

Psychology

Seventh Edition

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About the APA Integrative Themes, Revel, and This Course

The APA Integrative Themes in Psychology

Many psychology or psychological science departments have focused on core competencies and how assessment methods can enhance students' learning. In response, the American Psychological Association (APA) established recommended goals for the undergraduate psychology major beginning in 2006 with a set of 10 goals, which were revised in 2013 with a new set of 5 goals. Specific student learning outcomes (SLOs) were established for each goal, and suggestions were made on how best to tie assessment practices to these goals. The most recent revision occurred in 2023, with *APA Guidelines for the Undergraduate Psychology Major: Version 3.0* (Guidelines 3.0). For details on the APA learning goals, assessment guidelines, and other resources, see APA's Education Directorate's Office of Precollege and Undergraduate Education, apa.org/ed/precollege/undergraduate-major.

Given the significant role and prevalence of the Introductory Psychology course in many college and university curricula, APA's Board of Educational Affairs (BEA) formed an Introductory Psychology Initiative (IPI) steering committee. The APA IPI worked to identify a set of expected SLOs specific to the Introductory Psychology course. These outcomes were finalized in 2021, which resulted in aspirational SLOs that address *Psychology Content*—identifying basic concepts and research findings, *Scientific Thinking*—solving problems using psychology methods, and integrative *Key Themes* in psychology, for which students completing a course in introductory psychology are expected to be able to recognize and apply. These integrative themes have also been incorporated into Guidelines 3.0. You can see the APA IPI SLOs in the following table, and learn more about the APA IPI at apa.org/ed/precollege/undergrad/introductory-psychology-initiative.

APA IPI Student Learning Outcomes for Introductory Psychology

Psychology Content: Identify basic concepts and research findings

- 1.1 Define and explain basic psychological concepts.
- 1.2 Interpret research findings related to psychological concepts.
- 1.3 Apply psychological principles to personal growth and other aspects of everyday life.

Scientific Thinking: Solve problems using psychological methods

- 2.1 Describe the advantages and limitations of research strategies.
- 2.2 Evaluate, design, or conduct psychological research.
- 2.3 Draw logical and objective conclusions about behavior and mental processes from empirical evidence.
- 2.4 Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.

Key Themes: Provide examples of psychology's integrative themes

- A. Psychological science relies on empirical evidence and adapts as new data develop.
- B. Psychology explains general principles that govern behavior while recognizing individual differences.

- C. Psychological, biological, social, and cultural factors influence behavior and mental processes.
- D. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
- E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
- F. Applying psychological principles can change our lives, organizations, and communities in positive ways.
- G. Ethical principles guide psychology research and practice.

We wrote this title using the APA Guidelines and assessment recommendations to structure content and integrate the teaching and homework materials. In this edition, Guidelines 3.0 will still apply. However, we have endeavored to emphasize the work of the APA IPI. The APA IPI SLOs for Psychology Content and Scientific Thinking are incorporated, and we have endeavored to emphasize the seven key integrative themes. Integrative themes are highlighted in every chapter, with specific themes identified with the chapter learning objectives. They are identified in the narrative and summarized at the end of the chapter. At the end of every chapter, there is also an assessment item related to the themes in general in the *Test Yourself* quiz.

About Revel and This Course

When students are engaged deeply, they learn more effectively and perform better in their courses.

Revel improves results by empowering students to participate in learning actively. More than a digital textbook, Revel delivers an engaging blend of author content, media, and assessment. With Revel, students read and practice in one continuous experience. Interactive content and assessments integrated throughout the narrative provide opportunities for students to explore and apply concepts. And Revel is mobile and user friendly, so students can learn on the go—anytime, anywhere, on any device.

Learn more about Revel

www.pearsonhighered.com/revel

Content Highlights

Our goal is to awaken students' curiosity and energize their desire to learn by having them read and engage with the material. The seventh edition builds upon the Revel experience, with a particular focus on the application of psychological principles to students' lives. *Applying Psychology to Everyday Life* features students describing, in their own words, the intersection of concepts in psychology with their personal experiences in daily life. With the dynamic learning aids of previous editions as a foundation, digital materials for this edition allow students to experience figures, graphs, and tables as part of an active learning process. Instead of simply looking and reading, the student interacts with the digital materials. This format will help students engage more in the learning process and help instructors make classroom presentations more vivid and attention-grabbing.

The Revel-only appendices provide additional learning resources: Appendix A consists of a primer on statistics in psychology that builds on coverage in Chapter One, including a new section on effect sizes and confidence intervals; Appendix B highlights career options for individuals who gain bachelor's, master's, and doctoral degrees in psychology, and surveys areas in which professionals apply their psychological skills; Appendix C focuses on the research and methods of industrial-organizational (I-O) psychology associated with related work tasks. Collectively, in addition to discussions throughout the text, and consistent with learning outcomes outlined by the APA IPI and Guidelines 3.0, the appendices aim to assist students in gaining skills in evaluating or conducting psychological research, developing a working knowledge of applied areas in psychology, and identifying possible and potential life paths following graduation.

EMPHASIS ON APA LEARNING OUTCOMES: APA IPI AND APA GUIDELINES 3.0

We have used the APA Guidelines and assessment recommendations to structure our content. For the seventh edition, we have placed even greater emphasis on the APA IPI SLOs, especially the integrative themes.

Chapter 2
The Biological Perspective

In your words
What do you see as the brain's role in our behavior? How much do you think your behavior is influenced by hormones and chemicals in the nervous system?
After you have thought about these questions, watch the video in *Revel* to see how other students would answer them.

Why study the nervous system and the glands?
How could we possibly understand any of our behavior, thoughts, or actions without knowing something about the incredible organs that allow us to act, think, and react? If we can understand how the brain, the nerves, and the glands interact to control our feelings, thoughts, and behavior, we can begin to truly understand the complex organism called a human being.

→ **Integrative themes in psychological science highlighted in this chapter**

Integrative Theme A Psychological science relies on empirical evidence and adapts as new data develop.
Integrative Theme B Psychology explains general principles that govern behavior while recognizing individual differences.
Integrative Theme C Psychological, biological, social, and cultural factors influence behavior and mental processes.

