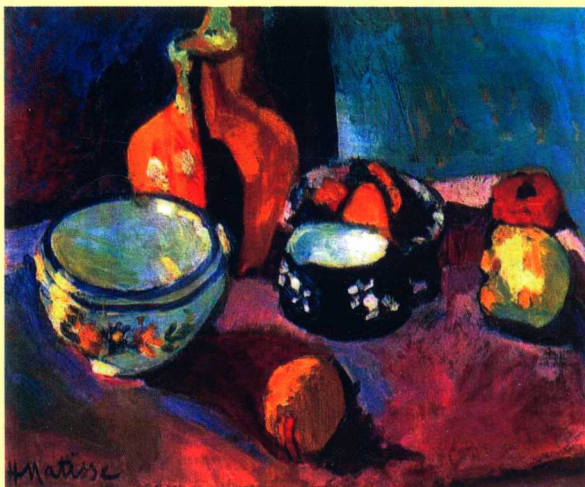


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第10版

心理学研究方法



RESEARCH
METHODS IN
PSYCHOLOGY

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[美] 约翰·肖内西 尤金·泽克迈斯特 珍妮·泽克迈斯特 著

John J. Shaughnessy Eugene B. Zechmeister Jeanne S. Zechmeister



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Research Methods in Psychology, 10th Edition

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Tenth Edition

Research Methods in Psychology

John J. Shaughnessy

Hope College

Eugene B. Zechmeister

Loyola University of Chicago

Jeanne S. Zechmeister

内容提要

这是一本供心理学、教育学专业学生使用的研究方法经典教材。

作者选择大量最新的研究实例，详细说明了心理学研究中经常要用到的各种描述性方法（包括观察法、调查研究、行为的隐蔽测量）、实验性方法（包括独立组设计、重复测量设计和复合设计）以及应用性研究（个案研究法和单被试设计、准实验设计和项目评估），并简单叙述了数据处理和统计的基本概念、心理学研究报告撰写和心理学学术交流中应该注意的问题。

本书适合心理学专业大学本科生和研究生课堂学习使用，也可供心理学研究方法和实验心理学课程的教师以及从事心理学教育和科研的工作者参考，同时还可以供管理学、社会学、政治学等学科的教学和研究人员借鉴。

推荐序

近年来，“心理学”成为一个热门词汇，越来越多的人开始认识到心理学的重要性，国内各高校也不断开设心理学专业，心理学专业的招生规模一直在扩大。作为一位心理学工作者，一方面，我为此骄傲，因为它们反映了中国心理学事业的飞速发展，反映了中国社会对心理学的需求；另一方面，我也在担忧，担心我们培养出的学生学术水平。

依我看来，阻碍这些研究生水平提高的一个主要因素就是，这些学生（包括我们的一些教师）在心理学研究方法上所受到的训练薄弱，没有真正体会、掌握心理学实验设计与数据处理和推论的本质。一个学生，如果在本科阶段没有真正学好心理学研究方法、统计学和认知心理学这三门课程，就不是一个合格的心理学毕业生。

许多心理学界同行都持有与我相似的看法。现在市面上已有几本比较优秀的《实验心理学》《心理学研究方法》之类的编写或翻译著作。与这些已经出版的书籍相比，这本由约翰·肖内西等人编撰的《心理学研究方法》具有众多的特色。第一，这本书已经出到第10版，从内容安排到文字表达都比较成熟，事例丰富，通俗易懂。第二，与一些《实验心理学》教材相比，这本书更注重介绍实际研究中的思路、方法和过程，而不是具体的研究内容（如记忆，语言等）。我认为，这种对方法和思维方式的强调可能正是中国心理学在教学和研究中所缺乏的。只有加强对学生提出问题、思考问题、解决问题的训练，中国的心理学研究才能真正具有创新性。第三，在对心理学研究方法的具体介绍上，本书超出了一些传统教材所涉及的范围，例如本书较为详细地讲述了个案（single-case）研究方法。这种对传统范围的突破，有助于学生把所学的知识应用到心理学研究的各个分支（如神经心理学）中去，有助于他们认识到心理学研究的精髓和共通之处。第四，也是我要特别强调的，这本书对心理学研究中的道德问题和论文的写作有比较恰当的关注。中国

