

Psychology: An Introduction

2nd Edition



Josh R. Gerow

*Psychology:
An Introduction*

2nd Edition

Josh R. Gerow

Indiana University—Purdue University at Fort Wayne

Scott, Foresman and Company

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To Nancy

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PREFACE

With the first edition of *Psychology: An Introduction*, many talented people helped me put together a book that fit my vision of what an introductory psychology textbook should be. That vision included a few nonnegotiable, major points: (1) The book should be written to help beginning students understand the basic principles of psychology. (2) The book should put into practice what we teach about the principles that make learning and memory more efficient and effective. Let's lighten the load by dividing long chapters into shorter, coherent topics, for example. Let's also enhance meaningfulness by using as many everyday life examples as possible. (3) On the other hand, pedagogy within the text should not be overwhelming and distracting. Let's not, for example, scatter short exams throughout the chapter or divert attention with high-interest "boxes." If the material is interesting and relevant, we'll put it in the chapter. To potential users of *Psychology: An Introduction*, I said this: "The major question I would have you consider is 'Will this text work—will it attract and hold my students' interest and help me teach them about psychology?'"

The answer we have received from teachers and their students alike is, "Yes, the text works." Experienced teachers know that you cannot truly judge the worth of a text until you use it in class. What has made preparation of the Second Edition of *Psychology: An Introduction* the enjoyable task that it has been is both the knowledge that there are so many who share our vision of what an introductory textbook should be and that we came so close to that vision in our First Edition. This time around I had the advantage of critical and supportive input—suggestions of what to put in and what to leave out—from colleagues who had used the text and from students (including my own) who had studied from it.

The basic structure of *Psychology: An Introduction* has not been changed. It is still intended to be used in a one-semester introductory psychology course. As can be seen in the Table of Contents, it is divided into 15 chapters, and each chapter is then divided into two topics. All of the pedagogical aids from the First Edition have been retained, and are described in the section of the Preface called *Features of This Text*.

There are a few highly visible changes—and many less visible—in this edition. The most noticeable changes include reducing the number of topics from 35 to 30 while retaining 15 chapters; adding a new topic on human sexuality and gender; completely reorganizing and rewriting topics on memory, development, social cognition, and industrial/organizational psychology; adding many new reference citations; highlighting and expanding the *Why We Care* sections of each topic; reworking much of the artwork; and adding many more everyday examples and applications.

I received so much support and assistance preparing this edition of *Psychology: An Introduction* that I fear that once I start naming names, I'll leave someone out. Let me start closest to home with my wife, Nancy. She knows psychology, she knows good writing, and most of all, she knows me very well. She has read this manuscript many times. She was particularly adept at noting rough spots in the text that didn't quite say what she knew I wanted to say. From original concept through final page proofs, I valued Nancy's judgment most.

Also close to home, I must acknowledge my friends at Indiana University—Purdue University at Fort Wayne (IPFW). My Chair, Dennis Cannon, has provided the sort of support—a late afternoon/evening teaching schedule, for example—that has given me the time I've needed to put all this together. I have been, I am sure, a total nuisance around the office, asking my colleagues (now experienced users of the First Edition) for input about coverage, style, and organization of material. Four members of the IPFW psychology department have contributed "above and beyond," and

deserve special mention: Jeff Wilson provided detailed suggestions (and instruction) for the chapter on the biological bases of behavior. Elaine and Tom Blakemore did the same for topics on gender and motivation, respectively. Joel Rivers provided the basic outline and guidance that led to the rewriting of the topic on industrial/organizational psychology. I also would like to note the special contribution of Steve Nida of Franklin University—particularly in structuring the chapter on social psychology.

My “home away from home” has been the Scott, Foresman office in Glenview, Illinois. There I can always count on the best of professional assistance. This project—in all its aspects, with all its ancillaries—has been from the start the project of Scott Hardy, editorial vice-president. Developmental editor Paula Fitzpatrick took on the major editorial task of dealing with my rough-hewn manuscript. She also coordinated all the input we received from all our reviewers. Marisa L'Heureux once again did the copyediting. Putting all the pieces together fell to the project editor, Mary Lenart. Kathy Cunningham should be credited with the attractive and functional design of the book, and Sandy Schneider with the excellent pictures throughout. Iris Ganz managed to keep thousands of pages of manuscript organized and directed to the right people at the right time. Jim Levy, Carl Tyson, and Ben Whitney—College Division management—gave their professional support and goodwill. To all those at Scott, Foresman: Thank you.

