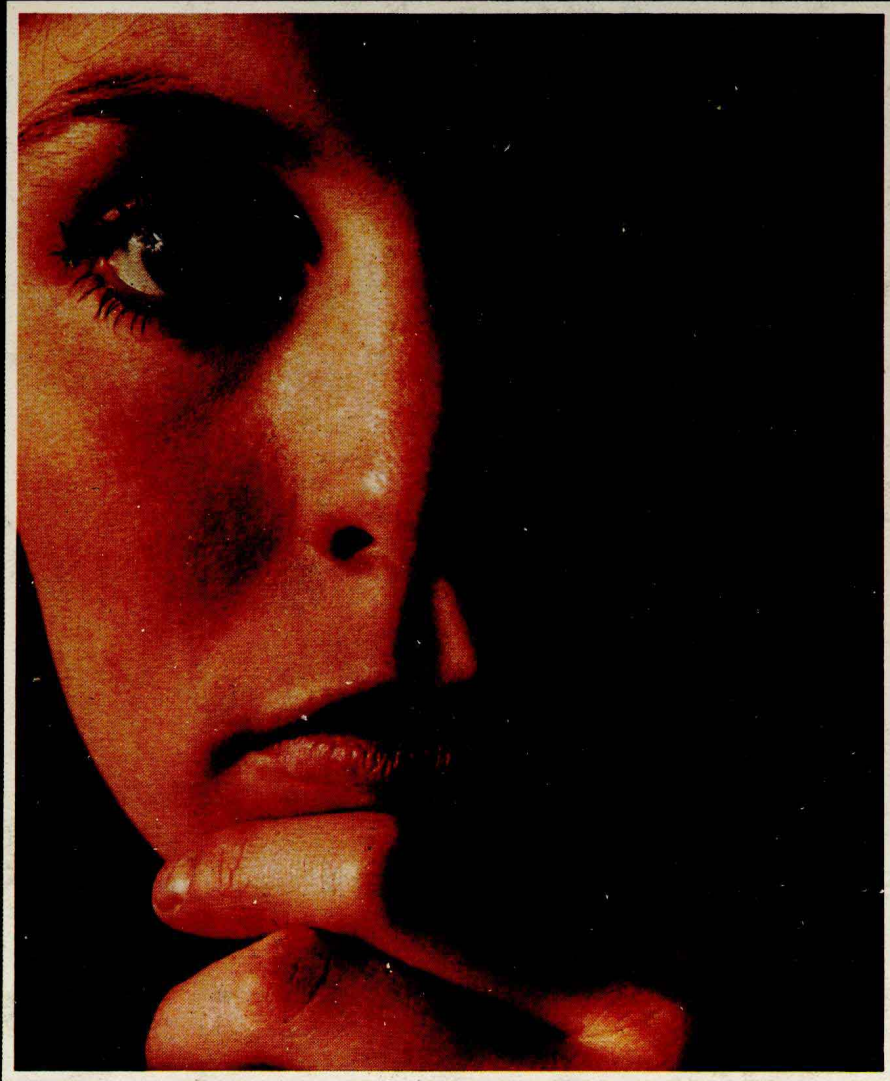


# PSYCHOLOGY

## Its Study and Uses



Louis H. Janda • Karin E. Klenke-Hamel

# Psychology

*Its Study and Uses*

**Louis H. Janda**

*Old Dominion University*

**Karin E. Klenke-Hamel**

*Old Dominion University*

St. Martin's Press

NEW YORK

Library of Congress Catalog Card Number: 81-51857

Copyright © 1982 by St. Martin's Press, Inc.

All Rights Reserved.

Manufactured in the United States of America.

