

# CHAPTER 1: WHAT IS PSYCHOLOGY?

Chapter Overview

Chapter Features

Connections

Teaching the Chapter

a. Lecture Outlines by Section

b. Suggested Activities

Critical Thinking Questions

Polling Questions

Apply Your Knowledge

Suggested Readings and Media

Activity Handouts

Answer Key to Activity Handouts

## Chapter Learning Objectives

- 1.1: Explain what psychology is and describe the positive psychology movement.
- 1.2: Discuss the roots and early scientific foundations of psychology.
- 1.3: Summarize the main themes of the approaches to psychology.
- 1.4: Evaluate the areas of specialization and careers in psychology.
- 1.5: Describe the connections between the mind and the body.

## CHAPTER OVERVIEW

### *The Art (and Science) of Waiting*

- Since Spring 2020, COVID-19 has put many lives on hold. Waiting can be stressful, especially during uncertain times.
- Many people coped with waiting by using distractions such as doing puzzles or baking bread.
- Studies have shown engaging in activities that promote flow states can lead to enhanced positive emotions and lowered negative feelings while waiting.
- Even ordinary experiences, like waiting, can be fascinating to a psychologist.

### **I. Defining Psychology**

- Psychology is defined as the scientific study of behavior and mental processes.
- As a “science,” psychology uses the scientific method to describe, predict, and explain behavior.
- *Behavior* is everything that a person does that can be directly observed.
- *Mental processes* are the internal thoughts, feelings, and motives that cannot be directly observed.

#### **A. The Psychological Frame of Mind**

1. Psychologists test assumptions and examine evidence to answer questions about behavior.
2. At the core of this scientific approach are four attitudes: critical thinking, skepticism, objectivity, and curiosity.
3. Critical thinking is the process of reflecting deeply and actively, asking questions, and evaluating the evidence.
4. Psychologists are skeptical: they challenge facts people assume to be true.
5. Pseudoscience is information that is presented as if it were scientific but is not actually supported by sound scientific research.
6. Psychologists study how to stop the spread of misinformation and research ways to help people think critically about information.
7. Psychologists are objective and use empirical methods to evaluate events, data, and individuals as they are, not as we would like them to be.
8. Curiosity—asking questions and wondering about things—makes psychologists scientists.

#### **B. Psychology as the Science of All Human Behavior**

1. Not just clinical/abnormal psychology.
2. Freud pioneered the original perceptions of what people knew about psychology, and since then these perceptions have been mainstreamed into TV and the media.
3. Psychology seeks to understand the human behavior in all its dimensions including people's best and worst experiences.
4. Some psychologists argue that their field has focused too much on the negative aspects of humanity and has neglected qualities that reflect the best of human life.
5. The branch of Positive Psychology was a push by scholars for more emphasis on the positive and good aspects of human behavior. It looks at topics such as hope, optimism, happiness, and gratitude, moving beyond why things go wrong to an understanding of why things go right.

## **II. Psychology in Historical Perspectives**

- A. For thousands of years, people have been trying to answer the basic questions of human behavior, such as: (a) How do we learn? (b) What is memory? (c) Why does one person grow and flourish, whereas another person struggles in life? Early philosophers, such as Socrates, Plato, and Aristotle, debated the nature of thought and behavior, including the possible link between the mind and the body. Later, Descartes and others argued that the mind and body were completely separate entities and focused their studies on the mind. Psychology has its roots not only in philosophy but also in biology and physiology. Wilhelm Wundt, a German philosopher-physician, founded the academic discipline of psychology.
- B. *Structuralism* was first studied by Wundt and his collaborators. They focused on the basic elements or structures of mental processes. *Introspection* was the method used to study these mental structures and relies entirely on the person's conscious

- reflection. Individuals were asked to think about what was occurring mentally as events were taking place.
- C. *Functionalism*, founded by William James, is concerned with the functions and purposes of the mind in individuals' adaptation to the environment. Structuralists were looking inside the mind, while functionalists were focused on how humans interacted with the outside world. A core question in functionalism is "why is human thought adaptive?"
  - D. Functionalism meshed well with another intellectual development, Charles Darwin's principle of *natural selection*, which considers how organisms adapt to their environment, survive, and produce offspring. Biological features of organisms that survived and reproduced would be better represented in later generations. These features or characteristics are passed down over generations through genes.
  - E. Women and people of color also contributed to psychology despite facing great discrimination. For example, Mary Whiton Calkins (1863–1930) was the first female president of the American Psychological Association. Charles Henry Turner (1867–1923) is often recognized as the first African American to conduct psychological research. Inez Beverly Prosser was the first Black American woman to earn a PhD in psychology.

### III. Contemporary Approaches to Psychology

- A. The **biological approach** emphasizes the study of the body, especially the brain and nervous system. *Neuroscience* is the scientific study of the structure, function, development, genetics, and biochemistry of the nervous system. It emphasizes that the brain and nervous system are central to understanding behavior, thought, and emotion and has spread to many other research areas including *developmental neuroscience*, *social neuroscience*, and *behavioral neuroscience* as examples.
- B. The **behavioral approach** emphasizes the scientific study of observable behavioral responses and their environmental determinants. John B. Watson and B. F. Skinner were the first *behaviorists*. Behaviorism dominated psychological research during the first half of the 20th century.
- C. The **psychodynamic approach** emphasizes unconscious thought, the conflict between biological instincts and society's demands, and early family experiences. Sigmund Freud was the founder of the psychodynamic approach. He believed that a person's early interactions with the parents were the major factor that shaped an individual's personality.
- D. The **humanistic approach** emphasizes a person's positive qualities, the capacity for positive growth, and the freedom to choose any destiny. Humanistic psychologists stress that people have the ability to control their lives and are not simply controlled by the environment. Topics such as altruism are largely studied under this approach.
- E. The **cognitive approach** emphasizes the mental processes involved in knowing: how we direct our attention, how we perceive, how we remember, and how we think and solve problems. Often scientists who adopt this approach focus on *information processing*, the way the human mind interprets information, stores it, and applies it to

decision making. An important topic in cognitive psychology is consciousness—an experience that may be uniquely human.

