

USING *ESSENTIALS OF UNDERSTANDING PSYCHOLOGY*, FOURTH 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*, Fourth 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 *Connect*.

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*, Fourth 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, Fourth 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 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 Real World*, *PsychWork*, *Exploring Diversity*, and *Neuroscience in Your Life* 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. 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.

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 master key concepts efficiently and effectively. Regardless of individual study habits, preparation, and approaches to the course, students will find *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 fourth 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*, Fourth 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.



ENGAGING STUDENTS

Prologue


OLYMPIC HERO



Joannie Rochette left home at the age of 13 to pursue a career in professional figure skating. She dedicated her young life to a rigorous training schedule of painstaking workouts and continual sacrifice. In doing so, Rochette gave up quality time with her family and the simple life of a teenager in the small town of Il Dupas, Quebec.

Her dedication, persistence, and sacrifice paid off when Rochette won her first Silver Medal at the age of 16 at the 2002 Canadian Figure Skating Championships. Three years later, Rochette placed fifth at the 2006 Winter Olympics in Turin, Italy. In 2009, she earned a Silver Medal at the World Championships.

Twenty-four year old Rochette ranked second in the world as she entered the 2010 Winter Olympics. Accordingly, medal expectations were high and hopeful for the young Canadian figure skater (DiMarzio, 2010).



Courage on ice

In a shocking twist of fate, Rochette's mother died suddenly of a heart attack merely one day after arriving in Vancouver to support her daughter at the Olympic Games (Byers, 2010).

Only three short days after her mother's tragic death, Rochette made the courageous decision to compete in the Olympics. A determined young woman, Rochette refused to give up on her dreams of an Olympic Medal, and perhaps could think of no better way to honour her mother than to take to the ice at the Pacific Coliseum in front of 11,000 cheering spectators (Starkman, 2010).

On February 25, 2010, Rochette won the Bronze Medal in figure skating. In doing so, she inspired people around the world to face heartbreak head on, persist through challenges, and go after their dreams, no matter what.

LOOKING AHEAD

What motivation lay behind Joannie Rochette's determination to compete in the Olympic Games, win a medal, and do so under the most tragic of family circumstances? Was it anticipation of the emotional thrill of winning the world's most prestigious competition in figure skating? The potential rewards that would follow if she succeeded? The excitement of participating? The satisfaction of achieving a long-sought goal? Perhaps all of the above, but most likely Rochette's determination to compete was based on her intrinsic desire to achieve a lifelong dream while honouring her mother's memory.

In this chapter, we consider the issues that can help to answer such questions, as we address the topic of motivation and the related area of emotion. The topics of motivation and emotion are central in attempting to explain Rochette's extraordinary courage and determination. Psychologists who study motivation seek to discover the particular desired goals or motives that underlie behaviour—behaviours as basic as drinking to satisfy thirst and as inconsequential as taking a stroll to get exercise exemplify motives. Psychologists special-

Key Concepts

How do psychologists study the degree to which development is an interaction of hereditary and environmental factors?

What is the nature of development before birth?

What factors affect a child during the mother's pregnancy?

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.

studyALERT

Use Figure 2 to learn the different ways that drugs produce their effects on a neurological level.

Study Alerts New to this edition, *Study Alerts* are marginal 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.

Psychoanalytic perspective (on psychological disorders): The perspective that suggests that abnormal behaviour stems from childhood conflicts over opposing wishes regarding sex and aggression.

Behavioural perspective (on psychological disorders): The perspective that looks at the behaviour itself as the problem.

Running Glossary Key terms are highlighted in boldface type within the text where they are introduced, and definitions are given in the margin 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.

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.

Looking Ahead The prologue situation is then tied to key themes and issues discussed in the subsequent modules.

Looking Back and Epilogue Found at the end of every set of modules, *Looking Back* contains critical thinking questions involving the use of Web resources and the interactivities that go with those modules. Critical thinking questions in the *Epilogue* that follows *Looking Back* relate to the *Prologue* at the opening of the set of modules. The thought-provoking questions in these sections provide a way of tying together a set of modules on one topic and illustrating how the concepts addressed in each module apply to the real-world situation described in the *Prologue*.

RECAP/EVALUATE/RETHINK



RECAP

What are the different states of consciousness?

- Consciousness is a person's awareness of the sensations, thoughts, and feelings at a given moment. Waking consciousness can vary from more active to more passive states. (p. 142)
- Altered states of consciousness include naturally occurring sleep and dreaming, as well as hypnotic and drug-induced states. (p. 142)

What happens when we sleep, and what are the meaning and function of dreams?