65432

fedcba

For information, write St. Martin's Press, Inc.,

175 Fifth Avenue, New York, N.Y. 10010

cover design: Tom McKeveny

typography: Murray Fleminger Associates

picture editor: Inge King

ISBN: 0-312-65241-0

#### CHAPTER OPENER PICTURE CREDITS

1. © Joel Gordon
2. © Rota/American Museum of Natural History
3. © Ken Karp Photography
4. © Marilyn Schwartz/Photo Researchers, Inc.
5. © Frank Siteman MCMLXXX/Taurus Photos
6. © M. E. Warren/Photo Researchers, Inc.
7. © David Powers/Stock, Boston, Inc.
8. © Hella Hamid/Photo Researchers, Inc.
9. © Dennis Stock/Magnum Photos
10. © Magnum Photos
11. © Suzanne Szasz
12. © Collection Guttman-Maclay
13. © Paul Fusco/Magnum Photos
14. © Dennis Brack/Black Star
15. © Susan Lapides/Design Conceptions
16. © Marjorie Pickens
17. © Steve Hansen/Stock, Boston, Inc.
18. © Burt Glinn/Magnum Photos
19. © Stock, Boston, Inc.
20. © Photo Researchers, Inc.

# Psychology

*Its Study and Uses*

To our children  
Christopher and Michael  
Katja and Max

# Preface

In a number of ways, the introductory course in psychology offers a greater challenge than any other to both instructors and textbook writers. It is here that the students are both largest in numbers and most diverse in their backgrounds, abilities, interests, and expectations. Since a majority of these students will not be psychology majors, and for many the course will be the only formal exposure to the field that they will ever have, it is inevitable that their lifelong view of psychology will be strongly influenced by their introductory textbook and classroom lectures. The impact on declared and potential psychology majors is equally important, for it will have a decided effect both on their individual careers and on the future of the discipline. The ranks of psychologists are filled with people who as undergraduates had an awakening interest in psychology fostered by an exciting introductory course. We hope this book will help instructors perform the same task for a new generation.

*Psychology: Its Study and Uses* covers all of the basic areas of psychological investigation: physiological, experimental, developmental, clinical, and social. We discuss the theoretical aspects, the major research findings, and, where possible, the controversies and the social and ethical implications that are related to these various areas. Fur-

ther, as our subtitle is meant to suggest, this text gives more attention than most to the applications of psychology—the ways in which psychological concepts and findings are put to work in a great variety of everyday situations. A distinctive feature of the book is the inclusion of three chapters that use insights and techniques from all the basic areas of the field to explore particular topics: human sexual behavior, violence and aggression, and applications of psychology in environmental, industrial, community, and educational contexts. Each chapter in the book was written to provide a thorough introduction to the subject under consideration and to suggest the limits of our present knowledge concerning it.

We planned *Psychology: Its Study and Uses* to be substantial enough for a two-semester course and flexible enough for a single semester. Although we carefully selected the sequence of chapters, it need not be adhered to strictly. For example, some instructors may wish to emphasize the scientific aspects of psychology, while others may prefer to stress the applications of psychology. Both will be able to assign chapters that fulfill their objectives. Here is one possible organization of chapters for each of these two emphases, and other sequences are also feasible:

## *Science of Psychology*

1. The Nature of Psychology
20. Statistics and Research Methods
2. The Physiological Basis of Behavior
3. States of Consciousness
4. Sensation and Perception

## *Applications of Psychology*

1. The Nature of Psychology
3. States of Consciousness
5. Principles of Learning
6. Motivation and Emotion
8. Life-Span Development

5. Principles of Learning
6. Motivation and Emotion
7. Language, Thinking, and Memory
8. Life-Span Development
10. Theories of Personality
11. Psychological Assessment
12. Abnormal Behavior
13. Treatment of Abnormal Behavior
16. Groups
17. Human Sexual Behavior
18. Violence and Aggression

Chapters 17 and 18, "Human Sexual Behavior" and "Violence and Aggression," were included for two reasons. First, the topics are of great interest to students. Second, the chapters illustrate that a variety of approaches and methods is necessary to make a topic fully understandable. By its very nature as a survey, the introductory psychology course tends to make the discipline appear far more fragmented than it is. Students study learning one week, sensation the next, development the following week, and so on, without ever having the opportunity to cover a particular aspect of human behavior in depth. These two chapters afford that opportunity, each demonstrating how the interests of all the basic areas within the discipline can be brought to bear on a single subject.