- F. The **evolutionary approach** uses evolutionary ideas such as adaptation, reproduction, and “survival of the fittest” as the basis for explaining specific human behaviors. Evolutionary psychologists believe that their approach provides an umbrella that unifies the diverse fields of psychology.
- G. The **sociocultural approach** emphasizes the ways in which the social and cultural environments influence behavior. With the rise of cultural diversity in the United States, there has been increased interest in the lives of ethnic minority groups.

#### IV. What Psychologists Do

##### A. Careers in Psychology

1. There are a variety of career options for scholars in psychology. Some seek employment in universities, where they teach and conduct research. Others may work in business and industry, while still others may work in private practice.
2. Individuals who are primarily engaged in helping others are called practitioners of psychology, providing therapy that is considered evidence-based practice, which is supported by empirical research.
3. A clinical psychologist typically has a doctoral degree in psychology, while a psychiatrist has a medical degree and specializes in psychological disorders and psychotherapy.

##### B. Areas of Specialization

1. Physiological Psychology and Behavioral Neuroscience: Physiological psychology focuses on the physical processes that underlie mental processes. Behavioral neuroscience focuses also on biological processes, specifically how the brain affects behavior.
2. Sensation and Perception: Sensation and perception researchers focus on both the physical systems and the psychological processes that allow individuals to experience the world.
3. Learning: Learning is the complex process by which behavior changes in response to changing circumstances. Many researchers study basic principles of learning using nonhuman animals such as rats and pigeons.
4. Cognitive Psychology: Cognitive psychology is a broad field that includes examples such as attention, consciousness, information processing, and memory. Researchers in this area are often called experimental psychologists.
5. Developmental Psychology: Developmental psychology studies how individuals change, both as a result of biology and environment throughout the life span. Developmental psychologists’ inquiries range across the biological, cognitive, and social domains of life.
6. Motivation and Emotion: Motivation focuses on how individuals attain goals and how rewards affect the experience of motivation. Emotion centers on the physiological and brain processes that underlie emotional experiences, the emotional expression of health, and the possibility that emotions are universal.

7. **Psychology of Women and Genders:** Psychology of women and genders studies psychological, social, and cultural influences on women's development and behavior while also addressing interests in the broader topics of gender and gender identity.
8. **Personality Psychology:** Personality psychology focuses on the relatively enduring characteristics of individuals (traits, goals, motives, genetics, personality development, well-being, etc.).
9. **Social Psychology:** Social psychology deals with people's social interactions, relationships, social perceptions, social cognitions, and attitudes. Researchers are interested in how groups or individuals influence the behavior of others.
10. **Industrial and Organizational (I/O) Psychology:** Industrial/organizational psychology focuses on the workplace, both the workers themselves and the organization that employs them. The main areas of industrial psychology focus on personnel matters and human resource management, while the main area of organizational psychology focuses on the social influence in the organization.
11. **Clinical and Counseling Psychology:** Clinical and counseling psychologists diagnose and treat people with psychological problems. Clinical psychologists are interested in psychopathology, which is the scientific study of psychological disorders, the treatment of these disorders, and the development of diagnostic categories of mental health.
12. **Health Psychology:** Health psychology is a multidimensional approach to human health that emphasizes psychological factors, lifestyle, and the nature of the healthcare delivery system.
13. **Community Psychology:** Community psychology focuses on accessible care for people with psychological problems. Community psychologists may work in community-based mental health centers and provide outreach programs to people in need.
14. **School and Educational Psychology:** School and educational psychology focuses on children's learning and adjustment in school.
15. **Environmental Psychology:** Environmental psychology is the study of the interactions between people and the physical environment.
16. **Forensic Psychology:** Forensic psychology applies psychological concepts to the legal system. Forensic psychologists are often hired by legal teams to provide input about aspects of trials such as jury selection and to testify as experts in such trials.
17. **Sport Psychology:** Sport psychology applies psychology's principles to improving sport performance and enjoying sport participation.
18. **Cross-Cultural Psychology:** Cross-cultural psychology focuses on cultural influences on behavior, thought, and emotion.

## **V. The Science of Psychology and Health and Wellness**

- A. **How the Mind Impacts the Body:** The way you think and feel impacts the state of your body's health, for example, by exercising, eating right, not smoking, performing self-exams, and getting enough sleep.
- B. **How the Body Impacts the Mind:** The way you treat your body affects your thinking. If you get a good night's sleep and eat well, your mind will be clearer and you will be able to focus more on the task at hand. Often major questions about the impact of nature (genetic heritage) versus nurture (social experience) on a variety of psychological topics are considered in this debate.

