

Preface



Using *Essentials of Understanding Psychology*, Third 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 have no idea what psychology is all about, but you know that taking introductory psychology would fulfill a degree requirement.

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*, Third Canadian Edition, has been written with you, the reader, in mind. 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 *iStudy Psychology's* Study Plan.

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.

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, that's what we would say. 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*, Third 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.



A Framework for Learning and Assessment

Essentials of Understanding Psychology, Third 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 *iStudy Psychology*, a unique library of electronic 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.

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 21st Century*, 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 21st Century 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., terrorism, suicide bombings). Students are often surprised by what they already know about psychology. Our job as instructors is to put the framework on their knowledge and to give them the tools to apply this information everyday. Each type of box can be used very effectively as written assignments.

iStudy Psychology

In partnership with Youthography, a Canadian youth research company, and hundreds of students from across Canada, McGraw-Hill Ryerson conducted extensive student research on student study habits, behaviours, and attitudes—we asked questions and listened . . . and we heard some things we didn't expect. We had two goals: to help faculty be more efficient in and out of the classroom by providing a study tool that would help them improve student engagement and to help students learn their course material and get better grades. Through this research, we gained a better understanding of how students study—and how we could make vast improvements to our current online study tools. The result is a study tool that students overwhelmingly said is *better* and *there's nothing else like it out there*. iStudy really is the first study tool built by students for students. Getting better grades really is only a click away!

iStudy Psychology for Feldman/Dinardo, *Essentials of Understanding Psychology*, Third Canadian Edition has been closely integrated with the textbook to provide a full package that facilitates student engagement and supports student learning. iStudy assessment activities don't stop with students. For those instructors who want to use iStudy more actively as part of their course, there is material for instructors to leverage as well. For *Essentials of Understanding Psychology*, this includes quizzes you can use in class, assign as homework, or add to exams.

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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 Third 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*, Third Canadian Edition, exposes students to the content—and promise—of psychology, and does so in a way that will nurture their excitement about psychology and keep their enthusiasm alive for a lifetime.

Visual Mastery Reviews

New to this edition are reviews of five key concepts to help you master the difficult concepts in the course. These mastery sections follow the chapters in which the concepts are presented. Their format is more visual than verbal, and includes self-assessment questions so that you can



assess your understanding of these important topics, which were identified as challenging by classroom instructors, reviewers, survey respondents, and students. These Visual Mastery Reviews are an effective way to integrate visuals into text without going overboard. Visual learners have the opportunity to enhance their learning with information that is more visual than verbal. While for other, more verbal learners, visual charts and diagrams may have a detrimental effect. Placing reviews at the end of some chapters gives these verbal learners a choice to use or not use visual reviews. Professors can help facilitate this strength-based approach to learning by directing visual learners to visual mastery reviews, and verbal learners to psychology and everyday life boxes: *Becoming an Informed Consumer of Psychology*, *Applying Psychology in the 21st Century*, and *Exploring Diversity*. The Mastery Reviews are listed below.


- Mastering the difference between dependent and independent variables (p. 48)
- Mastering the action potential (p. 88)
- Mastering the difference between sensation and perception (p. 134)
- Mastering the difference between reinforcement and punishment (p. 206)
- Mastering attitude change (p. 550)

MASTERING



the difference between dependent and independent variables

Experiments are used to establish a cause-and-effect relationship between two variables. Use this visual guide to better understand how experiments can help researchers draw conclusions by using experimental and control groups and random assignment. Then answer the questions below to test your understanding of the concepts.



1 Researchers design treatments to explain behaviour. As an example, they might discover that children who are exposed to violence in the media behave more aggressively than other children. Based on this theory they develop a treatment to test the possibility that playing violent video games causes children to behave aggressively.




3 In this example, the independent variable, the variable that researchers manipulate, is exposure to violent video games. The experimental group is given a violent video game to play, while the control group is not given the violent game.


2 An experiment in a controlled setting is the most powerful method of establishing a cause-and-effect relationship. Participants in an experiment are randomly assigned to either the experimental group (the group that receives a treatment) or the control group (the group that receives no special treatment).

4 Afterwards, the experimental group and control group are brought together to play card games. A researcher who doesn't know which children are in the experimental group or the control group watches through a two-way mirror and records signs of aggression between the dependent variable.