50

2.6–2.10 From the Bottom Up: The Structures of the Brain

Okay, now I understand a little more about how we look inside the brain. What exactly IS inside the brain?

Now it's time to look at the various structures of the brain, starting from the bottom and working up to the top. This text won't be discussing every single part of the brain, only major areas of interest to psychologists as explorers of thinking and behavior. Many areas also have multiple roles, but a full understanding of the brain is not possible within one chapter of an introductory psychology text. We will examine general functions for these areas and science-based principles for brain function in general. Our discussions in this section are certainly related to the Integrative Theme B: *Psychology explains general principles that govern behavior while recognizing individual differences*, and Integrative Theme C: *Psychological, biological, social, and cultural factors influence behavior and mental processes*. For example, while there may be behavior and subtle brain differences according to sex or gender, there is little evidence of people having a "female" versus a "male" brain (Fine, 2014; Hyde et al., 2019; Joel et al., 2015).

20. Stefano has been having difficulty with his sense of taste since he had COVID. He has also been experiencing negative thoughts and emotions. His physician describes these as "long COVID" symptoms and refers him for a clinical trial. The researchers want to conduct neuroimaging to find out how his orbitofrontal cortex is functioning. Which of psychology's integrative themes is exemplified by this case?

- Psychology explains general principles that govern behavior while recognizing individual differences.
- Psychological, biological, social, and cultural factors influence behavior and mental processes.
- Psychological science relies on empirical evidence and adapts as new data develop.
- Applying psychological principles can change our lives, organizations, and communities in positive ways.

The Biological Perspective 101

Integrative Themes in Psychological Science: What have you learned?

Integrative Theme A Psychological science relies on empirical evidence and adapts as new data develop.

- Our understanding of human and nonhuman behavior and cognition continues to improve as existing neuroimaging and other research methods are improved and new ones are developed.

Integrative Theme B Psychology explains general principles that govern behavior while recognizing individual differences.

- While our brains and nervous systems work in very similar ways, individual variance can influence both brain function and structure.

Integrative Theme C Psychological, biological, social, and cultural factors influence behavior and mental processes.

- Many factors affect the development and function of our nervous systems and, in turn, affect the way we interact with the world around us.

APA Integrative Themes

Select integrative themes are highlighted with the chapter LOs, incorporated within the running dialog, and summarized at the end. Students also have a themes-based assessment item as part of every end-of-chapter *Test Yourself* quiz.

Chapter Feature on APA IPI Student Learning Outcome: Scientific Thinking

Each chapter includes a special feature reinforcing critical thinking and problem-solving skills using psychology. Students are introduced to a psychological topic and encouraged to practice their skills using a hands-on interactive example.

APA IPI Student Learning Outcome: Scientific Thinking

A Cognitive Advantage for Bilingual Individuals?

Addresses APA Introductory Psychology Initiative (IPI) Student Learning Outcomes:

- 2.3:** Draw logical and objective conclusions about behavior and mental processes from empirical evidence.
- 2.4:** Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.

In our growing, interconnected world, more and more of the population speaks more than one language (Bialystok et al., 2009). Individuals who speak a single language are *monolingual* and those who speak two are *bilingual*. Aside from enhanced communication, individuals who speak more than one language reportedly have greater cognitive reserves, are less prone to some age-related decreases in functioning, and are even less susceptible to some types of egocentric biases (Antoniou, 2019; Ballarini et al., 2023; Calvo et al., 2015; Rubio-Fernandez & Glucksberg, 2012).

THINKING CRITICALLY 11.3

Are there particular situations in which you seek assistance in dealing with stress versus situations where you tackle things on your own? If so, what is different between those situations?

Critical Thinking Journal Prompts

Journal Prompts allow students to write short, critical-thinking journal entries about the chapter content. The prompts offer another way to integrate psychology content and practice skills highlighted in the APA IPI SLOs by reinforcing critical thinking.

Shared Writing Prompts

Shared Writing Prompts in each chapter foster collaboration and critical thinking skills by providing students the opportunity to write a brief response to a chapter-specific question and engage in peer-to-peer feedback on a discussion board. In this edition, Shared Writing Prompts focus on topics related to the APA IPI Integrative Themes, LOs and Guidelines 3.0.

Question 1 of 1

Shared Writing: Social Psychology

Think about a time in your life when you have experienced or witnessed another person's prejudiced attitude or discriminatory behavior toward a particular person or group. What factors in the formation of attitudes may have led to the person's prejudice? What steps might be taken to change the person's attitude?

Write a comment...

0 / 140 minimum

Save draft

Submit

EMBEDDED INTERACTIVE CONTENT

Interactive content has been fully incorporated into all aspects of the title, allowing students a more direct way to access and engage with the material.

Opening Video Learning



Chapter-Opening Student Voice Videos

In Revel, chapters open with videos where psychology students share personal stories about how the chapter theme directly applies to their lives.



Self-review
This won't affect your score

Applying Psychology to Everyday Life: Coping with Stress in College

1. What were three healthy strategies for effectively coping with stress highlighted by students in the video?
2. In addition to the strategies shared by the students in the video, what are some other healthy ways in which you effectively cope with stress?

Write your response here...

0 / 120 minimum

Save draft Submit

Feedback for Question 1:

A few of the strategies highlighted in the video were exercising, journaling, spending time in nature, and engaging in mindfulness.