## Chapter Features

- *Critical Controversy: Are Learning Styles the Pseudoscience That Would Not Die?*
- *Psychological Inquiry: Explore Evolution from Giraffes to Human Beings*
- *Intersection: Consciousness and Social Psychology: Could Robots Make Us Kinder to Each Other?*
- *Psychological Inquiry: Questions That Psychology Specialists Ask*

## Connections

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| <b>Practice Quizzes:</b> <ul style="list-style-type: none"> <li>• Pretest</li> <li>• Reading Assignment quizzes (one per chapter section)</li> <li>• Posttest</li> </ul>                                                                                                     | <b>Image Labeling/Classification/Matching Activities:</b> <ul style="list-style-type: none"> <li>• Structuralism and Functionalism</li> <li>• Areas of Specialization</li> </ul>                                                                                                                                                      | <b>Psych Lab Activities</b> <ul style="list-style-type: none"> <li>• Navigating the Brain</li> </ul>                                                                                                                                                         |
|                                                                                                                                                                                                                                                                              | <b>Interactivities (assignable from Course-wide Content menu):</b> <ul style="list-style-type: none"> <li>• Perspectives in Psychology</li> <li>• Positive Psychology</li> </ul>                                                                                                                                                      | <b>Videos (assignable from Course-wide Content menu and found in media bank):</b> <ul style="list-style-type: none"> <li>• The Birth of Psychology</li> <li>• Why Do We Still Teach Freud If He Was So Wrong?</li> <li>• Is Psychology a Science?</li> </ul> |
| <b>Scientific Reasoning Exercises (assignable from Course-wide Content menu):</b> <ul style="list-style-type: none"> <li>• Approaches to Psychology: Kids and Broccoli</li> <li>• Approaches to Psychology: Cheering Soccer Goals</li> <li>• Mind–Body Connection</li> </ul> | <b>Additional Assignment Types from Course-Wide Content Menu:</b> <ul style="list-style-type: none"> <li>• Psychology Relevancy Modules</li> <li>• Psychology NewsFlash</li> <li>• Anatomy and Physiology Revealed for Psychology</li> <li>• Dynamic Brain</li> <li>• McGraw Hill Psychology APA Documentation Style Guide</li> </ul> | <b>Additional Assignment Types from Assignment Menu:</b> <ul style="list-style-type: none"> <li>• Application-Based Activity</li> <li>• Power of Process</li> <li>• Writing Assignment</li> </ul>                                                            |

## Teaching the Chapter

## LO 1.1: Explain what psychology is and describe the positive psychology movement.

### Lecture Outline

#### *The Art (and Science) of Waiting*

- Since Spring 2020, COVID-19 has placed many lives on hold. Waiting can be stressful, especially during uncertain times.
- Engaging in activities that promote flow states can make waiting more pleasant and less stressful.
- Even behavior as ordinary as waiting can be interesting to a psychologist.

#### **I. Defining Psychology**

##### **A. What is psychology?**

1. Science
2. Behavior
3. Mental Processes

##### **B. The Psychological Frame of Mind**

1. Critical thinking, skepticism, objectivity, and curiosity
2. Empirical method
3. Pseudoscience
4. Critical Controversy: Are Learning Styles the Pseudoscience That Would Not Die?
5. Evidence does not support the assumption that tailoring instruction to learning styles improves learning.
6. However, the idea of learning styles is still popular.

##### **C. Psychology as the Science of All Human Behavior**

1. Psychology is more than the study of clinical psychology and psychological disorders.
2. Freud's theories have had a lasting impact on psychology and society.
3. Positive psychology movement

### Suggested Activities

**What Is Psychology?** Emphasize that psychologists attempt to describe, predict, and explain behavior. Many psychologists see their role as that of helping others change and improve their lives. All psychologists use scientific methods to find answers to questions about the causes of behavior. To answer the question “What is psychology?” download and show as a slide an image from the APA website showing topics of current interest.

**Why Take Psychology?** Ask students why they are enrolled in this course. Are they psychology majors? If so, what do they want to be when they graduate? Are they enrolled to meet a general

education requirement? If so, why do they think that psychology is a general education requirement?

**Psychology in the Real World:** Ask students to find three instances from real life that demonstrate psychological concepts in their lives. This can be done individually or in groups. Have students share their ideas and discuss which major subdisciplines best explain the experience.

**Defining Psychology:** Have students write down their definitions of psychology. Then go around the room and have students tell you their definitions. Write the main aspects or words of their definitions on the board. You may want to make two columns, one for the science-based definitions and one for the media-based definitions. The students will see how the media has probably influenced what they think psychology is. You can explain that what the media portray is not necessarily wrong when it comes to psychology, but that there is so much more involved in the scientific aspect of psychology, given that it is based on facts and statistics.

**Psychology Versus Common Sense:** Use *Activity Handout 1.1: Common Sense or Fact?* as a way to get students to realize that what they think they already know about common everyday occurrences may not be true. This activity involves students reading through a list of common occurrences or common information and stating whether the information is true or false.

**Positive Psychology:** Break students into groups and have them discuss and write down what they consider positive in their lives. Next, have the students state whether these positive aspects could be studied in an experiment and if so, how.

**Truly Altruistic:** Write a variety of behaviors on the board and have students discuss in groups whether the behaviors are altruistic or not.

**Are You Altruistic?** Use *Activity Handout 1.2: Are You Altruistic?* to have students determine whether or not some of their behaviors are really altruistic in nature. Students should see how difficult it is to be truly altruistic and not gain anything personally from helping another person.

