
Introduction

The m-Learning Initiative

The multi-touch book that you have has been designed to house the content for a college course at Kennebec Valley Community College. The course is part of KVCC's Associates of Science in Psychology.



The Social Sciences and Psychology Department created this m-Learning Initiative and initiated a 1:1 Apple iPad program. Curricula in the courses has been geared to take advantage of the hardware and software tools of the iPad to:

- Enhance in-class teaching methods.
- Elevate assessment and evaluation of authentic artifacts that demonstrate student learning.
- Increase student-to-student interaction and student-to-teacher interaction.
- Prepare students for the emerging mobile-computing based workplace.

Other instructors at other institutions wishing to use this material are free to access the CourseBook in the Apple Bookstore.

CourseBooks

The CourseBook series has been developed to enhance the delivery of course content across the entire program and take advantage of the tools within Apple's ecosystem in order to deliver more engaging course materials with embedded interactions, video, and links to apps and web content that support teaching and learning.

The content of these CourseBooks have been developed by the authors and represents independent scholarly activity on the part of each author who has contributed to the development of each CourseBook.

How to use this CourseBook

For the students within the Mental Health Program, the content of this CourseBook aligns with activities, expectations, and assignments that are found in the KVCC Learning Management System (LMS).

Students are expected to read and absorb the information in the CourseBook, review the Assessment expectations outlined in each Chapter, and participate in the expectations set by the Instructor of the course in the LMS.

Chapter Organization

Each Chapter in the CourseBook has been organized using the Instructional Design Method developed by Dr. Kavanaugh. This design model, called ALOTA, provides an outline of course materials that adheres to long-standing instructional design theory for adult learners. Namely, the model is greatly influenced by [Gagne's Nine Events of Instruction](#)

ALOTA

ALOTA is an acronym for the four essential parts of a lesson plan (or, in this case, chapter).

Attention
Learning Outcomes
Teaching
Assessment

Each Chapter in the CourseBooks series is organized in this manner in order to guide students through the material they are expected to learn.

Here are brief descriptions of what you may find in each of these sections.

- **Attention**
 - Images, videos, text, and/or activities that bring the reader into the focus of the lesson.
- **Learning Outcomes**
 - Adhering to the language of Blooms Taxonomy of Learning Objectives, this section outlines the performance-based learning outcomes for the lesson. These align with the Assessment section of each lesson.
- **Teaching**
 - This section can contain any variety of resources including text, lectures, recordings, videos, and links that provide a pathway through material to assist students in readying themselves for the Assessments.
- **Assessments**
 - This section outlines assignments for the student to engage in to demonstrate their learning.

Appendix

At the end of the CourseBook you will find the Appendix section. In this section you will find information about APA formatting, tutorials on how to use basic functions of your iPad, and individual tutorials on each of the apps that appear in the book.

Use these resources to self-educate yourself as to the technical aspects of this book.

QR Codes

Whenever there is a link to a movie or a website, you will find that the link is accompanied by a customized QR Code. These are included so that individuals who are reading the print version of this book will be able to scan these QR Codes with their phones and be taken directly to the same links.

Apps in the CourseBook

Because one of the central goals of this series is to develop advanced digital skills on mobile devices, we have included links to specific apps that students use in the context of their learning experiences.

These apps have been selected to enhance understanding of the material, to provide additional resources and information, and/or to challenge students to demonstrate their learning in innovative and creative ways.

In addition to direct links to the apps, there are additional links that have been included in the CourseBook that connect students to tutorials on how to use each app and how to use the iPad in general. Check these resources out in the Appendix of this CourseBook!

One app that you may be interested in is the OpenStax + SE app. If your course is using OpenStax resources you can use this app to store all of them.



Learning-Outcomes Alignment



**THIS SECTION IS STILL UNDER
CONSTRUCTION**

Content Alignment With The Guidelines From The American Psychological Association

The American Psychological Association (APA) produces guidelines for the development of curriculum in the teaching of Psychology at the undergraduate level.



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Here is a direct link to the document

<https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>



The CourseBook series is designed to outline instructional materials and activities that demonstrate competence and knowledge in Psychology in alignment with these guidelines.

This section of each Psychology CourseBook will outline the specific content and activities (assessments) that align with the APA expectations.

Learning Goals for the Degree in Psychology

Goal 1 - Knowledge Base in Psychology

Goal 2 - Scientific Inquiry and Critical Thinking

Goal 3 - Ethical and Social Responsibility in a Diverse World

Goal 4 - Communication

Goal 5 - Professional Development

Content Alignment with the Essential Learning Outcomes of Kennebec Valley Community College and with the AAC&U VALUE Rubrics

In addition to the Learning Outcomes associated with the APA, specific to the field of Psychology, Kennebec Valley Community College has adopted a set of “Essential Learning Outcomes” (ELOs) which operationalize the institutional goal of producing an “Educated Person” upon graduation.

These Learning Outcomes are largely based upon the VALUE Rubrics produced by the Association of American Colleges & Universities (AAC&U).

This particular program goes further than the expectations of KVCC’s ELOs and incorporates content and activities (assessments) and address all of the VALUE Rubrics.

KVCC’s Essential Learning Outcomes

The following section outlines the areas in this CourseBook that address specific ELO competencies.

Critical Thinking

Problem Solving

Quantitative Literacy

Written Communication

Oral Communication

Interpersonal Communication

Teamwork

AAC&U VALUE Rubrics (not included in the list above)

The following section outlines the areas in this CourseBook that address specific VALUE competencies.

Inquiry and Analysis

Creative Thinking

Reading

Information Literacy

Civic Engagement

Intercultural Knowledge

Ethical Reasoning

Foundational Skills for Lifelong Learning

Global Learning

About The Author



Mark H. Kavanaugh, Ph.D.

Mark Kavanaugh has been writing, teaching, and integrating technology into instruction for decades. He holds a Masters in Counseling, Masters in Instructional and Performance Technology, and a Ph.D. in Educational Psychology.

Mark lives in Maine with his wife Katie.

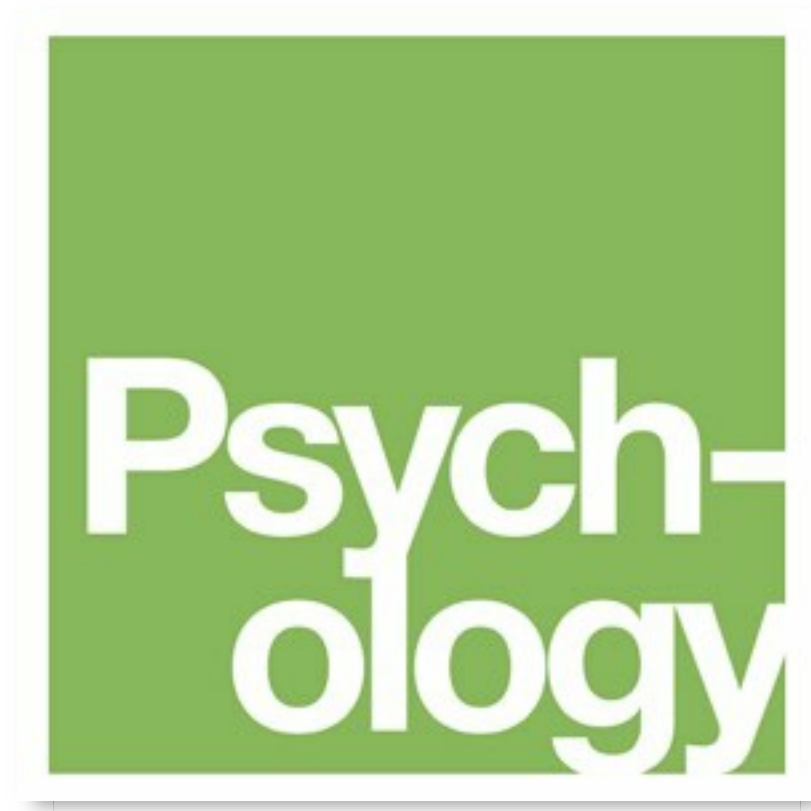
[Visit Mark's Website](#)

Introduction To Psychology

Welcome to the CourseBook for Introduction to Psychology!

This course is an introduction and overview of the study of human behaviors. Lectures and discussion topics will include motivation, perception, historical roots, biological basis of behavior, scientific methods, human development, psychopathology, and theory.

This CourseBook is designed to be used with a companion textbook.



OpenStax College (2014). Introduction to Psychology. OpenStax College.

Psychology is designed for the single-semester introduction to psychology course. For many students, this may be their only college-level psychology course. As such, this textbook provides an important opportunity for students to learn the core concepts of psychology and understand how those concepts apply to their lives. The text has been developed to meet the scope and sequence of most general psychology courses. At the same time, the book includes a number of innovative features designed to enhance student learning. A strength of Psychology is that instructors can customize the book, adapting it to the approach that works best in their classroom.

An Introduction To Psychology

Attention

I really enjoy a series of videos on YouTube called CrashCourse Psychology

The series is hosted by Hank Green (and sometimes by his brother John Green) and they produce funny and relevant videos about all sorts of topics.

I will be posting these videos here in the Attention section (and sometimes in other places as well.)

They are fast paced, but you can always rewind and see them again and again!



Enjoy!

[MOVIE - CrashCourse - Intro to Psychology](#)



Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Define Psychology.
2. Describe the influences of specific schools of thought in the history of Psychology.
3. Discuss the diversity of interests and foci in the field of Psychology.

Teaching

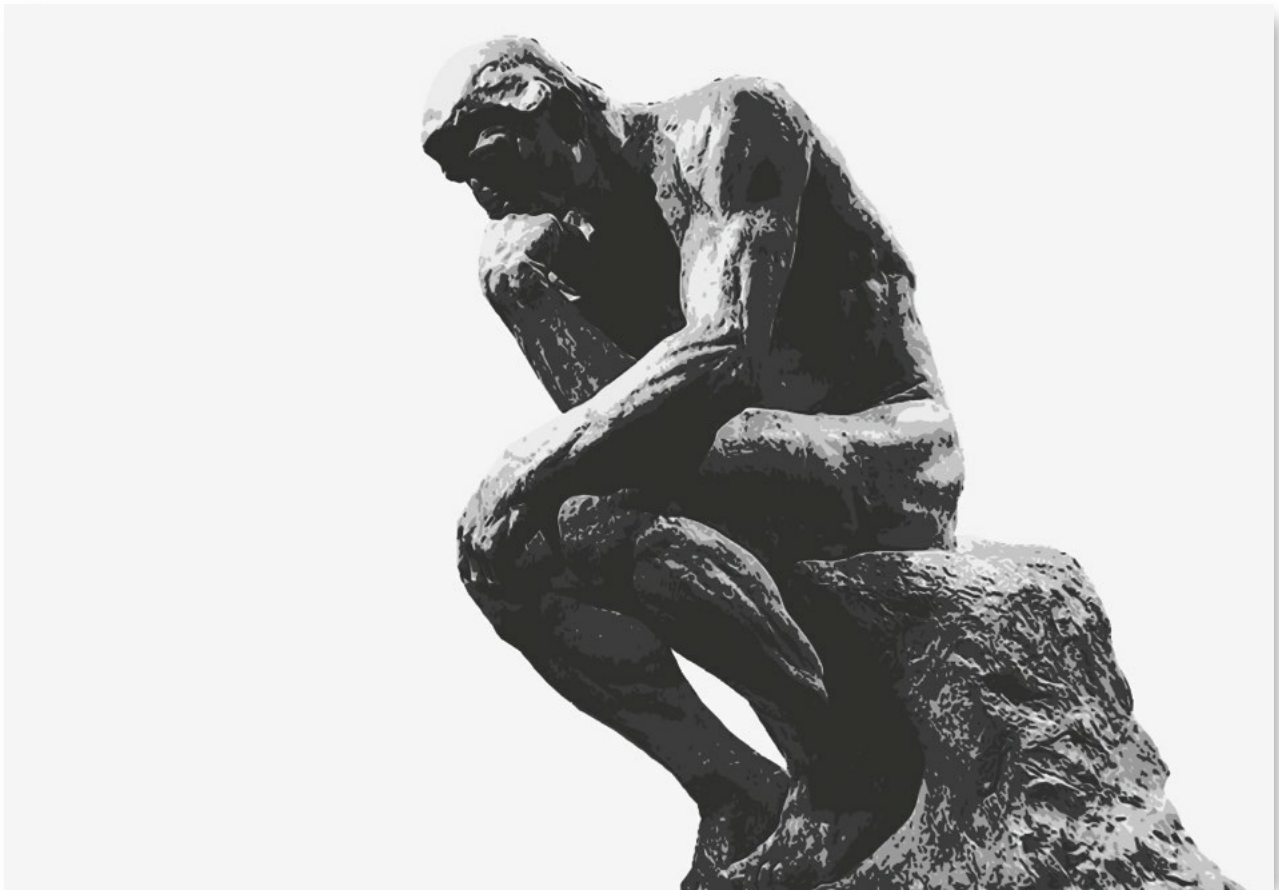
Note on Teaching: This section will describe all the material that you need to review to complete the Assessment section successfully. While this section is akin to a “Lecture” in class, not all the information you need to complete the assessments are contained in these pages. Other sources such as your textbook, Online resources, movies, etc. may need to be reviewed.

Reading

OpenStax College (2014). Chapter 1: An Introduction to Psychology. *Introduction to Psychology*. OpenStax College.

The Study of the Soul

The origins of the word “Psychology” is the “Scientific Study of the Soul” and it represents, even though the field itself is relatively new, one of the most ancient subjects of thought. For nearly all of history, people have been wondering why we do certain things, what motivates us to act, why are people different, and how do we think.



Penseur de Rodin (The Thinker)

Although I do believe I have a bit of a bias, I think that the study of Psychology is one of the most important sciences of all. Efforts to answer the questions listed above have been impacting the world in tremendous ways. Psychology is all around us, and remarkably, we are all walking around with 3

pounds of the most complicated and fascinating object in the known universe, our brains.

A Definition of Psychology

The book simply states that Psychology is the “scientific study of the mind.” There is a lot to this definition though. I have often used the following definition of Psychology (which you cannot use for your quiz!):

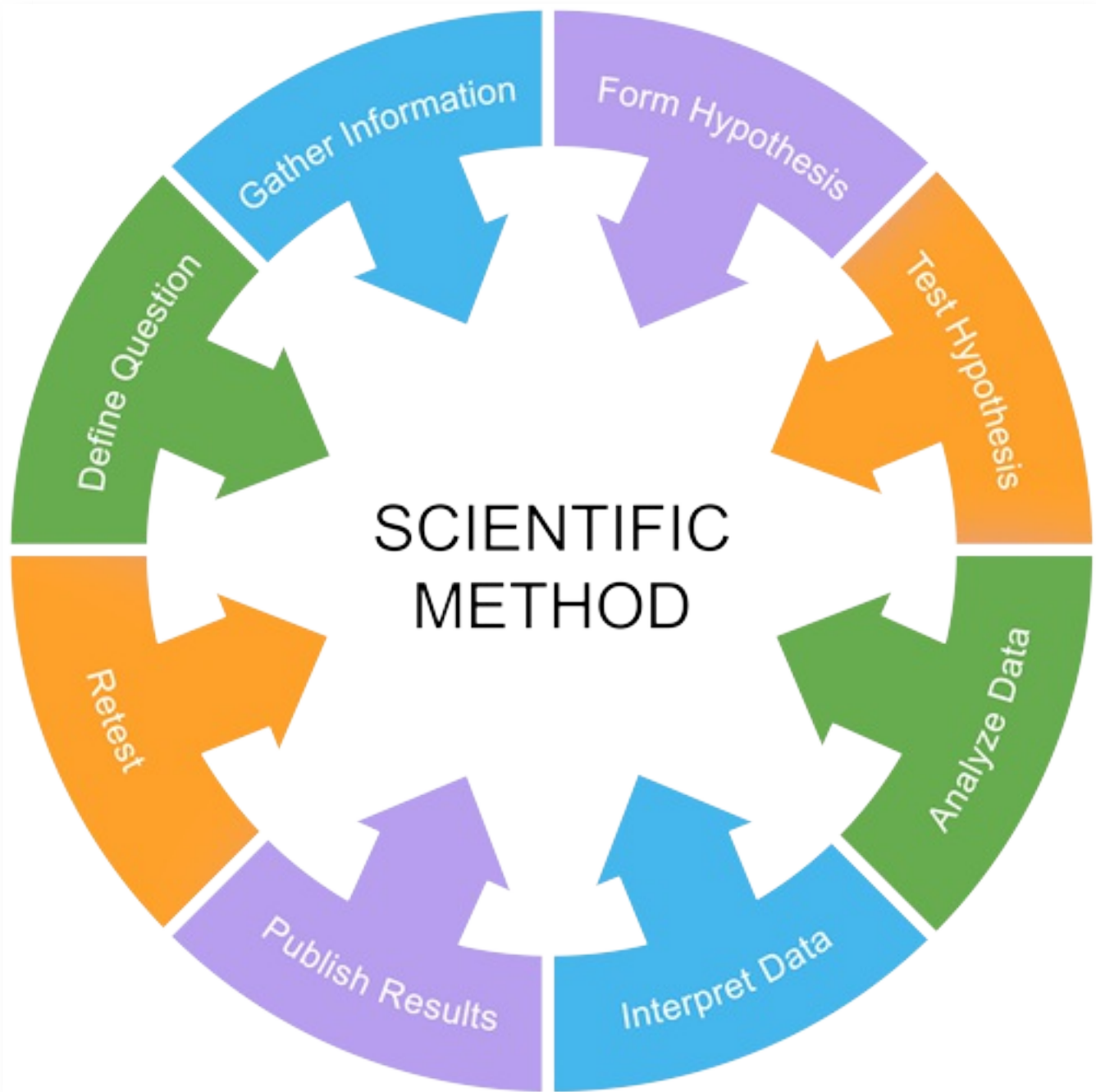
Psychology - The scientific study of human and animal behavior.

One of the reasons why I like my definition better is because I’m somewhat a Behaviorist (more on that later!) But it covers pretty much the same thing as the book. Let’s take the definition apart.

1. **Scientific** - this means that we use methodologies that are consistent and replicable.
2. **Study** - this is the disciplined practice of analyzing the results of our methods.
3. **Human and Animal** - modern and historical models of Psychology are full of work done with both humans and animals.
4. **Behavior** - the focus, as a science, is on observable phenomenon, or the implicit observable results of unobserved behavior (you can’t watch someone and know they are reading, but you can test them on the content and discover if it is likely they were reading.)

The Scientific Method

One of the primary models by which psychologists conduct their work is by applying the Scientific Method. The Scientific Method provides a structure and discipline that manages the behavior of the researcher and provides consumers of the information produced a degree of confidence in the results. We will go into this much deeper in Chapter 2.



Goals of Psychology

Throughout history, the goals of Psychology have been fairly consistent.

1. **Describe** human and animal behavior - from this goal we attain our exacting terminology. Much of Psychology is learning the terminology and exact language we use to describe things.
2. **Explain** human and animal behavior - from this goal we generate theories and models that explain the relationships between factors. We might have theories that explain what motivates us to behavior and we may have other theories that describe the relationship between the amount of time you study and your grades. Either way, they are all theories and they are all trying to explain behavior.
3. **Predict** human and animal behavior - with the knowledge that comes from theories we can sometimes predict behavior. For instance, if there is a natural disaster in the area, there are formulas that based on population, demographics, and the nature of the disaster, you can predict

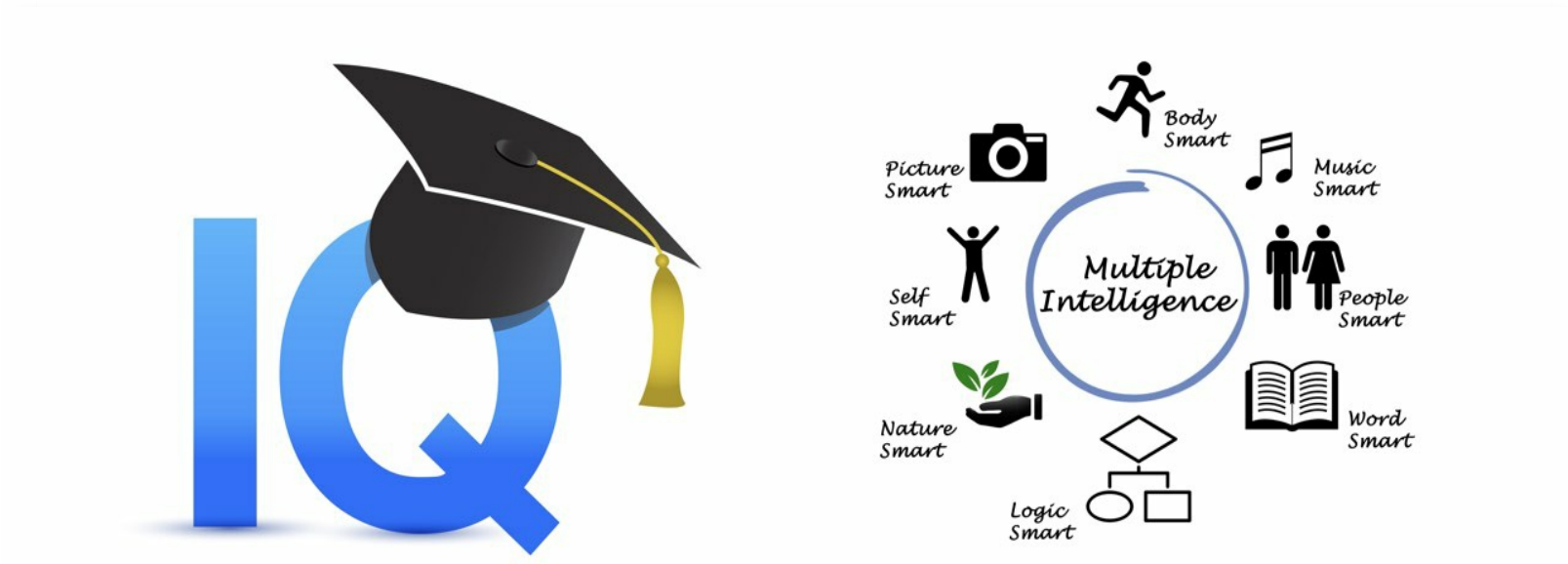
how many counselors will be needed to provide support services to survivors.

4. **Control** human and animal behavior - ultimately with good and accurate models of behavior we can exhibit some control over behavior. For instance, if we know that providing outlines of material discussed in class increases test scores, we can purposefully provide these outlines to our students.

The rest of this course is all about exploring the theories that we have for understanding human and animal behavior which enable us to describe, explain, predict, and sometimes control behavior.

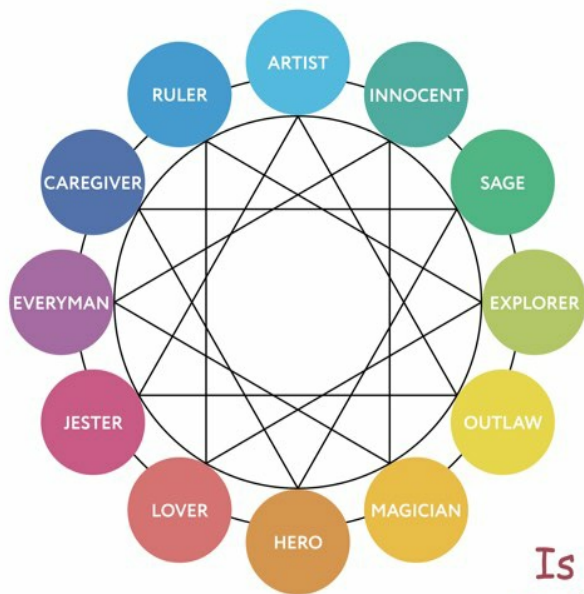
However, unlike other sciences, Psychology is very complex, and the factors that lead to human behavior are often unknown, i.e. the theories are incomplete. So, in this course you will be exposed to a number of different theories and models that might attempt to explain the same phenomenon!

There are a lot of ways to describe “intelligence.”



Is Intelligence a single score or is Intelligence more than one thing?

There are also a lot of ways to describe “personality.”



Is our Personality described by types...
....or do unconscious forces shape who we are?

History of Psychology

Since the origins of Psychology are in Philosophy, the actual history of Psychology is as old as thinking. Modern-day scientific Psychology, however, got its start with the work of Wilhelm Wundt.

The book outlines various major schools of thought that appeared over the early history of Psychology. Each of these is associated with famous individuals who were creators of the school, or influential in the school.

School	Individual	Key Questions
Structuralism	Wilhelm Wundt	“What are the components of consciousness?”
Functionalism	William James	“How does consciousness allow adaptation?”
Psychoanalytic	Sigmund Freud	“What is the role of the unconscious?”
Gestalt	Various	“Is the whole greater than the sum of parts?”
Behaviorism	Skinner, Watson, etc	“What is the role of the environment?”
Humanism	Rogers and Maslow	“What is the role of free will?”
Cognitive		“What is the entire human individual?”
Multicultural		“What is the role of culture on development?”

A more detailed history of the field of Psychology can be found at this Wikipedia site. (I will be using Wikipedia for general knowledge information such as this, but it is not considered by scientists to be a reliable source.)

[History of Psychology - Wikipedia](https://en.wikipedia.org/wiki/History_of_Psychology)



The Current field of Psychology

What do you think about when you hear that someone is a Psychologist? Most people would say that a Psychologist is a person who engages people in therapy and helps them solve problems. You would be right, for most psychologists, but not all.

The field of Psychology is one that has interests in and conducts research in nearly every aspect of the human experience! One great way to get a feel of how many different focal areas are covered by Psychology is to visit the website of the American Psychological Association (the APA).

The APA is the largest organization representing psychologists in the world. The organization is divided into 54 divisions that reflect the diversity of interests of psychologist around the world.

[Visit the APA website and explore the 54 Divisions!](#)



About the Author

The author of this CourseBook is Dr. Mark Kavanaugh. Dr. Kavanaugh's degrees include:

1. Bachelors of Arts in Psychology
2. Masters of Science in Counseling
3. Masters of Science in Instructional and Performance Technology
4. Ph.D. (Doctor of Philosophy) in Psychology with a concentration in Educational Psychology.

He is a member of the American Psychological Association and a member of Division 2 - Society for the Teaching of Psychology.

His research interests include:

1. Instructional Design
2. Technology in Education
3. Personality Development in Intimate Relationships

4. Psychology and Religion

As you can see, there is a lot more to Psychology than just the couch!



Freud's famous couch

Assessment

This section describes the activities and assignments associated with this Chapter. Be sure to check with your instructor as to which ones you are expected to complete.

Note regarding Discussions: These activities are primarily geared toward students who are taking the course in either an Online or Hybrid format. It is expected that students will post an answer to the prompt contained in the section below and reply to at least two other students' posts in order to obtain full credit for the discussion. All posts must be substantive and contribute to the discussion.

Note regarding Assignments: These activities entail the creation of a "document" of sorts that needs to be sent to your instructor. Most of these may be papers. All papers must be submitted to the identified "Drop Box" for the assignment and must be in either Microsoft Word or PDF format. Pay attention to expectations such as title pages and APA formatting if these are indicated in the instructions.

Other assignments may entail different types of "documents" including presentations, artwork, charts, spreadsheets, and/or movies. Instructions on how to submit these will be included in the descriptions below

Though they will not be repeated, all of the above notes should be assumed in subsequent chapters, unless otherwise indicated.

Chapter 1 Discussion

Review the different career options for people with a degree in Psychology on the APA website. Reflect on at least two areas that were a surprise to you or new to you. Do any of these ideas appeal to you as a potential career?

Chapter 1 Quiz

1. Looking at a variety of resources, list 2 distinct definitions of Psychology. Include the sources of these definitions (one can be the textbook.)
2. Write a one-paragraph essay describing how these definitions are similar and how they are different (compare and contrast).

Chapter 1 Assignment

Purpose

The purpose of this assignment is to explore the history and influence of a specific individual from the history of Psychology. In the present, we are often unaware that ideas that seem new have usually had

roots in the distant past. By exploring the contributions of individual psychologists we can appreciate the link between the current thinking in the field and its origins.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

- 1. Identify a key individual from the history of Psychology.
- 2. Develop research skills related to the life path and major accomplishments of that individual.
- 3. Link these accomplishments to contemporary perspectives in Psychology.
- 4. Write a paper in a word processor.
- 5. Upload the paper to the appropriate assignment dropbox.

Task

Based on the material presented in Chapter 1 on the History of Psychology, or on the History of Psychology Wikipediap page, select a major figure in from the History of Psychology and write a brief biography about the person.

You will need to engage in research beyond the textbook to get the details you need to have to complete this assignment.

Write out your biography using the rubric below.

Criteria for Success

Use the rubric below as a guide to this assignment.

Item	Performance Description	Points
Title Page	Standard title page with name, date, course, college name and the name of the assignment.	10
Name of Person - Dates	The title of the paper should be the name of the person and the inclusive dates of their lives...birthday and the date they died.	20
Geographical Biography	List the names and dates of the places they lived, including where they were born and where they died.	20
Educational Biography	List the academic credentials they attained in their career.	20

Major Contributions	List at least three major contributions, publications, experiments, events, etc.	20
Mechanics	Spelling, syntax, and organizational structure of the paper. Clear and organized.	10

Psychological Research

Attention

A Crisis in Psychological Research

It might be really early in the course to get into this particular discussion, but it is very important. The research base in the field of Psychology is in a bit of a crisis.

Replication

One of the hallmarks of good science is that results in one experiment can be replicated in another, similar experiment. This would add confidence to the conclusions and reassure readers that the phenomena is being accurately described. In the fields of Biology, Physics, and Chemistry, this happens every day.

The crisis facing Psychology right now is that many studies are not meeting the grade on replication. Some studies are being published and when others have attempted to replicate the study, they get very different results. Read the article linked below.

[The Replication Crisis in Psychology](#)



Critical Thinking

The article makes a compelling argument about how we should be cautious about results of Psychological research, but I think there might be something else at work. While replicability is a hallmark of many sciences, it might not be applicable to Psychology.

We have already discussed that the number of factors that impact human behavior are nearly impossible to control within experiments. It may be that the inability to replicate studies does not mean that the conclusions are false, but that they can only be applied to the group that was studied. While we would like to understand general concepts and theories about how all people act and behave, we may have to settle for clues arising from research such as this.

In the end we are left with a number of theories for the same phenomena and we are not sure which one is going to explain a given case.

Just *Believe*

It might be compelling to just believe research results, but we need to continually apply critical thinking to what we read.

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Explain how scientific research is important to understanding behavior.
2. Identify acceptable methods that could be used to answer a psychological question.
3. Demonstrate the use of statistical analysis in decision making.
4. Identify ethical issues with particular approaches to research with humans.

Teaching

Reading

OpenStax College (2014). Chapter 2: Psychological Research. *Introduction to Psychology*. OpenStax College.

Why get scientific?



[MOVIE - Crash Course Psychology - Psychological Research](#)

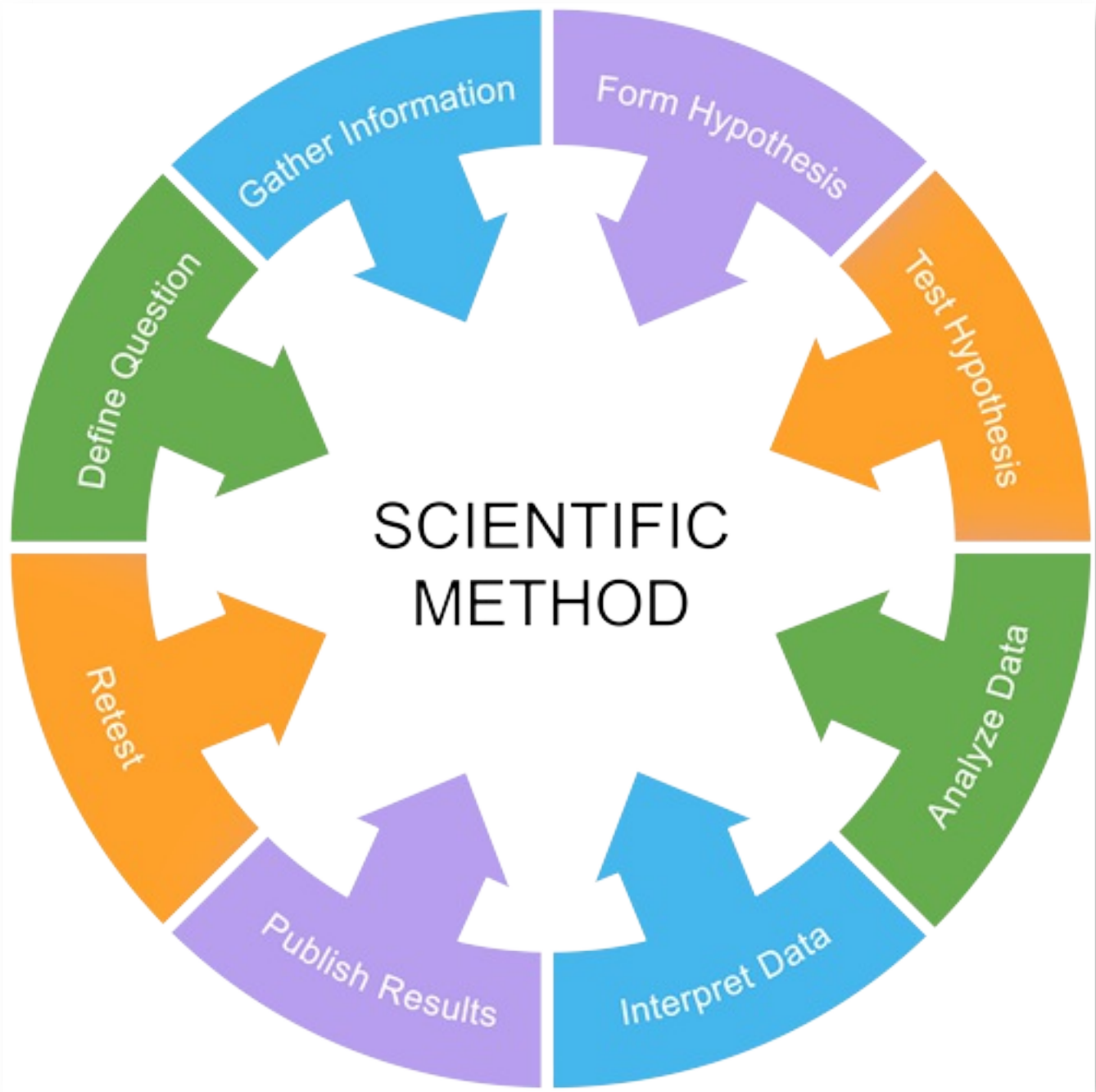


Part of the answer to this question lays in the history of Psychology. Prior to the modern age, most of what we call Psychology was in the field of Philosophy, with no specific methods other than deep thinking. While these methods produced profound knowledge and thoughts (consider the early thinkings of the Greeks and Ancient Chinese cultures) they placed psychology on the track to having difficulty legitimizing itself.

In the days of early Psychology, colleges and universities were filled with scientists who studied Chemistry, Physics, Biology, Engineering, and many other field. With the early psychologists relegated to the Philosophy departments, they wanted more. It is at this point that they decided to embrace the methodologies used by their more prestigious (and higher paid!) colleagues in the other sciences. They adopted the “scientific method.”

The Scientific Method

The SC is what made Psychology a science. Its practices and disciplines began to act in accord with the same principles that had governed the other sciences.



The main benefit of this approach to studying human beings is that it attempts to make something that is often very subjective (feelings, motivation, learning, etc.) measurable and objective and easier to analyze.

This creates limits on what the field can actually study. Just as in the field of Physics there are ideas that we are able to test with the tools and understanding we have today while other theories lay outside of our current reach. Consider that the field of Psychology gladly studies how young children learn, but they are less enthusiastic about the study of ESP (extrasensory perception). If, indeed, powers of the mind such as ESP do exist, they are currently beyond the scope of the research methods of Psychology (thus the research that DOES happen in this area is largely outside of mainstream Psychology.)

Advantages of the Scientific Method

The benefits of using this methodology are as follows:

1. Clear and standardized language to describe the elements of the research.
2. Clear process of defining and gathering the data needed.
3. Clear identification of the goals of the research and its hypotheses.
4. Clear procedures for analyzing and interpreting data.
5. Accountability to peers on all aspects of the research.
6. Research can be accurately replicated to check the results.

Why Psychology is a DIFFICULT Science

As we discussed in Chapter 1, one of the greatest challenges to the science of Psychology is that the results it produces are largely not definitive. While we understand such things as the impact of abuse and how too much alcohol changes brain chemistry we are left with only theories as to why someone becomes an abuser or why some people can drink a lot and never become alcoholics.

The reason for this relatively grey-colored set of results is because in Psychology, there are usually many causes or factors associated with a phenomena. Because there are many factors that play into a situation, we are less able to accurately predict events and more able to predict the PROBABILITY of an event. We will get into statistical analysis a bit later.

Let's look at the example of abuse, specifically spousal abuse.

What causes Spousal Abuse?

We may be tempted to say that persons who abuse their spouses are just jerks, but in order to address these horrible situations, we are going to have to know more about the abuse and their targets.



A brief review on the website PsychCentral reveals a number of factors that contribute to the instance of spousal abuse:

1. Need to control and dominate the partner.
2. Low self-esteem.
3. Perceptions regarding women and their role.
4. Difficulty regulating anger and other emotions.
5. This was the norm in their family.

In addition to this, there are social factors that may contribute to these insances as well:

1. “Macho” image of manhood in the media.
2. Portrayal of violence for problem resolution.
3. Peer influences and status as men and women.
4. Sociocultural expectations of men and women’s roles in the family.
5. A lack of consequence to the perpetrator due to low reporting by victims.
6. Unemployment.

The science of Psychology that has been applied to this particular question has revealed that there is no one real reason why this happens. Each of these factors can play a role in any instance of spousal abuse and many interact with each other to produce the “perfect storm” in which the abuse begins.

This is frustrating to many people who begin to study Psychology and come to realize that while Psychology addresses many of the most vital questions of our existence and our survival, we often come up with many, and sometimes contradicting answers!

Research Methodology

So, what would you do if you really wanted to find out about the factors associated with abuse? Let's use this as a launching pad for an examination of the different methods used by psychologists to answer these questions.



Image from <https://news.wttw.com>

Clinical or Case Study

This method attempts to answer questions by looking at a single example. The example could be a person, or a family, or a business, or even a country...the point is we are looking at ONE example and answering the question for that example.

Lots of the world of Psychology is based on case studies, and while they provide a lot of detailed information, the results are not easily generalizable to other people. That means that we can't assume we know the answer to the question for OTHER people aside from our case study.

For our research on abuse, we may find a family wishing to participate in interviews, questionnaires, and an examination of records. From this data would would determine what the factors were in that particular situation.

Naturalistic Observation

This method has the researcher enter the environment in which the phenomena is taking place and

observe the behavior directly. They may make more observations than you get from a case study and there will be an opportunity to learn much more about environmental impacts on the situation.

The drawback for this method is that if the people know they are being observed, they may act different. Think about how you might act when the boss is around as opposed to when they are not!

For our research on abuse, we will probably not be able (nor want to) make observations directly of the abuse itself. However, we could attend a support group of either abusers or victims and listen in on what they tell us. Conversely would could observe identified abusers in other environments to see if they have tendencies to over-control, or low self-esteem to explore those factors.

Surveys (and Tests/Instruments)

It would be difficult to find someone who has not completed a survey! This method allows us to ask a series of questions to individuals and explore their thoughts and opinions on the subject. The real advantage of this particular method is that it is easy to administer, it often allows for anonymous participation, and it is less expensive and time consuming.

The drawbacks to this method include:

1. Poor question design (leading questions, unclear questions)
2. Fabricated answers by participants
3. Poor return rate (not everyone wants to do the survey)
4. Characteristics of people who answer surveys (there may be a difference between those who would participate in a survey and those who would not.)

For our research on abuse we could construct a survey that asks abusers and their victims about the factors we want to explore. We could do this Online and anonymously and potentially collect lots of data. We could also easily distribute the survey to shelters and other places where we may locate this population.

Archival Research

This method examines existing current and historical records and draws conclusions based on the factors identified in those records. One great aspect of this type of research is that it does not need to involve any people (except for the researchers.) Once you have access to the records they remain accessible and available for as long as you want (usually.)

The drawbacks to this method include the fact that not all historical records are complete or accurate. Often there is no way to adjust for this. In addition, some records are difficult to acquire.

For our research on abuse we could examine the clinical records of abusers and victims, look at ER records, etc. Specific to one of our models that explain abuse, we might do this type of study in an area where a major employer went out of business, measure the reported incidents of abuse before and after, and speculate the impact unemployment had on the rate of occurrence.

Longitudinal and Cross-Sectional

These two methods are useful when you are asking how a phenomena changes over the life of a person. Longitudinal looks at an individual or group over time and measures how the phenomena changes while cross-sectional research looks at different groups at different ages all at the same time (one group that is age 5, another group at age 10, etc.)

The drawback to these methods is that they are usually time and effort intensive, particularly the longitudinal study.



Check out the [Harvard Study of Adult Development](#) that has been going on for over 80 years and is now looking at the second generation of participants!



For our research on abuse, we could follow families that have experienced abuse over time to see how patterns persist or how those families break out of the abuse cycle. We could also interview families at periods of time post-intervention to see how effective the interventions have been over time.

Experiments

Probably the most famous of the methods is the experiment. Experiments are popular and useful because they allow researchers to pinpoint specific aspects of a complex phenomenon and test hypotheses about these relationships. Experiments are usually set up as mock situations where subjects are asked to complete tasks. As many of the variables (factors) associated with the phenomenon are controlled by the researcher and the results often give insight into the relationship between one factor and another.

One famous experiment in the history of Psychology was the Obedience Study conducted by Stanley Milgram. This experiment attempted to see how people would behave under the influence of an authority figure. Watch the video below to get a sense of this study.

[MOVIE - Obedience Study by Stanley Milgram](#)



The drawbacks of experiments include the following:

1. The contrived situation is not like the “real world”
2. Not all other variables can be controlled
3. There are risks associated with doing some kinds of experiments with human subjects

For our study on abuse we might examine how a subject reacts (behaviorally and physically) when they are put into challenging situations. If, for example, the need to control is a part of the abuse struggle, we could contrive situations in which our subjects' control is challenged to see how they react.

Early studies in the field of Experimental Psychology with human subjects, like the Milgram study, were controversial to say the least. These studies led the American Psychological Association and the National Institute of Health (NIH) to create a ethical codes for experiments involving human beings. While we have learned a lot from studies like Milgram's, it would be difficult to replicate a study like his because of these rules.

[NIH Guiding Principles for Ethical Research](#)



Essentially, these guidelines outline that studies with human subjects should:

1. ...have a social and clinical value.
2. ...be conducted to ensure scientific validity.
3. ...engage practices that select subjects fairly.
4. ...have a favorable risk to benefit ratio.
5. ...be subjected to an external review.
6. ...allow for informed consent on the part of the subjects.
7. ...be respectful for potential and enrolled subjects.

[The 25 Most Influential Psychological Experiments in History](#)



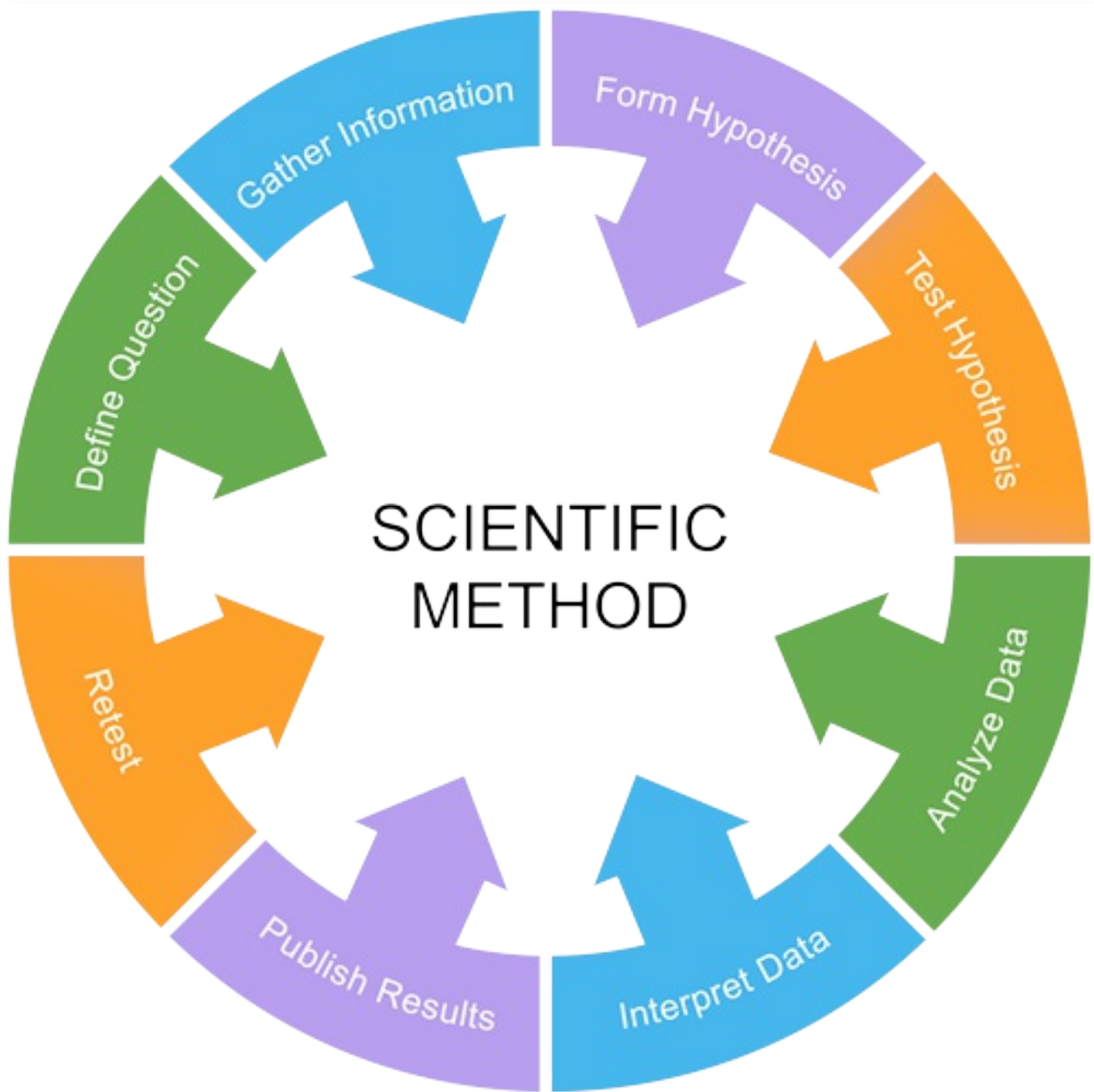
[The 20 Most Unethical Experiments in Psychology](#)



Scientific Design and Decision Making

A lot of the knowledge base of Psychology was constructed using the variety of methods that are mentioned above. Though these processes, researchers engaged in the steps of the Scientific Method and reached conclusions about the data they collected. Here we are going to look at how they come to these conclusions.

First we need to revisit the Scientific Method itself.



I'm going to use the following example to teach you about how to conduct a **quantitative** scientific study. The “quantitative” part means that we are going to be collected numerical data and conducting statistical analysis of this data. The other type of research, **qualitative**, will be described after.

Define Question

In all of my classes I utilize the computer application Keynote (this is Apple's presentation software and is like Microsoft PowerPoint.)



Tools like Keynote and PowerPoint are used in many settings...but are the effective teaching tools or colorful distractions?

These take some effort and I use them to guide my lecture, but I wonder if they are also helpful to my students. So, I want to pose a question.

What is the effect of in-class slide presentations on students' retention of course material?

Gather Information

The next step in the process is to gather information. This does NOT mean that we start asking students how they feel about my presentations, this is where we turn to the scientific literature and see what we ALREADY KNOW about the effect of slides on learning.

The reasons we do this are as follows:

1. Find out if our study has usefulness and meaning.
2. Find out if our study has already been done.
3. Find out if our study is different from what has already been done.
4. Find out more about how to define our variables.
5. Find out how to design our study.
6. Find existing theories that might support our hypotheses.

In this process, often referred to as the **Literature Review**, I would need to conduct an exhaustive search of the professional journals in Psychology for articles that have already been written about this topic. I would limit my search to professional journals because I'm only interested in **peer reviewed** studies, not what you find on the Internet!



Related to my examples study, I did a search and found this article. This is a good article because it is actually a **meta-analysis** that conducted statistical analysis of a bunch of other articles, combining them into one study!

Baker, J.P., Goodboy, A.K., Bowman, N.D., & Wright, A.A. (2018) Does teaching with PowerPoint increase students' learning? A meta-analysis. *Computers & Education*. 126. 376-387.

Here is the abstract to this article:

PowerPoint has become a ubiquitous tool for instructors who teach college students. Almost two decades of student learning research has examined the impact of traditional instruction (i.e., chalk and talk) versus instruction aided by PowerPoint. This research has revealed inconsistent and contrasting results. To probe this inconsistency, a meta-analysis of 48 studies was conducted to determine if students learn more when taught the same material using PowerPoint compared to traditional instruction. Results revealed that on average, there was no difference in students' learning based on the type of instruction they received (Hedges' $g = 0.067$; 95% CI: -0.103 to 0.236). Moderation analyses revealed that the sampling frame, such as a focus on K-12 versus college students, explained heterogeneity in the findings. Specifically, K-12 students' cognitive learning increased as a result of PowerPoint instruction, but this effect did not emerge for college students. The results of this meta-analysis suggest that researchers should move past strictly comparing the absence or presence of this instructional tool, to instead examine how instructors are integrating features of PowerPoint in ways that help students learn.

Notice that the author is suggesting that we don't conduct a simple experiment to answer this question, but we will design one anyway!

Once we have a whole bunch of these articles and we have reviewed them all, we are ready to start designing our study!

Form Hypothesis

An hypothesis is an educated guess based on the evidence that you have found in the peer-reviewed literature. We want to predict what is going to happen in our study. We may be trying to support an existing theory or we may be introducing new variables to modify the theory in our study...either way, we want to make predictions as to what we think will happen.

To do this, we will need to take three steps:

1. Define our variables (very precisely)

We need to decide how we are going to define different parts of our question. Namely we need to define "effect," the nature of the "slide presentation" and a measure for "learning"

To this end let's suggest the following. We are going to define the "slide presentation as my slideshow on Chapter 2 in Introduction to Psychology. The "learning" is going to be measured by a 20 question quiz at the end of class, and the "effect" will be measured by different scores on this quiz.

1. Define our experimental hypothesis (what we think will happen)

Now, according to the study I cited above, whether I expose students to the slide show are not should not have an impact on learning. My hypothesis would be stated like this.

"There will be no differences between the quiz scores of students who were exposed to the class slide show and those that were not."

1. Define our NULL hypothesis (what we think will NOT happen)

The null hypothesis simply states what would be true if we did not support the experimental hypothesis.

"There will be a difference between the quiz scores of students who were exposed to the class slide show and those that were not."

Test Hypothesis

Now comes the fun part! To do this study I've decided that I'm going to split my class into two groups (randomly assigned) and teach one group the material on Chapter 2 using my slide show and teach the other group the material on Chapter 2 without my slide show.

At the end of each class I will have students complete the quiz and collect those results. There are all kinds of things wrong with this design (can you think of any?) but we will go with it anyway!

Analyze Data

Now that I have collected all the test scores I could average the scores in each group and compare the groups. Let's say the average of Group 1 (with slide show) was 87 and the average of Group 2 (without slide show) was 85, I could conduct a number of different statistical tests to see if this was a "significant" enough difference to warrant an effect. For now, let's assume that it was not, so we are ready to interpret the data.

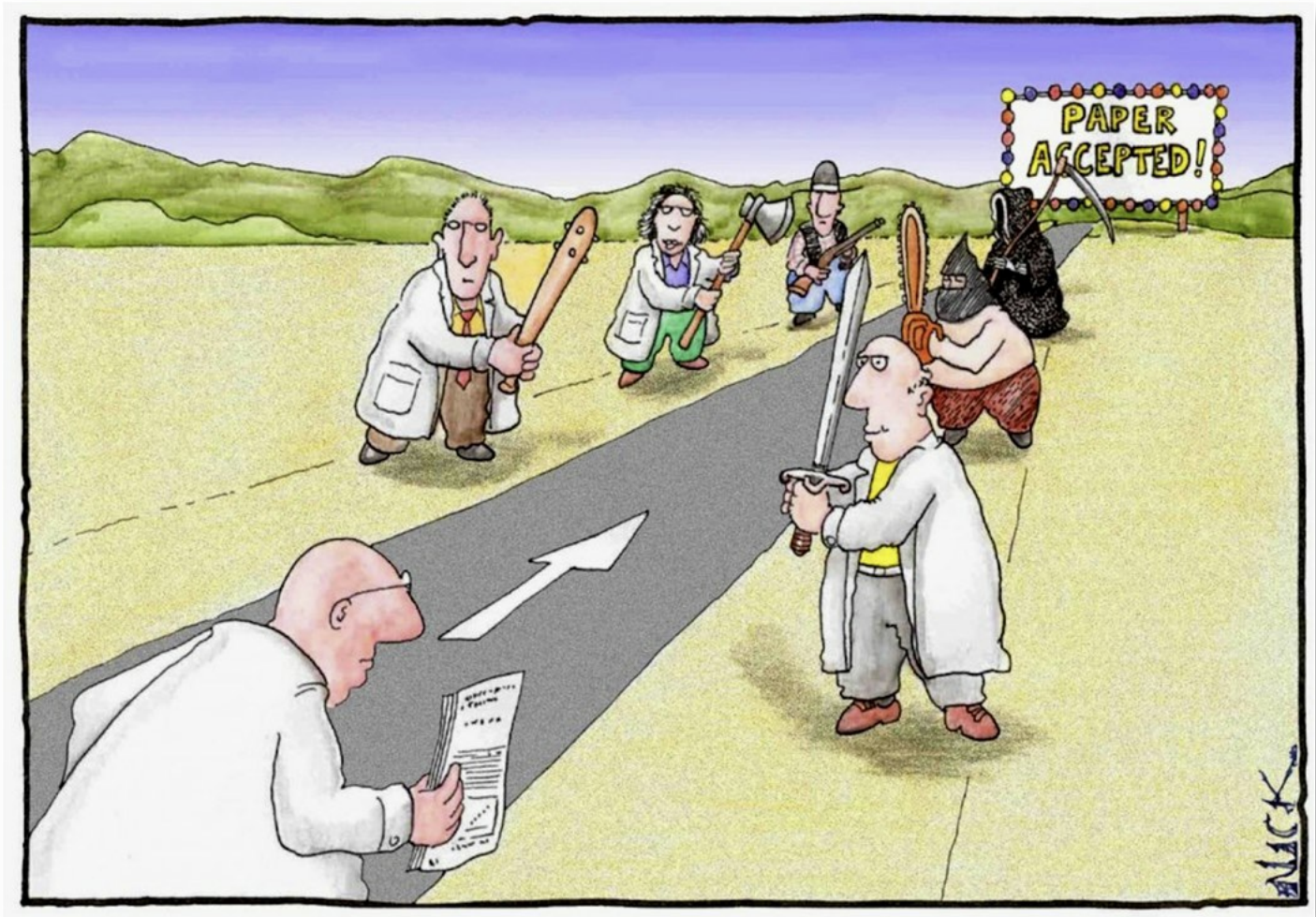
Interpret Data

Our interpretations always include two things: decision making regarding our hypotheses and a description and speculation on the limits of the study. Here is a summary of my interpretation of these results:

The data collected in our study supports our hypothesis that there was no difference in mean scores between groups on the class quiz. This is consistent with the literature on the effect of class slide shows on learning. These results, however, are limited in generalizability by a number of factors. First, the class size was small and as such the comparison groups were very small. This limits the statistical power of the results. In addition, one class (the one with the slide show) was conducted prior to the second class (the one without the slide show.) This sequencing of the material created the situation where the groups experienced the class at different times of the day and that each class may have been taught slightly differently as a result of instructional practice.