Feedback for Question 2:

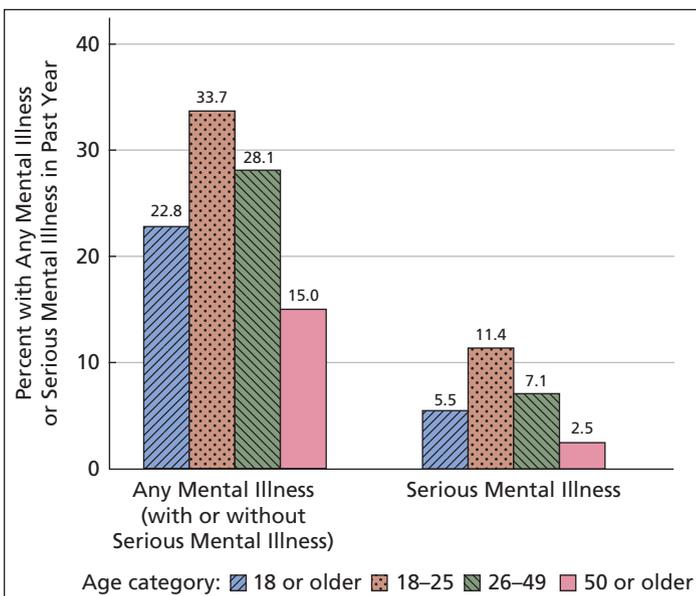
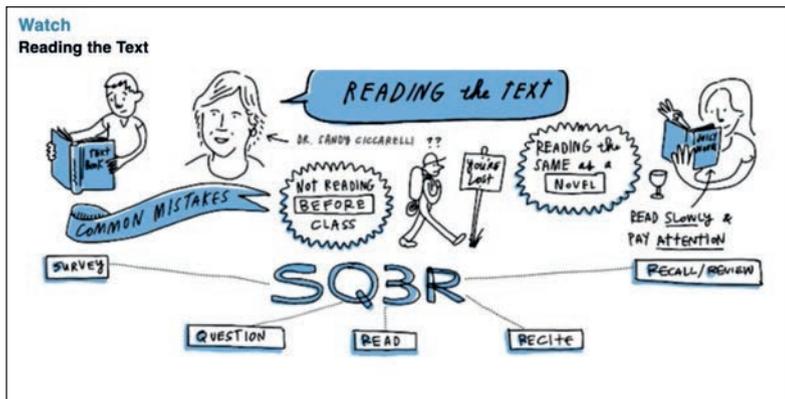
Healthy strategies for coping with stress may include getting adequate sleep, eating healthy foods, spending quality time with friends and family, taking breaks, and engaging in regular self-care.

Applying Psychology to Everyday Life Pearson Originals Video Series

These videos were created specifically for this product and show current college students discussing where they see a variety of key concepts from introductory psychology in their own lives, from being conditioned by their phones, to overcoming test anxiety, to finding mental health resources on campus. This Pearson Originals video series invites students to reflect on how psychology applies to their everyday experiences in an accompanying interactive.

Psychology in Action Chapter

This innovative chapter is structured around eight modules focusing on student success, with many accompanied by a study tip video.



Interactive Figures and Tables walk students through some of the more complex processes in psychology and offer students the ability to evaluate their knowledge of key topics.

Experiment
Stroop Test

| INTRODUCTION | EXPERIMENT | RESULTS | DISCUSSION | REFERENCE |
|---|------------|---|------------|-----------|
|  | | <p>John Ridley Stroop was interested in studying the interference produced by another automatic process – reading. It was well known at the time Stroop conducted his research that people read words faster than they could name colors (Cattell, 1886). Stroop combined words and colors to create an interference effect. Specifically, Stroop presented color words in incongruent ink (e.g., Red). He was interested in how the ink color influenced reading the words and how the words influenced naming the ink colors. Stroop's experiments represented his dissertation work and were published in a now classic article (Stroop, 1935).</p> | | |

Simulate **experiments** and answer **surveys** right from the narrative.

Reinforce connections across topics with **Concept Maps**.

304 CHAPTER 7

Concept Map L.O. 7.1, 7.2, 7.3

How People Think
thinking (cognition) refers to mental activities that occur in the brain when processing, organizing, understanding, or communicating information to others

- attention**
 - a set of processes that control the flow of information through the nervous system
 - is a finite resource, affecting many other cognitive, emotional, and behavioral processes
 - is *selective* when we attend to specific stimuli or information for dedicated processing
 - can be *sustained* if we are able to maintain a state of alertness while minimizing distractions
 - If controlled effectively, allows us to pursue specific goals despite competing stimuli and temptations → is a component of self-regulation
- mental images**
 - are representations for objects or events used in mental activities
 - are interacted with in similar ways as physical objects (e.g., scanning a map or rotating an object)
 - are processed in the brain slightly differently than actual objects → as opposed to seeing actual image (eyes → visual cortex → other cortical areas), cortical areas associated with stored knowledge send info to visual cortex
- concepts**
 - are ideas that represent a class or category of objects, events, or activities
 - are used to interact and organize information without having to think about or process every specific example of the category → schemas - generalizations; scripts - schema that involves a familiar sequence of activities
 - are represented by prototypes, best examples of the defining characteristics → vary according to personal experience, knowledge, and culture
 - are an important tool in problem solving

Take **Practice Quizzes** as you read.

Practice Quiz How much do you remember?

Please note, assessments in your **Revel** course are updated periodically and may no longer exactly match those in the printed textbook. See **Revel** for the most recent version.

Pick the best answer.

- Tactile receptors that are located just beneath the skin and respond to changes in pressure are called _____.
 - a. Pacinian corpuscles
 - b. Schwann cells
 - c. Meissner's corpuscles
 - d. Amacrine cells
- In gate-control theory, substance P _____.
 - a. opens the spinal gates for pain
 - b. closes the spinal gates for pain
 - c. creates more gated pain pathways
 - d. reduces the number of gated pain pathways
- When you close your eyes and raise your hand above your head, you know where your hand is due to information from _____.
 - a. Pacinian corpuscles
 - b. otolith organs
 - c. proprioceptors
 - d. semicircular canals
- Motion sickness often results from conflicting signals sent from the _____ and from the _____.
 - a. extremities, brain
 - b. eyes, vestibular organs
 - c. brain, internal organs
 - d. sinus cavities, thalamus

Teaching and Learning Resources

It is increasingly true today that as valuable as a good textbook is, it is still only one element of a comprehensive learning package. The teaching and learning package that accompanies *Psychology, 7e*, is the most comprehensive and integrated on the market. We have made every effort to provide high-quality instructor resources that will save you preparation time and will enhance the time you spend in the classroom.