**Are You a Critical Thinker?** Pass around various hoax e-mails that state if they forward the e-mail to 10 people, they will have good luck. (You can give a variety of e-mails that all state about the same thing.) Then ask the students the following questions:

1. Have you ever received an e-mail like the one I handed out? If so, did you follow the directions and forward it on to others?
2. Why do you believe people are gullible and forward the e-mails?
3. Have you ever bought a product because of the statistics associated with the product, for example, some toothpastes state that four out of five dentists choose the toothpaste?
4. Do you question everything or take things at face value?

**Skepticism:** Bring in a couple of self-help books from the library. Break the class into groups and have them look through one of these books and choose one of the treatments or suggestions the author gives for a problem. Ask the groups to discuss whether or not the treatment or advice sounds factual. Ask them to write down what credentials the author has. Discuss with the class how self-help books may seem helpful but should be read and followed carefully. Discuss with them how using the scientific method when conducting research results in more factual conclusions. You may also want to use a self-help website in this activity.

## **LO 1.2: Discuss the roots and early scientific foundations of psychology.**

### **Lecture Outline**

#### **II. Psychology in Historical Perspective**

- A. Philosophy—explaining events in terms of natural rather than supernatural causes
- B. Socrates, Plato, Aristotle, and others all debated on the nature of thought and behavior, including the link between the mind and the body.
- C. Psychology not only had its roots in philosophy but also in biology and physiology.
- D. Structuralism
  - 1. Wundt—first psychological experiment
  - 2. Structuralism—investigation of basic elements of mental processes, structures of the human mind
  - 3. The method used to study the structures of the mind was called “introspection,” where individuals were told to explain what was going on within their minds when various activities were occurring around them.
  - 4. Introspection relies entirely on the person’s conscious reflection.
- E. Functionalism
  - 1. James developed “functionalism.”
  - 2. Functionalism—emphasis on the purposes of mind and behavior
  - 3. Structuralists were looking inside the mind, while functionalists were focused on how humans interacted with the outside world.
  - 4. James believed the mind was fluid-like and was ever changing based on environmental changes.
- F. Darwin’s Natural Selection
  - 1. Darwin took on a functionalist’s view with his work *On the Origin of Species*. He believed in “natural selection,” where each individual is either equipped or not for survival and those individuals with the best characteristics for survival would survive and carry on their species.
  - 2. Psychological Inquiry: Explore Evolution from Giraffes to Human Beings
- G. Contributions of women and people of color
  - 1. Mary Whiton Calkins (1863–1930) was the first female president of the American Psychological Association.
  - 2. Charles Henry Turner (1867–1923) is often recognized as the first African American to conduct psychological research.

3. Inez Beverly Prosser was the first Black American woman to earn a PhD in psychology.

### **Suggested Activities**

**Structuralism:** Pick a few students to come to the front of the classroom and pretend that they are students in your (Wundt's) laboratory. Ask a student to explain to you what a banana is. The student will probably say that it is yellow and long and a fruit. When they say this, say "No, I don't want you to tell me what it is by definition, but tell me what it's like!" The student will probably again attempt to do this but will keep giving you definition types of characteristics. Say to the student, "A banana is hard on the outside, with a rough outer edge that can peel away. The outer part is bright. On the inside you will find something soft. It is duller to look at. It is sweet." Do this again with the rest of the students you chose. This activity will give students the experience of the idea of structuralism.

**Functionalism:** Give students a list of various terms such as eyeball, legs, and yawning. Ask them to write down the function of each. You do not want the definition of what each is but instead the function. With this activity, the students will gain knowledge on what functionalists study.

**Natural Selection:** Use *Activity Handout 1.3: To Be Extinct or Not* as a way for students to learn about natural selection. Have students go online and find three animals that are in danger of becoming extinct. Then have them write a paper on why they think the animals are close to becoming extinct. Have them explain what characteristics the animals do not possess for survival. To deepen student's connection across the chapter, use this activity after teaching the section on "*Areas of Specialization*" and help students see how environmental psychologists explain extinction.

**Fortune Cookie—Psychology Style:** Give each student a fortune cookie. Ask them to open, read the fortune, and determine whether or not they agree with the statement. Follow this discussion by asking how the fathers of psychology would have interpreted their fortune. End the discussion with the difficulties of defining what psychology is and how culture and society influences our interpretation of psychological constructs. Base your final conclusions on the definitions identified in the text.