Our experience indicates that when most beginning students think of careers in psychology they have visions of therapists and clients. They are surprised to discover that psychologists work in business, industry, and government as environmental planners, as personnel directors, or as researchers in a host of specialties; that others are employed in community mental health programs as administrators, consultants, or social workers; that still others are in education as counselors or as teachers of handicapped children. Chapter 19, "Applications of Psychology," and the "Training

9. Gender Identity and Sex Roles
10. Theories of Personality
11. Psychological Assessment
12. Abnormal Behavior
13. Treatment of Abnormal Behavior
14. Attitudes and Attitude Change
15. Social Perception, Social Attraction, and Love
16. Groups
17. Human Sexual Behavior
18. Violence and Aggression
19. Applications of Psychology

and Employment" section of Chapter 1, "The Nature of Psychology," inform students about some of the employment options available to them should they choose to continue their study in the discipline.

Perhaps we should say a word about our boxed discussions—some entitled "Critical Issues," some entitled "Applications"—which appear throughout the book. We have chosen the topics for these, first of all, to help sustain the student's interest. For example, one box describes recent and exciting research suggesting that tears may be the body's way of ridding itself of stress-related biochemicals; another discusses Ralph Nader's controversial criticism of the Educational Testing Service; a third examines an amusing study testing the hypothesis in the title of the song "Don't the Girls Get Prettier at Closing Time." Some of the boxes explore theoretical or empirical issues—for instance, "Sex Differences in the Brain." Others suggest practical uses of research findings—for example, "Breaking the Smoking Habit." A good many consider social or ethical implications—for instance, "Tests as an Invasion of Privacy" or "Confidentiality between Therapist and Client." A complete list of the boxes appears at the end of the table of contents.

We recognize that if our goal of conveying the nature of psychology in an exciting fashion is to

be met, the text must be accessible to students. We open each chapter with a short anecdote or case history that gets the student thinking early about the questions addressed later in the chapter. From the outset of our work on the book, we have been conscious of the crucial importance of readability. We were especially gratified by the comments of our manuscript reviewers that our text was unusually easy to read, and certainly we have worked hard to make it even more so. Part of the task of any introductory text is to teach the basic vocabulary of the discipline, but technical jargon can be bewildering to the beginning student, and we have avoided it whenever possible. To aid students in mastering the language of psychology, we have printed important terms in boldface type, defined them as early as possible in each chapter, listed them in the "Key Terms for Review" at the end of each chapter, and defined them again in the "Glossary" at the end of the book. We believe that graphic materials—tables, figures, and photographs—are immensely helpful to students in understanding the text, and we have provided them in abundance.

In any task as large as preparing an introductory psychology text, many people play an indispensable role. First, we are grateful to the reviewers who offered their time and expertise to help us provide an accurate and representative account of the various areas of psychology. Their names are listed here:

Nancy S. Breland, Trenton State College  
 Elliot E. Entin, Brandeis University  
 Halford Fairchild, University of California—  
 Los Angeles  
 Joshua Gerow, Indiana University—Purdue  
 University at Fort Wayne  
 Mark G. McGee, University of Colorado  
 Medical Center  
 Gerald Mikosz, Moraine Valley Community  
 College

Dan Motet, Seattle Pacific University  
 Samuel H. Osipow, The Ohio State University  
 Robert A. Osterhouse, Prince George's  
 Community College  
 Janat Parker, Florida International University  
 Bobby J. Poe, Belleville Area College  
 Francis Terrell, North Texas State College  
 Sol Schwartz, Kean College of New Jersey

Of course, any errors of fact or interpretation remain our responsibility.