FOSTERING CRITICAL THINKING THROUGH WRITING

Essays integrated directly within Revel allow instructors to assign the precise writing tasks they need. Educators can create and grade their own prompts, or they can use a Pearson-created prompt, grade the first batch of assignments, and let the assisted auto-scoring functionality in Revel do the rest.

INSTRUCTOR'S RESOURCE CENTER

The following supplements can be downloaded from the Instructor's Resource Center website (www.pearsonhighered.com/irc) as well as accessed from the Resources tab in the Revel course:

Lecture PowerPoint Slides are accessible and built around the text's learning objectives. They provide an active format for presenting concepts from each chapter, featuring relevant figures and tables from the text.

Instructor's Resource Manual offers learning objectives, key terms, detailed chapter lecture outlines, lecture launchers, and discussion topics, activities, demonstrations, and exercises, handouts, and a variety of interactive study tools to help foster both retention and comprehension of chapter content.

Test Bank contains more than 5,000 questions, and each chapter of the test bank includes a Total Assessment Guide (TAG), an easy-to-reference grid that organizes all test questions by Learning Objective and Skill Level. Quick quizzes to test student knowledge at the start of chapters (or classes) are also included. Each question is mapped to the textbook by learning objective and the major text section or topic. Questions are additionally assigned with the appropriate skill level and difficulty level and the American Psychological Association (APA) learning objective.

Pearson MyTest The Test Bank is also available through Pearson MyTest, a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility. For more information, go to www.PearsonMyTest.com.

Learning Outcomes and Assessment

Based on APA recommendations, each chapter is structured around detailed learning objectives. All of the instructor and student resources are also organized around these objectives, making the text and resources a fully integrated system of study. The flexibility of these resources allows instructors to choose which learning objectives are important in their courses as well as on which content they want their students to focus.

APA Correlation Guides for Ciccarelli/White *Psychology, 7e*

APA INTRODUCTORY PSYCHOLOGY INITIATIVE (IPI) STUDENT LEARNING OUTCOMES FOR INTRODUCTORY PSYCHOLOGY

As outlined previously, APA IPI SLOs and integrative themes are woven throughout the text, with specific integrative themes called out in each chapter. We have attempted to provide a scaffold for students to start recognizing these connections and develop skills in identifying them independently. Some connections to themes stem from the guidance provided by the APA IPI, and others from our experiences. The following matrices are not intended to exhaust all connections possible, and we did not set quotas. It was not our goal to identify every theme in every chapter or every possible connection, as some are likely to be more apparent. For example, conversations around ethics and diverse experiences recur in the text. We hope readers will find applications for all the themes integrated throughout, with opportunities to form connections and identify their own examples.

PSYCHOLOGY CONTENT

1.1: Define and explain basic psychological concepts

Intro: PIA.1–PIA.6

Ch 1: 1.1–1.5, 1.13; Applying Psychology to Everyday Life: Critical Thinking and Social Media

Ch 2: 2.1–2.15; Applying Psychology to Everyday Life: Minimizing the Impact of Adult Attention-Deficit/Hyperactivity Disorder

Ch 3: 3.1–3.17; Applying Psychology to Everyday Life: Using Your Senses to Be More Mindful

Ch 4: 4.1–4.10, 4.15; Applying Psychology to Everyday Life: Can You Really Multitask?

Ch 5: 5.1–5.15; Applying Psychology to Everyday Life: Conditioning in the Real World

Ch 6: 6.1–6.14; Applying Psychology to Everyday Life: Using Elaborative Rehearsal to Make Memories More Memorable

Ch 7: 7.1–7.16; Applying Psychology to Everyday Life: Recognizing Cognitive Biases

Ch 8: 8.2–8.18; Applying Psychology to Everyday Life: Not an Adolescent, But Not Yet an Adult?

Ch 9: 9.1–9.11; Applying Psychology to Everyday Life: What Is Holding You Back from Keeping Track?

Ch 10: 10.1–10.10; Applying Psychology to Everyday Life: Avoiding Myths About Sexuality and Sexual Behavior

Ch 11: 11.1–11.15; Applying Psychology to Everyday Life: Coping with Stress in College

Ch 12: 12.1–12.16; Applying Psychology to Everyday Life: Looking at Groups

Ch 13: 13.1–13.18; Applying Psychology to Everyday Life: Informally Assessing Personality

Ch 14: 14.1–14.17; Applying Psychology to Everyday Life: Taking the Worry Out of Exams

Ch 15: 15.1–15.14; Applying Psychology to Everyday Life: Reducing the Stigma of Seeking Help

Appendix A: A.1–A.6

Appendix B: B.1–B.8

Appendix C: C.1–C.10

1.2: Interpret research findings related to psychological concepts

Ch 1: 1.6–1.12; APA IPI Student Learning Outcome: Scientific Thinking: A Sample Experiment

Ch 2: 2.4, 2.5; Classic Studies in Psychology: Bálint's Syndrome; APA IPI Student Learning Outcome: Scientific Thinking: Phineas Gage and Neuroplasticity

Ch 3: APA IPI Student Learning Outcome: Scientific Thinking: Perceptual Influences on Metacognition

Ch 4: 4.11–4.14; APA IPI Student Learning Outcome: Scientific Thinking: Weight Gain and Sleep

Ch 5: 5.2, 5.6, 5.7, 5.11, 5.14; Classic Studies in Psychology: Biological Constraints on Operant Conditioning; APA IPI Student Learning Outcome: Scientific Thinking: Spare the Rod, Spoil the Child?

Ch 6: Classic Studies in Psychology: Sperling's Iconic Memory Test; Classic Studies in Psychology: Elizabeth Loftus and Eyewitnesses; APA IPI Student Learning Outcome: Scientific Thinking: Effects of Supplements on Memory

Ch 7: 7.7, 7.8, 7.9, 7.15; Classic Studies in Psychology: Terman's Termites; APA IPI Student Learning Outcome: Scientific Thinking: A Cognitive Advantage for Bilingual Individuals?

