

PSYCHOLOGY

AN EXPLORATION

Canadian Edition

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10 9 8 7 6 5 4 3 2 1 [CKV]

Library and Archives Canada Cataloguing in Publication

Ciccarelli, Sandra K., author

Psychology : an exploration / Sandra K. Ciccarelli (Gulf Coast Community College), J. Noland White (Georgia College and State University), V. Heather Fritzley (Sheridan College Institute of Technology and Advanced Learning), Tom Harrigan (Red River College). — Canadian edition.

Includes bibliographical references and indexes.

ISBN 978-0-205-89746-9 (bound)

1. Psychology—Textbooks. I. Harrigan, Tom, 1964-, author II. Fritzley, V. Heather, author III. White, J. Noland, author IV. Title.

BF121.C5228 2014

150

C2014-906111-0

PEARSON

ISBN: 978-0-205-89746-9

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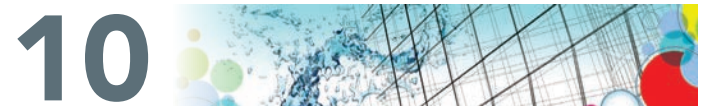
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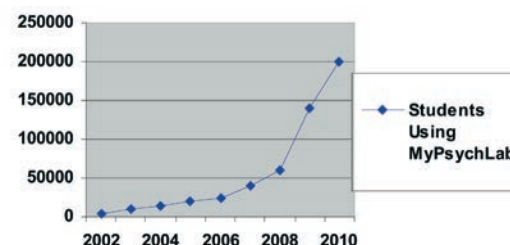
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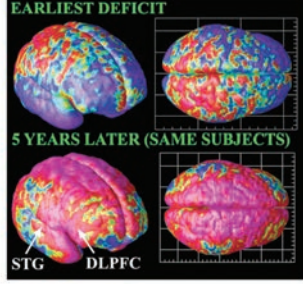
LO 1.4 Modern perspectives Skinner, Maslow, Rogers and Hebb

- Cognitive perspective
 - Major force emerging in 1960s
 - Focus on memory, intelligence, perception, thought processes, problem-solving, language, and learning.
 - Cognitive neuroscience
 - Physical workings of brain and nervous system
 - Use imaging techniques
 - MRI, PET

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These scans show loss of gray matter in the brains of individuals with very early-onset, adolescent schizophrenia over a five-year period, highlighting one focus of the biological perspective. Courtesy of The University of California, Los Angeles




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The slides are built around the text's learning objectives and offer multiple pathways or links between content areas.

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LO 2.1

When an action potential occurs, _____ ions come into a section of the axon to make it more positive.

1. sodium
2. chloride
3. neurotransmitter
4. potassium
5. hydrogen

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LO 2.1

When an action potential occurs, _____ ions come into a section of the axon to make it more positive.

1. **sodium** (p. 44)
2. chloride
3. neurotransmitter
4. potassium
5. hydrogen

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teaching and learning package

Integration and Feedback



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 homework package that accompanies *Psychology: An Exploration*, Canadian edition, 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. Noland White has overseen the development of each component of the teaching and assessment package by working directly with the authors and reviewers to ensure consistency in quality and content.

The **Test Item File** contains a primary test bank containing thousands of questions. Each chapter includes a two-page Total Assessment Guide that categorizes all test items by learning objective and question type (factual, conceptual, or applied) in an easy-to-reference grid.

