英文版

第11版

教育部高等学校心理学教学指导委员会推荐用书

普通心理学

UNDERSTANDING PSYCHOLOGY

11e

〔美〕罗伯特·费尔德曼 （Robert S. Feldman） 著

中国工信出版集团 人民邮电出版社 POSTS & TELECOM PRESS

普通心理学

第 11 版

[美] 罗伯特·费尔德曼 著

人民邮电出版社
北 京

图书在版编目（CIP）数据

普通心理学：第11版，英文版：英文/（美）费尔德曼 著.
—北京：人民邮电出版社，2015.7
ISBN 978-7-115-39124-7
I. ①普… II. ①费… III. ①普通心理学—高等学校—教材—英文 IV. ① B84
中国版本图书馆CIP数据核字（2015）第111016号

Robert S. Feldman
Understanding Psychology, 11th Edition
ISBN 1-25-914366-X
Copyright © 2013 by McGraw-Hill Education.
All Rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including without limitation photocopying, recording, taping, or any database, information or retrieval system, without the prior written permission of the publisher.
This authorized English reprint edition is jointly published by McGraw-Hill Education and Posts & Telecom Press. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan province.
Copyright © 2015 by McGraw-Hill Education and Posts & Telecom Press.
版权所有。未经出版人事先书面许可，对本出版物的任何部分不得以任何方式或途径复制或传播，包括但不限于复印、录制、录音，或通过任何数据库、信息或可检索的系统。
本授权英文影印版由麦格劳－希尔（亚洲）教育出版公司和人民邮电出版社合作出版。此版本经授权仅限在中华人民共和国境内（不包括香港特别行政区、澳门特别行政区和台湾省）销售。
版权 © 2015 由麦格劳－希尔（亚洲）教育出版公司与人民邮电出版社所有。
本书封底贴有 McGraw-Hill Education 公司和人民邮电出版社防伪标签，无标签者不得销售。
北京市版权局著作权合同登记号：01-2014-8596

普通心理学（第11版，英文版）

◆ 著　　［美］罗伯特·费尔德曼
策　划　刘　力　陆　瑜
责任编辑　王伟平
装帧设计　陶建胜

◆ 人民邮电出版社出版发行　北京市丰台区成寿寺路11号
邮编　100164　电子邮件　315@ptpress.com.cn
网址　http://www.ptpress.com.cn
电话（编辑部）010-84937150　（市场部）010-84937152
三河市少明印务有限公司印刷
新华书店经销

◆ 开本：850×1092　1/16
印张：48.5
字数：1500千字　2015年7月第1版　2015年7月第1次印刷
著作权合同登记号　图字：01-2014-8596
ISBN 978-7-115-39124-7

定价：138.00元

本书如有印装质量问题，请与本社联系　电话：（010）84937153

新曲綫 New Curves | 用心雕刻每一本……
http://site.douban.com/110283/
http://weibo.com/nccpub

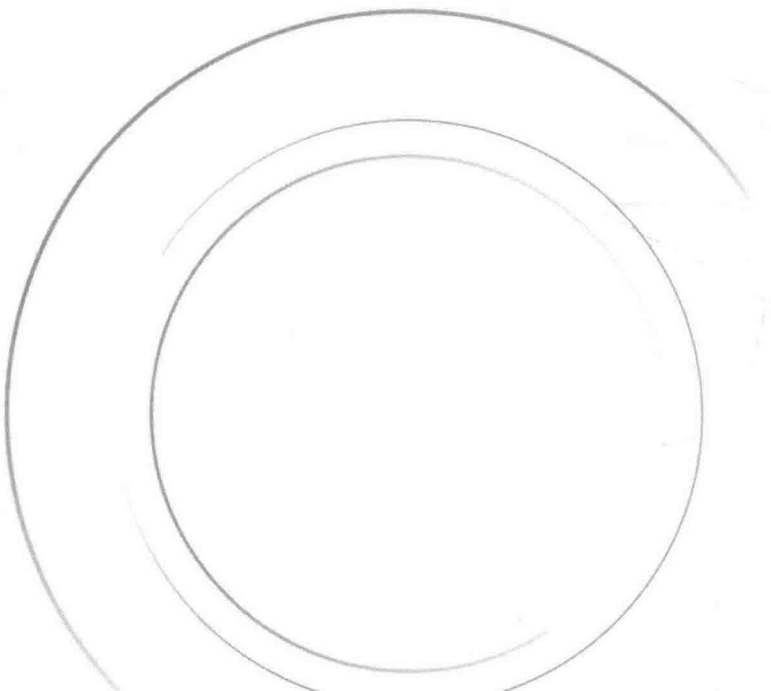
用心字里行间　雕刻名著经典

此为试读，需要完整PDF请访问：www.ertongbook.com

ELEVENTH EDITION

Understanding Psychology

Robert S. Feldman
University of Massachusetts Amherst



内容提要

这部由罗伯特·费尔德曼撰写的《普通心理学》（*Understanding Psychology*）在英美等国被300多所大学采用，是最受欢迎的导论性心理学教材之一。本书即影印自该教材的最新第11版。

