third canadian edition

PSYCHOLOGY

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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 fascinate 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 third Canadian edition, our focus has been to better convey the excitement of psychological science to the reader and to help the reader connect the dots between inquiry and understanding. In addition, thanks to the ongoing support and feedback from instructors and students of our text, the third Canadian edition reflects many insightful and innovative updates that we believe enhance the text. Among the key changes made to the third Canadian edition are the following:

General Changes

• For the third Canadian edition, we took great care to revise the narrative throughout to improve flow and to strike a better balance between presenting the value and fun of sound psychological science on the one hand, and the warning signs and dangers of pseudoscience on the other.
A new “From Inquiry to Understanding” feature in every chapter shows the power of psychological science to answer enduring mysteries about human behaviour, emotion, and thought. Features examine such questions as “How do we recognize faces?” “How do magic tricks work?” and “Why do we experience déjà vu?”

Updated coverage throughout is based on the Fifth Edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

MyPsychLab icons integrated in the text guide students to the best of our Web-based practice quizzes, tutorials, videos, and simulations 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 draw attention to some of the most high-interest materials available at www.pearsonmylabmastering.com.

New Content and Updated Research

• Chapter 1 (Psychology and Scientific Thinking) has been reorganized to begin with the history of psychology. Information on evolutionary psychology has been expanded, and updated Canadian statistics on belief in the paranormal have been added.

• Chapter 2 (Research Methods) now includes expanded discussion of naturalistic observation with Bowker et al.'s (2009) research on hockey parents.

• Chapter 3 (Biological Psychology) includes updated research and a streamlined organization.

• Chapter 4 (Sensation and Perception) has been fully reorganized so that sensation and perception are discussed separately.

• Chapter 5 (Consciousness) includes updated statistics on Canadian drug and alcohol use.

• Chapter 6 (Learning) includes clarified discussion of the discriminative stimulus and a new section on the discovery of Little Albert’s identity by Canadian researchers Russ Powell and Nancy Digdon.

• Chapter 7 (Memory) includes a new overview of long-term depression (LTD).

• Chapter 8 (Thinking, Reasoning, and Language) has been reorganized to begin with thinking and reasoning topics, including coverage of heuristics and biases (formerly in Chapter 2).

• Chapter 10 (Human Development) includes updated information on divorce rates in Canada and on the rate of career changes in a typical lifetime.

• Chapter 12 (Stress, Coping, and Health) includes updated statistics for smoking, weight, and breast cancer.

• Chapter 13 (Social Psychology) includes new references on culture, attributions, and stereotypes.

• Chapter 14 (Personality) features additional discussion on the impact of birth order on personality.

• Chapter 15 (Psychological Disorders) has been fully updated based on the DSM-5, and includes revised discussions of disorders and statistics regarding the epidemiology of mental disorders. The chapter also includes new research on suicide and updates statistics about autism.

• Chapter 16 (Psychological and Biological Treatments) features new references and information on self-help books.
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.

A new feature for the third Canadian edition, From Inquiry to Understanding, tells the story of how psychological science has helped shed light on a longstanding psychological mystery. We begin with a question that many students may have asked at some point prior to their study of psychology, and then we step through the methods and processes used by psychological scientists to gain a better understanding of human behaviour and thought.

Applications of Scientific Thinking

In keeping with the text’s theme, the 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.

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.

Located in the margins of every chapter, Factoids present interesting and surprising facts.
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 scientific psychology focuses as much on differences as commonalities.

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 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.

How does the pedagogy help guide students’ understanding of concepts?
Colour-coded biological art orients students at both the micro and macro levels as they move through 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 psychological 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...
Psychology is the scientific study of the mind, brain, and behavior. It is a discipline that spans many levels of analysis, yet the psychology of ourselves and our intuitive understanding of ourselves and our environment are multiply determined. In addition, psychological influences are not independent of each other. Culture, physiological factors, and psychological processes all contribute to our behavior.

There are many types of psychologists. Clinical and counseling psychologists and forensic psychologists work with individuals or groups to help them deal with psychological issues. Behavioral psychologists work in various settings, including schools, hospitals, and private practice. Developmental psychologists study how humans develop over time. Experimental psychologists study learning and thinking, and cultural psychologists study the biological bases of behavior.

The fundamental questions of psychology can be difficult to answer. How do we know what we know? How do we know what we think we know? What does the top hat illusion tell us about our ability to trust ourselves? Do our own intuitions and experiences? What is the role of the unconscious mind in our behavior? How do we know what we observe? Do we observe what we expect to observe? How do we know what is real and what is not real?

Psychology is a discipline that spans many levels of analysis, yet the psychology of ourselves and our intuitive understanding of ourselves and our environment are multiply determined. In addition, psychological influences are not independent of each other. Culture, physiological factors, and psychological processes all contribute to our behavior.

Your Complete Review System

Answers are located at the end of the test.

1. What is psychology? (p. 3)
2. Describe how psychology uses multiple levels of analysis. (p. 11)
3. Identifying the types of psychologists and their roles helps us analyze behavior. (p. 12)
4. Describe different types of psychologists. (p. 13)
5. List five reasons that the study of psychology can be especially complex. (p. 5)
6. A psychologist who studies culture from the perspective of an individual considers what role culture plays in the development of behavior. (p. 6)
7. How do developmental psychologists study the development of behavior? (p. 7)
8. How do psychologists study behavior? (p. 8)
9. What is the role of the unconscious mind in our behavior? (p. 9)
10. Describe the two main debates that have shaped the field of psychology. (p. 10)
11. How do we know what we know? How do we know what we think we know? (p. 11)
12. What does the top hat illusion tell us about our ability to trust ourselves? (p. 12)
13. Do our own intuitions and experiences? (p. 13)
14. True or False: Common sense is rarely, if ever, accurate. (p. 14)

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 Resources

The Instructor Resources are available online via the Instructor Resources section of MyPsychLab and http://catalogue.pearson.ca/. The following supplements are designed to facilitate lecture presentations, encourage class discussions, aid in creating tests, and foster learning:

Test Bank (Test Item File)

The thoroughly updated and revised test bank contains over 2000 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 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.

**Computerized Test Bank**

Pearson’s computerized test banks allow instructors to filter and select questions to create quizzes, tests or homework. Instructors can revise questions or add their own, and may be able to choose print or online options. These questions are also available in Microsoft Word format.

**PowerPoint Presentations**

Our colourful electronic slides are available in Microsoft PowerPoint®. The slides highlight, illuminate, and build on key concepts in the text.

**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 an 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 prep work and helps you make maximum use of classroom time. A unique hyperlinking system allows for easy review of relevant sections and resources.

**Image Library**

The Image Library is an impressive resource to help instructors create vibrant lecture presentations. Almost every figure and table from the text is provided in electronic format and is organized by chapter for convenience. These images can be imported easily into Microsoft PowerPoint to create new presentations or to add to existing ones.

**Learning Solutions Managers**

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**Student Supplements**

**Student Study Guide (978-013-390382-9)**

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.

**MyPsychLab … 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.
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:** Pearson eText gives students access to the text whenever and wherever they have online 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.

• **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 35 assignable demonstrations, such as the Implicit Association Test, Hemispheric Specialization, the IPIP-NEO personality inventory, the Müller-Lyer Illusion, and general surveys, MyPsychLab Simulations hold students accountable for doing psychology.

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

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• **Gradebook for Instructors:** Automated gradebook and full course management capabilities for instructors teaching online or hybrid courses.

A FINAL WORD & THANKS

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—Nancy Woolf

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—Kenneth Cramer

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—Rodney Schmaltz
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