Ch 8: 8.1, 8.7, 8.17; Classic Studies in Psychology: The Visual Cliff; Classic Studies in Psychology: Harlow and Contact Comfort; APA IPI Student Learning Outcome: Scientific Thinking: The Facts About Immunizations

Ch 9: Classic Studies in Psychology: The Angry/Happy Man; APA IPI Student Learning Outcome: Scientific Thinking: Cultural Differences in the Use of Praise as a Motivator

Ch 10: 10.8; Classic Studies in Psychology: Masters and Johnson's Observational Study of the Human Sexual Response; APA IPI Student Learning Outcome: Scientific Thinking: Superior Stroop Task Performance in Females: Superior Verbal Abilities or Superior Inhibition?

Ch 11: APA IPI Student Learning Outcome: Scientific Thinking: Homeopathy: An Illusion of Healing

Ch 12: 12.10, 12.11; APA IPI Student Learning Outcome: Scientific Thinking: Cults and the Failure of Critical Thinking; Classic Studies in Psychology: Brown Eyes, Blue Eyes

Ch 13: 13.16, 13.17; Classic Studies in Psychology: Geert Hofstede's Four Dimensions of Cultural Personality; APA IPI Student Learning Outcome: Scientific Thinking: Personality, Family, and Culture

Ch 14: 14.1, 14.3; APA IPI Student Learning Outcome: Scientific Thinking: Learning More: Psychological Disorders

Ch 15: APA IPI Student Learning Outcome: Scientific Thinking: Does It Work? Psychological Treatment

Appendix A: A.1–A.6

Appendix C: C.2

1.3: Apply psychological principles to personal growth and other aspects of everyday life

Intro: PIA.1–PIA.6; Shared Writing: Psychology in Action

Ch 1: 1.11, 1.12; Applying Psychology to Everyday Life: Critical Thinking and Social Media; Shared Writing: The Science of Psychology

Ch 2: Applying Psychology to Everyday Life: Minimizing the Impact of Adult Attention-Deficit/Hyperactivity Disorder; Shared Writing: The Biological Perspective

Ch 3: Applying Psychology to Everyday Life: Using Your Senses to Be More Mindful; Shared Writing: Sensation and Perception

Ch 4: Applying Psychology to Everyday Life: Can You Really Multitask?; Shared Writing: Consciousness

Ch 5: 5.3, 5.7, 5.9; Applying Psychology to Everyday Life: Conditioning in the Real World; Shared Writing: Learning

Ch 6: Applying Psychology to Everyday Life: Using Elaborative Rehearsal to Make Memories More Memorable; Shared Writing: Memory

Ch 7: 7.7, 7.10, 7.12; Classic Studies in Psychology: Terman's "Termites"; Shared Writing: Cognition

Ch 8: Shared Writing: Development Across the Life Span

Ch 9: 9.6, 9.7; Classic Studies in Psychology: The Angry/Happy Man; Applying Psychology to Everyday Life: What Is Holding You Back from Keeping Track?; Shared Writing: Motivation and Emotion

Ch 10: Applying Psychology to Everyday Life: Avoiding Myths About Sexuality and Sexual Behavior; Shared Writing: Sexuality and Gender

Ch 11: Applying Psychology to Everyday Life: Coping with Stress in College; Shared Writing: Stress and Health

Ch 12: 12.10, 12.11; APA IPI Student Learning Outcome: Scientific Thinking: Cults and the Failure of Critical Thinking; Classic Studies in Psychology: Brown Eyes, Blue Eyes; Shared Writing: Social Psychology

Ch 13: Applying Psychology to Everyday Life: Informally Assessing Personality; Shared Writing: Theories of Personality

Ch 14: Applying Psychology to Everyday Life: Taking the Worry Out of Exams; Shared Writing: Psychological Disorders

Ch 15: Shared Writing: Psychological Therapies

APA IPI Study Learning Outcomes are reinforced throughout the program with Learning Tools: Journal Prompts, Shared Writing, Essays to Assign, Experiment Simulations, Video Quizzes, and the instructor's teaching and assessment package.

SCIENTIFIC THINKING

2.1: Describe the advantages and limitations of research strategies

Ch 1: 1.6–1.12; APA IPI Student Learning Outcome: Scientific Thinking: A Sample Experiment

Ch 2: 2.4, 2.5; Classic Studies in Psychology: Bálint's Syndrome; APA IPI Student Learning Outcome: Scientific Thinking: Phineas Gage and Neuroplasticity

Ch 3: APA IPI Student Learning Outcome: Scientific Thinking: Perceptual Influences on Metacognition

Ch 4: APA IPI Student Learning Outcome: Scientific Thinking: Weight Gain and Sleep

Ch 5: 5.4, 5.9, 5.11, 5.12; Classic Studies in Psychology: Biological Constraints on Operant Conditioning; APA IPI Student Learning Outcome: Scientific Thinking: Spare the Rod, Spoil the Child?

Ch 6: Classic Studies in Psychology: Sperling's Iconic Memory Test; Classic Studies in Psychology: Elizabeth Loftus and Eyewitnesses; APA IPI Student Learning Outcome: Scientific Thinking: Effects of Supplements on Memory

Ch 7: 7.7, 7.8, 7.9, 7.15; Classic Studies in Psychology: Terman's Termites; APA IPI Student Learning Outcome: Scientific Thinking: A Cognitive Advantage for Bilingual Individuals?

Ch 8: 8.1, 8.7, 8.17; Classic Studies in Psychology: The Visual Cliff; Classic Studies in Psychology: Harlow and Contact Comfort; APA IPI Student Learning Outcome: Scientific Thinking: The Facts About Immunizations

Ch 9: Classic Studies in Psychology: The Angry/Happy Man; APA IPI Student Learning Outcome: Scientific Thinking: Cultural Differences in the Use of Praise as a Motivator

Ch 10: 10.8; Classic Studies in Psychology: Masters and Johnson's Observational Study of the Human Sexual Response; APA IPI Student Learning Outcome: Scientific Thinking: Superior Stroop Task Performance in Females: Superior Verbal Abilities or Superior Inhibition?