Quick Quiz 1: Answers

- In addition to describing and explaining mental processes and behaviour, psychology also attempts to:
a) predict and control
b) analyze and manipulate
c) categorize and organize
d) synthesize and regulate
1. Answer: a LO: 1.1 Page(s): 5 Type: Conceptual Diff: 1
- Which early school of psychology proposed that consciousness was made up of two types of elements, sensations and thoughts?
a) Functionalism
b) Gestalt psychology
c) Psychodynamic theory
d) Structuralism
2. Answer: d LO: 1.2 Page(s): 6 Type: Conceptual Diff: 2
- The early perspective called Gestalt psychology has evolved into the current perspective called _____.
a) psychoanalysis
b) cognitive psychology
c) behavioural psychology
d) social psychology
3. Answer: b LO: 1.3 Page(s): 8 Type: Factual Diff: 1
- Samantha just had her purse stolen while walking down Fifth Avenue in New York City, which is a very busy part of Manhattan. She screamed loudly and several people looked in her direction, but nobody stopped or made an attempt to help. She immediately broke down in tears and trembled for 10 minutes until she could walk to her car. This is an example of _____.
a) democracy
b) the bystander effect
c) diffusion of effects
d) flaws in the judicial system

TOTAL ASSESSMENT GUIDE	Chapter 1 The Science of Psychology					
	Factual (Multiple Choice)	Conceptual (Multiple Choice)	Applied (Multiple Choice)	True/False Questions	Short Answer Questions	Essay Questions
Learning objectives						
QUICK QUIZ 1	3, 6, 8	1, 2, 9	4, 5, 7, 10			
1.1—What defines psychology as a field of study, and what are psychology's four primary goals?	1, 2, 6-8, 11, 13	12, 15	3-6, 9, 10, 14	191-192	221-222	
1.2—How did structuralism and functionalism differ, and who were the important people in those early fields?	16, 18, 20, 22, 25-27	19, 21, 23, 24, 28, 29	17, 30	193-194	223	241-242
1.3—What were the basic ideas and who were the important people behind the early approaches known as Gestalt, psychoanalysis, and behaviourism?	31, 32, 35, 36, 39, 40, 42-44, 46, 48, 49, 53	34, 37, 38, 41, 47, 50, 54	33, 45, 51, 52, 55	195-196	223-224	241-243
1.4—What are the basic ideas behind the seven modern perspectives as well as the important contributions of Skinner, Maslow, Rogers, and Hebb?	59, 60, 62, 63, 69, 73, 74, 76, 77, 80	56, 57, 65, 66, 68, 78	58, 61, 64, 67, 70-72, 75, 79, 81	197-201	225-227	244
1.5—How does a psychiatrist differ from a psychologist, and what are the other types of professionals who work in the various areas of psychology?	82, 84-86	89	83, 87, 88, 90-92	202-205	228	

MULTIPLE CHOICE What Is Psychology?

Learning Objective 1.1—What defines psychology as a field of study, and what are psychology's four primary goals?

- Which of these is the most accurate definition of the discipline of psychology?
a) the scientific study of behaviour
b) the scientific study of mental processes
c) the scientific study of behaviour and mental processes
Correct. The definition of psychology includes both behaviour and mental processes and does not exclude animals.
Incorrect. The definition of psychology also includes animal behaviour and mental processes.
ANS: c, p. 4, F, LO=1.1, (1)
% correct 45 a = 2 b = 1 c = 45 d = 53 r = .29

- In the definition of psychology, the term mental processes refers to _____.
a) internal, covert processes
Correct. Mental processes are internal.
b) outward behaviour
c) overt actions and reactions
Incorrect. Overt means outward, not internal.

The test item file has been thoroughly revised in response to feedback. It has also been analyzed line-by-line by a developmental editor and a copy editor in order to ensure clarity, accuracy, and delivery of the highest quality assessment tool.

In addition to the high-quality test bank just described, a second bank of over 1800 questions by Fred Whitford is available, which has been class-tested with item analysis available for each question.

An additional feature for the test bank, currently not found in any other introductory psychology texts, is the inclusion of rationales for the correct answer and the key distracter in the multiple-choice questions. The rationales help instructors reviewing the content to further evaluate the questions they are choosing for their tests and give instructors the option to use the rationales as an answer key for their students. Feedback from current customers indicates that this unique feature is very useful for ensuring quality and quick response to student queries.