全书分为17章，依次为：心理学导言，心理学研究方法，神经科学与行为，感觉与知觉，意识状态，学习，记忆，认知与语言，智力，动机与情绪，性与社会性别，发展，人格，健康心理学，心理障碍，心理障碍的治疗，社会心理学。此外，有3个附录，全书共分为58个独立的模块，读者可以根据自己的兴趣有选择地阅读。这种独树一帜的模块化设计，不仅适应于课堂教学，也非常适合普通读者来自学。

从第1版到第11版，作者始终秉持“把学生放在首位”的宗旨，致力于吸引学生的注意，将心理学知识传授给学生，进而激发学生的兴趣，帮助他们将心理学与日常世界建立起联系。本书行文简练，生动形象，书中的各种教辅材料，如各种精美图片、互动游戏、视频及题库，更是为教师的课堂教学和学生的自主学习提供了全面解决方案。但作者限于自己的成长和教育环境，全书的案例多来自以美国为代表的西方社会，还请读者批判性地审视和甄别，真正做到兼容并蓄，取长补短。

本书特别适合用作心理学专业的普通心理学双语教学课教材或参考读物，也适合喜欢直接读英文原著的心理学爱好者阅读。

Dedication
To
Jon, Leigh, Alex, Miles, Josh, Julie,
Sarah, and Kathy

推荐序

“普通心理学”是我国高等学校心理学专业的一门入门专业基础课。它肩负着向学生传授心理学的基础知识，使学生了解心理学的基本概念、基本原理和基本理论，初步了解心理学基本研究方法和当代心理学发展的一般趋势，为学生今后学习心理学的其他课程奠定基础。为了完成普通心理学课程的教学任务，教师们所使用教材的名称各不相同，如《普通心理学》《心理学导论》《心理学纲要》《心理学原理》《基础心理学》等等。美国马萨诸塞大学罗伯特·费尔德曼 (Robert S. Feldman) 教授著的《普通心理学》(*Understanding Psychology*) 属于普通心理学课程的一种教材。综观《普通心理学》(第 11 版)，我认为它具有以下一些特点：

第一，内容全面而且具有近时性。这本教材共有 17 章，依次为：心理学导言，心理学研究方法，神经科学与行为，感觉与知觉，意识状态，学习，记忆，认知与语言，智力，动机与情绪，性与社会性别，发展，人格，健康心理学，心理障碍，心理障碍的治疗，社会心理学。该书不仅涵盖了心理学的基本概念、基本原理和基本理论，而且还包含应用研究的内容。从引用的文献来看，在这本教材中引用自 2010 年以来的参考文献就有一千余条，这也表明内容的近时性。

第二，结构新颖且有助于学生自主学习。在这本教材的 17 章及附录中分布着 58 个模块。这些章节和模块基本上是相对独立的，读者可以根据自己的兴趣进行有选择地阅读。为了促进学生自主学习和批判思维的养成，作者根据自己的教学经验富有创意地在课文中设计了一系列提示性短文或专栏，如开场白、预习、关键概念、及时互动、21 世纪应用心理学、探索多元化、成为明智的心理学用户、回忆 / 评价 / 反思、浏览专业词汇表、回顾与结束语等，渗透着作者提出的 P.O.W.E.R 学习模式，即 Prepare (预习)，Organize (组织)，Work (实践)，Evaluate (评价)，Rethink (反思)。每一单元都以开场白开始而以结束语收场。开场白阐述与本单元内容相关的一个真实生活事件及简要解释，用以说明本单元内容的重要性，以激发学生的学习热情和对日常生活中的心理学问题的关注。预习向读者提示在即将学习的单元中将要讨论的关键概念和问题。课文中的关键概念不仅向读者提供了理解本单元内容的框架，而且也提醒读者这是本单元的重要