Several people at St. Martin's Press made essential contributions. Tom Broadbent was always willing to contribute his support and resources when they were needed. Helen Greer and Jinny Joyner helped to turn our drafts into polished prose. Inge King did an excellent job in obtaining the photographs. Ron Aldridge made the process of transforming typewritten copy into printed pages as painless as possible. Special thanks go to Walter Kossmann, our editor and friend. He guided the process of producing this book from its inception to bound copies. Not only is he a first-rate editor, but he also manages to remain cheerful and encouraging throughout the difficult times.

In addition, several people at Old Dominion University merit our gratitude and appreciation. Our colleagues in the Psychology Department were always willing to help when we asked. Perry Duncan and Steve Klein deserve special mention for offering their comments on first drafts of the physiological chapters. Margueritte Lucas gracefully performed the tedious chore of turning our handwritten pages into typed copy. Finally, we wish to thank our chairman Ray Kirby, our students, and our families, who offered their support and encouragement and tolerated our preoccupation with the manuscript over the past three years.

Louis H. Janda  
 Karin E. Klenke-Hamel



# Contents

## 1 The Nature of Psychology 3

---

|  |    |
|--|----|
| HISTORICAL DEVELOPMENTS                      | 5  |
| Structuralism                                | 6  |
| Functionalism                                | 6  |
| Behaviorism                                  | 7  |
| Gestalt Psychology                           | 7  |
| Psychoanalysis                               | 8  |
| The Study of Individual Differences          | 8  |
| Humanistic Psychology                        | 9  |
| Current Status of Schools of Psychology      | 10 |
| MAJOR INTEREST AREAS OF PSYCHOLOGY           | 10 |
| Physiological Psychology                     | 11 |
| Experimental Psychology                      | 11 |
| Developmental Psychology                     | 13 |
| Clinical Psychology                          | 14 |
| Social Psychology                            | 15 |
| Other Interest Areas                         | 16 |
| PSYCHOLOGY: A SCIENCE AND AN ART             | 17 |
| The Science of Psychology                    | 17 |
| The Art of Psychology                        | 18 |
| TRAINING AND EMPLOYMENT IN PSYCHOLOGY        | 19 |
| Strategies for Career Preparation            | 20 |
| Strategies for Graduate Training Preparation | 21 |
| What Psychology Has to Offer the Nonmajor    | 22 |
| SUMMARY                                      | 23 |
| KEY TERMS FOR REVIEW                         | 24 |
| SUGGESTED READINGS                           | 24 |

## 2 The Physiological Basis of Behavior 27

---

|                                     |    |
|-------------------------------------|----|
| HEREDITY AND BEHAVIOR               | 28 |
| Genes and Chromosomes               | 28 |
| Effects of Genes on Behavior        | 30 |
| Chromosome Aberrations and Behavior | 31 |
| Genetic Engineering                 | 33 |

|  |    |
|--|----|
| THE ENDOCRINE GLANDS AND THEIR FUNCTIONS | 36 |
| The Pituitary Gland                      | 36 |
| The Thyroid Gland                        | 36 |
| The Adrenal Glands                       | 37 |
| The Gonads                               | 37 |
| THE NERVOUS SYSTEM                       | 38 |
| Divisions of the Nervous System          | 38 |
| The Neuron                               | 38 |
| Transmission of Nerve Impulses           | 39 |
| THE CENTRAL NERVOUS SYSTEM               | 41 |
| Studying the Brain                       | 41 |
| The Spinal Cord                          | 42 |
| The Brain                                | 42 |
| THE PERIPHERAL NERVOUS SYSTEM            | 47 |
| The Autonomic Nervous System             | 47 |
| The Somatic Nervous System               | 49 |
| SUMMARY                                  | 49 |
| KEY TERMS FOR REVIEW                     | 50 |
| SUGGESTED READINGS                       | 51 |

