We dedicate this book to Barry Lane Beyerstein (1947–2007), great scholar and valued friend.

My deepest gratitude to David Lykken, Paul Mehl, Tom Bouchard, Auke Tellegen, and my other graduate mentors for an invaluable gift that I will always cherish: scientific thinking. —Scott Lilienfeld

To Fern Pritikin Lynn, my heart and my soul. —Steven Jay Lynn

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To Mackenzie Grey (te queiro con todo el corazón). —Kenneth Cramer

To Michelle and Devin —Rodney Schmaltz
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“What are infants’ earliest memories?” “Does watching violence on TV really teach children to become violent?” “Is human intelligence related to brain size?” “Is it usually dangerous to wake up sleepwalkers?” “Do genes contribute to obesity?” “Is the polygraph test really a lie detector?” “Should we trust self-help books?”

Every day, our students encounter a host of questions that challenge their understanding of themselves and others. Whether it’s from the Internet, television programs, radio call-in shows, movies, self-help books, or advice from friends, our students’ daily lives are a steady stream of information—and often misinformation—about intelligence testing, parenting, romantic relationships, mental illness, drug abuse, psychotherapy, and a host of other topics. Much of the time, the questions about these issues that most fascinating students are precisely those that psychologists routinely confront in their research, teaching, and practice.

As we begin our study of psychology, it’s crucial to understand that we’re all psychologists. We need to be able to evaluate the bewildering variety of claims from the vast world of popular psychology. Without a framework for evaluating evidence, making sense of these often contradictory findings can be a bewildering task for anyone. It’s no surprise that the untrained student can find claims regarding memory- and mood-enhancing drugs, the overprescription of stimulants, the effectiveness of Prozac, and the genetic bases of psychiatric disorders, to name only a few examples, difficult to evaluate. Moreover, it is hard for those who haven’t been taught to think scientifically to make sense of extraordinary psychological claims that lie on the fringes of scientific knowledge, such as extrasensory perception, subliminal persuasion, astrology, alien abductions, lie-detector testing, handwriting analysis, and inkblot tests, among many others. Without a guide for distinguishing good from bad evidence, our students are left to their own devices when it comes to weighing the merits of these claims.

Our goal in this text, therefore, is to empower readers to apply scientific thinking to the psychology of their everyday lives. By applying scientific thinking—thinking that helps protect us against our tendencies to make mistakes—we can better evaluate claims about both laboratory research and daily life. In the end, we hope that students will emerge with the “psychological smarts,” or open-minded skepticism, needed to distinguish psychological misinformation from psychological information. We’ll consistently urge students to keep an open mind to new claims, but to insist on evidence. Indeed, our overarching motto is that of space scientist James Oberg (sometimes referred to as “Oberg’s dictum”): Keeping an open mind is a virtue, just so long as it is not so open that our brains fall out.

WHAT’S NEW IN THIS EDITION?

Psychology: From Inquiry to Understanding continues its commitment to emphasize the importance of scientific thinking skills. In the second Canadian edition, we’ve focused on providing even more opportunities for students to apply these skills to a variety of real-life scenarios. In addition, thanks to the ongoing support and feedback from instructors and students of our text, the second Canadian edition reflects many insightful and innovative updates that we believe enhance the text. Among the key changes made to the second Canadian edition are the following:

New Features and Pedagogy

- New “Evaluating Claims” feature in every chapter allows students to apply their scientific thinking skills to evaluate claims based on those found in actual advertisements and websites
• Redesigned callouts for the Six Scientific Thinking Principles now include brief questions that remind students of the key issues to consider when evaluating a claim

• “Your Complete Review System” now ties summary and assessment material to learning objectives and includes new “Apply Your Scientific Thinking Skills” questions (sample responses are provided in the Instructor’s Manual so that these can be used for homework assignments)

• New MyPsychLab icons integrated in the text direct students to fascinating online videos, simulations, activities, and quizzes on their MyLab that consolidate the knowledge they acquired from the textbook. The icons are not exhaustive—many more resources are available than those highlighted in the text—but they highlight some of the most exciting materials available at www.mypsychlab.com

• Numbered learning objectives highlight major concepts in every section and can be used by instructors to assess student knowledge of the course material