5 If the results show that the children in the experimental group (who had played the violent video games) were significantly more aggressive than the children in the control group (who had not played the game), the hypothesis is confirmed. The results would then support the researcher's theory that exposure to media violence causes aggression in children. Of course, no single experiment is sufficient to confirm a theory; additional research is needed.



EVALUATE

1 In this example, the independent variable is _____ and the dependent variable is _____.

a. aggression behaviour; exposure to violent video games
b. the experimenter; who wins the card games
c. exposure to violent video games; aggression displayed by the children
d. the card games; the violent video games

2 In this example, the experimental group _____ and the control group _____.

a. played cards; does not play violent video games
b. plays violent video games; does not play violent video games
c. is randomly assigned to conditions; is not randomly assigned to conditions
d. does not play violent video games; plays violent video games

RETHINK

3 Because the control group receives no treatment in this example, we cannot use it to draw conclusions about cause and effect. True or false?

5 Suppose you believe that listening to music while studying can improve test scores. Design an experiment that could be used to test your hypothesis. Be sure to include an experimental group and a control group.

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Superior Service

Service takes on a whole new meaning with McGraw-Hill Ryerson and *Essentials of Understanding Psychology*, Third Canadian Edition. More than just bringing you the textbook, we have consistently raised the bar in terms of innovation and educational research. These investments in learning and the academic community have helped us to understand the needs of students and educators across the country, and allowed us to foster the growth of truly innovative, integrated learning.



iLearning Sales Specialist Your Integrated Learning Sales Specialist is a McGraw-Hill Ryerson representative who has the experience, product knowledge, training, and support to help you assess and integrate any of the following products, technology, and services into your course for optimum teaching and learning performance. Whether it's helping your students improve their grades, or putting your entire course online, your *iLearning Sales Specialist* is there to help you. Contact your local *iLearning Sales Specialist* today to learn how to maximize all of McGraw-Hill Ryerson's resources!

iLearning Services McGraw-Hill Ryerson offers a unique iLearning Services package designed for Canadian faculty. Our mission is to equip providers of higher education with the superior tools and resources required for excellence in teaching. For additional information visit www.mcgrawhill.ca/highereducation/iservices/.



Teaching, Learning, & Technology Conference Series The educational environment has changed tremendously in recent years, and McGraw-Hill Ryerson continues to be committed to helping you acquire the skills you need to succeed in this new milieu. Our innovative Teaching, Learning, & Technology Conference Series brings faculty together from across Canada with 3M Teaching Excellence award winners to share teaching and learning best practices in a collaborative and stimulating environment. Pre-conference workshops on general topics, such as teaching large classes and technology integration, will be offered. We will also work with you at your own institution to customize workshops that best suit the needs of your faculty.



CourseSmart CourseSmart brings together thousands of textbooks across hundreds of courses in an eTextbook format, providing unique benefits to students and faculty. By purchasing an eTextbook, students can save up to 50 percent off the cost of a print textbook; reduce their impact on the environment; and gain access to powerful Web tools for learning, including full text search, notes and highlighting, and e-mail tools for sharing notes between classmates. For faculty, CourseSmart provides instant access to review and compare textbooks and course materials in their discipline area without the time, cost, and environmental impact of mailing print examination copies. For further details contact your iLearning Sales Specialist or go to www.coursesmart.com.



State-of-the-Art Support Materials for Students and Instructors

Resources available for use with this text support both new and veteran instructors, whether they favour traditional text-based instruction or a blend of traditional and electronic media. The Third Canadian Edition text and support materials provide complementary experiences for instructors and students. All of these components are built around the core concepts articulated in the text to promote a deeper understanding of psychology. This type of integration gives instructors the flexibility to use any of the text-specific electronic materials knowing they are completely compatible with one another.

For Instructors

Instructor Online Learning Centre. All of the instructor supplements described below can be found on the text's Online Learning Centre at www.mcgrawhill.ca/olc/feldman.

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 Third 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.

Microsoft® PowerPoint® Slides. Microsoft PowerPoint slides accompany each chapter. You may choose basic text-only PowerPoint slides, a standard version that adds images and links, or an extended version that includes McGraw-Hill and Discovery Channel videos. 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 on the Online Learning Centre and easily imbedded into instructors’ PowerPoint slides.



