought before you made such a major purchase.

In contrast, many of us are considerably less conscientious when we expend our intellectual, rather than financial, assets. People often jump to conclusions on the basis of incomplete and inaccurate information, and only rarely do they take the time to critically evaluate the research and data to which they are exposed.

Because the field of psychology is based on an accumulated body of research, it is crucial for psychologists to scrutinize thoroughly the methods, results, and claims of researchers. Yet it is not just psychologists who need to know how to evaluate research critically; all of us are constantly exposed to the claims of others. Knowing how to approach research and data can be helpful in areas far beyond the realm of psychology.

Several basic questions can help us sort through what is valid and what is not. Among the most important questions to ask are the following:

- What was the purpose of the research? Research studies should evolve from a clearly specified theory. Furthermore, we must take into account the specific hypothesis that is being tested. Unless we know what hypothesis is being examined, it is not possible to judge how successful a study has been.

**Exploring Diversity** In addition to substantial coverage of material relevant to diversity throughout, there are special sections devoted to an aspect of racial, ethnic, gender, or cultural diversity. Examples of topics highlighted in these boxes include cultural influences on learning and sex differences in the brain. These sections highlight the way in which psychology informs (and is informed by) issues relating to the increasing multiculturalism of our global society.

## APPLYING PSYCHOLOGY in the Real World



## Psychology Matters

Violence and its causes are among the world's most pressing issues. What can psychologists add to our understanding of the problem?

“Eyewitness to abduction proves unable to provide reliable clues.”

“Murder-suicide shocked community.”

“Investigators search for clues at site of suicide bombing.”

A quick review of any day's news headlines reminds us that the world is beset by a variety of stubborn problems that resist easy solution. At the same time, a considerable number of psychologists are devoting their energies and expertise to addressing these problems and improving the human condition. Let's consider some of the ways in which psychology has addressed and helped work toward solutions of major societal problems (Zimbardo, 2004):

- Why is aggression so prevalent, and how can more humane and peaceful alternatives be promoted? Aggression, whether it be on the playground or the battlefield, is arguably the world's greatest problem. Psychologists have sought to understand how

**Becoming an Informed Consumer of Psychology** *Becoming an Informed Consumer of Psychology* includes material designed to make readers more informed consumers of psychological information by giving them the ability to evaluate critically what the field of psychology offers. These discussions also provide sound, useful guidance concerning common problems. For example, one box explains how you can apply findings in psychological research on sleep/wake cycles to improve your own sleep, while another discusses how to identify if you or a loved one is struggling with alcohol or other substance abuse issues.

## Market Leading Technology



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## Learn without Limits

McGraw-Hill Connect® is an award-winning digital teaching and learning platform that gives students the means to better connect with their coursework, with their instructors, and with the important concepts that they will need to know for success now and in the future. With Connect, instructors can take advantage of McGraw-Hill's trusted content to seamlessly deliver assignments, quizzes and tests online. McGraw-Hill Connect is a learning platform that continually adapts to each student, delivering precisely what they need, when they need it, so class time is more engaging and effective. Connect makes teaching and learning personal, easy, and proven.

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**Connect Insight®** Connect Insight is Connect's new one-of-a-kind visual analytics dashboard—now available for both instructors and students—that provides at-a-glance information regarding student performance, which is immediately actionable. By presenting assignment, assessment, and topical performance results together with a time metric that is easily visible for aggregate or individual results, Connect Insight gives the user the ability to take a just-in-time approach to teaching and learning, which was never before available. Connect Insight presents data that empowers students and helps instructors improve class performance in a way that is efficient and effective.

**Simple Assignment Management** With Connect, creating assignments is easier than ever, so instructors can spend more time teaching and less time managing.

- Assign SmartBook learning modules.
- Instructors can edit existing questions and create their own questions.
- Draw from a variety of text specific questions, resources, and test bank material to assign online.
- Streamline lesson planning, student progress reporting, and assignment grading to make classroom management more efficient than ever.

**Smart Grading** When it comes to studying, time is precious. Connect helps students learn more efficiently by providing feedback and practice material when they need it, where they need it.