科学界普遍忽视学生研究和写作中的职业道德和规范问题。许多学生也不清楚什么时候、以什么方式承认前人的贡献，导致一些人贬低或故意忽略他人的研究来突出自己的“创新”之处，（我本人就多次受到这样的伤害）。更多的学生和教师不懂得心理学论文的写作规范，不知道如何从读者的角度思考，在论文中把当前研究的问题、已有的前人研究和自己的实验设计、实验假设连贯起来。课堂教学中的实验报告和许多学术刊物只要求作者报告做了什么，而不要求作者说清楚为什么要研究这个问题、为什么要这样设计、你的研究与已有研究究竟有什么不同。我个人认为，长期以往，这种教学和刊物要求让我们的学生和研究者形成了肤浅和懒惰的思维模式，极大地阻碍了中国心理学研究水平的提高。《心理学研究方法》这本书把科研道德和写作规范作为心理学最主要教学内容的一部分，有助于我们改变现状，改善学生的综合研究素质。

总之，我认为，这本《心理学研究方法》是一本优秀的教材。如果我们的学生能够真正领会书中介绍的内容和规范，我国心理学队伍的水平必将有一个较大的提高。

我热忱推荐这本书。

周晓林

北京大学心理学系教授、脑科学与认知科学中心主任

作者简介

约翰·肖内西 (John J. Shaughnessy) 在密歇根一个相对较小、但绝对一流的人文艺术学院 Hope College 担任心理学教授，1972 年获西北大学博士学位，博士毕业后，在西北大学跟随著名实验心理学家、实验设计与研究方法论大师安德伍德 (Benton J. Underwood) 做助教，受其影响，致力于研究方法的探索和著述，于 1975 年和安德伍德合著《心理学中的实验》一书，1985 年出版了这部著名的《心理学研究方法》第 1 版，并不断修订再版，畅销至今。肖内西多次被评为 Hope College 的杰出教授，是 Hope College 学术发展委员会、心理学系主任。

尤金·泽克迈斯特 (Eugene B. Zechmeister) 是芝加哥 Loyola 大学的心理学荣誉教授，人类认知和实验方法学方面的专家。

珍妮·泽克迈斯特 (Jeanne S. Zechmeister) 也任教于芝加哥 Loyola 大学，多年以来一直教授本科生和研究生的方法学课程。目前专职从事心理学研究方法等方面的写作。

To Paula
(J.J.S.)

*To the Memory of Ruth O'Keane,
James O'Keane,
Kathleen O'Keane Zechmeister,
and My Mother*
(E.B.Z.)

*To the Memory of
My Father, Harold W. Sumi*
(J.S.Z.)

Preface

In this tenth edition we continue to strive to meet the goals we set for our earlier editions: to provide an introduction to research methods in psychology that both excites students about the research process and helps them to become competent practitioners of research methods. Good organization of topics and clearly written text can help develop competency, but igniting students' enthusiasm about the research process is another matter. An enthusiastic instructor is the key, but we believe we can help. Our approach is to engage students by illustrating how the methods we describe are used to advance knowledge of behavior. To this end, we draw on recent and (hopefully) interesting psychology-related research, citing examples from such diverse sources as *Developmental Psychology*; *Journal of Personality and Social Psychology*; *Ethology*; *Psychological Science*; *Law and Human Behavior*; *Science*; *Journal of Cross-Cultural Psychology*; *Preventive Medicine*; *The Sports Psychologist*; *Cyberpsychology, Behavior & Social Networking*; *Perspectives on Psychological Science*, and many others. For those who are new to this textbook we begin by reviewing the basic organization, pedagogical aids, and major features. Those who have used the previous edition may want to go directly to "Changes in This Edition."

ORGANIZATION AND APPROACH

Our approach is based on our years of teaching experience. As instructors of research methods, we recognize that most students in our classes will be consumers of research and not producers of research. Students who choose to take on either role will benefit from developing critical thinking skills. We believe that we can best help our students think critically by taking a problem-solving approach to the study of research methods. As Sharon Begley, writer for *Newsweek*, commented in an essay critiquing science education: "Science is not a collection of facts but a way of interrogating the world." Moreover, "The most useful skill we could teach is the habit of asking oneself and others, *how do you know?*" (*Newsweek*, November 8, 2010, p. 26).

Researchers begin with a good question and then select a research method that can best help them answer their question. The sometimes painstaking task of gathering evidence is only the beginning of the research process. Analyzing and interpreting the evidence are equally important in making claims about psychological processes. Researchers (and students) must analyze the strengths and weaknesses of the method they have chosen in order to be able to evaluate critically the nature of the evidence they have obtained.