- Using the electroencephalogram, or EEG, to study sleep, scientists have found that the brain is active throughout the night, and that sleep proceeds through a series of stages identified by unique patterns of brain waves. (pp. 143–145)
- REM (rapid eye movement) sleep is characterized by an increase in heart rate, a rise in blood pressure, an increase in the rate of breathing, erections, and eye movements. Dreams occur during this stage. (p. 146)

What are the different states of consciousness?

- The dream-for-survival theory suggests that information relevant to daily survival is reconsidered and reprocessed in dreams. The activation-synthesis theory proposes that dreams are a result of random electrical energy that stimulates different memories, which then are woven into a coherent story line. (pp. 150–151)


What are the major sleep disorders, and how can they be treated?

- Insomnia is a sleep disorder characterized by difficulty sleeping. Sleep apnea is a condition in which people have difficulty sleeping and breathing at the same time. People with narcolepsy have an uncontrollable urge to sleep. Sleepwalking and sleep talking are relatively harmless. (pp. 153–154)
- Psychologists and sleep researchers advise people with insomnia to increase exercise during the day, avoid caffeine and sleeping pills, drink a glass of warm milk before bedtime, and try not to sleep. (pp. 155–156)

Recap/Evaluate/Rethink Each module concludes with a Recap/Evaluate/Rethink section. The *Recap* sections review the concept questions found at the beginning of each module. *Evaluate* sections test recall of the material, assessing the degree of initial learning. The *Rethink* sections provide thought-provoking questions designed to provoke critical thinking about the material.

PsychWork

LICENSED SOCIAL WORKER



Name: Christin Poirier, Hon BA, MSW, BSW
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 sign-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.”

PsychWork New to this edition, *PsychWork* introduces students to different career paths to which an understanding of psychology leads. 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 nutritionist, a physical rehabilitation counsellor, and an advertising executive, showing that psychology is all around us and important to many occupations.

Exploring DIVERSITY

Human Diversity and the Brain

The interplay of biology and environment in behavior is particularly clear when we consider evidence sug- sphere. For them, language is clearly relegated largely to the left side of the brain. In contrast, women display less permit stronger connections to develop between the parts of the brain that control speech. In turn, this would explain

A box in each chapter describing psychological research that is being applied to everyday problems. Read these boxes to understand how psychology promises to improve the human condition, in ways ranging from the development of ways to reduce violence to explaining the behaviour of suicide bombers.

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?

Tori Stafford was abducted while walking home from school in Woodstock, Ontario, and subsequently murdered by her captor who was known as the "Toronto Strangler".

Justice Psychology Section (CJPS) of the Canadian Psychological Association published several articles on terrorism in *Crime Scene*, www.cpsa.ca

Becoming an Informed Consumer of PSYCHOLOGY

Thinking Critically and Creatively

Can we learn to be better thinkers? Cognitive researchers have found that people can learn the abstract rules of logic and reasoning and that such knowledge can improve our reasoning about the underlying causes of everyday events in our lives.

In short, research suggests that critical and creative thinkers are made, not born. Consider, for instance, some of these suggestions for increasing critical thinking and creativity (Burbach, Markin, & Fritz, 2004; Kaufman & Baer, 2006).

- **Redefine problems.** We can modify boundaries and assumptions by redefining a problem, at either assumptions or arguments, we can evaluate material critically, consider its implications, and think about possible exceptions and contradictions.
- **Consider the opposite.** By considering the opposite of a concept we're seeking to understand, we can sometimes make progress. For example, to define "good mental health," it may be useful to consider what "bad mental health" means.
- **Use analogies.** Analogies provide alternative frameworks for the interpretation of facts and help us uncover new understandings.

you might use the object if you were forbidden to use it in the usual way.

- **Take the perspective of another person.** By temporarily adopting another person's point of view, you may gain a fresh view of the situation.
- **Use heuristics.** Heuristics are cognitive shortcuts that can help bring about a solution to a problem. If the problem has a single correct answer and you can use or construct a heuristic, you can often find the solution more rapidly and effectively.
- **Experiment with various solutions.**

Visual Mastery Reviews Reviews of five key concepts are included 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 Real World*, *Exploring Diversity*, *PsychWork*, and *Neuroscience in Your Life*. The Mastery Reviews are listed below.

- Mastering the difference between dependent and independent variables
- Mastering the action potential
- Mastering the difference between sensation and perception
- Mastering the difference between reinforcement and punishment
- Mastering attitude change

Exploring Diversity In addition to substantial coverage of material relevant to diversity throughout, every set of modules also includes at least one special section devoted to an aspect of racial, ethnic, gender, or cultural diversity. 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 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 artificial intelligence researchers are building “smarter” robots that have the potential to transform our daily lives.