内容，要加以关注。21 世纪应用心理学提示了在新世纪日常生活中心理学知识的应用。探索多元化提示某种心理现象在种族、民族、性别、文化上的多样性。成为获取更多心理学信息的消费者向读者提示对某一特定知识怎样去获取更多信息。回忆 / 评价 / 反思专栏要求读者回答多项选择题、填空题、是非题和问答题以考察对知识的掌握和批判思维的形成……总之，结构安排颇具匠心。其目的是培养学生自主地学习，使学生掌握心理学的基础知识，学会如何进一步去获取新知识，养成批判思维，把所学知识应用于生活实际。

第三，语言简练，清新自然，生动形象且富有激情。全书基本没有生僻、拗口的语句；对事实和现象的描述多采用比较客观的陈述句和被动结构等，其他内容大多采用与读者对话的口吻，很自然的；大量采用图片、图表甚至视频资料等配合文本，使许多看似深奥的道理跃然纸上；各种及时互动以及突显的与日常生活密切相关的问题促人思考，有关表述富有激情。

基于上述，我乐意向读者推荐这本导论性的心理学教材。作者由于受限于自身的知识和文化背景，案例大多也选自美国等西方国家，希望读者能联系实际以批判思维去学习这本教材，养成用心理学的视野去考察自己和他人日常生活中的问题，使心理学能为提高人们的生活质量服务。是为序。

黄希庭

西南大学心理学院资深教授

曾任中国心理学会第七届和第八届副理事长兼

心理学教学工作委员会主任

作者简介

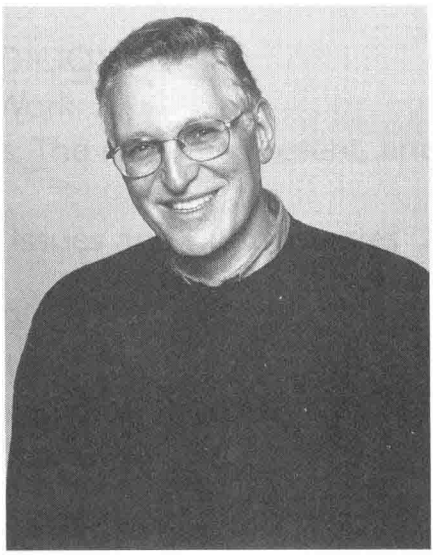
罗伯特·费尔德曼是美国马萨诸塞大学阿默斯特分校的心理学教授，同时任该校社会与行为科学学院院长。作为学院杰出教师奖的获得者，他所教授的心理学课程的学生人数从 15 人到 500 人不等。在长达 20 多年的大学教师生涯中，除马萨诸塞大学之外，他还曾在芒特霍尤克学院、卫斯理恩大学和弗吉尼亚联邦大学教授本科和研究生课程。

费尔德曼教授在马萨诸塞大学发起了少数学生督导项目（Minority Mentoring Program），还曾担任休利特教员和资深在线教员。他在马萨诸塞大学发起了心理学远程学习课程。

费尔德曼教授是美国心理学协会（APA）和心理科学协会（APS）会员，他从卫斯理恩大学获得学士学位，从威斯康辛大学获得硕士和博士学位。他曾荣获富布赖特资深研究学者和讲师奖，以及卫斯理恩大学的杰出校友奖。他是行为和脑科学联合会（FABBS）的理事会成员之一，也是 FABBS 基金会的候任主席，该基金会大力支持心理学领域。

他撰写或参与编写的著作、科学论文数量累计超过 150 种（篇）。他所撰写的教科书被全世界 200 多万学生采用，被译成西班牙语、法语、葡萄牙语、荷兰语、德语、意大利语、汉语、韩语、日语等九种语言。他的研究兴趣包括日常生活中的诚实和欺骗行为，他在 2009 年出版的畅销书《生活中的说谎者》中描述了他的工作。他的研究得到了来自美国国家精神卫生研究所（NIH）以及美国残障和康复研究所的资助。

费尔德曼教授热爱音乐和弹钢琴，还喜欢烹饪和旅行。他有三个孩子和两个小孙子。他的妻子也是一名心理学家，他们共同居住在马萨诸塞西部一处可以眺望霍利奥克山脉的住所里。



罗伯特·费尔德曼
(*Robert S. Feldman*)

此为试读，需要完整PDF请访问：www.ertongbook.com

Preface

Students First.