### **LO 1.3: Summarize the main themes of the approaches to psychology.**

### **Lecture Outline**

#### **III. Contemporary Approaches to Psychology**

##### **A. Biological Approach**

1. This approach focuses on the body, especially the brain and the nervous system.

2. Neuroscience deals with many areas of the nervous system, such as structure, function, development, genetics, and biochemistry.
  3. Neuroscientists believe there is a physiological basis for our thoughts and emotions.
  4. Neuroscience has spread to many other research areas including behavioral neuroscience, developmental neuroscience, and social neuroscience.
- B. Behavioral Approach
1. Behavioral approach studies observable behavior.
  2. It focuses on the interactions between behavior and environment to see how an individual responds to factors in the environment.
  3. Watson and Skinner were the first true behaviorists. They believed psychology should concern itself with actions and behaviors, and not things that cannot be seen such as thoughts, feelings, and goals.
- C. Psychodynamic Approach
1. Psychodynamic approach focuses on unconscious thought, the conflict between biological instincts and society's demands, and early family experiences.
  2. Sigmund Freud is known as the founder of the psychodynamic approach.
  3. Freud believed that there are unlearned biological instincts (especially of a sexual and/or aggressive nature) that can occur early in life and these instincts influence how a person thinks, feels, and behaves.
- D. Humanistic Approach
1. This approach emphasizes a person's positive qualities, the capacity for personal growth, and the freedom to control their own lives.
  2. People can choose to live by higher values such as altruism—unselfish concern for other people's well-being.
- E. Cognitive Approach
1. This approach focuses on the many facets of the mind, such as remembering, making decisions, planning, goal setting, and creativity.
  2. One important topic in cognitive psychology is consciousness—the experience of an inner, mental life that is uniquely human.
- F. Evolutionary Approach
1. Evolutionary psychologists believe that this approach provides an umbrella unifying the diverse fields of psychology.
  2. David Buss focuses on how evolution shapes our decision making, level of aggressiveness, fears, and mating patterns.
    - a. People adapt to society's changes the same way animals and early humans did thousands of years ago.
- G. Sociocultural Approach
1. This approach emphasizes how behavior is influenced both socially and culturally.
  2. Before understanding a behavior, you must first know the cultural context in which the behavior took place.

3. This approach does not only emphasize the differences across countries but also the differences between people of the same country.
4. Research on the influence of culture has led to important findings on the lives of ethnic minority groups and cultural influences on human interaction.

### **Suggested Activities**

**How Would They See It?** Break the students up into groups and have them think of a problematic behavior, such as alcoholism and drug abuse. Tell the students to discuss as a group and write down what scholars in the various approaches would have to say about the problematic behavior. How would the scholars study that behavior?

**YouTube It!** Select three to four different short YouTube videos on various topics (i.e., DYI, dancing, car racing). Then, group students together and assign a psychological approach to that group. Each group should evaluate the YouTube video according to that approach. Encourage out-of-the-box thinking and creativity when students are applying the various approaches to these videos.

### **LO 1.4: Evaluate the areas of specialization and careers in psychology.**

### **Lecture Outlines**

#### **IV. What Psychologists Do**

- A. Careers in Psychology
  1. Scholars of psychology can work at a wide range of occupations.
  2. Individuals helping others are often called practitioners using evidence-based practice techniques.
  3. Differences between clinical psychologists and psychiatrists
- B. Areas of Specialization
  1. Physiological Psychology and Behavioral Neuroscience
  2. Sensation and Perception
  3. Learning
  4. Cognitive Psychology
  5. Developmental Psychology
  6. Motivation and Emotion
  7. Psychology of Women and Genders
  8. Personality Psychology
  9. Social Psychology
  10. Industrial and Organizational (I/O) Psychology
  11. Clinical and Counseling Psychology
    - a. Psychopathology
  12. Health Psychology
  13. Community Psychology

14. School and Educational Psychology
15. Environmental Psychology
16. Forensic Psychology
17. Sport Psychology
18. Cross-Cultural Psychology
19. Psychological Inquiry: Questions That Psychology Specialists Ask

### **Suggested Activities**

**What Jobs Are There Out There?** Use *Activity Handout 1.4: Jobs in Psychology* as a way for students to think about the various jobs there are within the areas of psychology. Break the students into groups and assign each group a couple of the areas, and then have them complete the activity. When they are finished, write the areas on the board as headings and have the students come up to the board to write the various jobs they came up with under the appropriate heading.

**Virtual Exploration of Psychology Careers:** In class or as an outside activity, have students go to <https://www.apa.org/education-career/guide/careers>. Ask them to review the APA brochure for careers in Psychology and identify some of the subfields most interesting to you as well as the job outlook for such a subfield. Then, consider what you can do to help yourself be better prepared to go into such a subfield in the future (Getting ready to work in Psychology). Ask students to list some other job titles they think having a psychology degree in would be useful or required.

### **LO 1.5: Describe the connections between the mind and the body.**

### **Lecture Outlines**

#### **V. The Science of Psychology and Health and Wellness**

- A. How the Mind Impacts the Body
  1. Everything we do is important to our health and well-being.
  2. There is never time when we are doing something that is not affecting our bodies; our bodies are always present.
  3. Health behavior—behaviors relevant to physical health (eating well, exercising, not smoking, self-exams, getting enough sleep)
- B. How the Body Impacts the Mind
  1. Your body and its well-being affect your mind.
  2. There are times when your body is not in good healthy working order and this surely affects the way you think and feel.
  3. How do nature (genetic heritage) and nurture (social experience) affect psychological characteristics?

## **Suggested Activities**

**Is It Good for You?** Have students think about an activity they may have participated in that was not necessarily good for them, such as drinking too much alcohol or staying up all night. Next have them think about how that activity impacted their functioning the next day. Was there a connection between the mind and the body?

## **Critical Thinking Questions**

1. When you see an advertisement, whether it be in a newspaper, magazine, or on television, do you pay attention to the statistics that are given? For example, “Four out of five dentists have chosen *Brand X* toothpaste over other brands.” How do you interpret that type of statement? How or why do you think those dentists were chosen? The next time you hear such a statement on the news, what can you do differently that would make you a better critical thinker?
2. What ways do any of the scientific foundations upon which psychology was based still make sense today? How might the contemporary approaches still use some of the concepts of these foundations?
3. To what extent can psychologists really fully understand human behavior? We say that the basis of psychological research is to understand human behavior, but how is this possible considering that all human beings are separate individuals and no two people are alike?
4. What are some things that psychologists do besides help troubled people?