Publish Results

Now we want to share our study with others who might be interested in knowing about what we did. We can attempt to write this up and submit it for publishing in a journal or we can distribute it to colleagues and/or post it on the web. This opens the whole study up to analysis and critique from others! Yikes!



Sometimes the Peer-Review process can be daunting!

Image from <https://evolutionliteracy.com>

Retest

At this point, upon receiving ample peer critique we may decide to redo our study and take into consideration some of the feedback we got from peers and the limitations of the study outlined above. The process of research is cyclical and continues on and on, particularly in the grey filled world of Psychology!

Quantitative Research and Statistics

The study that I just described is considered quantitative research because it has to do with variables that can be measured with numbers. Although “class type,” with our without slide show, is not such a variable, the quiz scores were.

Above I mentioned the limitation of “significance” and this is where Statistics comes in. Statistics is a form of math that is used to determine the relationship between variables. At least one of the

variables needs to be numerical in order for it to work. Statistical procedures are used in order to address the following questions:

1. Is there a difference?
2. In what direction is the difference?
3. Is the difference large, small, and/or significant?
4. How does the size of the groups impact the validity of the results?
5. What is the likelihood that the difference occurred by chance?

When you study Statistics, you learn about all sorts of tools that have been invented to answer these questions.

Correlations

One of the more popular statistical methods used in Psychology is the correlation. In our study, we are assuming that the presence or absence of a slide show would CAUSE the grades to be different, but all we really did was examine if there is a **relationship** between the variables. While we can identify relationships (and the absence of them), determining CAUSE is quite a bit more challenging. We will need a LOT of studies to determine that and even then, it will not be 100%.



This graphic is a good representation of data that could be collected to determine a correlation.

Let's say that the data along the x-axis (horizontal) is "age" and the data along the y-axis (vertical) is a measure of job satisfaction. Each person represents a data point at the intersection between their age score and their satisfaction score. The blue line that goes through the middle of the data points is called the "regression" line and it represents the average relationship between each of the data points and the mean of the group. The slope of this line (how steep it is and in what direction it is sloping) is the Correlation Coefficient.

One might conclude that in this sample of people, age is correlated with job satisfaction; the older you are the more likely you are to be satisfied with your job...but, does age CAUSE satisfaction?

Understanding causation and correlation can be confusing, so rather than bumble along with it here, I'm going to send you to Khan Academy!

[MOVIE - Correlation and Causation](#)



Qualitative Research

Another type of research tool that is available to us are those tools that are qualitative in nature. As you might surmise, these methods are not bound by numerical qualities.

Qualitative research approaches research questions from a different angle. There is still a collection of data and information but the information is interpreted differently. Some of the methods and focal points of qualitative methods include:

1. **Ethnography** - the researcher immerses themselves into the culture of the individual to understand the goals, norms, expectations, and other factors associated with the situation. (Example: a social psychology researcher immerses themselves into a gang in a city to study how gangs work.)
2. **Narrative** - the researcher examines writings like letters and diaries. (Example: a personality psychologists studies the letters written between two friends to determine aspects of each person's personality.)
3. **Phenomenological** - a number of methods such as interviews, watching videos, reading documents, and visiting places in order to get a feel for what happened. (Example: a researcher conducting research on the Woodstock music festival.)
4. **Grounded Theory** - usually follows the phenomenological approach and attempts to develop a theory as to why the event happened. (Example: after studying the Woodstock music festival, theorizing about the Free Love movement and economic/political factors in play at the time.)
5. **Case Study** - keeping in mind that a case study could involve a single person, a single school, a

single business, or even a single country. The focus is on analyzing all aspects of that one case study. (Example: a researcher in mental illness conducts an in-depth case study on one of their patients.)

Both quantitative and qualitative methods are recognized as valid approaches to research. Often researchers use both methods in a single study. Let's say you wanted to do work on our original problem related to abuse, you might do a survey to determine how many individuals have successfully escaped from abusive situations (quantitative.) As a follow up, you may conduct focus groups inviting the individuals who did escape to describe their experiences (qualitative.)

Assessment

Chapter 2 Discussion

Review the examples of the 20 Most Unethical Studies in Psychology. Pick one and post a comment as to why that particular study caught your eye. Then, identify which of the standards presented in the [NIH Guiding Principles for Ethical Research](#) are being violated.

In your first REPLY to a post, state how you might change the study to make it more ethical. For your second REPLY, post the name of a person who you would like to see as a subject in this experiment and why!

Chapter 2 Quiz

1. In a single paragraph, describe why you think having a defined and disciplined research methodology is important in the field of Psychology.

Chapter 2 Assignment

Purpose

The purpose of this assignment is to demonstrate an understanding as to how multiple research methodologies can be applied to answer a given question in Psychology. When designing a study, it is important to clearly identify the questions, the variables involved, and the methods you will employ. Limitations in resources and/or time may justify changes to your methodology.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Selection of an appropriate topic for Psychological research.
2. Identification and definition of key variables related to the question.
3. Selection of a variety of different research methods that could be applied to answer all or part of the question.
4. Documenting two separate research methods and their steps.
5. Write a paper in a word processor.
6. Upload the paper to the appropriate assignment dropbox.

Task

Using the “List of Topics” resource below, select a topic of research that interests you. Once you have selected a topic you will need to identify specific variables that may be of interest related to the

question. Be sure to define these variables specifically, including any methods you may use to measure them.

List of Topics for Research Papers in Psychology



Finally, you will design two different studies using two different methods as described in this CourseBook and in your textbook. Because of the nature of some Psychological questions, your methods do not have to address the same variables, but they have to address the same question. Your paper will be formatted in sections as outlined in the rubric below.

Criteria for Success

Use the rubric below as a guide to this assignment.

Item	Performance Description	Points
Title Page	Standard title page with name, date, course, college name and the name of the assignment.	10
Research Question	RQ is phrased as a question and is a logical and realistic question for Psychological study.	20
Identification of Variables	This is made up of a list of the variables that could be investigated by a study on this question. These do not need to be limited to the variables you choose to study with your two examples. With every variable, determine a way in which you would define or measure the variable.	20
Methodology #1	Write out the first method you would use. This is ONLY the “Test Hypothesis” section in the Scientific Method.	20

Methodology #2	Write out the second method you would use. This is ONLY the “Test Hypothesis” section in the Scientific Method.	20
Mechanics	Spelling, syntax, and organizational structure of the paper. Clear and organized.	10

Biopsychology

Attention

Benefits and Risks of Artificial Intelligence

You will, in this chapter, encounter my thoughts about how unbelievably miraculous the brain is, but that is not stopping science from building one!

The quest for Artificial Intelligence (AI) has been on the minds of scientists, computer experts, and authors of science fiction for decades. Very intelligent systems like Siri (iPhone) and Alexa (Amazon) seem to understand and serve our demands. Even our cars can now tell us when we are driving badly and even take over to get us home safely.

Certainly there have been benefits to these advances in technology, but could this technology get “out of control”? Below is an article from the Future of Life Institute about the Benefits and Risks of Artificial Intelligence.

[Benefits and Risks of Artificial Intelligence](#)



Isaak Asimov may have had the Answer

Asimov was a prolific author of science fiction and popular science with over 500 books and over 90,000 letters and postcards. His most famous works include the *Foundation* series and the *Robot* novels that led to modern films such as “I, Robot” starring Will Smith and “Bicentennial Man” starring Robin Williams.



As a science and science fiction writer, Asimov was particularly good at predicting what human life would be like. While attending the World Fair in 1964, he was asked what things will be like in 2014.

1. Gadgetry will continue to relieve mankind of tedious jobs.
2. Communication will become sight-sound and you will see as well as hear the person you telephone.
3. Man will continue to withdraw from nature in order to create an environment that suit them better.
4. Vehicles (will attain) “robot brains.”
5. The 2014 (World) Fair will feature an Algae Bar at which “Mock Turkey” and “Pseudosteak” will be served.
6. There will be few routine jobs that cannot be done better by a machine.
7. Wall screens will replace normal televisions.
8. Ordinary agriculture will keep up with great difficulty and there will be farms turning to more efficient micro organisms.
9. Fusion power plants will be in existence.
10. Unmanned ships will have landed on Mars.

Three Laws of Robotics

In his Robot series, the reader is introduced to the Three Laws of Robotics. This fictional creation of the hard wired standards of behavior embedded into all aspects of artificial intelligence was the focal point of the novels.

1. A robot may not injure a human being, or, through inaction, allow a human being to come to harm.
2. A robot must obey the orders given it by human beings except where such orders would conflict with the First Law.
3. A robot must protect its own existence as long as such protection does not conflict with the First or Second Law.

To this day, the field of Metaethics and its applications to AI and Robotics continues to consider these laws in programming.

Do you think this will be enough to keep the robots from taking over?

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Identify the basic parts of the neuron.
2. Distinguish between different parts of the nervous system (central vs peripheral, somatic vs autonomic, and sympathetic vs parasympathetic).
3. Identify and explain the basic function of the hemispheres and lobes of the brain.

Teaching

Reading

OpenStax College (2014). Chapter 3: Biopsychology. *Introduction to Psychology*. OpenStax College.

You are getting on my nerves!

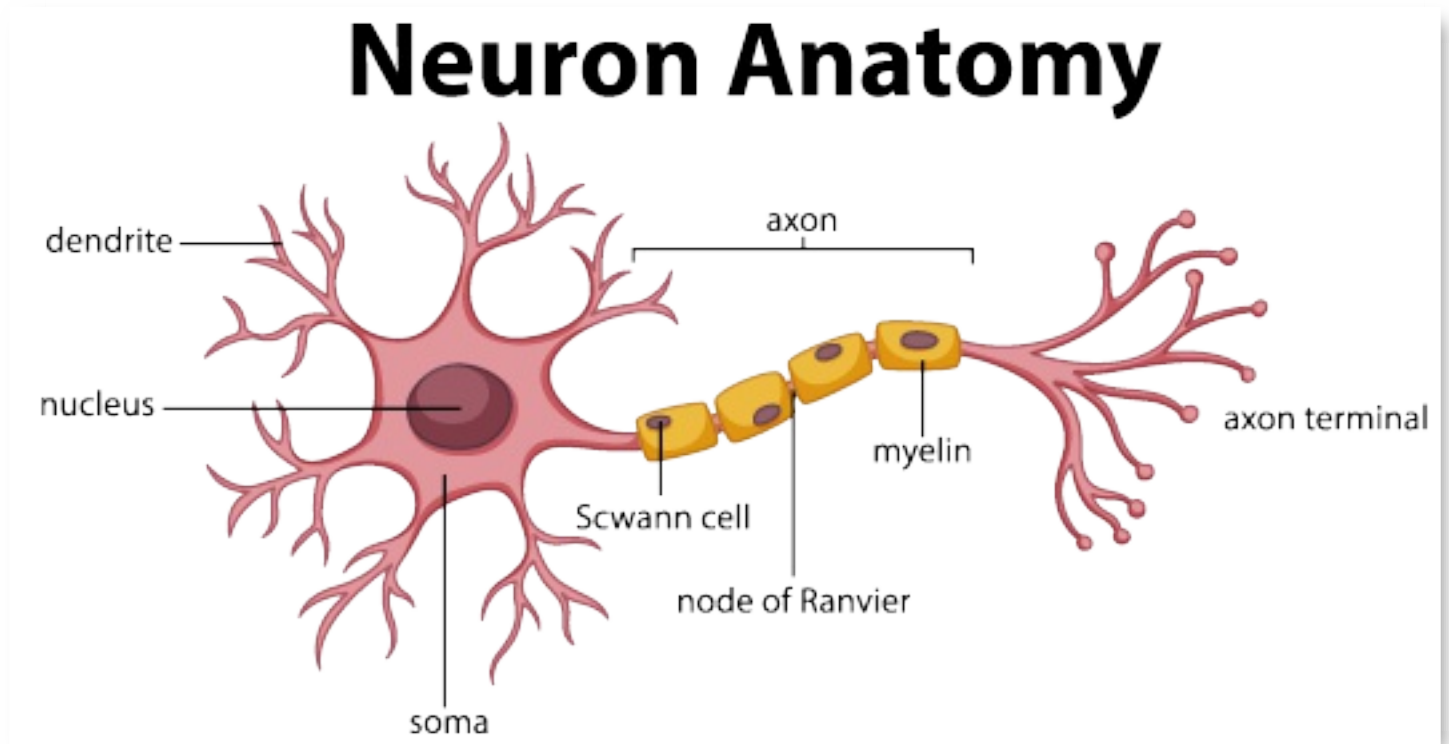
Many of us have probably heard this phrase and we intuitively know what it means. Specifically, if someone is on your nerves, and the nerve happens to be the sciatic nerve, they are literally being a pain in the _____ !



The sciatic nerve is the largest and longest nerve in the body and sciatica (pain along the sciatic nerve) can cause weakness, numbness, tingling and pain.

Neurons and Nerves

So, now that I got that out of system, let's talk about this! The sciatic nerve is one of many nerves in our body. Nerves, however, are kind of like ropes that are made up of neurons (instead of thread.) We will begin our discussion here with a discussion about nerves, the basic building block of the entire nervous system.



The image above is a simplified graphic representation of a nerve. The parts of a real nerve are never color coded like this!

1. **Soma** - this is the cell body that contains all the parts of the cell that we learn about in Biology. The nucleus, the mitochondria, and other organelles.
2. **Nucleus** - like any other cell, the nucleus contains all the genetic material for the organism and dictates the life and function of the cell.
3. **Dendrites** - these branch-like fibers reach out and “connect” with surrounding cells. This “connection” allows nerves to function as a communication system in the body.
4. **Axon** - this part of the nerve cell is an elongated channel structure that communicates electrical signals from one end of the nerve to the other. The Axon is what is colored gray in what we refer to as “gray matter.”
5. **Myelin** - this substance surrounds and protects the axon. Myelin develops over the lifespan and increases the efficiency and speed of neuron electrical transmissions.
6. **Scwann Cells** - these are the surrounding cells that actually produce the myelin that makes up the myelin sheath.
7. **Nodes of Ranvier** - these tiny spaces in-between sections of myelin (making it look like a string of sausages) serve an important function in the speed of communication. We will discuss this function as we talk about how neurons communicate.
8. **Axon Terminal** -at the end of the axon (on many neurons) there are structures that initiate the

biochemicalelectrical process we will discuss next. These terminal structures communicate with the next neuron's dendrites.

Biochemicalelectrical Communication

This part of the human body is an absolute miracle to behold! We have come to understand the process of neuron communication very well, but we are still just on the edge of understanding how this all adds up to something like appreciating a piece of music or having a nightmare.



[MOVIE - Crash Course Psychology - The Chemical Mind](#)



This complicated process involves a number of processes all of which are in the name! These are cells (bio) that communicate with each other using chemicals and electrical signals.

Nerve Impulses

Throughout the structure of the neuron, electrical potential is build up through the active exchange of negative and positive chemical ions across the membrane of the cell. Specific structures in the cell membrane facilitate this process and then return sections of the cell to its original resting state.

We will see much later that some of the “psychotropic” medications that we prescribe to treat mental illness are meant to impact this process and thus impact the brain.

[MOVIE - Nerve Impulse](#)



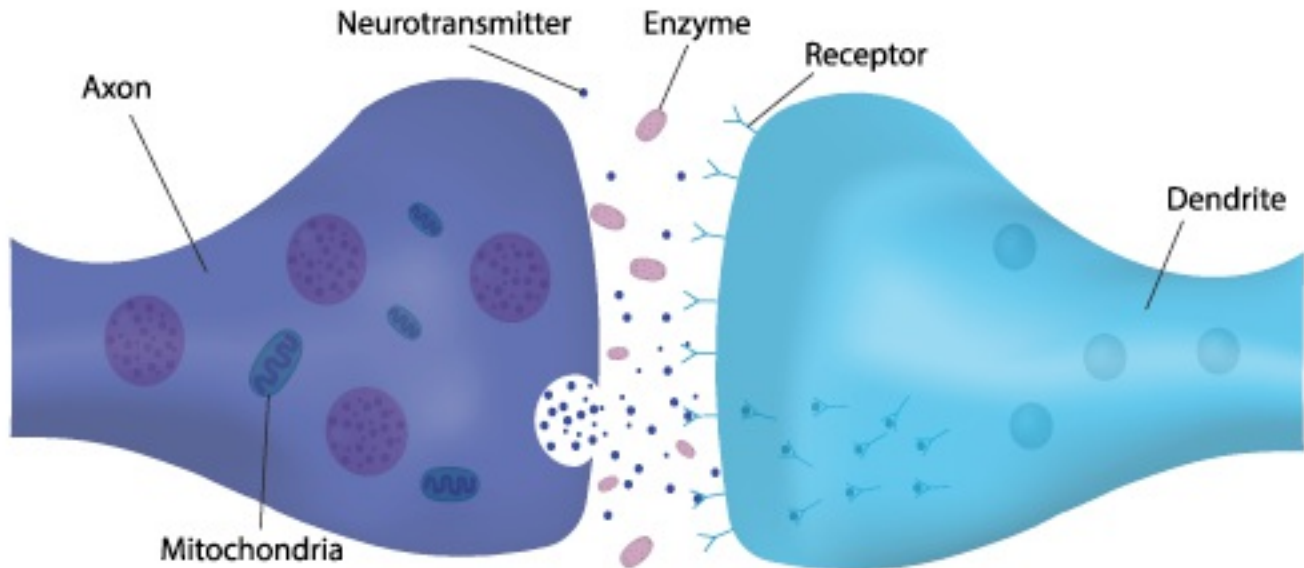
Synaptic Communication

On the ends of the Axon Terminal are structures called “Terminal Buttons” which are made up of synapses. Synapses engage in a complex process of chemical and electrical process that allow a neuron to communicate with the next neuron.

At the synapse, changes in the cell membrane structure brought on by the electric impulse described above release special chemicals called “neurotransmitters.” The neurotransmitters flow into the synaptic gap and cross over to the adjacent cell (neurons never really touch each other, that is why I put “connect” in parentheses.)

These neurotransmitters activate the adjacent cell and when enough electrical potential is built up, the process of nerve impulse starts again in the adjacent cell and the signal is communicated.

Synapse



In this image you can see the Axon on the left leading to the Dendrite on the right. Vesicles of neurotransmitters are released into the synaptic gap and bond with receptor sites on the distal dendrite membrane. Enzymes in the gap serve to destroy neurotransmitters so that they do not continue to activate the neuron continuously.

[MOVIE - Nerve Synapse Animation](#)



Speed of Transmission

It is mind-boggling to consider this complex set of processes results in the lightning fast reactions of the Tom Brady and Rob Gronkowski combination (sadly, at this writing, Gronk has retired!)



One of the processes that speeds up the nervous system are represented in the functions of the myelin and Nodes of Ranvier.

[MOVIE - Myelin and the Nodes of Ranvier](#)



[MOVIE - Relationship between Myelin and Multiple Sclerosis](#)



Persons with Multiple Sclerosis have a defect in their immune system that attacks, damages, and inflames myelin. Nearly 1 million people live with MS in the US and it is particularly prevalent in Maine.

Gross Anatomy of the Nervous System

Don't worry, this section is not about stuff that is "yucky!" In the title of this section, "gross" refers to larger structures. We have spent some time looking at the basic building block of the nervous system, the neuron, and the bundles of neurons we call nerves. Now we turn our attention to the larger organizations of the nervous system.

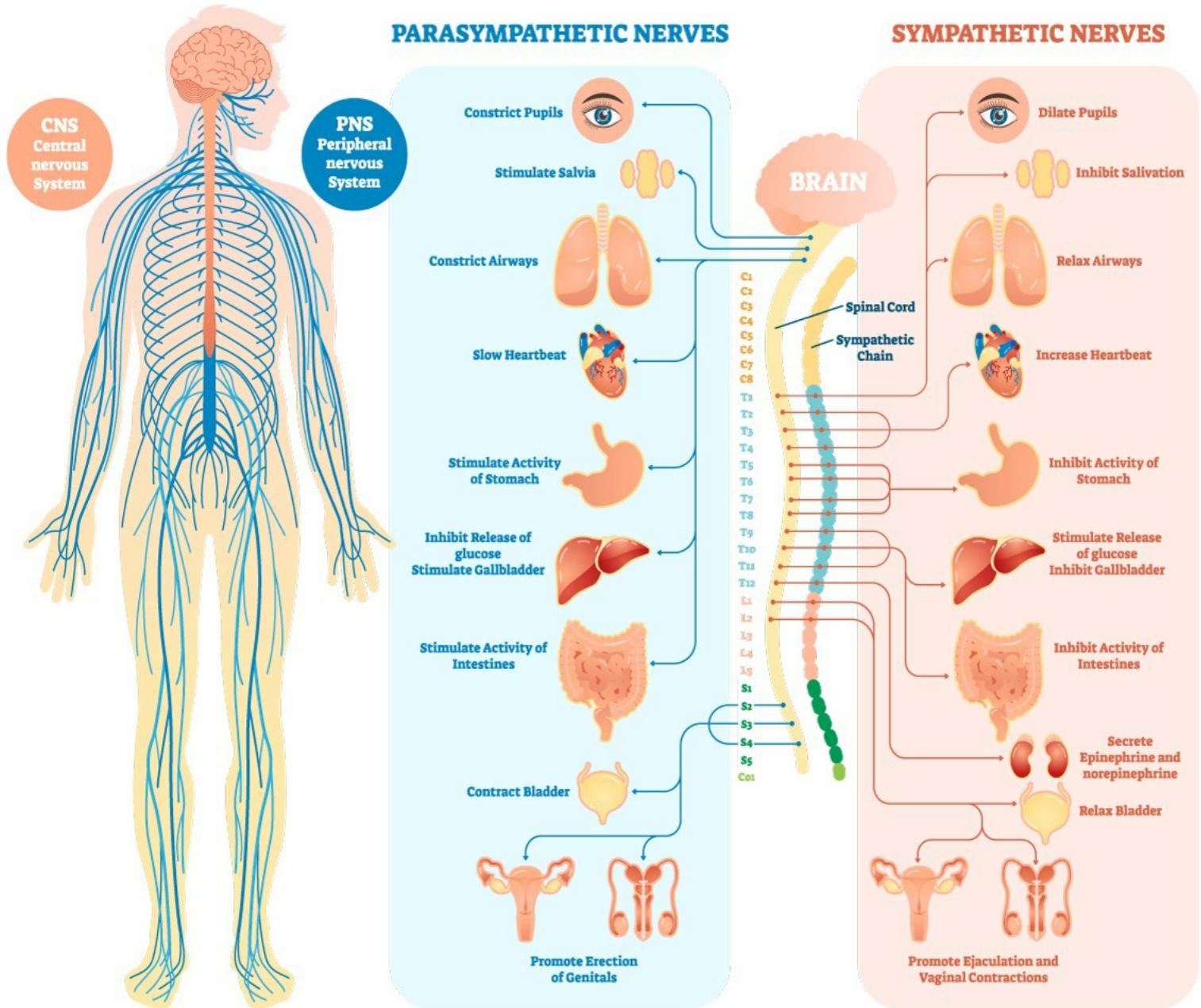
Central Nervous System and Peripheral Nervous System

The first division within the nervous system is made up of the central and peripheral systems. The CNS consists of the brain, brain stem, and spinal cord. By contrast, the rest of the nervous system, including all the nerves that travel around our bodies and all the different neurons are part of the PNS.

Sympathetic Nervous System and Parasympathetic Nervous System

This distinction divides the nervous system into parts that excite the body and prepare it to act under stress (sympathetic) and the part that returns the body to its resting state.

HUMAN NERVOUS SYSTEM



When we discuss emotions we will see how the sympathetic and parasympathetic nervous systems work together to create the bodily states that we recognize as emotional states. In addition, when we look at conditions of chronic sympathetic excitation, such as stress, chronic pain, and burnout, we can see how these organs can be impacted (racing heart, upset stomach, sweaty palms, etc.)

Somatic Nervous System and Autonomic Nervous System

The last division of the nervous system relates to how the system is controlled. You may surmise that the “autonomic” system is comprised of those aspects of our being that happen automatically. These systems include heartbeat, circulation, digestion, temperature control, and various reflexes like eye

blinks and sexual function.

The somatic nervous system is the one that we are under conscious control. These are our physical movements and, to a degree, our sensory systems.

The Brain

“Everything we do, every thought we've ever had, is produced by the human brain. But exactly how it operates remains one of the biggest unsolved mysteries, and it seems the more we probe its secrets, the more surprises we find.”

Neil deGrasse Tyson (Physicist)

“The human brain is a wonderful organ. It starts to work as soon as you are born and doesn't stop until you get up to deliver a speech.”

George Jessel (American Actor)

The human brain remains one of the most fascinating and complex objects of study in the universe. While we understand that organ of the brain is the seat of what we call “consciousness” we are still far from understanding how all the chemical and electrical reactions of the brain add up to experience, let alone, self-awareness.



[MOVIE - Crash Course Psychology - Getting to Know your Brain](#)



With that in mind we can move forward and take a look at what we do know about the brain and its functions.

Basic Brain Structure

Check out these basic facts about the human brain:

1. The human brain is the largest brain of all vertebrates relative to body size.
2. It weighs about 3.3 lbs. (1.5 kilograms).
3. The average male has a brain volume of 1,274 cubic centimeters.
4. The average female brain has a volume of 1,131 cm³.
5. The brain makes up about 2 percent of a human's body weight.
6. The cerebrum makes up 85 percent of the brain's weight.
7. It contains about 86 billion nerve cells (neurons) — "gray matter."
8. It contains billions of nerve fibers (axons and dendrites) — "white matter."
9. These neurons are connected by over 100 trillion connections, or synapses.

Through innumerable studies of animal and human brains, we have a pretty good understanding of the localization of functions of the brain. For clarity, Psychology has organized the brain into “lobes” and it describes the functions of our lives that are primarily carried out within each of these areas. It is good to keep in mind, however, that experience activates the entire brain. There are very few aspects of our consciousness that lay simply in one part of the brain.

Frontal Lobe

Problem solving
Judgment
Inhibition of behavior
Planning
Anticipation
Speaking (expressive language)
Emotional expression
Awareness of abilities
Self-monitoring
Motor planning
Personality
Sexual behavior
Behavior control
Limitations
Organization
Attention
Concentration
Mental flexibility
Initiation

Parietal Lobe

Sense of touch, taste and smell
Differentiation: size, shape, color
Spatial perception
Visual perception
Academic skills
Math calculations
Reading
Writing

Occipital Lobe

Visual reception area
Visual interpretation
Reading (perception and recognition)

Cerebellum

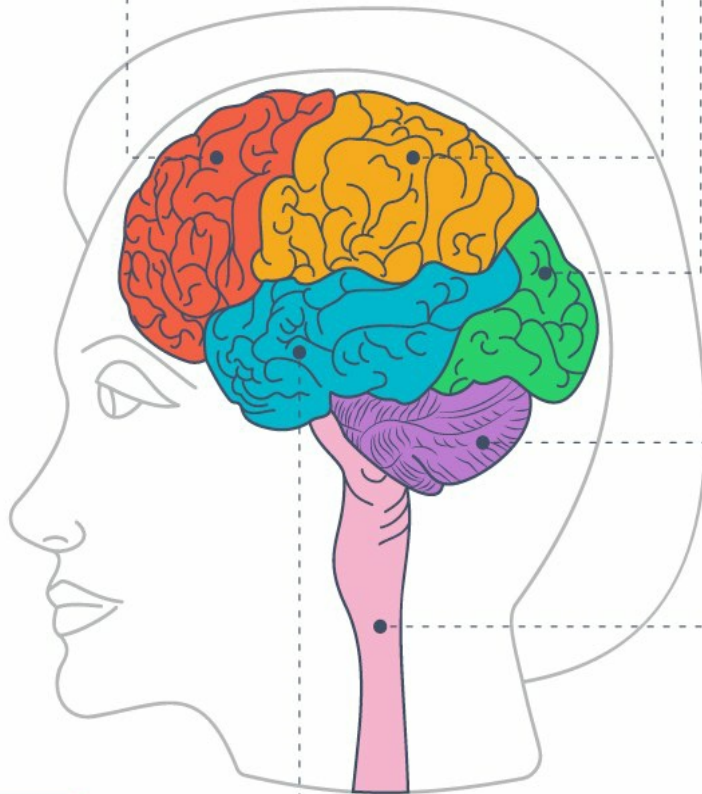
Coordination of voluntary movement
Balance and equilibrium
Some memory for reflex motor acts

Brain Stem

Sense of balance (vestibular function)
Reflexes to seeing and hearing
Autonomic nervous system
Blood vessel control
Breathing
Heart control
Digestion
Heart rate
Swallowing
Consciousness
Blood pressure
Temperature
Alertness
Ability to sleep
Sweating

Temporal Lobe

Understanding language
Organization and sequencing
Information retrieval
Musical awareness
Memory
Hearing
Learning
Feelings



BRAIN FUNCTIONS

Segregated by Lobes

In the image above you can see the functions of the different parts of the brain.

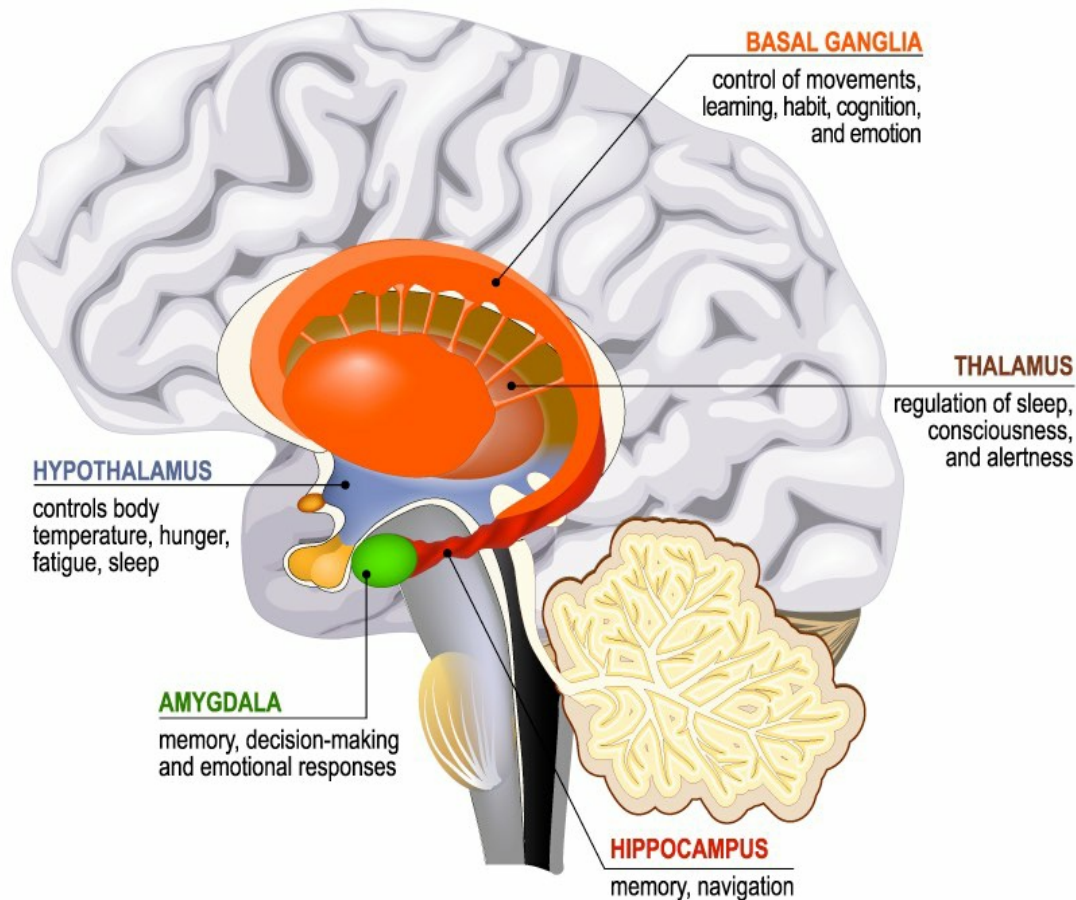
1. **Frontal Lobe** - considered the location of higher thinking and executive functions such as problem solving and critical thinking.
2. **Parietal Lobe** - considered the location of sensory processing, reading, writing, and movement in our environment.
3. **Occipital Lobe** - considered to be the primary area for visual processing.

4. **Temporal Lobe** - considered to house the language and hearing areas of processing.
5. **Cerebellum** - considered to be the center of coordinated movement, balance and equilibrium.
6. **Brain Stem** - considered to house most of the autonomic processing centers.

The Limbic System

The lobes of the brain tend to get a lot of attention, but it is vital to understand some of the inner structures of the brain as well. These inner structures are parts of what is known as the “mammalian brain”, the part of the brain we share with all other mammals and is thought to have evolved before the cerebrum.

Limbic System



Isn't it amazing look at the list of functions that are served by the limbic system! Let's take a look at each of these and see how they are implicated in specific experiences we have.

1. **Basic Ganglia** - this part of the brain is a conduit for lots of information moving around the brain. Consider that this area is deeply implicated in creating habits, good and bad!
2. **Thalamus** - this part of the brain is central to you paying attention in class, your sleep cycle, and even the feeling you get when you are driving your car and go past the exit you were supposed to

take!

3. **Hippocampus** - implicated in much to do with navigating spaces, women are still more likely to seek outside assistance (asking for directions) than men are despite there being no known differences between men and women's hippocampus!
4. **Amygdala** - this part of the brain is central to emotional responses. Paired with the executive functions of the frontal cortex we make good emotional decisions. This may be the biological equivalent of Freud's ID (we will talk about that later in the course!)
5. **Hypothalamus** - this part of the brain controls many of the "drives" we have that we will examine in the "Motivation" section of this course. This is what controls our hunger reflex and our desire for sex.

Brain Lateralization

You have likely heard of a person being "Right Brain" or "Left Brain" and you may have even heard that "Right Brain" people are more creative and artistic whereas "Left Brain" people are more analytical and methodical.

LEFT AND RIGHT BRAIN FUNCTIONS

LEFT - FUNCTIONS

ANALYTIC THOUGHT

LOGICAL

LANGUAGE

SCIENCE AND MATH

TRUTH

RECOGNISE

PLANNING

PLAN RUNNING

RIGHT - FUNCTIONS

HOLISTIC THOUGHT

INTUITION

CREATIVITY

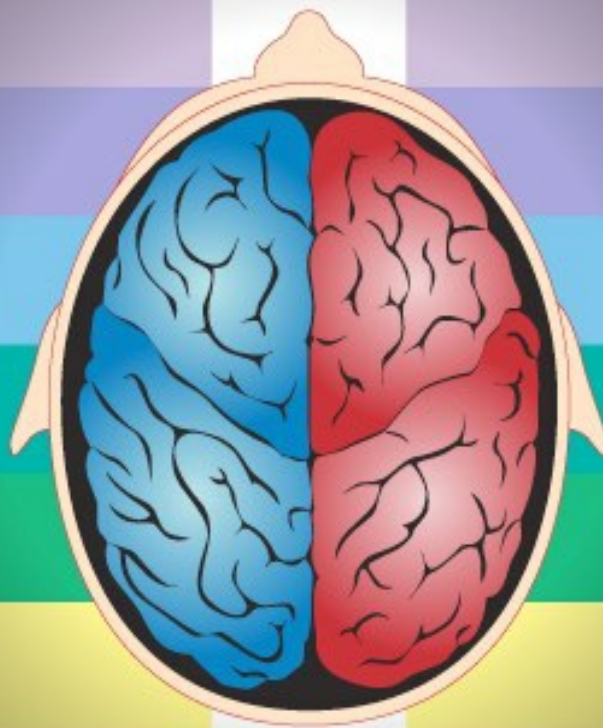
ART AND MUSIC

IMAGINATION

APPRECIATE

PURPOSING

FLEXIBILITY



The brain does have two hemispheres and different functions are located in each hemisphere. There is a large band of nerve fibers that connect one half of the brain with the other called the Corpus Callosum. However, more research is being brought to light that both sides of the brain are active regardless of the general personality of the individuals.

[Right Brain/Left Brain, Right?](#)



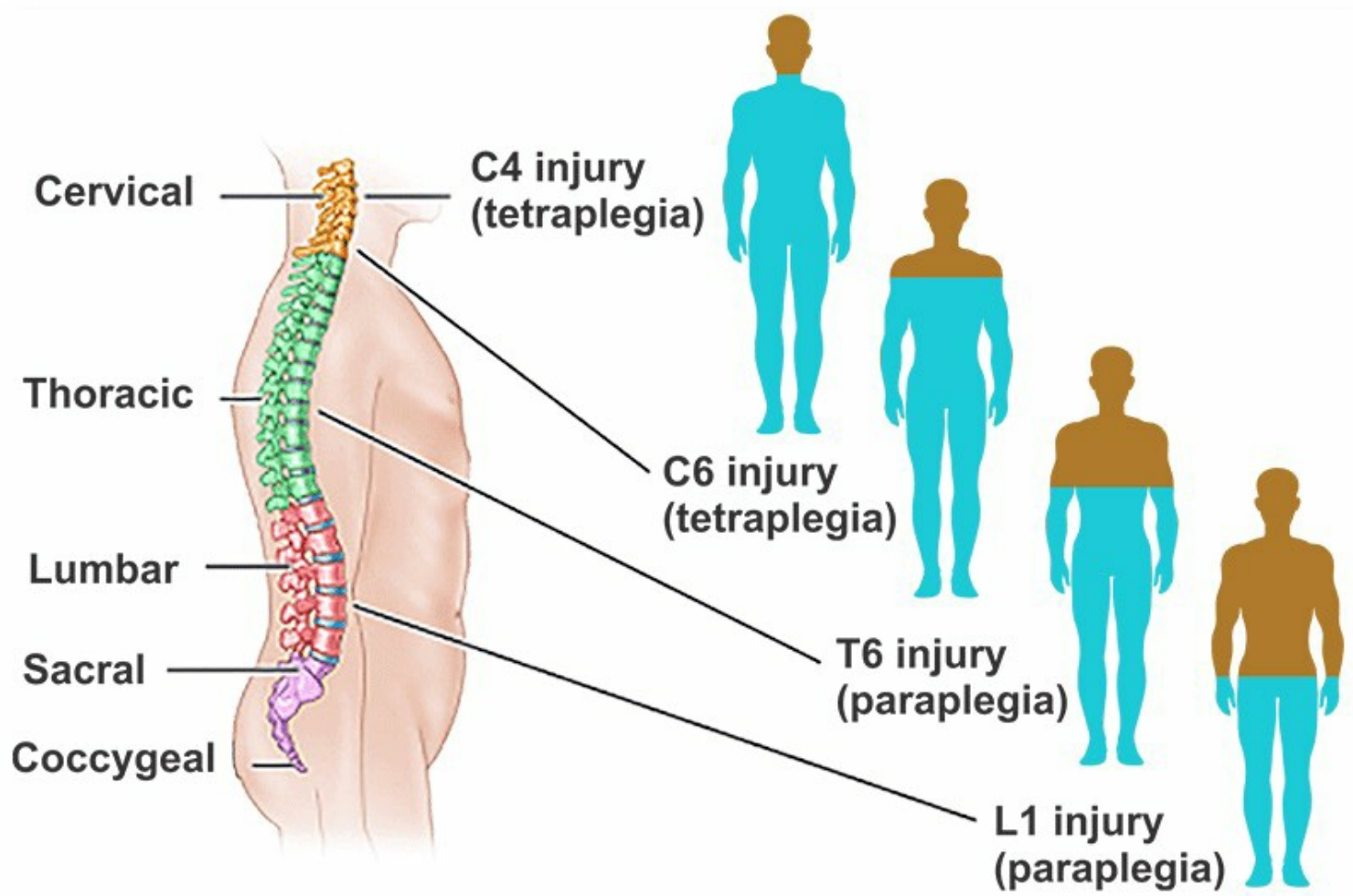
[Left-Brain - Right-Brain Test](#)



Strokes and Spinal Cord Injuries

A stroke, or a CVA (Cerebral Vascular Accident), is damage to the brain that results from an internal hemorrhage of blood into the area that results in tissue death. CVAs are localized so doctors often have a good idea where the damage has occurred because of the deficits in functioning that occur as a result. Damage in the occipital lobe may reveal itself with visual problems; damage in the parietal lobe may impact movement.

Spinal Cord Injuries, arising mostly because of motor vehicle accidents, result in crushed or severed nerves at the point of injury. Depending on how high up the spinal cord the injury occurs, the impact on the person is more severe.



This image shows the different areas of impact depending on location of the injury. Injuries that occur above C6 are often fatal because they impact the basic autonomic function of the brain stem. However, some have survived very high level injuries and not only have restricted movement but must have a machine help them breathe (ventilator).



This image shows an individual with a ventilator attached to his throat following a surfing accident. This is relatively new in the course of his treatment as you can still see the scars on his forehead from the halo bracket that stabilized his neck and head soon after the accident.

Assessment

Chapter 3 Discussion

Despite the relative fallacy of concepts such as “right-brain and left-brain” contemplating these individual differences can be fun and instructional. For this discussion I would like you to complete the “Left-Brain - Right-Brain Test” linked in this CourseBook Chapter. Report your results and provide examples from your life that agree or disagree with your results.

In your reply posts identify individuals with similar and dissimilar traits with you. For those with similar traits describe to them what drives you crazy about people who are not like you, for those who are not like you, tell them why they might drive you crazy (these instances would be based on the examples that the poster has included in their initial post.) Also, this is supposed to be fun, so do this in fun!

Chapter 1 Quiz

This is a rather lengthy quiz with a number of different kinds of questions. The questions have you match the labels of the neuron, identify different aspects of the nervous system, and through case studies, determine which parts of the brain may be damaged. Study this material and be aware that spelling will count.

States Of Consciousness

Attention

Daydreaming is...a good thing?

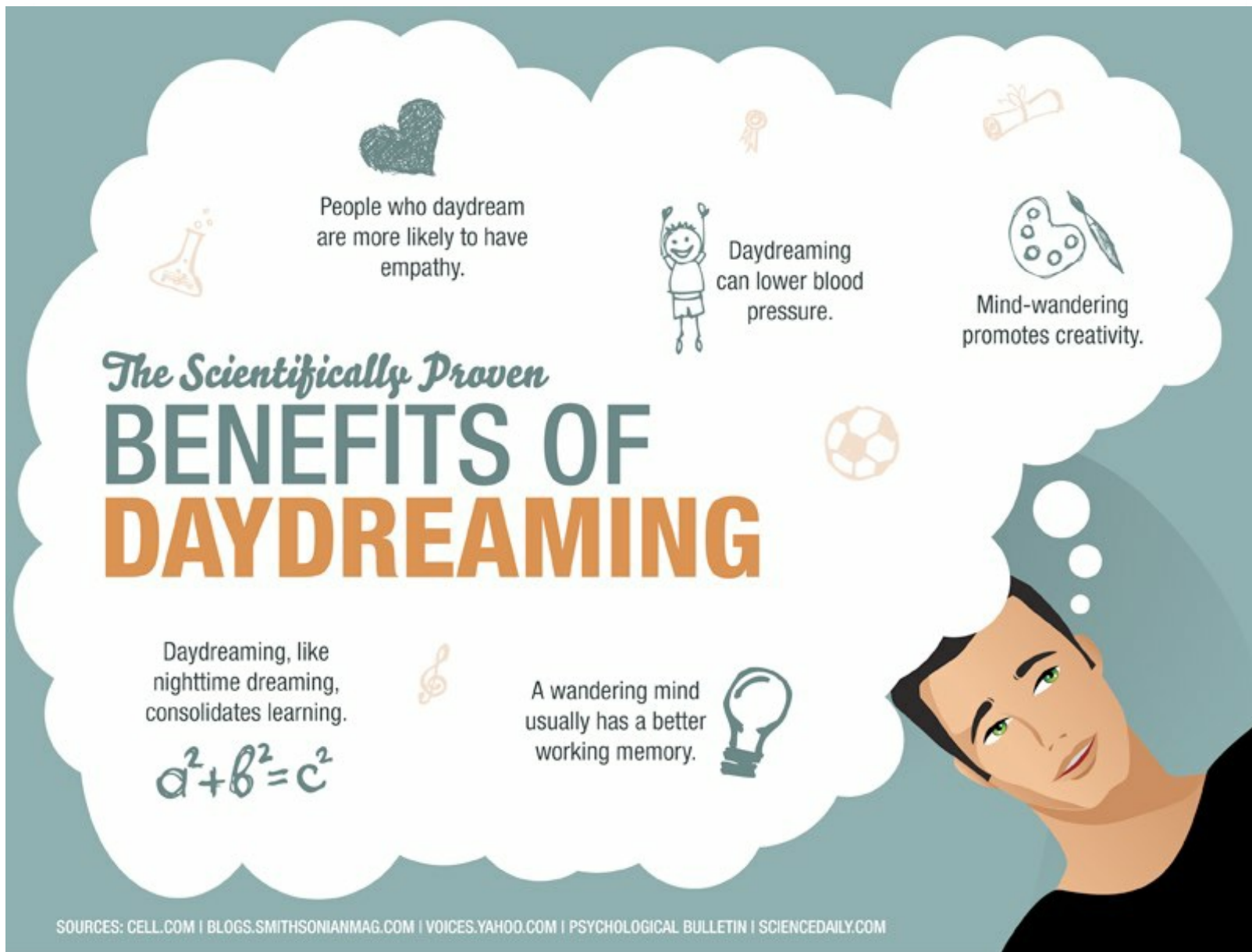


Image and content from <https://www.bachelorsdegreeonline.com/>

So, there you are, in class...your mind wanders (not wonders!) and you find yourself thinking of a variety of things...the next meal, homework you have due, the vacation or car you want, etc.

While we know this is not the best way to spend your time in class, there are actual benefits to daydreaming! Taking a LITTLE (yes, little, like small, tiny, short, minuscule, hardly noticeable) break can give you a boost of energy and you can reengage in the class!

The following is copied right from the website associated with the image above:

Daydreaming helps us explore new ideas and uses:

In a University of California at Santa Barbara study, students who were given an extremely boring

task, meant to elicit mind-wandering, were better able to come up with ideas for unusual ways to use items. That means when we're given the opportunity to daydream, our unconscious minds can think of creative solutions to problems.

Mind-wandering promotes creativity:

Another study from UCSB indicates that there's a distinct correlation between daydreaming and increased creativity. In fact, people who are more prone with daydreaming are typically skilled in being able to creatively generate new ideas. It seems that consciously paying attention to a problem isn't the best way to solve it—daydreaming and letting the mind figure it out is.

A wandering mind usually has better working memory:

According to research from the University of Wisconsin, Milwaukee and the Max Planck Institute for Human Cognitive and Brain Science, people who have a tendency to let their mind wander often have a more active and well-equipped brain, as well as a higher degree of working memory. In their study, researchers found that participants who daydreamed during easy tasks were more likely to remember information, even when distracted, indicating a higher level of working memory. Researchers believe that the mental process of daydreaming is actually very similar to the brain's working memory system.

Daydreaming can lower blood pressure:

Researchers from the Anti-Stress Center have found that daydreaming is a form of hypnosis, and can lower stress levels as well as blood pressure. People who are experiencing anxiety and stress can spend time daydreaming to relieve stress, as well as enjoy the benefits of lowered blood pressure. Further, psychiatrists from the Menninger Clinic believe that daydreaming allows you to mentally rehearse steps, such as flying for an upcoming trip, and make you better prepared to handle the events when they happen.

Reflection helps aid development and well-being:

Research published in Perspectives on Psychological Science indicates that looking inward and reflecting through daydreaming can help us better build memories and improve our attention spans. Time spent letting your mind wander can make the quality of your outward attention better. In fact, the research proved that students who were given time and skills necessary for reflection performed better on tests, reduced anxiety, and became more motivated.

Daydreamers are better problem solvers:

Although we once thought that our minds are at rest when we're daydreaming, research from the University of British Columbia suggests that we're actually solving problems. Through fMRI scans, researchers found that activity in the complex problem-solving areas of the brain were highly active during daydreaming episodes. People who are having trouble solving complicated problems might be well served to let go of their immediate goal, and just let their mind wander with a simple task instead.

Daydreaming, like nighttime dreaming, consolidates learning:

The same research from the University of British Columbia shows that daydreaming can actually consolidate learning. It's been widely established that sleep and nighttime dreaming is an important part of the learning and memory process, but this research shows that daydreaming plays a major part as well. Need to remember what you've just learned? Instead of cramming it in your brain, daydreaming may be a more effective approach.

You can improve your IQ with daydreaming:

Allowing your brain to “rest” through daydreaming can help to improve your IQ. When daydreaming, it seems that distant areas of the brain are better able to communicate, and improving this function with practice can aid in intelligence. This is only true, however, for “good daydreaming,” as in, when the mind is exploring imagination or creativity. “Bad daydreaming,” like focusing on a negative comment, does not improve IQ.

With daydreaming, you can invent the theory of relativity, or win a Nobel Prize:

Noted daydreamers include Albert Einstein and Nobel prize-winning molecular biologist Elizabeth Blackburn. It’s believed that Einstein’s theory of relativity was born as he was daydreaming about running to the edge of the universe. Blackburn has widely noted that daydreaming greatly contributed to her success and has seen it work for some of the most creative and successful scientists in her life as well.

You can build empathy with daydreaming:

Research published in Psychological Bulletin indicates that people who daydream are more likely to have empathy. Studying Israeli high school students, researchers observed that students with high scores on the Daydreaming Scale of the IPI demonstrated more empathy than students who scored low on the scale. Spend more time daydreaming, and you just might become a more compassionate person.

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Define consciousness.
2. Discuss personal circadian rhythms and any issues with sleep deprivation or sleep debt.
3. Discuss the theories of dreams and dream interpretation.
4. Identify the neurotransmitters affected by various categories of drugs.

Teaching

Reading

OpenStax College (2014). Chapter 4: States of Consciousness. *Introduction to Psychology*. OpenStax College.

I'm Awake!

Consciousness is the sum total of our awareness of internal and external stimuli such as sensations, emotions, thoughts, memories, and external stimuli from our environment. At any given point we can be said to be in a “state of consciousness” defined by the degree to which we are aware of different stimuli, both internal and external. It stands to reason that when we are “awake” we are aware of more things around us than when we are asleep (more on that later!)

At this point I want to make the distinction between characteristics of the human experience that are **state** and those that are **traits**.

Traits

Human Traits are those characteristics of us that are relatively stable over time. Aspects of ourselves such as our sex, gender identity, height, race, intelligence, and personality are seen as being pretty much the same most of the time. Over the course of a typical day your traits rarely change.

State

In Psychology, when we speak of state, we are talking about transient experiences that are more fluid and changing. Emotions, drives, mood, homeostasis, and hunger all identify aspects of our lives that change, sometimes from moment to moment. Over the course of a day, your states change all the time.

Biological Rhythms

As with nearly all aspects of Psychology, there is some biology involved. Biological rhythms and patterns exist within both male and female bodies. These are deeply connected to the cycles of our planet and our solar system. A set of these that is synched with the day/night cycle of Earth are referred to as our **circadian rhythms**. Various functions in our body (and in our consciousness) cycle every 24 hours or so, and provide a routine to many of our bodily functions.

Heart rate, blood pressure, blood sugar, body temperature, and of course, sleep/wake cycles are a few examples. The graphic below depicts some aspects of how the biochemical rhythms in our bodies impact our performance. While we can practice against these factors and stay up late or build up reaction time in the early evening, we are battling with biological patterns that are hard wired into our bodies as a part of our symbiotic relationship with the Earth.

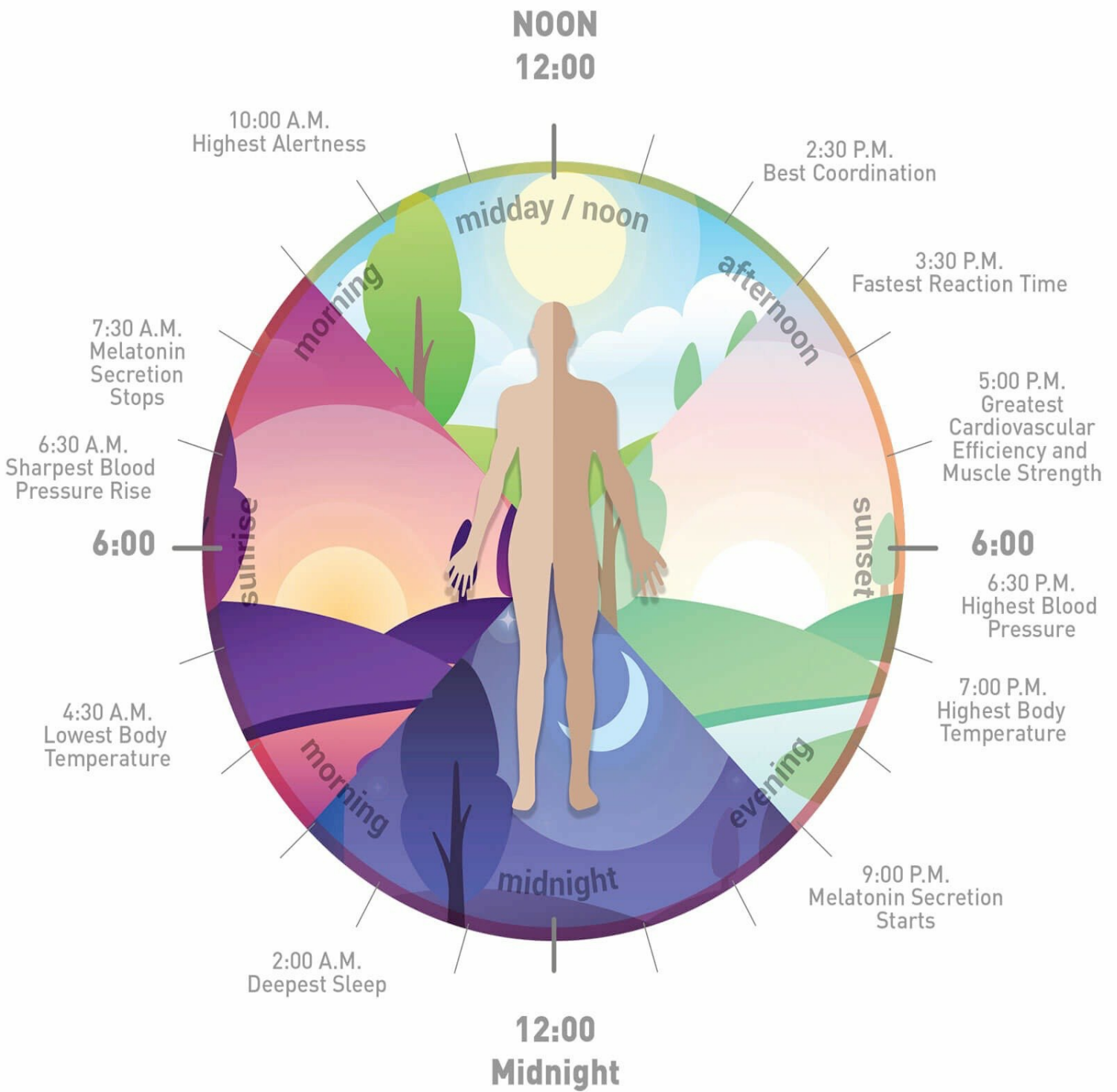


Image from specifier.com

The Brain and Consciousness



[MOVIE - Crash Course Psychology - Consciousness](#)



The suprachiasmatic nuclei are a pair of structures found in the hypothalamus. Each nuclei only contains about 10,000 neurons, but they function to maintain our bodily rhythms on an approximate 24 hour schedule. Similar bundles of “timers” exist throughout the body, but the SCN is the control center.