- Automatically score assignments, giving students immediate feedback on their work and comparisons with correct answers.
- Access and review each response; manually change grades or leave comments for students to review.
- Track individual student performance—by question, assignment or in relation to the class overall—with detailed grade reports.
- Reinforce classroom concepts with practice tests and instant quizzes.
- Integrate grade reports easily with Learning Management Systems including Blackboard, D2L, and Moodle.

**Instructor Library** The Connect Instructor Library is a repository for additional resources to improve student engagement in and out of the class. It provides all the critical resources instructors need to build their course.

- Access Instructor resources.
- View assignments and resources created for past sections.
- Post your own resources for students to use.

## Instructor Resources

*Feldman/Catney/Cavanagh/Dinardo Connect* is a one-stop shop for instructor resources, including:

**Instructor's Manual.** This comprehensive guide provides all the tools and resources instructors need to present and enhance their introductory psychology course. The Instructor's Manual contains detailed lecture launchers, learning objectives, interesting lecture and media presentation ideas, student assignments and handouts. The many tips and activities in this manual can be used with any class, regardless of size or teaching approach.

**Computerized Test Bank.** The computerized test bank has been analyzed to ensure complete accuracy and correlation to the fifth Canadian edition text. Each multiple-choice item is classified by type (factual, conceptual, or applied) and difficulty level, and is keyed to the appropriate page number in the textbook. Available for Macintosh or Windows users, the computerized test bank using EZ Test—a flexible and easy-to-use electronic testing program—allows instructors to create tests from book-specific items. EZ Test accommodates a wide range of question types and allows instructors to add their own questions. Test items are also available in Word format (rich-text format). For secure online testing, exams created in EZ Test can be exported to WebCT, Blackboard, and EZ Test Online. EZ Test comes with a Quick Start Guide, and once the program is installed, users have access to a User's Manual and Flash tutorials. Additional help is available online at [www.mhhe.com/eztest](http://www.mhhe.com/eztest).

**Microsoft® PowerPoint® Slides.** Microsoft PowerPoint slides accompany each chapter. In addition, **Dynamic PowerPoints** cover more than 80 core concepts in psychology. They are designed to be incorporated into lectures to help you present concepts more visually and engagingly.

**Image Gallery.** The complete set of figures from the text can be downloaded from the Image Gallery in the Instructor Resource area of Connect and easily imbedded into instructors' PowerPoint slides.

## Superior Learning Solutions and Support

The McGraw-Hill Education team is ready to help you assess and integrate any of our products, technology, and services into your course for optimal teaching and learning performance. Whether it's helping your students improve their grades, or putting your entire course online, the McGraw-Hill Education team is here to help you do it. Contact your Learning Solutions Consultant today to learn how to maximize all of McGraw-Hill Education's resources!

For more information on the latest technology and Learning Solutions offered by McGraw-Hill Education and its partners, please visit us online: <http://www.mheducation.ca/highereducation/educators/digital-solutions>.

## Chapter Changes

The chapter-by-chapter changes listed below represent only a small number of the literally hundreds of changes made to the fifth Canadian edition of the text. Research has been updated in every chapter. For this edition over 1,000 new and updated references have been added.

### Chapter 1: Introduction to Psychology

- Updated Canadian data on where psychologists work
- Discussion of perspectives and subfields of psychology integrated into one cohesive section
- Continuous example threaded throughout discussion of theory and hypothesis in section on Research methods
- Section on the History of Psychology expanded to be more comprehensive
- Viktor Frankl included in History of Psychology to provide more context to humanistic psychology movement
- Tightened focus of Diversity box to look at issues involved in using student participants
- More recent Canadian example used in Applying Psychology special topic
- Program-specific critical thinking questions added to Recap/Rethink section

### Chapter 2: Neuroscience and Behaviour

- New topic added for Applying Psychology in the Real World on Mirror Neurons
- Reference to new Canadian research on the therapeutic application of oxytocin in Autism Spectrum Disorders was added in the discussion of hormones in the endocrine system
- Section on neural plasticity revised to emphasize the universal implications of plasticity, including brain fitness and aging
- New research on neural plasticity integrated with a focus on synaptogenesis
- Section on the forebrain was divided into two separate subsections on Subcortical Structures and the Neocortex to enhance clarity and readability