The test bank comes with 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 and the ability to efficiently manage assessments any time, anywhere! Instructors can easily access existing questions and edit, create, and store using simple drag-and-drop and Word-like controls. Data on each question provides information on level of difficulty and page number. In addition, each question maps to the text's major section and learning objective. For more information, go to www.PearsonMyTest.com.



- **Instructor's Resource Manual** offers a robust collection of resources in an easy-to-use format. For each chapter, you'll find activities, exercises, assignments, handouts, and demos for in-class use, as well as guidelines on integrating the many Pearson media resources into your classroom and syllabus. This resource saves prep work and helps you maximize your classroom time.
- **CourseSmart** goes beyond traditional expectations—providing instant, online access to the textbooks and course materials you need at a lower cost for students. And even as students save money, you can save time and hassle with a digital eTextbook that allows you to search for the most relevant content at the very moment you need it. Whether it's evaluating textbooks or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier. See how when you visit www.coursesmart.com/instructors.
- **Pearson Custom Library.** For enrollments of at least 25, you can create your own textbook by combining chapters from best-selling Pearson textbooks and/or reading selections in the sequence you want. To begin building your custom text, visit www.pearsoncustomlibrary.com. You may also work with a dedicated Pearson Custom editor to create your ideal text—publishing your own original content or mixing and matching Pearson content. *Contact your Pearson representative to get started.*
- **Learning Solutions Managers.** Pearson's Learning Solutions Managers work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources, by assisting in the integration of a variety of instructional materials and media formats. Your local Pearson Education sales representative can provide you with more details on this service program.

Accessing All Resources

For a list of all student resources available with Ciccarelli/White/Fritzley/Harrigan *Psychology: An Exploration*, Canadian edition, go to the online Pearson Canada catalogue and search by title or ISBN. You'll find them listed under the Resources tab.

For access to all instructor resources for Ciccarelli/White/Fritzley/Harrigan, *Psychology: An Exploration*, Canadian edition, simply go to the online Pearson Canada catalogue and search by title or ISBN. You'll find them listed under the Resources tab. Once you have registered and your status as an instructor is verified you will be emailed a login name and password to access the catalogue. Under the description of each supplement is a link that allows you to download and save the supplement to your desktop.

For technical support for any of your Pearson products, you and your students can contact <http://247.pearsoned.com>.

learner-centred approach

Curiosity and Dialogue



In recent years there has been an increased focus on a more learner-centred approach in higher education. A learner-centred approach encourages dialogue and recognizes the importance of actively engaging students. This text book came about because we recognized the importance of motivating students to read. When we say “read,” we mean really read the text, not just skim it looking for answers to some study guide questions or trying to cram it all in the night before the exam. We set out to write in a style that draws the reader into an ongoing dialogue about psychology. We also want to see students inspired to use the study materials integrated with the text. Our goal is to awaken students’ curiosity and energize their desire to learn more; we are delighted with the feedback from students and instructors who have used our text and who tell us this approach is working.




chapter opening prologues

are designed to capture student interest immediately. Taken from a case study or recent event in the news, these openers engage students in the material from the very start of the chapter. The design truly captures the imagination of students and adds to the appeal of the chapter content.

student-voice questions

encourage students to stop, to clarify, and to think critically. Written by students for students, these questions create a dialogue between the text and the reader and encourage students to ask similar questions in the classroom or online. Cited by students and instructors alike as a truly unique and key element, this feature highlights photographs of students who used the text in their introductory class and who provided questions, comments, and invaluable feedback on the book.



Hey, now the afterimage of the flag has normal colours! Why does this happen?

is removed. The person would also notice rather quickly that the colours of the flag in the afterimage are all wrong—green for red, and black for white. If you follow the directions for Figure 3.5, in which the flag is green and black, you should see a flag with the usual red and white.

- Hey, now the afterimage of the flag has normal colours! Why does this happen?