## **Polling Questions**

### ▪ **Polling 1.1: The Meaning of Being a Psychologist**

Now that you have a better understanding of what psychology is and some familiarity with what psychologists do, imagine that you have completed all of your graduate work in an area of psychology and you are about to celebrate your graduation. As you are sitting in your favorite restaurant, the server overhears you talking about your accomplishments. He walks over to you and says, “I bet you know what I am thinking, after all, you are a psychologist and can *read* people.” How do you react? Do you: (1) Agree with him just so you do not have to explain yourself? (2) Sit up straight and begin explaining what psychology really is and that you feel insulted that he would assume such a myth? (3) Ask him why he thinks psychologists *read* minds. Or (4) React in a different way other than what is listed. Be ready to explain why you chose what you did!

### ▪ **Polling 1.2: Pathways to Success**

Oftentimes, college students are undecided about a major or field of study. Unfortunately, we know that it is harder and harder for college graduates to gain successful employment in any field. Let us talk a little about creating a pathway for life that learning about psychology can help you with. How many of you have officially declared a major? How many of you are psychology majors? Who agrees that having a college major and a plan

leads to a higher chance of graduating and getting a job? Who is not interested in getting a college degree and is in class just because?

■ **Polling 1.3: Polling Question: Psychological Perspectives**

“It is behavior that can be observed that should be studied, not the suspected inner workings of the mind.” This statement was most likely made by someone with which perspective?

- a. cognitive perspective
- b. neuroscience perspective
- c. humanistic perspective
- d. behavioral perspective

■ **Polling 1.4: Polling Question: Psychological Perspectives**

Which of the five perspectives do you think would be most useful in studying children’s academic performance?

- a. neuroscience
- b. psychodynamic
- c. behavioral
- d. cognitive
- e. humanistic

## Apply Your Knowledge

*(Also found at the end of the chapter.)*

1. Ask 10 friends and family members to tell you the first thing that comes to mind when they think of psychology or a psychologist. After hearing their answers, share with them the broad definition of psychology given in this chapter. How do they react?
2. Visit the website of a major book retailer (such as Amazon) and enter “psychology” as a search term. Read the descriptions of five to seven of the most popular psychology books listed. How well do the themes covered represent your perceptions of what psychology is? How well do they represent the approaches to psychology discussed in the text? Are any perspectives over- or underrepresented? If so, why do you think that is?
3. In the directory for your school (or for another institution), look up the psychology faculty. Select several faculty members and see what the areas of specialization are for each person. (Be careful: their specialty areas may not be the same as the classes they teach.) How do you think their areas of academic training might affect the way they teach their classes?
4. Human beings originally evolved long ago in a very different environment than we occupy today. The survivors were those who were most able to endure extremely difficult circumstances: struggling to find food, avoiding predators, and creating social groups. What do you think were the most adaptive traits for these early folk?

Are those traits still adaptive? To what specific environments are humans adapting today?

5. Adopt Wilhelm Wundt's approach to understanding the human mind and behavior. Invite three friends to listen to a piece of music and then ask them to reflect on the experience. Examine what each of them say about various aspects of the music. What does this exercise tell you about the subjectivity of introspection? In what ways do you think the method is worthwhile, and in what ways is it limited?

## Suggested Readings and Media

### McGraw Hill Create Annual Editions Article Collection

**Annual Edition: Psychology** from McGraw Hill Education contains articles representative of current research and thinking in psychology. Individual articles can be selected to enhance your course, or the entire volume can be accessed for an easy, pre-built teaching resource. The *Annual Edition* articles are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. Each article includes a brief overview and learning outcomes, critical thinking questions, and Internet references. The **McGraw Hill Create™ Annual Editions Article Collection** can be accessed at

<https://createwp.customer.mheducation.com/wordpress-mu/annualeditions/>

### Suggested Readings

Bell, A. (2002). *Debates in psychology*. London, UK: Taylor and Francis.

Benjamin, L. T. (2014). *A brief history of modern psychology* (2nd ed.). Hoboken, NJ: Wiley.

Boring, E. G., (1950). *A history of experimental psychology* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Buss, D. M. (2016). *Evolutionary psychology: The new science of the mind* (5th ed.). New York: Routledge.

James, W. (1890). *The principles of psychology* (Vols. I, II). New York: Holt.

Kahneman, D. (2011). *Thinking fast, and slow* (1st ed.). New York: Farrar, Straus and Giroux.

Karanja, C. (2014). A critical review and analysis of the state, scope and direction of African-centered psychology from 2000-2010. *The Western Journal of Black Studies*, 38(2), 98–107.

Marshall, T. C., Lefringhausen, K., & Ferenczi, N. (2015). The Big Five, self-esteem, and narcissism as predictors of the topics people write about in Facebook status updates. *Personality and Individual Differences*, 85, 35–40.

McRaney, D. (2011). *You are not so smart: Why you have too many friends on Facebook, why your memory is mostly fiction, and 46 other ways you're deluding yourself*. New York: Penguin Group.

Mehdizadeh, S. (2010). Self-presentation 2.0: Narcissism and self-esteem on Facebook. *Cyberpsychology, Behavior, and Social Networking*, 13(4), 357–364.