Writing this text has significantly widened my acquaintances in the profession. I now know many more of my colleagues than I did before. We are all fortunate that there are so many bright, dedicated teachers of psychology. Users of this text are fortunate that so many of them took the time to contribute to its preparation. I regret that I can do little more here than simply list names and affiliations:

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FEATURES OF THIS TEXT

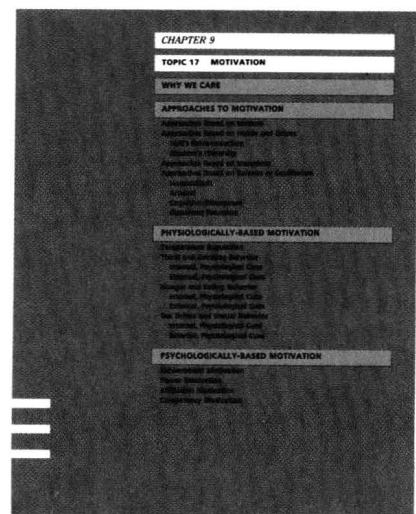
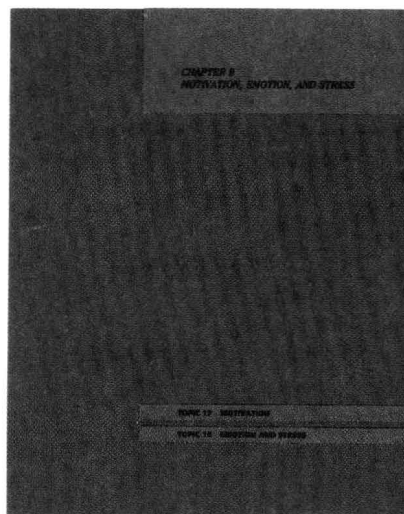


Before you get into the text, we would first like you to notice the two other items that are included with each copy of *Psychology: An Introduction*, Second Edition. One is a softbound copy of *How to Succeed in This Course*. This book, written by Thomas Brothen and Josh R. Gerow, offers students a number of practical suggestions on how to handle college-level work in any discipline and also has a section to help students relate classroom work in psychology, such as taking notes on lectures, to the textbook. The other item included with *Psychology: An Introduction* is *TIME—Psychology: 1923–1988*. Published in conjunction with *TIME* Magazine, this special edition of *TIME* offers a historical look at *TIME*'s coverage of psychology since the magazine's first year of publication in 1923. There are articles reprinted in their entirety and many more that are excerpted for each decade from the '20s to the '80s. Each article is preceded by an annotation written by Josh R. Gerow.

Every student has her or his own favorite way of studying a textbook, and I won't suggest that anyone ought to radically change that approach. On the other hand, *Psychology: An Introduction*, Second Edition, does have some features built into it that have been expressly designed to help students get the most from the time they spend studying. These features are based on sound psychological research that tells us that learning and memory are enhanced if study sessions are brief, focused, and meaningful. We'll simply list here features of the text along with examples that we believe will help students.

1. **Topics.** Each of the 15 chapters of this text are divided into two topics. Each topic is designed to be freestanding and comprehensible on its own. The logic here is to break down large assignments into smaller, more manageable pieces that are still complete, coherent, and meaningful. Most students will be able to handle one topic in any one study session.
2. **Topic Outline.** Each of the 30 topics (and the Statistical Appendix) begins with a complete outline. This outline should be the first thing a student reads when beginning an assignment. It will provide an overview of what is to be covered in the topic and will show how that material is interrelated.

Each chapter is divided into two topics to facilitate effective studying. A sample chapter opener with its two topics are shown at right. Topic outlines, such as the one shown at the far right, are helpful to students as they begin a new topic or review material for an exam.