### Chapter 3: Sensation and Perception

- Updated hearing loss and deaf culture reference
- Expanded on hearing loss in teenagers and dangerous noise levels

### Chapter 4: States of Consciousness

- New information added on the serious consequences of sleep deprivation
- Canadian statistics added to section on Alcohol Use
- Section on marijuana use and its risks heavily revised to reflect new understandings and research findings
- Canadian data on use and abuse of prescription drugs added
- Benzodiazepines added to section on frequently used and abused substances
- Term addict replaced with person-first language

### Chapter 5: Learning

- Section on biological constraints on learning was updated to reflect current understandings in research
- New section on biological preparedness theory added to section on classical conditioning
- More examples added to section on negative reinforcement to make this concept clearer



## Preface

- References to corporal punishment and the use of electrical shocks as a teaching method were removed to reflect current reinforcement-based directions in behavioural intervention
- Link between schedules of reinforcement and gambling addiction added to section on operant conditioning
- Information on sports aggression added to section on Observational Learning

### Chapter 6: Memory

- Updated Applying Psychology in the Real World “Enhancing Memory: Are We on the Road to ‘Cosmetic Neurology?’” section
- Updated content on Alzheimer’s Syndrome

### Chapter 7: Thinking, Language, and Intelligence

- Updated references
- Updated content on *DSM-IV* to reflect *DSM-5*
- Updated IQ tests to most current version (WISC-V and WAIS-IV)

### Chapter 8: Motivation and Emotion

- Updated content on Sexual Motivation
- Applying the different approaches to motivation section condensed
- Eating disorders section condensed

### Chapter 9: Development

- Added information on methadone treatment with pregnant women
- Updated and improved section on prenatal environmental influences
- Nature versus Nurture section condensed

### Chapter 10: Personality

- Biological and Evolutionary Approaches condensed
- New example added in “Freud’s Defence Mechanisms”

### Chapter 11: Health Psychology, Stress, Coping, and Well-Being

- Included Canadian content on soldier suicide
- New Applying Psychology in the Real World “Does Money Buy Happiness?”
- Updated references
- Smoking content condensed
- Changed module title to Health and Wellness

### Chapter 12: Psychological Disorders

- Updated references
- Updated content to reflect *DSM-5*
- New Applying Psychology in the Real World “Internet Addiction”
- New Becoming an Informed Consumer of Psychology “When You Need Help”
- Updated figures

### Chapter 13: Treatment of Psychological Disorders

- Updated “Getting Help from the Right Person”
- Added content on mindfulness therapy

### Chapter 14: Social Psychology

- Section added on Zimbardo’s classic study, the Stanford Prison Experiment
- Issue of domestic violence integrated into the section on Aggression
- Evolutionary psychology theory introduced into section on Physical Attractiveness, with reference to new Canadian research
- New Prologue: A Heroic Escape—referencing the Ariel Castro Cleveland Kidnapping Case and Charles Ramsey, the hero who assisted the victims in escaping
- Canadian research on prejudice and discrimination integrated into this section of the text
- New research information added on the effect of observation and social influence on helping behaviour

# Acknowledgments

One of the central features of *Essentials of Understanding Psychology* is the involvement of both professionals and students in the review process. The fifth Canadian edition of *Essentials of Understanding Psychology* has relied heavily—and benefited substantially—from the advice of instructors and students from a wide range of backgrounds.

We are extraordinarily grateful to the following instructors who provided their time and expertise to help ensure that *Essentials of Understanding Psychology*, Fifth Canadian Edition, reflects the best that psychology has to offer.

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## CHAPTER 1

# Introduction to Psychology



Source: © Blend Images/Ariel Skelley/Getty Images RF.

Each module begins with the key concepts discussed in that section. The key concepts, phrased as questions, provide a framework for understanding and organizing the material that follows. They will also help you to understand what the important content is.

## Key Concepts for Chapter 1

### MODULE 1 Psychologists at Work

**LO1** What is the science of psychology?

**LO2** Where do psychologists work?

The Science of Psychology

Working at Psychology

**PsychWork:** *Licensed Social Worker*

### MODULE 2 A Science Evolves: The Past, the Present, and the Future

**LO3** What are the origins of psychology?

**LO4** How did the history of psychology shape the major approaches in contemporary psychology?

**LO5** What are the important subfields in the field of psychology?

The Roots of Psychology

Historical Perspectives: What Has Stood the Test of Time?