If I were to use only two words to summarize my goal across the eleven editions of this book, as well as my teaching philosophy, that's what I would say. Students first. I believe that an effective textbook must be oriented to students—informing them, engaging them, and exciting them about the field of psychology and helping them connect it to their worlds.

Re-envisioning and Revolutionizing the Revision Process

Up to now, to achieve my "Students First" goal in each new edition of *Understanding Psychology*, the revision process was generally this: Several dozen instructors who used the previous edition of the text provided reviews of that edition. In addition, experts in the field provided reviews that pointed out new material to add, as well as outdated material to remove. Using all these reviews, and feedback from my own students, I revised the text. I also added new topics, citations, and features.

For this edition, however, I had a revolutionary tool that brings this revision to a new level: Systematic and precise feedback from thousands of students. This feedback was anonymously collected from the many students who were using Connect Psychology's *LearnSmart*, an online adaptive diagnostic program that provides students with an individualized assessment of their own progress. Because virtually every paragraph in the previous edition is tied to several questions that students answered while using *LearnSmart*, I had access to empirical data showing the specific concepts with which students had the most difficulty.

The data I received from *LearnSmart* appeared in the form of a *heat map*, which graphically illustrates "hot spots" in the text that caused students the most difficulty (see Figure 1). Using these hot spots, I then was able to refine the wording to make these areas clearer than before.

Because I had empirically based feedback at the paragraph and even sentence level, I was able to replace educated guesswork and intuition with precise knowledge as I fine-tuned the textbook.

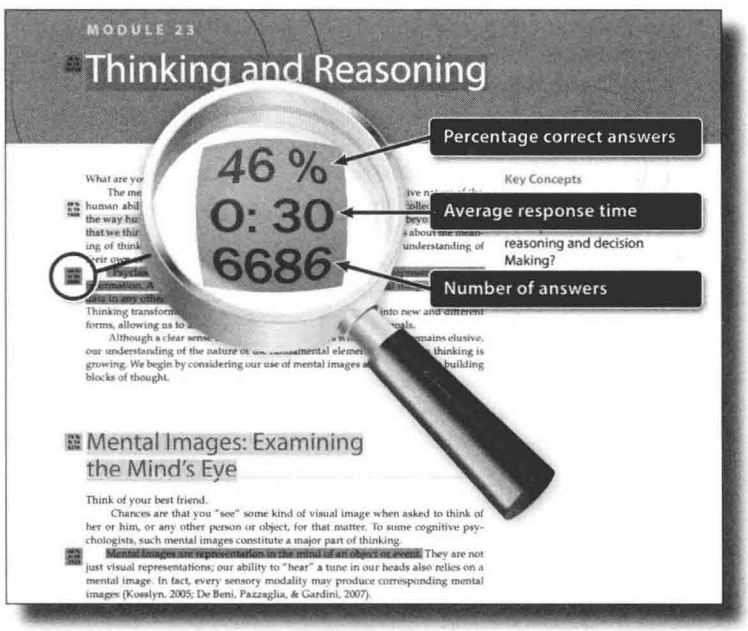


FIGURE 1 For most paragraphs in each chapter, heat maps showed if students had difficulty answering questions in Connect Psychology's *LearnSmart*. The data from these hot spots showed how many students answered the question correctly, how long the average response time was, and how many times the question was answered.

Practically, this means that students reading *Understanding Psychology* will have an even greater opportunity to achieve success, and it brings the goal of *Students First* to a new level. This process represents nothing less than a revolution in textbook revision, and I am proud that the new edition of *Understanding Psychology* is the first textbook to incorporate this capability.

AND THERE'S MORE . . .

In addition to benefiting from this empirically driven approach to revision, the Eleventh Edition of *Understanding Psychology* contains a significant amount of new and updated features and content. Specific areas that were updated are advances in neuroscience, the brain and behavior, cognition, emotions, and cultural approaches to psychological phenomenon including social networking technology. In addition, certain chapters were revised more extensively than others, based on expert reviews: Neuroscience and Behavior (Chapter 3), Learning (Chapter 6), Memory (Chapter 7), and Health Psychology (Chapter 14). To keep research current, hundreds of new citations have been added, and most of them refer to articles and books published since 2010.