Ch 11: APA IPI Student Learning Outcome: Scientific Thinking: Homeopathy: An Illusion of Healing

Ch 12: Classic Studies in Psychology: Brown Eyes, Blue Eyes

Ch 13: 13.16, 13.17; Classic Studies in Psychology: Geert Hofstede's Four Dimensions of Cultural Personality; APA IPI Student Learning Outcome: Scientific Thinking: Personality, Family, and Culture

Ch 14: 14.1, 14.3; APA IPI Student Learning Outcome: Scientific Thinking: Learning More: Psychological Disorders

Ch 15: APA IPI Student Learning Outcome: Scientific Thinking: Does It Work? Psychological Treatment

(continued)

2.2: Evaluate, design, or conduct psychological research

- Ch 1:** 1.6–1.12; APA IPI Student Learning Outcome: Scientific Thinking: A Sample Experiment
- Ch 2:** 2.4, 2.5; Classic Studies in Psychology: Bálint's Syndrome; APA IPI Student Learning Outcome: Scientific Thinking: Phineas Gage and Neuroplasticity
- Ch 3:** APA IPI Student Learning Outcome: Scientific Thinking: Perceptual Influences on Metacognition
- Ch 4:** 4.11–4.14; APA IPI Student Learning Outcome: Scientific Thinking: Weight Gain and Sleep
- Ch 5:** 5.2, 5.6, 5.7, 5.11, 5.14; Classic Studies in Psychology: Biological Constraints on Operant Conditioning; APA IPI Student Learning Outcome: Scientific Thinking: Spare the Rod, Spoil the Child?
- Ch 6:** Classic Studies in Psychology: Sperling's Iconic Memory Test; Classic Studies in Psychology: Elizabeth Loftus and Eyewitnesses; APA IPI Student Learning Outcome: Scientific Thinking: Effects of Supplements on Memory
- Ch 7:** 7.8, 7.9; Classic Studies in Psychology: Terman's Termites; APA IPI Student Learning Outcome: Scientific Thinking: A Cognitive Advantage for Bilingual Individuals?
- Ch 8:** 8.1, 8.7, 8.17; Classic Studies in Psychology: The Visual Cliff; Classic Studies in Psychology: Harlow and Contact Comfort; APA IPI Student Learning Outcome: Scientific Thinking: The Facts About Immunizations
- Ch 9:** Classic Studies in Psychology: The Angry/Happy Man; APA IPI Student Learning Outcome: Scientific Thinking: Cultural Differences in the Use of Praise as a Motivator
- Ch 10:** 10.8; Classic Studies in Psychology: Masters and Johnson's Observational Study of the Human Sexual Response; APA IPI Student Learning Outcome: Scientific Thinking: Superior Stroop Task Performance in Females: Superior Verbal Abilities or Superior Inhibition?
- Ch 11:** APA IPI Student Learning Outcome: Scientific Thinking: Homeopathy: An Illusion of Healing
- Ch 12:** 12.10, 12.11; APA IPI Student Learning Outcome: Scientific Thinking: Cults and the Failure of Critical Thinking; Classic Studies in Psychology: Brown Eyes, Blue Eyes
- Ch 13:** 13.16, 13.17; Classic Studies in Psychology: Geert Hofstede's Four Dimensions of Cultural Personality; APA IPI Student Learning Outcome: Scientific Thinking: Personality, Family, and Culture
- Ch 14:** 14.1, 14.3; APA IPI Student Learning Outcome: Scientific Thinking: Learning More: Psychological Disorders
- Ch 15:** APA IPI Student Learning Outcome: Scientific Thinking: Does It Work? Psychological Treatment

2.3: Draw logical and objective conclusions about behavior and mental processes from empirical evidence

- Ch 1:** 1.11, 1.12; Applying Psychology to Everyday Life: Critical Thinking and Social Media; Shared Writing: The Science of Psychology
- Ch 2:** Applying Psychology to Everyday Life: Minimizing the Impact of Adult Attention-Deficit/Hyperactivity Disorder; Shared Writing: The Biological Perspective
- Ch 3:** APA IPI Student Learning Outcome: Scientific Thinking: Perceptual Influences on Metacognition; Shared Writing: Sensation and Perception
- Ch 4:** APA IPI Student Learning Outcome: Scientific Thinking: Weight Gain and Sleep; Shared Writing: Consciousness
- Ch 5:** 5.3, 5.7, 5.9; Shared Writing: Learning
- Ch 6:** Shared Writing: Memory
- Ch 7:** 7.7, 7.10, 7.11; Classic Studies in Psychology: Terman's "Termites"; Shared Writing: Cognition
- Ch 8:** Shared Writing: Development Across the Life Span
- Ch 9:** 9.6, 9.7; Classic Studies in Psychology: The Angry/Happy Man; Shared Writing: Motivation and Emotion
- Ch 10:** Applying Psychology to Everyday Life: Avoiding Myths About Sexuality and Sexual Behavior; Shared Writing: Sexuality and Gender
- Ch 11:** APA IPI Student Learning Outcome: Scientific Thinking: Homeopathy: An Illusion of Healing; Shared Writing: Stress and Health
- Ch 12:** 12.10, 12.11; APA IPI Student Learning Outcome: Scientific Thinking: Cults and the Failure of Critical Thinking; Classic Studies in Psychology: Brown Eyes, Blue Eyes
- Ch 13:** Shared Writing: Theories of Personality
- Ch 14:** Shared Writing: Psychological Disorders
- Ch 15:** Shared Writing: Psychological Therapies

2.4: Examine how psychological science can be used to counter substantiated statements, opinions, or beliefs

Ch 1: Applying Psychology to Everyday Life: Critical Thinking and Social Media; Shared Writing: The Science of Psychology
Ch 2: Applying Psychology to Everyday Life: Minimizing the Impact of Adult Attention-Deficit/Hyperactivity Disorder; Shared Writing: The Biological Perspective
Ch 3: Shared Writing: Sensation and Perception
Ch 4: Shared Writing: Consciousness
Ch 5: 5.3, 5.7, 5.9; Shared Writing: Learning
Ch 6: Shared Writing: Memory
Ch 7: 7.7, 7.10, 7.11; Classic Studies in Psychology: Terman’s “Termites”; Shared Writing: Cognition
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Ch 13: Shared Writing: Theories of Personality
Ch 14: Shared Writing: Psychological Disorders
Ch 15: Shared Writing: Psychological Therapies
APA IPI Study Learning Outcomes are reinforced throughout the program with Learning Tools: Journal Prompts, Shared Writing, Essays to Assign, Experiment Simulations, Video Quizzes, and the instructor’s teaching and assessment package.