3. *Why We Care*. Following each topic outline is a unique section which attempts to tell the reader why psychologists care about the material covered in the topic, and, more importantly perhaps, why the reader should care. The *Why We Care* section also serves as a topic preview, letting the reader know in some detail precisely what will be covered.
4. *Marginal, Boldface Glossary*. In large measure, learning about psychology is a matter of developing the appropriate vocabulary. Important, key words and concepts are printed in the text in **boldface** type. Each key term is defined in the text and the definition is repeated in the margin for ready reference. All definitions are also collected in a complete, page-referenced glossary at the end of the text.
5. *Before You Go On*. A series of questions labeled *Before You Go On* appear throughout each topic. They occur after major content sections of the topic. This was one of the most popular features of the First Edition. Students said that they found these questions to be very helpful. *Before You Go On* questions can be easily answered if the reader has understood the previous material. They provide a quick and simple intermediate review. The student who cannot answer a *Before You Go On* question should go back and reread the previous material. (There's little point to continue reading if one doesn't understand what one has just read!)
6. *Topic Summary*. As its name suggests, this section provides a review of all the important material presented within each topic. Each *Topic Summary* is comprised of *Before You Go On* questions—and answers. You realize, of course, that the brief answers to the *Before You Go On* questions provided in the *Topic Summaries* are to be taken only as suggestions. The best, most complete answers are found in the text itself. A page number referring readers back to the appropriate section of the text, follows each brief answer in the *Topic Summaries*.

To review for an examination, it should not be necessary to reread all of the assigned material. Students should only have to reexamine the *Topic Outline*, check all the marginal glossary terms, and review the *Topic Summaries* of answers to the *Before You Go On* questions.

Finally, for further study help there is a *Study Guide* to accompany *Psychology: An Introduction*, Second Edition. Prepared by Thomas Brothen, it comes in a workbook format. The major new feature of this edition is a guided review program for each of the topics including fill-in exercises and many drill and practice items for pretesting before class. If you want a copy of the workbook, and it is not available in your bookstore, contact either your professor or the publisher (Marketing Support Services, College Division / Scott, Foresman and Company / 1900 East Lake Avenue / Glenview, IL 60025) for information on how to order a copy. A computerized supplement to the *Study Guide* called STAR is also available. For information on STAR, contact the publisher at the address noted above.

Your instructor will have additional advice for you on how to get the most out of your introductory psychology class. I hope that you will find the experience pleasurable as well as informative. I wish you the very best and would like to hear from you to know how you liked this book and how we might make it a better one.

boldface

important keywords and concepts are printed in boldface type in the text. Each term, along with its definition, appears in the margin.

Before you go on

What are the two major goals of psychology?