This structure serves to regulate the rhythms of the body including the sleep-wake cycle, body temperature fluctuations, changes in blood pressure, and other patterns in our body. While the SCN can regulate these processes independent of external stimuli, it does rely on external stimuli such as sources of sunlight.

[Know your Brain - Suprachiasmatic Nucleus](#)



[MOVIE - Suprachiasmatic Nucleus](#)



One of the challenges of space travel and living on other planets has to do with these circadian rhythms. In space, for example, the sun is always shining (you are not on a planet that turns away from the sun.) Astronauts on the International Space Station have to fabricate a cycle of day and night using the shutters on the windows.



As we begin to contemplate a serious effort to put people on Mars, we have to consider a few things. The National Space Biomedical Research Institute is currently studying the following Martian realities that will impact circadian rhythms.

1. Mars' gravitational pull is .38 G vs. Earth's 1 G
2. Mars' day is 24.62 hours when Earth has a 24 hour day
3. Mars' light in the sky shifts to low illumination and red, while the Earth has high illumination and shifts to blue-green wavelengths

Each of these factors has been identified as impacting circadian rhythms and studies are underway to determine how primates will fare under these conditions.

Wakefulness vs Sleep



[MOVIE - Crash Course Psychology - To Sleep, Perchance to Dream](#)



Wakefulness is characterized by high levels of sensory awareness, thought, and behavior. Alternatives to normal wakefulness are referred to as **Altered States of Consciousness**. The most commonly known of these is, of course, sleep.

1. We spend about 1/3 of our life sleeping.
2. Characterized by low levels of physical activity and reduced sensory awareness.
3. Better characterized by specific brain waves.

The text includes a great graphic that depicts the types of brain patterns we see during specific stages of sleep: Alpha, Theta, Delta, and REM (Rapid Eye Movement).

Dreaming

Yes, we all have dreams. Sometimes we have difficulty remembering them. Dreaming occurs during REM sleep stages and we average 3-4 patterns of REM in a single night. Dreaming has fascinated people throughout history. In the field of Psychology, dreams played a major role in the development of theories by Sigmund Freud and Carl Jung.



The function of dreams is still under debate but a number of theories have emerged:

Psychoanalytic Theory of Dreams

This theory focuses on both the manifest (actual storyline and images) and latent (conceptual and symbolic representations) of the dream. Freud felt that dreams opened the door to the unconscious and allowed our deepest desires, fears, and hopes to emerge. However, since these were emotionally powerful, the mind represented these in symbolic forms.

Carl Jung adopted Freud's interest in the latent content of dreams, but felt the symbolic representations came from a universal repository of reality called the "Collective Unconscious" rather than from the individuals inner conflicts.

Both of these figures in Psychology used dream interpretation as a major aspect of their theories and their work.

Activation-Synthesis Theory of Dreams

In this theory, the presence of dreams simply represents what the brain is so good at doing, making meaning out of meaninglessness. During REM sleep, brain activity is nearly identical to wakefulness. Given all this brain activity, the brain goes into processing the information and creating patterns, even if those patterns are not there (much the way we see shapes in the stars in the night sky.)

Information Processing Theory of Dreams

This popular theory is that the mind uses dreaming to knit together the experiences of the previous day, organizes memories, and sets to solving specific problems that were encountered. People have long reported of encountering a problem but only coming up with a solution when they "slept on it."

Dream Interpretation

The practice of dream interpretation dates back to the ancient world and represents the roots of psychoanalytic theory. While interpretation in the ancient world attributed the dreams to gods and

spirits, modern day interpreters rely on a mix of the Freudian and Jungian perspectives.

My personal practice of dream interpretation is one where I ask the dreamer to describe the dream in as much detail as possible. Objects, locations, activities, sensations, and feeling are all important aspects of the dream. I then consult a reliable “Dream Dictionary” which provides multiple interpretations of the objects, locations, and activities of dreams.

Using these as guides, I engage in a dialogue with the dreamer about what the dream may be representing in their lives. It is far from being a perfect science, but in nearly always results in creative and engaging discussions...which is, in fact, the point of using dream interpretation. In the end, I will likely move away from discussing the dream and more in line with what the discussion about the dream brought up.

Below is a link to an Online Dream Dictionary that you can use for your own interpretations of your dreams. Remember, the purpose of this is for entertainment and self-exploration.



Substance Use and Substance Use Disorder

All medications and drugs have what is called a “psychoactive” effect. Indeed, as in the case of recreational and psychotropic medications, that is the point! If you read the details that come with every medication it will describe any potential psychological impacts it may have. You may have warnings about using machinery or driving while on a specific medication, or another one may cause difficulties in falling asleep. Each of these is referred to as a psychoactive effect.

Recreational Drugs and Substance Use Disorder

Drugs such as alcohol, marijuana, cocaine, and heroin are examples of drugs that are consumed specifically for their psychoactive effects. While these drugs have been around for thousands of years, the consumption of them has become more problematic in the modern day.

These drugs tend to imitate the naturally occurring neurotransmitters in our brain and act to activate or suppress brain activity. There are three main categories of drugs: Depressants, Stimulants, and Hallucinogens. Drugs are characterized and organized by their overall effect on the brain. The textbook has a wonderful graphic that shows a number of drugs and where they are in organization.

Various aspects of this concept include:

1. **Physical Dependence** - when the presence of the drug impacts the natural production of the body chemical it is imitating, and the individual becomes deficient in the chemical when not using.
2. **Psychological Dependence** - when the presence of the drug produces feelings and sensations that the individual has come to feel they cannot function without.
3. **Tolerance** - when the amount of active drug has to be increased in order for the effect to manifest.
4. **Withdrawal** - the process by which the body undergoes physiological distress in the absence of the drug.

The National Institute on Drug Abuse provides detailed information on the most commonly abused drugs.

[Commonly Abused Drugs Charts](#)



Controversial Issues

Some key discussions are being had in our society in relation to drugs and drug use. Alcohol, by far the most destructive and costly drug is sold in grocery stores. Marijuana legalization for medical use is on the rise as is the legalization for recreational use. Finally, the opioid crisis seems to be unstoppable, with one of the only known responses to be methadone clinics which replace the opioid with another drug (a measure that is called “damage reduction”)

What are your thoughts on these issues?

[Mayo Clinic - Alcohol: Weighing Risks and Potential Benefits](#)



[Should Recreational Marijuana be Legal?](#)



[Methadone Treatment: The Good, Bad, and the Ugly](#)



Other States of Consciousness

So far we have talked about three primary states of consciousness, wakefulness, sleep, and the effects of drugs. There are many other ordinary and extraordinary states of consciousness that we can attain!



[MOVIE - Crash Course Psychology - Altered States](#)



Hypnosis

Hypnosis has both a therapeutic and entertainment history. It is defined as entering into an extreme state of self-focus with very little attention being paid to external stimuli. First used as entertainment

to get audience members to do silly things, Freud and many other early Psychologists saw it as a way to get patients to relax and be more forthcoming in therapy.

Highway Hypnosis

This is a state that some people achieve when they are engaged in a monotonous task such as driving on a highway with very little variety in stimulation. We all likely have a story where we have got on the highway and driven right past our exit! In this state we are drowsy and inattentive and we are more prone to accidents and have slower reaction times. Truckers offer the following advice:

1. Switch up your entertainment.
2. Don't neglect fresh air.
3. Be creative with a blog or vlog.
4. Smartphone use can be good (and bad).

Meditation and Prayer

Meditation is often referred to as a focusing of the mind upon a single thing (sound, object, feeling, the moment, etc.) whereas prayer is a focus on speaking to and or listening to God. On a Psychological basis, both have similar impact. People have been known to manage their hypertension, reduce stress, and, in the case of prayer, find comfort and consolation when going through rough times.

Peak Experiences

While we will be discussing the work of Abraham Maslow when we talk about motivation, his work has relevance here. He studied individuals that he deemed as having transcended the human experience into a state he called **Self-Actualization**. People who are self-actualized tend to report having had a number of "Peak Experiences" characterized by a sense of wonder, awe, and or ecstasy over an experience.



These may happen during life events such as the birth of a child or the vision of a sunset while camping, but the commonality is that the normal physical and psychological experience transforms into a spiritual one.

NOTE: It is not uncommon for users of opioid drugs to refer to their conscious experiences of the drug in these terms. It is no wonder that the drug is so addictive. However, these drug-induced experiences are not the same as true peak experiences and they are ultimately destructive and often fatal.

Assessment

Chapter 4 Discussion A

Read up on the concept of circadian rhythms and the notion of sleep debt. While in school, and engaged with many other things, students often feel a degree of sleep deprivation. Discuss how this state puts you at risk and how you may address the issue.

Chapter 4 Discussion B

History has described a lot of ways to understand dreams. Review the theories discussed in the CourseBook and the discussion on Dream Interpretation. Which theory do you think aligns with your thinking? Using the Dream Dictionary resource, try to interpret a dream of your own. Be open and creative in how you approach this topic.

Chapter 4 Quiz

1. Define Consciousness.
2. Select a drug discussed in the textbook that you have personal experience with (either you have used or you know someone who has used.) Briefly explain the way in which that drug interacts with the nervous system and then relate that information to the behaviors and feelings individuals may have while on the drug.

Sensation & Perception

Attention

Electric Taste

[MOVIE - Why do batteries taste sour?](#)



Our sense of taste, is one of our chemical senses. If someone every asked you to describe what chocolate tastes like, you might have some trouble. They just need to try it.

When we encounter NEW tastes our brains attempt to find close approximations to tastes we have encountered before. As we become more adapted to these tastes they can become unique flavors, separate from others we have experienced.

As with all the senses, there are individuals who are particularly astute at using specific senses.

[MOVIE - Are you a Supertaster?](#)



Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Identify the anatomical features of the eye.
2. Identify the anatomical features of the ear.
3. Provide examples of Gestalt Perceptual Cues from the real world.
4. Discuss how other aspects of consciousness may impact sensory perception.

Teaching

Reading

OpenStax College (2014). Chapter 5: Sensation and Perception. *Introduction to Psychology*. OpenStax College.

Biology and the Mind

The study of sensation and perception is really a study of the interface between the biological origins of sensation from our body (from neurons specialized in picking up wavelengths, vibrations, temperature, etc.) and what our conscious mind does with this information. It can be said that our understanding of the world exists only INSIDE because we do not directly experience the things around us that are OUTSIDE.

Basic Sensation

We learned in Chapter 3 that neurons relay information around the body. There are specialized neurons that exist throughout our body that have adapted to be sensitive to specific stimuli in our environment. We have neurons in our eyes that make up the retina that are sensitive to photons of light. We have neurons in our ears that are sensitive to vibrations. We have neurons in our muscles that are sensitive to the direction we are moving and we have neurons throughout our body that perceive temperature, pressure, and pain.

In all of these instances, however, there are basic processes taking place.

1. Sensory neurons **transduce** the external energy (light, sound, etc.) into electrical impulses that can be communicated through neurons.
2. Sensory neurons are **specialized** to respond to specific kinds of external stimuli.
3. Sensory neurons have an **upper and lower threshold** of sensitivity (there are pitches of sound so low we cannot hear them and so high we cannot hear them.)
4. Sensory neurons have the ability to **adapt** and change the frequency of firing over time.

The Big 5

The Big 5 (my phrase) in the sensation world include hearing, smell, touch, sight, and taste.

5 Senses



Absolute Thresholds (the minimum amount of stimulation to activate each of these senses, for most people) are:

1. Hearing - The tic of watch from 20 feet in a quiet room (remember when watches used to tic?)
2. Smell - One drop of perfume diffused in a three-room apartment.
3. Touch - A bee's wing falling on the cheek from 1 centimeter above (a moment of silence for the poor bee that donated it's wings to science!)
4. Sight - A candle flame at 30 miles on a clear, dark night (wow!)
5. Taste - 1 teaspoon of sugar in 2 gallons of water.

There are more than 5 Senses

While these 5 senses are well known and discussed in the textbook, we have many other senses that convey specific information to our brains. Some of these are combinations of the Big 5, but some are unique.

1. Pressure
2. Itch
3. Thermoception - Ability to sense heat and cold.
4. Proprioception - Ability to tell where your body parts are in relation to other parts.
5. Tension - Allow us to monitor muscle tension.
6. Nociception - Our perception of pain.
7. Equilibrioception - Allow us to keep our balance and perceive changes in direction.
8. Stretch
9. Hunger

10. Magnetoreception - Ability to detect magnetic fields.

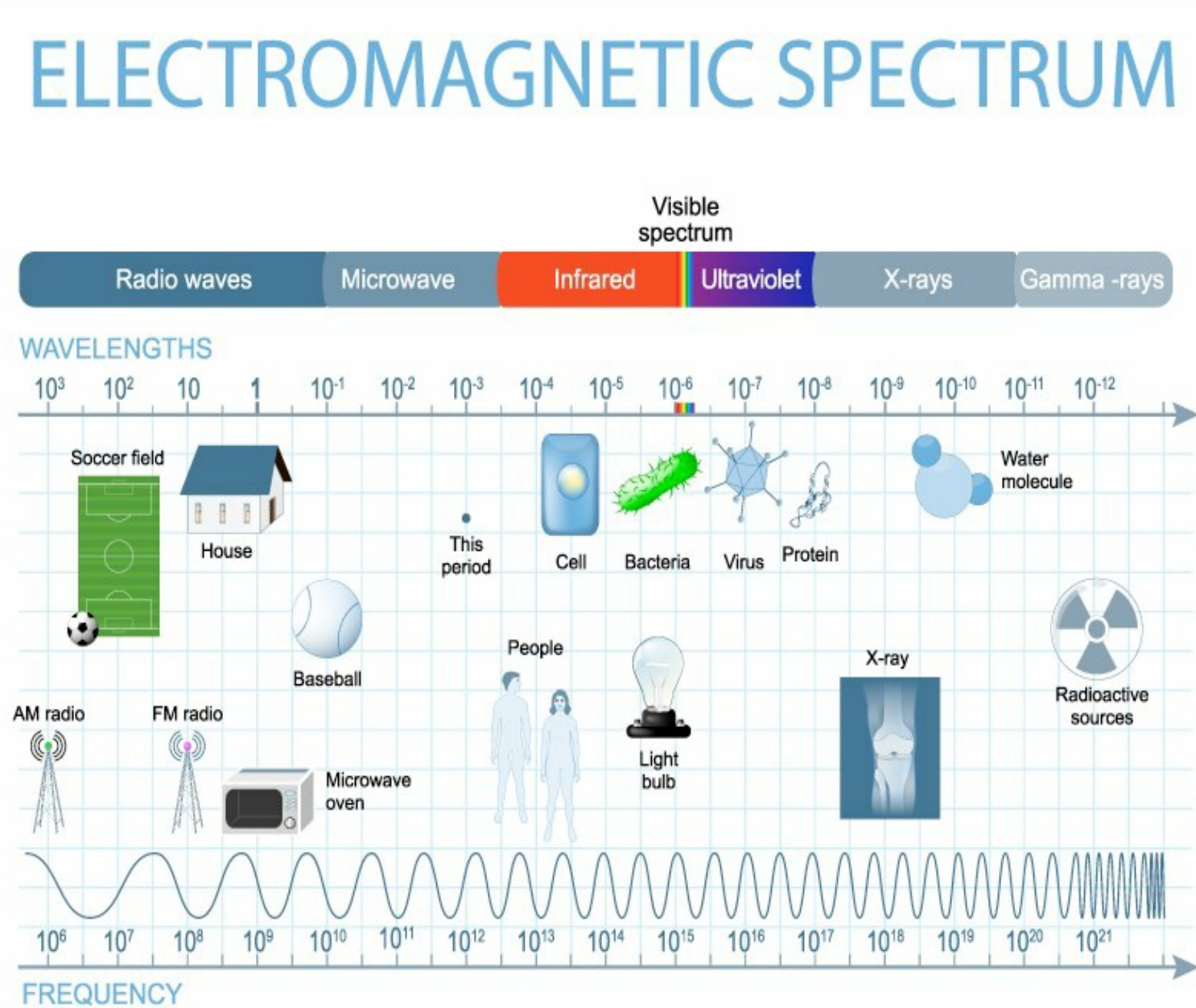
11. Time

Wow, pretty interesting isn't it!

Time for a little Physics

Electromagnetic Spectrum

As we prepare to look at our sense of vision, we want to have some understanding as to the physics of waves.



The chart above describes the varied sources of energy on the electromagnetic spectrum. The defining characteristic is the wavelength, the physical distance from one peak of the wave to the next wave.

Notice these examples:

1. In between AM and FM radio, the wavelength of the signals are as big as a soccer field!

2. Microwave (like the one in your house) are big enough to see, in fact, they are slightly bigger than the holes you can look through in the door...that is why you can look into your microwave and not cook your eyes!
3. The Visible Spectrum, the wavelengths that our eyes can sense, is a relatively small part of the entire spectrum.
4. X-rays and Gamma Rays penetrate everything, and thus are destructive to our cells, our DNA, and our health.

Keep in mind that according to Physics, light acts both as a wave and as an object (photon), so light is a bit mysterious.

Sound Waves

Sound is transmitted by vibrating molecules through matter. Depending on the type of matter, sound travels at different speeds. In the air (filled with air molecules) sound travels at 767 miles per hour. In water, a more dense matter, sound travels at 3355 miles per hour!

Our sensation system detects changes in both **pitch** (tone, high and low) and **amplitude** (soft and loud).

[MOVIE - Sound Properties \(Khan Academy\)](#)

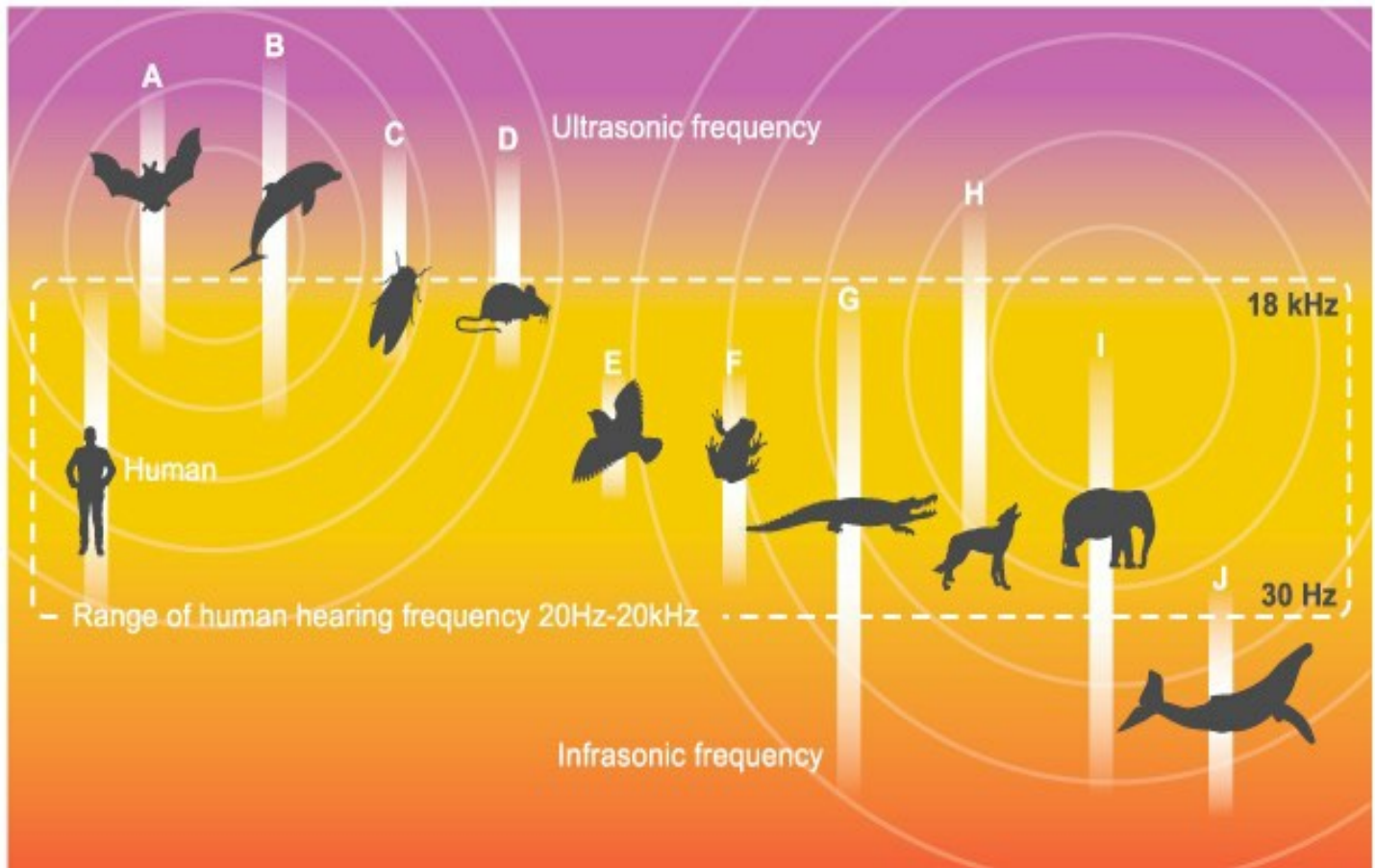


Scientists use an oscilloscope to measure sound waves, both pitch and amplitude. Visit the [Virtual Oscilloscope](#) website with your Chrome browser to play around with one!



Different animals have different degrees of ability to hear sounds.

Animal hearing frequency range



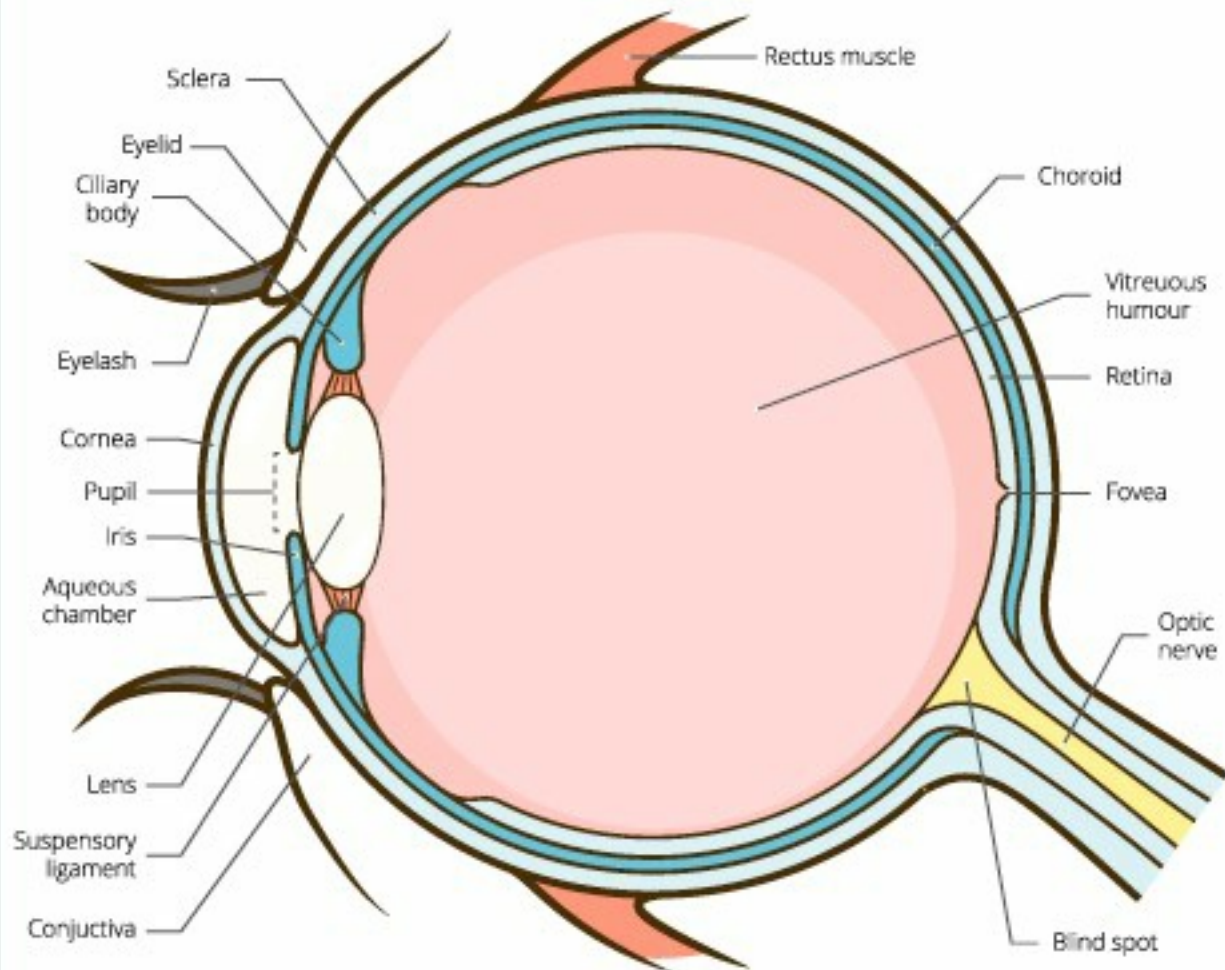
A. Bat	2kHz - 120kHz
B. Dolphin	75Hz - 150kHz
C. Insect	10kHz - 80kHz
D. Rat	900Hz - 79kHz
E. Bird	1kHz - 4kHz

F. Frog & Toad	50Hz - 4kHz
G. Crocodile	16Hz - 18kHz
H. Dog	64Hz - 44kHz
I. Elephant	17Hz - 10.5kHz
J. Blue whale	14Hz - 36Hz

Vision

Light is collected by the structure and specific neurons of the eyes. Specialized neurons, called **rods** (black and white) and **cones** (color) make up the **retina** layers in the eye. The information collected by all the rods and cons is sent to the optic nerve which travels to the **occipital lobe** of the brain for processing.

The Structure of the Human Eye



Review the content in your text about the eye and vision and pay particular attention to the following:

1. Iris
2. Lens
3. Fovea
4. Retina
5. Blind spot
6. Optic chiasm

Perception and Vision

Perception encompasses the processes that interpret the raw information coming from the sensory system. Perception is the brain's work when it comes to the sensation system and it creates

(constructs) the world as we understand it.

The raw data that comes to our brain for processing would be difficult to recognize. It is upside down, obscured by blood vessels, blurry, etc. Our brain makes corrections to this data so we can understand what we are seeing!

Depth Perception and Gestalt Perceptual Cues

One of the most powerful components of human vision, is our binocular vision. Our two eyes are situated on our face a few inches apart. The image received by each eye is slightly different than the other...the brain processes these images and creates the illusion of depth that we enjoy.

Some of you may remember the ViewMaster with circular cards with matching pictures. This toy worked in a very similar manner!



[Visit ViewMater today! They still exist, and now they do VR and Apps!](#)



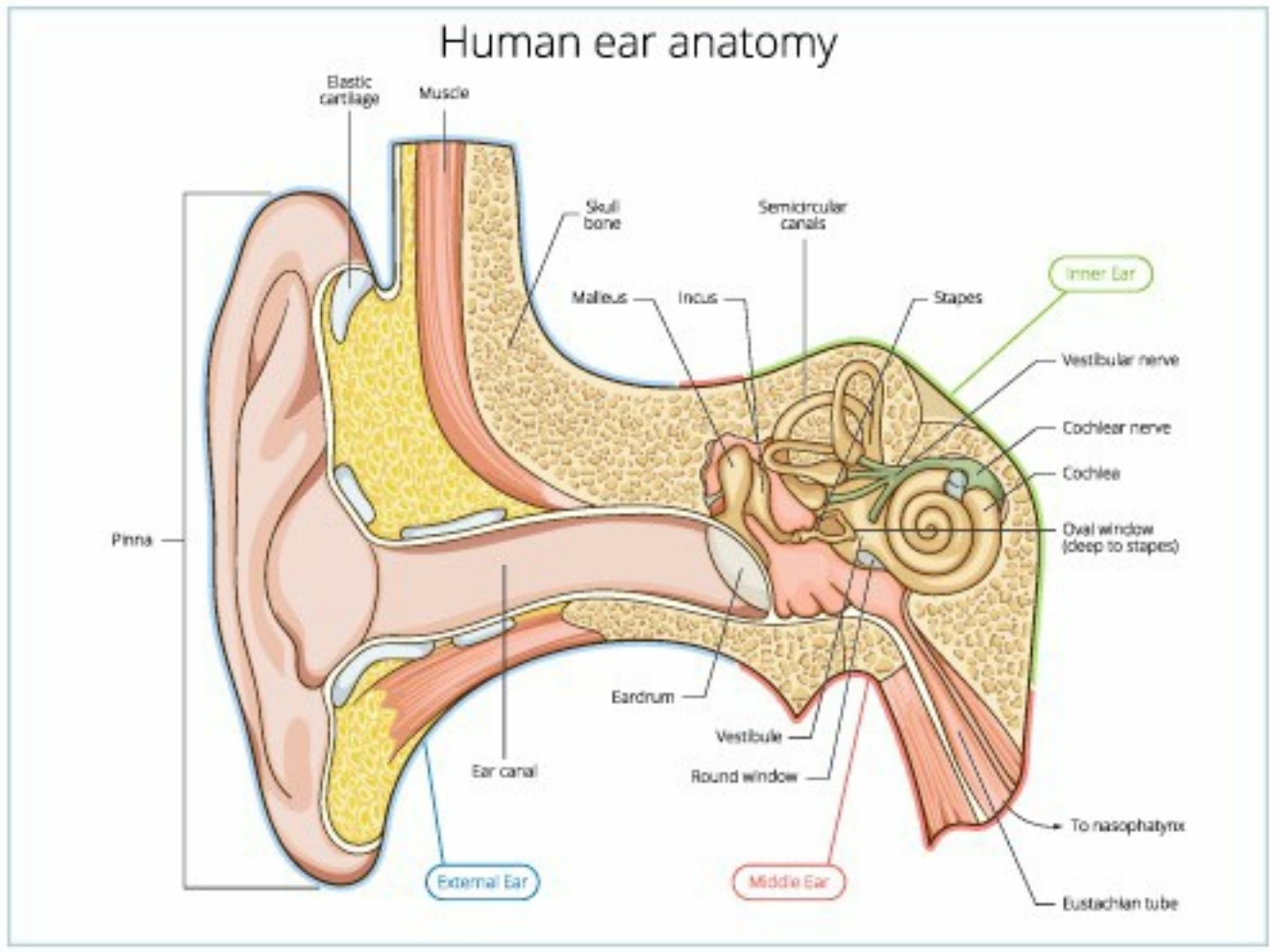
Gestalt Psychologists, an historical movement in the field of Psychology, is best known for its work on perception. The **Gestalt Perceptual Cues** are sets of rules and cues that govern the way we see the world and understand it. In addition to binocular vision, there are other cues our eyes and brains use to determine depth. In addition, we also see patterns and we group objects together based on these principles.

[MOVIE - The Gestalt Principles](#)



Hearing

Hearing represents our ability to detect sound waves within the range that humans can perceive. This includes everything from simple tones to the rich sounds of a symphony.



Review the content in your text about the ear and hearing and pay particular attention to the following:

1. eardrum
2. Basilar membrane
3. Cochlea
4. Semicircular canals

Binaural Hearing

Similar to our two eyes providing us with the ability to see in three dimensions, our two ears allow us to localize sound in space. Small differences in the way sound enters each ear provide us with a

three-dimensional view of the world. For some, this has developed into a unique way of moving about the world!

[MOVIE - Blind Man uses Echolocation](#)



The Chemical Senses

Our sense of smell and taste are intricately connected with one another and are both considered chemical senses. We smell and taste because molecules of substance become embedded in our taste buds or our olfactory buds and stimulate these neurons to send signals to the brain which we have learned to interpret as tastes and smells.

More on Perception



[MOVIE - Crash Course Psychology - Perceiving is Believing](#)



Along with the Gestalt Perceptions there are many other factors associated with how we process information coming in from our sense organs. Consider our definition of consciousness discussed in the previous chapter:

Consciousness is the sum total of our awareness of internal and external stimuli such as sensations, emotions, thoughts, memories, and external stimuli from our environment.

As our brain in receiving information from the senses, it is intermingling with all the other aspects of consciousness; emotions, thoughts, memories, expectations, etc. All of these can impact the way we experience our senses.

[How your Brain Makes you think Expensive Wine is Better](#)



Consider the following:

1. Anticipating an enjoyable activity after class impacts your perception of time. Watching the clock, it seems like it is not moving at all!
2. Specific smells can elicit very strong emotions and memories.
3. Being alone in a dark house at night may change the way you hear sounds.

Here is a review of both Sensation and Perception.



[MOVIE - Crash Course Psychology - Sensation and Perception](#)



Assessment

Chapter 5 Discussion

The definition of consciousness includes the sum total of our senses, feelings, expectations, environment, context, cultural upbringing, etc. Discuss ways in which these factors shape your sensory perception.

Consider this example: Would you consider this bowl of food appetizing?



Your answer is largely based on if you were raised in a culture that views insects as food for human consumption.

Chapter 5 Quiz

1. Match the definitions to the anatomical features of the eye.
2. Match the definitions to the anatomical features of the ear.

Chapter 5 Assignment

Purpose

The purpose of this assignment is to develop the skill to identify examples of Gestalt Perceptual Cues in the real world. While most examples of these Gestalt principles are given as drawn images, they are all around us. Consider the following image:



This image shows athletes at a sporting event. It is clear that you will group those who are dressed in the same color together...this is an example of the Gestalt Principles of Similarity and Proximity.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Recognize examples of Gestalt Principles in the real world.
2. Describe specifically how the image represents the chosen principle.
3. Uploading images to the drop box.

Task

For this assignment you are going to use your phone, tablet, or digital camera to take a picture from

your own world (you cannot search the web for images, you must find examples in your local environment.)

You will take a quality picture of an example of a single (or multiple) Gestalt Principle(s).

You will then upload the image directly to the assignment drop box and provide a paragraph description of the image and how it is an example of a Gestalt Principle in the text box in the drop box.

Criteria for Success

Use the rubric below as a guide to this assignment.

Item	Performance Description	Points
Image	The image is an appropriate and accurate representation of a Gestalt Principle	30
Description	The description accurately describes the image and the specific Gestalt Principle it represents using terms from the definition of the Gestalt Principle	70

Learning

Attention

The Psychology of Slot Machines

To keep players gambling, all slots rely on the same basic psychological principles discovered by B.F. Skinner in the 1960s. Skinner is famous for an experiment in which he put pigeons in a box that gave them a pellet of food when they pressed a lever. But when Skinner altered the box so that pellets came out on random presses — a system dubbed variable ratio enforcement — the pigeons pressed the lever more often. Thus was born the Skinner box, which Skinner himself likened to a slot machine.

The Skinner box works by blending tension and release — the absence of a pellet after the lever is pressed creates expectation that finds release via reward. Too little reward and the animal becomes frustrated and stops trying; too much and it won't push the lever as often.

[Applying the Addictive Psychology of Slot Machines to App Design](#)



Slot Machines are designed to provide users with the optimal amount of reinforcement to keep them gambling using the same principles we will talk about in this chapter, Operant Conditioning.

However, the real “magic” is not the reinforce, but the Schedule of Reinforcement. A slot machine is an example of a device that issues a VR (variable ratio) schedule of payout. No one knows, but the owners of the Casino, when the slot is going to hit, but it has to hit often enough to keep people on the chairs putting money in. I’ve played music in many Casinos and the method is VERY effective.



Image from Mohegan Sun Casino - Pocono Downs

To be fair, there are many other factors that go into the design of slot machines that increase the attraction: bright lights, sexy images, pictures of money and winnings, haptic response (the handles shake and move to imitate old style slot machines), etc.

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Explain how learned behaviors are different from instincts and reflexes.
2. Analyze an ad using the concepts from Classical Conditioning.
3. Identify and categorize real world reinforcement schedules.

Teaching

Reading

OpenStax College (2014). Chapter 6: Learning. *Introduction to Psychology*. OpenStax College.

Do Humans have Instincts?

Core to the question of “Nature vs Nurture” in describing the human experience, is the notion of learning. Learning can be defined as:

“A relatively permanent change in behavior as a result of experience.”

Most animals are born with a variety of behaviors and “knowledge” that appears to be in-born and NOT the result of experience. We refer to these patters of behavior as **instincts**. According to our textbook, instincts are “innate behaviors that triggered by a (broad) range of events.”

There is disagreement, in the field of Psychology, as to if humans have instincts. Keep in mind that instinct tend to produce very precise and easily identifiable patters of behavior, such as the way a robin will build it’s nest. There is, however, some evidence that instincts instruct the development of certain aspects of our nervous system that predispose us to act “human” and to adapt to different circumstances. In essence, we have one verifiable instinct...the instinct to learn!

[Psychology Today - How Does Instinct Work?](#)





[MOVIE - Crash Course Psychology - How to Train a Brain](#)



Adaptation and Classical Conditioning

Right out of the womb (possible even before) we begin to learn and adapt to our environment. We start to make associations. Associations between the sounds and sights that we hear and those that meet our needs. It is a confusing and overwhelming world when we are so young, but soon we begin to associate the sound of our mother's voice with the comfort that it brings us (if we live in an attentive and loving environment!)



Classical Conditioning

Humanity has long been aware of the power of Classical Conditioning, but it did not get defined in the Psychological literature until the pioneering work of Ivan Pavlov.

Pavlov was a physiologist who was interested in the eating and digestive aspects of animals. Having set up experiments to examine the relationship between salivation behavior in dogs and the presentation of food, he observed that dogs would often salivate when they saw the white lab coat of his assistants who prepared the food. From this point he set up his classic experiment. Pavlov successfully trained dogs to salivate in the presence of such innocuous stimuli as metronomes, buzzers, etc. (He himself never used a bell to conduct his experiments, though many illustrations of his work report that he did.)

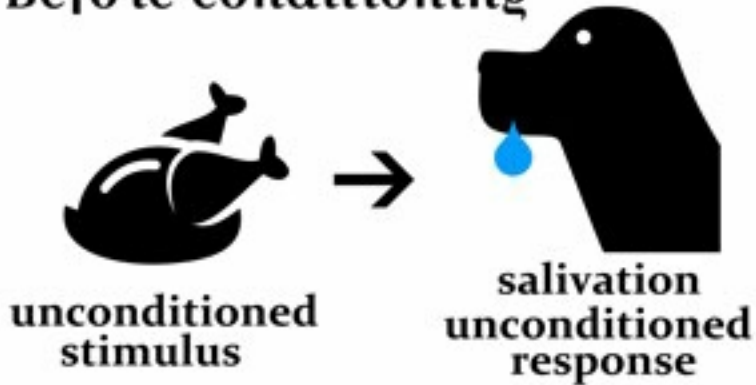
[The One Thing you Know about Pavlov and his Dogs is Wrong](#)



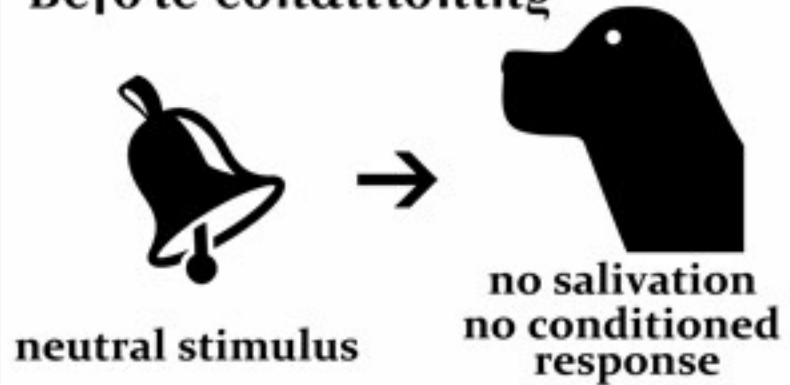
[MOVIE - Pavlov's Dog's and how People Learn](#)



Before conditioning



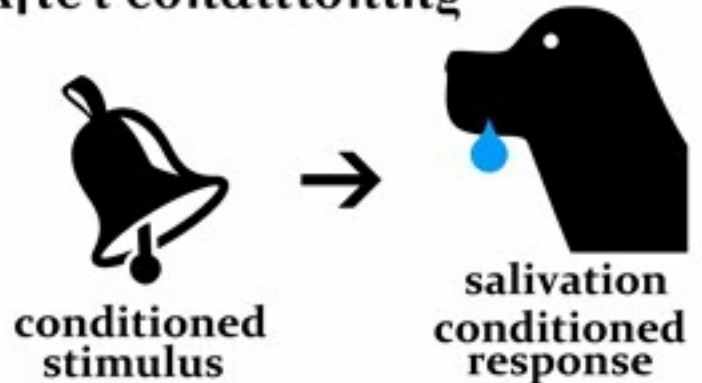
Before conditioning



During conditioning

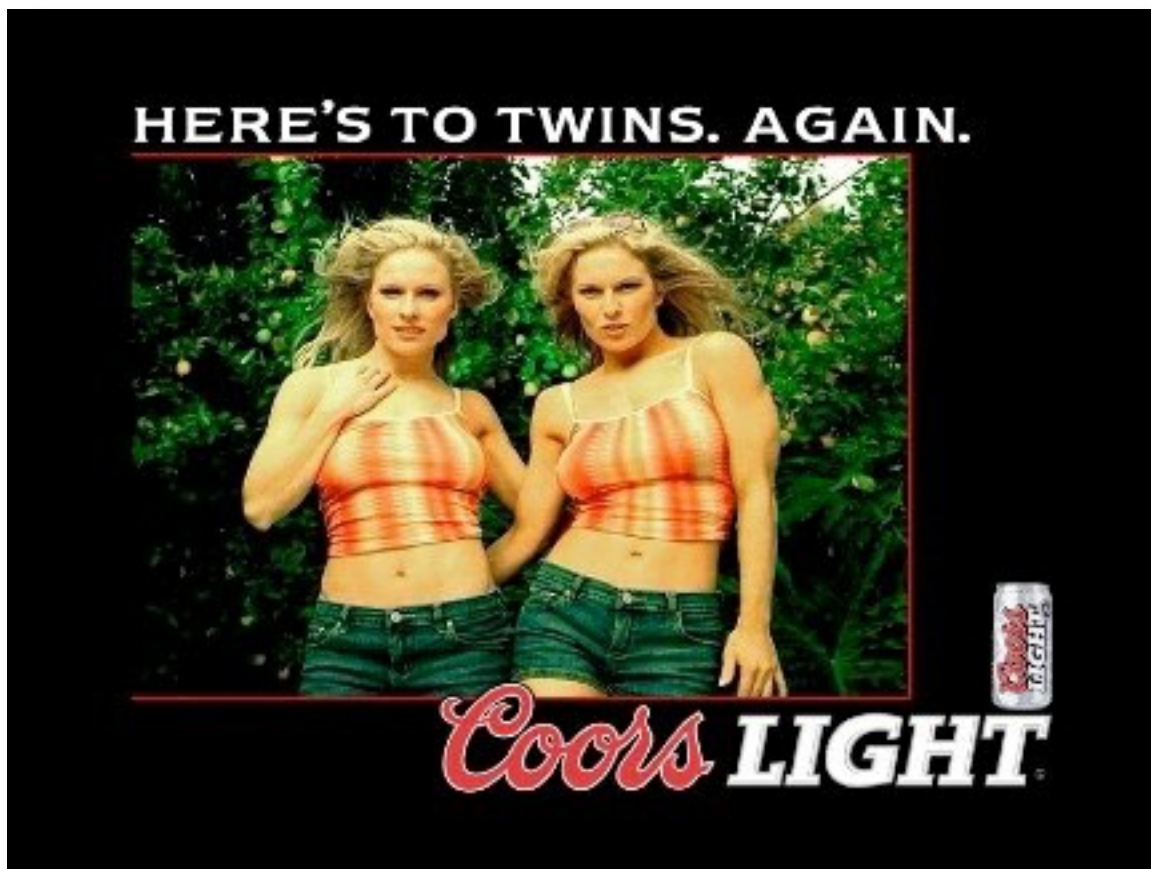


After conditioning



Applying Classical Conditioning to Advertising

We can look at just about any advertisement and see it in light of Classical Conditioning. I'll go through an example to tell you how it is done. In this process we are going to identify a few things about an ad and we will use the "Coors Light" ad below to do it.



First, we want to know the Unconditioned Stimulus

The US is the part of the ad that creates a reaction, the attractive part, the part that will draw the attention of the target audience. So what draws the attention of men aged 16-80 who drink beer? Yup, the two girls. So the twins are the US...we men did not have to LEARN to be attracted to this.

Sometimes the product is the US. This is the goal of nearly all advertisers. Good examples of products that have become US include Nike, Apple, and Coca-cola. These brand names are well known throughout the world and often need little else except the logo for recognition.

Now, we want to know the Neutral Stimulus

This is an easy one...the NS is ALWAYS the product. In this case it is the beer.

Then, we want to know the Association

The ad places the NS in the same place as the US...in this case, the beer (NS) appears next to the girls (US). Learning occurs when we associate these together. The association links the EMOTIONAL response to the US to the NS. So, advertising goal is for us to think and feel the same way when we are seeing the beer as we did when we see the girls! Or at least something close to that!

NOW we have a Conditioned Stimulus

The CS is NOW the product. Now that the learning has occurred the product itself can now be called a CS because now it brings about the same response as did the girls.

Can we know the Target Audience

Who do you think will be attracted to this ad? All advertisement targets specific people so who do you think this ad is for? I would say that it is for all men age 16-80 who drink beer. Coors wants the target population to drink Coors beer and not Budweiser. The target audience also determines where the ad is going to be displayed. You might see this ad in Sports Illustrated but you will not see it is

Operant Conditioning

While we can say we learn a LOT through the process of Classical Conditioning, we also learn in other ways, such as through the process of rewards and punishments (which is, in a way, related to Classical Conditioning because we begin to associate specific behaviors with rewards and other behaviors with punishments.)

Law of Effect

This is one of the only "laws" in Psychology!

It simply states that if a behavior is followed by a positive consequence it is more likely to happen again; if a behavior is followed by a negative consequence than it is less likely to happen again.

The Law of Effect essentially defines what we mean by **reward** and **punishment**. Rewards represent anything that will make the behavior more likely to happen again, while punishments will make it LESS likely to happen again.

Keep this in mind, there is no such thing as a universal reinforcer and not all things that some might perceive of as punishments, are punishments to others. A reward (reinforcement) is anything that has the EFFECT of making behavior more likely and a punishment is anything that has the EFFECT of making a behavior less likely to happen.

The ABC Contingency Theory

The ABC Contingency Theory is the application of Behaviorism to describe "reality". In Behaviorism the "Law of Effect" is seen as the primary force to explain behaviors. The ABC Theory expands on this (based on the work of BF Skinner) to include factors that occur before AND after a behavior.



A---Antecedent

Antecedents are all those environmental factors that lead up to a behavior. What is going on...what are people thinking...what signs and symbols are presented...instructions...directions...actions of others. The "A" in the ABC theory represents all the factors that may come before a behavior and may impact the course of that behavior.

Example: Instructions or directions are often the most cited As in the world of behaviors. But, there is a lot to the As. Instructions have to come from authority figures that we are willing to listen to...so it is much more than simply the instructions. Here is a specific example: A parent comes home and finds that the kids have been playing X-Box all day and their rooms are not clean. These observations are the A that may prompt behavior on the part of the parent. More on this example in a bit...

B---Behavior

Behaviors, from the point of view of this theory, are all those things that a person can do that we can observe. It is important that we only discuss behaviors we can directly observe because that is the concern of this theory. Behaviors such as "thinking" or "believing" or even "reading" often cannot be directly observed. We can, however, create measures that would indicate that these behaviors actually did occur, even though we can't observe them directly.

That said, behaviors, are actions that people can take.

Example: Continuing with our example of the parent coming home. The A of the observation that rooms have not been cleaned may prompt the parent to act. The B in this case might be that the

parent approaches the kids, has them stop playing the game and then instructs them to clean their rooms.

C---Consequence

Consequences are the effects of the behavior...positive or negative. This is where the "Law of Effect" is active. If the consequence of the behavior is positive then it is likely that the behavior could occur again when needed. If the consequence of the behavior is negative it is less likely that the behavior will occur again.

Example: When our parent asks the kids to stop playing the X-Box and clean their room and the kids, in fact, do just that, then it is likely that in future times the parent will feel comfortable asking the kids to clean their room.

Careful observers like you might see that there are other ABCs going on at the same time. From the KIDS point of view they are playing X-Box and their mom comes in and tells them to clean their room (A), they decide to clean their rooms (B), and they avoid the hellish situation they have known to arise when they have disobeyed their mom! (C)

ABCs are occurring all the time all around us. It is a way to describe how the world works.

It is also a very effective way of manipulating others to change their behavior. In fact, some say it is the ONLY way to do so. The person in charge of the As and the Cs can control the Bs!

Positive is Better than Negative

There are lots of reasons why using Reinforcement is better than Punishment.

1. People will work harder for the potential reinforcer than to avoid a potential punishment (consider gambling vs speeding.)
2. Delivering punishment can make the person angry and act out.
3. Delivering punishment can be an expression of anger and turn to abuse.
4. Delivering punishment teaches the person what NOT to do, but leaves a Behavioral Vacuum as to WHAT TO do.

Positive and Negative Reinforcement

As I venture into this, remember that both of these are still reinforcements, therefore they both make behavior more likely.

1. Positive Reinforcement - A positive reinforcement is given to a person once they have performed the behavior.
2. Negative Reinforcement - A negative reinforcement is an unpleasant stimulus that is removed once the person has performed the behavior.

Schedules of Reinforcement

Some of the best work of BF Skinner was related to understanding how different rates of

reinforcement delivery produce different patterns of behavior. This stuff is a bit wordy, but it is useful in understanding how reinforcement shapes our behavior patterns.

The textbook provides an excellent discussion of different reinforcement schedules and the pattern of behavior they bring about.

Observational Learning (Social Learning Theory)

Observational Learning is closely associated with Operant Conditioning. This theory examines the value of **Role Models**. People may imitate the behavior of other important people in their lives (including people they do not know, like celebrities.)



Many believe that Brie Larson's portrayal of Captain Marvel represents a much-needed female role model in the popular series of Marvel Movies and Superheroes.

This is still a behavioral model because it is not enough that the behavior is imitated, but it also needs to elicit specific responses from the environment that the individual feels are reinforcing. (A teenager can act like their favorite artist, but it won't last unless it is being reinforced by others, even if it is dangerous.)

Vicarious Learning represents the process of changing your behavior by being in the presence of others who are receiving reinforcement and punishment. When we see others act in certain ways that

elicit reinforcement and punishment, we can learn from that and act accordingly.

Assessment

Chapter 6 Discussion

In many aspects of your life, your behavior is shaped and managed by reinforcers. Discuss at least two aspects of your life that involve reinforcement and describe the reinforcement schedule for each one.

In your reply post, speculate about OTHER reinforcers that may also be present in the example given, and describe the schedule of those.

Chapter 6 Quiz

1. Explain the difference between learned behaviors and instincts. In your definition, provide a clear example of each.

Chapter 6 Assignment

Purpose

The purpose of this assignment is to apply the concepts and terms of Classical Conditioning to the analysis of images represented in advertising. Advertising is based upon the principles of learning by association by displaying compelling images to target audiences in close association with products. Linking products with concepts such as “beauty”, “popularity”, “success”, and even “happiness” is key to the success of this \$240,000,000,000 industry! (yes, that is 240 BILLION per year, and that is only in the United States!)

By understanding the Psychological factors being utilized in advertising, students may become more critical about the claims in advertising and become more informed consumers.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Using an example advertisement identify key components of Classical Conditioning as they apply to the ad.
2. Using these components, speculate the nature of the intended audience.
3. Write a paper in a word processor.
4. Upload the paper to the appropriate assignment dropbox.

Task

Below is an image from a magazine advertising Coca-Cola. Using this ad as an example, identify each of the key factors in Classical Conditioning, including:

1. Unconditioned Stimulus
2. Unconditioned Response
3. Neutral Stimulus
4. Conditioned Stimulus
5. Conditioned Response

Outline these aspects of the ad using bullet points with a detailed description of each aspect of the ad.



In a separate paragraph, speculate, based on the nature of the ad, the potential target audience of the ad. Remember, the target audience are those would are most likely to elicit the Unconditioned Response in the presence of the Unconditioned Stimulus. Be sure to justify your answer my outlining the relationship between characteristics of the target audience and the Unconditioned Stimulus/Response.

Criteria for Success

Use the rubric below as a guide to this assignment.

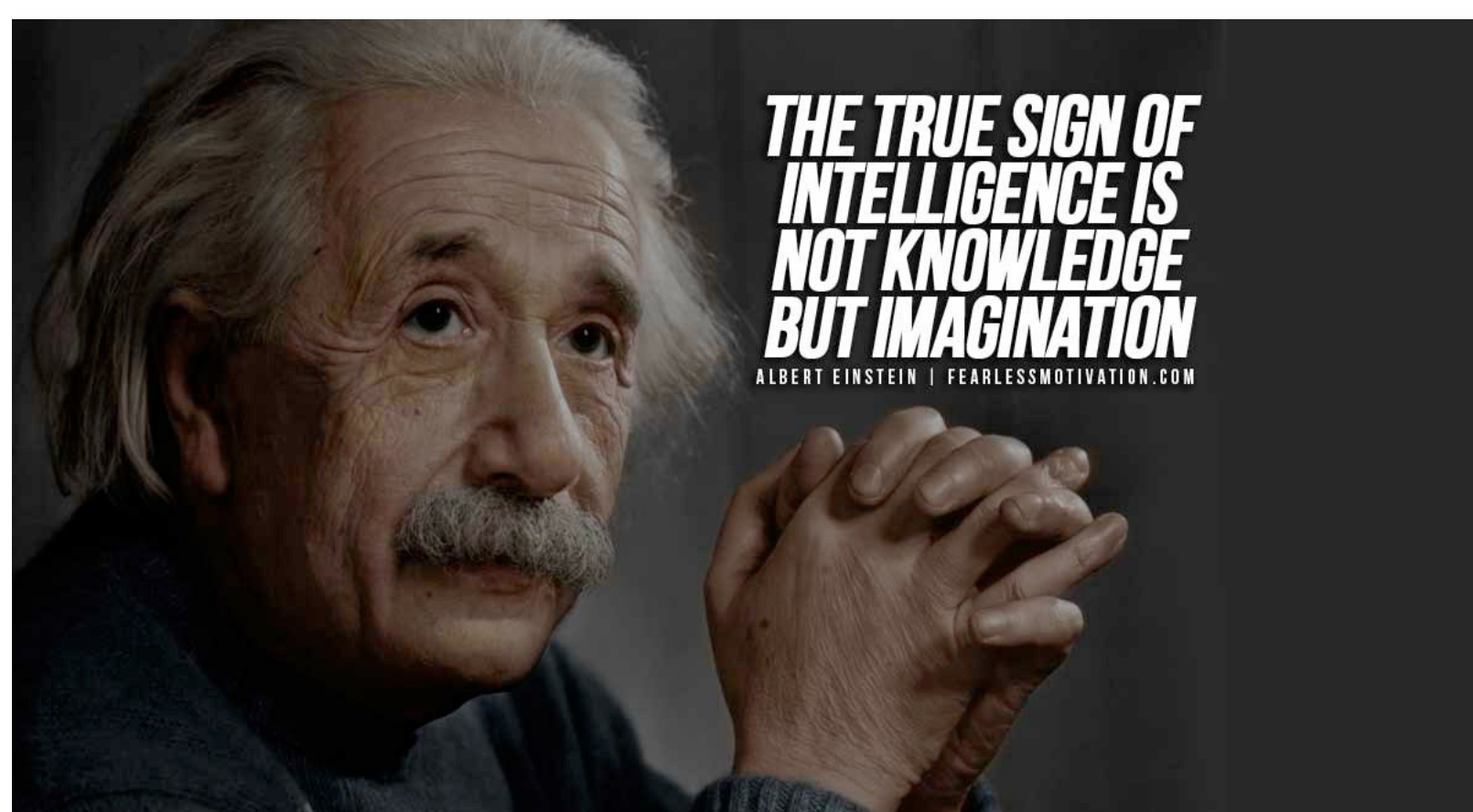
Item	Performance Description	Points
Title Page	Standard title page with name, date, course, college name and the name of the assignment.	10

Unconditioned Stimulus	Correctly identified the US	10
Unconditioned Response	Correctly identified the UR	10
Neutral Stimulus	Correctly identified the NS	10
Conditioned Stimulus	Correctly identified the CS	10
Conditioned Response	Correctly identified the CR	10
Essay on Audience	Sound logic and rational for audience choice.	30
Mechanics	Spelling, syntax, and organizational structure of the paper. Clear and organized.	10

Thinking & Intelligence

Attention

What is your IQ?