The *integrator*. Keyed to the chapters and topics of *Essentials of Understanding Psychology*, the *integrator* ties together all the elements in your resource package, guiding you to where you’ll find corresponding coverage in each of the related support package components—be it the Instructor’s Manual, Computerized Test Bank, PowerPoint slides, *iStudy* quizzes, or Online Learning Centre at www.mcgrawhill.ca/olc/feldman.



E-STAT text is an educational resource designed by Statistics Canada and made available to Canadian educational institutions. Using 450,000 current CANSIM (Canadian Socio-economic Information Management System) Time Series and the most recent—as well as historical—census data, E-STAT lets you bring data to life with colourful graphs and maps. Access to E-STAT is made available to purchasers of this book, via the Feldman Online Learning Centre, by special agreement between McGraw-Hill Ryerson and Statistics Canada. The Online Learning Centre provides additional information.

Additional Resources for *Essentials of Understanding Psychology*

Contact your McGraw-Hill Ryerson *iLearning* Sales Specialist for information on policy, price, and availability of the following resources.

Course Management Systems

WebCT and Blackboard. Content cartridges are available for course management systems such as WebCT and Blackboard. These platforms provide instructors with user-friendly, flexible teaching tools. Please contact your McGraw-Hill Ryerson *iLearning* Sales Specialist for details.

Chapter Changes

The chapter-by-chapter changes listed below represent only a small number of the literally hundreds of changes made to the Third Canadian Edition of the text.

CHAPTER 1

- Canadian Brenda Milner added to the “Women in Psychology” section
- Shifting demographics in Canada

CHAPTER 2

- New! Michael J. Fox Prologue
- Dr. Max Cynader’s research at the University of British Columbia Brain Research Centre

CHAPTER 3

- University of Toronto Professor Ellen Hodnett’s research on pain and women’s satisfaction with the experience of childbirth
- Canadian-born psychologist Ronald Melzack (McGill University) unique pain assessment techniques

CHAPTER 4

- University of Montreal psychiatry Professor Tore Nielsen’s work on night terrors and nightmares
- Canadian data and research on student drug use, drinking patterns, and sleep

CHAPTER 5

- Professor of neuroscience and psychology at Concordia University James Pfaus’ research on pleasant conditioning experiences in humans
- Sarah-Jeanne Salvy from the University of Quebec who was first author of an article on the subject of using shocks to decrease head banging in at-risk populations (2004)
- Information on the January 30, 2004 Supreme Court decision (section 43 of the Criminal Code) on corporal punishment

CHAPTER 6

- University of Toronto researchers Fergus Craik, Endel Tulving, Robert Lockhart, and Daniel Schacter—Canadians at the hotbed of memory research
- New! Prologue on mistaken identity about Canadians David Milgaard and Thomas Sophonow
- Canadian Carlyle Smith of Trent University and her research on the effects of sleep on procedural memory

CHAPTER 7

- New! Prologue on Canadian success story Research In Motion (RIM)
- University of Toronto business professor Richard Florida’s research on creativity in social settings

CHAPTER 8

- Results of the meta-analysis by University of Alberta professors Cameron, Banko, and Pierce (2001) that countered previous findings that rewards decrease intrinsic motivation
- Canadian Ray Blanchard’s environmental theory of sexual orientation—fraternal birth order effect—that correlates homosexuality with birth order

CHAPTER 9

- Canadian statistics on suicide
- Information on gene therapy research in Canada

CHAPTER 10

- Research by Robert Klassen at the University of Alberta on self-efficacy and motivation beliefs in a variety of cultural contexts

CHAPTER 11

- Research by Canadian Hans Selye who served as a professor and director of the Institute of Experimental Medicine and Surgery at the University of Montreal
- Emotion-focused coping techniques more relevant to students (such as dealing with stress around exam time)

CHAPTER 12

- Critiques about *DSM-IV-TR*, including scientific advances and political and social atmospheres can change professionals' views of what is normal and abnormal
- Paul Bernardo as an example of the "behaviours" of antisocial personality disorder and clarified whether he has been diagnosed with the disorder

CHAPTER 13

- New! Prologue: Laughter is the Best Medicine about the "Stand Up for Mental Health" program in Vancouver, British Columbia
- Misconceptions about psychotherapy

CHAPTER 14

- Research on stereotypes by Ziva Kunda and colleagues from the University of Waterloo
- Research on physical attractiveness by Ursula Hess from the University of Quebec
- Section on bystander effect as it relates to discrimination, stereotypes, and prejudice added to the Canadian Charter of Rights and Freedoms