TOPIC 17

Summary

CONTENTS

CHAPTER 1

THE NATURE OF PSYCHOLOGY 1

TOPIC 1 Defining Psychology 2

Defining Psychology 4

Psychology is a Science 4

The Subject Matter of Psychology 5

The History of Psychology 7

Psychology's Roots in Philosophy and Science 7

Experimental Psychology Begins: Structuralism and Functionalism 9

Gestalt Psychology 11

Behaviorism 12

Humanism and Cognitive Psychology 13

A Focus on Application: Mental Measurement and Psychoanalysis 14

Major Areas of Modern Psychology 15

TOPIC 2 The Methods of Psychology 20

The Goals of Psychology 22

Relationships That Psychologists Study 23

R-R Relationships 23

S-R Relationships 24

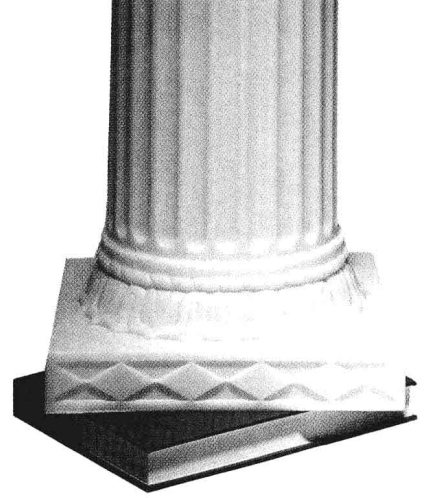
Getting the Organism Involved 25

Research Methods in Psychology 26

Observational Methods 26

Experimental Methods 32

Ethical Considerations in Psychological Research 37



CHAPTER 2

THE BIOLOGICAL BASES OF BEHAVIOR 41

TOPIC 3 Basic Structures and Functions 42

The Neuron 44

Neural Structure 44

Neural Function: The Impulse 46

From One Cell to Another: The Synapse 49

Nervous Systems: The Big Picture 51

The Spinal Cord 54

Structure 54

Function 55

The Endocrine System 56

TOPIC 4 The Brain 60

How to Study the Brain 62

Accident and Injury 62

Cutting and Removing 62

Electrical Stimulation 63

Recording Electrical Activity 64

Observing the Brain Directly and Indirectly 65

"Lower" Brain Centers 67

The Brain Stem 67

The Cerebellum 68

The Reticular Activating System 70

The Limbic System 70

The Hypothalamus 71

The Thalamus 71

The Cerebral Cortex 72

Lobes and Localization 72

The Two Cerebral Hemispheres 75

CHAPTER 3

SENSORY PROCESSES

79

TOPIC 5 Vision 80

Psychophysics: The Sensitivity of Our Senses 82

Absolute Thresholds 82

Difference Thresholds 84

Signal Detection 85

The Stimulus for Vision: Light 86

Wave Amplitude (Intensity) 86

Wavelength 87

Wave Purity 89

The Eye 91

Structures that Focus Visual Images 91

The Retina 93

Rods and Cones: A Theory of Vision 95

What the Theory Claims 96

Evidence to Support the Duplicity Theory 96

Theories of Color Vision 99

TOPIC 6 Hearing and the Other Senses 104

Hearing 106

Sound 106

The Ear 110

The Chemical Senses 111

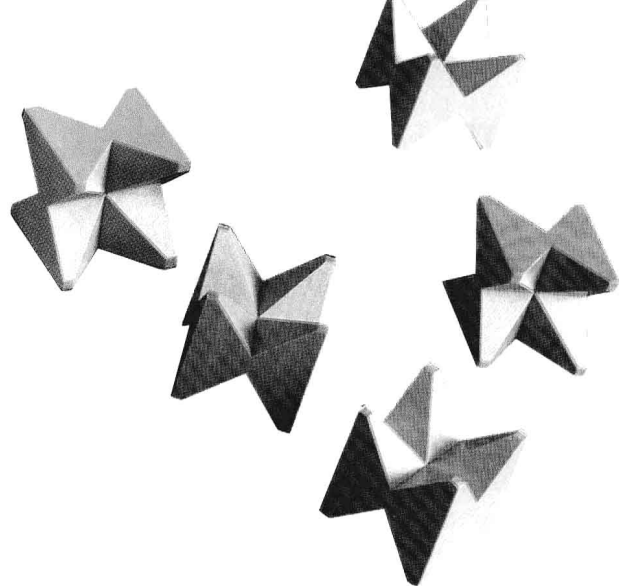
Taste (Gustation) 111

Smell (Olfaction) 112

The Skin (Cutaneous) Senses 114

The Position Senses 115

Pain: A Special Sense 116



CHAPTER 4

PERCEPTION AND CONSCIOUSNESS

121

TOPIC 7 Perception 122

Perceptual Selectivity: Paying Attention 124

Gestalt Psychology and Figure-ground 124

Stimulus Factors 125

Personal Factors 127

Perceptual Organization 129

Stimulus Factors 130

Personal Factors 131

Three Perceptual Processes 133

The Perception of Distance and Depth 133

The Perception of Motion 137

The Constancy of Perceptions 139

TOPIC 8 Varieties of Consciousness 142

The Nature of Consciousness 144

Sleep and Dreams 145

Stages of Sleep 145

REM and NREM Sleep 147

The Function(s) of Sleep 149

Hypnosis 152

Meditation 154

Altering Consciousness With Drugs 157

Stimulants 157

Depressants 159

Hallucinogens 161

Marijuana—A Special Case 162

CHAPTER 5

LEARNING

165