[Take an Online IQ Test Here!](#)



This is a commercial site, so it will ask if you want to purchase a full profile report...you do not have to, it will send your IQ score to you directly in your email and that is all you need to complete this discussion.

From this same site you can visit pages that discuss:

1. IQ Testing and Standard Deviation
2. Test Score Comparison Chart
3. History of Intelligence Testing

Now that you have your IQ score, we will examine this score in light of other theories of intelligence.

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Describe personal schemas for simple words.
2. Discuss ways in which language impacts your own cognitive processes.
3. Discuss the validity and application of personal IQ results.

Teaching

Reading

OpenStax College (2014). Chapter 7: Thinking & Intelligence. *Introduction to Psychology*. OpenStax College.

What's on your Mind?

Have you ever been asked this question? Well, no matter what you answer, it all speaks to the Psychological world of **Cognition**.

Cognition, according to our textbook, is thinking. “It accompanies the processes associated with perception, knowledge, problem solving, judgement, language, and memory.”

Metacognition

For this Chapter, you will be asked to engage in a process called metacognition. Simply put, this means that you are going to “think about thinking.” This topic is really rooted in the philosophical foundations of Psychology with attention paid to **epistimology** (how we know what we know) and **heuristics** (our habits and processes of thinking and problem solving. As in the Chapter on Learning, there is debate about how much of our cognition processes are wired into the genetic composition of our brains and how much is learned. The mechanistic aspect of human cognition is the reason why the Psychology program selected the image below as the “logo!”



To orient you to the **schema** that is Cognition, I'm going to list a number of **concepts** and their definitions:

1. **Concepts** are categories or groupings of words, information, ideas or memories.
2. **Prototypes** are instances that we hold in our mind that we feel best represent concepts (examples that we hold as definitions of concepts.)
3. **Natural** and **Artificial Concepts** represent different types of concepts which can be found in everyday experience and others that are created by people.
4. **Schemas** represent clusters of concepts. (If someone asked me to describe what "Apple" means, the totality of my schema for apple would represent concepts of apple such as:
 - A type of fruit.
 - A type of computer.
 - New York City as the "Big Apple"

- My local convenience store called “Big Apple”
- A term of endearment, “You are the apple of my eye”
- I’m a man, so I have an “Adams Apple”
- Apple relates to Newton’s discovery of the Law of Gravity
- An apple plays a relatively important role in the Bible’s Genesis story.

1. **Event Schemas** (also known as **Cognitive Scripts**) are sets of behavior associated with specific situations that appear automatic.



**Apple Prototype
vs
Apple Prototype**



Language

The aspect of the human experience that most separates us from the other animals is Language. No other species has as complex set of visual, written, and auditory that represent infinite possible meanings like human language. It is the highest order of expression for our cognitive abilities and

accomplishments.

The relationship between language and cognition, however, is reciprocal. What this means is that as much as language is an expression of our cognition, our ways of thinking and knowing are shaped by the language (and culture) that we use.

[Language and Thought](#)

The article above is a brief, but excellent, article on the interaction between language and thought from the point of view of the Linguistic Society of America.



Intelligence and Creativity

A discussion of Intelligence and Creativity necessitates a journey into the interrelated worlds of the Psychology of Individual Differences and Testing and Measurement!

Individual Differences

Early in the history of Psychology is a long tradition of the study of how people are unique from one another. This fascinated early psychologists because the animal world seems so uniform among species. Individual abilities testing (reaction times, specific skills, memory, etc.) were measured and the tests of which became such a popular parts of fairs and festivals that it captured the attention of the general public.

Another institution interested in individual abilities was Education. In the early 1900s the French government approached Alfred Binet and asked him to develop a test to determine which students would likely struggle in public school. The test focused on measuring children's abilities such as attention, problem solving, and memory; skills they would need in school. Lewis Terman brought the test to America and it still exists as the Stanford-Binet Intelligence Test.

This was the beginning of the search to create a test for intelligence, but we have to keep in mind that the test was specifically designed to determine how well the person would do in school. Today's world has a grandiose view of a score that reveals very little.

Testing and Measurement

The subfield of Psychology that focuses on testing and measurement of human abilities is called **Psychometrics**. A discussion of all the details of test creation is beyond this course, but let it be said that there is a lot of attention paid to specific attributes of test in order them to be used professionally.

1. **Validity** - does the test measure the actual construct that it says it measures.
2. **Reliability** - does the test accurately measure the construct each time it is administered.

3. **Bias** - aspects of the test that favor one group or another in terms of the results of the test (bias can be present in language, structure, cultural norms, race, ethnicity, gender, and age.)
4. **Test Construction and Administration** - is the test constructed a way that allows for accurate administration, the questions are not leading toward specific answers, the subjects are in an environment that allows for accurate administration, etc.

Measures of Intelligence

What follows are some examples of the different theories of intelligence that have been developed.

IQ (Intelligence Quotient)

The IQ is the first test-based definition of intelligence and it is the foundation for Binet's work. Here is an example of how it works:

1. A standardized test (see your book) is given to a child at age 9
2. The child scores a 57 on the test (the actual score is not really relevant)
 1. We know from the standardization that the average 9-year-old scores a 46 on the test.
 2. We also know from the standardization that the average 10-year-old scores a 57 on the test.
1. We conclude that this 9-year-old scored like an average 10-year-old.
2. We can now calculate the ratio between "mental age" (10) and "chronological age" (9)

$$\frac{\text{mental age}}{\text{chronological age}} = \frac{10}{9} \times 100 = 111$$

Sternberg's Triarchic Theory of Intelligence

Moving away from the concept of Intelligence being ONE THING, Robert Sternberg identified that there are three kinds of intelligence, tied to the ways in which we apply them:

1. **Analytical (Componential) Intelligence** - academic problems and calculations, much like those measured in a traditional intelligence test.

2. **Creative (Experiential) Intelligence** - the ability to adapt to new situations and create new solutions.
3. **Practical (Contextual) Intelligence** - the ability to demonstrate common sense and/or street smarts (culturally situated - meaning, this one depends on the environment in which someone is asked to demonstrate common sense.)



Dr. Robert Sternberg - Image from Oklahoma State University

The Triarchic Theory of Intelligence is not just a descriptive theory, but a prescriptive one as well. Here are some practical applications of the theory.

Howard Gardner's Theory of Multiple Intelligence

The other strong advocate of the multiple intelligence perspective is Howard Gardner.



Dr. Howard Gardner - Image from <https://sternspeakers.com/speakers/howard-gardner/>

Gardner has developed a model that identifies nine types of intelligence. Each of us has a degree of intelligence in each of them, but certain types predominate in each of us.

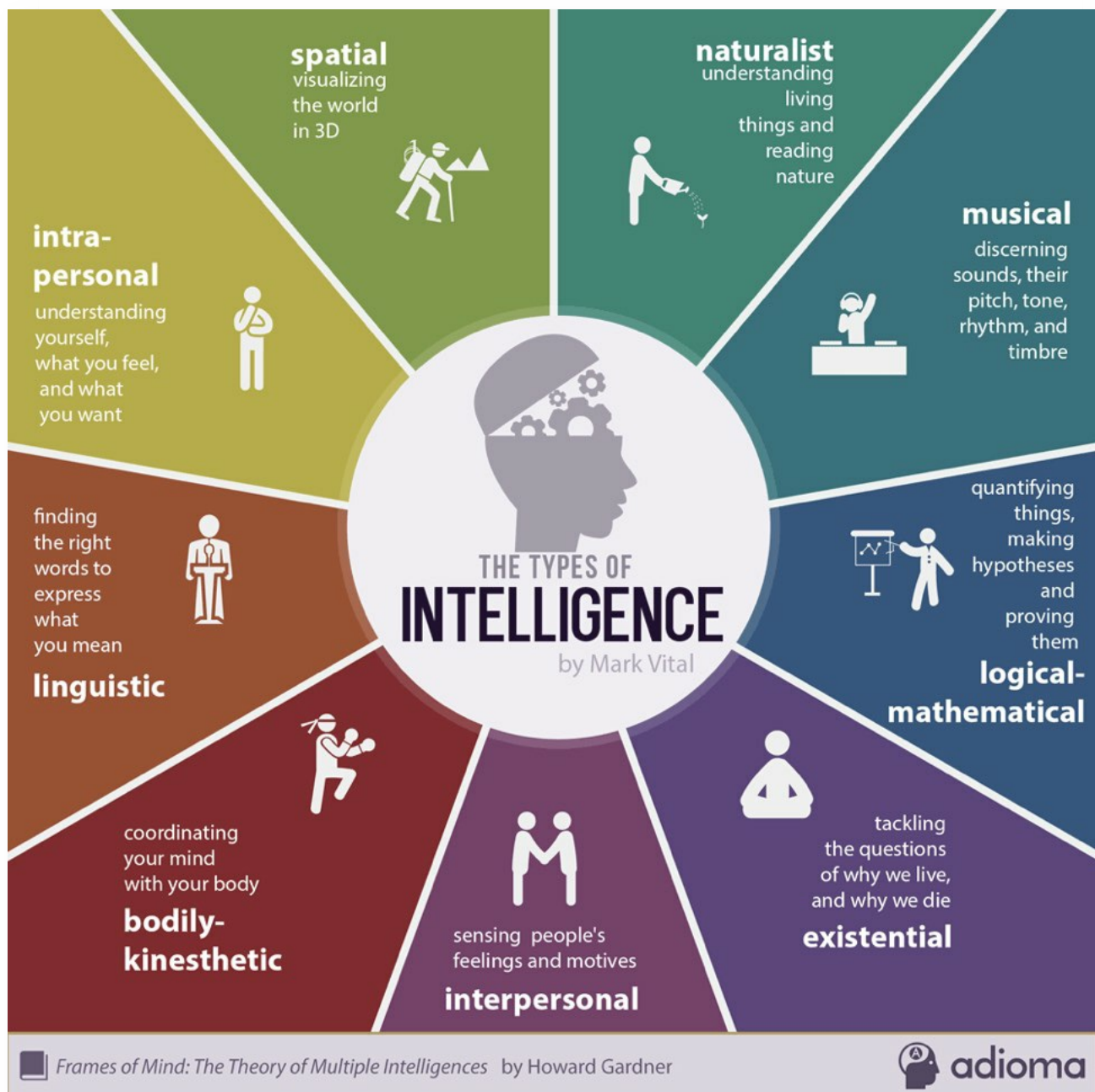


Image from <https://blog.adioma.com>

It is tempting to make a couple of mistakes when dealing with Gardner's theory (or with Sternberg's theory). In applications to education, we might liken this to the notion that certain people are good at certain kinds of things and that teaching should be geared toward the types of intelligences they are good at.

This might make sense in some ways, but I doubt anyone really wants to go to school to learn things (and in ways) that they are already good at!

Truthfully, the application of multiple intelligence theory is to provide a more broad perspective of the intelligences that people have that make life more interesting. We can then focus our efforts on developing the skills we lack.

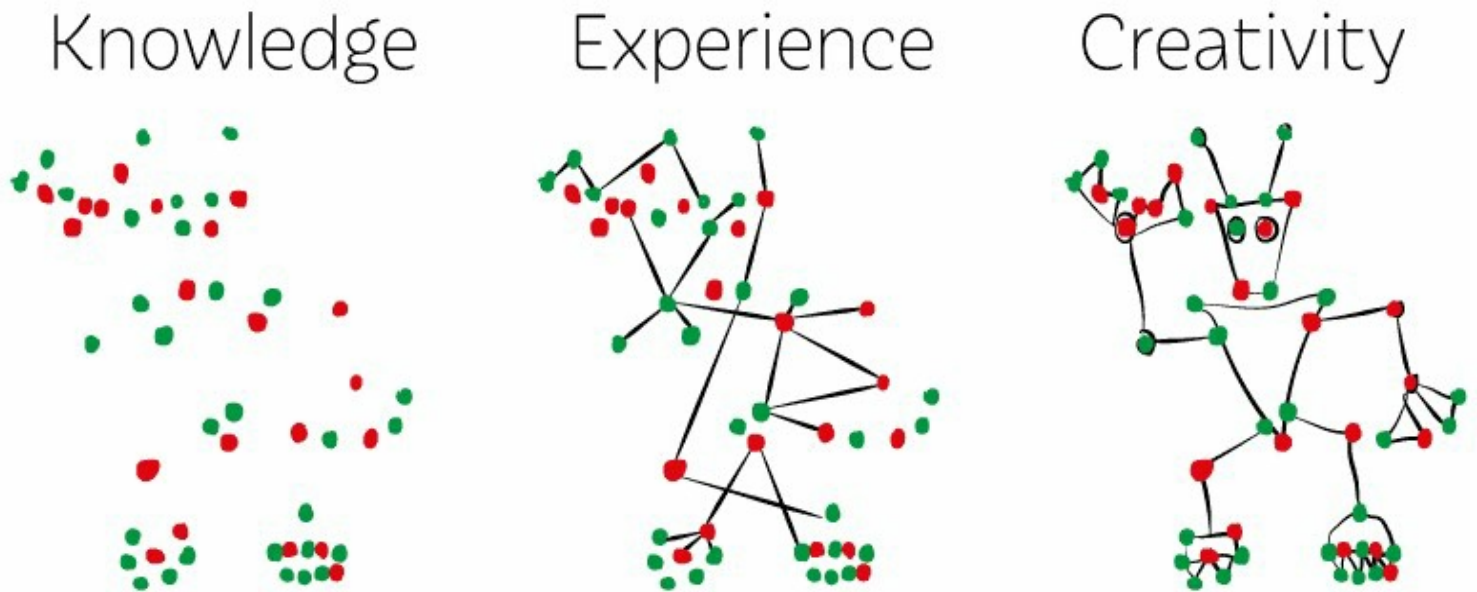
Creativity

Creativity is the ability to generate, create, or discover new ideas, solutions, and possibilities.

Habits of mind tend to characterize individuals and tasks into two general categories:

1. **Convergent Thinking** - this type of practice focuses on gathering information in order to come up with a single answer to a problem.
2. **Divergent Thinking** - this type of practice involves the possibility of coming up with a number of different answers to the problem.

In addition to these cognitive processes, we often experience creativity within individuals who have a lot of knowledge and experience. These two aspects of the development of schemas create **experts** in their respective field, and from those experts we get creative ideas.



This does not mean that individuals with little knowledge and/or experience cannot be creative, but it does speak well to the importance of these factors in creativity.

Encouraging creativity should be a primary goal of education at all levels. Check out the video below by Sir Ken Robinson regarding schools and creativity!

[Do Schools Kill Creativity?](#)



Assessment

Chapter 1 Discussion A

We have learned that while language is an expression of cognition, cognition is also impacted by language. Conduct some research on examples of ways in which languages have impacted your cognition. If you know more than one language, provide examples of words in one that are difficult or impossible to translate into the other.

Chapter 7 Discussion B

Take the personal IQ test below. Report your results and discuss the following:

1. Do you feel that the score is valid?
2. Would you feel it was MORE valid if you had a higher score?
3. What does this TEST predict? Is it useful for ANYTHING?

[Take the IQ Test](#)



This is a commercial site, so it will ask if you want to purchase a full profile report...you do not have to, it will send your IQ score to you directly in your email and that is all you need to complete this quiz.

Chapter 7 Quiz

1. Choose one word from the words below and describe your schema for the word using as many concepts as you can.

Trash
Car
Ride
Road
Love
Root

Memory

Attention

Core Memories

In the Disney/Pixar film *Inside Out*, the internal life of an 11-year-old girl, Riley, is depicted through an emotional headquarters inhabited by 5 characters which depict her basic emotions: Joy, Sadness, Disgust, Anger, and Fear.



The plot of the story has to do with the management of Core Memories and the fact that Joy wants to keep them pure and happy and not effected by Sadness. During their adventures they visit other aspects of Riley's mind including Long-Term Memory, the Memory Dump, and the Train of Thought.

There is some truth in this depiction. According to ShrinkTank.com:

At specific moments in Riley's life, she formed core memories (e.g., making her first goal in hockey) that lead to five personality "islands" (e.g., hockey island), and when these memories were lost, her personality changed. Is this how personality development works? Probably not, but it's a really cool idea, and it does stick to some good theoretical concepts.

Personality and memories are related to each other, but not quite as depicted. One way is that personality affects what we remember and how. For instance, studies show that men who rate high in extraversion (i.e., being outgoing) tend to remember more positive moments, while women who rate high in neuroticism (i.e., sensitive to stress) tend to remember more negative moments. You could also argue that each of us do in fact have five personality islands (of sorts), but with far less exciting names. These would be openness, conscientiousness, extraversion, agreeableness and neuroticism (makes you miss "Goofball Island", doesn't it?).

[Visit the Website](#)



Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Identify the key parts of the brain that have to do with memory.
2. Discuss, with an example, the processes of assimilation and accommodation.
3. Construct a plan to apply memory and studying strategies into your own schedule.

Teaching

Reading

OpenStax College (2014). Chapter 8: Memory. *Introduction to Psychology*. OpenStax College.

How do I Remember Things?

You likely realize by now that all the systems we are talking about are interrelated with one another! Memory is deeply connected to what we have already learned about Biopsychology, Consciousness, Sensation & Perception, and Thinking! So let's break down the process of how memories appear to be formed.



[MOVIE - Crash Course Psychology - How We Make Memories](#)



The Biology of Memory

The entire nervous system is involved in the processing of memories. Starting with the brain, let's examine parts of the brain that play a role:

1. Amygdala - responsible for managing fear and aggression behaviors and is related to memory because of the association of emotions and memories.
2. Hippocampus - involved in memory recall, in particular, spatial memories and normal

recognition.

3. Pre-frontal Cortex - implicated in the use of strategies and purposeful learning and organizing information.

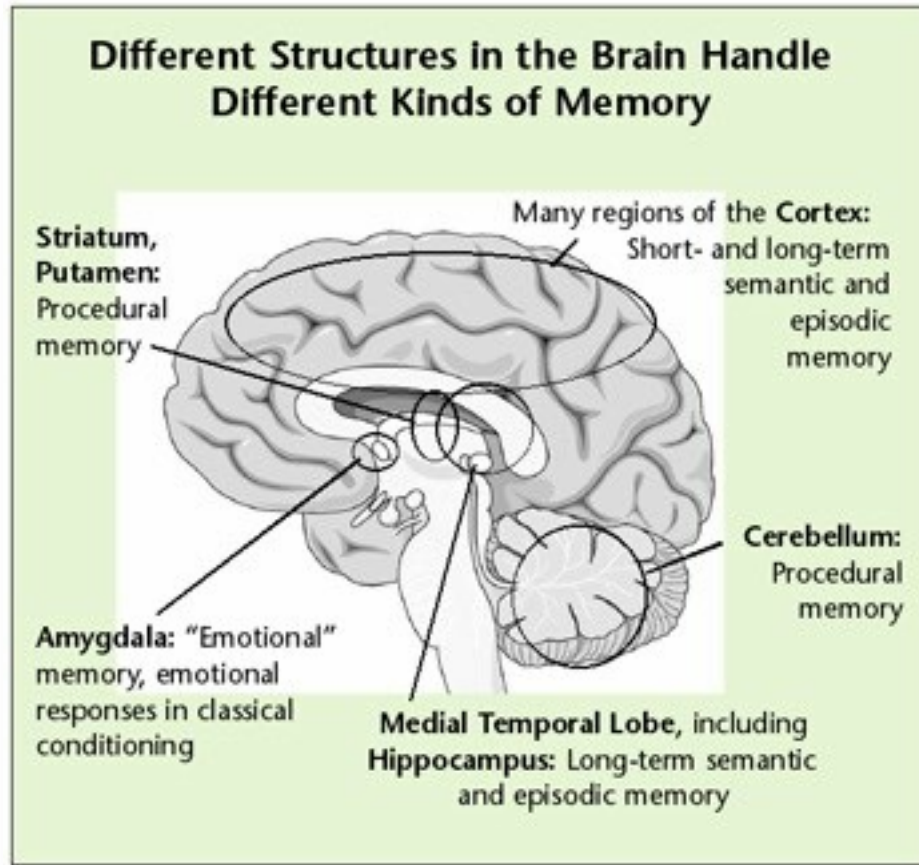
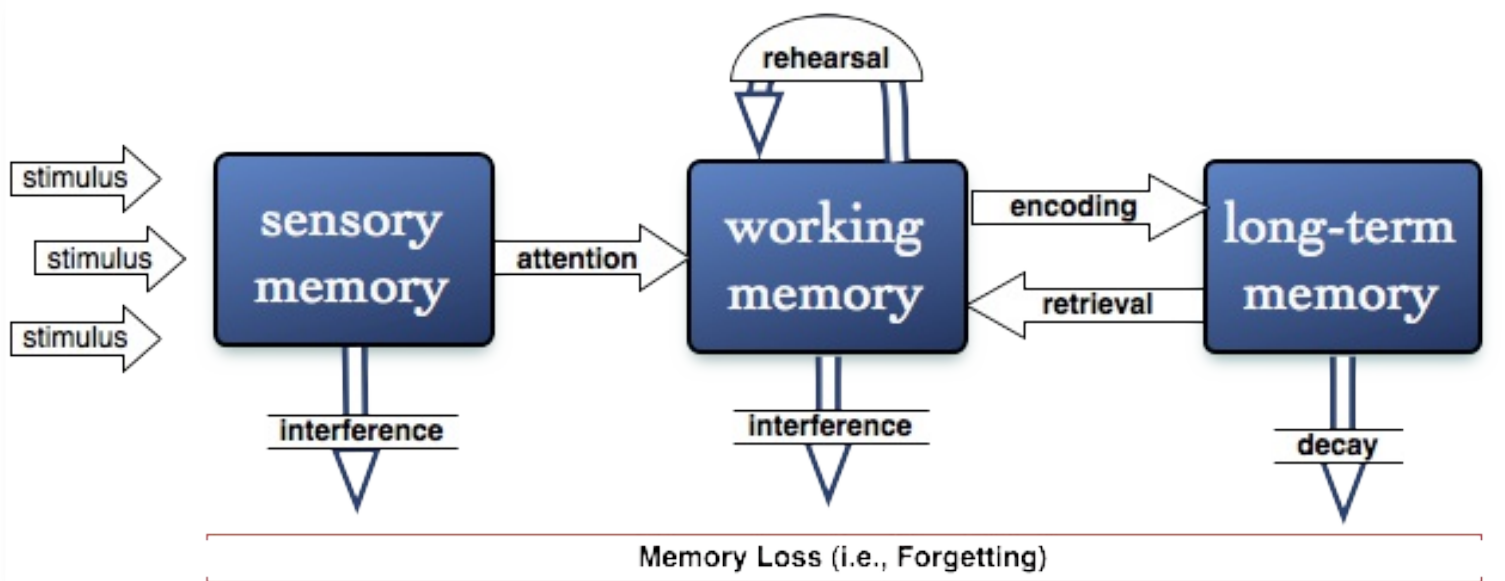


Image from www.brainwaves.com

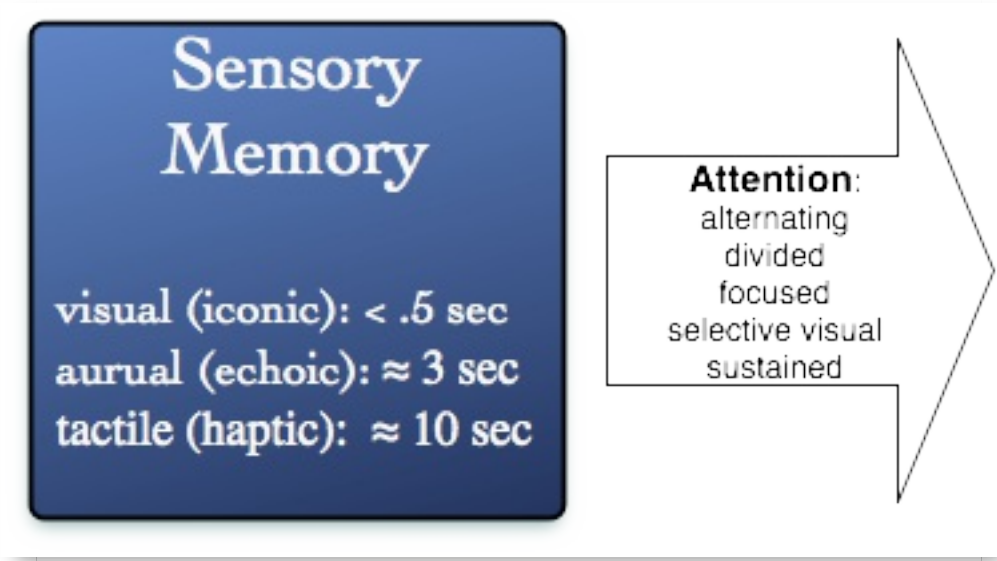
When we were covering the nervous system and sensation we identified that specific neurons had the ability to convert external energy into biochemicalelectrical signals that can be understood by the nervous system. This is the process of **encoding**. We encode three types of information, semantic, visual, and auditory.

To the degree that this encoding, in its raw form, reaches the brain, the information is organized and categorized in detail. We may or may not be able to recall it later depending on the other steps in the memory process.



Sensory Memory

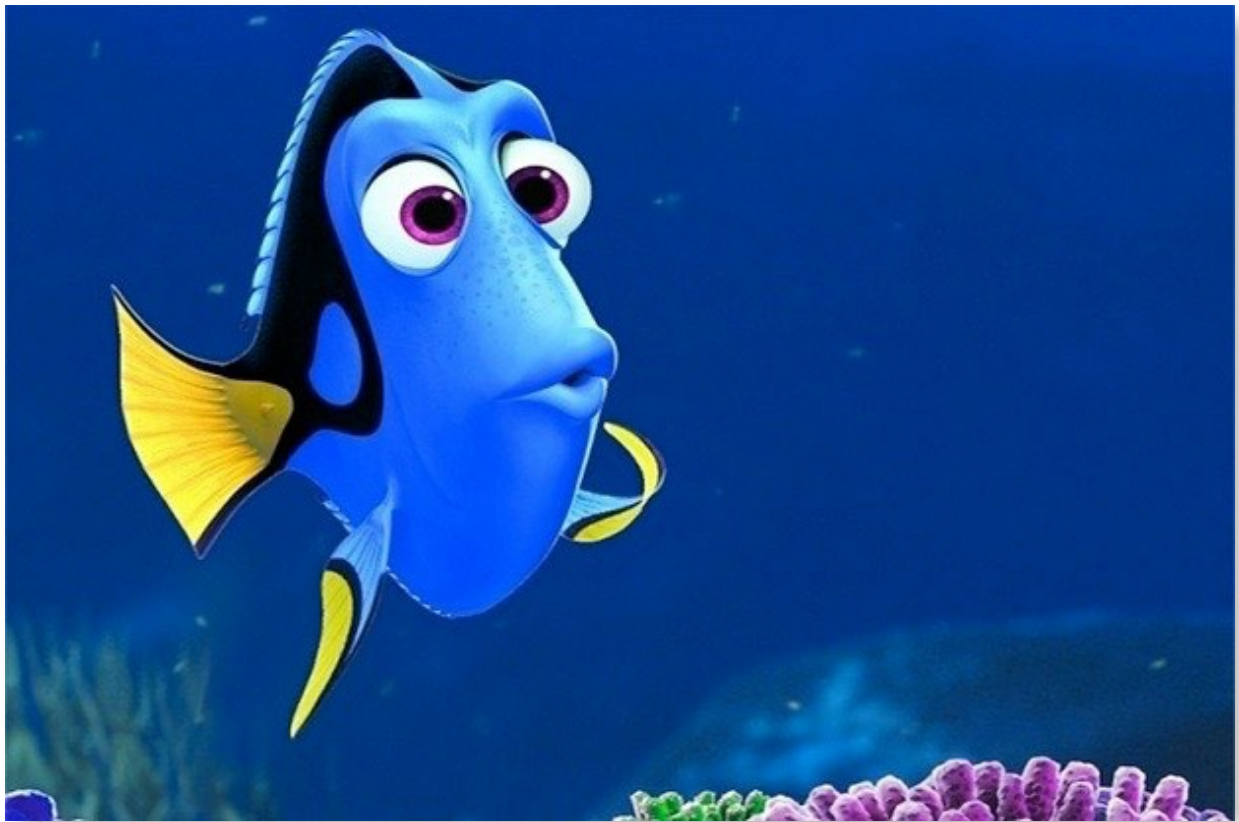
Our neurons and nerves hold an image for a while and then discard it. That brief period of time where the information is still in the neurons is called **sensory memory**. We can experience sensory memory when we are in the dark and someone flashes a light...for a period of time we continue to see the light even though the light is gone. This results from the fact that the neurons are still sending “we see light” messages even after the light is gone!



Sensory memory does not last a long time though (and even when we experience it as an after image above, it has already left the neurons! Once the message leaves the neurons and travels to the brain, the brain starts to work on the information.

Short-Term Memory

Short-term memory, or working memory, is represented by our ability to hold information in our mind while we are thinking about it. George Miller’s work gave us the thought that the average person can hold 5-9 items in short-term memory at any given time (this gets translated into the axiom of 7 +/- 2.)



Dory, from Finding Nemo, suffered from Short-term Memory Problems!

Short-term memory is also very volatile (meaning that external stimuli can push things out of short-term memory easily. It takes effort to keep information in short term memory.

Rehearsal

The process by which we keep information in short-term memory for longer periods of time is called rehearsal. When we are engaged in effort to remember something we usually use a number of techniques to push the information into long-term memory. We might do something over and over, say it in our head over and over, study the information many times over a week, etc.

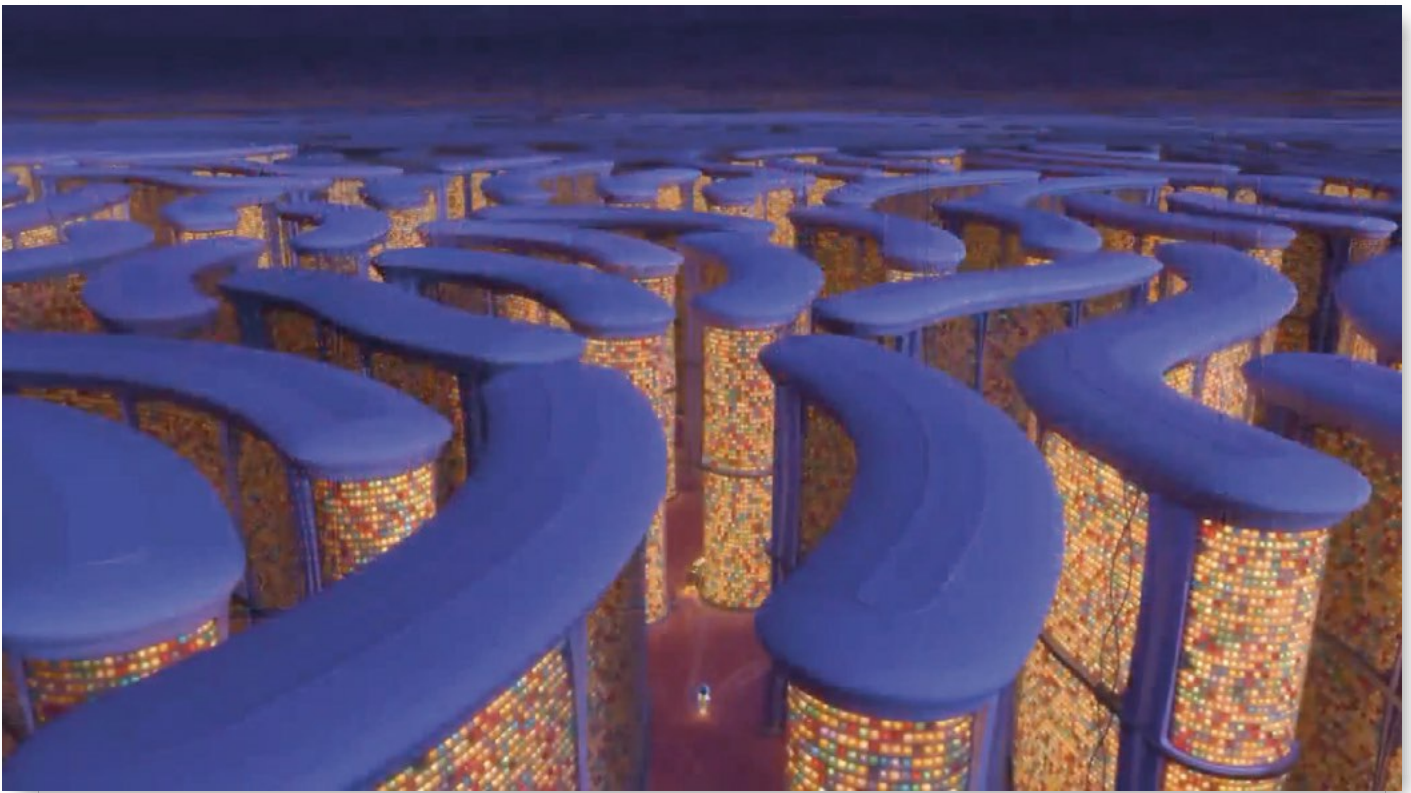


Even Paul, George, Ringo, and John had to have rehearsals!

Much of what we know about how people learn is based upon various ways in which we can engage in rehearsal so that we can remember things. I'm in a band and I engage in two distinct processes to ensure that I remember my bass parts. I "practice" at home by playing my parts over and over, and the band gets together for "rehearsal" where we all play our parts together and work on how well they blend. Note that I KNOW my part before rehearsal...and that is the difference between "practice" and "rehearsal."

Long-Term Memory

If we are successful at our rehearsal strategies, the information will be stored in long-term memory.



Disney/Pixar depiction of Long-Term Memory in the film Inside Out

We are not quite sure how this is done, but certainly there are patterns of our nerve connections that correspond with specific sets of memories, but this is poorly understood. There are, however, different kinds of memories that we store in LTM:

1. **Explicit Memories** - such as the ones that we try to remember for a test. These are memories that we purposefully try to remember.
 - **Episodic Memory** - memories about specific events our lives.
 - **Semantic Memory** - memories about the objects in our works, such as the names of objects.
1. **Implicit Memories** - these memories are formed from behaviors and are not necessarily consciously remembered.
 - **Procedural Memory** - how do do physical and mental activities that seem to be automatic after we have learned them (such

as riding a bike!)

- **Emotional Conditioning** - these are the associated emotional reactions we have to specific stimuli (these are largely created through Classical Conditioning.)

Retrieval

The last part of the memory process is, of course, getting that memory out of your head so you can use it (like on a test!) The basic process of retrieval is that when the brain locates the memory it runs it through the same memory process that occurred when you learned it. So, it goes into STM, then Rehearsal, and then again into LTM.

Three factors have a tremendous impact on our ability to recall information:

1. How we learned the information to begin with, which impacts which cues will elicit the memories.
2. The circumstances that we are in when we are called upon to recall the information...the more similar they are to the circumstances we were in when we learned the information the better.
3. Our emotional state (including stress and motivation) that will impact our ability to remember.



[MOVIE - Crash Course Psychology - Remembering and Forgetting](#)



The Constructive Aspects of Memory

There is a school of thought in Psychology called **Constructivism** and it dominates much of the world of **Cognitive Psychology** at this time. The basic premise of Constructivism is that we actively engage in our worlds in order to “construct” internal representations of our world. During this construction, we often modify both new and old information in order to bring about our own unique understanding of our world.

This process of constructing our knowledge was significantly spearheaded by Jean Piaget, who is a focus of content in your book in the chapter on Lifespan Development.

This approach to memory identifies that facts that memory is an active process (sometimes we are engaged in it and sometimes we are not, but it is always active) and the mind is busy **assimilating** new information in our our understanding of the world, and **accommodating** existing understandings to take into account new information.

This also means that systematic and incidental errors in our memory can and do happen. These errors are outlined below in Schacter’s Seven Sins of Memory:

Sin	Type	Description	Examp
Transience	Forgetting	Accessibility of memory decreases over time.	Forget even occurred lo
Absentmindedness	Forgetting	Forgetting caused by lapses in attention.	Forget wher phone i
Blocking	Forgetting	Accessibility of information is temporarily blocked.	Tip of the t
Misattribution	Distortion	Source of memory is confused.	Recalling a memory as a memor
Suggestibility	Distortion	False memories.	Result from question
Bias	Distortion	Memories distorted by current belief systems.	Aligns mem current be
Persistence	Intrusion	Inability to forget	Traumatic e

Problems and Solutions with Memory

As students, you are probably deeply concerned with the mechanisms of memory. While some of the material you learn in school is not vital for living or working (just interesting or a useful medium to “learn how to learn”), some of the information you are trying to learn is very important, provided you can remember it when you need it!

Memory Problems and Disorders

Much of our identity is expressed in our Biographical Memory (a specific part of the Episodic Memory that stores our life events. It is rare that we have perfect recall of any situation, but certain physical, biological, and experiential circumstances can interfere with our ability to store and/or recall life events.

1. **Amnesia** - this is the loss of memory because of an illness, physical trauma, or psychological trauma.
 - **Retrograde Amnesia** - this describes the memory loss when we lose memories prior to the illness/trauma.
 - **Anterograde Amnesia** - this describes when we have difficulty remembering events after the illness/trauma.
1. **Interference** - while this is implied in some forms of amnesia, we can experience difficulty due to any stimulus that interferes with the memory formation or recall processes.
 - Consider having a serious situation going on at home...this can interfere with the attention it takes to engage in classroom, your short-term memory could be constantly being filled with your situation, you could lack time to engage in adequate rehearsal, and the

situation can interfere with all aspects of recall.

- Consider other factors that may interfere:
 - Distracting loud noises.
 - Illness
 - Stress
 - Being overwhelmed with information
 - Balancing work, home, and school
 - Financial troubles

Memory Solutions

One of the strongest areas of Psychology is in coming up with potential solutions to memory problems, particularly the ones related to interference and the process of how to rehearse things in the first place!

1. **Life Choices** - The biggest picture is recognizing that life choices such as who you are with, activities, drugs, partying, financial choices, etc. all impact how well you can learn.
2. **Trauma and Events** - Managing trauma and frustrations/stress that arise in your life is key to managing learning. Getting help to deal with these strong emotions so that you can still learn can make a huge difference.
3. **Time Management** - Making time in your schedule to engage in the behaviors needed to learn is vital. You cannot apply good memory strategies if you have not set adequate time aside to do them.
4. **Studying** - In college you may expect that you have already learned how to study, but this may not be the case. Different kinds of information require different strategies, and we each have our own ways of learning and organizing information. Exploring how you study (not just how much time you study) is essential to success.
5. **Memory Strategies** - When challenged with remembering specific information that is, well, hard to remember, you can utilize a number of very effective strategies:

- Chunking
- Elaboration
- Over-learning
- Spaced Practice
- Mnemonics

Effective Studying



Here are some time-tested strategies for making the best use of your study time while in school:

1. Use elaborative rehearsal by “over-learning” information far more than expected and by processing information deeper (applying it to your future career, current situations, and other real-world applications.)
2. Make the information meaningful to yourself.
3. Rehears, rehearse, rehearse...engage in the same sort of recall activities you will need to do to demonstrate your memory (learning.)
4. Be aware of interference. Study during quiet times and get family and friends to leave you alone!
5. Keep moving. Regular exercise is beneficial to memory.
6. Get enough sleep.

7. Study at different times of day and different situations.
8. Memorization is best accomplished by the use of Flash Cards.
9. Use mnemonic devices.

Here is a video on some excellent, evidence-based tips for studying.

[MOVIE - How to Study Effectively for School or College](#)



Assessment

Chapter 8 Discussion

In this discussion I would like you to share an example of your learning where you engaged in both the processes of assimilation (of new information) and accommodation (the modification of existing information.) You must provide a detailed example and use the definition of these terms to demonstrate understanding of your example.

In your reply post, identify a specific learning strategy that you think you would use to remember the type of information that has been described.

Chapter 8 Quiz

1. Match the key parts of the brain with the type of memory function they are a part of.

Chapter 8 Assignment

Purpose

Psychology has long focused energy on the processes of learning and memory. Along with fields like Cognitive Psychology, Educational Psychology, and Education itself, much has been learned about how people can better learn and remember information using what we know about memory.

The purpose of this assignment is to take advantage of this knowledge by identifying practical applications in your own life. We all need to remember things. While many of the things we need to remember come easy (such as our phone number and the dates of our anniversary - most of the time!), some other types of information take a bit more effort (learning content for your classes to use on a test or clinical setting.)

By exploring these methods developed through scientific inquiry, you will have a wider variety of strategies for learning and memorizing information.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Identify a variety of strategies for learning and memorization.
2. Link those strategies to specific types of learning and memorization tasks.
3. Write a plan linking specific strategies to information you will need to learn and memorize in your degree program.
4. Write a paper in a word processor.
5. Upload the paper to the appropriate assignment dropbox.

Task

Your task will be to write a paper applying specific learning and memory strategies to different tasks within your classes.

1. Review the list of strategies and the movie “How to Study Effectively for School and College” found at the end of this chapter’s Teaching section.
2. Reflect on past and current learning and memorization challenges that you have encountered, and consider the types of information you are going to have to learn and memorize within future courses in your program.
3. Describe at least three different instances where you would apply one or more of these techniques to address the learning and memorization of specific information in accordance with the rubric below.
4. Submit the written document to the appropriate drop box.

Criteria for Success

Use the rubric below as a guide to this assignment.

Item	Performance Description	Points
Title Page	Standard title page with name, date, course, college name and the name of the assignment.	10
Major and Plans	Write a paragraph describing your current major and academic and vocational plans.	20
Past Learning	Write out two instances in your PAST where you have utilized one or more of the learning and memory techniques.	10
Application 1	Focusing on CURRENT or anticipated FUTURE learning challenges. Describe how you plan to utilize one or more of the learning and memory techniques. Be sure to describe the type of information you are trying to learn.	20
	Focusing on CURRENT or anticipated FUTURE learning	

Application 2

challenges. Describe how you plan to utilize one or more of the learning and memory techniques. Be sure to describe the type of information you are trying to learn.

20

Application 3

Focusing on CURRENT or anticipated FUTURE learning challenges. Describe how you plan to utilize one or more of the learning and memory techniques. Be sure to describe the type of information you are trying to learn.

20

Mechanics

Spelling, syntax, and organizational structure of the paper. Clear and organized.

10

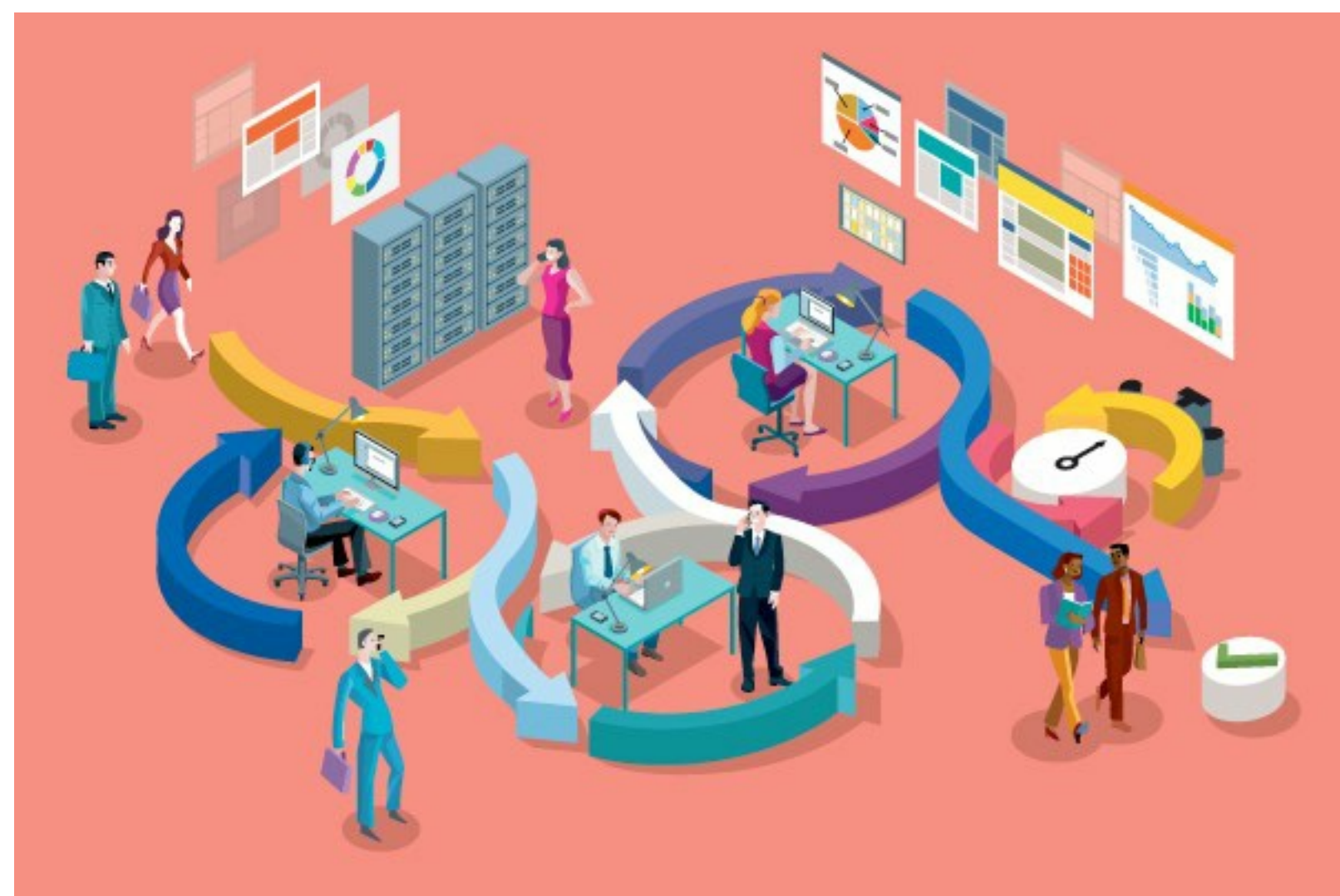
Lifespan Development

Attention

Lifespan Development is BIGGER than Psychology!

It is likely that as you make your way through this course, you see each chapter as a sub-field within Psychology, and this is largely true. In this chapter, Lifespan Development, however, we are actually in an area of science that is much larger than Psychology.

Lifespan Development is said to be a **multi-disciplinary** science. This means that many fields apply themselves to understanding how people change over time. It is likely the largest field of study in the world because so many aspects of science contribute to it.



Consider the following disciplines and their individual contribution to our understanding of Lifespan Development:

1. **Genetics** - Understanding how our genetic code is expressed across our lifespan.
2. **Medicine** - Understanding how disease impacts people at different ages and the lifespan of our immune system.
3. **Biologist** - Understanding cellular level aging.

4. **Historians** - Identifying trends in aging and behavior across history.
5. **Sociologists** - Examining the impact of culture and social expectations on lifespan development.
6. **Psychologists** - Examining the traits of human beings and how they change (or don't change) over time.
7. **Psychiatry** - Understanding how mental illness progresses over the duration of the disease and the course of a person's life.
8. **Economists** - Examining human economic behavior across different ages.
9. **Business** - Applying theories of lifespan development to the workplace.
10. **Ecologists** - Examining human habitation such as towns and cities to determine impacts on both nature and the living environment.
11. **Education** - Examining and applying learning methods across different ages through pedagogy and androgogy.

The field really is quite expansive!!

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss personal examples of the various clocks and forces in development.
2. Outline similarities and dissimilarities between personal age and descriptions of the historical “generations.”
3. Apply Erikson’s Psychosocial Development theory to others’ stage in life.

Teaching

Reading

OpenStax College (2014). Chapter 9: Lifespan Development. *Introduction to Psychology*. OpenStax College.

The Study of Lifespan Development

The study of Psychology in this course has, so far, been very focused on understanding specific aspects of the human experience. These have included biopsychology, sensation, perception, learning, thinking, intelligence, and memory. The course will continue in the study of other aspects of human experience including motivation, emotion, personality, social psychology, industrial-organizational psychology, stress, lifestyle, health psychology and finally psychological disorders and treatment.

Each of these subject areas are presented in a way as to describe the mental processes as we understand them at this point in history. THIS chapter will focus your attention on how these aspects of our experience CHANGE over the course of our lifespan.

For example, in the subject of perception, we understand that situational factors impact the way we see things. But this impact changes over time. A rookie police officer may not notice certain cues that something criminal is going down where as a senior officer may see them readily. This difference occurs over time and experience on the job. Lifespan Development as a multi-disciplinary study of how things change over our lifespan.

Normative Development

The utility of studying how people change is relatively easy to explain. Many careers involve working with people and assisting, in one way or another, with them changing:

1. A nurse will want to assist a person to move from an unhealthy state to a more healthy state.
2. An athletic trainer will want to assist a person to become more consistent in their exercise routine.
3. A teacher may want to teach a person a new skill.
4. A parent will want to help their children grow up to be responsible adults.

The study of Lifespan Development focuses on **Normative Development**. What this means is that we study theories and models that describe how change happens in normal circumstances of aging. These would be the changes we expect as someone matures and their genetics define the patterns of their change. These are also the changes that we would expect when we live in a supportive environment and are taught what we need to know to grow up.



Many of the theories that you will be exposed to in this course, and in any Lifespan Development class you take, will focus on our understanding of how things change when things go as planned.

By understanding Normative Development, we have a better handle on how to manage helping people have abnormal experiences; when things DON'T go as planned. We do this by applying the **Developmental Perspective**.

Developmental Perspective

This is best explained with an example:

You are a nurse on a medical surgical floor with 9 patients. One patient is a newly diagnosed, insulin-dependent diabetic and you have been charged with teaching this person how to manage their blood sugar tests and self-administered insulin injections.

While preparing your materials you wonder how you are going to approach this with the person, and if you are wise, you will ask a very important question: "How old is the patient?"

Why do you think this matters?

It matters because HOW you approach teaching your patient will depend on how old they are. People at different ages understand things differently, they have different motivations, they have different memory abilities, and they live in different circumstances.

By knowing how old the person is, you can customize the teaching to meet their needs.

THIS IS WHAT WE MEAN BY TAKING THE DEVELOPMENTAL PERSPECTIVE!

The theories of models of what normally happens as people change are the source of your knowledge

of how people of different ages:

1. understand things differently
2. have different motivations
3. have different memory abilities
4. live in different circumstances

Forces of Change

Throughout the history of Psychology, there has been an interest in the forces that cause us to change over time. One of the best ways to explain this is to use a simple analogy that everyone can understand...clocks.



Clocks mark time, they count down to a deadline, and they mark events in our lives from lunchtimes to retirement ages. The field has developed the notion of describing the forces that cause us to change using four distinct clocks.

Biological Clock

1. The Biological Clock represents our natural aging process...the time when we become sexual beings, the time when we are the most physically fit, the time when we start to have gray hair, and ultimately our time to die.
2. You have likely heard this term referring to the stress that some women feel when they are approaching an age when they may not be able to have children.
3. This is also the area where the developmental question of Nature vs Nurture is debated.

Psychological Clock

1. The Psychological Clock marks the changes in a person's cognitive and emotional maturity. It also clocks some memory development, attention span, etc.
2. When we say someone is "Mature for their age" we are referring in part to that person's advanced state of Psychological Clock.

Social Clock

1. First of all...the Social Clock has nothing to do with being "social" like going out with friends and such...!!!
2. Social Clock refers to all those standards, morals, values, and expectations about how people should behave at a specific age.
3. When people violate these expectations we find them weird, funny, peculiar, and possibly even frightening.
4. Some of these Social Clocks are best characterized by the "shoulds"...

1. When **SHOULD** a person become sexually active

2. When **SHOULD** a person have a baby

3. When **SHOULD** a person move out of the house

4. When **SHOULD** a person get married

Historical Clock

1. The Historical Clock emphasizes all the aspects of our cultural upbringing specific to the time in history when we were born.
2. Different times in history have different expectations and primarily different Social Clocks

Historical Clocks and the Generations

A very popular way of characterizing the different Historical Clocks is by the use of the concept of Generations. Here is a great website that outlines the Generations from the point of view of marketing.