• New interactive photo captions—with answers—test students’ knowledge of the chapter content and their ability to think scientifically. This feature was inspired in part by recent work by Henry Roediger (Washington University) and others showing that periodic testing of knowledge is a powerful way of enhancing student learning

New Content and Updated Research

• A new introductory Chapter 1 (Psychology and Scientific Thinking) was formed by streamlining and reorganizing material from the first edition’s Prologue and Chapter 1

• Chapter 2 (Research Methods) includes a new discussion of operational definitions and a new table reviewing the advantages and disadvantages of various research designs

• Chapter 3 (Biological Psychology) includes expanded coverage of glial cells and neurotransmitters, as well as a new section on interpreting and misinterpreting brain scans

• Chapter 4 (Sensation and Perception) includes new research on noise-induced hearing loss, and cultural influences on food preferences

• Chapter 5 (Consciousness) includes an expanded discussion of consciousness and updated coverage of hypnosis and the long-term physical and psychological effects of marijuana

• Chapter 6 (Learning) includes an expanded discussion of reinforcement and punishment, covering both positive and negative punishment

• Chapter 7 (Memory) includes new research on cultural differences in field vs. observer memories, eyewitness testimony, and the use of prescription drugs as cognitive enhancers

• Chapter 8 (Language, Thinking, and Reasoning) includes sections on decision making and on problem-solving approaches as well as on cutting-edge topics in cognitive psychology including embodied cognition and neuroeconomics

• Chapter 9 (Intelligence and IQ Testing) includes new research by Keith Stanovich on irrational thinking and intelligence, updated coverage of the WAIS-IV intelligence test, and expanded coverage of the validity of IQ scores

• Chapter 10 (Human Development) follows a topical organization, with sections on physical and motor development, cognitive development, and social and moral development across the lifespan. The chapter also includes increased coverage of adolescence and adulthood, including new discussions of emerging adulthood, nontraditional families, and job satisfaction

• Chapter 11 (Emotion and Motivation) includes a new discussion of body language experts, new research on brain scanning techniques of lie detection, and expanded sections on sexual orientation and evolutionary models of attraction
• Chapter 12 (Stress, Coping, and Health) includes updated material on the tend-and-befriend reaction to stress, new research on how stress contributes to coronary heart disease, and expanded coverage of emotional control
• Chapter 13 (Social Psychology) includes new research on the psychological effects of solitary confinement, updated examples of crowd behaviour, groupthink, and bystander nonintervention, as well as an expanded discussion of central and peripheral routes to persuasion
• Chapter 14 (Personality) includes updated and expanded research on the Big Five model of personality and the NEO personality inventory as well as updated research on behaviour-genetic studies
• Chapter 15 (Psychological Disorders) includes new research on obsessive-compulsive disorder, cultural influences on depression, the emotional cascade model of borderline personality disorder, and a new section on controversies concerning childhood disorders, such as autism, ADHD, and early-onset bipolar disorder
• Chapter 16 (Psychological and Biological Treatments) includes an overview of meta-analysis, updated coverage of cognitive-behavioural therapies (including a new section on third-wave therapies), and an expanded discussion of common factors in psychotherapy

FROM INQUIRY TO UNDERSTANDING:
THE FRAMEWORK IN ACTION

As instructors, we find that students new to psychology tend to learn best when information is presented within a clear, effective, and meaningful framework—one that encourages inquiry along the path to understanding. As part of the inquiry to understanding framework, our pedagogical features and assessment tools work to empower students to develop a more critical eye in understanding the psychological world and their place in it.

Thinking Scientifically

In Chapter 1, we introduce readers to the Six Principles of Scientific Thinking that are the framework for lifelong learning of psychology. Coloured arrows appear in the margins whenever the principles are referenced to reinforce these scientific thinking principles in readers’ minds. In this way, readers come to understand these principles as key skills for evaluating claims in scientific research and in everyday life.

Applications of Scientific Thinking

In keeping with the text’s theme, a new Evaluating Claims feature prompts students to use scientific thinking skills to evaluate claims they are likely to encounter in various forms of media. Answers are provided at the end of the text.