TOPIC 9 Classical Conditioning 166

A Definition of Learning 168

Pavlov and a Classic Demonstration 169

Classical Conditioning Phenomena 172

Acquisition 172

Extinction and Spontaneous Recovery 172

Generalization and Discrimination 173

The Significance of Classical Conditioning: What About People? 175

In the Laboratory 175

Conditioned Emotional Responses 175

Recent Developments (and Complications) 178

Can Any Stimulus Serve as a CS? 179

Must the Time Interval Between the CS and UCS Be Brief? 180

Can Classical Conditioning Be Used to Explain Drug Addiction? 181

Applying Classical Conditioning to Your Study of Psychology 181

TOPIC 10 Operant Conditioning and Beyond 184

The Basics of Operant Conditioning 186

Defining Operant Conditioning 186

The Procedures of Operant Conditioning 187

The Course of Operant Conditioning 188

Reinforcement and Punishment 190

A Definition of Reinforcer 190

Positive Reinforcers 191

Negative Reinforcers 191

Primary and Secondary Reinforcers 194

Scheduling of Reinforcement 195

Punishment 197

Generalization and Discrimination 197

Can Any Response be Operantly Conditioned? 199

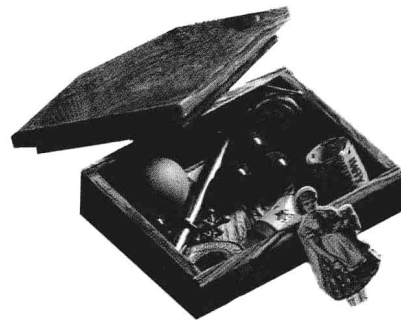
Cognitive Approaches to Learning 200

Harry Harlow: Learning Sets, or Learning to Learn 200

Edward Tolman and David Olton: Latent Learning and Cognitive Maps 202

Albert Bandura: Social Learning and Modeling 205

Applying Operant Conditioning and Cognitive Theories of Learning to Your Study of Psychology 207



CHAPTER 6

MEMORY

211

TOPIC 11 The Structure of Memory: Encoding and Storage 212

Introduction: What is Memory? 214

Sensory Memory 215

Short-term Memory (STM) 217

The Duration of STM 217

The Capacity of STM 219

How Information is Represented in STM 219

Long-term Memory (LTM) 220

Encoding in LTM: A Matter of Repetition and Rehearsal 222

Are There Different Types of Long-term Memories? 223

How Information is Represented in Long-term Memory 225

TOPIC 12 Retrieval 230

Measuring Retrieval: Recall, Recognition, and Relearning 232

Encoding and Retrieval 234

The Effects of Context 235

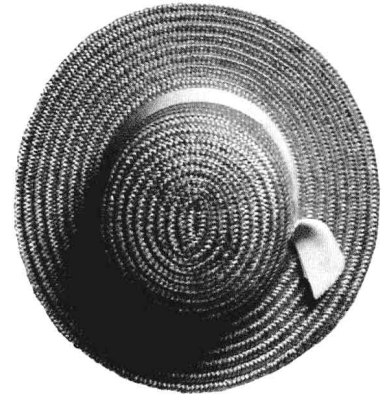
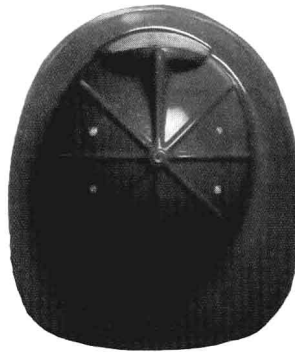
Strategies That Guide Encoding 236

Amount and Distribution and Encoding Practice 243

Factors that Inhibit Retrieval 246

Interference: Retroactive and Proactive 246

Repression 249



CHAPTER 7

HIGHER COGNITIVE PROCESSES

253

TOPIC 13 Concepts and Language 254

- The Concept of Concept 256
 - Concepts in the Laboratory 257
 - Concepts in the Real World 259
- Forming Concepts 261
 - A Classic Demonstration 261
 - Developing Strategies and Testing Hypotheses 262
- Language 264
 - A Definition of Language 265
 - The Structure in Language 266
 - Talking About Talking Apes 270

TOPIC 14 Problem Solving 274

- What is a Problem? 276
- Problem Representation 277
- Problem-solving Strategies 280
 - Algorithms 280
 - Heuristics 281
- Barriers to Effective Problem Solving 283
 - Mental Set 283
 - Functional Fixedness 284
 - Biased Heuristics for Frequency and Probability 285
 - Overcoming Barriers with Creative Problem Solving 286
- Can We Teach Problem-solving Skills? 288