[Generations X, Y, Z, and the Others](#)



Five Generations Working Side by Side in 2020

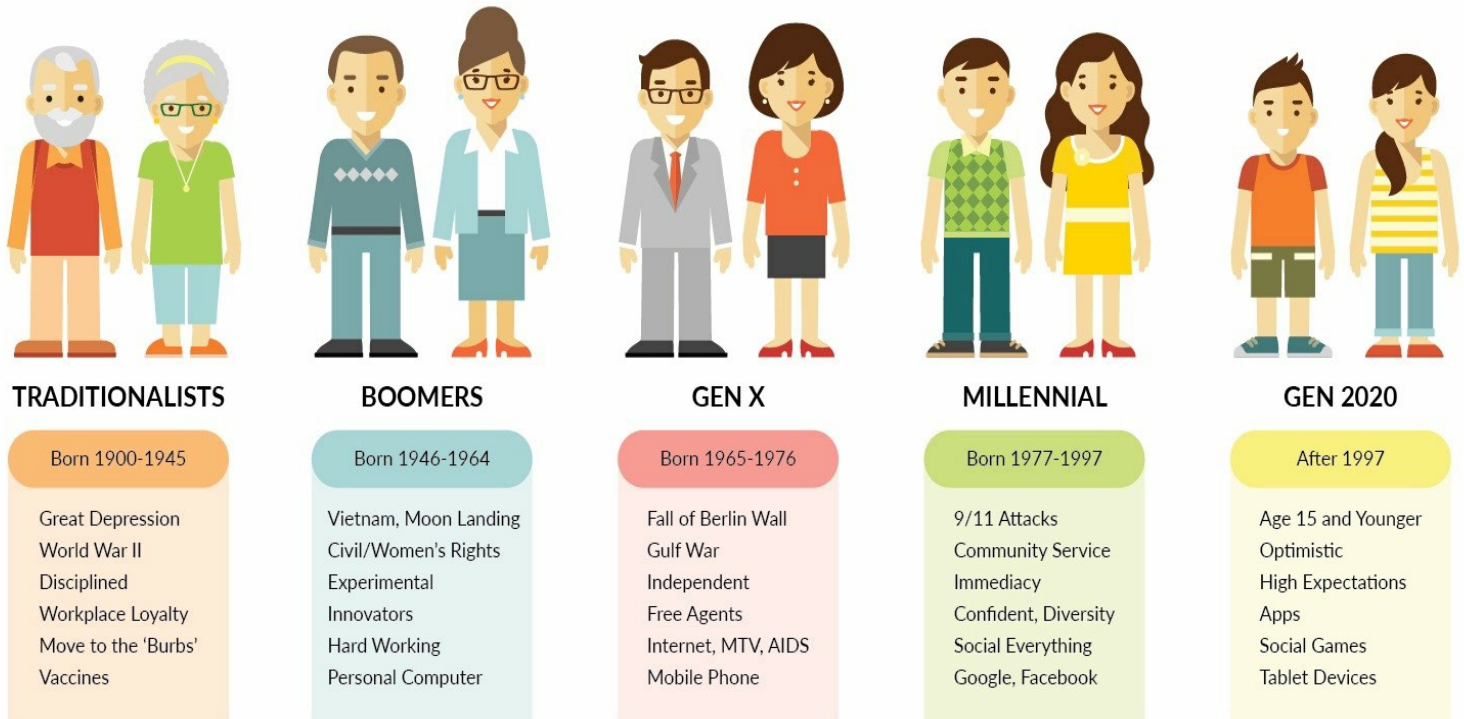


Image from Watermark Advertising

The following is a submission by a former student named Lisa Blue. I believe it does a good job in describing the work-related experiences of differently aged individuals. However, this description is the perspective of ONE person. There is actually a lot of diversity within each group and no one should be offended if the description does not describe them. Here is her perspective:

Historical Clocks in the Workplace by Lisa Blue

The Historical Clock refers to characteristics that is associated with being raised in a specific time. This is typically categorized with generation names such as Baby-Boomers or Gen X.

One situation where it is very easy to see the distinctions between these generations is in the workplace.

I worked for years at the UMF Computer Center. Our director was what was considered in the Veterans group, the programmers were Baby Boomers, the networking and technicians, and myself were Generation X, and all of my student workers were Generation Y. It was very interesting to witness the different work ethics, management styles, and just ideas on life in general.

The "Great Generation"

For example, our "Veteran" director rarely checked his email, and preferred paper to digital. When he

spoke, he took his time to answer a question, and responded with a "silver-tongue" as it were. He was extremely frugal when it came to the budget, and his management style was, while calm and listening, did expect solid efficient results. He worked over 80 hours a week, and rarely took any days off. Retirement was not even on his radar.

Baby Boomers

Our Baby-Boomers were very into the technology, communicated mostly with email, worked a normal 40-60 hours a week, and their management style was a little more lenient than the director. Many were looking forward to retirement, and had plans on how they were going to spend their time with travel.

Generation X

Now comes my Gen X. Technology is a huge part of our daily lives, and emails overtake the use of phone calls. Our cell phones are nearby at all times. Personally, I felt that I had a lot of opportunities and could work to accomplish anything I wanted. I certainly didn't mind starting from the bottom to work my way up in my career. I tried to think ahead towards retirement, so I saved my money as much as I could. (still do) My work week was never less than 50 hours, and basically I was on call 24/7, as most IT positions are. My management style was fair, fun, focused on team work, yet not afraid to set boundaries and consequences.

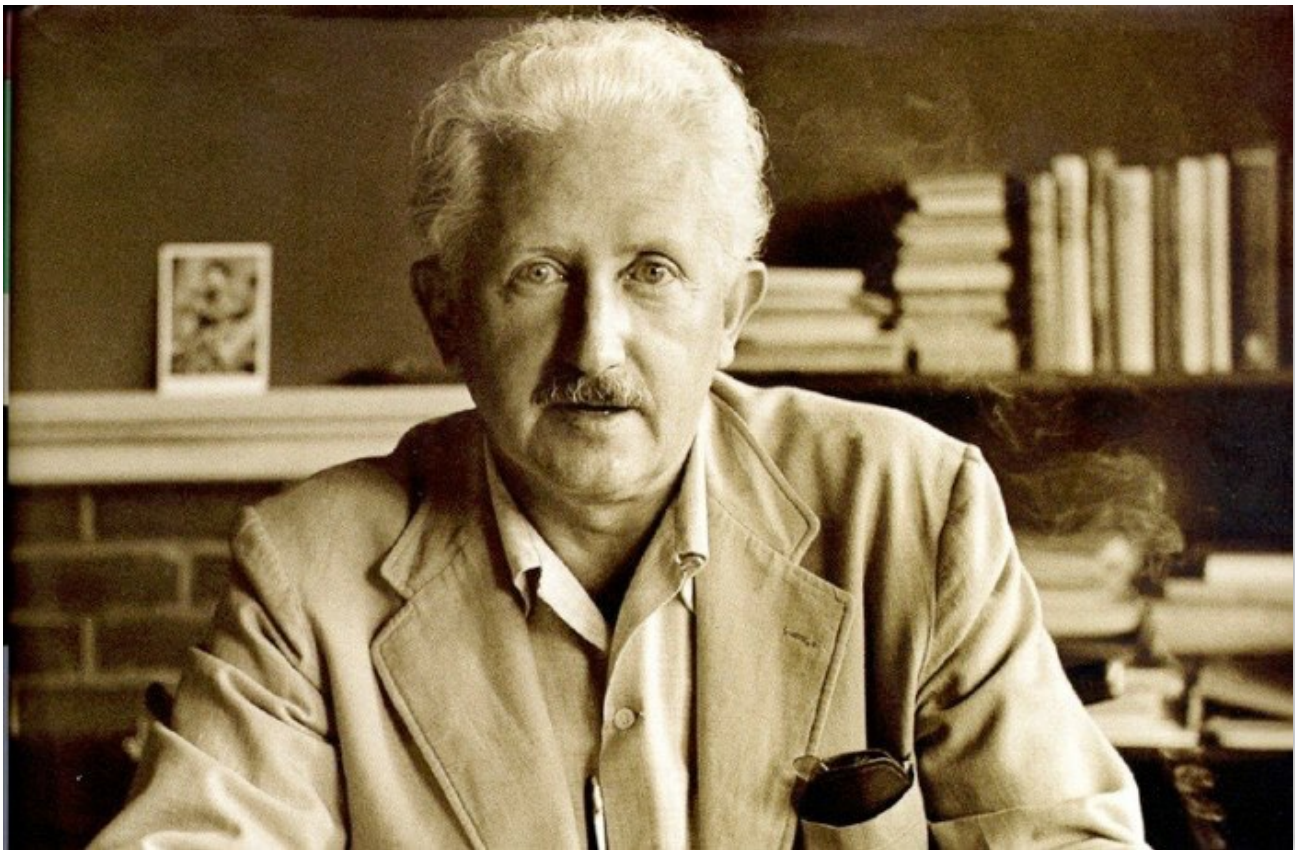
Generation Y

My student workers had a very different work ethic. I would typically have to bribe several of them to show up to work on time. Constant texting and social media on the job was a constant problem. They didn't care much for authority, or feedback. And if they didn't like what we managers had to say, they could simply walk out because they could get another job in a heartbeat. Not to say that there weren't some excellent work-study students, but in general they fit the stereo-typical characteristics of the Gen Y category. They have many more options educationally and career-wise. They were raised in a society that "everyone wins", so receiving negative feedback or constructive criticism is not well-received. There is also a sort of sense of entitlement as well. On a priority scale, social time and fun ranked high, and work at the bottom.

The Historical Clock in the workplace isn't always so chronological. These days you find more Gen Xers or even Gen Y (or Nexters), in management positions over Baby Boomers. This can cause a disconnect in communication between managers and employees. Also there can be a decrease in morale in some workers whose managers are younger than the employee. Unfortunately, it probably won't be long until I'm in such a position.

Theories of Development

A full exploration of the theories that describe Lifespan Development is beyond the scope of this course. Your textbook describes the work of Freud, Erikson, Piaget, and Kohlberg; four very important researchers in Lifespan Development. For the sake of this course we will focus on Erikson, a student of Freud.



Erik Erikson - Image from <http://www.crowe-associates.co.uk>

Erikson was a student of Sigmund Freud, but disagreed with Freud on a number of points...particularly on two of them...

1. Humans developed through **psychosocial** stages of development, not **psychosexual** stages.
2. Development happened across the **lifespan**, it did not end at adolescence.

Like Piaget, Erikson developed a stage theory that describes a series of tasks to be worked out between the developing psyche (mind) and society (hence the term “psychosocial” that Erikson developed.)

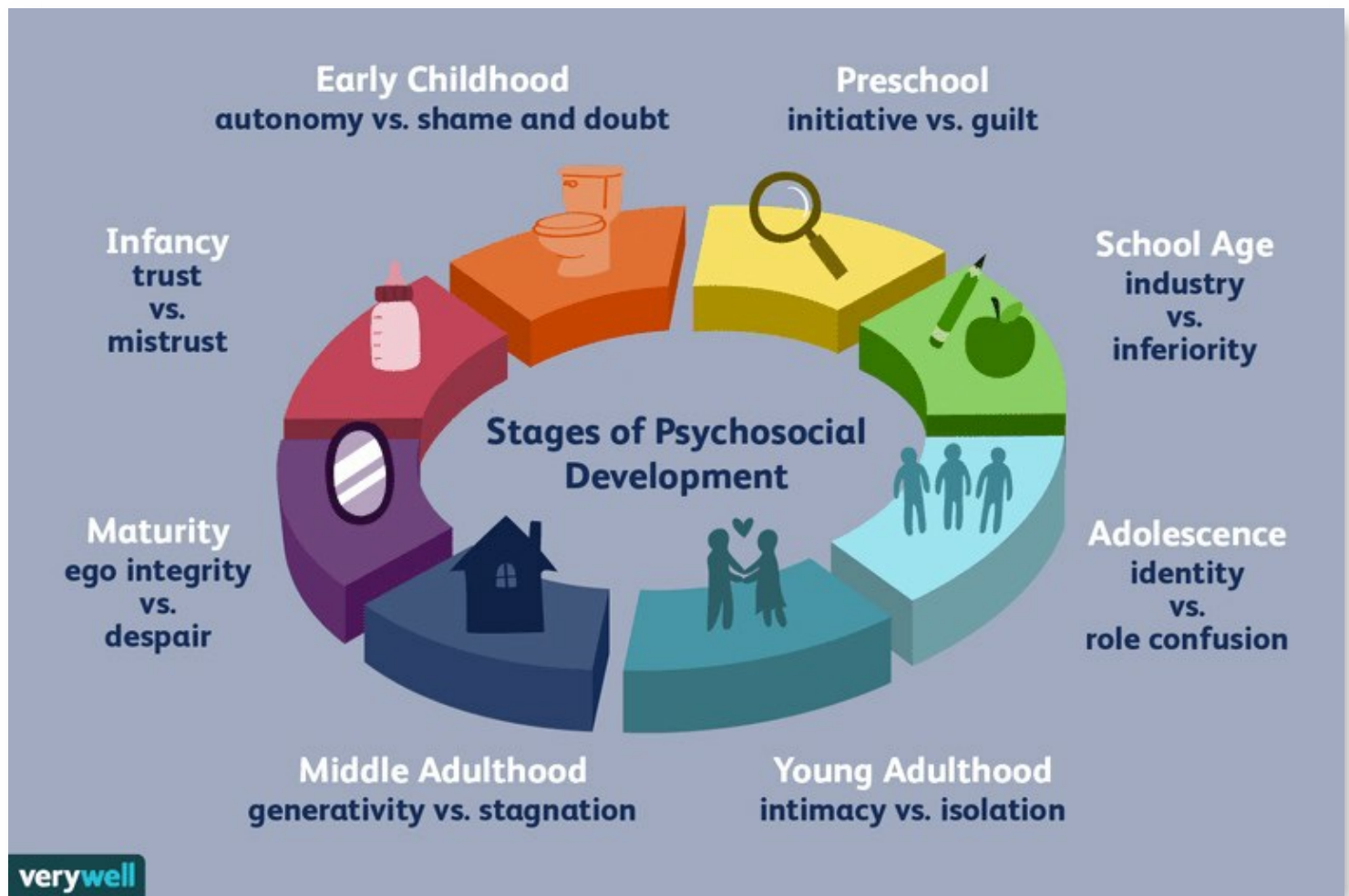


Image from Very Well Mind

Trust vs. Mistrust

At this stage the child is absolutely dependent on their environment for survival. Does the environment want and provide for the child? During this first year, there is no such thing as “spoiling” a child. Responding to every cry and every laugh (as much as possible) ensures that the child will learn to trust the world and its ability to sustain him.

Autonomy vs. Shame and Doubt

We might equate this to the “terrible twos.” Children are moving about in the world during the 2nd year and are getting into all kinds of mischief. They are also learning to act in the world. We need to support safe exploration and provide these opportunities.

Initiative vs. Guilt

Many parents will tell you that the “terrible twos” are nothing compared to the “terrifying threes!” At this point, the child has learned quite a bit about the world, understands roles and expectations in the household. This is the child that may take it upon themselves to make breakfast for the family some early morning!

Industry vs. Inferiority

Note that the “School Age” brings about the psychosocial conflict of “Industry vs. Inferiority.” By this Erikson meant that during this time children are interacting with other children and determining,

competing, and developing what they are “good at.” This “comparison” and “competitive” nature of self-discovery is pervasive within the structure of schools.

Identify vs Role Confusion

At this point, we have the opportunity to take a look at the next stage in Erikson’s Psychosocial Theory of Development. Stage 5: Identity vs. Role Confusion is really the accumulation of notions of self concept developed during the previous 4 stages.

Consider the platform of what has already been worked on when a child reaches Stage 5:

1. They have determined that the world is or is not a place that can be trusted and can meet their needs.
2. They have determined the degree to which they can act autonomously from others.
3. They have experimented with taking initiative.
4. They have a pretty good understanding (at least for this age) what they are good at (when compared to others.)

Upon this foundation the child enters into the stage of identity development, which will dominate development from this point on (even though identity is specifically singled out in Stage 5, identity development is at the core of the remaining stages.)

A New Stage? - Incarnation vs Impudence

Dr. Jeffery Jensen Arnett proposed a deeper inspection of the transition between adolescence and adulthood in his 2000 article [*Emerging Adulthood: A Theory of Development from Late Teens through the Twenties.*](#)



[Jeffery Jensen Arnett Website](#)



[MOVIE - Jeffery Jensen Arnett Lecture on Emerging Adulthood](#)



1. Incarnation - acceptance of adult roles and responsibilities, with realistic expectations for the future and concrete plans to achieve those goals.
2. Imprudence - denial of responsibility, concurrent with lack of planning, unrealistic goals, and immodesty.

Intimacy vs Isolation

Erikson's theory now turns to the application of one's identity to the tasks of adulthood. Erikson identified that the task of Early Adulthood was the achievement of Intimacy. We keep in mind that although the word "intimacy" is often associated with "sex", this is not the only application intended by Erikson. His notion of intimacy is inclusive of romantic relationships and sexuality, but it also incorporated deep friendships and connection to community.

Generativity vs Stagnation

According to Erikson, the 7th stage in our lifespan has to do with achieving "generativity." Generativity encompasses procreativity, productivity, and creativity. Erikson also outlined particular "virtues" associated with each of his stages. The virtue of this stage can be said to be "take care of the persons, the products, and the ideas one has learned to care for."

Integrity vs. Despair

Here we are in Erikson's last stage of the lifespan. In this stage people take on the task of weaving together the threads of their lives and putting them all together into a unified sense of self (integrity) to fail to do so is to have extreme regrets and sorrows of past opportunities and decisions (despair).

Assessment

Chapter 9 Discussion A

Review the Developmental Clocks that outline the various forces that shape our changes. In your main post, identify two examples from your own development that can be explained by one of these clocks. Be sure to make it clear how the example meets the definition of the clock.

In your reply posts, provide personal stories related to the experiences expressed by your peers. How was your circumstances similar. If you came from a different historical Generation, compare the way YOU went through that change and the way they went through that change.

Chapter 9 Discussion B

In this discussion I would like you to tell a story from your life that represents a significant life experience related to one of Erikson's stages that you have already completed.

In a second main post, I would like you to relate your CURRENT stage in Erikson's theory and describe how things are going.

In your reply post, select individuals in your own CURRENT stage and share the struggle!!

Chapter 9 Quiz

1. Identify your year of birth and identify the Generation that it aligns with.
2. Summarize the description of the Generation from the linked website and discuss how you do or do not meet up with this description.

Motivation & Emotion

Attention

Money Does (or Does Not) Make you Happy

So...what makes you happy? What WOULD make you happy?

TED Talks are famous for revealing some of the prevailing perceptions on topics. The TED Talks Playlist for "What makes you happy?" includes titles such as these:

1. The surprising science of happiness
2. Choice, happiness, and spaghetti sauce
3. Happiness and its surprises
4. Flow, the secret to happiness
5. How to buy happiness
6. The paradox of choice
7. Want to be happy? Be grateful.
8. Remember to say Thank You.
9. Less Stuff, More Happiness
10. The habits of happiness
11. The riddle of experience vs. memory
12. The hidden power of smiling
13. Happiness in body and soul

For many years the field of psychology has focused on developing a deep understanding of the dysfunctions of the human mind. Troubled minds and mental illness have dominated research in psychology for obvious reasons...people who are "well" do not need to see the "doctor"!

Dr. Martin Seligman, the Director of the University of Pennsylvania Positive Psychology Center, is leading the call to reshape the focus of psychology and include the study of "positive emotions, strength-based character, and healthy institutions"

[University of Pennsylvania - Authentic Happiness](#)





Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss examples of emotional situations that exemplify the different theories of how we experience emotions.
2. Integrate measures of Emotional Intelligence into an analysis of self.
3. Evaluate the factors associated with your own achievement motivation.

Teaching

Reading

OpenStax College (2014). Chapter 10: Emotion and Motivation. *Introduction to Psychology*. OpenStax College.

You got to move it, move it...

What is the similarity between the following words: emotion, motion, commotion, demotion, promotion, and locomotion.

All these words have the Latin root Movere, which means “to move”

We have all heard that a sad song or a stirring movie (there it is again!) can **move** us. Emotions are the sources of energy in our psyche. Prior to the use of the word “emotion” people felt “passions” and “sentiments.” Either way, these things we know of as emotions made us **move**.



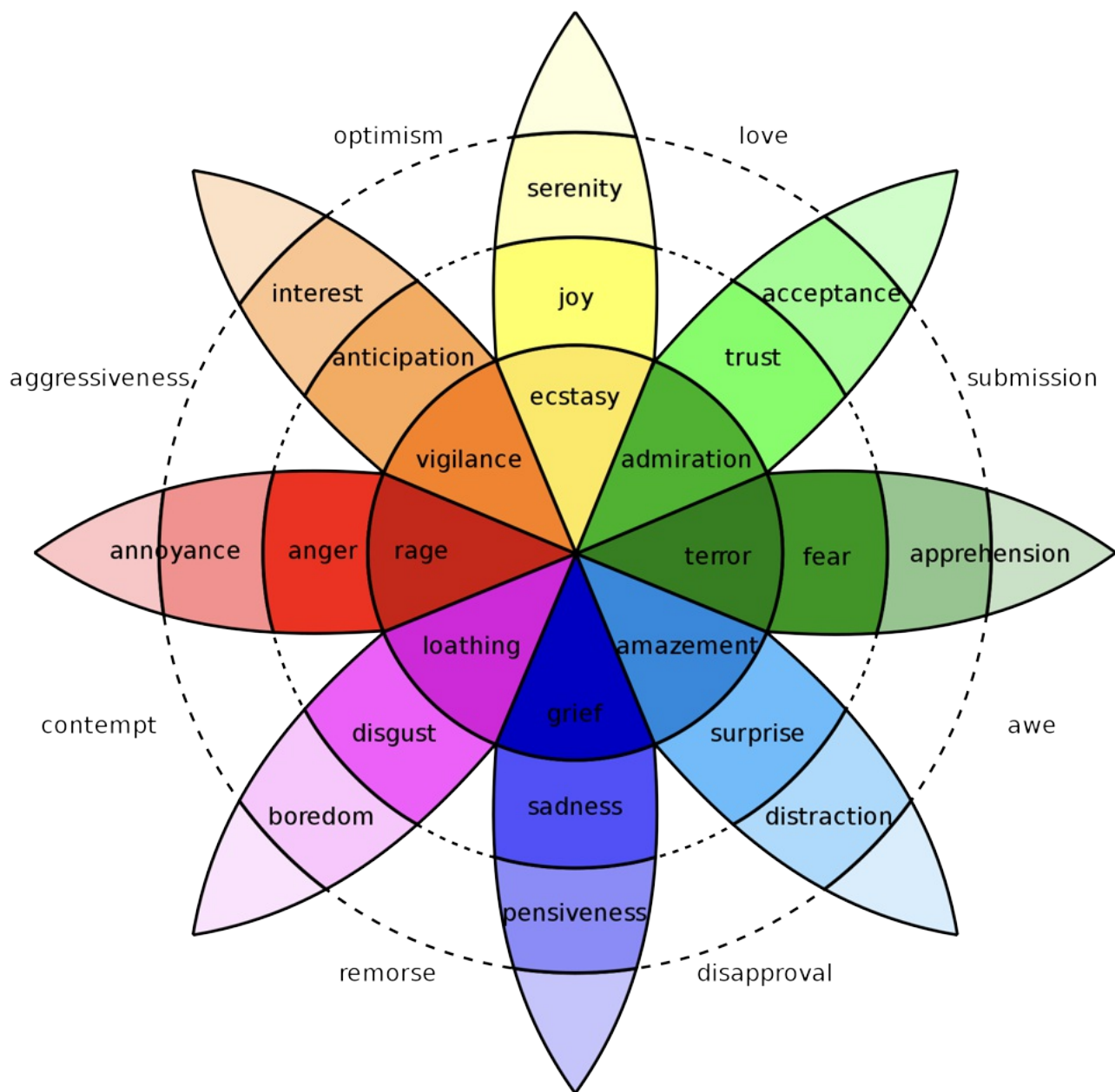
[MOVIE - Crash Course Psychology - Feeling all the Feels](#)



Plutchik's Wheel of Emotions

Robert Plutchik is a leading researcher in emotions. His theory identifies 8 basic emotions (triggered by high survival situations) and a number of combinations of the basic emotions along with degrees of

intensity of emotions to define the emotions that are represented in the graphic below.



The 8 Basic Emotions are:
Anger, Disgust, Sadness, Surprise, Fear, Trust, Joy, and Anticipation

According to Plutchik, emotions served an evolutionary-survival function. His psycho-evolutionary theory has ten postulates:

1. The concept of emotion is applicable to all evolutionary levels and applies to all animals including humans.
2. Emotions have an evolutionary history and have evolved various forms of expression in different species.
3. Emotions served an adaptive role in helping organisms deal with key survival issues posed by the environment.

4. Despite different forms of expression of emotions in different species, there are certain common elements, or prototype patterns, that can be identified.
5. There is a small number of basic, primary, or prototype emotions.
6. All other emotions are mixed or derivative states; that is, they occur as combinations, mixtures, or compounds of the primary emotions.
7. Primary emotions are hypothetical constructs or idealized states whose properties and characteristics can only be inferred from various kinds of evidence.
8. Primary emotions can be conceptualized in terms of pairs of polar opposites.
9. All emotions vary in their degree of similarity to one another.
10. Each emotion can exist in varying degrees of intensity or levels of arousal.

Theories of Emotions

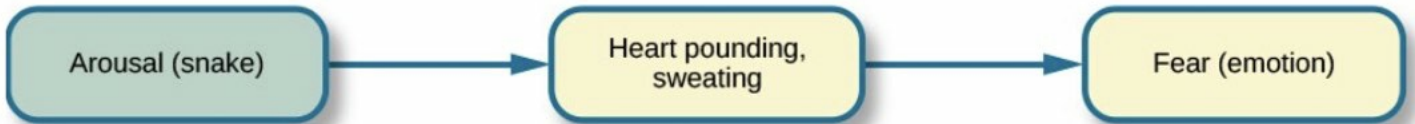
So how to emotions come about? Your textbook discusses some important parts of the brain that appear to be the source and control centers for emotions. How this process actually mitigates communication between the brain, the body, and the external environment is the subject of the following theories of emotion.



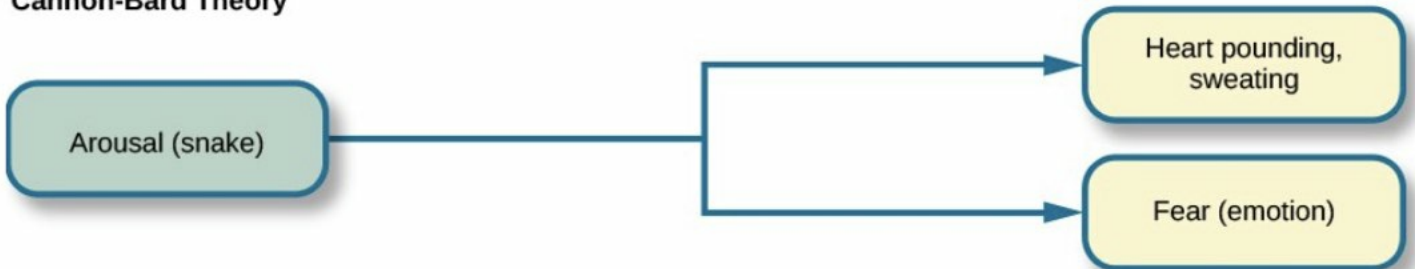
Time



James-Lange Theory



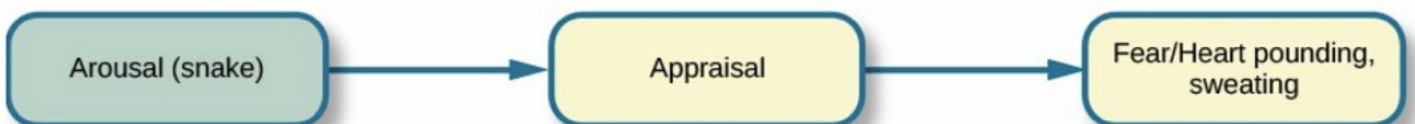
Cannon-Bard Theory



Schachter-Singer Two-Factor Theory



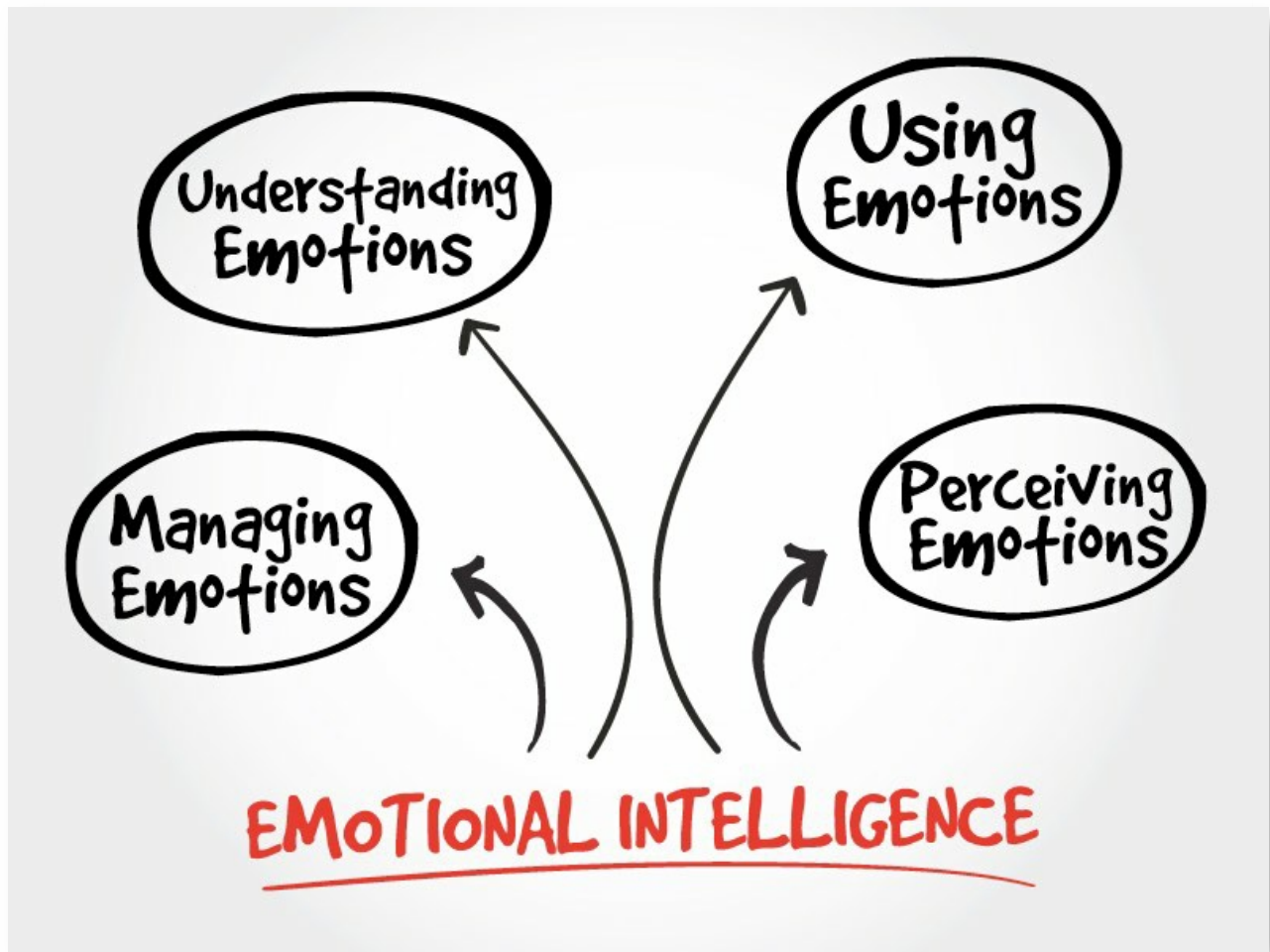
Lazarus' Cognitive-mediational Theory



Do any of these seem to be more true to your experience? Can different experiences that elicit emotions be described using different theories?

Emotional Intelligence

Psychologist and journalist Daniel Goleman is the author of "Working With Emotional Intelligence". Goleman believes that I.Q. is not longer as valued as it once was as being an indicator of a person's success.



Now it is Emotional Intelligence that has become the new yardstick. Emotional Intelligence refers to areas like self-awareness, empathy and social skills, and it is these qualities that employers are now looking for.

[MOVIE - Emotional Intelligence](#)



[Take an Emotional Intelligence Test - About 45 Minutes](#)



Motivation

Motivation is another word derived from the Latin root *movere*. Motivation is of key concern to

Psychologists because many believe that most of our behaviors involve some sort of motivation. Aside from those we learned through Classical and Operant Conditioning, the Cognitive Learning that we engage in is spurred on by the motivation of the individual.



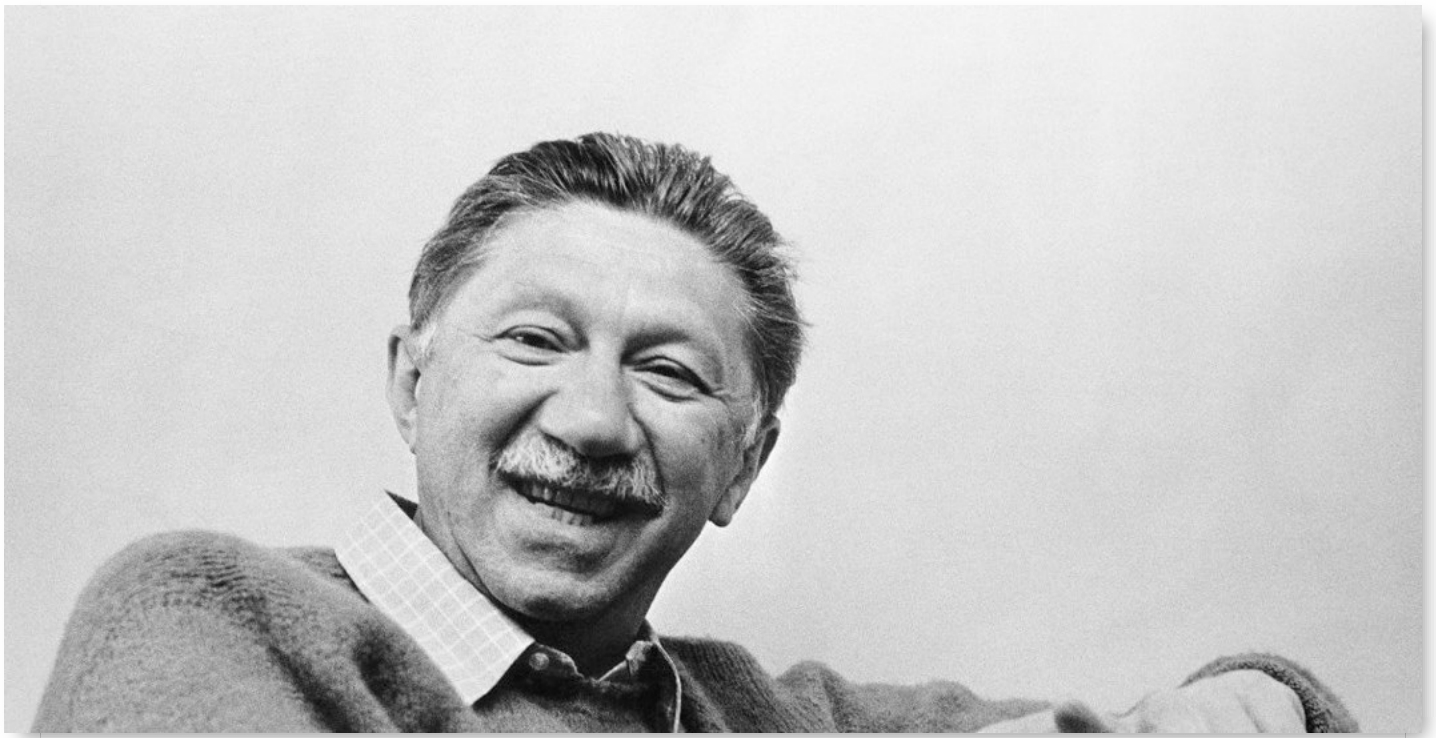
[MOVIE - Crash Course Psychology - The Power of Motivation](#)



Maslow's Hierarchy of Needs

One of the most famous of the theories of motivation was put together by Humanist Psychologist Abraham Maslow.

Maslow's main contention, much in opposition to the prevailing Behaviorist mentality of the day in the US, was that each of us possesses an innate tendency toward self-actualization, or the fulfillment of our potential.



Abraham Maslow - Image from <https://peakon.com>

Maslow began to study the lives of persons he felt were self-actualized and concluded that they all had any number of the following traits:

1. An objective perception of reality
2. A full acceptance of their own nature
3. A commitment and dedication to some kind of work
4. Simplicity and naturalness of behavior
4. A need for autonomy, privacy, and independence
5. Intense mystical or peak experiences
6. Empathy with and affection for all humanity
7. Resistance to conformity
8. A democratic character structure
9. An attitude of creativeness
10. A high degree of what Adler termed “social interest”

However, he postulated that we had to first satisfy lower needs in order to prepare for self-actualization. This was the beginning of his now famous Hierarchy of Needs.

Hierarchy of Needs

Of all the work that Maslow did, none is more famous than his **Hierarchy of Needs**. Similar to Rogers, Maslow felt that we are all drawn toward self-actualization. However, in our journey toward self-actualization there is a hierarchy of needs that we need to meet first.

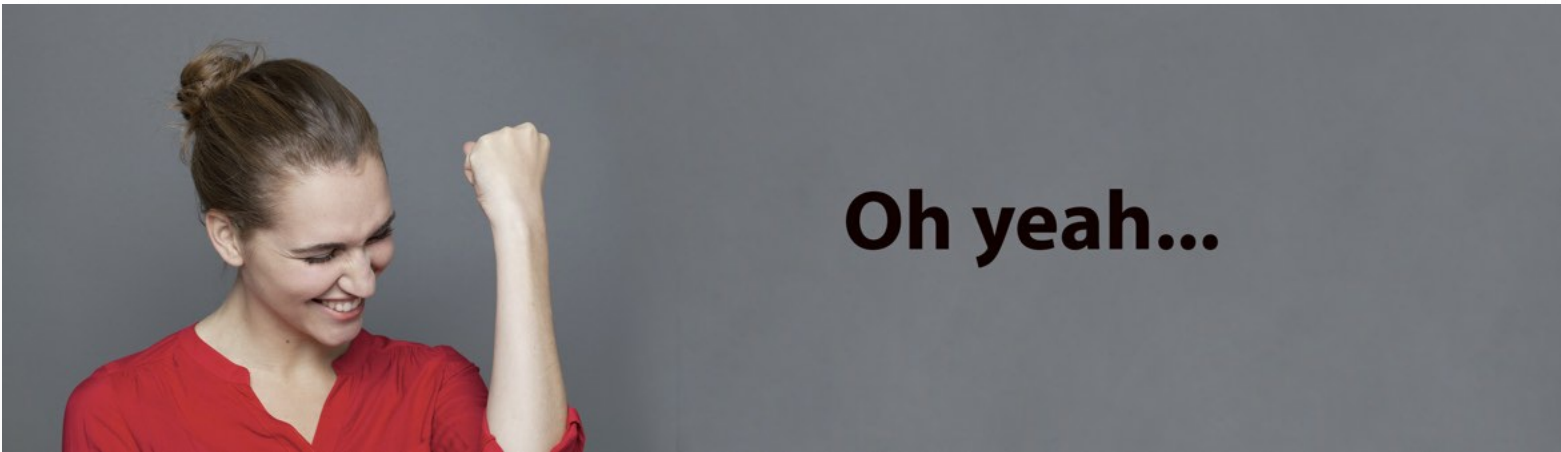


Maslow's hierarchy of needs is based on a theory of motivation. Individuals must essentially satisfy the lower deficiency needs before they become focused on satisfying the higher Being needs. Beyond even the Being needs there is something more, a state of transcendence that ties all people and the whole of creation together. - Image from www.simplypsychology.org

The basic premise of the Hierarchy of Needs is that as we are being drawn toward self-actualization (and beyond, in what Maslow referred to as “transcendence”) we are driven to satisfy more basic, lower-level needs. They exist in sequence, and for the most part, we can’t go on to satisfy the next need until the previous one is complete. (Later in life Maslow rejected this rigid structure, but nonetheless, the hierarchy serves as a good summary of basic human needs.)

Achievement and Motivation

An interesting area of exploration in Psychology, and a chief focal point for research in Positive Psychology, is achievement.



What factors are important in achievement? How come some people seem to be successful while

others, are not? To address this area, I'm going to cover a number of notions and ideas in the following section. Consider how each of these plays a role in your own achievement process.

Learned Motives

Through the process of socialization we learned to value certain things. Our culture taught us what “accomplishment” and success mean, and we often take these ideas on as our own, thinking that they came from within rather than being taught.

Social Motives

Social Motives are those that are focused on achieving status in your social groups. This can be through work, sports, hobbies, knowledge, degrees, etc. etc. But they are learned to be of value in your social groups.

Need for Achievement

Many of us were taught that “doing a good job” was important. This is related to Social Motives, but we may refine these to suit our interests. David McClelland's theory of motivation lists Need for Achievement (n-ach) as a basic human need.

Power and Control

Many of us can likely relate stories about times we felt our “lives were out of control.” These are uncomfortable times and we work hard to regain control. Issues that arise when someone is dying or when they are burned out at work have much to do with control. McClelland's theory of motivation lists Need for Authority and Power (n-pow) as a basic human need.

Affiliation

Although there are loners out there, we are primarily a social animal. Friends, family, workgroups, school connections, etc are important aspects of our lives and we are motivated to act so that we can achieve and sustain “membership.” McClelland's third basic human need is a Need for Affiliation (n-affil).

Fear of Failure

Despite its connotation as a “bad thing”, Fear of Failure is actually a necessary component of success! How hard would you really work in this class if you were already guaranteed an A? The current trend of “everyone wins” and “everyone makes the team and gets a trophy” is certainly appropriate for very young children, but not for everyone else .

Self-Handicapping

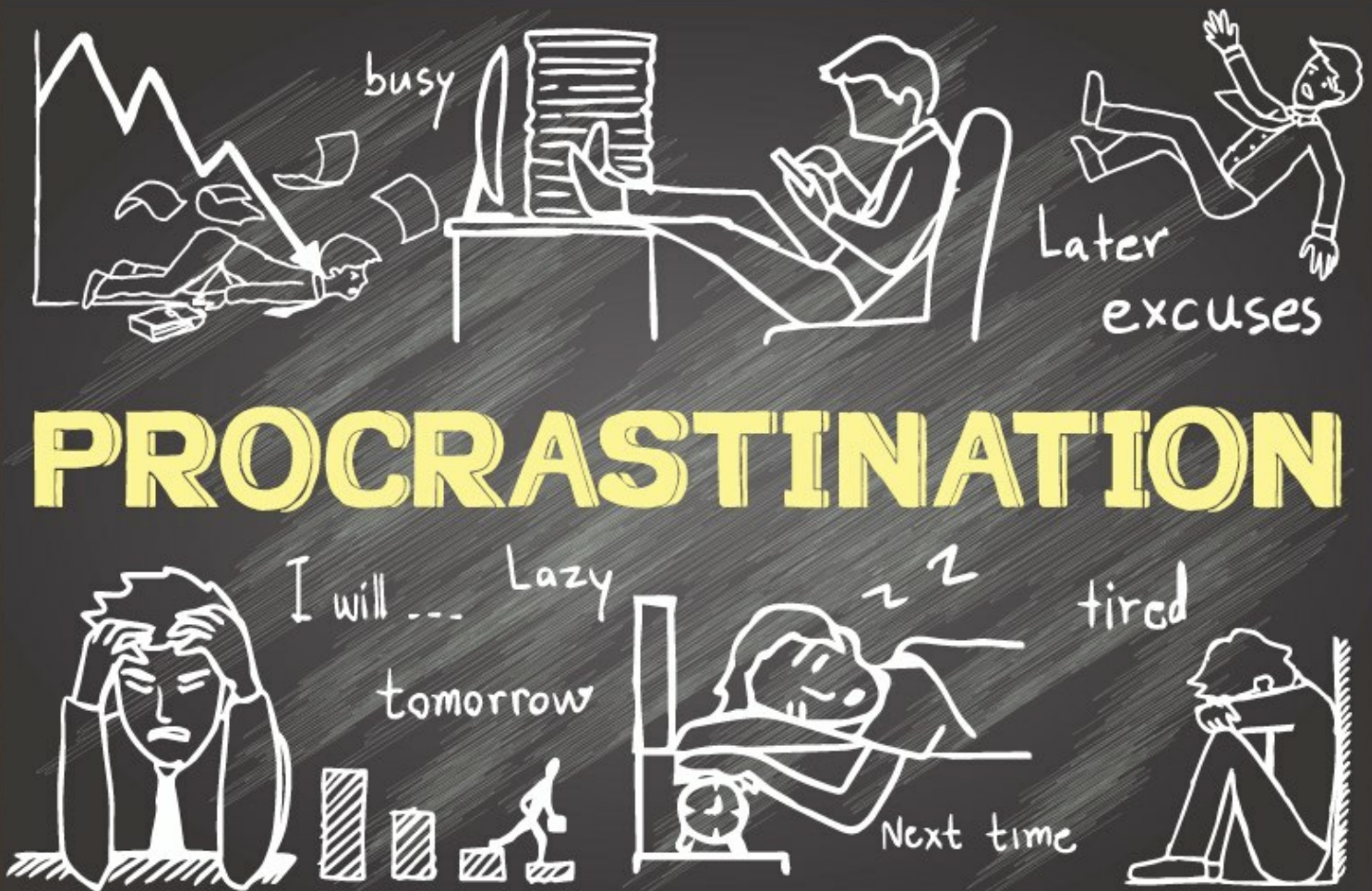
Self-Handicapping is a complex cognitive process that people use to “justify” failure so as to not focus on personal attributes that contributed to the failure. In a word, these are excuses, denials of talent, lack of effort, blaming, sabotaging, and of course, the infamous procrastination.

Procrastination

The final concept I want you to contemplate is procrastination, as it is very likely something that you experience, maybe quite often. A quick explanation of this process is as follows:

1. A person has a high n-ach and n-affil.
2. Fear of failure is present...meaning there is a real and present risk of failure.
3. The individual is faced with a task that is high cognitive load and perceives that they may or may not do well in the task.
4. The person chooses to avoid the task and does not complete it.
5. While the individual takes a n-ach hit, they are able to “save face” both to themselves and others that they would have done well if they would have done it.

Sound familiar?



Assessment

Chapter 10 Discussion

In this Chapter you have been exposed to a number of different theories as to how we experience emotions (James-Lange Theory, Cannon-Bard Theory, etc.)

As you read about these, you likely thought of situations in your life where you have had emotional experiences that are better explained by one or another of these theories. Share your story about a situation where you experienced emotions, best by a specific theory. Make sure you include details about the theory that justify your evaluation.

In your reply post, attempt to analyze the other person's emotional experience using a different theory.

Chapter 10 Quiz

1. Take the Emotional Intelligence test and report your score. Provide a brief profile from your results and report on how accurate the test was in describing your Emotional Intelligence

Chapter 10 Assignment

Purpose

The purpose of this assignment is to utilize the theories and notions of motivation to analyze your own approaches and barriers to achievement. By engaging in this analysis, students will be better equipped to encounter and overcome barriers to their goals, not only in class work, but in all areas of life.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. List the key factors associated with individual achievement.
2. Reflect on how each component plays a role in your own achievement mind set.
3. Relate these concepts to your actual achievements to this day.
4. Write a paper in a word processor.
5. Upload the paper to the appropriate assignment dropbox.

Task

This assignment will involve the 8 areas listed as being associated with achievement and motivation in the Teaching section of this Chapter.

For each of these 8 factors you will write the following:

1. A bold-font title listing the name of the concept.
2. A paragraph that represents reflection on your part (reflection includes real-life examples and a connection to the concept.)

In the last section of the paper you will write a short essay as to how these factors have contributed to your success (or failure) to date.

Criteria for Success

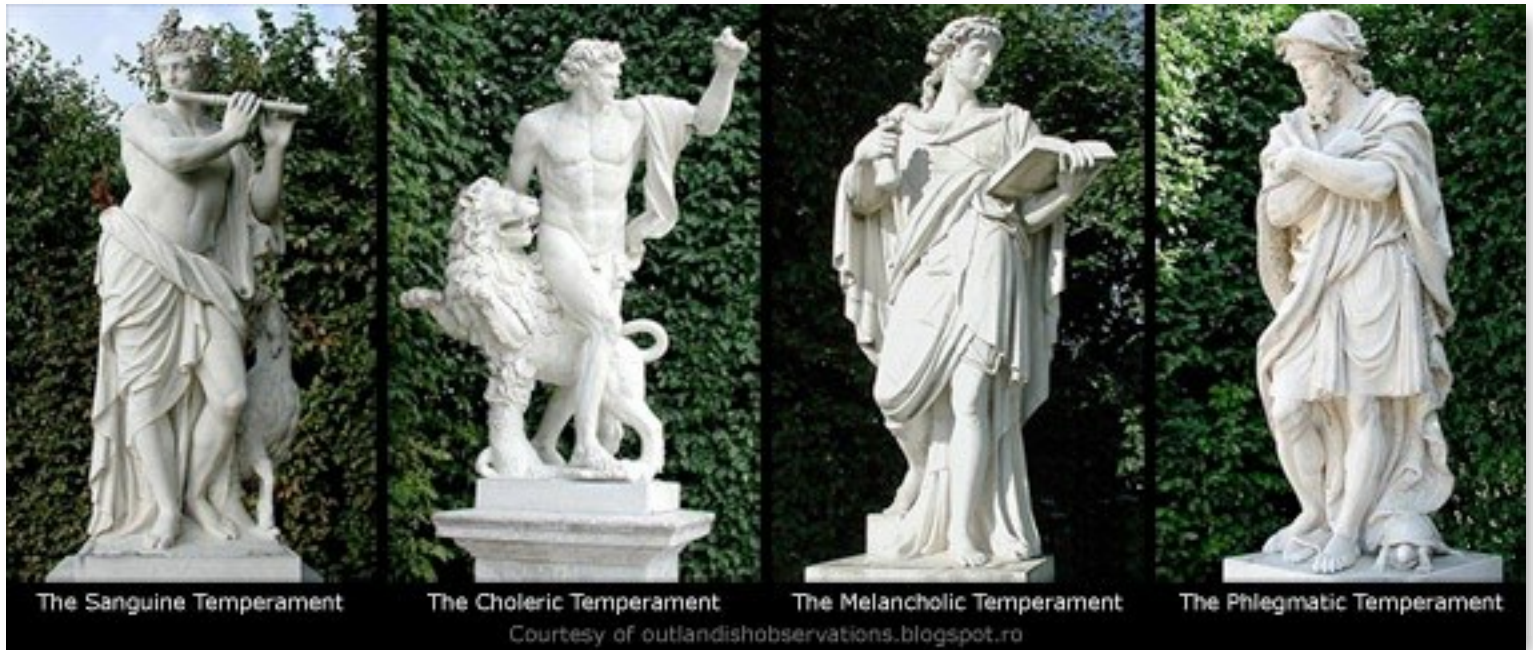
Use the rubric below as a guide to this assignment.

Item	Performance Description	Points
Title Page	Standard title page with name, date, course, college name and the name of the assignment.	5
Learned Motives	Example is a clearly presented essay related to the concept.	10
Social Motives	Example is a clearly presented essay related to the concept.	10
Achievement	Example is a clearly presented essay related to the concept.	10
Power and Control	Example is a clearly presented essay related to the concept.	10
Affiliation	Example is a clearly presented essay related to the concept.	10
Fear of Failure	Example is a clearly presented essay related to the concept.	10
Self-Handicapping	Example is a clearly presented essay related to the concept.	10
Procrastination	Example is a clearly presented essay related to the concept.	10
Summary	Clear explanation as to how each of these factors has contributed to your current successes and failures.	5
Mechanics	Spelling, syntax, and organizational structure of the paper. Clear and organized.	10

Personality

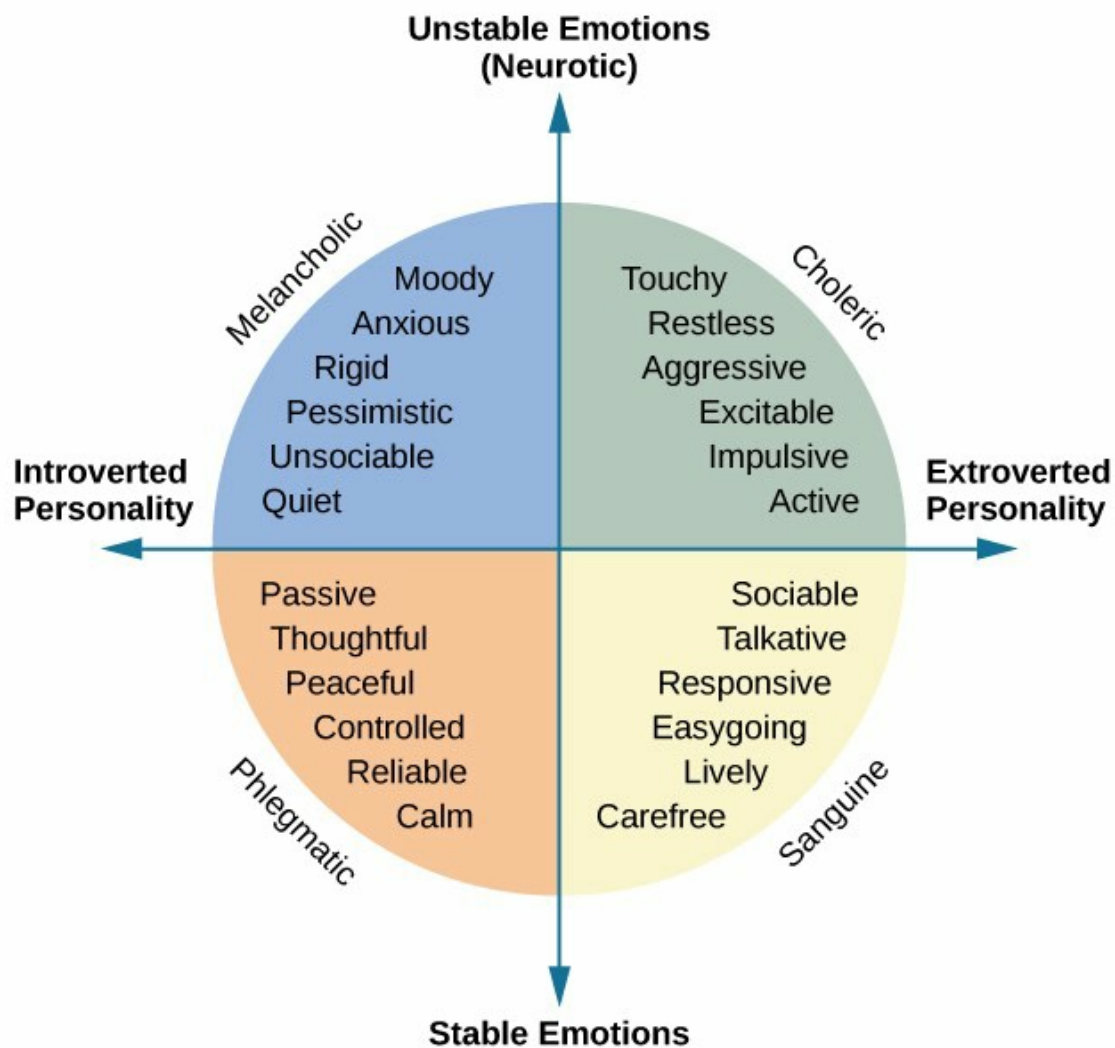
Attention

The “Humors” are Alive and Well!



Greek statuary exemplifying the Sanguine, Choleric, Melancholic, and Phlegmatic personality types as identified by the early Greeks.

The idea of the four temperaments traces back to an Ancient Greek medical theory that there were four fundamental bodily humors (blood, yellow bile, black bile, and phlegm) which could cause illness if they were out of balance. The terms sanguine, choleric, melancholic and phlegmatic were coined by the Greek physician Aelius Galenus to describe the effect of these humors on human behavior. This idea is perhaps one of the oldest that looks like a theory of personality.



The four temperaments have never been a part of modern medicine or psychological science, but remain fairly well known due to their use by self-help and spirituality authors.

[OSPP Four Temperaments Test](#)



[Learn more about this and other aspects of early Greek medicine!](#)



Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss the contributions to our understanding of Personality by Sigmund Freud.
2. Apply the results of both trait and type personality test results to an understanding of self.

Teaching

Reading

OpenStax College (2014). Chapter 11: Personality. *Introduction to Psychology*. OpenStax College.

Who are you?...who...who...who...who!

British rockers “The Who” asked this question on their album release of “Who are You” in 1978. Psychology has been asking this question for a LOT longer.



Theories of Personality

Similar to the study of Intelligence, the study of Personality is elusive and is described by a great number of theories. So, let's start with a definition of what all those theories are trying to examine.

According to our textbook, Personality “refers to the long-standing traits and patterns that propel individuals to consistently think, feel, and behave in specific ways.”