KEY THEMES

A: Psychological science relies on empirical evidence and adapts as new data develop.

Ch 1: The Science of Psychology
Ch 2: The Biological Perspective
Ch 3: Sensation and Perception
Ch 6: Memory
Ch 8: Development Across the Lifespan
Ch 13: Theories of Personality
Ch 14: Psychological Disorders
Ch 15: Psychological Therapies
Appendix A: Statistics in Psychology
Appendix B: Applied Psychology and Psychology Careers
Appendix C: Industrial and Organizational (I-O) Psychology

B: Psychology explains general principles that govern behavior while recognizing individual differences.

Ch 1: The Science of Psychology
Ch 2: The Biological Perspective
Ch 3: Sensation and Perception
Ch 5: Learning
Ch 7: Cognition: Thinking, Language, and Intelligence
Ch 8: Development Across the Lifespan
Ch 9: Motivation and Emotion
Ch 10: Sexuality and Gender
Ch 13: Theories of Personality
Ch 15: Psychological Therapies
Appendix B: Applied Psychology and Psychology Careers
Appendix C: Industrial and Organizational (I-O) Psychology

(continued)

C: Psychological, biological, social, and cultural factors influence behavior and mental processes.

Ch 1: The Science of Psychology
Ch 2: The Biological Perspective
Ch 3: Sensation and Perception
Ch 4: Consciousness
Ch 5: Learning
Ch 6: Memory
Ch 7: Cognition: Thinking, Language, and Intelligence
Ch 8: Development Across the Lifespan
Ch 9: Motivation and Emotion
Ch 10: Sexuality and Gender
Ch 11: Stress and Health
Ch 12: Social Psychology
Ch 13: Theories of Personality
Ch 14: Psychological Disorders
Ch 15: Psychological Therapies
Appendix B: Applied Psychology and Psychology Careers
Appendix C: Industrial and Organizational (I-O) Psychology

D: Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.

Ch 1: The Science of Psychology
Ch 9: Motivation and Emotion
Ch 10: Sexuality and Gender
Ch 12: Social Psychology
Appendix B: Applied Psychology and Psychology Careers
Appendix C: Industrial and Organizational (I-O) Psychology

E: Our perceptions and biases filter our experiences of the world through an imperfect personal lens.

Ch 3: Sensation and Perception
Ch 7: Cognition: Thinking, Language, and Intelligence
Ch 9: Motivation and Emotion
Ch 10: Sexuality and Gender
Ch 11: Stress and Health
Ch 12: Social Psychology
Appendix A: Statistics in Psychology
Appendix C: Industrial and Organizational (I-O) Psychology

F: Applying psychological principles can change our lives, organizations, and communities in positive ways.

Introduction: Psychology in Action
Ch 1: The Science of Psychology
Ch 4: Consciousness
Ch 5: Learning
Ch 6: Memory
Ch 7: Cognition: Thinking, Language, and Intelligence
Ch 11: Stress and Health
Ch 12: Social Psychology
Ch 13: Theories of Personality
Ch 15: Psychological Therapies
Appendix B: Applied Psychology and Psychology Careers
Appendix C: Industrial and Organizational (I-O) Psychology

G: Ethical principles guide psychology research and practice.

Introduction: Psychology in Action

Ch 1: The Science of Psychology

Ch 5: Learning

Ch 7: Cognition: Thinking, Language, and Intelligence

Ch 12: Social Psychology

Ch 15: Psychological Therapies

Appendix C: Industrial and Organizational (I-O) Psychology

Source: Based on *APA Introductory Psychology Initiative (IPI) Student Learning Outcomes for Introductory Psychology*. American Psychological Association (2021). <https://www.apa.org/about/policy/introductory-psychology-initiative-student-outcomes.pdf>

APA GUIDELINES FOR THE UNDERGRADUATE PSYCHOLOGY MAJOR: VERSION 3.0

Goal 1: Content Knowledge and Applications

Intro: PIA.1–PIA.6

Ch 1: 1.1–1.5, 1.13; Applying Psychology to Everyday Life: Critical Thinking and Social Media

Ch 2: 2.1–2.15; Applying Psychology to Everyday Life: Minimizing the Impact of Adult Attention-Deficit/Hyperactivity Disorder

Ch 3: 3.1–3.17; Applying Psychology to Everyday Life: Using Your Senses to Be More Mindful

Ch 4: 4.1–4.10, 4.15; Applying Psychology to Everyday Life: Can You Really Multitask?

Ch 5: 5.1–5.15; Applying Psychology to Everyday Life: Conditioning in the Real World

Ch 6: 6.1–6.14; Applying Psychology to Everyday Life: Using Elaborative Rehearsal to Make Memories More Memorable

Ch 7: 7.1–7.16; Applying Psychology to Everyday Life: Recognizing Cognitive Biases

Ch 8: 8.2–8.18; Applying Psychology to Everyday Life: Not an Adolescent, But Not Yet an Adult?

Ch 9: 9.1–9.11; Applying Psychology to Everyday Life: What Is Holding You Back from Keeping Track?