Apply Your Scientific Thinking Skills questions (located at the end of each chapter) invite students to investigate current topics of debate or controversy and use their scientific thinking skills to make informed judgments about them. Sample answers to these questions appear in the Instructor’s Resource Manual, making them ideal for outside research and writing assignments.

Throughout this text, we introduce a variety of misconceptions often held by introductory psychology students and use them as starting points for discussions of genuine scientific knowledge. We also present pieces of psychological knowledge that
violate common sense, but that are true. Located in the margins of every chapter, Factoids present interesting and surprising facts, and Fictoids present widely held beliefs that are false or unsupported.

Each chapter also contains a PsychoMythology box focusing in depth on a widespread psychological misconception. In this way, students will come to recognize that their common sense intuitions about the psychological world are not always correct and that scientific methods are needed to separate accurate from inaccurate claims.

Integrated Cultural Content

Wherever relevant, we highlight noteworthy and well-replicated research findings bearing on cultural and ethnic differences. By doing so, students should come to understand that many psychological principles have boundary conditions and that much of scientific psychology focuses as much on differences as commonalities.

APPLY YOUR SCIENTIFIC THINKING SKILLS

Use your scientific thinking skills to answer the following questions, referencing specific scientific thinking principles and common errors in reasoning whenever possible.

1. Parents now have an amazing amount of parenting advice at their disposal in books, on websites, and through parent seminars and chat rooms. Research three sources of parenting information and create a list of the key topics they address (such as getting one’s infant to sleep or eat better, or disciplining one’s child). What assumptions do they make about the role of nature versus nurture in parenting and how do these assumptions correspond to scientific research? Are there real hypotheses about children’s behaviors that these sources neglected to consider?

2. As we’ve learned, the frontal lobes don’t fully mature until late adolescence or early adulthood, a biological reality that may affect teenage decision making. There is active debate regarding how many teenage behavioral problems stem from the “teen brain.” Find three examples of media articles related to this issue, such as debates over changing the age at which teens can enlist in the military, drink alcohol legally, obtain a driver’s license, or even stay out during age-related “curfew.” What arguments does each side use to support its case? What scientific or logical errors, if any, does each side make?

3. Based on the research that we’ve discussed regarding the changes that come with age, what features would you include if someone asked you to design a senior centre to help healthy aging adults maintain their physical, cognitive, and social well-being? What evidence would you cite to support each of your decisions?

A FOCUS ON MEANINGFUL PEDAGOGY: HELPING STUDENTS SUCCEED IN PSYCHOLOGY

Our goal of applying scientific thinking to the psychology of everyday life is reflected in the text’s pedagogical plan. The features in the text, the end-of-chapter review, our online MyPsychLab resource, and the print and media supplements were designed to help students achieve a mastery of the subject and succeed in the course.

HOW DOES THE PEDAGOGY HELP STUDENTS IDENTIFY THE KEY CONCEPTS IN PSYCHOLOGY?

Think About It questions, located at the start of every chapter, highlight some of the common questions that students have about psychology. Together with the Chapter Outline, they also serve to preview the key topics that will be discussed in each chapter. Each chapter is organized around Numbered Learning Objectives, which are listed at the start of each major section. These objectives allow instructors to assess their students’ knowledge of the course material. The end-of-chapter summary and assessment material is also organized around these objectives. Students’ understanding of important terminology is enhanced with our on-page Glossary.
Nerve Cells: Communication Portals 40–59

LO 3.1: DISTINGUISH THE PARTS OF THE BRAIN AND WHAT THEY DO.

The nervous system contains two basic parts: the peripheral nervous system (PNS) and the central nervous system (CNS). The PNS consists of all the nerves that connect the brain and spinal cord to the rest of the body. The CNS is divided into the brain and spinal cord. The brain is the largest part of the CNS, and it is responsible for all higher mental functions.

The brain is divided into several parts, each with a specific function. These parts include the cerebrum, cerebellum, brainstem, and hypothalamus. The cerebrum is the largest part of the brain and is responsible for higher mental functions, such as thinking, learning, and memory. The cerebellum is responsible for coordination and balance. The brainstem is responsible for basic生命 functions, such as breathing and heart rate. The hypothalamus is responsible for regulating body temperature, hunger, and thirst.

The peripheral nervous system is divided into the somatic nervous system, which controls voluntary movements, and the autonomic nervous system, which controls involuntary functions, such as heart rate and blood pressure.