The Subfields of Psychology: Psychology's Family Tree

**Applying Psychology in the Real World:** *Psychology Matters*

Psychology's Future: Expanding Psychology's Frontiers

### MODULE 3 Research in Psychology

**LO6** What is the scientific method?

**LO7** What role do theories and hypotheses play in psychological research?

**LO8** What research methods do psychologists use?

**LO9** How do psychologists establish cause-and-effect relationships using experiments?

The Scientific Method

Psychological Research

Descriptive Research

Experimental Research

## MODULE 4 Research Challenges: Exploring the Process

**LO10** What major issues confront psychologists conducting research?

### The Ethics of Research

**Exploring Diversity:** *Choosing Participants Who Represent the Scope of Human Behaviour*

### Should Animals be Used in Research?

### Threats to Experiment Validity: Experimenter and Participant Expectations

*Becoming an Informed Consumer of Psychology: Thinking Critically About Research*

Each chapter begins with an introduction (the Prologue) and ends with a summary (the Epilogue). The Prologue sets the stage for the chapter, providing a brief account of a real-life event that is relevant to the content of the modules, and demonstrating why the material in the chapter is important.

## Prologue

### Why Psychology?

How many times have you asked yourself: *Why am I taking this course? What does this course have to do with my job? My life? My livelihood?* These are all great critical questions you should ask at the beginning of every course. Knowing “*why we do what we do*” is the foundation of inner drive and intrinsic motivation.

### Why Study Psychology?

The field of psychology gives students insight into the inner workings of the brain, vulnerability to conformity, how personality traits influence occupational success, beneficial effects of meditation at work, to name just a few.

In addition to increased self-awareness and self-knowledge, psychology also benefits students in their chosen field. For example, health science students discover how connecting with patients promotes healing (Chapter 11). Business students learn how right vs. left brain hemispheric dominance determines which aspect of their career they will be most successful in (Chapter 2). Manufacturing students recognize the critical link between an automobile driver’s unique personality and sound automotive design (Chapter 10). Computer students learn how cognitive psychology predicts the attention span of computer users (Chapter 3). Marketing students discover how addressing the needs and motivations of consumers results in higher sales and profits (Chapter 8).

Using this textbook as their guide, students learn to approach their job, life, and livelihood from a deeper, broader, more meaningful perspective. Psychology gives students an “edge” over their counterparts, thereby increasing their chances of success in a fast-paced, ever-changing world. Psychology students learn everything they need to know about themselves, and the people around them. **PSYCHOLOGY IS ALL ABOUT YOU!**



**Source:** © Pot of Grass Productions. Shutterstock.



# Psychologists at Work

MODULE

1

## LEARNING OBJECTIVES

**LO1** What is the science of psychology?

**LO2** Where do psychologists work?

## The Science of Psychology

**Psychology is the scientific study of behaviour and mental processes.**

The phrase *behaviour and mental processes* in the definition of **psychology** must be understood to mean many things: It encompasses not just what people do but also their thoughts, emotions, perceptions, reasoning processes, memories, and even the biological activities that maintain bodily functioning.

Psychologists try to describe, predict, and explain human behaviour and mental processes, and to help change and improve the lives of people and the world in which they live. They use scientific methods to find answers that are far more valid and legitimate than those resulting from intuition and speculation, which are often inaccurate (see Figure 1).

**FIGURE 1**

The scientific method is the basis of all psychological research and is used to find valid answers. Test your knowledge of psychology by answering these questions.