### 3    **States of Consciousness**     53

---

|   |    |
|---|----|
| THE NATURE OF CONSCIOUSNESS                     | 54 |
| Ordinary Consciousness                          | 54 |
| Altered States of Consciousness                 | 55 |
| MIND-ALTERING DRUGS                             | 56 |
| The Stimulants                                  | 57 |
| The Depressants                                 | 59 |
| The Hallucinogens                               | 60 |
| The Behavioral Effects of Mind-Altering Drugs   | 65 |
| Societal Implications                           | 66 |
| NON-DRUG TECHNIQUES OF CONSCIOUSNESS ALTERATION | 66 |
| Meditation                                      | 66 |
| Hypnosis  | 68 |
| Sensory Deprivation                             | 69 |
| Biofeedback                                     | 69 |
| SLEEP AND DREAMING                              | 70 |
| Patterns of Sleep                               | 71 |
| The World of Dreams                             | 72 |
| Dream Recall                                    | 73 |
| Dream Interpretation                            | 73 |
| Effects of Sleep Loss                           | 74 |
| Sleep Disturbances                              | 76 |
| SUMMARY   | 77 |
| KEY TERMS FOR REVIEW                            | 78 |
| SUGGESTED READINGS                              | 78 |

## 4 Sensation and Perception 81

---

|  |     |
|--|-----|
| SENSATION                                    | 82  |
| Vision                                       | 82  |
| Hearing                                      | 88  |
| Taste  | 90  |
| Smell  | 91  |
| The Skin Senses                              | 92  |
| The Body Senses: Kinesthesia and Equilibrium | 92  |
| Sensory Mechanisms                           | 94  |
| PSYCHOPHYSICS                                | 94  |
| Detection of Stimuli                         | 94  |
| Discrimination of Stimuli                    | 96  |
| Stimulus Scaling                             | 97  |
| PERCEPTION                                   | 97  |
| Attention                                    | 98  |
| Form Perception                              | 99  |
| Perceptual Constancies                       | 100 |
| The Perception of Depth                      | 101 |
| Experience and Perception                    | 102 |
| Perception and the Perceiver                 | 104 |
| SUMMARY                                      | 106 |
| KEY TERMS FOR REVIEW                         | 108 |
| SUGGESTED READINGS                           | 108 |

## 5 Principles of Learning 111

---

|                                      |     |
|--------------------------------------|-----|
| THE NATURE OF LEARNING               | 113 |
| LEARNING THROUGH CONDITIONING        | 113 |
| PRINCIPLES OF CLASSICAL CONDITIONING | 114 |
| The Classical-Conditioning Model     | 114 |
| Extinction and Spontaneous Recovery  | 116 |
| Generalization and Discrimination    | 116 |
| PRINCIPLES OF OPERANT CONDITIONING   | 120 |
| The Operant-Conditioning Model       | 121 |
| Reinforcement                        | 122 |
| Superstitious Behavior               | 124 |
| Latent Learning                      | 125 |
| Extinction and Spontaneous Recovery  | 126 |
| Shaping                              | 126 |
| Generalization and Discrimination    | 127 |
| Complex Behavior Sequences: Chaining | 128 |
| AVERSIVE CONTROL OF BEHAVIOR         | 130 |
| Avoidance                            | 130 |
| Escape                               | 131 |
| Punishment                           | 132 |

|   |     |
|---|-----|
| CLASSICAL AND OPERANT CONDITIONING COMPARED | 134 |
| SOCIAL LEARNING                             | 137 |
| Observational Learning                      | 138 |
| SUMMARY                                     | 139 |
| KEY TERMS FOR REVIEW                        | 140 |
| SUGGESTED READINGS                          | 140 |