The key word here is “consistent.” Throughout this course we have been learning about factors that contribute to our behavior but at this point we are looking at that aspect of ourselves that is “consistent” across most situations. These are the patterns of behavior that define who we are to ourselves and to others. While we undergo mood fluctuations rapidly at times, our personality tends to remain consistent. In fact, we focus on the parts that ARE consistent and call them “Personality”.

Theories of Personality exist to attempt to understand the ways in which we are all different from one another and reflect different ideas about how the mind works. Your textbook does an excellent job of reviewing the early attempts of defining personality through the Greek “Humors” and the pseudoscience, but once lucrative field of “Phrenology.”

Measuring Personality

Each of these different approaches to Personality were challenged with ways to differentiate individual differences between people. Over the years, these methods were as diverse (and often unscientific) as the theories themselves. However, in the later years of the field, methods for

measuring all kinds of Psychological phenomena, including Personality, began to emerge.



[MOVIE - Crash Course Psychology - Measuring Personality](#)



Sigmund Freud

There is probably no singular name in the field of Psychology than Sigmund Freud. Born in 1856, Freud was a Physiologist with an interest in the new field of Psychology as he graduated with his MD in 1881. During his work at the Vienna General Hospital, he began his investigations into the cause of mental illness and turned his field upside down.





While a full examination of Freud's work is beyond the scope of this course, he is credited with introducing the clinical applications of talk therapy, dream interpretation, free association, Ego defense mechanisms, the conscious and unconscious mind, human developmental stages, and of course, personality. For the sake of this Chapter we are going to focus on his ideas on the structure and function of the Personality.

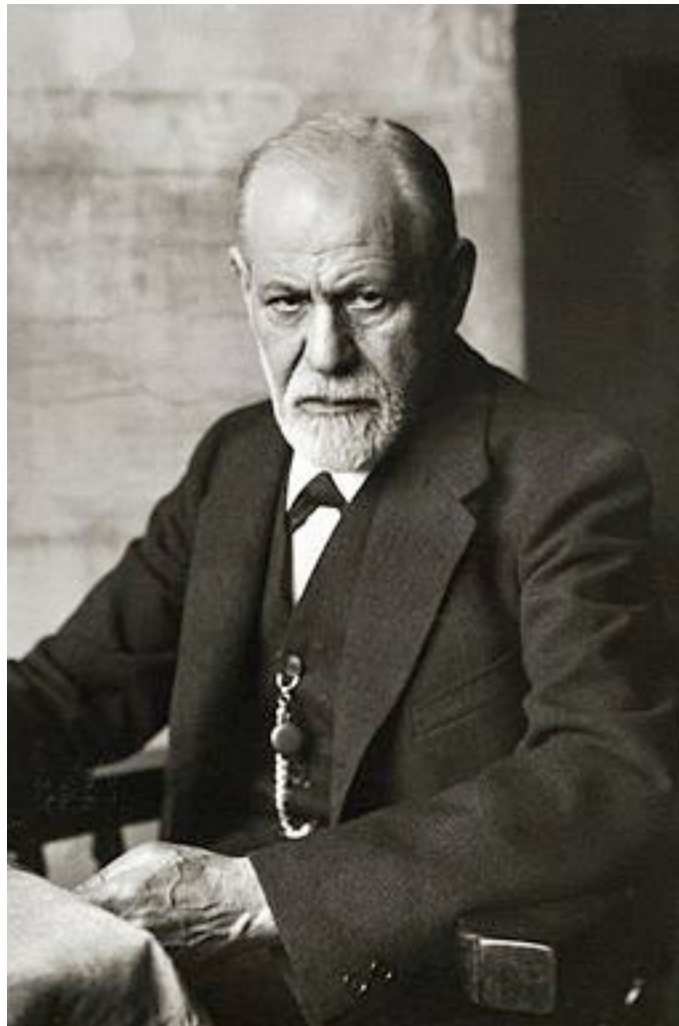


Image from www.psychologytoday.com

It is important to understand that Freud, a physician, was committed to trying to understand the cause of the problems his patients presented to him. He was, first and foremost, a doctor and spent much of his early career exploring ways to get to the root of the psychiatric conditions he was encountering in his practice.

Hysteria and Psychic Determinism

Hysteria is a condition in which psychological trauma or stress is converted into physical symptoms

(this condition is called **conversion disorder** today.) Freud concluded that ALL psychiatric conditions were the result of events that occurred earlier in life and that they could be resolved through the technique that he developed (**Psychoanalysis**) which would result in a **catharsis event** (consider this to be sort of “ah ha” experience when we finally understand a question that has been bothering us.)

The concept that early childhood experiences will manifest symptoms later in life, a concept that we accept without question today, was termed **Psychic Determinism**. This thought of “determinism” would also manifest in Freud’s Psychosexual Development model as he felt that a person’s personality was completely developed by the end of adolescence.

Instincts

Freud contended that humans had two basic instincts (though his conception of what an instinct is is more in line with what we may call a “drive” or “impulse”).

The first of these instincts is **Eros**, or the “life instinct”. The energy of Eros was called **Libido** (a term which is mistakenly associated with simple sexual energy.) Consider this: Eros is our drive to survive, and libido is the energy we attach to making this happen. Early in life we encountered individuals and objects in our world that were vital to our survival, to these we would attach libido energy.



Statue of Eros (at Piccadilly Circus, London), Son of Aphrodite and Ares (the Greek Gods of Love and War)

Eros is the image from which we come up with the character “Cupid”

Image from www.aviewoncities.com

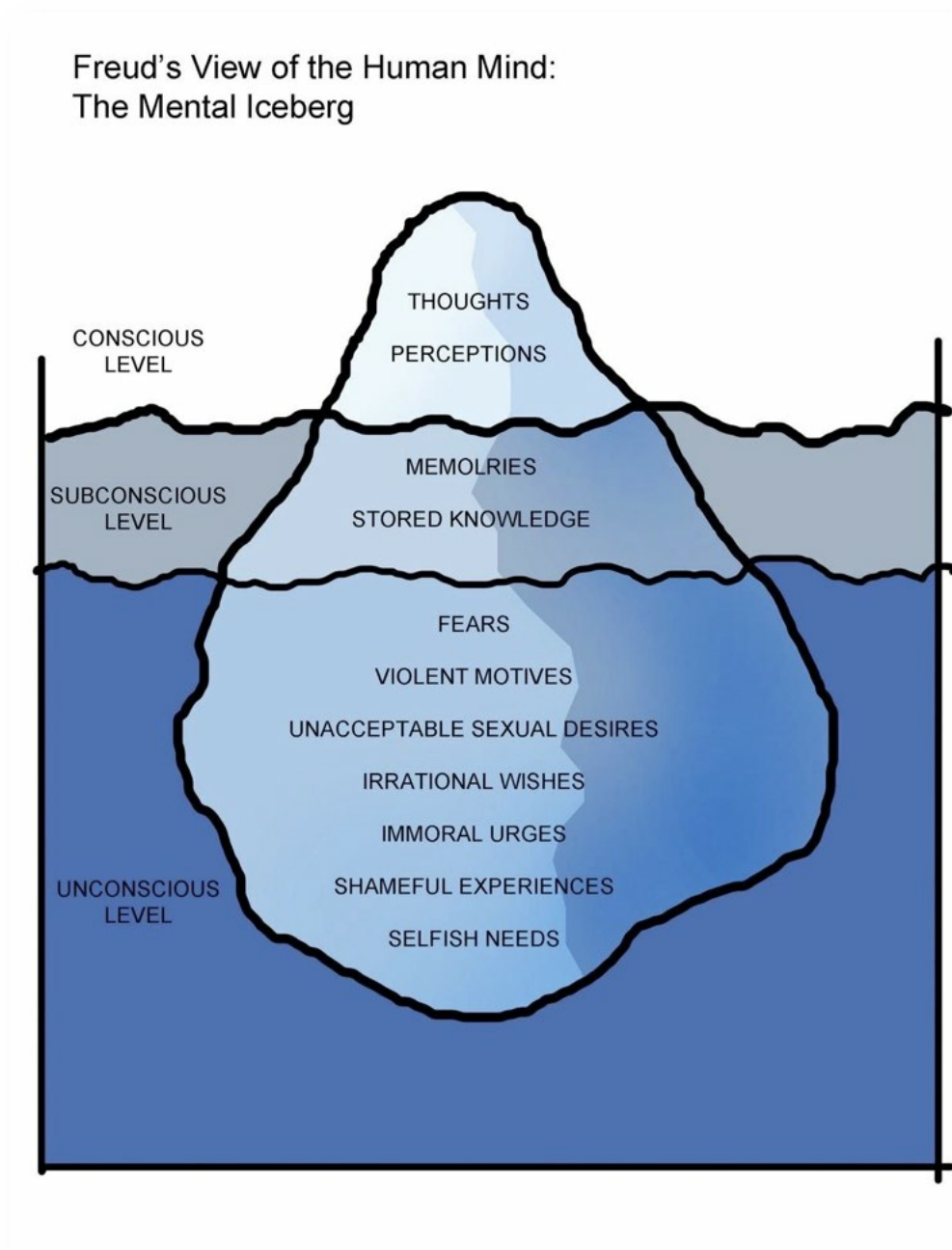
We will see how the attachment of libido energy plays out in Freud’s concept of attachment to objects and people and in Freud’s developmental theory where the libido becomes attached to a series of our own body parts.

Any problems, such as unsuccessful attachment with parents, abuse, neglect, sexual abuse or simply a poor application of this energy was experienced as a threat to survival and led to problems later in life. This energy can become **fixated** at a developmental stage or on an object or person leading to problems.

The other instinct that Freud identified with was the **Death** instinct, which manifested with the energy of **aggression**. Freud did not pay as much attention to this particular instinct and he felt it really only served to enable a person to defend him or herself in order to sustain the Eros, or life instinct.

Levels of Consciousness

One of the most profound, and still current, thoughts from Freud has to do with levels of consciousness. Freud believed that most of our personality was actually hidden from our awareness in the **unconscious**. Access to these parts of our personality was only through what he called the **sub-** or **preconscious** which would serve as a gate-keeper to things that would be allowed into the **conscious** state.



As you can see from this graphic, the content of the unconscious may not be acceptable and is thus

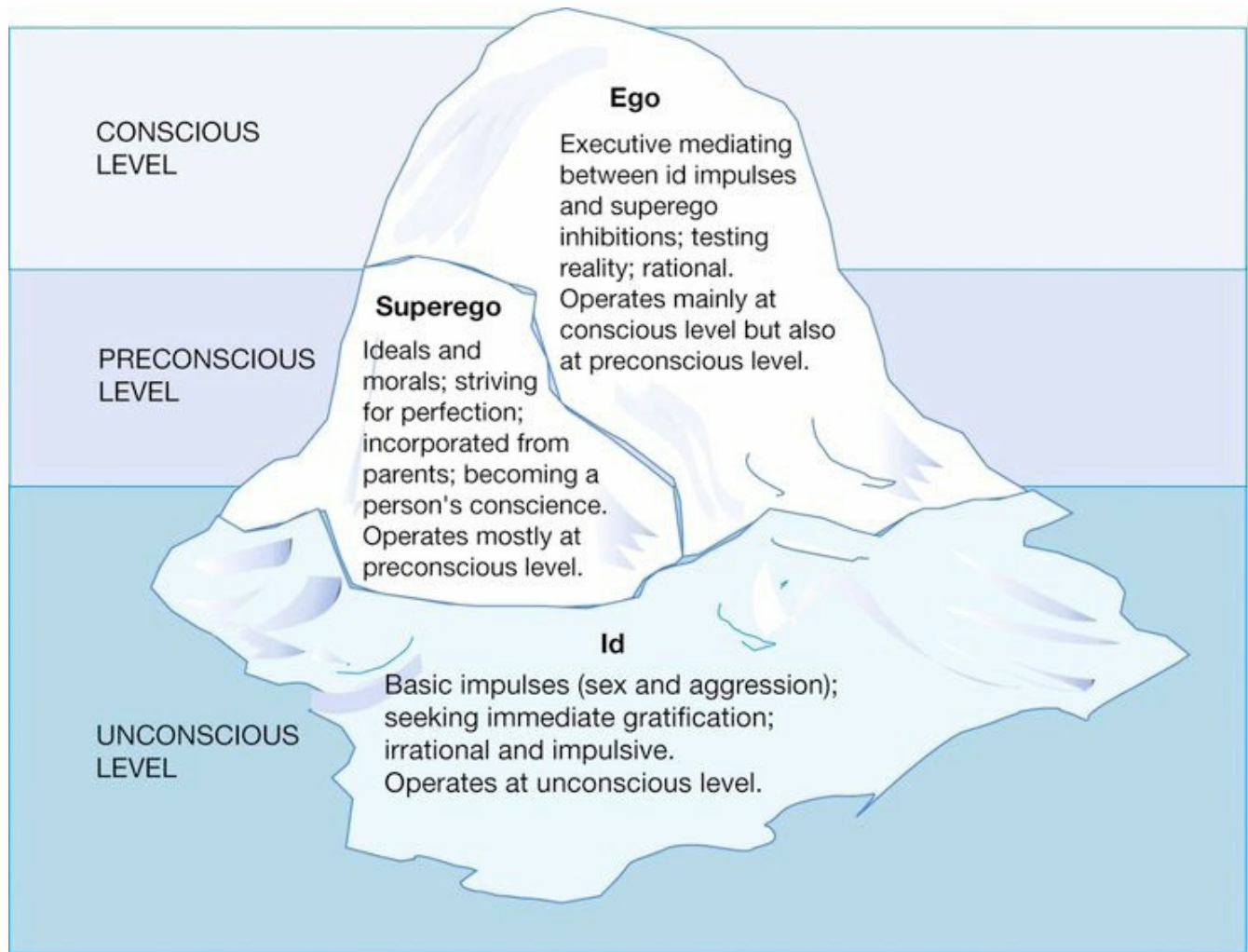
suppressed. They, none-the-less, have an influence on us.

Image from <http://linaibooker.files.wordpress.com>

Structure of the Personality

Likely the most well-known of all of Freud's concepts is his theory on the structure of the personality, which is deeply associated with his thoughts on consciousness. Freud conceived that the personality could be represented as an iceberg. Most of an iceberg is below the surface of the water, as is most of the personality below the surface of consciousness.

The structures of the personality are the **id**, the **ego**, and the **super-ego**.



This image does a good job in describing the different aspects of the personality and how they relate to one another.

Image from <http://linaibooker.files.wordpress.com>

Another popular way in which Freud's personality structure has been depicted is represented in this image!



The character Kronk from Disney's "Emperor's New Groove" has a moral decision to make!
 Image from www.women.com

Carl Jung and Personality Type

First, it is important to understand a few things about Carl Jung. Jung was a student of Freud and prior to a breakdown in their relationship, Jung agreed with much about Freud's concepts but greatly expanded on his thoughts about the unconscious, dream interpretation and symbols, introduced the "collective unconscious", and DID NOT invent a personality test! Here is a bit about Carl Jung's concept of "Analytic Psychology."

Basic Concepts of Analytic Psychology

Dynamic Psychic Energy

Jung felt that there was a dynamic exchange of energy between the conscious and unconscious parts of the personality. He generalized Freud's concept of the sexual energy (libido) into a more general "life force" that has been represented differently over the history of human kind.

Opposites

Jung suggested that much of nature is comprised of elements in opposition to one another. Keep in mind that Jung was influenced by Taoism and the concept of Yin and Yang which also promote the idea of opposites in nature. In this world, the psyche seeks to find balance between all these opposing forces.

The Unconscious Mind

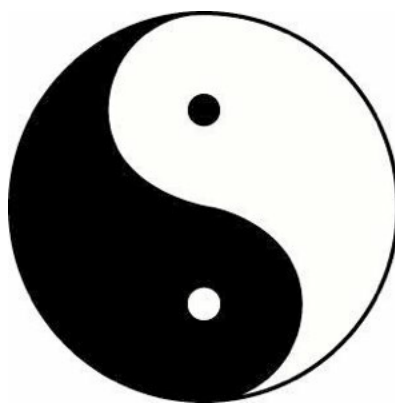
Similar to Freud's views, Jung believed that much of the personalty is unconscious, something he referred to as the **personal unconscious** to distinguish it from the shared nature of the **collective unconscious**. The collective unconscious is a reservoir of psychic resources common to all humans. These psychic resources are known as **archetypes**. These archetypes are passed on from generation

to generation (and across the globe) through the collective unconscious.

Three significant archetypes, according to Jung, are:

1. **Shadow** - this is the inferior and least commendable aspects of a person. Consider it the source of our own personal “dark side”.
2. **Anima** - the female part of the male psyche.
3. **Animus** - the male part of the female psyche.

Again we can recall the Yin Yang symbol from Japan.



The white part represents male energy and the blackboard represents female energy...but notice that there is a little bit of male in the female and a little bit of female in the male...this is what is meant by the archetypes of the Anima and Animus.

According to Jung, there are many, many archetypes in the collective unconscious. The list in the textbook includes self, shadow, anima, animus, persona, hero, wise old man, and trickster.

We see these archetypes appear throughout historical literature and even in modern cinema and books. Complex story development reveals the anima and animus in the characters. Comic relieve is provided by the trickster. Wise old men appear to advise the young, heroes abound! These are universal themes across all cultures...it is no wonder that Jung came up with these ideas.

Symbols

Jung felt that some everyday objects may have hidden or representative meaning in the unconscious. For instance, in dream interpretation, the presence of a house has a literal meaning related to the building, but it also has a “hidden” meaning as representing the psyche. So, if the dreamer is wondering around the house trying to get into rooms, the interpretation might be that they are exploring hidden parts of their own mind!

The amazing thing about this field of study is how often different cultures come to the same conclusions about the meanings of symbols!

Personality Types

One of the most famous personality tests is the Myers-Briggs Type Indicator (MBTI). What you may not know is that the MBTI was modeled after the theories of personality put forth by Carl Jung!

According to Jung, the personality is made up of an **attitude type** and four **function types**:

1. **Extroversion or Introversion** (attitude type) - extroversion extends energy into the world around us while introversion withdraws energy.
1. **Thinking or Feeling** - thinking involves intellect and it tells you what something is, feelings, on the other hand, tell you what something is worth to you.
2. **Sensing or Intuition** - sensing involves paying attention to the reality of your external environment, while intuition incorporates a sense of time and encompasses hunches.

MBTI

Katherine Briggs and her daughter Isabel Briggs Myers became fascinated with Jung's theories on personality and eventually added another dimension, **judging or perceiving**. Judging reflects a more controlled and planned out lifestyle where as perceiving is a more flexible and adaptive lifestyle.

The MBTI produces scores along 4 dimensions:

1. Introversion (I) vs. Extroversion (E)
2. Sensing (S) vs. Intuition (N)
3. Thinking (T) vs. Feeling (F)
4. Perceiving (P) vs. Judging (J)

The results produce a series of 4-letter sequences that correspond to a letter from each pair (as indicated above.) One combination might be INTP another may be ENFJ. The total number of possible combinations is 16. These constitute the 16 Personality types of Jung's theory!

ISTJ Responsible Executors	ISFJ Dedicated Stewards	INFJ Insightful Motivators	INTJ Visionary Strategists
ISTP Nimble Pragmatics	ISFP Practical Custodians	INFP Inspired Crusaders	INTP Expansive Analyzers
ESTP Dynamic Mavericks	ESFP Enthusiastic Improvisors	ENFP Impassioned Catalysts	ENTP Innovative Explorers
ESTJ Efficient Drivers	ESFJ Committed Builders	ENFJ Engaging Mobilizers	ENTJ Strategic Directors

Just one of the many sets of interpretations of the 16 personality types - Image from <https://crowdink.com>

Myers Briggs Personality Type App



[Here is a great website about the 16 Personality Types](#)



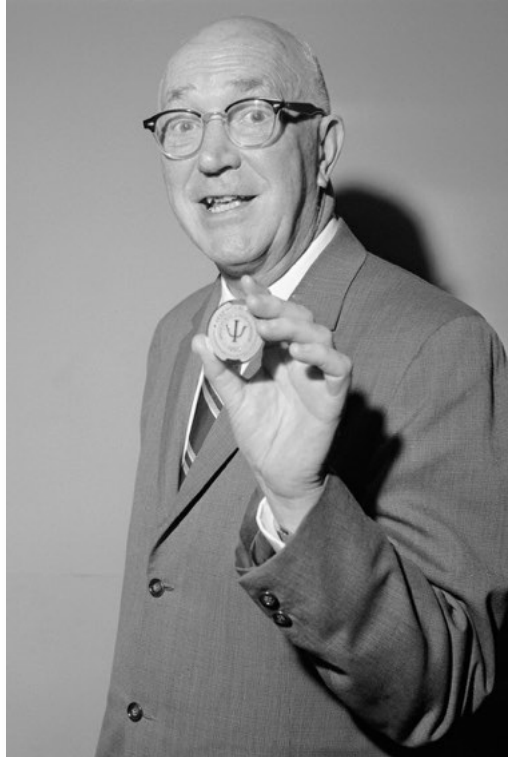
This is a fantastic version of the test with lots of interesting results for free. Of course, they will offer you paid resources to go deeper, but this is not expected. Email the results to yourself and then continue to read all the neat resources they provide for free.

Trait Theories and the Big 5

Quite different from the approaches to understanding personality that we have covered so far, trait theories attempt to identify psychological phenomena that allow some ability to predict the behavior of individuals.

Trait theories have arisen through the effort to identify the different patterns of human behavior that identify a person. Different theorists have taken very different approaches.

Personal Dispositions



Gordon Allport - Image from https://snl.no/Gordon_Allport

Gordon Allport presented that there were collections of our traits grouped together in categories that indicated their importance in defining our personality.

1. **Cardinal Disposition** - this set of traits dominates throughout our lives. They cannot be hidden and the person is well known by them.
2. **Central Disposition** - if you asked a good friend to describe someone, they would point out a number of central disposition traits in addition to the cardinal ones. These are the traits we might include in a letter of reference for someone.
1. **Secondary Disposition** - these traits are less conspicuous, less stable, and less likely to be called into action.

Mature Personality

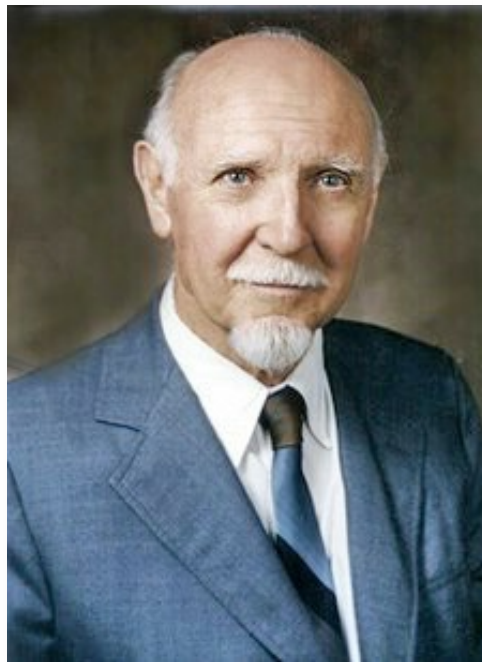
Allport also write about what constitutes a healthy adult personality. These might be akin to some of the traits we see in a self-actualized person (Maslow) or they may be pre-requisite personality traits for attaining self-actualization.

1. Extension of the sense of self.
2. Warm relating of self to others.
3. Emotional security (self acceptance).
4. Realistic perceptions, skills, and assignments.
5. Self objectification - insight and humor.
6. Unifying philosophy of life

Do you know of anyone who has the majority (or all) of these traits? I would bet they are pretty interesting people to have around!

Raymond Cattell and the 16PF

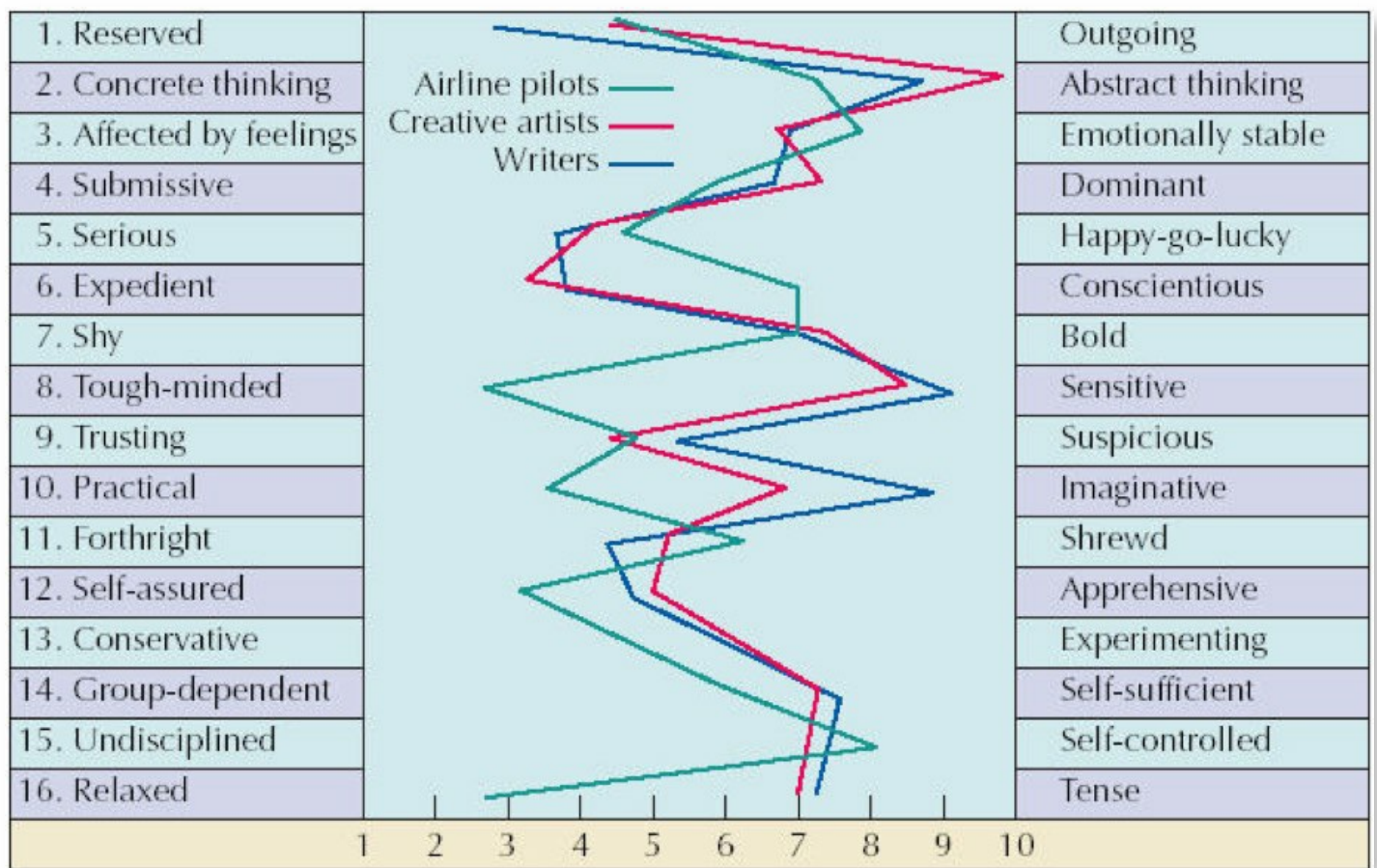
Despite his controversial views on Eugenics, I have a connection to the work of Cattell that grew during my undergraduate years studying Psychology. While I attended St. Thomas University in Fredericton, NB Canada, I was introduced to a psychologist by the name of John Gillis. Dr. Gillis, famous in his own right for his publication of the best-seller *Too Tall, Too Small*, an analysis of the psychology of height, was the official biographer of Raymond Cattell (and published the biography titled *Psychology's Secret Genius*.)



Raymond Cattell - Image from Wikipedia

The 16 Personality Factors

The 16PF identifies scores along a continuum across 16 personality dimensions. Below is an image of the results of a 16PF tests.



This graph shows typical results on a 16PF for different careers...airline pilots, creative artists, and writers - Image from <https://flowvella.com>

Big 5 Personality Traits

The Five Factor Model of personality is currently the most widely recognized and established structure of personality. Researchers conducted a factor-analysis study on many of the established trait theory tests of personality and came upon a trend that identified 5 basic traits that are recognized in all the tests. These became known as the Big 5.

An easy way to remember the 5 traits...

1. Openness to Experience
2. Conscientiousness
3. Extroversion
4. Agreeableness
5. Neuroticism

Note all the first letters spell OCEAN, so it is easier to remember!

[Download the free Big 5 Personality Test app!](#)



[Take the Big 5 Personality Test Online](#)



Assessment

Chapter 11 Discussion

Freud is a controversial figure in the history of Psychology. However, his contributions to our current understanding of Personality, the nature of mental disease, and human development are still with us. Discuss ways in which Freud's work still has meaning in today's world of Psychology

Chapter 11 Assignment

Purpose

The purpose of this assignment is to experience informal testing of both personality traits and personality states as outlined by the "Big 5 Personality" theory and the application of Carl Jung's work in the "Myers-Briggs Type Inventory"

Socrates is credited with the dictum "The unexamined life is not worth living." While personality tests such as these are not meant to be defining nor conclusive, it is interesting and informative to reflect on the results to simply come to know oneself. An understanding of self leads to better decision making, better relationships, and a better, more tolerant, understanding of others.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Self administer both the Big 5 Personality test and a free version of the Myers-Briggs Type Inventory.
2. Examine the results in light of descriptions provided by the creators of the test.
3. Reflect on the degree to which personality testing is useful and informative.
4. Write a paper in a word processor.
5. Upload the paper to the appropriate assignment dropbox.

Task

Using the links in the Teaching section, access the online versions of both the Big 5 Personality test and the free version of the Myers-Briggs Type Inventory. On both sites, links are provided to enable you to interpret the scores that you received.

Spend some additional time looking up information related to your Myers-Briggs Type. This test is likely the most widely used personality test in the world. The amount of resources related to interpersonal communication, career, and romantic relationships is nearly endless!

Reflect upon the face validity of the results you have received and note aspects that seem to align with your current self perception, others that do not align, and any surprising results.

Complete a write up of your reflection following the rubric below.

Criteria for Success

Use the rubric below as a guide to this assignment.

Item	Performance Description	Points
Title Page	Standard title page with name, date, course, college name and the name of the assignment.	10
Big 5 Personality Test	Report your results for each of the 5 traits measured in this test. Include brief descriptions of what these scores mean as provided by the test results.	10
Reflection	Your reflection should address each of the 5 traits and note ways in which these traits align with your own self-perception, others that do not align, and any surprises.	20
Myers-Briggs Type Inventory	Report your results and a brief description of the type you have been scored in the test. Include a brief description of the type.	10
Analysis	Conduct additional web searches on your personality type (simply enter the letter combination in your search engine) and report your findings.	10
Reflection	Your reflection should address both the general description and the additional research you conducted. Reflect on how these descriptions align with your own self-perception, fail to align, and any surprises.	20
	Write a brief essay about ways in which personality testing and	

Overall Reflection	self-reflection are useful and informative.	10
Mechanics	Spelling, syntax, and organizational structure of the paper. Clear and organized.	10

Social Psychology

Attention

Perceptions of Beauty

One might think that “beauty” is a universal aspect of the human experience, and in some ways it is, but the consideration of what people find attractive in the looks of other people is largely culturally based. Different cultures find different physical traits to be “beautiful.”

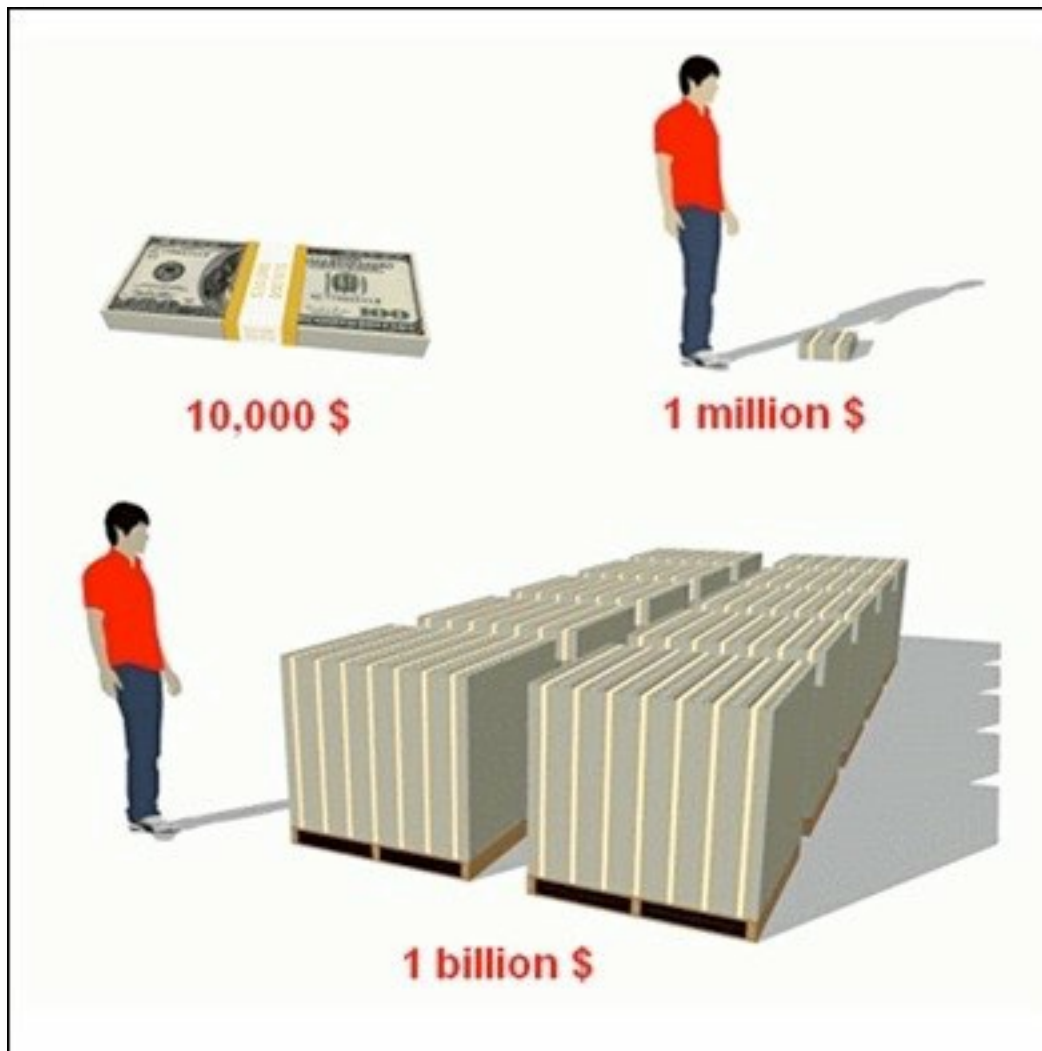
[MOVIE - Beauty Standards in Different Parts of the World](#)



In media-centric areas of the world, the notion of “ideal beauty” has market value to sell products and services that promise that the ideal can be achieved. In the video above, there are many examples of the use of cosmetics and plastic surgery to alter one’s look to conform to a more idealistic standard.

One would think that we would not be fooled by the ads, but we are. In 2016, the US market for cosmetics was \$64 billion dollars. To understand the scale of this...If we stacked 1 billion dollars on top of one another the tower would be 68 miles high.

That is a LOT of cosmetics...



1. A billion seconds ago, it was 1959.
2. A billion minutes ago, Jesus was alive.
3. A billion hours ago, our ancestors lived in caves.
4. A billion days ago, no one walked on two feet on Earth.
5. A billion dollars ago was only 8 hours and 20 minutes of Government Spending.

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Examine a life event in which you experienced aspects of the Fundamental Attribution Error.
2. Discuss diverse experiences of Role Strain and Role Conflict.
3. Reflect on the personal reality of Looking Glass Self.
4. Reviewing current social groups, describe components of Social Control.

Teaching

Reading

OpenStax College (2014). Chapter 12: Social Psychology. *Introduction to Psychology*. OpenStax College.

The Power of the Situation

When I first encountered the world of Psychology I was frustrated by the inability of the science to predict behavior accurately. The one answer I repeatedly to many questions was...”Well, it depends on...”

What ensued was a long list of factors that impact the probability of a specific behavioral response. While a lot of Psychology focuses on individual factors such as disposition, intelligence, perception, capacity to learn, etc. the field of Social Psychology focuses research on the factors that are external to the individual. Some of the factors that shape the way we behave are outside of us and can be found in the situation we are in.

Consider a simple behavior (at least in our experience) of talking and your choice of words in a conversation. Consider how your choice of words to describe things would be different in each of these situations:

1. Alone with your best friend.
2. With a group of friends and acquaintances.
3. With your parents.
4. With your grandparents.
5. With a person who is interviewing you for a job you really want.
6. When you are with a famous person you admire or look up to.

It is easy to see how you would choose your words (and probably a lot of other behaviors) simply by analyzing the social situation in which you are acting!



If you were seated in this circle, how would you act? What if this were a group of friends, or a support group...sometimes the behaviors expected are actually outlined in rules to help us conform to the needs and purpose of the group.

Situational vs Dispositional

In the world of Social Psychology, we define factors as being members of one of two categories: situational or dispositional. Dispositional factors are those that are a part of our unique selves. This includes a lot of what we have been talking about in this class up to this time: intelligence, personality, mood states, motivations, etc.

Situational factors are those that exist outside of ourselves in the environment around us. One of the fundamental advantages that humans have over animals is the ability to adapt to our surroundings, including our social situations. These factors are largely explored in the world of Sociology. We will be drawing a lot of information from Sociology in the material here.

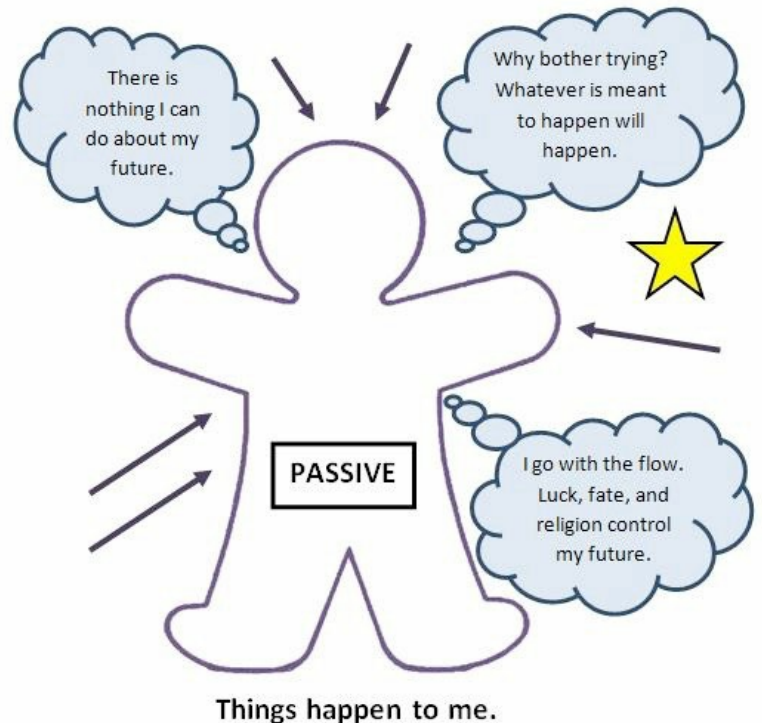
Disposition and Internal vs External Locus of Control

One interesting juxtaposition of both situational and dispositional factors is the concept of Locus of Control. Locus of Control is an aspect of our Personality that outlines our perceptions regarding our control and impact on our own lives. The graphic below exemplifies the extremes of external and internal locus.

Internal Locus of Control



External Locus of Control



It is rare that any one individual is completely internal or external on all aspects of their lives, but it is clear that those with Internal Locus of Control may, in fact have more success at life than those who are primarily External. Take the test below to find out more about yourself!

[Locus of Control and Attributional Style Test](#)



Here is an example:

Billy is in school studying Psychology. An exam is coming up but he has not really prepared as much as he should have. He takes the exam and performs badly. He notices, however, that some other students in the class seemed to have scored quite high on the exam.

We don't know what Billy's personality is but here are some ways that Billy could react to his poor performance that would give us some indicators:

- 1. Billy justifies his poor score based his notion that the teacher failed to teach the material well.*
- 2. Billy justifies his poor score based his notion that the material is too difficult for a simple Introduction to Psychology class.*
- 3. Billy justifies his poor score based his notion that the Professor shows favoritism to certain*

students in the class and scored his essays unfairly.

Each of these perceptions would indicate to me that Billy has an External Locus of Control. He is attributing his failure to external factors.

- 1. Billy realizes he did not prepare adequately for the exam and deserves the score that he received.*
- 2. Billy realizes that he has been prioritizing other recreational activities instead of studying.*
- 3. Billy realizes that he will have to seek tutoring assistance and meet with the professor to improve his grades.*

Each of these perceptions would indicate that Billy has an Internal Locus of Control.

Fundamental Attribution Error

Included in the study of Locus of Control is our Attributional Style. It has been observed that many individuals have engaged in what is called the “Fundamental Attribution Error.”

[MOVIE - Fundamental Attribution Error](#)



Let's look at Billy's perceptions as to what we would “typically” see if someone was making the Fundamental Attribution Error.

It is not uncommon for persons in Billy's situation to make the following errors:

- 1. Personal success is credited to be the result of internal characteristics.*
- 2. Personal failure is credited to be the result of external factors.*
- 3. Others' success is credited to be the result of external factors.*
- 4. Others' failure is credited to be the result of internal characteristics.*

Let's see how this would be expressed by Billy:

- 1. If Billy did well on the test he is likely to attribute this to internal characteristics such as his intelligence and hard work rather than qualities of the test and teaching.*
- 2. If Bill did poorly on the test he is likely to attribute it to poor test construction and teaching.*
- 3. If others did well (and in particular if he did not do well) Billy will likely attribute the success to cheating or being favored by the professor.*
- 4. Of others did poorly (and in particularly if he did well) Billy will likely attribute the failure to others simply not being smart enough or being lazy.*

Consider situations that you have encountered like this. They may be in situations like the classroom, being interviewed for a job, playing sports, etc. Can you remember committing the Fundamental Attribution Error?

Social Structure and Psychology

In Sociology, we identify that our Culture and the Social Structures that we are surrounded with have a tremendous impact on our behavior.

Culture

Culture is to us like water is to fish. It surrounds us, penetrates us, and binds the galaxy together...wait, that's the Force!

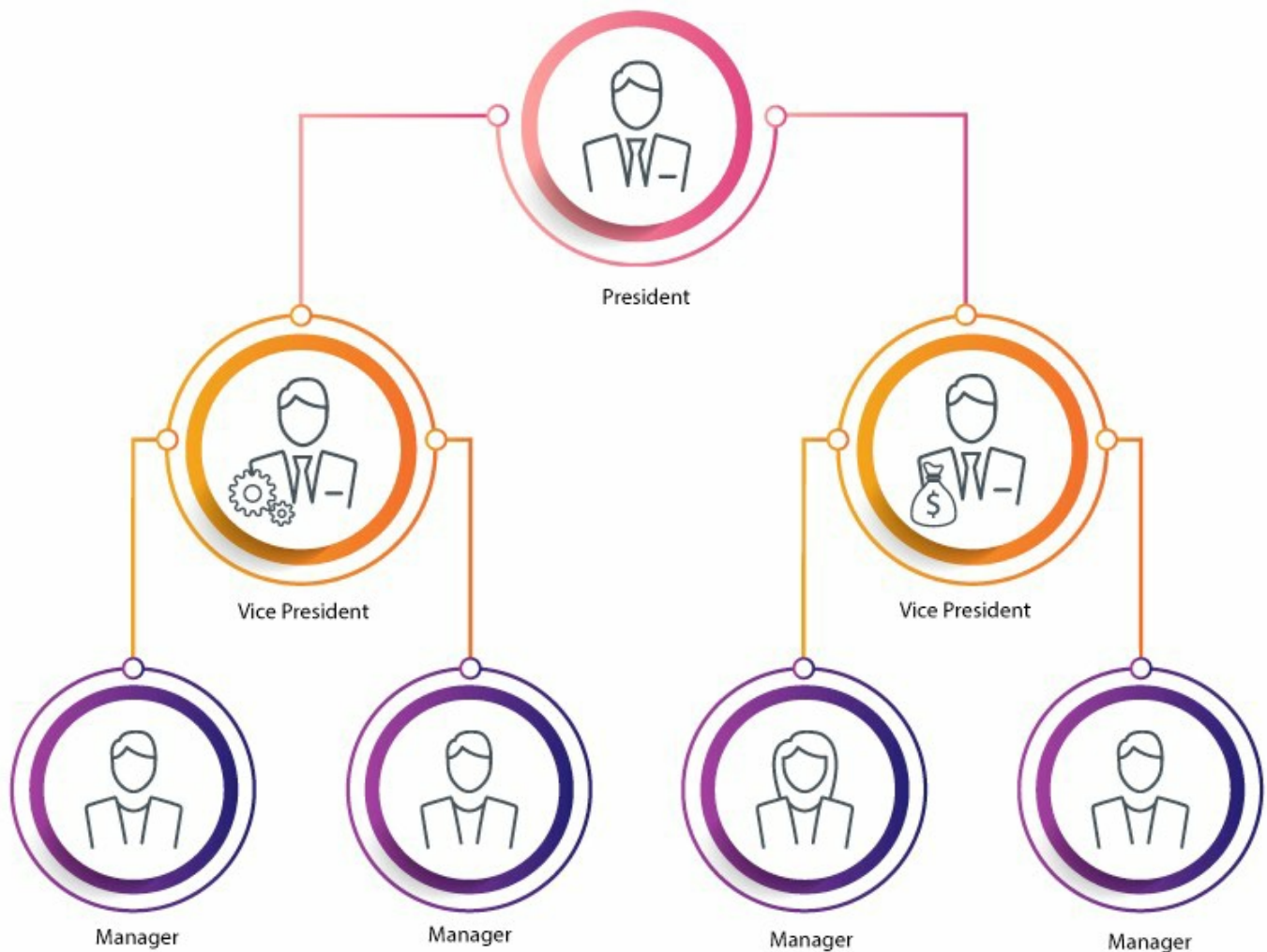
[MOVIE - Obi-Wan Explains the Force](#)



But really, culture is all around us and defines our norms, values, and behavioral expectations from a family, group, even nation perspective. What is “normal”, as we will see when we study abnormal behavior later, may depend on which culture it occurs in!

Social Structure

Another aspect of Culture is Social Structure. Consider this as a sort of organizational chart that identifies the job titles and job duties in a company...except, the company is our Culture and individuals within our Culture can hold all sorts of jobs.



*Consider this simple organizational chart for a company. It identifies specific **Statuses** (I left out the **Roles**) within the company and identifies the lines and manner of communication in a simple graphic way.*

The job titles are called **Statuses** and the job descriptions are called **Roles**.
 In a similar way, we all have multiple statuses and the roles that accompany them. These are connected the **Groups** that we belong to and define how others expect us to behave.

Here is a table that defines a sampling of my own Groups, Statuses, and Roles.

Group	Status	Roles
KVCC	Professor	Prepare for and teach classes, grade materials, subr grades, assist students who struggle.
KVCC	Department Chair	Schedule classes, hire adjunct instructions, manage d

		budget.
Family	Husband	Earn money, specific chores and responsibilities household, love and care for my wife, do activities wife.
Family	Father	Keep in contact with my kids, send them money, support goals.
Band	Bass Player	Practice songs, maintain equipment, show up to practice my “A Game” on at gigs, play at gigs.
Band	Web Designer	Update website, manage band schedule, manage pi

As you can see, I have a lot of Statuses, some for every group that I belong to. You can also see that I can have multiple Statuses within a single group. Each of these groups is considered a **Social Group** with its own culture (norms, values, and expectations.)

Role Strain and Role Conflict

Get ready for some really great content! The concepts of Role Strain and Role Conflict define “stress” from a Sociological point of view! Let me explain.

In our modern world we often have a multiplicity of statuses and for each status a “job description” entailing multiple roles. It stands to reason that sometimes these will not agree with one another!



When two “roles” are defined in such a way that it is **difficult** to do both of them, we call that **Role Strain**. In my example above, my “Family-Husband-Responsibilities in the Household” role is difficult to maintain alongside my “KVCC-Professor-Prepare for and Teach Classes” role. There is just so many hours in a day. So, when we take on roles that make it difficult to get everything done, we are experiencing Role Strain. I’m sure you have some compelling examples of this.

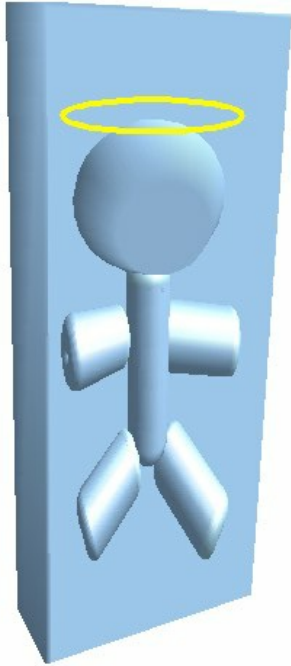
When two “roles” are define in such a way as it is **impossible** to do both of them, we have a **Role Conflict**. In the example above, my “Family-Husband-Do Activities with my Wife” role is sometimes in conflict with my “Band-Bass Play-Play at Gigs” role. My wife one bought tickets for us to go to a concert together only to find that it conflicted with a band gig. I could only do one, not both.

Looking Glass Self

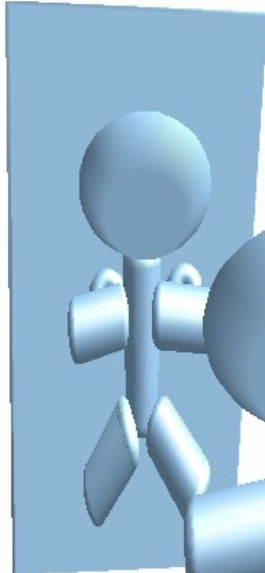
When I teach Sociology one of my favorite topics to talk about is the theory of **Looking Glass Self**. This theory was first presented by Charles Horton Cooley in 1902 and posits that a person’s sense of self grows out of interactions with important people in our lives and our perceptions of how they view us and evaluate our performance. In short, a lot of who we are comes from others’ views of who we are. Let me explain.

The Looking Glass Self

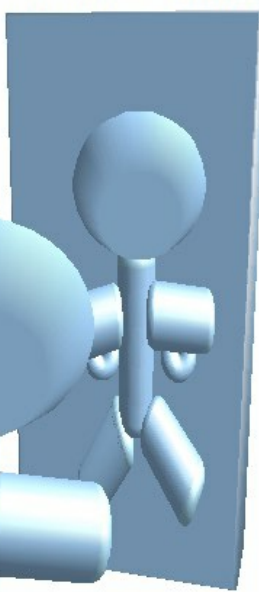
How my mom and dad see me.



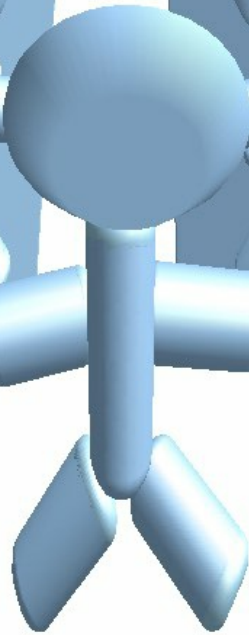
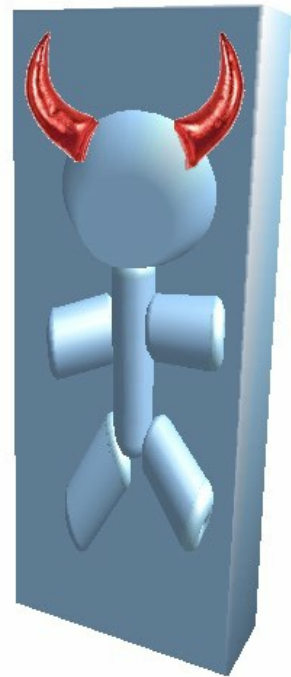
How my girlfriend sees me.



How my older brother sees me.



How my ex-girlfriend sees me.



In the image above you see a person looking at four mirrors (the old term for “mirror” is “looking glass”) The individual looks into the mirror and attempts to conceive how others in their lives look at them. In this example the person perceives how his “mom and dad”, “girlfriend”, “older brother”, and “ex-girlfriend” see him.

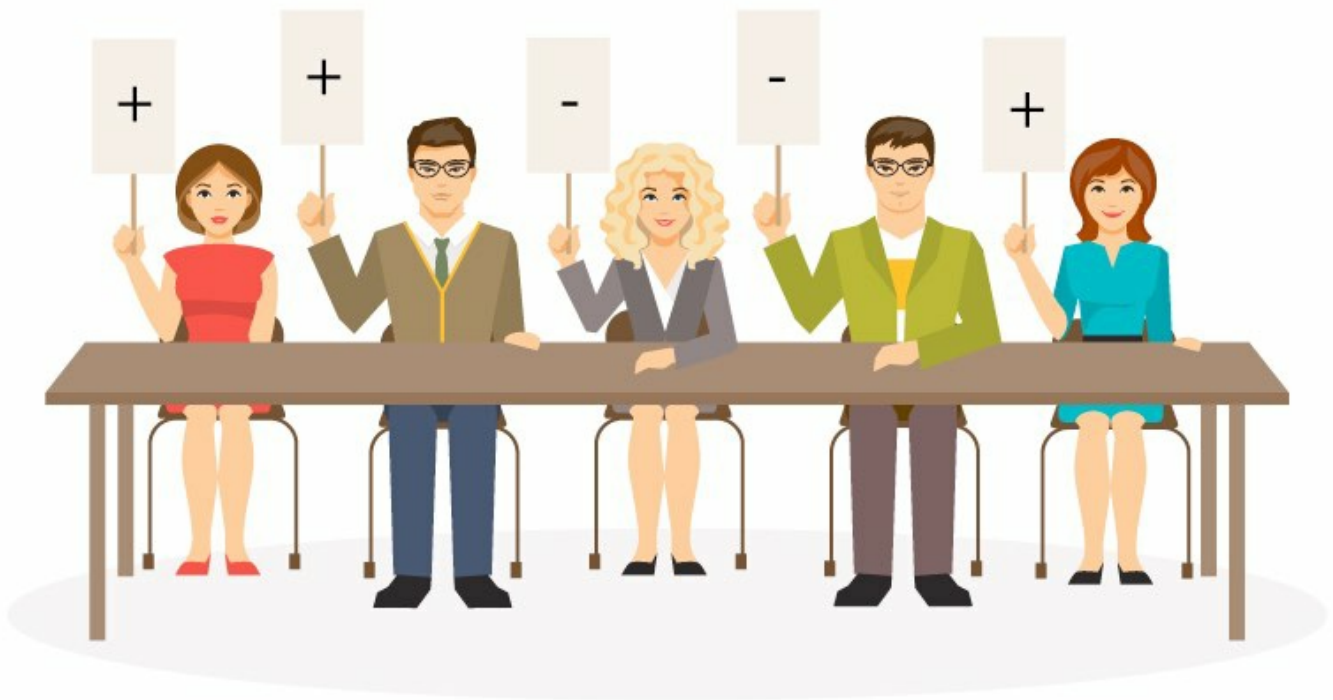
Each of these viewpoints are based upon the original persons understanding or assumptions about how the other person views them. These viewpoints are incorporated into the original persons’ sense of who they really are based on how important the others are in their lives.