### Psychological Truths?

To test your knowledge of psychology, try answering the following questions:

1. Infants love their mothers primarily because their mothers fulfill their basic biological needs, such as providing food. True or false? \_\_\_\_\_
2. Geniuses generally have poor social adjustment. True or false? \_\_\_\_\_
3. The best way to ensure that a desired behaviour will continue after training is completed is to reward that behaviour every single time it occurs during training rather than rewarding it only periodically. True or false? \_\_\_\_\_
4. People with schizophrenia have at least two distinct personalities. True or false? \_\_\_\_\_
5. If you are having trouble sleeping, the best way to get to sleep is to take a sleeping pill. True or false? \_\_\_\_\_
6. Children's IQ scores have little to do with how well they do in school. True or false? \_\_\_\_\_
7. Frequent masturbation can lead to mental illness. True or false? \_\_\_\_\_
8. Once people reach old age, their leisure activities change radically. True or false? \_\_\_\_\_
9. Most people would refuse to give painful electric shocks to other people. True or false? \_\_\_\_\_
10. One of the least important factors affecting how much we like another person is that person's physical attractiveness. True or false? \_\_\_\_\_

**Scoring:** The truth about each of these items: They are all false. Psychological research suggests that each of these "facts" is untrue. You will learn the reasons why as we explore what psychologists have discovered about human behaviour.

**Source:** From Lamal, P. A. Students common beliefs about psychology. *Teaching of Psychology*, 6, Copyright © 1979 Lawrence Erlbaum Associates.

### Psychology

The scientific study of behaviour and mental processes.

The questions in Figure 1 provide just a hint of the topics that we will encounter in the study of psychology. Our discussions will take us through the range of what is known about behaviour and mental processes.

## STUDY ALERT!

When a key term or concept appears in the text, it appears either in **boldface** or *italics*. Boldfaced words are of primary importance; italicized words are of secondary importance. Terms and concepts in bold are defined in the text where they are introduced and at the bottom of the pages, as well as in the glossary at the back of the book. In addition, boldfaced terms are included in the list of Key Terms at the end of every module. You might want to highlight these terms.



Material in tables and figures can be just as important as the text. Be sure you read these sections.

## Working at Psychology

*Apply Today:* Psychology professor needed to teach in Liberal Arts & Science Department at a City College. Teach courses in introductory psychology and electives to a wide range of programs across the college, including interior design, ECE, dental hygiene, business, and engineering. Strong commitment to quality teaching is critical.

\* \* \*

*Apply Today:* Management firm looking to hire industrial-organizational consulting psychologist. International firm seeks psychologists for full-time career positions as consultants to management. Candidates must have the ability to establish a rapport with senior business executives and help them find innovative, practical, and psychologically sound solutions to problems concerning people and organizations.

\* \* \*

*Apply Today:* Clinical psychologist sought for multi-disciplinary team. Ph.D., internship experience, and licence required. Comprehensive clinic seeks psychologist to work with children and adults providing individual and group therapy, psychological evaluations, crisis intervention, and development of behaviour treatment plans. Broad experience with substance abuse problems is desirable.

As these job postings suggest, psychologists are employed in a variety of settings. Many doctoral-level psychologists are employed by institutions of higher learning (universities and colleges) or are self-employed, usually working as private practitioners treating clients (see Figure 2). Other work sites include hospitals, clinics, mental health centres, counselling centres, government human-services organizations, and schools (APA, 2007; CPA, 2008).

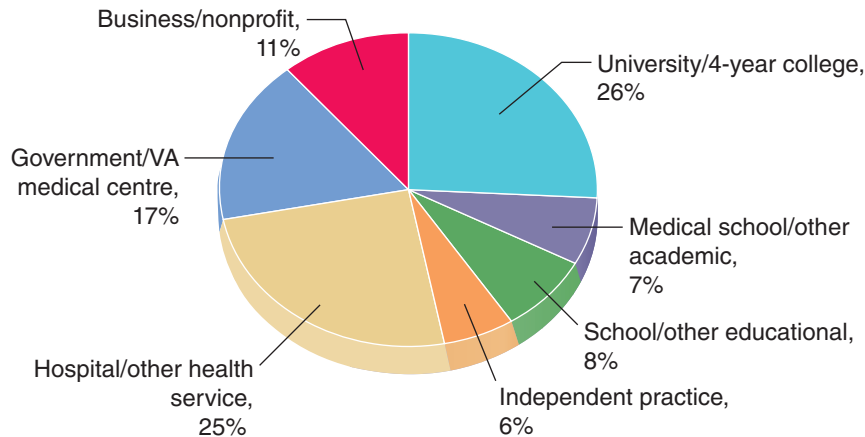
Where do psychologists work in Canada? As in the U.S., psychologists work in many different employment settings, including post-secondary institutions, schools, hospitals, and community-based agencies. Although no national data exist, a 2006 Quebec census showed that approximately 75 percent of psychologists worked in the health care and social assistance sectors. Psychologists also worked in hospitals (14 percent) and local community service centres (8 percent). About 18 percent of psychologists worked in education services (18 percent) (Statistics Canada, 2013). One of the biggest challenges for Canadians is finding access to health services in rural areas (Government of Canada, 2002). A survey of the geographic locations of psychologists by the Canadian Psychological Association (1999) indicates that Canadians living in urban areas such as Toronto have access to almost five times as many psychologists as Canadians living in rural settings. More specifically, the ratio of psychologists to individuals in urban centres of Canada is 1:2195, while the ratio is 1:9619 in rural populations such as Northern Ontario and Eastern Canada (CPA, 1999).