LO 3.2: DESCRIBE ELECTRICAL RESPONSES OF NERVES AND WHAT MAKES THEM POSSIBLE.

Nerve impulses travel along the length of a neuron, causing the cell membrane to change from a resting state to an excited state and back to the resting state. These changes in the cell membrane are caused by changes in the concentration of sodium and potassium ions across the cell membrane.

LO 3.3: EXPLAIN HOW NERVE CELLS COMMUNICATE WITH EACH OTHER.

Neurons communicate with each other through the release of chemical messengers called neurotransmitters. When a neuron is stimulated, it releases neurotransmitters into the synapse, which is the space between two neurons. The neurotransmitters bind to receptors on the membrane of the next neuron, causing it to become excited or inhibited.

HOW DOES THE PEDAGOGY HELP GUIDE STUDENTS’ UNDERSTANDING OF CONCEPTS?

Colour-coded biological art orientates students at both the micro and macro levels as they move throughout the text and forge connections among concepts. Interactive photo captions test students on their scientific thinking skills and invite them to evaluate whether or not the photo is an accurate depiction of physiological phenomena. Answers appear at the bottom of the page.

HOW DOES THE PEDAGOGY HELP STUDENTS TO REINFORCE WHAT THEY’VE LEARNED?

At the end of each major topic heading, we provide an Assess Your Knowledge: Fact or Fiction? review of selected material to further reinforce concept comprehension and foster students’ ability to distinguish psychological fact from fiction. Throughout the text, MyPsychLab icons direct students to additional online study and review material such as videos, simulations, and practice quizzes and customized study plans.

HOW DOES THE PEDAGOGY HELP STUDENTS SYNTHESIZE INFORMATION AND ASSESS THEIR KNOWLEDGE?

Your Complete Review System, located at the end of every chapter, includes a summary, quiz questions, and visual activities, all organized by the major chapter sections and tied to chapter learning objectives. Apply Your Scientific Thinking Principles questions challenge students to research and evaluate current event topics. A complete list of key terms is also provided.

Apply Your Scientific Thinking Principles

Use your scientific thinking skills to answer the following question, referring to specific scientific thinking principles and content in the text in answering.

1. Do high levels of activity lead to a lack of productivity? Explain with why and why not.

2. Do athletes have faster reaction times than non-athletes? Explain with why and why not.


5. Does the brain become more efficient with age? Explain with why and why not.

6. Are there different types of intelligence? Explain with why and why not.

7. Do certain diets lead to higher intelligence? Explain with why and why not.


9. Do high levels of activity lead to a lack of productivity? Explain with why and why not.

10. Do athletes have faster reaction times than non-athletes? Explain with why and why not.


15. Do certain diets lead to higher intelligence? Explain with why and why not.


Assess your knowledge: Fact or Fiction?

1. Page argues that development was driven primarily by influences found in the environment. True or False?

2. Hypothetical theory proposes that individuals develop according to their potential for particular cognitive abilities. True or False?

3. The ability to count precise quantities is absent in some cultures. True or False?

4. Adolescents may not always make mature decisions about engaging in risky behaviors because their frontal lobes are not fully matured. True or False?

5. Older adults perform worse than younger adults on tests that require memory for recent events of widowhood, but perform better on tests of administrative and vocabulary. True or False?

6. Cerebral cortex

7. Controls the three parts of the brain are the cerebrum, cerebellum, and brainstem.

8. The cerebral cortex is responsible for the processing of information and the production of voluntary movements.

9. The cerebellum is responsible for the coordination and balance of voluntary movements.

10. The brainstem is responsible for the regulation of basic life functions, such as breathing and heart rate.

11. The hypothalamus is responsible for the regulation of body temperature, hunger, and thirst.

12. Neurons communicate with each other through the release of chemical messengers called neurotransmitters.

13. When a neuron is stimulated, it releases neurotransmitters into the synapse, which is the space between two neurons.

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50. The neurotransmitters bind to receptors on the membrane of the next neuron, causing it to become excited or inhibited.
PUTTING SCIENTIFIC THINKING TO THE TEST: 
INNOVATIVE AND INTEGRATED SUPPLEMENTS

*Psychology: From Inquiry to Understanding* is accompanied by a collection of teaching and learning supplements designed to reinforce the scientific thinking skills from the text. These supplements “put scientific thinking to the test” by reinforcing our framework for evaluating claims and assessing students’ ability to think scientifically in a variety of psychological and real-world situations. Please contact your local Pearson representative for details.