Pfister, R., & Schwarz, K. A. (2018). Should we pre-date the beginning of scientific psychology to 1787? *Frontiers in Psychology*, 9, 2481.  
<https://www.frontiersin.org/article/10.3389/fpsyg.2018.02481>

Puente, A. E., Mathews, J. R., & Brewer, C. L. (Eds.). (1992). *Teaching in psychology in America: A history*. Washington, DC: American Psychological Association.

Thelamour, B. (2014). Review of history of psychology in the Black experience: Perspectives then and now by John Oshodi. *The Western Journal of Black Studies*, 38(2), 136–137.

## Suggested Media

*All About Psychology*: A comprehensive website by David Webb. <https://www.all-about-psychology.com/>

*All About Forensic Psychology*: A comprehensive guide to forensic psychology. <https://www.all-about-forensic-psychology.com/>

*Discovering Psychology I: Past, Present, and Promise*. Annenberg/CBS Project, 2001, 30:00. This video introduces the field of psychology and what the entire field entails. It also discusses the relationship between psychology as a science and the other fields of science.  
<https://www.learner.org/series/discovering-psychology/past-present-and-promise/>

*Hidden Brain: A Conversation About Life's Unseen Patterns*. A podcast hosted by National Public Radio (NPR) that uses science and storytelling to reveal the unconscious patterns that drive human behavior, and the biases that shape our choices.  
<https://www.npr.org/series/423302056/hidden-brain>

*History of Psychology*: <https://www.youtube.com/watch?v=18KMa6RN3Ys>

*The New Era of Positive Psychology* (Martin Seligman, Ted Talks)  
[https://www.ted.com/talks/martin\\_seligman\\_the\\_new\\_era\\_of\\_positive\\_psychology](https://www.ted.com/talks/martin_seligman_the_new_era_of_positive_psychology) (2008)

*Past, Present and Promise.* Annenberg Learner Series Videos Discovering Psychology: Updated Edition. <https://www.learner.org/series/discovering-psychology/past-present-and-promise> (2001)

*Psi Beta:* <https://psibeta.org/>

Psi Beta is a national honor society for students attending 2-year colleges. Students who maintain a minimum GPA of 3.25 and who plan to major or minor in psychology or have an interest in psychology may apply for consideration; must have completed a college-level psychology course with a B or higher.

*Psychology in 10 Minutes.* Podcast hosted by Dr. David Feldman.

<https://soundcloud.com/psychologyin10minutes>

*Shrink Rap Radio: All the psychology you need to know and just enough to make you dangerous.* Podcast hosted by Dr. David Van Nuys, Emeritus Professor of Psychology at Sonoma State University that includes interviews of fascinating practitioners who work in and around the field of psychology. <https://shrinkrapradio.com/>

*Timeline of Psychology:* <https://www.youtube.com/watch?v=CsxKcY94EB4>

*New York Times: Psychology and Psychologists.* News about psychology and psychologists, including commentary and archival articles published in the New York Times.

<https://www.nytimes.com/topic/subject/psychology-and-psychologists>

*Two Guys on Your Head.* Austin, Texas-based NPR production wherein psychologists, Dr. Art Markman and Dr. Bob Duke explore human behavior. <https://www.kut.org/term/two-guys-your-head>

*What is Psychology?* (Dr. Chris Grace, YouTube.com) <https://youtu.be/f69yXoKvntY> (2014)

*What is Psychology?* All Fundamentals of Psychology from the Education Channel.

<https://www.youtube.com/watch?v=zvSbJiWfXcw>

*Cognitive Science Society:* <http://www.cognitivesciencesociety.org/>

<https://www.apa.org> This is the official website of the American Psychological Association. It has a vast amount of information for both teachers and students.

<https://www.apa.org/education-career/guide/careers> American Psychological Association provides an overview of careers in the field of psychology.

<http://www.teachpsych.org>

This is the website for Division 2 of the American Psychological Association, which is the division for teachers of psychology. There are many helpful suggestions for teachers; sample syllabi, activities, and so on.

<http://www.merlot.org/merlot/index.htm>

This is a useful website for resources in learning and online teaching that houses engaging experiences, peer-reviewed activities, and personal collections of psychological materials.

<http://careerplanning.about.com/od/occupations/p/psychologist.htm>

This site is dedicated to exploring science and health-related careers and offers current trends and information about qualifications and income that may be of interest to students.

<https://www.psichi.org>

Psi Chi is the largest undergraduate psychology student group in the United States; membership is based on meeting qualification standards; many grant programs and opportunities for student involvement exist through Psi Chi.

## Activity Handouts

### Activity Handout 1.1: *Common Sense or Fact?*

Read the statement and determine if the statement is true or false. Write a letter “T” in the space provided if you believe the statement is true and a letter “F” in the space provided if you believe the statement is false.

1. \_\_\_\_\_ People dream on average around five to six times a night.
2. \_\_\_\_\_ Dogs dream.
3. \_\_\_\_\_ Psychiatrists attend medical school just like your family physician or a surgeon.
4. \_\_\_\_\_ Psychology stemmed from the area of biology.
5. \_\_\_\_\_ You are more likely to receive help if there are two people around than if there are 20 people around.
6. \_\_\_\_\_ You would value receiving \$10 for helping a neighbor clean out their garage versus getting \$10 for doing nothing.
7. \_\_\_\_\_ Adults’ interest in sex starts to decline when they are in their 60s.
8. \_\_\_\_\_ Psychology is all about making people feel better.
9. \_\_\_\_\_ Living together before marriage will result in a better marriage.
10. \_\_\_\_\_ Intelligence is inherited.