## Careers for Psychology Majors

Although some psychology majors head for graduate school in psychology or a related field, the majority join the workforce immediately after graduation. Most report that the jobs they take after graduation are related to their psychology background.

FIGURE 2

The breakdown of where U.S. psychologists (who have a Ph.D. or Psy.D. degree) work (American Psychological Association, 2007). Why do you think so many psychologists work in college and university settings?



Source: Adapted from Michaels, 2011.

An undergraduate major in psychology provides excellent preparation for a variety of occupations. Because undergraduates who specialize in psychology develop good analytical skills, are trained to think critically, and are able to synthesize and evaluate information well, employers in business, industry, and the government value their preparation (Kuther, 2003).

Psychology departments at Canadian universities do a great job of highlighting the vast array of career options available to psychology undergraduates. For example, University of Windsor’s psychology website lists 30 career options for psychology majors, ranging from police work to teaching to advertising. Canadian Psychological Association’s (2008) Quick Facts publication on “What is Psychology?” also includes several career options for psychology majors.

The most common areas of employment for psychology majors are in the social services, including working as an administrator, serving as a counsellor, and providing direct care. Some 20 percent of recipients of bachelor’s degrees in psychology work in the social services or in some other form of public affairs. In addition, psychology majors often enter the fields of education or business or work for federal, provincial, and local governments (APA, 2000; Murray, 2002; see Figure 3). In summary, think of it this way—if a job that you are interested in includes people—then a degree in psychology will be beneficial!

FIGURE 3

Although many psychology majors pursue employment in social services, a background in psychology can prepare one for many professions outside the social services field, such as occupational therapy and teaching (which both require schooling beyond a degree in psychology). What is it about the science of psychology that makes it such a versatile field?

Positions Obtained by Psychology Majors		
Business Field	Education/Academic	Social Fields
Administrative assistant	Administration	Activities coordinator
Advertising trainee	Childcare provider	Behavioural specialist
Benefits manager	Childcare worker/supervisor	Career counsellor
Claims specialist	Data management	Case worker
Community relations officer	Laboratory assistant	Child protection worker
Customer relations	Parent/family education	Clinical coordinator

(continued)

Business Field	Education/Academic	Social Fields
Data management	Preschool teacher	Community outreach worker
Employee recruitment	Public opinion surveyor	Corrections officer
Employee counsellor	Research assistant	Counsellor assistant
Employment equity officer	Teaching assistant	Crisis intervention counsellor
Labour relations manager/specialist		Employment counsellor
Loan officer		Group home attendant
Management trainee		Occupational therapist
Marketing		Probation officer
Personnel manager/officer		Program manager
Product and services research		Rehabilitation counsellor
Programs/events coordination		Residence counsellor
Public relations		Mental health assistant
Retail sales management		Social service assistant
Sales representative		Social worker
Special features writing/reporting		Substance abuse counsellor
Staff training and development		Youth counsellor
Trainer/training officer		


**Source:** From *The Psychology Major's Handbook*, 1st Edition by Kuther. © 2003 with permission of Wadsworth, a division of Thomson Learning: www.thomsonrights.com. Fax 800-730-2215.

Many chapters include a box that focuses on how a non-psychologist uses psychology.