The following sample of new and revised topics and textual changes provides a good indication of the book's currency:

Chapter 1—Introduction to Psychology
- Social media
- Economic problems, stress, and health
- Consequences of Colorado shooting attack in Batman movie theater

Chapter 2—Psychological Research
- Reluctance of participants to reveal true behavior in surveys
- Limitations of bystander intervention
- WEIRD acronym for participants in research
- Implicit Association Test

Chapter 3—Neuroscience and Behavior
- Moved behavioral genetics material to development chapter
- Updated use of hormone replacement therapy
- Dangers related to steroid use
- Interneuron functions
- Mirror neuron role in speech perception and language
- Electrocorticographic (ECoG) implants
- Sex differences in speed of development of brain
- Communication via thought
- Hemispherectomy

Chapter 4—Sensation and Perception
- Innate sense of direction
- Blindsight
- Brain activation training to reduce experience of pain
- Statistics on chronic pain sufferers
- Human tears and chemosignals
- Technology to aid the blind to see

Chapter 5—States of Consciousness
- Failure dreams
- Gender differences in dreaming
- Link between daydreams and dreams during sleep
- Legalization of marijuana in 13 states
- Medical uses of marijuana
- Insomnia and use of technologies
- Psychological dependence on social networking and e-mail

Chapter 6—Learning
- Operant conditioning approaches to increasing safety
- Behavioral approaches to rewarding drivers
- Positive outcomes of playing prosocial video games
- Social networking and violent video games
- Taste aversion
- Token systems
- Neuroscientific underpinnings of operant conditioning
- Classical conditioning and drug use
- Adaptive learning

Chapter 7—Memory
- Neural communication in Alzheimer's disease
- Hyperthymestic syndrome
- Efficacy and ethics of drugs to enhance memory
- Value of forgetting
- Adaptive nature of constructed memories
- Emotional meaning of experience and recall accuracy
- New example for episodic memory
- Refined definitions for these terms:
  - chunks
  - engram
  - flashbulb memories
  - schemas
  - decay
  - proactive interference
  - retroactive interference
  - retrograde amnesia
- Interference and eyewitness recall
- Memory aided by more extreme font size of material
- Google effect on memory
- Saying names aloud as a means to enhance memory

Chapter 8—Cognition and Language
- Artificial intelligence and Watson, the computer
- Familiarity heuristic
- Combining divergent and convergent thinking in training creativity
- Linguistic-relativity hypothesis evidence
- Advantages of bilingualism in cognitive development
- Bilingualism and cognitive declines in late adulthood
- Brain structure and creativity
- Brain processing and bilingualism

- Refined definition for these terms:
  - thinking
  - confirmation bias
  - convergent and divergent thinking
- Brain processing and categorization
- Removed language acquisition device
- Computer-mediated problem solving

Chapter 9—Intelligence

- Refined definition of these terms:
  - fluid intelligence
  - intelligence quotient
- Relationship between use of Internet and intelligence
- New material on savant
- Replaced "mental retardation" with "intellectual disabilities"
- Refined material on heritability
- Adaptive testing criticisms

Chapter 10—Motivation and Emotion

- Self-regulation in people with bulimia
- New definition of drive-reduction theory
- Binge eating in males
- Clarified definition of need for achievement
- Obesity increases and projections
- Weight-loss strategy of getting support of others
- Wireless monitors for weight loss
- Computer facial expression recognition

Chapter 11—Sexuality and Gender

- Sexting
- Sexual chemistry
- Refined distinction between sex and gender
- Refined definition of these terms:
  - glass ceiling
  - benevolent sexism
- Deleted stereotype threat concept
- Female orgasm during intercourse
- Incidence of STIs

Chapter 12—Development

- Cloning
- Germline therapy
- Behavioral genetics
- Emotion recognition in infancy
- Refined definition of temperament
- Clarified principle of conservation
- Clarified zone of proximal development
- Use of social media in adolescence
- Involvement with Internet in young children

Chapter 13—Personality

- Changes in narcissism trait
- Refined definition and explanation of defense mechanism
- Refined term inferiority complex
- Refined description of learning approaches to personality
- Replaced definition of self-efficacy
- Refined definition of temperament
- Risk-taking behavior

Chapter 14—Health Psychology: Stress, Coping, and Well-Being

- Lingering effects of PTSD/terrorist attacks
- Adolescent smokers' brain activity
- Benefits of adversity on future coping capabilities
- Clarified psychophysiological disorders
- Creative nonadherence refined
- Redefined subjective well-being
- Literacy skills and compliance
- Biological and genetic underpinnings of resilience
- Drug compliance statistics
- Emotional timeline of 9/11
- Witnessing aggression and PTSD
- Resilience and optimism
- Training physicians in communication skills