Another feature that we continue from our last edition is the website designed for our book. There are interactive exercises and quizzes for students to test their knowledge of text material, as well as links to other important psychology websites. Instructors will find the instructor's manual and lecture/discussion

aids helpful. Please come see us at www.mhhe.com/shaughnessy10e. In addition, the authors may be contacted at ZechResearchMethods@gmail.com.

As has been our approach for each edition, students learn that a *multimethod approach* to answering questions will best advance the science of psychology and that one goal of this book is to “fill their toolbox” with strategies for conducting research. Thus, our organization following the introductory chapters is in terms of “methods,” moving from the simplest of observational techniques to complex experimental designs. We remain sensitive to ethical issues in psychological research and to the dilemmas researchers face when they study animal or human behavior. To emphasize our concern we give “ethics” its own chapter (Chapter 3) but also discuss specific ethical issues in other chapters as they relate to particular methodologies.

We believe that research methods are best taught in the context of published psychological research. Thus, we continue to use the rich psychology literature to provide examples of ways in which researchers actually use the methods we discuss. It is always fun for us to update the research examples, while continuing to include important “classic” findings and studies that have proved effective in helping students learn research methods. We believe that one way to motivate students to join us on this exciting path of pursuing knowledge is to show the “payoff” that psychological research provides.

Pedagogical aids include bullet points and Key Concepts within the chapters, and Review Questions at the end of chapters to help students see clearly the points we think are most important for them to learn. And we continue to rely on the Challenge Questions at the end of chapters to help students learn to apply the principles they have learned. Building on the model of the Challenge Questions, we have embedded Stretching Exercises in most chapters to allow students to apply research principles while they are learning about the principles. An extensive review of statistics remains at the end of the book (Chapters 11 and 12), and we continue to introduce these issues briefly in the appropriate places in the text. One way this is done is through a pedagogical aid we call “Stat Tips,” which draws students’ attention to questions of statistical analysis. In some cases we answer those questions for students; in other instances we refer them to material in Chapters 11 and 12. We believe our approach provides important flexibility that allows instructors to decide when and how they will cover statistics in a research methods course.

CHANGES IN THIS EDITION

- As with every revision, we work to improve the clarity of our presentation. Minor changes in sentence wording or paragraph structure make our presentation more concise and easier for students to understand.
- The basic methodologies of scientific psychology change little from year to year; however, research trends, techniques for data collection, research findings, and critical discussion topics constantly shift. In this edition we include dozens of recently published research findings reflecting new trends and techniques, as well as descriptions of important contemporary

issues in scientific psychology. This tenth edition contains more than 100 new references, the majority published since 2010.

- Some have characterized psychology as a science of “WEIRDOS” because researchers chiefly draw participants from Western, Educated, Industrialized, Rich, and Democratic countries (Jones, 2010; see Chapter 1). Even within these countries many groups, such as women, minorities, and immigrants, have been largely ignored over the years. Things are changing, however. Periodicals like the *Journal of Latina/o Psychology* bring psychological research to these communities and reflect an increasing trend in cross-cultural research. For example, we look at Robert Levine’s cross-cultural studies of “helping behavior” and a subsequent correlational analysis of helping behavior in embedded cultures (see Knafo, Schwartz, & Levine, 2009, in Chapter 2). In Chapter 4 we describe research carried out by Nairán Ramírez-Esparza on language differences among Mexican and American students. Psychology is becoming more international; so too are the studies we cite.
- Today’s researcher has access to millions of potential participants via the Internet. Online access has been especially important for survey researchers. In Chapter 5 we provide pointers for students interested in conducting online surveys.
- At the same time, online behavior itself is of interest to many researchers. Social networking sites and chat rooms are mined by social and personality psychologists, often through some form of participant observation (see Chapter 4). The emergence of cyberpsychology journals speaks to this new trend in psychological research.
- Gathering data frequently relies on sophisticated techniques and devices. One example is the electronically activated recorder (EAR) employed by James Pennebaker, Matthias Mehl, Nairán Ramírez-Esparza, and their colleagues to study language behavior, happiness, and behavioral health (see Chapter 4). In Chapter 7 we illustrate how digitally morphed photographs made to look similar to individuals’ romantic partners reveal gender differences in first impressions (Günaydin, Zayas, Selcuk, & Hazan, 2012).
- As in earlier editions, we emphasize ethical concerns with the research enterprise by devoting a complete chapter to this topic (Chapter 3), but continue this conversation when specific methods are introduced. In this edition we highlight Jerry Burger’s “replication” of Stanley Milgram’s well-known studies in order to show how researchers work within ethical guidelines to protect human participants. Many online studies raise serious ethical issues. So, too, do observations using electronic techniques like EAR, and we discuss these issues.