Instructor Supplements

**PRINTABLE TEST ITEM FILE**
The thoroughly updated and revised test bank contains over 2,000 multiple choice, fill-in-the-blank, short-answer, and essay questions—each referenced to the relevant page in the textbook. Many of these questions are designed to test students’ scientific thinking skills. An additional feature of the test bank is the inclusion of rationales for the correct answer in the conceptual and applied multiple-choice questions. The rationales help instructors to evaluate the questions they are choosing for their tests and give instructors the option to use the rationales as an answer key for their students. Feedback from customers indicates that this unique feature is useful for ensuring quality and quick responses to student queries.

A two-page Total Assessment Guide chapter overview makes creating tests easier by listing all of the test items in an easy-to-reference grid. The Total Assessment Guide organizes all test items by text section and question type/level of difficulty. All multiple-choice questions are categorized as factual, conceptual, or applied. The Test Item File is available on MyPsychLab and also at http://www.pearsoncanada.ca/highered.

**MYTEST mypearsontest® (WWW.PEARSONMYTEST.COM)**
The second edition test bank comes with Pearson MyTest, a powerful assessment-generation program that helps instructors easily create and print quizzes and exams. Instructors can do this online, allowing flexibility and the ability to efficiently manage assessments at any time. Instructors can easily access existing questions and edit, create, and store using simple drag-and-drop and Word-like controls. Each question comes with information on its level of difficulty and related page number in the text, mapped to the appropriate learning objective. For more information go to www.PearsonMyTest.com.

**POWERPOINT PRESENTATIONS**
Created with excerpts of the text material, photos, and art work, these slides are available on MyPsychLab and also at http://www.pearsoncanada.ca/highered.

**CLASSROOM RESPONSE SYSTEM (CRS) POWERPOINT SLIDES**
Classroom Response System questions (“clicker” questions) are intended to form the basis for class discussions as well as lectures. The incorporation of the CRS questions into each chapter’s slideshow facilitates the use of “clickers”—small hardware devices similar to remote controls, which process student responses to questions and interpret and display results in real time. CRS questions are a great way to get students involved in what they are learning, especially because many of these questions address specific scientific thinking skills highlighted in the textbook. These questions are available on MyPsychLab and also at http://www.pearsoncanada.ca/highered.

**INSTRUCTOR’S RESOURCE MANUAL**
The Instructor’s Resource Manual gives you unparalleled access to a huge selection of classroom-proven assets. First-time instructors will appreciate the detailed introduction to teaching the introductory psychology course, with suggestions for preparing for the course, sample syllabi, and current trends and strategies for successful teaching. Each chapter offers activities, exercises, assignments, handouts, and demos for in-class use, as well as guidelines for integrating media resources into the classroom and syllabus. The material is organized in an easy-to-use Chapter Lecture Outline. This resource saves
PREFACE

prep work and helps you make maximum use of classroom time. A unique hyperlinking
system allows for easy reviewing of relevant sections and resources. The IRM is available for
download from the Instructor’s Resource Center at http://www.pearsoncanada.ca/highere-
dand also on MyPsychLab.

CLASSPREP
New from Pearson, ClassPrep makes lecture preparation simpler and less time-consuming.
It collects the very best class presentation resources—art and figures from our leading texts, videos,
lecture activities, classroom activities, demonstrations, and much more—in one convenient
online destination. You may search through ClassPrep’s extensive database of tools by content
topic (arranged by standard topics within the psychology curriculum) or by content type (video,
audio, simulation, Word documents, etc.). You can select resources appropriate for your lecture,
many of which can be downloaded directly. Or you may build your own folder of resources
and present from within ClassPrep. ClassPrep can be accessed via the Instructor’s Resources tab
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Firmly grounded in published research, peerScholar is a powerful online pedagogical tool that
helps develop students’ critical and creative thinking skills. peerScholar facilitates this through the
process of creation, evaluation, and reflection. Working in stages, students begin by submitting
a written assignment. peerScholar then circulates their work for others to review, a process that
can be anonymous or not, depending on your preference. Students receive peer feedback and
evaluations immediately, reinforcing their learning and driving the development of higher-order
thinking skills. Students can then re-submit revised work, again depending on your preference.
Contact your Pearson representative to learn more about peerScholar and the research behind it.