Chapter 15—Psychological Disorders

- Clarified medical perspective
- Rising incidence of disorders in college student populations
- Refined cognitive perspective
- Clarified sociocultural perspective
- Refined definition of anxiety disorder
- Refined explanation of conversion disorder
- Clarified expressed emotion
- Clarified predisposition model of schizophrenia
- Impulsive Internet use
- Updated universality of *DSM* designations across cultures
- Anorexia in Hong Kong

Chapter 16—Treatment of Psychological Disorders

- Drug treatment to erase anxiety-provoking memories
- Treatment for depression via the web
- Therapy through teleconferencing
- Clarified what an internship is for clinical psychologists
- Redefined repression
- Clarified psychoanalysis
- Redefined dialectical behavior therapy

Chapter 17—Social Psychology

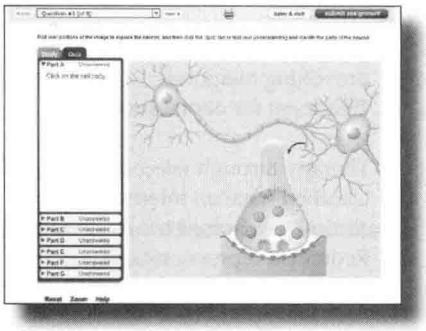
- Communication of social norms through social media
- Accessing attitude change via technology
- Using appropriate language when fighting
- Intervention to increase the social-belonging of minority students
- Refined these terms:
  - central and peripheral route processing
  - cognitive dissonance
  - attribution theory
- Moral decisions and brain activity
- Clarified social pressure
- Clarified definition of diffusion of responsibility

ENGAGING, INFORMING, AND EXCITING STUDENTS ABOUT PSYCHOLOGY

No matter what brings students into the introductory course and regardless of their initial motivation, *Understanding Psychology*, Eleventh Edition, is designed to draw students into the field and stimulate their thinking. By focusing on *students first* and connecting with them, the text promotes student success by engaging their attention and informing them about the field, which results in students learning the course content and becoming excited about the field of psychology.

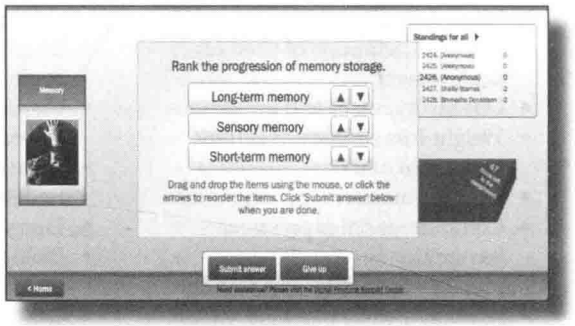
Ways of Connecting with Today's Students

Today's students are as different from the learners of the last generation as today's discipline of psychology is different from the field 30 years ago. Students now learn in multiple modalities; rather than sitting down and reading traditional printed chapters in linear fashion from beginning to end, their work preferences tend to be more visual and more interactive, and their reading and study often occur in short bursts. For many students, a traditionally formatted printed textbook is no longer enough when they have instant access to news and information from around the globe.



CONNECT PSYCHOLOGY McGraw-Hill's Connect Psychology responds to today's students by offering a wealth of interactive course materials for both instructors and students. Videos, interactive assessments, and simulations invite engagement and add real-world perspective to the introductory psychology course. Detailed reporting helps the student and instructor gauge comprehension and retention—*without adding administrative load.*

LEARNSMART How many students *think* they know what they know but struggle on the first exam? LearnSmart is McGraw-Hill's adaptive learning system. It identifies students' metacognitive abilities and limitations, identifying what they know—and more importantly, what they don't know. Using Bloom's Taxonomy and a sophisticated "smart" algorithm, LearnSmart creates a customized study plan, unique to every student's demonstrated needs. With virtually no administrative overhead, instructors using LearnSmart are reporting an increase in student performance by one letter grade or more.



Ways of Engaging Students

Prologue *The Power of Meditation*

Lynn Blakes, 39, a language test developer, has had three bouts of depression and says meditation helps prevent a relapse.

"I first suffered depression 13 years ago following the death of my mother and it returned seven years ago when I was working as a teacher. It was a stressful job and I wasn't looking after myself. On both occasions I was prescribed antidepressants, which were effective, but I don't want to rely on drugs.