The phenomenon of the colour afterimage is explained by the second theory of colour perception, called the **opponent-process theory** (De Valois & De Valois 1993; Hurvich & Jameson, 1957), based on an idea first suggested by Edwald Hering in 1874 (Finger, 1994). In opponent-process theory, there are four primary colours: red, green, blue, and yellow. The colours are arranged in pairs, red with green and blue with yellow. If one member of a pair is strongly stimulated, the other member is inhibited and cannot be working—so there are no reddish-greens or bluish-yellows.

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MyPsychLab icons

indicate that students can find related video, podcasts, simulations, practice quizzes, and more in MyPsychLab to expand their learning. There are many more resources available in MyPsychLab than those highlighted in the book, but the icons draw attention to some of the most high-interest materials available at www.mypsychlab.com.

 Watch on MyPsychLab

 Explore on MyPsychLab

 Simulate on MyPsychLab

practice quiz How much do you remember?

Pick the best answer.

- Which of the following terms refers to the perceived effect of the amplitude of light waves?
 - colour
 - brightness
 - saturation
 - hue
- Which of the following represents the correct path of light through the eye?
 - iris, cornea, lens, retina
 - cornea, vitreous humour, iris, lens, aqueous humour, retina
 - cornea, pupil, lens, vitreous humour, retina
 - cornea, lens, pupil, iris, retina
- If you wanted to locate a dimly lit star better at night, what should you do?
 - Look directly at it because the cones will focus better at night.
 - Look off to the side, using the cones in the periphery of the retina.
 - Look directly at it because the rods can see sharply at night.
 - Look off to the side, using the rods in the periphery of the retina.
- Which theory of colour vision best accounts for afterimages?
 - trichromatic theory
 - opponent-process theory
 - both a and b
 - neither a nor b
- Which statement about colour-deficient vision is true?
 - There are more men with colour-deficient vision than women.
 - All people with colour-deficient vision see only in black and white.
 - Some people with colour-deficient vision see only in blue.
 - Some people with colour-deficient vision see only in blue and red.

ANSWERS ON PAGE AK-1

practice quizzes

are included in each chapter at the end of every major section. Practice quizzes help students think critically and apply their understanding before moving on to the next section.

test yourself

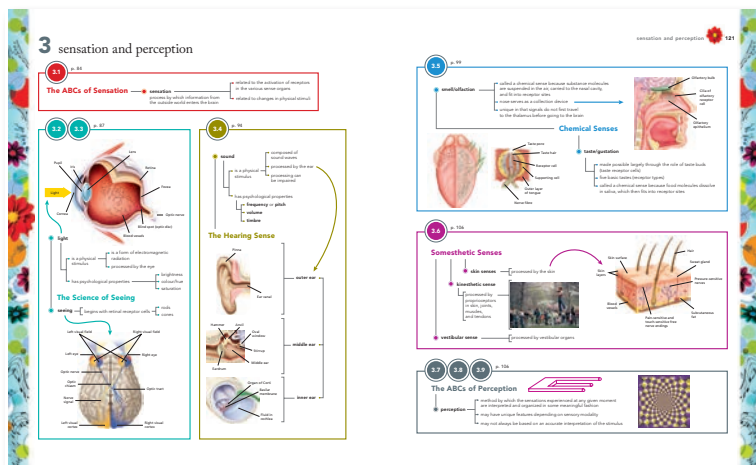
Sample exams are found at the end of every chapter. Both the quizzes and the end-of-chapter tests are in multiple-choice format to replicate the experience most students have with graded assessments. Answers to all practice quizzes and end-of-chapter tests are in an **Answer Key** found at the back of the book.

TEST yourself

ANSWERS ON PAGE AK-1

Pick the best answer.