Some minor changes should also be mentioned.

- In Chapter 1 we speak more appropriately of *ethnocentric bias* rather than simply *ethnocentrism*.

- In Chapter 6 we now use the term *matching variable* rather than *matching task* in our discussion of matched groups designs.
- In Chapter 9 we replaced the term *single-subject design* with *single-case research design* to bring us in line with contemporary usage (e.g., Kazdin, 2011). The chapter is now titled *Single-Case Research Designs* and, as in previous editions, includes discussion of both case studies and single-case experiments. We are aware that Chapter 9 does not always find its way into an instructor's syllabus. However, we believe the topics therein are important, especially because many undergraduates seek careers in applied psychology. We describe the many pitfalls when relying on a single case for making causal inferences, a circumstance often witnessed when research findings are presented in the popular media.
- In this edition we've inserted new "boxes" with information designed to pique students' interest in research topics. For example, in Chapter 9 we describe the work of Stacy Lopresti-Goodman and her colleagues to document the psychological devastation to orphaned chimpanzees caused by the pet- and bushmeat-trade and in Chapter 10 we describe statistical regression in the context of the "*Sports Illustrated jinx*."
- The Langer and Rodin (1976) classic quasi-experiment involving a responsibility manipulation within a nursing-home setting remains the foundation of our discussion of quasi-experimental designs in Chapter 10. To this, however, we've added contemporary time-series designs that investigate the aftermath of the September 11, 2001 terrorist attacks (Peterson & Seligman, 2003), and the effects of a city-wide smoking ban on health outcomes (Khuder et al., 2007). Our discussion of program evaluation in this chapter considers the evaluation of large-scale social programs such as Medicare.
- Finally, many Challenge Questions have been replaced with the goal of updating research examples and using questions that relate back to research findings discussed in each chapter. Should instructors be looking for a missing favorite, be assured it can be found in the *Instructor's Manual*.

Online Learning Center

The tenth edition of *Research Methods in Psychology* is accompanied by student and instructor supplements available at www.mhhe.com/shaughnessy10e. These resources, created by Shaughnessy, Zechmeister, and Zechmeister to augment the text material, have been updated for the tenth edition by coauthor Jeanne Zechmeister.

For Students

Multiple choice, true or false, and matching quizzes, along with problems and exercises can be used as study aids or submitted to instructors as homework exercises. Students also have access to learning objectives, a glossary, and online resources for each chapter.

For Instructors

The following resources are available to instructors using *Research Methods in Psychology*. Contact your local McGraw-Hill sales representative to obtain a password to access the online instructor materials.

Instructor's Manual to Accompany Research Methods in Psychology The updated manual includes chapter outlines and objectives, chapter review questions and answers, challenge questions and answers, issues and problems for class discussion, activities regarding how to read research critically, worksheets for students, classroom and homework projects, lecture and discussion aids for instructors, and pages that can be used in PowerPoint slides or study guides.

PowerPoint Presentations PowerPoint slides for each chapter outline the key points of the chapter.

Test Banks Test banks for each chapter include short answer and multiple choice questions and answers to test students' knowledge. Each question is keyed according to whether the question assesses factual or conceptual understanding, or application of methodological concepts. The test bank is also available with EZ Test computerized testing software. EZ Test provides a powerful, easy-to-use test maker to create printed quizzes and exams. For secure online testing, exams created in EZ Test can be exported to WebCT, Blackboard, and EZ Test Online. EZ Test comes with a Quick Start Guide; once the program is installed users have access to a User's Manual and Flash tutorials. Additional help is available at www.mhhe.com/eztest

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WORDS OF THANKS

The cumulative contributions of many people to the tenth edition of our textbook are impossible to acknowledge adequately. Most recently we wish to thank the following reviewers, as well as offer our regrets if we were not able to incorporate all of their suggested changes: Jane Ashby (Central Michigan University), Austin Baldwin (Southern Methodist University), Nida Bikmen (Denison University), Nicole McCray (The University of Montana), and Adriane Seiffert (Vanderbilt University). We also wish to thank Liz Zechmeister, Andy Apodaca, and Emil Posavac for providing helpful information on several research topics.

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