"I've always been interested in meditation and have used it to help me relax so I enrolled in a course in mindfulness meditation. I learned how to focus on my breathing and to spend time thinking about everyday things such as the sound of birds. You can even focus on brushing your teeth to help switch off. It soon becomes second nature" (Lee, 2010, p. 33).

Looking Ahead

Lynn Blakes discovered that meditation, a technique for focusing attention, helped her relieve her daily life stress enough to prevent a relapse of her depression. Meditation is one of a number of methods people can use to alter their state of consciousness. It is an experience that many people find relaxing and pleasurable. Why this is so, what conscious experience is, and how and why we can alter it are some of the questions we address as we turn our attention to the study of consciousness.

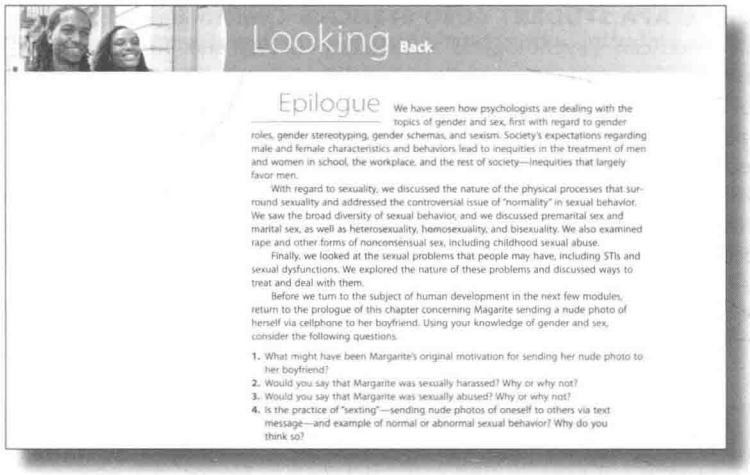
Consciousness is the awareness of the sensations, thoughts, and feelings we experience at a given moment. Consciousness is our subjective understanding of both the environment around us and our private internal world, unobservable to outsiders.

In waking consciousness, we are awake and aware of our Instead, they argue that several approaches permit the scientific study of consciousness. For example, behavioral neuroscientists can measure brain-wave patterns under conditions of consciousness ranging from sleep to waking to hypnotic trances. And new understanding of the chemistry of drugs such as marijuana and alcohol has provided insights into the way they produce their pleasurable—as well as adverse—effects (Mosher & Akins, 2007; Baars & Seth, 2009; Wells, Phillips, & McCarthy, 2011).

Yet how humans experience consciousness remains an open question. Some psychologists believe that the experience of consciousness is produced by a quantitative increase in neuronal activity that occurs throughout the brain. For

PROLOGUE Each chapter starts with an account of a real-life situation that demonstrates the relevance of basic principles and concepts of psychology to pertinent issues and problems. These prologues depict well-known people and events.

LOOKING AHEAD This section ties each prologue to the key themes and issues discussed in the subsequent modules.


Looking Back

Epilogue

We have seen how psychologists are dealing with the topics of gender and sex, first with regard to gender roles, gender stereotyping, gender schemas, and sexism. Society's expectations regarding male and female characteristics and behaviors lead to inequities in the treatment of men and women in school, the workplace, and the rest of society—inequities that largely favor men.

With regard to sexuality, we discussed the nature of the physical processes that surround sexuality and addressed the controversial issue of "normality" in sexual behavior. We saw the broad diversity of sexual behavior, and we discussed premarital sex and marital sex, as well as heterosexuality, homosexuality, and bisexuality. We also examined rape and other forms of nonconsensual sex, including childhood sexual abuse.

Finally, we looked at the sexual problems that people may have, including STIs and sexual dysfunctions. We explored the nature of these problems and discussed ways to treat and deal with them.

Before we turn to the subject of human development in the next few modules, return to the prologue of this chapter concerning Magarite sending a nude photo of herself via cellphone to her boyfriend. Using your knowledge of gender and sex, consider the following questions.

1. What might have been Margarite's original motivation for sending her nude photo to her boyfriend?
2. Would you say that Margarite was sexually harassed? Why or why not?
3. Would you say that Margarite was sexually abused? Why or why not?
4. Is the practice of "sexting"—sending nude photos of oneself to others via text message—and example of normal or abnormal sexual behavior? Why do you think so?

EPILOGUE Found at the end of every set of modules, critical thinking questions in the *Epilogue* relate to the *Prologue* at the opening of the set of modules. These thought-provoking questions illustrate how the concepts addressed in each module apply to the real-world situation described in the *Prologue*.