So, part of our sense of self is built up by the perceptions we have of how other people perceive us!

The Looking Glass Committee

In my own teaching on this concept, I conceived the notion that we all have a “Looking Glass Committee.” These are individuals in our lives who have the power to influence our sense of self because we use their mirror to create our own sense of self.

These individuals can include family (who we did not choose) they can include friends (that we did choose), or they can include society at large (the mysterious “they” when we hear comments such as “What will they think about you?”)



Let's say that the image above represents individuals in your life who are currently sitting on your committee. You are faced with a decision so you think about whether or not this decision is in line with how these important people think about you and you get a vote from each one (in your mind).

As adults, we get to select who is on our committee, but some people, like our parents and other significant childhood adults can have a lasting impact on us. People don't even need to be alive to have a lasting impact on us! Consider this committee:



We may have a great set of committee members who are supportive of who we are but if one person, perhaps a really important one (like a parent or teacher) is constantly disapproving of you, it can impact your sense of self dramatically.

Are there people on your committee like the woman in blue who you need to FIRE from their job on your committee? Why is this not easy to do sometimes?

Conformity and Social Control

Another aspect of Sociology that impacts our behavior is the power of groups, and the fact that each group that we belong to has an expectation that you conform to and has a process of bringing you “back in line” with these expectations if you deviate from them.

The process by which, willingly or not, we go along with the group expectations is called **Conformity**. Each group has a culture and within all cultures is a process by which the group enforces this conformity among its members. This process is called **Social Control**.

Written out that way it sounds very bad, but if we WANT to be part of a group...let's say the United Bikers of Maine...there are some rules we need to follow (conformity) and we break these rules, there may be some consequences (social control.)



Conformity in the United Bikers of Maine

The United Bikers of Maine is a motorcycle rights organization that supports motorcyclists and the love of riding motorcycles. Over the years of its existence the UBM was primarily made up of individuals who not only ride motorcycles, but rider Harley Davidson motorcycles.

For a period of time this created a divide among members who had a Harley and those who did not. At this time, the expectation is that respect will be shown to all members “regardless of the brand of motorcycle they ride.”

Social Control in the United Bikers of Maine

The fee to join the UBM is \$20 per year. If you fail to pay the fee your membership will be terminated. The UBM also has a “Biker Down” support program for bikers involved in an accident. However, if the accident involved alcohol or other drugs, the biker is not eligible for services.

These rules provide structure and expectations of behavior to all members of the UBM.

Consider the groups that you belong to...KVCC, this course, your family, your country, clubs, organizations, employers...each of these have expectations that wish you to conform to and processes to encourage your conformity through social control.

Assessment

Chapter 12 Discussion A

Each of us juggles multiple statuses and roles within our lives. Share specific instances of Role Strain and Role Conflict. Be sure to review the specific differences between these and make these differences clear in your post.

Respond by sharing similar strains and conflict that you experience.

Chapter 12 Discussion B

Consider the different social groups that you belong to, each with its own culture and expectations for behavior. Describe a specific instance of what would happen if you engaged in some “deviance” and “broke a rule” in this group. Describe the group’s informal and/or formal “Social Control” mechanisms.

In your reply post, make suggestions as to how the group could preemptively avoid deviations...i.e. prevent people from making the mistake.

Chapter 12 Quiz

1. Describe a personal life event in which you experienced the Fundamental Attribution Error.

Chapter 12 Assignment

Purpose

This assignment has you examine your own social world through the theory of Looking Glass Self. This theory posits that at all times during our lives we are subject to the judgement of a set of people. As adults we have the opportunity to select who sits on this “committee” and the impact they have on our sense of self and identity.

By understanding the influence of specific people in our lives, we can better manage who we select for this important job and we can identify the specific source of certain aspects of our self concept.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. A thorough knowledge of the workings of the theory Looking Glass Self.
2. Identification of specific individuals within one’s social world who act on us in accordance to Looking Glass Self.
3. Identify the ways in which these individuals impact our sense of self.

4. Identify current and historical changes that have been made, or could be made to this “committee” and why.
5. Write a paper in a word processor.
6. Upload the paper to the appropriate assignment dropbox.

Task

Review the concept of Looking Glass Self in the Teaching section of this Chapter. Reflect upon the individuals who have occupied seats on this “committee” in your past and in your current life. Who are these individuals and which aspects of your self are they able to influence.

Reflect upon individuals who have had (or currently have) positions on this committee but have not been constructive aspects of your life. Reflect on why these individuals occupied this status in your life, why they are gone (or why they are still there), and how they have impacted you.

Write this paper up following the rubric below and submit it to the appropriate drop box.

Criteria for Success

Use the rubric below as a guide to this assignment.

Item	Performance Description	Points
Title Page	Standard title page with name, date, course, college name and the name of the assignment.	10
Looking Glass Self	Provide a definition of the theory in your own words.	20
Current	List current people on your “committee” and the specific aspect of your self that they have influence over.	20
Changes	Write an essay outlining specific changes in membership to this committee and how this came about.	20
Needs	Identify any needs you have to remove anyone from the committee and explore why this may be difficult or impossible.	20
Mechanics	Spelling, syntax, and organizational structure of the paper. Clear and organized.	10

Industrial-Organizational Psychology

Attention

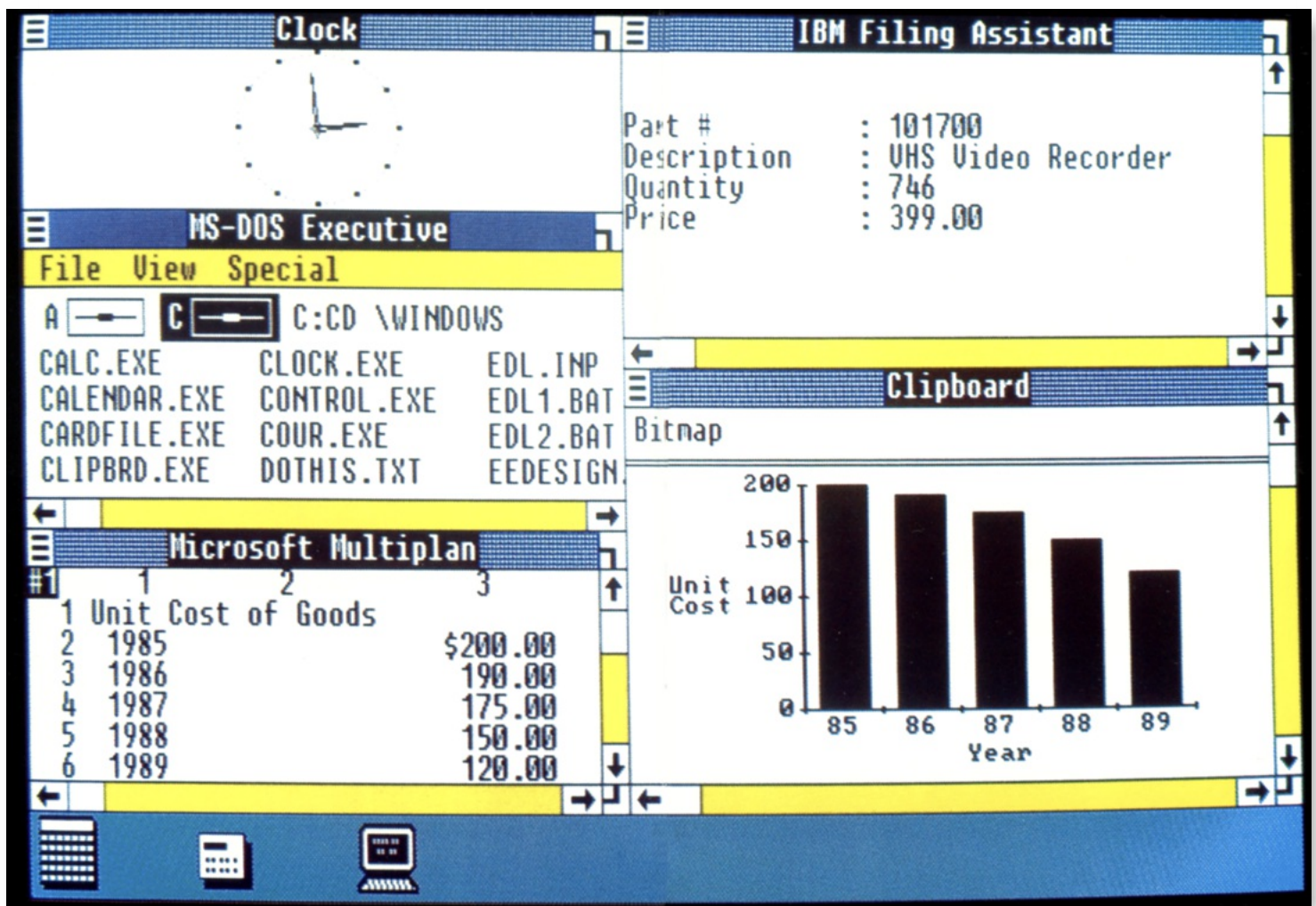
Why does Apple use a Trashcan and Windows uses a Recycle Bin?

Human Factors Psychology and Human Factors Engineering (sub categories of Industrial-Organizational Psychology) have played a very important role in our lives. These scientists and engineers produce the interfaces that we use every day with our computers and our portable devices.

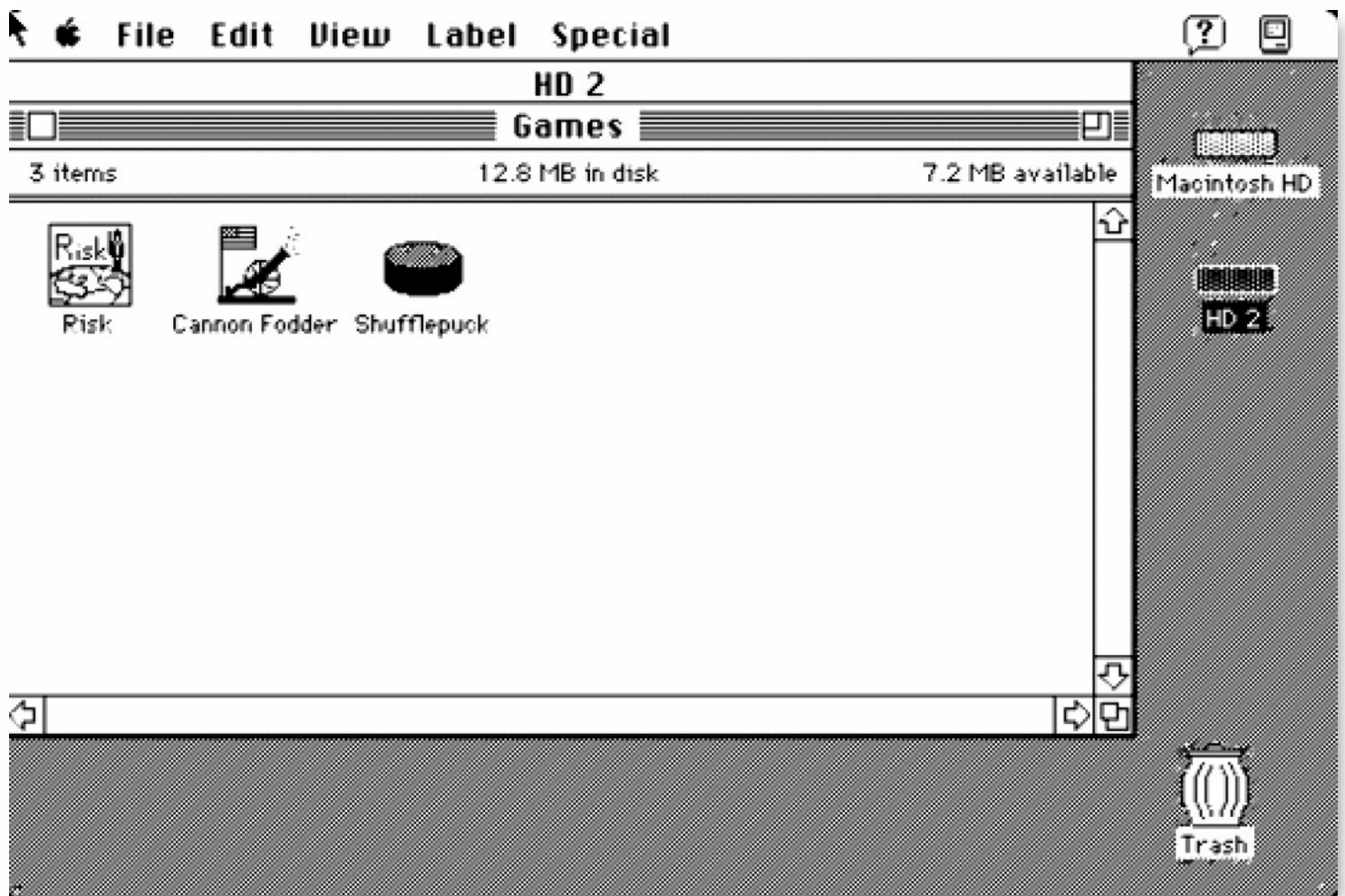
In the early days of computing there was no such thing as a Graphic User Interface (GUI - pronounced Gewey). People interacted with computers through buttons and knobs (and later punch cards.)

Modern computers use analogies of the real world so that users are better able to understand how to use them.

Check out the images of the original GUIs for Apple and Windows computers and the article below on the history of the GUI!



Windows 1.0



Mac OS

[A Short History of Computer User Interface Design](#)



Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Examine case studies of applications of the Americans with Disabilities Act.
2. Discuss personal examples of both Formal and Informal Work Culture.

Teaching

Reading

OpenStax College (2014). Chapter 13: Industrial-Organizational Psychology. *Introduction to Psychology*. OpenStax College.

Psychology in the Workplace

Considering the amount of time we spend preparing for and actually working in our jobs, it stands to reason that Psychology would be interested in studying it. **Industrial-Organizational Psychology** (I-O Psychology) combines the fields of Industrial and Organizational Psychology to study how human behavior and psychology effect work and how people are affected by work.

Industrial Psychology focuses on the hiring and maintenance of employees whereas Organizational Psychology focuses on employee relationships and organizational culture. These areas of interest are distinct but definitively intertwined in an organization.



Origins of I-O Psychology

Because I-O Psychology shares a lot of interest with Sociology and Social Psychology, its origins are similar. All three arose primarily around the advent of the European and American Industrial Revolutions, advertising, and around the great wars, World War I and World War II.

It was these circumstances that demanded that we develop an understanding of how people work in groups, how to select the best persons for different jobs, how to convince people to buy the products that we are making, and how to keep workers productive even under stressful conditions.

Accomplishments and discoveries during this early time include:

1. The Army Alpha (verbal) and Army Beta (non-verbal) intelligence testing instruments.
2. Cataloging of Military Jobs and alignment with skills and characteristics (which ushered in the development of the Armed Services Vocational Aptitude Battery)
3. Research around environmental factors such as lighting and temperature on worker productivity.
4. The study of leadership styles, team structure, and group dynamics in the workplace by Kurt Lewin in the 1930s.

Frederick Taylor

In 1911, Taylor published *The Principles of Scientific Management*. Although this work was highly criticized for having little concern for worker's well being, the Principles outlined in this seminal work are still implemented today. The book itself addresses management styles, personnel selection and training, and work itself (using timing and motion studies.)



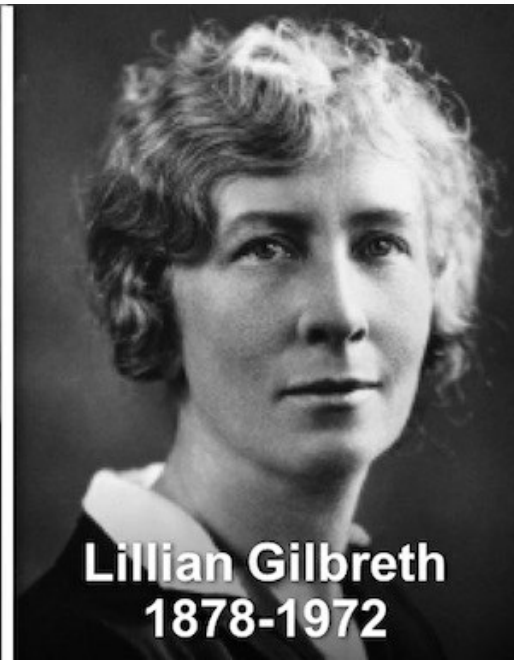
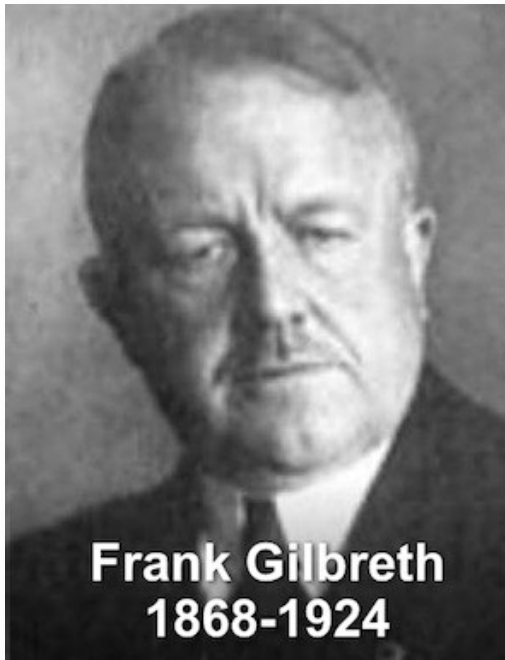
The ultimate goal of this type of work was to maximize worker productivity. Some of the concepts that endure into the modern age from this work include:

1. Scheduled break times.
2. Arrangement of materials on an assembly line.
3. Time studies on work productivity.
4. Machines that were built to be more comfortable for humans to operate.
5. Ergonomics.

Lillian and Frank Gilbreth

The Gilbreths, husband and wife, conducted studies on efficiency in the workplace. They worked to develop ways to reduce the number of motions required to complete a task, thus increasing

productivity. They also studied worker stress and motivation (finding that indeed, many employees are motivated by money and job satisfaction.)



Lillian Gilbreth, an engineer, is also credited with the notion of placing a foot pedal to open the lid of a trash can and the idea of putting shelves on the door of a refrigerator!

Thomas Gilbert

Thomas Gilbert was a Psychologist who is often credited with creating the field of Performance Technology. He is best known for his book *Human Competence: Engineering Worthy Performance*. Gilbert was a student of BF Skinner and adapted the A-B-C Contingency Model of Operant Conditioning to the workplace.

In his book, Gilbert introduces the formula for “Worthy Performance”:

Accomplishment

Behavior

This formula posits that if the cost of the behavior exceeds the value of the accomplishment... (if someone is paid too much for what they get done) this fails to be Worthy Performance.

Another contribution of Gilbert to our understanding of work is the Behavior Engineering Model. This model proposes that in order to achieve maximum Worthy Performance, management must address both the work environment and the selection of the best worker for the job. The table below is used to “diagnose” areas that may interfere with performance.

Gilbert's Behavioral Engineering Model

	Information	Instrumentation	Motivation	
Environment	<u>1. Expectations & Feedback</u> <ul style="list-style-type: none"> Does the individual know what is expected of them? Do people know how well they're performing? Are people given guidance about their performance? 	<u>2. Tools & Resources</u> <ul style="list-style-type: none"> Do people have the right tools for performance? Are tools and materials designed to match the human factors of performance? 	<u>3. Incentives (Consequences & Rewards)</u> <ul style="list-style-type: none"> Are adequate financial incentives that are contingent upon performance available? Are non-monetary incentives available? Are career development opportunities available? 	Management System
Individual	<u>4. Skills & Knowledge</u> <ul style="list-style-type: none"> Do people have the skills and the knowledge needed to perform as expected? Is well-designed training that matches the performance requirements available? 	<u>5. Individual Capacity</u> <ul style="list-style-type: none"> Is performance scheduled for times when people are at their best? Do people have the aptitude and physical ability to perform the job? 	<u>6. Motivation</u> <ul style="list-style-type: none"> Are people willing to work for the incentives? Are people recruited to match the realities of the job? 	

All 6 conditions are equally important, and must be present for performance to occur.

Industrial Psychology

Industrial Psychology focuses on the selection and training of employees. Any employer knows that they want the most qualified and competent person doing the job, so selection of the right person is vital.

Contributions to this end that have evolved out of Industrial Psychology include:

1. Job Analysis - clear and accurate descriptions of all aspects of a given work in order to match candidates to the job and to advise accommodations under the Americans with Disabilities Act.
2. Candidate Testing.
3. Interview Processes.
4. Training - specific educational processes to provide employees with the skills they need to do their work and/or to adapt to changes in their work.
5. Performance Evaluations Processes.

Three Very Important sets of Laws

While employers may wish to have the most qualified candidates fill empty positions in their organizations, bias on the part of the employer can be, and usually is, present. Persons of color, persons with disability, and women have advocated for years for laws to protect them from these biases.

Americans with Disabilities Act (ADA)

Passed in 1990, the ADA makes it illegal to discriminate against people based on their disability. The law also mandates “reasonable accommodations” for persons in the workplace. This is where an accurate Job Analysis is important. These reports identify the physical, mental, and emotional aspects of a job and separate “essential” duties from “non-essential duties.”



National Network

Information, Guidance, and Training on the
Americans with Disabilities Act

Visit this page to read an overview of the ADA



Normally, accommodations apply only to non-essential duties. Technological innovation, however, has made it possible for persons with disabilities to engage in many work-related tasks. For example:

Sally suffered a spinal cord injury while skiing that effected all of her limbs. She has no ability to mover her legs and has lost most fine-motor control of her upper limbs. She uses a wheelchair with a joystick motor operation for mobility. Prior to her accident, Sally was an accountant in a small tax firm. Wishing to return to work, she approached her employer about accommodating her workplace for her disabilities.

It was determined, for example, that Sally had to be able to enter the building on her own and she had to be able to enter data into a computer. Entering the building is considered to be a non-essential part of her job because it is not specific to her accounting job description, it is specific to the building. The law mandates that the employer explore reasonable ways to provide Sally with access to the building. The employer elects to build a ramp and automatic door opener so Sally can enter the building independently.

Entering data into the computer is determined to be an essential aspect of Sally’s duties as an accountant. Without modern devices, Sally would not necessarily be eligible for accommodations

for inability to type. Luckily, computer technology has advanced so that keyboards with different kinds of keys and even voice activated systems could be installed on her workstation that would allow her to enter data. The employer, again, willfully has the new software installed and Sally is able to return to her job.

Civil Rights Act and the Age Discrimination in Employment Act

These laws protect individuals from suffering discrimination based on race, ethnicity, religion, gender, sexual orientation, and age. It also provides for the concept of **bona fide occupational qualifications** that allow employers to “discriminate” because of specific aspects of the job.

All of these laws are supported under civil law, therefore there is no “policing” of the law, organizations are expected to comply with these expectations. Individuals who feel they have been discriminated must pursue legal action. Many states have laws and programs to assist individuals in these circumstances.

[Click here to review a whole set of court cases regarding the ADA](#)



Organizational Psychology

Organizational Psychology has a focus on the social and cultural aspects of the workplace and how interactions impact the workplace. Contributions from the world of Organizational Psychology include:

1. A focus on job satisfaction and an important factor in employee health and wellness and successful business.
2. Work-Family Balance.
3. Management and Organizational Structure - analysis of the ways in which decisions are made and how individuals fit within the larger organization.
4. Leadership Styles.
5. Teamwork Factors.
6. Addressing workplace violence and abuse.
7. Organizational Culture.

Formal and Informal Organizational Culture

Organizational or Work Culture is essentially the term we used to describe all of the beliefs, attitudes, policies, and principles of the workplace. However, there are usually two kinds of work cultures at

every organization

Formal Work Culture

When you get a new job, or even when you became a student at KVCC, you were given an “orientation” as to “how things work” and what to expect.



This orientation is usually filled with a lot of information related to the roles of different people, how to accomplish certain tasks, and the “rules and policies” that are written in various manuals (such as an employee manual or even the Student Code of Conduct at KVCC.)

This “formal” set of expectations represents the Formal Work Culture of the organization. It is usually taught in the orientation and we sometimes receive written copies of it.

Informal Work Culture

In every organization there is also an “informal” work culture. This is the “insider” information as to how things “really work” at the job or in the company.



This information can be very important for someone to survive and thrive in the workplace, but it is hardly every included in the official orientation!

People learn the informal work culture through social connections in the workplace. These are the water cooler conversations where important information is passed on from employee to employee. When you make social connections at work, you open the opportunity to exposed and taught the

informal work culture through an informal process!

Assessment

Chapter 13 Discussion

Consider any job or school experience you have had. Identify factors associated with either Formal or Informal Culture. However, do not identify which it is. Try to come up with examples where it would be hard to tell.

Reply posts should attempt to identify if the example is one of Formal or Informal Culture!

At the end of the discussion, original posters should reveal the correct answer.

Chapter 13 Quiz

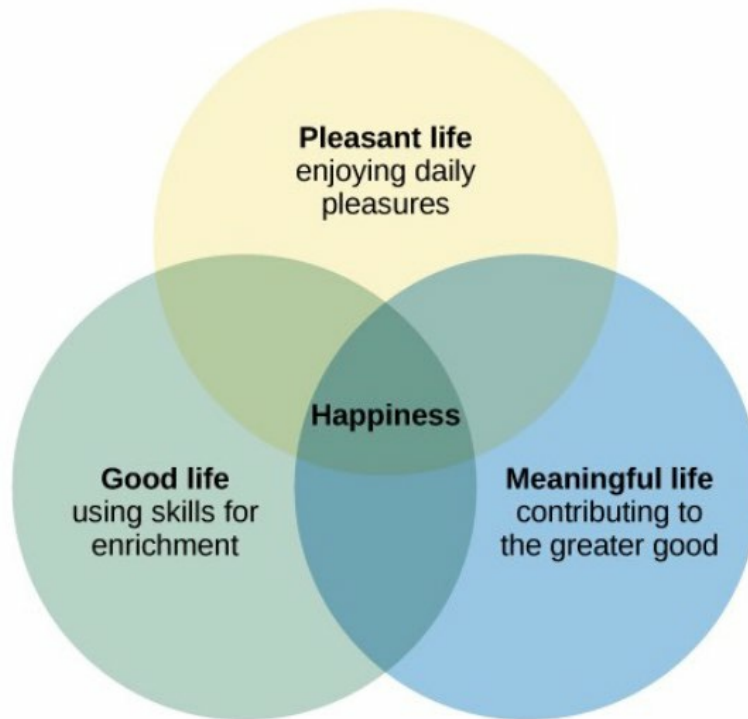
1. Select a case study of court decisions regarding the ADA from the resource listed in the Teaching section. Summarize the case and the decision.
2. Attempt to make a substantive argument against the decision brought by the court.

Stress, Lifestyle, & Health

Attention

Positive Psychology and Happiness

While different people define Happiness in different ways, it is likely that this is a state of being that nearly every human being on Earth is pursuing. But what is Happiness, according to the field of Psychology?



It seems there is a sort of “formula” to shoot for. Effectively a Good, Pleasant, and Meaningful life.

Positive Psychology

Positive Psychology is a sub-field in Psychology that attempts to examine the condition of happiness and well-being. Psychology has a long history of focusing on “problems” and when things go “wrong.” (This is understandable because that is where the money comes from...hardly anyone goes to see a psychologist when they are feeling great!)

Modern Positive Psychology is being led by the research of Martin Seligman and Mihály Csíkszentmihályi. Some of the topics studied in the field of Positive Psychology include:

1. Optimism
2. Altruism
3. Empathy
4. Creativity
5. Forgiveness

6. Compassion

Flow

The concept of Flow was put forth by Mihály Csíkszentmihályi. Flow describes having an experience that is so engaging and engrossing that it becomes worth doing for its own sake (without external rewards or specific gain.) Creative types experience this state of mind when they are engrossed for periods of time in their work, either on a canvas, a typewriter, or on stage.

However, all of us that get deeply engrossed in a task can experience Flow. The tendency is to lose track of time, effortless maintenance of concentration, and deep focus on the task. Some experiences of Flow can be akin to the “Peak Experiences” that Maslow refers to in his discussion of his “Hierarchy of Needs”; experiences that are necessary to achieve “transcendence” and to become “self-actualized.”

Flow has been found to be very much associated with measures of happiness. Csíkszentmihályi felt that creating conditions that made more experiences of Flow possible should be a top social and political priority.

How might you make room for the possibility of more experiences of Flow in your life?

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Evaluate personal levels of stress using the Life Changes Stress Test.
2. Discuss examples of coping techniques including problem- and emotion-focused coping, control, social supports, and stress reduction techniques.

Teaching

Reading

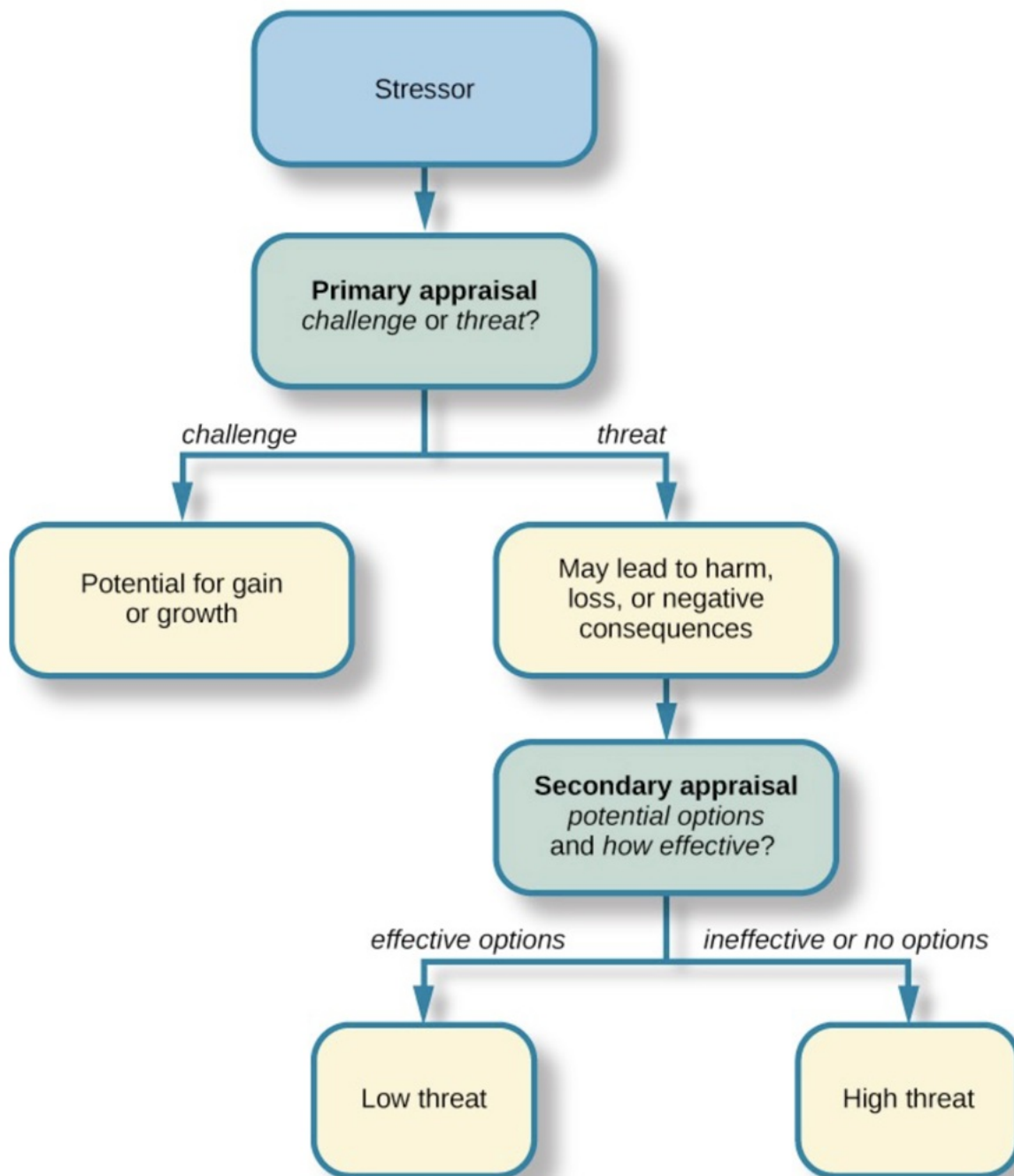
OpenStax College (2014). Chapter 14: Stress, Lifestyle, and Health Psychology. *Introduction to Psychology*. OpenStax College.

Stressed?

In Chapter 12 we discussed stress from a Sociological perspective by identifying degrees of role strain and stress. In this Chapter we are going to examine the concept of stress and how we determine the degree to which some sort of stimulus (either a charging rhino or another challenging assignment) is stressful.

A lot of things are stressful...if you THINK about it!

Although there are certain stimuli that will bring about a “flight or fight” response without a whole lot of thought (suddenly losing your balance, someone hitting you, etc.) there is actually a lot of THOUGHT that goes on in determining if a stimulus is a stressor and how you are going to handle it. We engage in an **appraisal** of the situation, as described in the graphic below.



As you can see, how we interpret a particular stimulus or event largely determines if we are going to experience stress. Although, it is clear that even situations that present as potential for growth or gain can still be stressful due to performance concerns, fear of failure, and external expectations.

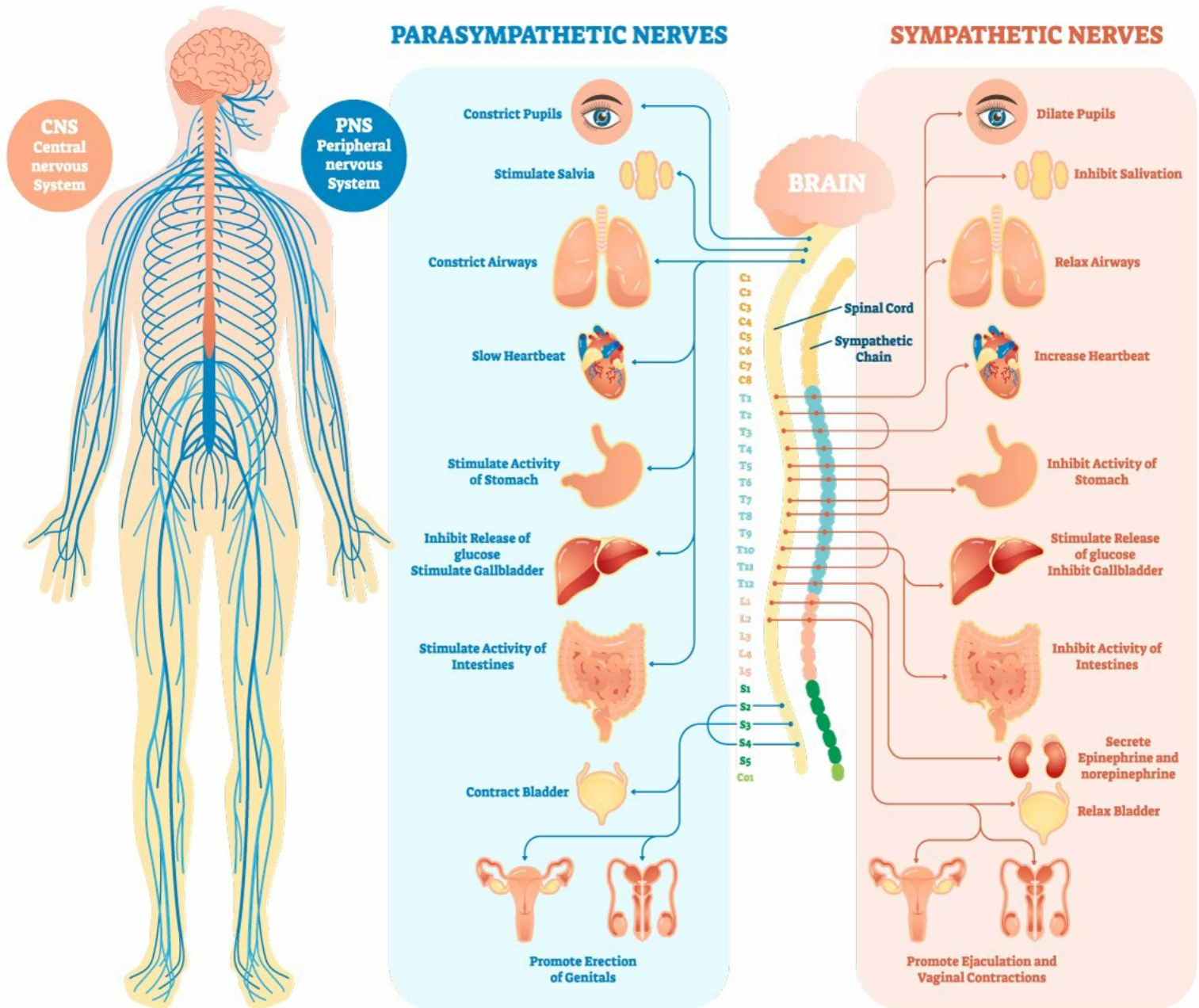
Stress that is connected to potential gain and growth is called **eustress** (from the Greek “eu” for “good”...as in euphoric.) Situations such as planning a party, buying a new car, and having a child are usually “good” situations but they do entail the experience of “stress.”

Consider different experiences that you have had that could be categorized as “stress” and “eustress.” How did you experience the stress differently because of this appraisal?

Walter Cannon

Cannon was the Harvard Physiologist who coined the term “Fight-or-Flight” response to describe the actions of the sympathetic nervous system in response to a significant stressor. To understand this process, let’s take a look at the nervous system again.

HUMAN NERVOUS SYSTEM



When we perceive a threat, along with our cognitive appraisal, some very rapid changes happen in our bodies. Each of us has probably experienced this feeling when we have been thrust into scary situations. Sometimes we have these physiological reactions in **ANTICIPATION** of an upcoming situation!

Hans Selye

Selye's research contributed to our understanding as to what happens when an organism is exposed to stressors over a long duration of time. Consider dangerous jobs, wartime experiences, and other long-term "stressful" situations. Selye described this process as **General Adaptation Syndrome**.

Essentially when we encounter a Fight-or-Flight situation, we are in the Alarm Reaction stage, if the stress continues we enter into a Resistance phase. After a period of time we become Exhausted due to being in the Fight-or-Flight state for too long. Our “tiredness” can express itself through being sleepy, unmotivated, lethargic, and depressed. As covered elsewhere in our textbook, this continued situation has a great impact on our immune system as well.

Stress Management

Since both stress and eustress events cause us the same physiological issues, good and effective stress management is vital to our living in a modern world.

Coping Styles

Each of us has learned to cope with stress in different ways. We have also adapted ways based upon our experiences. Here are some ways in which we cope with stress:

1. Problem-focused Coping - Attempts to manage or alter the conditions that are stressful.
2. Emotion-focused Coping - Attempts change or reduce the negative emotional associated with stress.

Psychologists have long considered that the appropriate application of these coping strategies can be very effective. Knowing which circumstances require specific strategies is key to their effectiveness.

The self-help movement has long focused on making personal change and on learning to distinguish when and what you can change. Consider the following phrases that arise from the 12-step Recovery models:

*“God, grant me...
the Serenity, to accept the things I cannot change
the Courage, to change the things I can, and...
the Wisdom, to know the difference!”*

“Fake it ‘till you make it!”

Other Aspects of Stress Management

The following is a list of some additional aspects of stress management that have an immense impact on our ability to be resilient in face of stress:

1. **Control** - Researchers repeatedly identify that our perceptions of control over our situation is a large part of stress management. This is related to our wish for “Wisdom” so we can successfully identify where our control is!
2. **Social Supports** - Social support can manifest in many ways in our lives. Social connectedness has been heavily researched and associated with happiness, longevity, health and wellness, personal satisfaction, positive mental health, and successful aging.
3. **Stress Reduction Techniques** - Since there are both cognitive and physiological aspects of stress, there are both cognitive and physiological methods for reducing stress. Therapies such as

cognitive restructuring and Cognitive Behavior Therapy (CBT) focus on changing our seemingly automatic “thinking” about threats in our lives. Physiological ways to deal with stress include relaxation, meditation, exercise, and being in natural settings.

Each of us, of course, has developed different ways to cope with stress. Some of these are effective and good for us (exercise and listening to music) while others may be more damaging (yelling at others and lashing out.) Learning to control our emotions is part of what we have already studied in the field of Emotional Intelligence. Here, again, we see how intertwined different areas of Psychology are when the development of Emotional Intelligence can be seen as a very effective stress management tool.

Assessment

Chapter 14 Discussion

Complete the printed or Online Stress Event inventory located in the Teaching section. Report your score and discuss two events that contributed to your current stress score. Provide a brief description of the methods you have been using for stress management. Be sure to be descriptive enough that we can identify if the technique is problem- or emotion- focused, control focused, social supports, and/or methods of stress reduction.

In your reply responses, reflect on similarities between your own stressors and those mentioned in the post. Reflect on how your responses are similar or different in terms of coping with the situations.

Psychological Disorders

Attention

The Psychological Disorders...according to Crash Course

Of all the categories of psychological information, Crash Course has the most videos on different psychological disorders. By way of introduction to all of these I have included links to each of them, in order, so you can familiarize yourself with these diagnoses.



[MOVIE - Crash Course Psychology - Psychological Disorders](#)



[MOVIE - Crash Course Psychology - OCD & Anxiety](#)



[MOVIE - Crash Course Psychology - Depressive & Bipolar Disorder](#)



[MOVIE - Crash Course Psychology - Trauma & Addiction](#)



[MOVIE - Crash Course Psychology - Schizophrenia & Dissociative Disorders](#)



[MOVIE - Crash Course Psychology - Eating & Body Dysmorphic Disorders](#)



[MOVIE - Crash Course Psychology - Personality Disorders](#)



Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Define the three criteria for determining if a behavior is abnormal.
2. Discuss the modern biological and psychological perspectives on the origin of psychological disorders.
3. Describe the symptoms, types, causes, and treatments of a selected mental disorder.

Teaching

Reading

OpenStax College (2014). Chapter 15: Psychological Disorders. *Introduction to Psychology*. OpenStax College.

What is Normal?

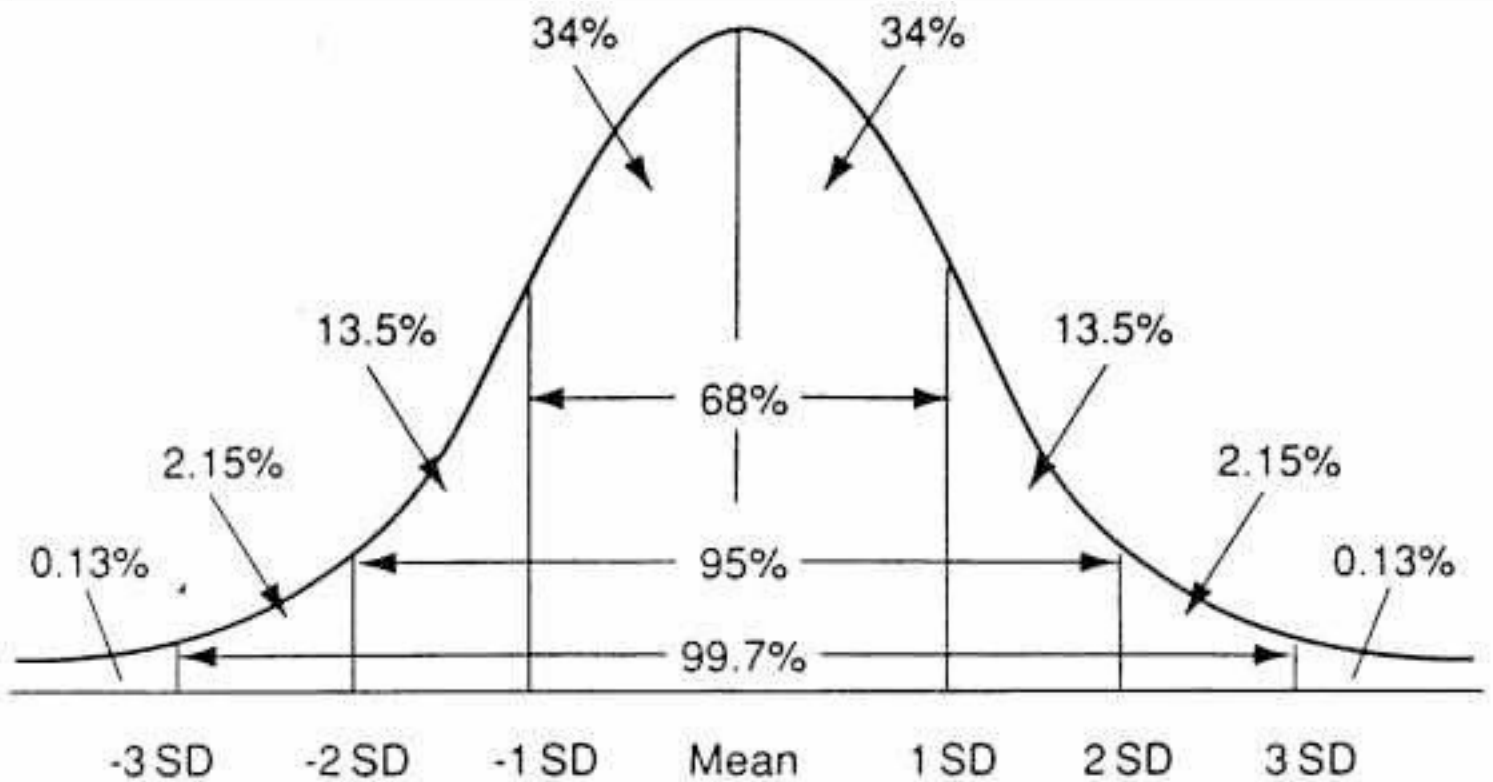
There can be no discussion about **abnormal** without a discussion about **normal**! Since there is such wide diversity as to what **normal** means, it is actually easier to define it by describing what it is NOT (abnormal).

In the field of Psychology, which is very oriented toward understanding abnormal behavior, there are three areas that we need to examine to determine if a behavior is to be considered **abnormal**.

Statistics

When someone acts in a way that strikes you as “abnormal” it does so because it is unusual, it stands out, and it rarely happens. If this were not the case, then it would not strike you as abnormal, it would be normal! The notion is that MOST people do not do abnormal things, because then they would be called normal.

My point is this, one test to determine if behavior is abnormal is asking the question: “Is it rare?” For this we are going to use a very commonly known graph called the Standard Distribution Curve.



[First, let's take a look at what this Standard Distribution Curve is.](#)



As you learned in the video above, observations of many things in the world that are either really above or below the mean are rare. In order for a behavior to be considered abnormal, it should only be observed in a small percentage of the population, ± 2 standard deviations. Looking at the graph above you would identify the middle line that says 95%. This means that 95% of people do not show this extreme of behavior, the 5% (2.5% higher and 2.5% lower) represent the “abnormal” behavior.

So, our first criteria is: In order for the behavior to be considered abnormal, it needs to be rare.

Culture

When I introduced Chapter 12, the concept of Cultural Norms, Values, and Expectations was discussed. All of our cultures have “norms” for our behavior. This manifests itself in all our groups and societies. We have norms associated with our family culture (eating dinner together, no cell phones at the table, etc.), we have norms associated with school (attend class, do homework, ask questions), and we have norms in our larger society (drive at posted speed limits, don't steal things, treat others with respect).

So, culture comes into play in determining if a behavior is abnormal. Abnormal behaviors in society are dealt with as either “criminal” or “illness” based. Abnormal behavior that is considered

“criminal” is dealt with by the Criminal Justice System, abnormal behavior that is considered “illness based” is dealt with by the Mental Health System (and yes, sometimes it is both!)

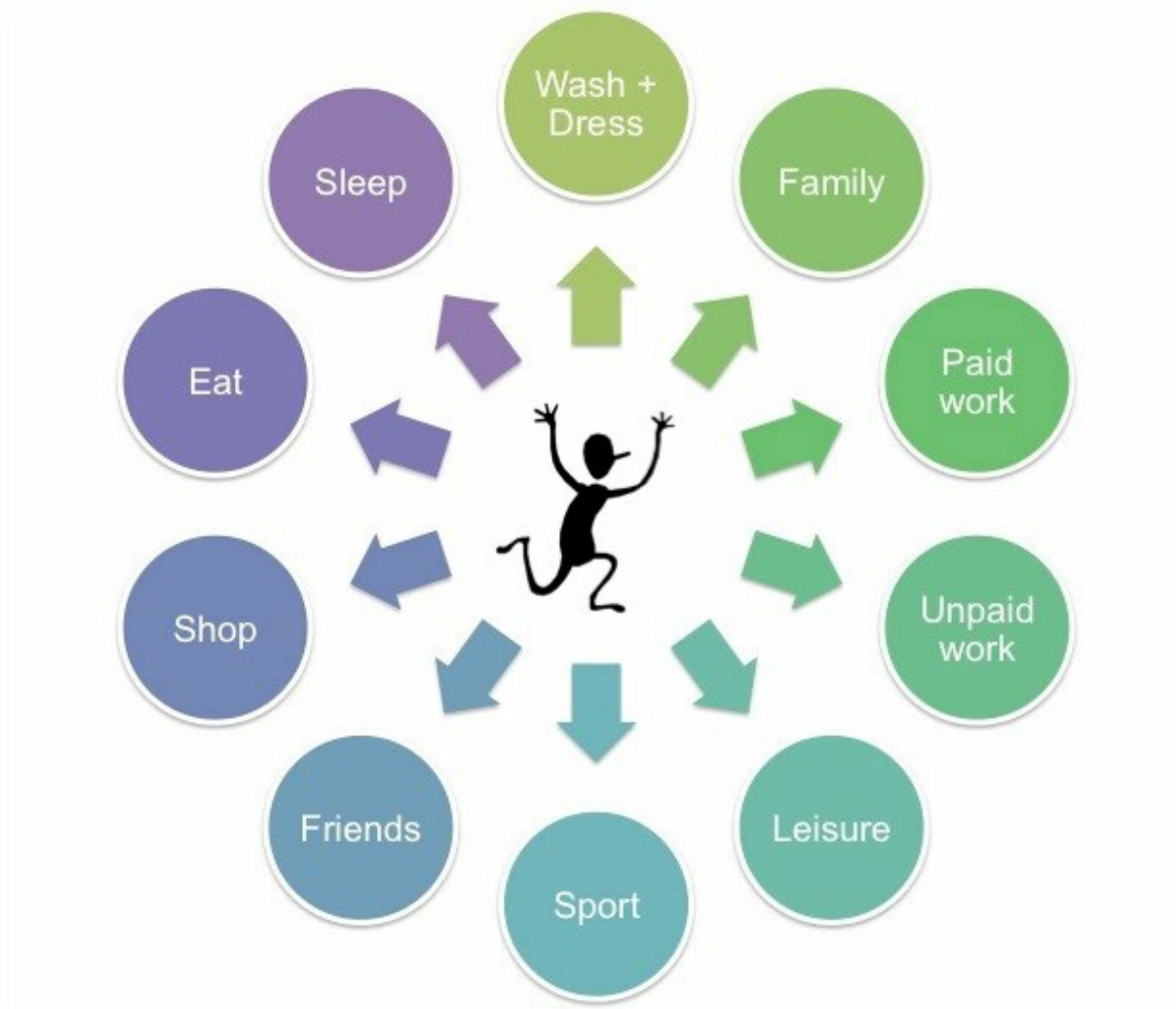
[MOVIE - The Secret Life of Social Norms](#)



This is a great TED event about the difference between “tight” and “loose” social norms

Function

Lastly we have Function. This criteria refers to the ability for an individual to engage in the activities of life including: self-care, relationships, work, recreation, etc. A behavior is considered abnormal in this regard if it interferes with, or prevents the person from engaging in these activities of life.



Chronic, Pervasive, and Persistent Mental Illness

Many of the mental disorders that are most commonly known (such as those introduced in the Attention section of this chapter) manifest in their most severe sense a chronic, pervasive, and persistent mental illness.

1. Chronic - this characteristic refers to the fact that the symptoms have been experienced for a very long time.
2. Pervasive - this characteristic refers to the fact that many of the person's activities of life are deeply impacted.
3. Persistent - this characteristic refers to the nature of the illness that they resist treatment and/or are cyclical in nature.

Persons with this level of mental disorder are often “disabled” and require intense levels of service. We will be discussing the application of Psychosocial Rehabilitation to this population in the next Chapter.

Etiology of Mental Illness and Mental Disorders

Etiology is just a fancy word for “causes” or “origins”...thus this section will discuss the modern understanding of the causes of mental disorders. Modern perspectives vary dramatically from historical perspectives from the supernatural to weakness of the will. The website below provides a interesting summary of these perspectives.

[History of Mental Illness - Noba Psychology](#)



Modern perspectives on the origin of mental illness describe two major areas:

Biological Perspective

The biological perspective of mental illness attributes the symptoms to be the result of genetic abnormalities, chemical imbalances, and abnormal brain structure. Contrary to many other perspectives, the resulting behavior, however willful it may seem, is the result of biological forces and the individual has very little ability to control them.

Schizophrenia Brain



Healthy Brain



Although the results are not conclusive, many persons with schizophrenia have enlarged ventricles in their brains. Ventricles are spaces within the brain filled with cerebrospinal fluid that maintain the correct amount and pressure of fluid in the brain and spinal cord.

In the next Chapter we will be discussing the treatment protocols of medications and brain surgery as interventions that are built along the premise embodied in the biological perspective.

Diathesis-Stress Perspective

While still taking into consideration the Biological Perspective, the DS approach validates the importance of learning, stress, faulty thinking, and environment as important determinants of mental functioning.

This model proposes that individuals with the predisposition for mental illness due to some biological mechanism are more at risk of actually developing a mental illness when they are compromised by psychosocial factors such as poverty, drugs, violence, poor decision making, low education attainment, etc.

Categorization of Mental Illness

As diverse as our brains are, the ways in which things can go wrong or numerous. Over the years, the fields of Psychology and Psychiatry continually attempt to define and describe the various mental disorders. The published work that is the most widely used guide to diagnosing is the **Diagnostic and Statistical Manual of Mental Disorders** published by the American Psychiatric Association.

The current edition, DSM-5, is organized to provide the following information:

1. Diagnostic Classifications
2. Diagnostic Criteria Sets
3. Descriptive Text

The point of the DSM-5 is to provide a guide for clinicians to engage in **Differential Diagnosis** which is the gathering of historical and current information on the patient's life in order to arrive at a diagnoses that correctly identifies the disorder going on and to provide options for clinical interventions.

[History of the DSM](#)



Assessment

Chapter 15 Discussion

Review the information on the current biological and psychosocial perspectives on the origins of mental illness. How do these compare to historical perspectives. Complete an internet search and discover/report on an example of bizarre and even barbaric practice from the past.

Do you think that people in the distant future will look back on our efforts with the same opinions?

Chapter 15 Quiz

1. Define the three criteria for determining if a behavior is abnormal.

Chapter 15 Assignment

Preparation for Chapter 16 Assignment

The knowledge and skills that you learn from both Chapters 15 and 16 will be combined into a single assignment for Chapter 16. The assignment will entail creating a poster presentation on a single disorder.

For now, visit the site listed below and review the different disorders outlined in this page. Your instructor will assign you a specific area (and you may request a specific one) for the Chapter 16 Assignment.

[Mental Health Conditions - NAMI](#)



Therapy & Treatment

Attention

It's OK to ask for Help!



[MOVIE - CrashCourse Psychology - Getting Help](#)



Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss the barriers to help-seeking.
2. Distinguish between Treatment and Rehabilitation.
3. Describe the symptoms, types, causes, and treatments of a selected mental disorder.