MYPYCHLAB VIDEO SERIES
The new MyPsychLab Video series (available through MyPsychLab or on DVD; ISBN 978-0-205-03581-6) is a comprehensive, current, and cutting-edge series featuring 17 orig-
inal 30-minute videos covering the most recent research, science, and applications and utilizing
the most up-to-date film and animation technology. Questions are provided within MyPsychLab
so that instructors can assign relevant clips from the series as homework; they may also use the
series in the classroom to illustrate the many fascinating topics in the field of psychology as
part of their lectures. Guided by the design, development, and review team—a diverse group of
introductory psychology instructors—each episode is organized around the major topics covered
in the introductory psychology course syllabus. Find out more about the MyPsychLab video at
For maximum flexibility, each half-hour episode features several brief clips that bring psychology to life:

- The Big Picture introduces the topic of the episode and provides the hook to draw students fully into the topic.
- The Basics uses the power of video to present foundational topics, especially those that students may find difficult to understand.
- Special Topics dives deeper into high-interest and cutting-edge topics, showing research in action.
- In the Real World focuses on applications of psychological research.
- What’s in It for Me? clips show students the relevance of psychological research to their own lives.

TECHNOLOGY SPECIALISTS

Pearson’s technology specialists work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources, by assisting in the integration of a variety of instructional materials and media formats. Your local Pearson sales representative can provide you with more details on this service program.

Student Supplements

The study guide is filled with review material, in-depth activities, and self-assessments. Special sections devoted to study skills, concept mapping, and the evaluation of websites appear at the start of the guide.

COURSESMAST FOR STUDENTS

CourseSmart goes beyond traditional expectations—providing instant, online access to the textbooks and course materials you need at an average savings of 60%. With instant access from any computer and the ability to search the text, you’ll find the content you need quickly no matter where you are. And with online tools like highlighting and note-taking, you can save time and study efficiently. See all the benefits at www.coursesmart.com/students.

MYP HCYLAB . . . WHERE LEARNING COMES TO LIFE!
MyPsychLab is a state-of-the-art interactive and instructive solution designed to help you master introductory psychology. MyPsychLab provides access to a wealth of resources all geared to meet your learning needs.

STUDY ON THE GO

Featured at the end of each chapter, you will find a unique barcode providing access to Study on the Go, an unprecedented mobile integration between text and online content. Link to Pearson’s unique Study on the Go content directly from your smartphone, allowing you to study whenever and wherever you wish! Go to one of the sites listed below to see how you can download an app to your smartphone for free. Once the app is installed, your phone will scan the code and link to a website containing Pearson’s Study on the Go content, including popular study tools, such as Glossary Flashcards, Audio Summaries, and Quizzes, which can be accessed anytime.

ScanLife  http://www.scanlife.com/en/gl-apps
NeoReader  http://get.neoreader.com/
QuickMark  http://www.quickmark.com.tw/
MYPSYCHLAB . . . SAVE TIME. IMPROVE RESULTS. PUT SCIENTIFIC THINKING TO THE TEST.

The moment you know.

Educators know it. Students know it. It’s that inspired moment when something that was difficult to understand suddenly makes perfect sense. Our MyLab products have been designed and refined with a single purpose in mind—to help educators create that moment of understanding with their students.

MyPsychLab delivers proven results in helping individual students succeed. It provides engaging experiences that personalize, stimulate, and measure learning for each student. And, it comes from a trusted partner with educational expertise and an eye on the future.

MyPsychLab can be used by itself or linked to any learning management system. To learn more about how MyPsychLab combines proven learning applications with powerful assessment, visit www.mypsychlab.com.

MyPsychLab—the moment you know.

What Is MyPsychLab?