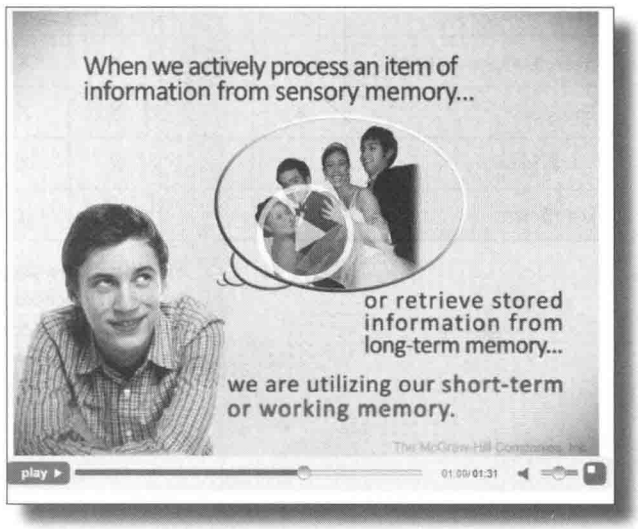
Ways of Informing Students

COMPREHENSIVE CONTENT COVERAGE *Understanding Psychology* provides broad coverage of the field of psychology, including the theories, research, and applications that permeate the discipline. Along with the traditional areas of psychology (neuroscience, sensation and perception, states of consciousness, learning, memory, cognition, human development, personality, abnormal behavior and treatment, and social psychology), the applied topics of gender and sexuality (Chapter 11) and health psychology (Chapter 14) receive extensive attention.

MODULAR ORGANIZATION The text is organized into modules in which each of the 17 chapters is divided into three or four manageable, self-contained sections that include learning outcomes and assessment opportunities. Each module ends with questions that assess learning on both an outcome and more conceptual, higher-order level.

Rather than facing a long and potentially daunting chapter, students can study material in smaller chunks, which psychological research long ago found to be the optimal way to learn. Moreover, instructors can customize assignments for their students by asking them to read only those modules that fit their course outline and in the sequence that matches their syllabus. Alternatively, instructors who prefer to assign whole chapters can do so.

CONCEPT CLIPS Created by a team of instructional designers, "Concept Clips" help students comprehend some of the most difficult concepts in introductory psychology. Colorful graphics and stimulating animations break down core concepts in a step-by-step manner, engaging students and aiding in retention. Powered by Connect, "Concept Clips" can be used as a presentational tool for the classroom or can be used for student assessment.



CONNECTION TO APA STUDENT COMPETENCIES Conforming to recommendations of an American Psychological Association (APA) task force report on undergraduate student competencies (Board of Educational Affairs, 2002), *every* component of the text and its package is tied to specific psychological concepts and their application in everyday life. A chart indicating how the features of the textbook directly address the APA student competencies is provided in Figure 2. Equally important, every one of the thousands of test items in the Test Banks available to instructors and all the content in Connect Psychology are keyed to their corresponding APA competencies in a document that is available on the text website.

Book Feature	APA Learning Goals									
	Knowledge Base of Psychology	Research Methods in Psychology	Critical Thinking Skills in Psychology	Application of Psychology	Values in Psychology	Information and Technological Literacy	Communication Skills	Sociocultural and International Awareness	Personal Development	Career Planning and Development
Chapter Content	X	X	X	X	X	X	X	X	X	X
Prologue	X		X	X				X		
Looking Ahead	X	X	X		X					
Learning Outcomes	X		X	X				X		
Applying Psychology in the 21st Century	X	X		X				X	X	X
Exploring Diversity	X				X		X	X	X	
Neuroscience in Your Life	X	X	X	X						
PsychWork	X			X					X	X
PsychTech	X					X				
Running Glossary	X			X		X				
Becoming an Informed Consumer of Psychology	X	X		X	X		X		X	X
Study Alerts	X	X		X						
Recap/Evaluate/Rethink	X		X	X						
Epilogue	X		X	X				X		
Visual Summary	X	X	X	X	X	X	X	X	X	X
LearnSmart	X		X	X		X				

FIGURE 2 This grid shows the relationship between the broad learning goals devised by the American Psychological Association and specific types of content in *Understanding Psychology*. In addition, each of the test items in the Test Bank for the book, consisting of nearly 4,000 individual, scorable items, is keyed to specific learning outcomes.

此为试读，需要完整PDF请访问：www.ertongbook.com