CHAPTER 8

DEVELOPMENTAL PSYCHOLOGY 293

TOPIC 15 The Development of Children 294

- Heredity and Environment; Nature and Nurture; Genes and Experience 296
- Prenatal Development: Influences Before Birth 297
 - Physical Aspects of Prenatal Development 297
 - Environmental Influences on Prenatal Development 301
- Physical and Motor Development 303
 - The Neonate 303
 - The Motor Development of Children 304
- Sensory and Perceptual Development 306
- Cognitive and Social Development 308
 - The Cognitive Abilities of the Neonate 308
 - Piaget's Theory of Cognitive Development 309
 - Reactions to Piaget 314
 - Erikson's Theory of Psychosocial Development 315
 - Kohlberg's Theory of Moral Development 316
 - Developing Social Attachments 317

TOPIC 16 Development in Adolescence and Adulthood 322

- Adolescence 324
 - Physical Changes in Adolescence 325
 - Cognitive and Social Development in Adolescence 328
- Adulthood 333
 - Early Adulthood 334
 - Middle Adulthood 338
 - Late Adulthood 339

CHAPTER 9

MOTIVATION, EMOTION, AND STRESS

345

TOPIC 17 Motivation 346

- Approaches to Motivation 348
 - Approaches Based on Instinct 348
 - Approaches Based on Needs and Drives 349
 - Approaches Based on Incentives 352
 - Approaches Based on Balance or Equilibrium 353
- Physiologically-based Motivation 357
 - Temperature Regulation 357
 - Thirst and Drinking Behavior 359
 - Hunger and Eating Behavior 360
 - Sex Drives and Sexual Behavior 362
- Psychologically-based Motivation 364
 - Achievement Motivation 364
 - Power Motivation 366
 - Affiliation Motivation 366
 - Competency Motivation 367

TOPIC 18 Emotion and Stress 370

- The Nature of Emotion 372
 - Studying Emotion 372
 - Defining Emotion 373
 - Classifying Emotion 374
- Outward Expressions of Emotion 375
 - Language and Facial Expression 376
 - The Expression of Emotions in Infants 378
- Physiological Aspects of Emotion 380
 - The Role of the Autonomic Nervous System 381
 - The Role of the Brain 382
- Stressors: The Causes of Stress 383
 - Frustration-induced Stress 383
 - Conflict-induced Stress 385
 - Life-change-induced Stress 387
- Reactions to Stress 389
 - The General Adaptation Syndrome 390
 - Reacting to Stress with Learning 391
 - Reacting to Stress with Aggression 392
 - Reacting to Stress with Defense Mechanisms 393

CHAPTER 10

PERSONALITY

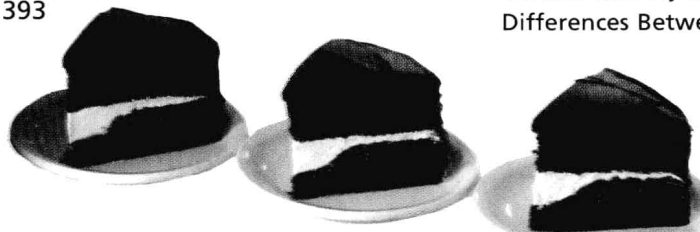
399

TOPIC 19 Theories of Personality 400

- The Psychoanalytic Approach 402
 - Freud's Approach 402
 - The Psychoanalytic Approach After Freud 406
 - Evaluating the Approach 408
- The Behavioral/Learning Approach 408
 - John B. Watson 408
 - Dollard and Miller 409
 - B. F. Skinner 410
 - Albert Bandura 410
 - Julian Rotter 410
 - Evaluating the Approach 411
- The Humanistic/Phenomenological Approach 411
 - Carl Rogers 412
 - Abraham Maslow 413
 - Evaluating the Approach 414
- The Trait Approach 414
 - Gordon Allport 415
 - Raymond B. Cattell 416
 - Hans Eysenck 417
 - Evaluating the Approach 418
- A Current Debate: Is There Such a Thing as Personality? 418

TOPIC 20 Human Sexuality and Gender 422

- Human Sexuality 424
 - The Biological Bases of Human Sexuality 424
 - Adolescent Sexuality 427
 - The Human Sexual Response 429
 - Homosexuality 432
 - Sexual Dysfunctions 434
 - Sexually Transmitted Diseases 436
- Gender Issues 439
 - Gender Identity and Gender Roles 439
 - Differences Between Females and Males 441