- You find that you have to add 1 teaspoon of sugar to a cup of coffee that already has 5 teaspoons of sugar in it to notice the difference in sweetness. If you have a cup of coffee with 10 teaspoons of sugar in it, how many teaspoons would you have to add to notice the difference in sweetness at least half the time?
 - 1
 - 2
 - 4
 - 5
- The process by which the brain stops attending to constant, unchanging information is called _____.
 - adaptation
 - sensation
 - habituation
 - accommodation
- Which of the following terms refers to the psychological effect of the length of light waves?
 - colour
 - brightness
 - pitch
 - amplitude
- Which of the following is responsible for controlling how much light enters the eye?
 - cornea
 - lens
 - retina
 - iris
- Which type of retinal cell forms the optic nerve?
 - rods
 - cones
 - ganglion cells
 - bipolar cells
- Which type of retinal cell plays a role in colour vision?
 - rods
 - cones
 - ganglion cells
 - bipolar cells
- Which set of colours are the primary colours when mixing light?
 - red, yellow, and blue
 - blue, green, and yellow
 - red, green, and blue
 - yellow, green, and blue
- The olfactory receptor cells are located in the _____.
 - tops of the nasal passages
 - auditory passages
 - roof of the mouth
 - lining of the outer nose
- Which of the following statements about olfactory receptors is true?
 - Olfactory receptors are replaced every five to eight weeks.
 - There are fewer than 50 types of olfactory receptors.
 - Signals from the receptors go through the brain stem and then to the cortex.
 - Olfactory receptors respond to pressure.
- In the spinal cord, _____ inhibit(s) the release of substance P.
 - hormones
 - serotonin
 - norepinephrine
 - endorphins
- We know when we are moving up and down in an elevator because of the movement of tiny crystals in the _____.
 - outer ear
 - inner ear
 - otolith organs
 - middle ear
- Ellis turns around and around in a circle. When he stops, he feels like his head is still spinning. What is responsible for this sensation?
 - semicircular canals
 - proprioceptors
 - otolith organs
 - otolith crystals
- An old comedy routine on television had a character who would line up the heads of people who were very far away from him between his fingers. Then he would pinch his fingers together and say gleefully, "I'm crushing your head, I'm crushing your head." The comedian was playing around with which perceptual constancy?
 - size constancy
 - shape constancy
 - brightness constancy
 - colour constancy



concept summaries


at the end of each chapter provide students with a graphic summary of content covered in the chapter. By pulling the content together in this highly visual manner, students can better understand the connections and grasp how the chapter material fits together.

other features of each chapter

are special sections covering interesting topics related to the chapter material, especially topics of diversity and cultural interest. These sections are not set off from the text in boxes, and the authors refer to these features in the chapter content, making it more likely that students will read the enriching material. The test bank, practice quizzes, and the tests at the end of each chapter include questions on this material, further encouraging students to read it. Each section ends with **Questions for Further Study** that encourage students to think critically about the content they have just read.

classic studies in psychology


Biological Constraints on Operant Conditioning

 Raccoons are fairly intelligent animals and are sometimes used in learning experiments. In a typical experiment, a behaviourist would use shaping and reinforcement to teach a raccoon a trick. The goal might be to get the raccoon to pick up several coins and drop them into a metal container, for which the raccoon would be rewarded with food. The behaviourist starts by reinforcing the raccoon for picking up a single coin. Then the metal container is introduced, and the raccoon is now required to drop the coin into the slot on the container in order to get reinforcement.

It is at this point that operant conditioning seems to fail. Instead of dropping the coin in the slot, the raccoon puts the coin in and out of the slot and rubs it against the inside of the container, then holds it firmly for a few seconds before finally letting it go. When the requirement is upped to two coins, the raccoon spends several minutes rubbing them against each other and dipping them into the container, without actually dropping them in. In spite of the fact that this dipping and rubbing behaviour is not reinforced, it gets worse and worse until conditioning becomes impossible.

psychology in the news


Facing Facebook—The Social Nature of Online Networking

 There are some interesting research findings concerning the online networking phenomenon. For example, the frequency of social media use has increased substantially over the past few years. Between 2010 and 2011, there was a 15 percent increase in the number of Canadians who visited a social media site at least once a week and a 16 percent increase in the number of Canadians who visited a social networking site every day. In addition, although the stereotype is that social media is only for teenagers and young adults, the number of older Canadians actively using social networking sites has also increased dramatically—almost 66 percent of 35–54-year-olds, and over 40 percent of those over the age of 55, have reported using social media. There are also gender differences, with 37 percent of online Canadian females using social media once a day compared to only 24 percent of online Canadian males (Faber, 2011).