Becoming an Informed Consumer of Psychology Every set of modules 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.

NEUROSCIENCE IN YOUR LIFE

Why Are You Cranky? Your Brain Too Awake

Figure 6
One explanation why we need sleep is that we need to restore and repair various systems in our brains. One such system is the one that regulates our emotions. In the MRI scan, the amygdala, which helps process emotions, shows less activation (seen in red and orange) when viewing emotional pictures when participants had enough sleep compared to when they were sleep deprived, suggesting that participants responded more emotionally when they had less sleep. (Source: Walker and van der Helm 2009.)

Neuroscience in Your Life New to this edition, *Neuroscience in Your Life* features emphasize the importance of neuroscientific research within the various subfields of the discipline and in students' own lives. Compelling brain scans, with both caption and textual explanation, illustrate significant neuroscientific findings that are increasingly influencing the field of psychology. For example, one *Neuroscience in Your Life* feature shows MRI techniques that illustrate how our brains process information coming from each eye separately. Another shows how the brains of smokers—even those who have quit—are activated when they see images related to smoking. Yet another discusses the effects of sleep on memory.

MASTERING ATTITUDE CHANGE

Persuasion can lead to attitude change in a variety of ways, including central and peripheral route processing. Use this visual guide to understand how attitude change occurs. Then answer the questions below to test your understanding of the concepts.

1 Attitude change starts with a message and a source. If the person delivering the message is perceived as attractive, trustworthy, and knowledgeable, and if different sides of an issue are presented, the message is more likely to be accepted. Additionally, the characteristics of the target audience affect their willingness to be persuaded.

3 In peripheral route processing, we consider the source of the information and related information, rather than the message itself. Unconscious, unreflected, and automatic individuals are more likely to be persuaded initially, especially if the message comes from an attractive and famous person, their change in attitude is often weaker and less likely to last.

Central route processing

Peripheral route processing

2 In central route processing, we carefully consider the issues and arguments used to persuade us. People who are motivated, highly involved, and attentive are more receptive to central route processing. Central route processing can lead to commitment and more lasting attitude change.

EVALUATE


1. In the example above _____ evokes central route processing.
 - a. attending an expert's lecture on global warming
 - b. observing a student demonstration on global warming
 - c. watching a weather report
 - d. hearing a friend talk about how hot it was last summer
2. In this example, peripheral route processing might be occurring when
 - a. attending an expert's lecture on global warming
 - b. hearing a friend talk about how hot it was last summer
 - c. watching a weather report
 - d. observing a student demonstration on global warming

RETHINK

1. An advertising company wants to produce peripheral route processing when viewers watch a television commercial for slim cheddar. They would like the ad to be effective, and what elements might the commercial include to evoke peripheral route processing?

FIG. 13.11 | Successful marketing strategy

CONNECT™

 **connect**™ McGraw-Hill *Connect*™ is a Web-based assignment and assessment 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 deliver assignments, quizzes, and tests online. Instructors can edit existing questions and author entirely new problems. Track individual student performance—by question, assignment, or in relation to the class overall—with detailed grade reports. Integrate grade reports easily with Learning Management Systems (LMS) such as WebCT and Blackboard.

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Connect also provides 24/7 online access to an eBook—an online edition of the text—to aid them in successfully completing their work, wherever and whenever they choose.

Key Features

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

- Create and deliver assignments easily with new banks of homework questions and test bank material to assign online
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- Pinpoint and connect key concepts in a snap using the powerful eBook search engine
- Manage notes, highlights, and bookmarks in one place for simple, comprehensive review

Instructor Resources

Feldman/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 fourth 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. 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.

SUPERIOR SERVICE

Service takes on a whole new meaning with McGraw-Hill Ryerson and *Essentials of Understanding Psychology*. 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 education 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.

Integrated Learning




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CHAPTER CHANGES

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

CHAPTER 1: Introduction to Psychology

- New Prologue “Psychology Matters”
- Critical thinking questions added to prologue and epilogue
- New PsychWork feature “Licensed Social Worker”
- New Neuroscience in Your Life “Representative Participants”
- New Applying Psychology in the Real World feature “Psychology Matters”
- Added Canadian story of “Bystander Apathy”
- New research on bullying added to Module 3 (Craig, Pepler, & Blais, 2007)

CHAPTER 2: Neuroscience and Behaviour

- New PsychWork “Rehabilitation Counsellor”
- New Neuroscience in Your Life “The Plastic Brain”
- Examples of sex differences in brain discussed in “Exploring Diversity”
- Added new material on Foreign Accent Syndrome
- Simplification and streamlining of complex topics in neuroscience
- Canadian research included (De Oliveira-Souza, Hare, Bramati, Garrido, Ignácio, Tovar-Moll, & Moll, 2008)