## 6 Motivation and Emotion 143

---

|  |     |
|--|-----|
| SOME DEFINITIONS                         | 144 |
| BIOLOGICAL DRIVES                        | 145 |
| Hunger                                   | 145 |
| The Problem of Obesity                   | 146 |
| Thirst                                   | 147 |
| Other Biological Drives                  | 148 |
| Environmental Cues and Biological Drives | 148 |
| PSYCHOLOGICAL MOTIVES                    | 148 |
| Need for Achievement                     | 148 |
| Anxiety                                  | 150 |
| Hierarchy of Motives                     | 152 |
| Unconscious Motivation                   | 153 |
| Intrinsic versus Extrinsic Motivation    | 153 |
| CONFLICT OF MOTIVES                      | 154 |
| Approach-Approach Conflict               | 154 |
| Avoidance-Avoidance Conflict             | 154 |
| Approach-Avoidance Conflict              | 155 |
| Double Approach-Avoidance Conflict       | 155 |
| EMOTION                                  | 157 |
| The James-Lange Theory                   | 157 |
| The Cannon-Bard Theory                   | 157 |
| A Two-Component Theory of Emotion        | 158 |
| Differential-Emotion Theory              | 160 |
| The Role of Emotions                     | 162 |
| SUMMARY                                  | 163 |
| KEY TERMS FOR REVIEW                     | 164 |
| SUGGESTED READINGS                       | 164 |

## 7 Language, Thinking, and Memory 167

---

|                                  |     |
|----------------------------------|-----|
| LANGUAGE                         | 167 |
| The Functions of Language        | 168 |
| The Elements of Language         | 168 |
| The Development of Language      | 168 |
| Theories of Language Development | 173 |

|                            |     |
|----------------------------|-----|
| THE CONCEPT OF THINKING    | 180 |
| The Nature of Thinking     | 180 |
| Cognitive Development      | 182 |
| Creativity                 | 185 |
| Problem Solving            | 188 |
| MEMORY                     | 190 |
| How Can We Study Memory?   | 191 |
| The Structure of Memory    | 191 |
| Memory Processes           | 193 |
| Remembering and Forgetting | 194 |
| Theories on Why We Forget  | 194 |
| Improving Your Memory      | 195 |
| Memory Tricks              | 197 |
| SUMMARY                    | 198 |
| KEY TERMS FOR REVIEW       | 200 |
| SUGGESTED READINGS         | 200 |

## 8 Life-Span Development 203

---

|  |     |
|--|-----|
| THEORIES OF HUMAN DEVELOPMENT                      | 205 |
| Biological Theory                                  | 205 |
| Psychoanalytic Theory                              | 205 |
| Erikson's Eight Stages of Psychosocial Development | 205 |
| Learning Theory                                    | 207 |
| Cognitive-Developmental Theory                     | 207 |
| CHILDHOOD DEVELOPMENT                              | 209 |
| Prenatal Development                               | 209 |
| Infancy  | 211 |
| Early Childhood                                    | 217 |
| Late Childhood                                     | 218 |
| ADOLESCENCE  | 224 |
| Physical Development                               | 224 |
| Emotional Changes                                  | 225 |
| Psychosocial Development                           | 225 |
| EARLY ADULthood                                    | 228 |
| Marriage   | 228 |
| Parenthood   | 229 |
| Career Choice                                      | 229 |
| MIDDLE ADULthood                                   | 230 |
| LATE ADULthood                                     | 231 |
| DEATH AND THE LIFE CYCLE                           | 234 |
| SUMMARY  | 236 |
| KEY TERMS FOR REVIEW                               | 237 |
| SUGGESTED READINGS                                 | 237 |

## **9    Gender Identity and Sex Roles            239**

---

|  |     |
|--|-----|
| WHAT IS GENDER IDENTITY?                     | 240 |
| DETERMINANTS OF GENDER IDENTITY              | 241 |
| Biological Determinants                      | 243 |
| Psychological Determinants                   | 244 |
| Sociocultural Determinants                   | 247 |
| THE DEVELOPMENT OF SEX ROLES                 | 248 |
| Family Influences                            | 248 |
| Extrafamilial Influences: Teachers and Peers | 250 |
| Sex Roles and the Media                      | 253 |
| MALE AND FEMALE DIFFERENCES                  | 254 |
| Sex Differences in Personality               | 255 |
| Sex Differences in Achievement               | 255 |
| Sex Differences in Intelligence              | 256 |
| IMPLICATIONS OF SEX-ROLE STEREOTYPING        | 258 |
| ANDROGYNY                                    | 259 |
| New Directions for Women                     | 261 |
| New Directions for Men                       | 262 |
| Sex-Role Transcendence                       | 262 |
| SUMMARY                                      | 263 |
| KEY TERMS FOR REVIEW                         | 264 |
| SUGGESTED READINGS                           | 264 |