**PsychWork**

## Licensed Social Worker

**Name:** Christin Poirier, Hon BA, MSW, RSW  
**Position:** Social Worker  
**Education:** Honours BA in Psychology, York University;  
 MA in Social Work, University of Windsor



For Christin Poirier, psychology is central to her occupation as a social worker, a field dedicated to enhancing the well-being of individuals, families, groups, and communities. As a social worker, Poirier works at a community mental health centre where she helps children and adolescents who are experiencing emotional or behavioural difficulties or both. Says Poirier, “The strategies I employ in counselling sessions are derived from basic psychological concepts and theories. In addition, in order to know what strategies are age-appropriate for a particular client, I need to consider their stage of psychological development. Finally, it is necessary to consider how culture and ethnicity affect clients, so I incorporate these aspects into my clients’ treatment plans.”

Every module ends with an *Evaluate* segment. Evaluate segments provide a series of questions on the module content that ask for concrete information, in a matching, multiple choice, fill-in, or true-false format.

## Evaluate

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Answer the *Evaluate* questions! Your responses will indicate both your degree of mastery of the material and the depth of your knowledge. If you have no trouble with the questions, you can be confident that you are studying effectively. Use questions with which you have difficulty as a basis for further study.

## Evaluate

---

1. Psychology is defined as the scientific study of \_\_\_\_\_ and \_\_\_\_\_.
2. True or False: There are many interesting careers in the field of psychology that do not require a Ph.D. in psychology.

### Answers to Evaluate Questions

1. behaviour and mental processes; 2. True

## Key Terms

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psychology



# A Science Evolves: The Past, the Present, and the Future

MODULE

2

## LEARNING OBJECTIVES

- LO3** What are the origins of psychology?
- LO4** How did the history of psychology shape the major approaches in contemporary psychology?
- LO5** What are the important subfields in the field of psychology?

Seven thousand years ago, people assumed that psychological problems were caused by evil spirits. To allow those spirits to escape from a person's body, ancient healers performed an operation called *trephining*. Trephining consisted of chipping a hole in a patient's skull with crude stone instruments. Because archaeologists have found skulls with signs of healing around the opening, it's a fair guess that some patients survived the "cure."

\* \* \*

Franz Josef Gall, an eighteenth-century physician, argued that a trained observer could discern intelligence, moral character, and other basic personality characteristics from the shape and number of bumps on a person's skull. His theory gave rise to the "science" of phrenology, employed by hundreds of devoted practitioners in the nineteenth century.

Although these explanations might sound far-fetched, in their own times they represented the most advanced thinking about what might be called the psychology of the era. Our understanding of behaviour has progressed tremendously since the eighteenth century, but most of the advances have been recent. As sciences go, psychology is one of the "new kids on the block." (For highlights in the development of the field, see Figure 1.)

## □ The Roots of Psychology

Although psychology is a relatively new scientific discipline, the subjects that psychologists study have captivated humankind for all of recorded history. These subjects fell under the discipline of philosophy in the time before psychology emerged as a scientific discipline. Psychology's roots can be traced back to the ancient Greeks, who considered the mind to be a suitable topic for scholarly contemplation. Later philosophers argued for centuries about some of the questions psychologists grapple with today. For example, the seventeenth-century British philosopher John Locke (1632–1704) believed that children were born into the world with minds like "blank slates" (*tabula rasa* in Latin) and that their experiences determined what kind of adults they would become. His views contrasted with those of philosophers such as Plato (427–347 BCE) and French philosopher and mathematician René Descartes (1596–1650), who believed that some knowledge was inborn in humans.

However, the formal beginning of psychology as a scientific discipline is generally considered to be in the late nineteenth century, when, in Leipzig, Germany, Wilhelm Wundt established the first experimental laboratory devoted to psychological phenomena. At about the same time, William James was setting up his laboratory in Cambridge, Massachusetts.

When Wundt set up his laboratory in 1879, his aim was to study the building blocks of the mind. He considered psychology to be the study of conscious experience. His perspective, which came to be known as **structuralism**, focused

### Structuralism

Wundt's approach, which focuses on uncovering the fundamental mental components of consciousness, thinking, and other kinds of mental states and activities.