MyPsychLab is a learning and assessment tool that enables instructors to assess student performance and adapt course content without investing additional time or resources. Instructors decide the extent of integration, from independent self-assessment for students to total course management. Students benefit from an easy-to-use site at which they can test themselves on key content, track their progress, and create individually tailored study plans. By transferring faculty members’ most time-consuming tasks—content delivery, student assessment, and grading—to automated tools, MyPsychLab allows teachers to spend more quality time with students. For sample syllabi with ideas on incorporating content, go to http://www.mypsychlab.com.

MyPsychLab includes these powerful, engaging features:

- **Pearson eText**: this interactive eBook gives students access to the text whenever and wherever they have access to the Internet. eText pages look exactly like the printed text, offering powerful new functionality for students and instructors. Users can create notes,
highlight text in different colours, create bookmarks, zoom, click hyperlinked words and phrases to view definitions, and view in single-page or two-page view. Pearson eText allows for quick navigation to key parts of the eText using a table of contents and provides full-text search. The eText may also offer links to associated media files, enabling users to access videos, animations, or other activities as they read the text.

- **New MyPsychLab Simulations**: a suite of data-generating study demonstrations, self-inventories, and surveys that allow students to experience firsthand some of the main concepts covered in the textbook. Each item in MyPsychLab Simulations generates anonymous class data that instructors can download and use for in class lectures or homework assignments. With over 50 assignable demonstrations such as the Implicit Association Test, Roediger Effect, Inter-hemispheric Transfer Time, the IPIP-Neo Personality Inventory, Buss Mate Preference Survey, and general surveys, MyPsychLab Simulations hold students accountable for doing psychology.

- **New MyPsychLab Video Series**: comprehensive, current, and cutting edge, the new *MyPsychLab Video Series* features 17 original 30-minute videos covering the most recent research, science, and applications, utilizing the latest in film and animation technology.

- **Study Plan and Assessments**: self-assessment tests organized around Bloom’s Taxonomy that create a personalized study plan for students to guide them on making the most efficient use of their study time.

- **A Gradebook for instructors**, and the availability of full course management capabilities for instructors teaching online or hybrid courses.

- **A new podcasting tool** with pre-loaded podcasts, permitting instructors to easily record and upload podcasts of their own lectures for students to access.

### Assessment and Ability to Adapt

MyPsychLab is designed with instructor flexibility in mind—you decide the extent of integration into your course—from independent self-assessment for students, to total course management. By transferring faculty members’ most time-consuming tasks—content delivery, student assessment, and grading—to automated tools, MyPsychLab enables faculty to spend more quality time with students. For sample syllabi with ideas on incorporating MPL, see the Instructor’s Manual as well as online at www.mypsychlab.com. Instructors are provided with the results of the diagnostic tests—by students as well as an aggregate report of their class.

*For more information on MyPsychLab go to www.mypsychlab.com*

### A FINAL WORD & THANKS

For the authors, writing this book has been a great deal of work, but it’s also been a labour of love. When we began this undertaking, we could never have imagined the number of committed, selfless, and enthusiastic colleagues in the psychology community who would join us on this path to making this textbook a reality. During the long months of writing and revising, the feedback and support from fellow instructors, researchers, and students helped keep our energy high and our minds sharp. We stand in awe of their love of the discipline and the enthusiasm and imagination each of these individuals bring to the psychology classroom every day. This text is the culmination of their ongoing support from first to final draft and then subsequent revisions, and we are forever grateful to them.

Although the authors’ names enjoy real estate on the front cover, no work of this volume could ever be accomplished without the talent, dedication, and hard work of a gifted team at Pearson (in short, all the unlisted names); and to all of them we extend our heartfelt gratitude and sincere thanks. We owe special thanks to both Matthew Christian (Acquisitions Editor) and Joanne Sutherland (Developmental Editor) for their enthusiasm and creativity, for their patience and understanding, and for their rare gift to embrace a wonderful vision that this book became; and to Gary Bennett (VP and Editorial Director)
and Michelle Sartor (Editor in Chief) for believing in this work and inspiring their team to fruition. To Lisa Gillis (Marketing Manager), Lesley Duego and Ashley Patterson (Project Manager) and of course Jacki Russell (Production Project Manager), we owe sincere thanks for their spirit and commitment. Of course, this project warrants merit and thanks to those who paid especially close attention to the vital details we may have overlooked, including Susan Broadhurst (Copy Editor), Sally Glover (Proofreader), Heather Jackson (Permissions and Photo Researcher), Julia Hall (Art Director), Miriam Blier (Designer), Sonia Tan (Media Editor), and Marisa D’Andrea (Media Content Developer)—the book stands proudly from their toil and scrutiny.