CHAPTER 3: Sensation and Perception

- New Prologue “Remembering Names”
- New Neuroscience in Your Life “Seeing Vision in the Brain”
- New Applying Psychology in the Real World “Driven to Distraction”
- Thorough introduction to sensation and perception provided at the outset of the chapter
- Clarification of how e-prescribing is top-down for pharmacists and bottom-up for patients
- Examples of ESP added

CHAPTER 4: States of Consciousness

- New Prologue “Kenneth Parks Sleep-Walking”
- New PsychWork “Sleep Technologist”
- New Neuroscience in Your Life “Why Are You Cranky?”
- Updated Health Canada references
- Updates to hypnosis section

CHAPTER 5: Learning

- New PsychWork “Seeing Eye Guide Dog Trainer”
- New Neuroscience in Your Life “Learning Through Observation”
- Shaping section moved to the end of “Basics of Operant Conditioning”
- Condensed physical punishment section

CHAPTER 6: Memory

- New Neuroscience in Your Life “Experience, Memory, and the Brain” and “Alzheimer’s Disease”

CHAPTER 7: Thinking, Language and Intelligence

- New PsychWork “Director of Special Education”
- New Neuroscience in Your Life “Bilingualism and the Brain”

CHAPTER 8: Motivation and Emotion

- New prologue features Joannie Rochette

- New PsychWork “Nutritionist”
- New Neuroscience in Your Life “Cognitive Processing in Anorexic Patients”
- New Applying Psychology in the Real World “Exercising to Excess”
- Improved explanation how motivation and emotions influence each other
- Maslow’s Theory moved to “Drive-Reduction Approaches” Module 24
- Intrinsic and extrinsic motivation expanded
- Paul Ekman research included

CHAPTER 9: Development

- New PsychWork “Child Protection Caseworker”
- New Neuroscience in Your Life “Young Infants Recognize Emotions”
- New Applying Psychology in the Real World “Video Games and Childhood”
- Canadian content added
- Clarification of medial and semi-medial and lateral regions
- Information on HRT improved
- Genetics section reduced
- Piaget discussion condensed
- Section on “Marriage, Children, and Divorce” updated

CHAPTER 10: Personality

- New Prologue “Who is the Real Madoff”
- New PsychWork “Human Resources Manager”
- New Neuroscience in Your Life “Biological Underpinning of Personality”
- “Kid in Candy Store” example added
- Replaced Applying Psychology in the Real World box material with “Judged at First Sight”
- Freud material condensed.
- Added Self-Report Measures of Personalities
- “Informed Consumer” updated
- Material on Freud improved

CHAPTER 11: Health Psychology, Stress, Coping, and Well-Being

- New Prologue on Stress
- New Neuroscience in Your Life “Stress and Social Support”
- New Applying Psychology in the Real World “Catching Happiness”
- Medical advice condensed
- Included Canadian content on Integrated Whole Person Care
- Added Canadian content on Well-being and Happiness (Bishop, 2005; Rotan & Ospina-Kammerer, 2007).
- Added research on gender and happiness

CHAPTER 12: Psychological Disorders

- New Neuroscience in Your Life “One Step Closer to Understanding OCD” and “Brain Changes with Schizophrenia”
- New Applying Psychology in the Real World “Students Stressed and Depressed”

- Expanded Childhood Disorders section
- Included famous performers who have admitted to having anxiety disorders
- Added childhood onset of schizophrenia
- Added next steps when psychological intervention is indicated
- Canadian example of research on Family Therapy
- Figures updated
- Changes made to continuum concept

CHAPTER 13: Treatment of Psychological Disorders

- New PsychWork “Case Manager and Substance Abuse Counsellor”
- New Neuroscience in Your Life “How Behavioural Therapy Changes Your Brain”
- New Applying Psychology in the Real World “Preventing Psychological Disorders”
- Clarification of Stand-up Mental Health Program
- Added Canadian research on Psychology of Humour

- Updated section on “What kind of therapy works best”
- Clarified material on the current stance on psychotherapeutic approaches
- Included Canadian personalities who have suffered from mental health problems

CHAPTER 14: Social Psychology

- New Prologue “Heroics”
- New PsychWork “Advertising Agency Creator”
- New Neuroscience in Your Life “The Prejudiced Brain” and “Moral Decisions and the Brain”
- Included Canadian example of Bystander Effect
- Section on Obedience updated
- Additional examples of some of the more difficult concepts
- New Applying Psychology in the Real World “Friends Online”
- Added research on workplace aggression and inactivity in the workplace (Andersson & Pearson, 1999; Porath & Erez, 2009)

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