### Activity Handout 1.2: *Are You Altruistic?*

Think of a time when you helped someone. Explain in the space below what occurred in that situation.

Was your “good deed” (helping out the person) truly a good deed? Were you acting altruistically, meaning you got nothing in return for helping out?

Can you think of a situation in the media where someone helped someone out, and was it or was it not altruistic in nature?

**Activity Handout 1.3: *To Be Extinct or Not***

Go online and find three animals that are in danger of becoming extinct. Print out the website and turn it in with the assignment. Answer the following questions regarding the endangered animals.

Endangered Animal #1 \_\_\_\_\_

Endangered Animal #2 \_\_\_\_\_

Endangered Animal #3 \_\_\_\_\_

Why do you believe the animals are close to becoming extinct? What characteristics do the animals *not* possess for survival?

What would be a possible way to keep these animals from becoming extinct or is extinction inevitable?

**Activity Handout 1.4: *Jobs in Psychology***

Beside each area of psychology below, list two to three jobs that a person in that area could have.

Physiological Psychology and Behavioral Neuroscience:

Developmental Psychology:

Sensation and Perception:

Cognitive Psychology:

Learning:

Motivation and Emotion:

Personality Psychology:

Social Psychology:

Industrial and Organizational Psychology:

Clinical and Counseling Psychology:

Health Psychology:

Community Psychology:

School and Educational Psychology:

Environmental Psychology:

Psychology of Women and Genders:

Forensic Psychology:

Sport Psychology:

Cross-Cultural Psychology:

## Answer Key to Activity Handouts

### Activity Handout 1.1 Answer Key: *Common Sense or Fact?*

Read the statement and determine if the statement is true or false. Write a letter “T” in the space provided if you believe the statement is true and a letter “F” in the space provided if you believe the statement is false.

1.   **T**   People dream on average around five to six times a night.
2.   **T**   Dogs dream.
3.   **T**   Psychiatrists attend medical school just like your family physician or a surgeon.
4.   **F**   Psychology stemmed from the area of biology.
5.   **F**   You are more likely to receive help if there are two people around than if there are 20 people around.
6.   **T**   You would value receiving \$10 for helping a neighbor clean out their garage versus getting \$10 for doing nothing.
7.   **F**   Adults’ interest in sex starts to decline when they are in their 60s.
8.   **F**   Psychology is all about making people feel better.
9.   **F**   Living together before marriage will result in a better marriage.
10.   **F**   Intelligence is inherited.

**Activity Handout 1.2 Answer Key: *Are You Altruistic?***

Think of a time when you helped someone. Explain in the space below what occurred in that situation.

Was your “good deed” (helping out the person) truly a good deed? Were you acting altruistically, meaning you got nothing in return for helping out?

**To be altruistic, students must provide an example where they could not have reasonably expected any personal benefit.**

Can you think of a situation in the media where someone helped someone out, and was it or was it not altruistic in nature?

**Again, to be altruistic, students must provide an example where the person could not have reasonably expected any personal benefit.**

**Activity Handout 1.3 Answer Key: *To Be Extinct or Not***

Go online and find three animals that are in danger of becoming extinct. Print out the website and turn it in with the assignment. Answer the following questions regarding the endangered animals.

Endangered Animal #1 \_\_\_\_\_

Endangered Animal #2 \_\_\_\_\_

Endangered Animal #3 \_\_\_\_\_

Why do you believe the animals are close to becoming extinct? What characteristics do the animals *not* possess for survival?

**Students should cite examples of how the animal's characteristics prevent it from attaining food and reproducing. Example from text: giraffes with short necks cannot reach food high in trees, therefore, only giraffes with long necks survive.**

What would be a possible way to keep these animals from becoming extinct or is extinction inevitable?

**Any method that makes the animal's unique characteristics more appropriate for their unique environment would work, though extinction is a natural part of the evolutionary process.**

**Activity Handout 1.4 Answer Key: *Jobs in Psychology***

Beside each area of psychology below, list two to three jobs that a person in that area could have.

Physiological Psychology and Behavioral Neuroscience:

**researcher, MRI technician, consultant to drug company**

Developmental Psychology:

**researcher, child-care specialist, parent educator**

Sensation and Perception:

**researcher, technician, consultant to food companies**

Cognitive Psychology:

**researcher, grant and report writer, create learning materials**

Learning:

**education consultant, teacher, researcher**

Motivation and Emotion:

**researcher, teacher, motivational speaker**

Personality Psychology:

**researcher, management assessment, career counselor**

Social Psychology:

**researcher, management training, sensitivity training (e.g., sexual harassment awareness training)**

Industrial and Organizational Psychology:

**manager, business consultant, industrial consultant**

Clinical and Counseling Psychology:

**mental health aid, therapist, drug abuse counselor**

Health Psychology:

**health and wellness instructor, medical research assistant, social worker**

Community Psychology:

**social worker, counselor, health consultant to politicians**

School and Educational Psychology:

**career counselor, child assessment specialist, educational consultant**

Environmental Psychology:

**furniture designer, factory consultant, environmental activist**

Psychology of Women and Genders:  
**teacher, activist, corporate advisor**

Forensic Psychology:  
**trial consultant, paralegal, expert witness**

Sport Psychology:  
**consultant, coach, athletics director**

Cross-Cultural Psychology:  
**international business advisor, researcher, cultural awareness instructor**