CHAPTER 11

TESTING AND INTELLIGENCE 447

TOPIC 21 Psychological Testing and Assessment 448

- The Nature of Psychological Tests 450
 - A Working Definition 450
 - Criteria for a Good Test 452
- Personality Assessment 455
 - Behavioral Observation 456
 - Interviews 458
 - Paper-and-pencil Tests 458
 - Projective Techniques 461
- Intellectual Assessment 463
 - Defining Intelligence 463
 - The Stanford-Binet Intelligence Scale 464
 - The Wechsler Tests of Intelligence 469
 - Group Tests of Intelligence 471

TOPIC 22 Differences in Measured Intelligence 476

- The Influence of Heredity and the Environment on Intelligence 478
 - Conceptual Problems with the Heredity vs. Environment Question 478
 - A Tentative Answer 479
 - What the Data Suggest: The Study of Twins 479
- Group Differences in IQ: Sex, Age, and Race 482
 - Sex Differences and IQ 484
 - Age Differences and IQ 485
 - Racial Differences and IQ 487
- The Extremes of Intelligence 489
 - The Mentally Gifted 489
 - The Mentally Retarded 491

CHAPTER 12

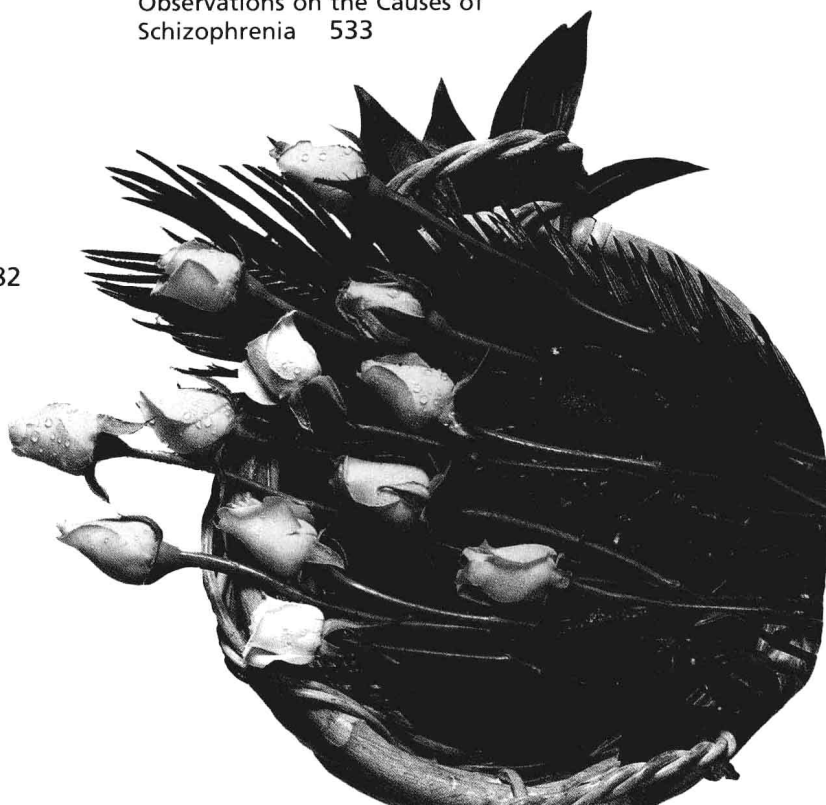
ABNORMAL PSYCHOLOGY 497

TOPIC 23 Anxiety-Based and Personality Disorders 498

- Definition and Classification 500
 - Defining Abnormality 500
 - The Classification of Abnormal Reactions 502
- Anxiety-based Disorders 505
 - Anxiety Disorders 506
 - Somatoform Disorders 509
 - Dissociative Disorders 511
- Personality Disorders 513

TOPIC 24 Organic, Mood, and Schizophrenic Disorders 518

- Organic Mental Disorders 520
 - Degenerative Dementia of the Alzheimer Type 520
 - Substance-induced Organic Mental Disorders 522
- Mood Disorders 525
 - Depression and Mania 526
 - Causes of Depression 527
- Schizophrenia 529
 - Types of Schizophrenia 530
 - Observations on the Causes of Schizophrenia 533