Ch 10: 10.1–10.10; Applying Psychology to Everyday Life: Avoiding Myths About Sexuality and Sexual Behavior

Ch 11: 11.1–11.15; Applying Psychology to Everyday Life: Coping with Stress in College

Ch 12: 12.1–12.16; Applying Psychology to Everyday Life: Looking at Groups

Ch 13: 13.1–13.18; Applying Psychology to Everyday Life: Informally Assessing Personality

Ch 14: 14.1–14.17; Applying Psychology to Everyday Life: Taking the Worry Out of Exams

Ch 15: 15.1–15.14; Applying Psychology to Everyday Life: Reducing the Stigma of Seeking Help

Appendix A: A.1–A.6

Appendix B: B.1–B.8

Appendix C: C.1–C.10

Goal 2: Scientific Inquiry and Critical Thinking

Ch 1: 1.6–1.12; APA IPI Student Learning Outcome: Scientific Thinking: A Sample Experiment

Ch 2: 2.4, 2.5; Classic Studies in Psychology: Bálint's Syndrome; APA IPI Student Learning Outcome: Scientific Thinking: Phineas Gage and Neuroplasticity

Ch 3: APA IPI Student Learning Outcome: Scientific Thinking: Perceptual Influences on Metacognition

Ch 4: 4.11–4.14; APA IPI Student Learning Outcome: Scientific Thinking: Weight Gain and Sleep

Ch 5: 5.2, 5.6, 5.7, 5.11, 5.14; Classic Studies in Psychology: Biological Constraints on Operant Conditioning; APA IPI Student Learning Outcome: Scientific Thinking: Spare the Rod, Spoil the Child?

Ch 6: Classic Studies in Psychology: Sperling's Iconic Memory Test; Classic Studies in Psychology: Elizabeth Loftus and Eyewitnesses; APA IPI Student Learning Outcome: Scientific Thinking: Effects of Supplements on Memory

Ch 7: 7.8, 7.9; Classic Studies in Psychology: Terman's Termites; APA IPI Student Learning Outcome: Scientific Thinking: A Cognitive Advantage for Bilingual Individuals?

Ch 8: 8.1, 8.7, 8.17; Classic Studies in Psychology: The Visual Cliff; Classic Studies in Psychology: Harlow and Contact Comfort; APA IPI Student Learning Outcome: Scientific Thinking: The Facts About Immunizations

Ch 9: Classic Studies in Psychology: The Angry/Happy Man; APA IPI Student Learning Outcome: Scientific Thinking: Cultural Differences in the Use of Praise as a Motivator

Ch 10: 10.8; Classic Studies in Psychology: Masters and Johnson's Observational Study of the Human Sexual Response; APA IPI Student Learning Outcome: Scientific Thinking: Superior Stroop Task Performance in Females: Superior Verbal Abilities or Superior Inhibition?

Ch 11: APA IPI Student Learning Outcome: Scientific Thinking: Homeopathy: An Illusion of Healing

Ch 12: 12.10, 12.11; APA IPI Student Learning Outcome: Scientific Thinking: Cults and the Failure of Critical Thinking; Classic Studies in Psychology: Brown Eyes, Blue Eyes

Ch 13: 13.16, 13.17; Classic Studies in Psychology: Geert Hofstede's Four Dimensions of Cultural Personality; APA IPI Student Learning Outcome: Scientific Thinking: Personality, Family, and Culture

(continued)

Ch 14: 14.1, 14.3; APA IPI Student Learning Outcome: Scientific Thinking; Learning More: Psychological Disorders

Ch 15: APA IPI Student Learning Outcome: Scientific Thinking; Does It Work? Psychological Treatment

Appendix A: A.1–A.6

Appendix C: C.2

Goal 3: Values in Psychological Science

Intro: PIA.8; Shared Writing: Psychology in Action

Ch 1: 1.11–1.12; Shared Writing: The Science of Psychology

Ch 2: Shared Writing: The Biological Perspective

Ch 3: Shared Writing: Sensation and Perception

Ch 4: Shared Writing: Consciousness

Ch 5: 5.3, 5.7, 5.9; Shared Writing: Learning

Ch 6: Shared Writing: Memory

Ch 7: 7.7, 7.10, 7.11; Classic Studies in Psychology: Terman's "Termites"; Shared Writing: Cognition

Ch 8: Shared Writing: Development Across the Life Span

Ch 9: 9.6, 9.7; Classic Studies in Psychology: The Angry/Happy Man; Shared Writing: Motivation and Emotion

Ch 10: Applying Psychology to Everyday Life: Avoiding Myths About Sexuality and Sexual Behavior; Shared Writing: Sexuality and Gender

Ch 11: Shared Writing: Stress and Health

Ch 12: 12.10, 12.11; APA IPI Student Learning Outcome: Scientific Thinking: Cults and the Failure of Critical Thinking; Classic Studies in Psychology: Brown Eyes, Blue Eyes; Shared Writing: Social Psychology

Ch 13: Shared Writing: Theories of Personality

Ch 14: Shared Writing: Psychological Disorders

Ch 15: Applying Psychology to Everyday Life: Reducing the Stigma of Seeking Help; Shared Writing: Psychological Therapies

Goal 4: Communication, Psychological Literacy, and Technology Skills

Intro: PIA.7

Ch 1: Applying Psychology to Everyday Life: Critical Thinking and Social Media

Ch 7: 7.12, 7.14

Ch 12: 12.1–12.4, 12.8–12.9, 12.16; Applying Psychology to Everyday Life: Looking at Groups

Goal 5: Personal and Professional Development

Intro: PIA.1–PIA.8

Ch 1: 1.4; Applying Psychology to Everyday Life: Critical Thinking and Social Media

Ch 3: Applying Psychology to Everyday Life: Using Your Senses to Be More Mindful

Ch 4: Applying Psychology to Everyday Life: Can You Really Multitask?

Ch 7: Applying Psychology to Everyday Life: Recognizing Cognitive Biases

Ch 9: 9.1, 9.4, 9.11; Applying Psychology to Everyday Life: What Is Holding You Back from Keeping Track?

Ch 11: 11.11–11.15; Applying Psychology to Everyday Life: Coping with Stress in College

Ch 12: 12.1–12.4, 12.8–12.9

Ch 14: Applying Psychology to Everyday Life: Taking the Worry Out of Exams

Appendix B: B.1–B.8 and Shared Writing: Careers

Appendix C: C.1–C.10

APA Goals are reinforced throughout the program with Learning Tools: Journal Prompts, Shared Writing, Essays to Assign, Experiment Simulations, Video Quizzes, and the instructor's teaching and assessment package.

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