Researchers have found that young people who already experience positive social relationships use online sites to enhance those same relationships, contrary to the stereotypical view that it would be the socially inept who would gravitate toward the anonymous

applying psychology to everyday life

Beyond “Smoke and Mirrors”—The Psychological Science and Neuroscience of Magic

 Many people enjoy watching magic acts in person or on television. Perhaps you have been amazed by a Mindfreak performed by Criss Angel or the performance and edgy antics of Penn & Teller. If you are one of those people, you likely witnessed a performance that included many various illusions. And like many of us, you probably wondered at some point in the performance, “How did they do that?!” Did you think the tricks were due to some type of special device (such as a fake thumb tip for hiding a scarf), or perhaps they were accomplished with “smoke and mirrors,” or maybe the magician distracted the audience with one movement while actually doing something

development story

Insight and Collaboration



The creation of this text and package is the result of the most extensive development investment in a text that this discipline has ever experienced. Over 1000 instructors and students contributed to decisions regarding issues such as organization, content coverage, pedagogical innovation, and writing style through feedback from reviews and focus groups. A full-time development editor analyzed this feedback and worked with the authors, editing the prose line-by-line for clarity. Student reviewers who had used the book in their introductory psychology class provided valuable input by evaluating the writing style and in-text learning tools; you will see some of these student reviewers in the photos included with the Student-Voice questions. The Canadian edition continues to carry the benefit of this input and has been even further improved based on specific feedback from Canadian reviewers, including expert reviewers for each major topic area who provided feedback on the currency and accuracy of the research. We are grateful to all who provided feedback on changes for the Canadian edition text as well as changes to the design—which we hope you find as inviting as we do!

acknowledgments

We, the authors, would very much like to express our sincere appreciation to the many colleagues and friends who through either their patience, interest, or advice helped us put the words down in a coherent fashion and more importantly guided us with their inspiration through the tough times.

We are especially indebted to all the reviewers who gave us both positive and critical feedback during the development of this Canadian edition:

Patrice Esson Sheridan College
Stephanie Gaskin, Dawson College
Deborah Gural, Red River College
Anick Legault, Dawson College
Karen Moreau, Niagara College of Applied Arts and Technology

We cannot forget the overwhelming support of the publisher, Pearson Canada, and their many exceptional personnel who kept us on track—specifically, Ky Pruesse for originally choosing us to participate in this endeavour; Matthew Christian, our acquisitions editor; Paul Donnelly for being such an understanding and supportive developmental editor; and Marissa Lok for her project management. Finally, we acknowledge all the Canadian psychological researchers we cited or not, whose tireless efforts made this book possible



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TOM HARRIGAN has taught thousands of undergraduate students at Red River College, the University of Manitoba, the University of Winnipeg, and Lakehead University over the past 17 years. Tom received his undergraduate degree in Science from Laurentian University, then completed his master's degree in Experimental Psychology at Lakehead University, and continued his move west to complete a Ph.D. in Behavioural Neuroscience at the University of Manitoba. Tom's research interest in helping students learn more effectively has, wit

the support of Pearson Education Canada, led to the development of HandsOnPsych, a CD-ROM based set of interactive psychology modules. Tom currently holds a position in the nursing department at Red River College, where he teaches Introduction to Psychology, Statistics, and a variety of other psychology related courses. He is researching student perceptions associated with the use of cheat sheets and is becoming increasingly fascinated with applying evolutionary principles to learning. Go Jets Go!