CHAPTER 13

TREATMENT AND THERAPY 539

TOPIC 25 Background and Biomedical Treatment 540

A Historical Perspective 542

Biomedical Treatments of Psychological Disorders 546

Psychosurgery 546

Electroconvulsive Therapy 547

Drug Therapy 549

Deinstitutionalization: A Mixed Blessing 551

TOPIC 26 The Psychotherapies 556

Psychoanalytic Techniques 558

Freudian Psychoanalysis 558

Post-Freudian Psychoanalysis 560

Evaluating Psychoanalysis 561

Humanistic Techniques 561

Client-centered Therapy 562

Evaluating Humanistic Therapies 562

Behavioral Techniques 564

Systematic Desensitization 564

Flooding and Implosive Therapy 565

Aversion Therapy 566

Contingency Management and Contingency Contracting 566

Modeling 567

Evaluating Behavior Therapy 568

Cognitive Techniques 568

Rational-emotive Therapy 569

Cognitive Restructuring Therapy 570

Group Approaches 571

Evaluating Psychotherapy 572

Choosing a Therapist 575

Who Provides Psychotherapy? 575

How Do I Choose the Right Therapist? 577

CHAPTER 14

SOCIAL PSYCHOLOGY

581

TOPIC 27 Social Cognition 582

The Social-psychological Perspective 584

Attitudes 586

The Structure of Attitudes 587

The Usefulness of Attitudes 588

Attitude Formation 588

Attitude Change and Persuasion 590

Attribution Theory 594

Interpersonal Attraction 596

Theories of Interpersonal Attraction 596

Factors Affecting Attraction 598

TOPIC 28 Social Influence 602

Conformity 604

Norm Formation and Conformity 604

The Asch Studies 604

Obedience to Authority 606

Attribution Errors and a Word of Caution 608

A Reminder on Ethics in Research 609

Bystander Intervention 609

A Cognitive Model of Bystander Intervention 610

The Bystander Effect: A Conclusion 613

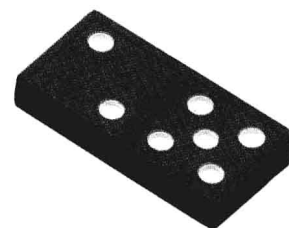
Other Examples of Social Influence 614

Social Impact Theory and Social Loafing 614

Social Facilitation 615

Decision-making in Groups 616

Television and Violent Behavior 618



CHAPTER 15

APPLIED PSYCHOLOGY

621

TOPIC 29 Industrial-Organizational Psychology 622

- Fitting the Person to the Job 624
 - Defining "Good Work"—The Job Analysis 624
 - Selecting People Who Can Do Good Work 626
 - Training People to Do Good Work 628
 - Motivating People to Do Good Work 631
- Fitting the Job to the Person 634
 - Job Satisfaction 635
 - Job Satisfaction and Work Behaviors 636
 - Quality Circles: An Example of Fitting the Job to the Person 637
 - Worker Safety 638

TOPIC 30 Health, Environmental, and Sport Psychology 642

- Psychology and Health 644
 - Personality and Physical Health 644
 - Psychological Interventions and Physical Health 646
- Psychology and the Environment 648
 - Space and Territory 648
 - Life in the City—An Example 652
 - Noise, Temperature, and Environmental Toxins 653
 - Changing Behaviors that Impact on the Environment 657
- Psychology and Sport 658

STATISTICAL APPENDIX

663

- An Example to Work With 666
- Organizing Data 667
 - Frequency Distributions 667
 - Graphic Representations 668
- Descriptive Statistics 669
 - Measures of Central Tendency 669
 - Variability 671
- Inferential Statistics 674
- Some Normal Curve Statistics 676

GLOSSARY G-2

REFERENCES R-1

ACKNOWLEDGMENTS A-1

NAME INDEX I-2

SUBJECT INDEX I-6

CHAPTER 1
THE NATURE OF PSYCHOLOGY



TOPIC 1 DEFINING PSYCHOLOGY

TOPIC 2 THE METHODS OF PSYCHOLOGY