We would also like to extend our appreciation to Miranda Lucas for her exhaustive research efforts.

Our Review Panel
We are indebted to the members of our review panel who evaluated chapters and provided expert analysis on critical topic areas. Their input proved invaluable to us, and we thank them for it.

Elizabeth Bowering, Mount Saint Vincent University
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Steven Jay Lynn received his B.A. in psychology from the University of Michigan and his Ph.D. in clinical psychology from Indiana University. He completed an NIMH Postdoctoral Fellowship at Lafayette Clinic, Detroit, Michigan, in 1976 and is now distinguished professor of Psychology at Binghamton University (SUNY), where he is the director of the Psychological Clinic. Dr. Lynn is a fellow of numerous professional organizations, including the American Psychological Association and the American Psychological Society, and he was the recipient of the Chancellor’s Award of the State University of New York for Scholarship and Creative Activities. Dr. Lynn has authored and/or edited 19 books and more than 270 other publications, and was recently named on a list of “Top Producers of Scholarly Publications in Clinical Psychology Ph.D. Programs” (2000–2004/Stewart, Wu, & Roberts, 2007, Journal of Clinical Psychology). Dr. Lynn has served as the editor of a book series for the American Psychological Association, and he has served on 11 editorial boards, including the Journal of Abnormal Psychology. Dr. Lynn’s research has been supported by the National Institute of Mental Health and the Ohio Department of Mental Health.

Laura L. Namy received her B.A. in philosophy and psychology from Indiana University in 1993 and her doctorate in cognitive psychology at Northwestern University in 1998. She is now associate professor of psychology and core faculty in linguistics at Emory University. Dr. Namy is the editor of the Journal of Cognition and Development. At Emory, she is director of the Child Study Center and associate director of the Center for Mind, Brain, and Culture. Her research focuses on the origins and development of verbal and nonverbal symbol use in young children, sound symbolism in natural language, and the role of comparison in conceptual development.

Nancy J. Woolf received her B.S. in psychobiology at UCLA in 1978 and her Ph.D. in neuroscience at UCLA School of Medicine in 1983. She is an adjunct professor in the department of psychology at UCLA. Her specialization is behavioural neuroscience, and her research spans the organization of acetylcholine systems, neural plasticity, memory, neural degeneration, Alzheimer’s disease, and consciousness. In 1990 she won the Colby Prize from the Sigma Kappa Foundation, awarded for her achievements in scientific research in Alzheimer’s disease. In 2002 she received the Academic Advancement Program Faculty’s Recognition Award. She also received a Distinguished Teaching Award from the psychology department at UCLA in 2008. Dr. Woolf is currently on the editorial boards of Science and Consciousness Review and Journal of Nanoneuroscience.

Ken Cramer received his Ph.D. at the University of Manitoba in 1995. He is a full professor in the department of psychology at the University of Windsor in Southwestern Ontario. He has been honoured with various teaching awards at the local, provincial, and national level, including the Ontario Confederation of University Faculty Association’s Teaching Award, and in 2009, the prestigious 3M National Teaching Fellowship. His research interests include topics in personality and social psychology, as well as issues in education such as the impact of Maclean’s rankings on student welfare and innovative classroom techniques such as the nonlinear lecture style and the efficacy of learning modules and classroom voting devices.

Rodney Schmaltz received his Ph.D. at the University of Alberta in 2007. He is an assistant professor in the department of psychology at Grant MacEwan University in Edmonton, Alberta. His research focuses on the social and applied psychology of music, and he is the founder of a social psychology and music research program at MacEwan. Dr. Schmaltz has a keen interest in pseudoscientific thinking and has taught courses and given presentations to the public on pseudoscience, with a focus on alternative medicine. He is the past chair of the Research Ethics Board at MacEwan, and is involved in research on the feasibility of centralized research ethics review boards and strategies to improve the consent process in clinical trials.