## **10   Theories of Personality            267**

---

|                                    |     |
|------------------------------------|-----|
| WHAT IS PERSONALITY?               | 268 |
| Dimensions of Personality          | 268 |
| Contemporary Issues                | 269 |
| WHAT IS A THEORY?                  | 269 |
| THE PSYCHOANALYTIC THEORY OF FREUD | 270 |
| Instincts                          | 270 |
| The Unconscious                    | 270 |
| Psychosexual Development           | 271 |
| Personality Structure              | 275 |
| Anxiety and Ego Defenses           | 275 |
| EGO PSYCHOLOGY                     | 278 |
| JUNG'S ANALYTIC THEORY             | 278 |
| Personality Structure              | 278 |
| Attitudes and Functions            | 281 |
| Personality Development            | 281 |

|  |     |
|--|-----|
| ADLER'S INDIVIDUAL PSYCHOLOGY                | 282 |
| LEARNING THEORIES                            | 284 |
| Skinner's Reinforcement Theory               | 284 |
| Social-Learning Theories                     | 286 |
| HUMANISTIC-EXISTENTIAL THEORIES              | 288 |
| Rogers's Self Theory                         | 289 |
| Maslow's Self-Actualization Theory           | 291 |
| Existential Theories                         | 292 |
| OTHER CONTEMPORARY APPROACHES TO PERSONALITY | 295 |
| Reality Theory                               | 295 |
| Gestalt Theory                               | 296 |
| Transactional Analysis                       | 297 |
| Direct-Decision Theory                       | 297 |
| FUTURE TRENDS IN THE STUDY OF PERSONALITY    | 298 |
| SUMMARY                                      | 299 |
| KEY TERMS FOR REVIEW                         | 300 |
| SUGGESTED READINGS                           | 301 |

## 11 Psychological Assessment      303

---

|   |     |
|---|-----|
| THE NATURE OF PSYCHOLOGICAL TESTS           | 304 |
| The Uses of Psychological Tests             | 305 |
| Characteristics of Psychological Tests      | 305 |
| INTELLIGENCE TESTS                          | 307 |
| Stanford-Binet Intelligence Scale           | 307 |
| Wechsler Adult Intelligence Scale           | 308 |
| The Nature of Intelligence                  | 309 |
| PERSONALITY TESTS                           | 311 |
| Minnesota Multiphasic Personality Inventory | 311 |
| Projective Tests                            | 313 |
| Problems with Personality Tests             | 314 |
| TESTS OF INTERESTS, ATTITUDES, AND VALUES   | 315 |
| BEHAVIORAL ASSESSMENT                       | 316 |
| Direct Observation                          | 317 |
| Role-Playing Techniques                     | 318 |
| ETHICAL CONSIDERATIONS                      | 319 |
| Classification versus Diagnosis             | 320 |
| Test Bias                                   | 320 |
| SUMMARY                                     | 323 |
| KEY TERMS FOR REVIEW                        | 324 |
| SUGGESTED READINGS                          | 324 |

## 12 Abnormal Behavior 327

---

|   |     |
|---|-----|
| DEFINING ABNORMAL BEHAVIOR                            | 328 |
| The Statistical Definition                            | 328 |
| The Subjective-Distress Definition                    | 329 |
| The Sociocultural Definition                          | 329 |
| The Legal Definition                                  | 330 |
| MODELS OF ABNORMAL BEHAVIOR                           | 331 |
| The Medical Model                                     | 331 |
| The Psychoanalytic Model                              | 333 |
| The Learning Model                                    | 334 |
| Implications of Models                                | 335 |
| CLASSIFICATION OF ABNORMAL BEHAVIOR                   | 336 |
| The Traditional Classification System                 | 336 |
| Alternatives to the Traditional Classification System | 339 |
| The Myth of Mental Illness                            | 339 |
| ANXIETY DISORDERS                                     | 340 |
| The Nature of Anxiety                                 | 340 |
| Phobic Disorders                                      | 341 |
| Obsessive-Compulsive Disorders                        | 342 |
| Generalized-Anxiety Disorders                         | 343 |
| Somatoform Disorders                                  | 343 |
| Dissociative Disorders                                | 343 |
| PERSONALITY DISORDERS                                 | 344 |
| The Antisocial Personality                            | 344 |
| Other Personality Disorders                           | 346 |
| THE PSYCHOTIC DISORDERS                               | 347 |
| General Psychotic Symptoms                            | 347 |
| The Schizophrenias                                    | 349 |
| Origins of Schizophrenia                              | 352 |
| The Affective Psychoses                               | 354 |
| THE ORGANIC-BRAIN SYNDROMES                           | 358 |
| The Presenile Dementias                               | 360 |
| The Senile Dementias                                  | 361 |
| Brain Tumors  | 361 |
| SUMMARY   | 361 |
| KEY TERMS FOR REVIEW                                  | 362 |
| SUGGESTED READINGS                                    | 362 |

## 13 Treatment of Abnormal Behavior 365

---

|                                 |     |
|---------------------------------|-----|
| THE MENTAL-HEALTH PROFESSIONALS | 367 |
| PSYCHOTHERAPY                   | 367 |



|  |     |
|--|-----|
| Dynamic Psychotherapy  | 368 |
| Client-Centered Therapy  | 370 |
| Rational-Emotive Therapy   | 371 |
| Evaluation of Psychotherapy  | 373 |
| BEHAVIOR THERAPY   | 374 |
| Systematic Desensitization   | 374 |
| Aversion Therapy   | 375 |
| Evaluation of Behavior Therapy                                     | 376 |
| THE MEDICAL THERAPIES  | 377 |
| Drugs  | 377 |
| Electroconvulsive Therapy  | 379 |
| Psychosurgery  | 380 |
| Evaluation of Medical Therapies                                    | 381 |
| PERSONAL-GROWTH THERAPIES  | 383 |
| Encounter Groups   | 383 |
| Gestalt Therapy  | 385 |
| Evaluation of Personal-Growth Therapies                            | 386 |
| SOME THOUGHTS ABOUT PSYCHOTHERAPY AND BEHAVIORAL-TREATMENT METHODS | 387 |
| SUMMARY  | 388 |
| KEY TERMS FOR REVIEW   | 389 |
| SUGGESTED READINGS   | 389 |

## 14 Attitudes and Attitude Change 391

---

|   |     |
|---|-----|
| THE NATURE OF ATTITUDES                       | 392 |
| Consistency among the Components of Attitudes | 392 |
| Development of Attitudes                      | 394 |
| ATTITUDE CHANGE                               | 396 |
| The Source of Persuasive Communications       | 396 |
| The Communication                             | 398 |
| The Audience                                  | 400 |
| THEORIES OF ATTITUDE CHANGE                   | 402 |
| Reinforcement Theory                          | 402 |
| Cognitive-Consistency Theories                | 404 |
| The Psychology of Attitude Research           | 408 |
| PREJUDICE                                     | 409 |
| The Nature of Prejudice                       | 409 |
| The Acquisition of Prejudice                  | 411 |
| Overcoming Prejudice                          | 413 |
| SUMMARY                                       | 415 |
| KEY TERMS FOR REVIEW                          | 416 |
| SUGGESTED READINGS                            | 416 |