Teaching

Reading

OpenStax College (2014). Chapter 16: Therapy and Treatment. *Introduction to Psychology*. OpenStax College.

May I help you?

Much of the modern world of Psychology is focused on the helping profession. While much of this “help” is in the form of counseling and psychotherapy, nearly all aspects of Psychology have goals to make the world a better place:

1. Educational Psychologists want to help improve teaching and learning.
2. Social Psychologists want to help individuals deal with social demands.
3. Industrial Psychologists want to help organization be productive.
4. Sports Psychologists want to help players stay healthy and perform their best.
5. Clinical Psychologists want to help people overcome their mental health issues and have a fulfilling life.

The field of Psychology has long applied its four goals to helping:

1. Describe
2. Explain
3. Predict
4. Control

Psychologists seek to describe the specific situation, explain the relationships between the variables, and predict how the outcomes would change if the variables changed. Interventions seek to **control** the particulars of a situation and make it better. However, this can rarely be done successfully without the full commitment and dedication of the persons involved.

Barriers to Getting Help

The following information comes from a comprehensive study completed in 2010 that identified both the barriers to help seeking in mental health and potential facilitating factors that make help seeking more likely.

Public, perceived, and self-stigmatizing attitudes to mental illness.
Confidentiality and trust.
Difficulty identifying the symptoms of mental illness.
Concern about the characteristics of the provider.
Reliance on self, do not want help.
Knowledge about mental health services.
Fear or stress about the act of help-seeking or the source of the help itself.
Lack of accessibility (time, transportation costs, etc.)
Difficulty or an unwillingness to express emotions.
Do not want to burden someone else.
Prefer other sources of help (family, friends, etc.)
Worry about effect on career.
Others not recognizing the need for help or not having the skills to cope

In addition to these identified barriers, the same study also identified factors that made it more likely that someone would engage in help seeking behaviors.

Key Facilitator Themes
Positive past experience with help-seeking.
Social support or encouragement from others.
Confidentiality and trust in the provider.
Positive relationships with service staff.
Education and awareness.
Perceiving the problem as serious.
Ease of expressing emotions and openness.
Positive attitudes towards seeking help.

Gulliver, A., Griffiths, K.M., and Christensen, H. (2010). [Perceived barriers and facilitators to mental health health seeking in young people](#). *BMC Psychiatry*. 10. 113



In addition to all of these factors, additional sources of variance in help seeking is found among women and men, people with disabilities, persons who are hard of hearing or deaf, persons of color,

particularly ethnic groups, and age factors (consider the Generations discussed in Chapter 9...which Generations do you think are more apt to seek help? Which of these would be potential barriers or facilitators to you seeking help?)

Treatment and Rehabilitation

It is not common for a book to make a distinction between treatment and rehabilitation in mental health. My experience has been it that it is a critical distinction between different providers of services within the mental health field. This distinction also applies in other fields such as Physical and Occupational Therapy.

Treatment

We know from Chapter 15 that a specific mental health problem has symptoms. These are the aspects of the experience that we find unpleasant (they are also rare, in violation of social norm, and/or interfere with our functioning.)

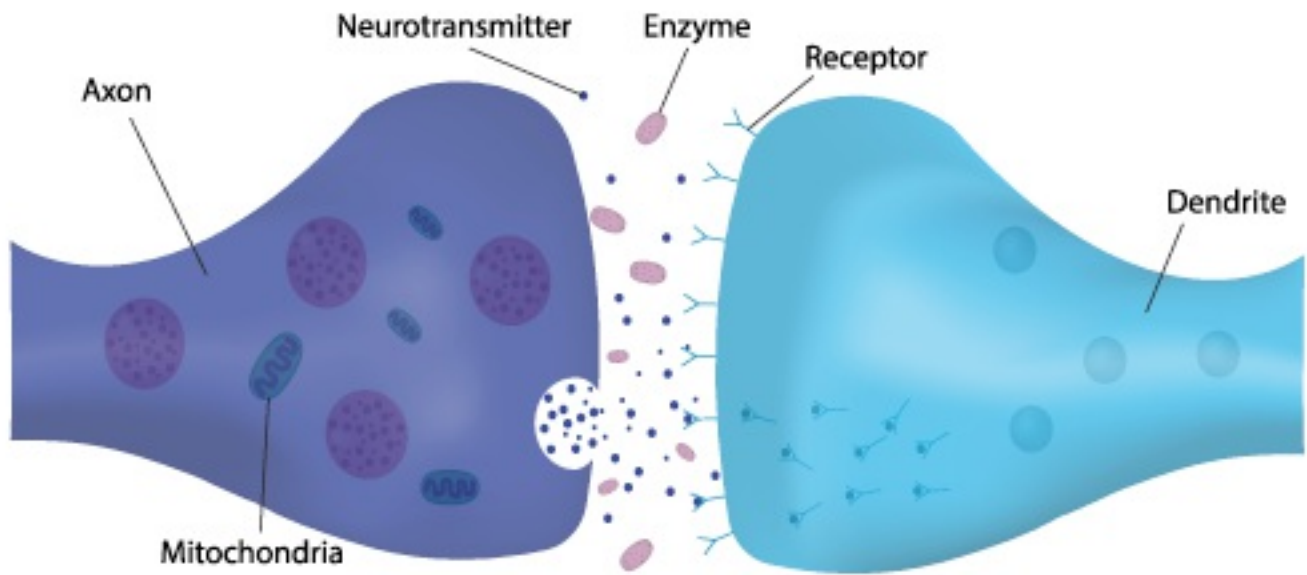
The focus of **treatment** is to reduce or eliminate the symptoms of the disorder. Successful treatment of depression means that symptoms of depression, such as lack of energy, difficulty with sleeping/eating, lethargy, and suicidal ideation are reduced in frequency/intensity or eliminated all together.



The primary method of addressing treatment for mental disorders is through the use of **Psychotropic Medications**, i.e. medications that have an impact on our brain chemistry.

To understand how medications work, you will need to recall the information we covered about the synapse in Chapter 3: Biopsychology.

Synapse



This image details the presence of neurotransmitters in the synaptic gap that activate or deactivate the adjacent cell. Psychotropic meds are designed to mimic specific neurotransmitters or impact the level of neurotransmitters in the synaptic gap.

These medications impact the targeted areas of the brain that are problematic, but also interfere with neurological transmission throughout the body...thus, these medications are as well known for their “side effects” as their “therapeutic effects.”

Another method of treating mental disorders is through **Neurosurgery**. The truth is, neurosurgery is very rare and usually used as a last resort when medications of all kinds have already failed. In very rare cases, neurosurgery is used to treat severe depression, severe anxiety, and severe obsessive-compulsive disorder.

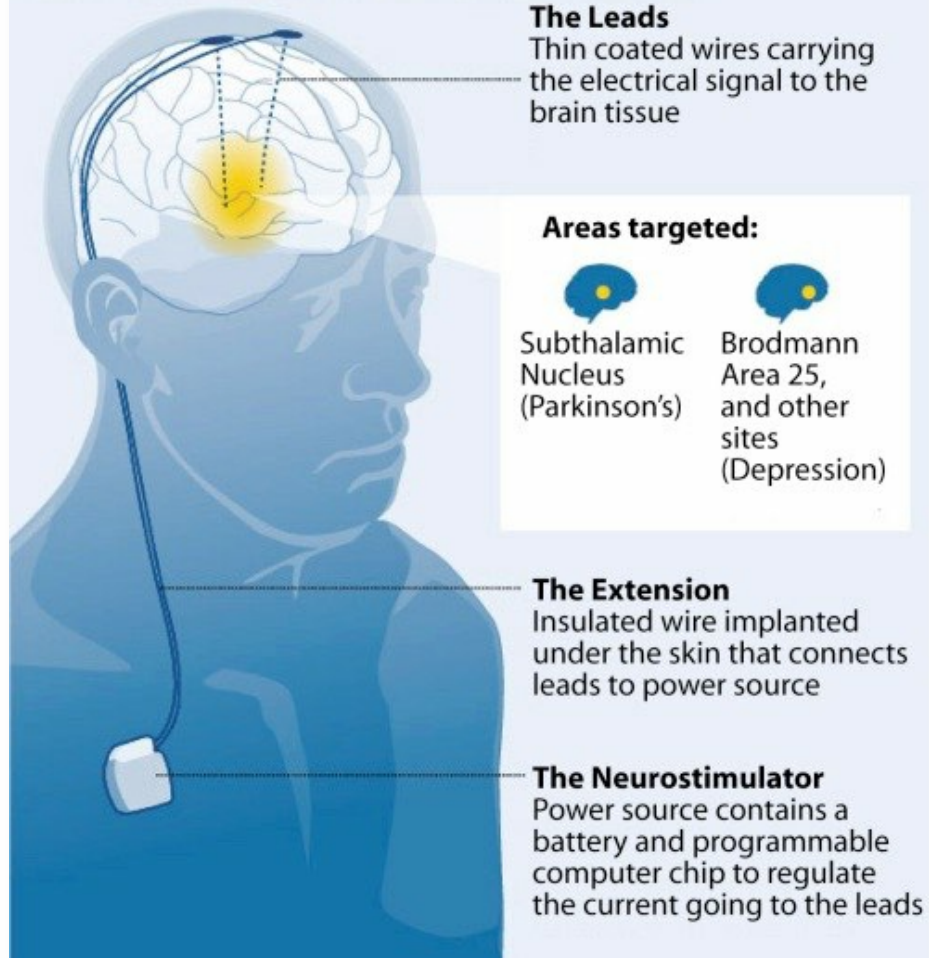
Other Treatments

Additional targeted treatments include:

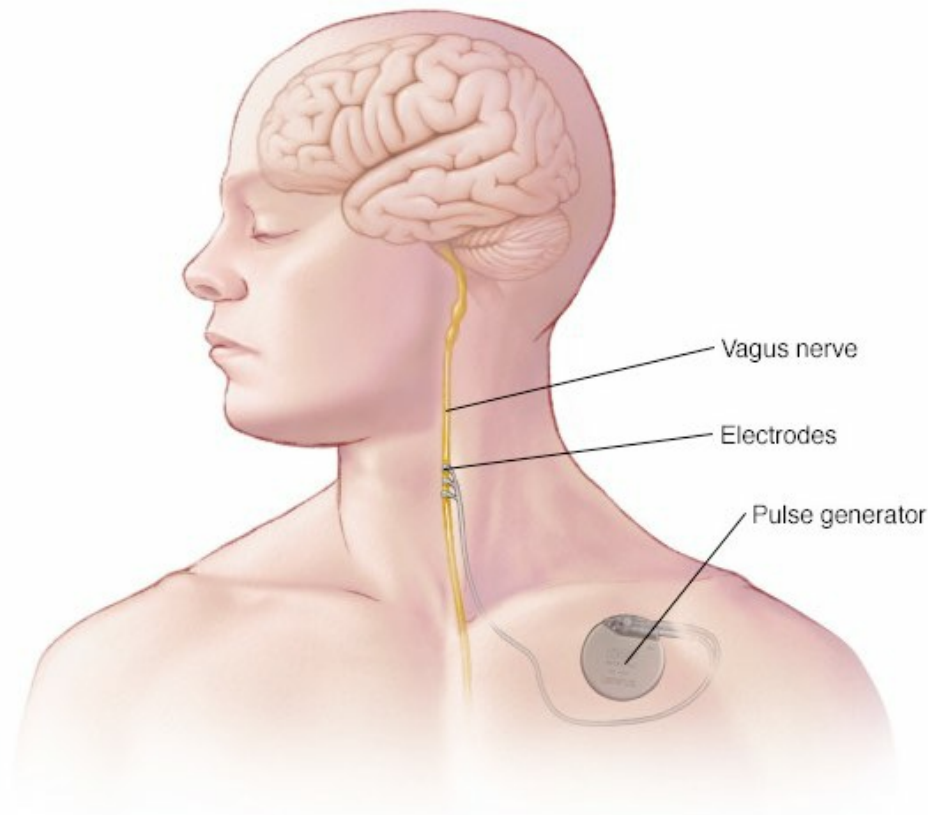
1. Deep Brain Stimulation - electrodes inserted into the brain to stimulate parts of the brain.

A Pacemaker for the brain

Deep brain stimulation sends electrical impulses to interrupt faulty brain circuits thought to be causing various disorders



1. Vagus Nerve Stimulation - a generator is implanted in the chest and sends electrical stimuli to the vagus nerve in the neck.



1. Electroconvulsive Therapy (ECT) - although very controversial, ECT is still used in some cases of severe depression.

[MOVIE - The Truth about Electroconvulsive Therapy](#)



Rehabilitation

Rehabilitation technically refers to the process of returning someone to their previous level of functioning or to their maximum functioning considering their disability. A very clear example of this would be when a person has a stroke. At first, the **treatment** is to arrest the stroke and minimize the damage created by the stroke.

Once a person is stabilized they are often transferred to a **Rehabilitation** facility where they will engage in Physical and Occupational Therapy to maximize their functioning. In the end, some damage may be permanent, so the therapies focus on teaching new ways to get things done, using adaptive equipment to increase independence, and modifications of living and working spaces to accommodate for the disability.

Mental Health Rehabilitation works in much the same way as Physical and Occupational Therapy. The medications that a client is taking help to reduce or eliminate the symptoms, but the person

usually has some additional problems grouped together in the Diathesis-Stress area of etiology - learning, stress, faulty thinking, and environment.

Psychosocial Rehabilitation is a model of rehabilitation specifically designed for persons with chronic, pervasive, and persistent mental illness. Individuals with this level of disability often need case management, support for finances, housing assistance, skill training, and social support because the illness has so devastated their sense of self and opportunities to learn.

Here is a list of the guiding principles for practitioners in the field of Psychosocial Rehabilitation:

1. Hope is an essential ingredient in psychosocial rehabilitation. All people have an underutilized capacity to learn and grow that should be developed.
2. All people should be treated with respect and dignity.
3. Service provision strives to meet the client “where they are” and to assist them in moving forward toward their goals.
4. Active participation and choice are the hallmarks of service planning and focus on the stated goals of the person receiving services.
5. PSR focuses on “real world” everyday activities and facilitates the development of skills and supports for people to participate as fully as possible in normal roles within family and community settings.
6. Assumption that persons who receive services have skills, talents, and qualities that can be leveraged to assist the person in the rehabilitative process.
7. Multicultural diversity among PSR program staff, participants and the community at large is appreciated as a source of strength and program enrichment. Programs take active measures to respond in ways that are considerate and respectful.
8. PSR is premised on self-determination and empowerment.
9. An individualized approach to the development and provision of PSR services best meets the needs of people who choose to use these services.
10. PSR practitioner role is intentionally informal and participatory in activities that are designed to engage the person with mental illness and cognitive disabilities in the real world.
11. The prevention of unnecessary hospitalizations and the stabilization of community tenure are primary goals of PSR.

Counseling and Psychotherapy

Along with treatment and rehabilitation, we often encounter helping professionals that offer counseling or psychotherapy services. These services, commonly referred to as “talk therapies” endeavor to enhance people’s lives through a combination of treatment and rehabilitation activities.

Counseling and Psychotherapy are also provided to individuals who do not have mental illness, but have challenges, frustrations, need help problem solving, want to create better habits, or simply want

a person to talk to every week. Counseling is a great way to explore issues such as critical decision making, relationships, personal habits, and career planning.



Image from www.bbc.com

There are a great number of counseling theories and applications. Some counseling theories focus on processing feelings, or behaviors, or reframing traumatic experiences. Some counseling applications include individuals, families, couples, and groups. Check out the link below for a fairly comprehensive list of different theories and applications.

[WIKIPEDIA - List of Psychotherapies](#)



Assessment

Chapter 16 Discussion

Review the content on the barriers that exist for people to seek help, including counseling and psychotherapy. If you want, share instances in which you did or did not seek help and the consequences of these decisions.

Chapter 16 Quiz

1. Describe the distinction between Treatment and Rehabilitation.

Chapter 16 Assignment

Purpose

The purpose of this assignment is to examine the etiology and treatment of a specific mental illness and present the material to peers. This is modeled after the tradition of Poster Presentations that an integral part of the dissemination of new knowledge in the field of Psychology.

Creating visually appealing images coupled with informative text also allows students to exercise creativity and artistry in an academic setting. These skills are useful for all manner of presentations in a professional life.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Research details related to a specific mental illness.
2. Collect data from numerous sources regarding mental illness, diagnostic criteria, etiology, and treatment options.
3. Present data in a visually appealing, graphic-intensive format (infographic)
4. Describe the content of the infographic to another person.

Task

To start, you will revisit the site mentioned in Chapter 15.

[Mental Health Conditions - NAMI](#)



Your instructor will assign you a specific mental health condition or you can negotiate one of your choice.

Your task is to research the diagnostic criteria (from the source above, but also from the DSM 5), the etiology of the diagnosis, and treatments for the symptoms. This information will be visually organized in an infographic and will be displayed in the classroom.

Students will be expected to explain their infographic to the other members of the class and to some potential visitors.

Criteria for Success

Use the rubric below as a guide to this assignment.

Item	Performance Description	Points
Infographic	Presentation has been developed to portray an infographic.	10
Diagnosis	The accurate name and diagnostic criteria for the disorder	20
Etiology	Causes, both biological and psychosocial are presented	10
Treatments	Treatments, biological (medications), rehabilitation, and therapy are discussed.	20
Poster Organization	The information on the poster is well organized and clear.	20
Graphics	Graphic elements are appropriate to the topic and helpful in understanding information.	10
Artistic Quality	Layout, use of space, color, fonts, and professionalism	10

How to Create an Infographic

Infographics are accessible and interesting ways to present information in a colorful and graphically intensive manner. An example of an infographic is below:

There are numerous ways to create infographics but the easiest methods are through the web or using a smartphone/tablet (all of these are from the same company).

Check out www.canva.com

1. Sign up for a FREE Student account.
2. This will give you access to a huge number of templates.
3. Play around with different designs that fit with your topic.
4. You can replace the graphic elements with your own.

Canva App for iOS



Canva App for Android



Special Assignments

Correlation & Decision Making



Purpose

The purpose of this assignment is to have you experience making a decision based up on statistical data that you calculate from a set of data. This is precisely what psychologists do in their research. Despite our preconceptions (and even despite our hypotheses) we must let the data determine the answer to our question. Sometimes these answers are hard to understand or even believe, but that is the wonder of the field of Psychology.

While this assignment provides a data set for you to use, your instructor may elect to have you perform actual data collection instead. You would then create an Excel file similar to the one provided here and complete the assignment following the same instructions.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Construct a spreadsheet of data.

2. Construct appropriate hypotheses.
3. Using the tools within the spreadsheet, calculate the correlation coefficient of the data.
4. Report the statistical results and meaning.
5. Draw conclusions about each of your hypotheses.

Task

Company X primarily uses two techniques to evaluate job applicants: (a) intelligence as measured by a standard IQ scale, and (b) a formal interview in which they are judged on a 1 (Poor) to 7 (Excellent) scale.

An Industrial-Organizational Psychologist working for Company X is interested in investigating the validity of this selection process. To do so he collects data from the personnel files of 17 employees hired during 2007.

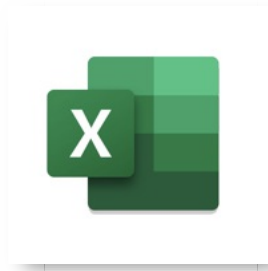
He records their IQ score, interview score, and the result of their 1-year performance review in which their work performance was assessed on a scale from 0 (Very Poor) to 10 (Very Good).

IQ	Interview	Performance
103	7	5
119	5	9
100	4	7
103	7	6
112	5	9
129	6	10
89	6	7
99	6	5
84	7	7
104	4	7
89	4	8
132	6	8
87	4	7
109	4	9
139	5	10
93	2	7
83	5	5

Set up the Assignment in Excel

To complete this assignment you will need to use Microsoft Excel. You can use this software on your iPad or any other computer you have access to.

iPad version of MS Excel



Tap the icon to download Excel for iPad

1. Create a spreadsheet in Microsoft Excel (or another spreadsheet - however, the assignment is designed to support Microsoft Excel.)
2. Enter the data from the table above.

Create your Hypotheses

Now, consider the data. You have been given IQ scores, Interview scores, and Performance scores. Could knowing one of these scores predict the others? That is the purpose of calculating the correlation! Consider these relationships and write an hypothesis about each one:

- The relationship between IQ and Performance scores.
- The relationship between Interview scores and Performance scores.
- The relationship between IQ and Interview scores.

Calculate the Three Correlations

Now you are ready to compute the correlation.

[Calculating a Correlation in Excel](#)



[Video tutorial on how to complete this assignment!](#)



Select a cell on the sheet for each of the correlations you are calculating and label them:

- IQ-Performance
- Interview-Performance
- IQ-Interview

Check your Hypotheses

Now that you have your correlations for each hypothesized relationship, write three statements, one for each, as to what you can conclude about the relationship between each set of variables.

Submission

All of the information outlined in the rubric below is contained in the first sheet of your spreadsheet. You will be uploading a copy of the spreadsheet itself to the drop box.

Criteria for Success

Your assignment will be graded using the following rubric:

Item	Performance Description	Points
Excel File	The file that is submitted is an Excel file or equivalent spreadsheet file.	10
Name	Your name is included in the document	10
Data	Data is copied into the sheet.	20
Hypotheses	You have listed your hypothesis for each of the three relationships	20
Calculation of Correlation	Correct correlations for all three relationships.	20
Decision on Hypotheses	A single statement regarding each hypothesis is included.	20

Based on a different set of data I completed this assignment. Your spreadsheet should look very much like the image below, with the exception that you are going to reporting out on three different hypotheses using three different correlations.

The study below shows subjects’ height and the time it took for them to run a specific distance. I wanted to find out if height was related to speed (keeping in mind that lower times mean faster speeds.)

The correlation was very strong (-.98) so height really does impact running speed. Taller people are faster.

	A	B	C	D	E
1	HEIGHT	TIME			
2	60	8		Hypothesis	Increased hight will result in lower times
3	55	11		Height-Time	-0.976152211
4	56	10			
5	52	12		Statement	My hypthesis was correct, taller people ran faster, therefore their times would be lower.
6	48	14			
7	44	16			
8	47	13			
9	52	12			
10					
11	Mark H. Kavanaugh				
12					
13					

Personal Change

Purpose

The purpose of this assignment is to utilize the knowledge gained in the study of Operant Conditioning to bring about a positive personal change in your life. As a theory of Psychology, Behaviorism is one of the most respected and effective approaches to change.

Nearly every self-help system utilizes the essential factors associated with Operant Conditioning. The video game and gambling worlds have capitalized on these principles to keep people playing. Using the same techniques, educators “gamify” their content to encourage learning and to get their students “addicted” to the course!



Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Identify an area of personal change that you wish to address.
2. Determine the difference between applications of Operant Conditioning when you are trying to add/increase a behavior, versus when you are trying to eliminate/decrease a behavior.
3. Identify a reasonable rate of behavior change given the time frame for the project.
4. Identify potential reinforcers to be used in the behavior plan.

5. Write a behavior plan accurately describing the behavior when the Dead Man and Stranger Tests are applied.
6. Implement that plan and maintain accurate records.
7. Evaluate the plan and suggest changes to the plan that would make it more effective.

Task

In this course you are learning about the most powerful and successful methods for bringing about behavior change in yourself or others. While it may seem common sense, there is a deep science that dictates how these methods are most successfully applied.

For this project you are going to identify a specific behavior that you would like to add/increase or eliminate/decrease in your life. For instance, you may want to add/increase your exercise routine or, conversely, you may want to eliminate/reduce your intake of sweets.

Adding or Increasing Works Better

One fact about Operant Conditioning is that it is much easier (and more effective) to identify a behavior that you want to add/increase than one you want to eliminate/decrease. To take advantage of this fact we will focus this project solely on adding/increasing behaviors.

If your goal is to eliminate/decrease a behavior you will work with your teacher to identify an “incompatible behavior” (something that you are going to do **INSTEAD** of the target behavior, and develop a plan to choose **THAT** behavior instead.

Describing your Behavior

One of the key factors of making Operant Conditioning work is that you have defined the behavior that you want to add/increase in very specific, “measurable” terms. In order to help with this, there are two “tests” that you can use to evaluate the statement of your behavior...the Dead Man test and the Stranger Test.

Dead Man Test

The implication of the Dead Man test is that IF a dead man can be observed “doing” the behavior, then your descriptions FAILS and you need to rewrite it. Consider these examples:

“Sally will sit quietly.”

“Bob will not hit his little brother.”

“Roberta will not longer order large Starbucks drinks.”

Consider each of these for a moment...if you do, you can see that, in fact, you can prop up a “dead man” and they can “do” these things! A dead man can “sit quietly” and a dead man can NOT hit his little brother and will NOT order drinks!

The Dead Man’s test eliminates all the “shall not” types of behavior plans. Here are some alternatives that pass the Dead Man’s test:

“Sally will sit at her desk and complete 2 worksheets in the next hour.”

“When Bob feels like hitting his brother, he will go to his room and use his punching bag for 3 minutes.”

“Roberta will order small juice or coffee drinks at Starbucks.”

Stranger Test

The Stranger Test is one that makes sure that the behavior description is measurable. Essentially, when you apply the stranger test you ask if a stranger (someone who does not know the person) would be able to identify when the behavior happens. This keeps us from using our own personal terms to describe behavior and it allows us to keep records of when the behavior did and did not happen.

Consider these examples:

“Instead of throwing a fit, Stan will hug his “Bunky”

“Lucy will be nice to her classmates.”

“Mark will go to the gym.”

Again, consider a stranger looking at these descriptions. People who know Stan might know what his “fits” look like and they might know that “Bunky” is his favorite stuffed toy, but a stranger would not. What does “nice” mean for Lucy? Finally, while technically Mark can go to the gym, but if he just walked over there and stood inside for a minute, that is really not what we are looking for! Each of these fails the Stranger Test!

Here are some alternatives that pass the Stranger Test:

“When Stan feels he wants to throw his school supplies on the floor he will stand up, go to the back of the room, and sit in the chair with his comfort toy named “Bunky”

“When Lucy is in class, she will not take other students art supplies without first asking to borrow them and receiving a confirmation that it is OK.”

“Mark will go to the gym 3 times a week and engage in 1/2 hour of cardio training on the treadmill and swim a total of 5 laps in the pool.”

Identifying Reinforcers

Operant Conditioning works when we make specific rewards accessible when we have achieved our target behavior. Selecting reinforcers, and withholding them unless you complete your goal is the key part of personal change planning.

A reinforcer can be anything that you want or anything that you already have and enjoy. It can also be an activity that you enjoy a lot (even just watching TV!) The difference is that NOW that it is part of a plan, you need to EARN it!

It is recommended that you work with your teacher to identify multiple possible reinforcers.

Plan Statement

The Plan Statement in a behavior plan is a single line that outlines the entirety of the plan in a single sentence (although it can be done in more than one sentence.) It includes the where/when of the behavior, a description of the behavior, and the rate of success needed to get the reinforcer. Here is an example:

“Each week Mark will go to the gym 3 separate days and engage in 1/2 hour of cardio and swim 5 laps. Each week Mark succeeds in performing this task he will allow himself to purchase one movie ticket for the weekend.”

Steps in the Process

Here are the steps to completing this project:

1. Identify the target behavior, where/when the behavior occurs, and your target goal for that behavior.
2. Record the current rate of this behavior. If it is a new behavior, the current rate would be zero.
3. Identify potential reinforcers that you will withhold in order to use them in your plan.
4. Compose the Plan Statement that encompasses an identification of where/when the behavior will occur, the actual description of the behavior (passing both the Dead Man and Stranger Test) and the degree of performance that will bring about the reinforcer, and an identification of the reinforcer.
5. Implement the plan for at least 4 weeks.
6. Track the behavior and the success of the plan (when reinforcers were earned.)
7. After the implementation period, evaluate the record that you have and reflect on the relative success or failure of the plan making suggestions for changes or improvements.

Criteria for Success

Your assignment will be graded using the following rubric:

Item	Performance Description	Points
Title Page	Standard title page with name, date, course, college name and the name of the assignment.	10
Target Behavior	This is a statement of the goal that you have in your own words. It does not have to pass the tests yet.	10
Baseline	Provide a statement that reflects the current rate of this behavior.	10

Reinforcers	Identify at least two separate reinforcers that you can use in this plan.	10
Plan Statement	A concise statement of the plan.	10
Dead Man’s Test	The statement passes the Dead Man’s Test.	10
Stranger Test	The statement passes the Stranger Test.	10
Record of Implementation	A table is included that shows the data collected during the implementation period.	10
Evaluation	A statement is made as to if the plan worked or not. Additional statements are made about how the plan could be changed or improved.	10
Mechanics	Spelling, syntax, and organizational structure of the paper. Clear and organized.	10

Research Paper

Purpose

The purpose of this assignment is to discover, read, understand, and communicate a summary information related to recent research within the field of Psychology.

By exploring peer-reviewed resources of data, you will better appreciate the depth of knowledge and contribution of Psychology to our human knowledge.

Fundamentally, this assignment is also to provide an opportunity for you to develop appropriate research questions, access peer-reviewed literature, and to write in an expository, scientific way.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Available peer-reviewed resources related to Psychology.
2. Specific applications (depending upon your research question) of this data to real-world problem solving.
3. Modern methods of research and data collection in the field of Psychology.
4. The development of an appropriate research question in the field of Psychology.
5. Locating and reviewing peer reviewed literature.
6. Identifying sources relevant to answering your research question.
7. Summarizing your findings from peer-reviewed resources.
8. Writing an academic paper organized with an introduction, a review of the relevant literature, and a conclusion.
9. Formatting an academic paper in accordance to the American Psychological Associations (APA) writing standards.
10. Utilizing feedback received on specific parts of the assignment to improve personal performance.

Task

This project is broken down into three parts. While only the Final Submission will be used to calculate your grade, each part is REQUIRED.

1. **Asking a Good Question (Assignment Part I)**

2. Identification of Relevant Peer Reviewed Articles (Assignment Part II)

3. Draft Submission (Assignment Part III)

4. Final Submission (Assignment Part IV)

Part 1 - Asking Good Questions

The difference between a research paper and other forms of writing is apparent within the definition of a Research Paper.

A research paper is a document that explores the knowledge that is available within a particular field of study and presents that knowledge in the effort to answer a particular research question.

The point is that you are looking at a body of knowledge in a field, such as psychology, sociology, or communication, and you are trying to find out what we already know about the question you have. How you phrase that question is key to getting at the right information!



Coming up with Questions

There are all sorts of interesting things to think about in the Social Sciences and Psychology in particular...really, we deal with everyday life and the extremes of human behavior.

However, we have been at this for quite some time so some of the basic questions such as "What is abnormal?", or "How do people communicate?", or even, "What is Schizophrenia?" have been written about enough and the answers to these questions are either easy to find with simple searchers or they are very complex and beyond the scope of a research paper.



You want to focus your paper on a very specific question that is important to you...that will not only

narrow down your search for answers, but it will also motivate you to do the paper.

Focus, Focus, Focus

Good research try to answer "real" questions...not just definitions like you might do in an expository paper. Since so much research has already been done you have to narrow your topic and focus your research.

Examples:

Here are some examples of how you transform an interesting TOPIC into a researchable QUESTION

TOPIC: Differences between the genders in communication

RESEARCHABLE QUESTION: What strategies can couples use to mitigate the different styles of communication between men and women?

RESEARCHABLE QUESTION: How do men and women's communication styles differ in the context of a Muslim community?

RESEARCHABLE QUESTION: How do men and women interpret "assertiveness" and "aggressiveness" in interpersonal communication?

TOPIC: Autism

RESEARCHABLE QUESTION: Which behavior modification techniques are best for use with a child with moderate Autism in the home?

RESEARCHABLE QUESTION: How effective have wilderness therapy programs been when working with teenagers with Autism?

TOPIC: Religion or prayer or meditation

RESEARCHABLE QUESTION: What are the potential physiological benefits of deep prayer and/or meditation?

RESEARCHABLE QUESTION: What is the relationship between religious belief and happiness in marriage?

Finding your Question

As you can see...these questions are MUCH more precise and they answer REAL WORLD questions!

Your task is to move from TOPIC to RESEARCHABLE QUESTION

Sometimes you need to go ahead and begin searching on Google or within the Online Databases to find out what may be interesting to study!

ASSIGNMENT PART I

In the Research Paper folder in Special Assignments (in Blackboard) you find a quiz titled "Research Question Proposal".

This Quiz is made up of the following two questions:

1. State your research question. (Remember, the question must be in the form of a QUESTION, not a statement.)
2. Describe why you are interested in this particular question.

This quiz serves as a communication tool between you and your instructor. Your instructor will grade these two questions and provide feedback. You are to get a score of 100 on this quiz, that will mean that the research question has been approved. You may have to take this quiz a number of times, correcting your answers based on the feedback you get from your instructor. Keep taking the quiz until you get a score of 100, but be sure to review your instructor's feedback even if you DO score a 100.

No paper will be accepted unless this process has been completed.

Part 2 - Identification of Relevant Peer Reviewed Articles

Evaluating Information

In a world full of information at our fingertips, it is that much more important to evaluate the source of our data and information. It is easy for nearly anyone to publish ideas. While this has certainly democratized the world of data, it has brought on a lot of challenges including everything from students using Wikipedia to do research and "Fake News".



At all times, when you encounter information, you should evaluate the SOURCE of that information.

Click [HERE](#) to view a valuable set of tips for evaluating information you find in print and on the web published by the library at the University of Alaska Fairbanks.



Limits on the Data you will Access

For the purpose of this Research Paper assignment you are going to use a very limited set of resources. You are essentially going to be doing a report on what the "field of Psychology" has to say about your topic. As such you are ONLY going to report from peer reviewed research articles and professional websites.



This does not mean that you can't use Google and other search engines. In fact, I use them all the time. I use Google to find out the basic information, names, and terms for my question and then I apply these terms to my searches in the library databases.

Peer Reviewed Articles

Peer Reviewed Article is an article that has been reviewed by others in the field for accuracy and good methodology

1. These articles tend to appear in special publications called "Journals"
2. Nearly every field has a Journal of some kind where the latest research in the field is reported to others who are professionals and also interested in the field
3. Here is a VERY small list of some of the journals from the field of Psychology:

1. Asian American Journal of Psychology
2. Consulting Psychology Journal
3. Cultural Diversity & Ethnic Minority

Psychology

4. Health Psychology

5. Journal of Comparative Psychology

6. Neuropsychology

1. You won't find these at Barnes and Noble

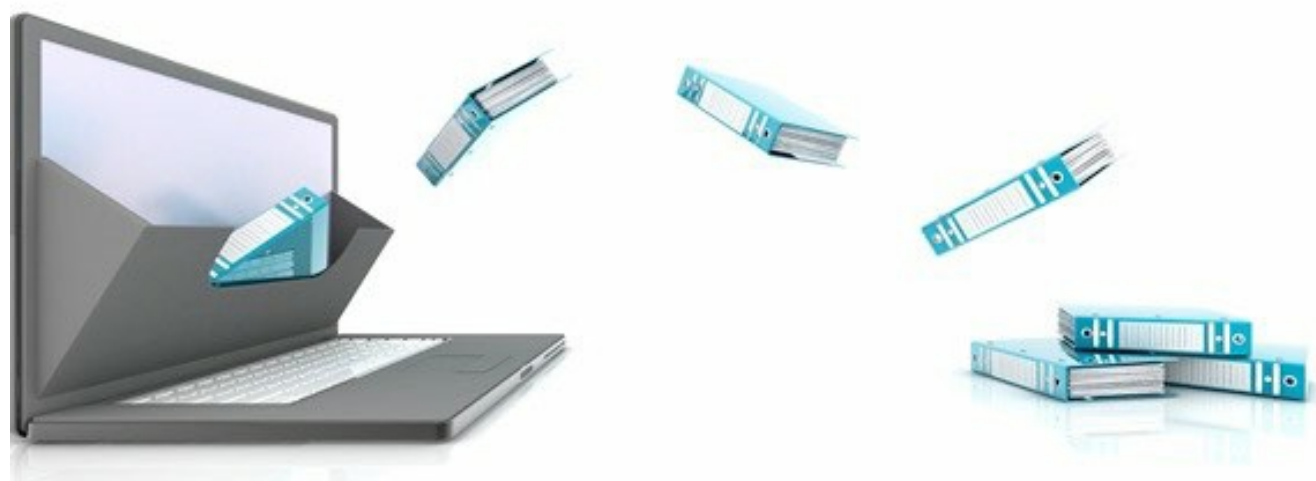
If we were to look up information on "communication between men and women", here is an example of a typical peer reviewed article:

Junco, R., Merson, D., & Salter, D. W. (2010). The effect of gender, ethnicity, and income on college students' use of communication technologies. *CyberPsychology, Behavior & Social Networking*, 13(6), 619-627.

Finding Peer Reviewed Articles

The library is your source for access to peer reviewed journal articles on your topic. library staff can assist you in the following ways:

1. Focusing your research topic or area.
2. Assisting in finding the best search terms to use in the online databases.
3. Using the database settings to focus your research on peer-reviewed, full-text, recent articles.
4. Assisting you in getting additional materials which may not be in the databases.



The information that you are going to include in your paper to answer your question is going to come **exclusively** from peer reviewed articles and professional websites. Please use the resources at the library to meet these objectives.

ASSIGNMENT PART II

In the Research Paper folder in Special Assignments (in Blackboard) you find a drop box titled “Resource List”.

For this assignment you will need to refer to the expectations for APA format that are included in Chapter 18 and/or the actual APA Writing Style Manual. Here are the expectations for this particular assignment.

1. The first page of the document will be your Title Page. This will include the elements of a title page including your name, date, course, the code and the name of your paper - which is the QUESTION that has been approved in Assignment Part I. Predicate your QUESTION with the “According to the Psychological Literature, ...(enter your question here)”
2. The next page(s) of your paper will be a list of the peer reviewed sources that you intend on using for your paper. They will be formatted according to the expectations for References in the APA style.

The purpose of this part of the assignment is to critique the APA style and ensure that your resources are appropriate. You may be asked to redo the assignment in order to perfect your skills in these areas.

Part 3 - Draft Submission

A Draft Submission is Required

Your draft will attempt to meet all of the criteria of your Final Submission (see below.) This draft is an opportunity for you to receive feedback on your format, the structure of your paper, your use of peer-reviewed literature, and a review of your introduction and conclusion sections.

It is expected that you will revise this draft upon receipt of this feedback prior to your Final Submission.

ASSIGNMENT PART III

In the Research Paper folder in Special Assignments (in Blackboard) you find a drop box titled “Draft Submission”.

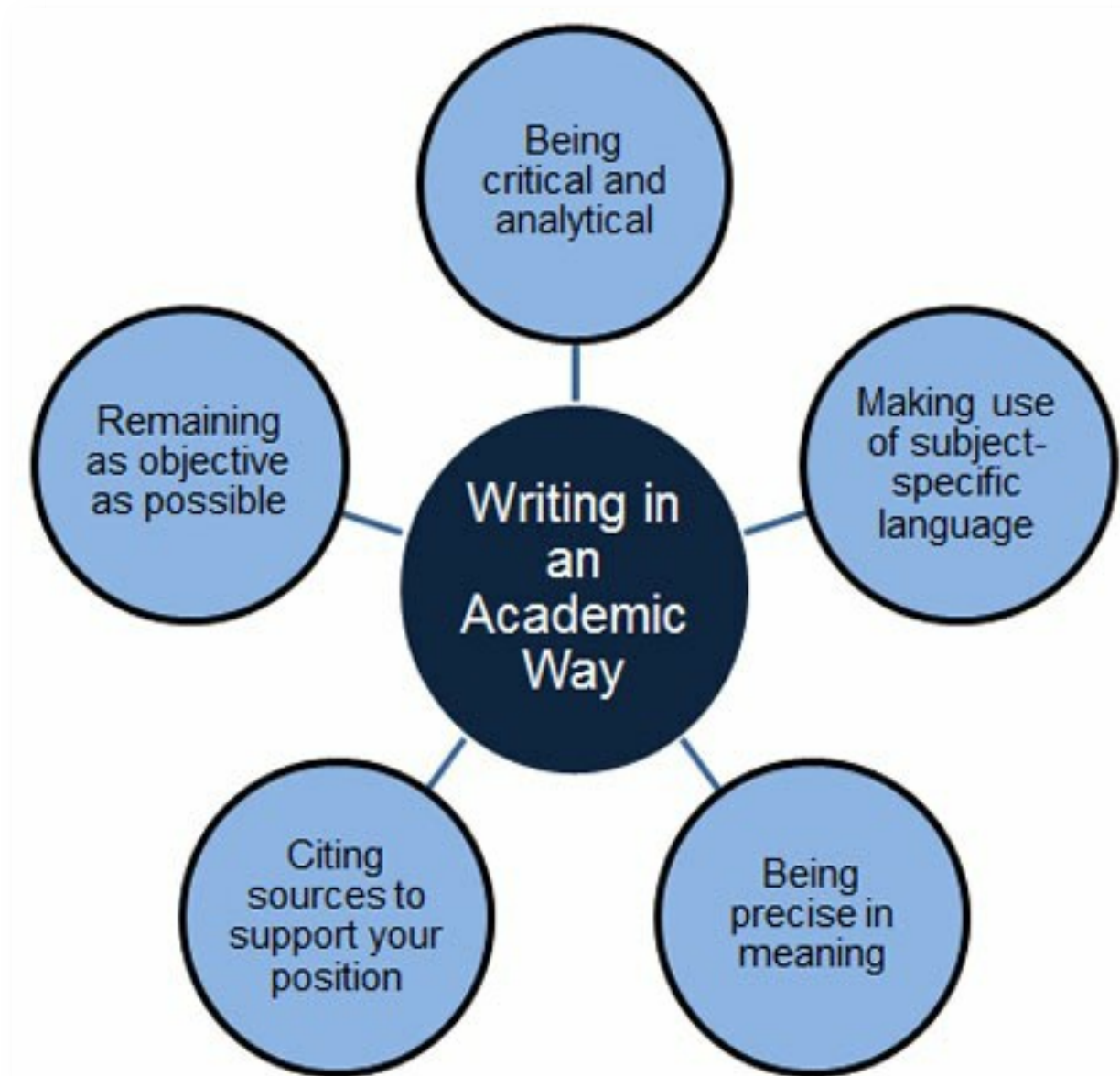
Submit your Draft of the Research Paper to this drop box.

Part 4: Writing your Paper

Once you have read all your articles, taken notes, and put your thoughts together, you want to sit and write your paper. Communicating in writing is one of the most important skills you are going to develop in college. Some of you may already be good writers, others may have to work hard to build on existing skills. I'm going to give you some writing tips here, along with some expectations for formatting your paper so that it is acceptable as a Psychology academic paper.

Academic Voice and the Format of your Paper

At this level of your academic career you are beginning to develop the voice you will have that you will use, in both writing and speaking, to influence others. How you communicate is just as important as what you communicate. Some of the best ideas have fallen to the sidelines because they were not communicated well (sadly, some really bad ideas have also seen the light of day because of the eloquence with which they were communicated!)



Writing in an Academic Way

As you are taking notes and beginning to put together your paper, keep the above graphic in mind:

1. **Be critical and analytical** - Don't take everything on face value, think about what you are

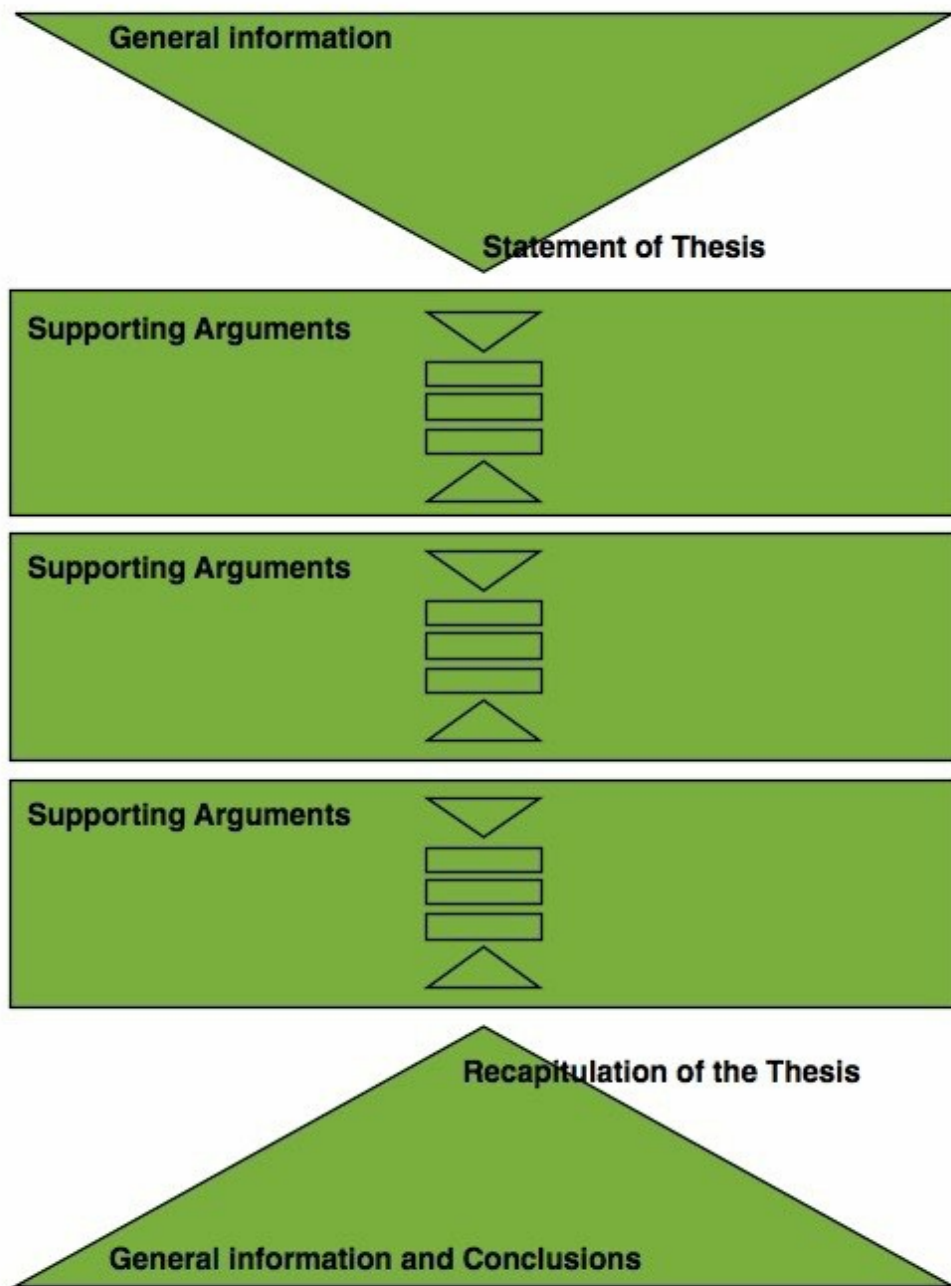
reading and if it makes sense. How does it fit in with the research question of your paper?

2. **Make use of subject specific language** - Are there specific terms being used in the articles that you are reading? Use them! However, don't try to write so you "sound" smart, use your natural writing style but include the specific language for the field.
3. **Being precise in meaning** - Think clearly about what you are trying to say in each paragraph, each sentence. Is it clear? Can anyone understand what you are saying? Have others read and tell you what they think it means.
4. **Citing sources to support your position** - You are not an expert in this field (not yet!) So, you really can't make statements without having some sort of evidence to back it up! Your articles are this evidence. Do not draw conclusions that cannot be supported by the research you have found.
5. **Remain as objective as possible** - You may go into a topic with your mind already made up. This is called bias. That is OK, but you need to set it aside while you are doing research and be open to other points of view. You need to report the facts...everyone has the right to their opinion but we don't have the right to our own facts!

Flow of your Writing

Another component of writing is how the introduction, supporting paragraphs, and conclusion all work together. There is a certain amount of "breathing" that a paper does that makes good writing into great writing. Consider this graphic.

STRUCTURE OF AN ESSAY



1. Note how the introduction starts with general statements about the context of the research question...guide your audience from the larger world into your specific question.
2. At the end of the introduction you should state your question.
3. Each supporting paragraph (these could be pages or even chapters) is also structured like the whole paper with guiding points to lead your reader through your information.
4. Start the conclusion by bringing your reader's attention back to the research question. Move out from your research question into a summary of the whole paper and then general conclusions about how the research is important in the context of the larger world.

Formal Writing Formats

(no...APA does not stand for Advocates for Porcupines of America)

Since the primary product of Psychological research is writing, the American Psychological Association took upon itself to outline specific writing conventions and practices so that information can be presented in a consistent and easy to understand manner.

APA Format is the official way Psychologists format their manuscripts for publication. The APA publishes a guide.

[Publication Manual of the American Psychological Association](#)



This manual is very precise and is geared toward an audience of professional Psychologists. For this course, we are going to focus on three areas of the APA Style. You will be expected to submit your research paper in accordance with this style.

A really good free resource on all things APA Style is the Purdue University Online Writing Lab (OWL).

[Purdue Online Writing Lab - APA Style](#)



Guidelines, Expectations, and Tips

General Format

1. Your paper should be submitted as ONE document. Do not submit multiple documents. Your title page should be the first page of your single document.
2. Your paper should be completely double spaced.
3. Your font should be Times New Roman - 12 pt.
4. Do not use fancy fonts or colors.
5. Your document is submitted to the Blackboard drop box as a PDF or MS Word file (.doc or .docx)

Title Page

The first application of the APA Style is the Title Page. The Title Page should contain the following information:

1. The name of your paper (This should be the research question)
2. Your full name.
3. The name of the class.
4. Your instructor's name.
5. The date.

[MOVIE - Format your Title Page using APA Style](#)



In-Text Citations

In the context of your paper you will be reviewing and explaining information that other people have written. This information belongs to them and you are borrowing it. In order to communicate to your reader that the information you are stating at a given time is from a source, you need to include an in-text citation. An in-text citation is a way to tell the author and year (usually) of the source.

Please note: If you are using a website you ONLY do in-text citations and those resources do not appear in your References page (see below.)

[MOVIE - Format your in-text citations using APA Style](#)



References

On the last page(s) of your paper you need to list information about the sources you have used to complete your paper. Keep in mind that nearly all of your sources need to be peer-reviewed journal articles.

The information that is included and the format (all the way down to periods and commas) is an important standard to learn and it is the method by which readers can find the same article you cited.

This is probably the most challenging of the formatting aspects of APA because different sources require different kinds of information. The Purdue OWL cite covers how to cite a lot of different kinds of sources.

[VIDEO - format your References page\(s\) using APA Style](#)



Submitting your Paper

Writing a paper is a challenging experience. I suggest that you do the following before you send your paper in:

- 1. Read it more than once, both for comprehension and spell/grammar check.
- 2. Read it out loud.
- 3. Have someone else read it.
- 4. Access writing tutors for assistance.
- 5. Review the grading rubric below throughout the process.

Assignment Part IV: Final Submission

Your assignment will be graded using the following rubric:

Item	Performance Description	Points
Title Page	Paper includes a title page (name, date, assignment name, class, school) that is the first page of a single document. Paper is formatted clearly and organized. Paper is in the correct file format of MS Word or PDF	5
Introduction	The introduction is written in such a way as to allow the reader to move into the subject of the paper gradually. The author introduces a broader perspective first and then brings	5

	the reader in closer to reveal the research question.	
Introduction	While not covering the articles at all, the author provides a very brief glimpse as to the scope and content of the research that is going to be discussed in the paper.	5
Introduction	The research question is stated clearly and in a question format.	10
Literature Review	The bulk of the data covered in the body of the is from peer-reviewed sources.	10
Literature Review	The presentation of information from the sources is logical and follows a straightforward line of reasoning to draw conclusions at the end.	10
Literature Review	All sources are cited appropriately using in-text citations that correspond with resources listed in the references.	10
Conclusion	Author restates the purpose of the paper/the research question.	5
Conclusion	There is a brief summary of the information that was presented in the paper and this summary is followed by logical conclusions.	10
Conclusion	The paper now builds out to general statements similar to those used in the introduction.	5
References	References start on a new page...the last page(s) of the document.	5
	APA Style references - Hanging indent, double spaced, no extra space between citations, correct	

References	format of all aspects of the citation.	10
Mechanics	Spelling, syntax, and organizational structure of the paper. Clear and organized.	10

Common Read

Purpose

This particular assignment is somewhat different. What you will find below is a generic “placeholder” for an assignment (or assignments) related to a Common Read. A Common Read is an instructional practice that identifies a single book that is shared across a number of different courses. This book could be specifically related to the content of the courses, but it is often a novel.

Fiction allows readers to experience situations, emotions, and interactions when the reader places themselves into the minds of the characters. Often the content of novels deeply reflect what we know about human behavior, psychological and sociological.

Your instructor will be creating an assignment, or assignments, to integrate the Common Read into the course. Likely you will have to examine themes in the novel that represent concepts from the course. To do this, you will need to read the novel!

I’m writing this assignment structure as generic as possible to ensure freedom on the part of each instructor using this CourseBook to create the assignment(s) they feel are most appropriate.

Skills and Knowledge

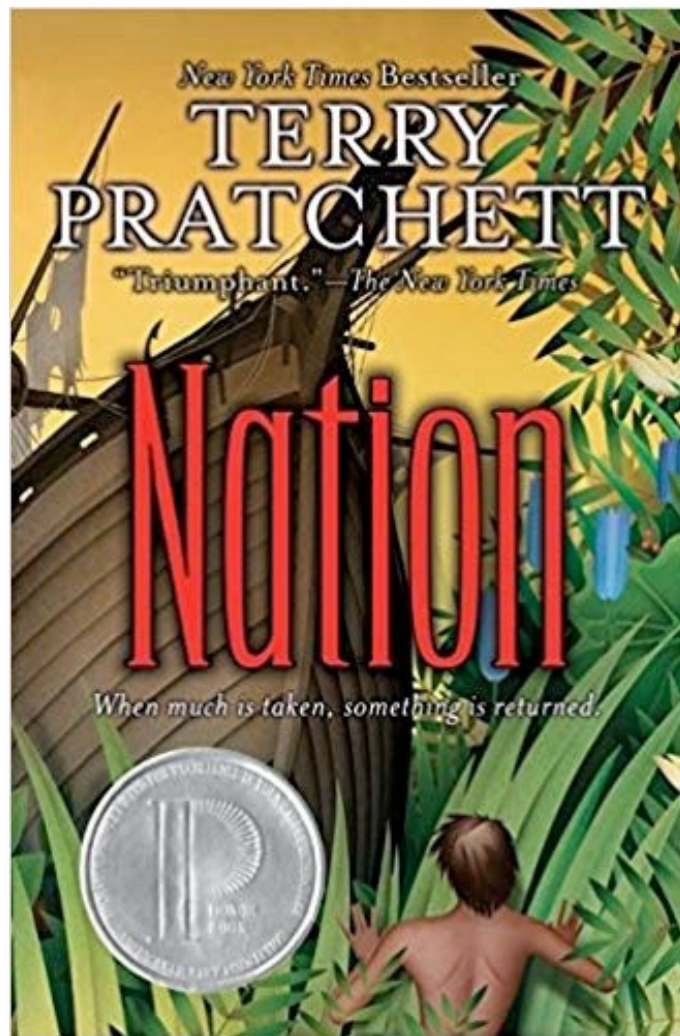
You will demonstrate the following skills and knowledge by completing this assignment:

1. Reading a novel.
2. Reflecting on storyline within the novel that relate to concepts from class.

Common Read

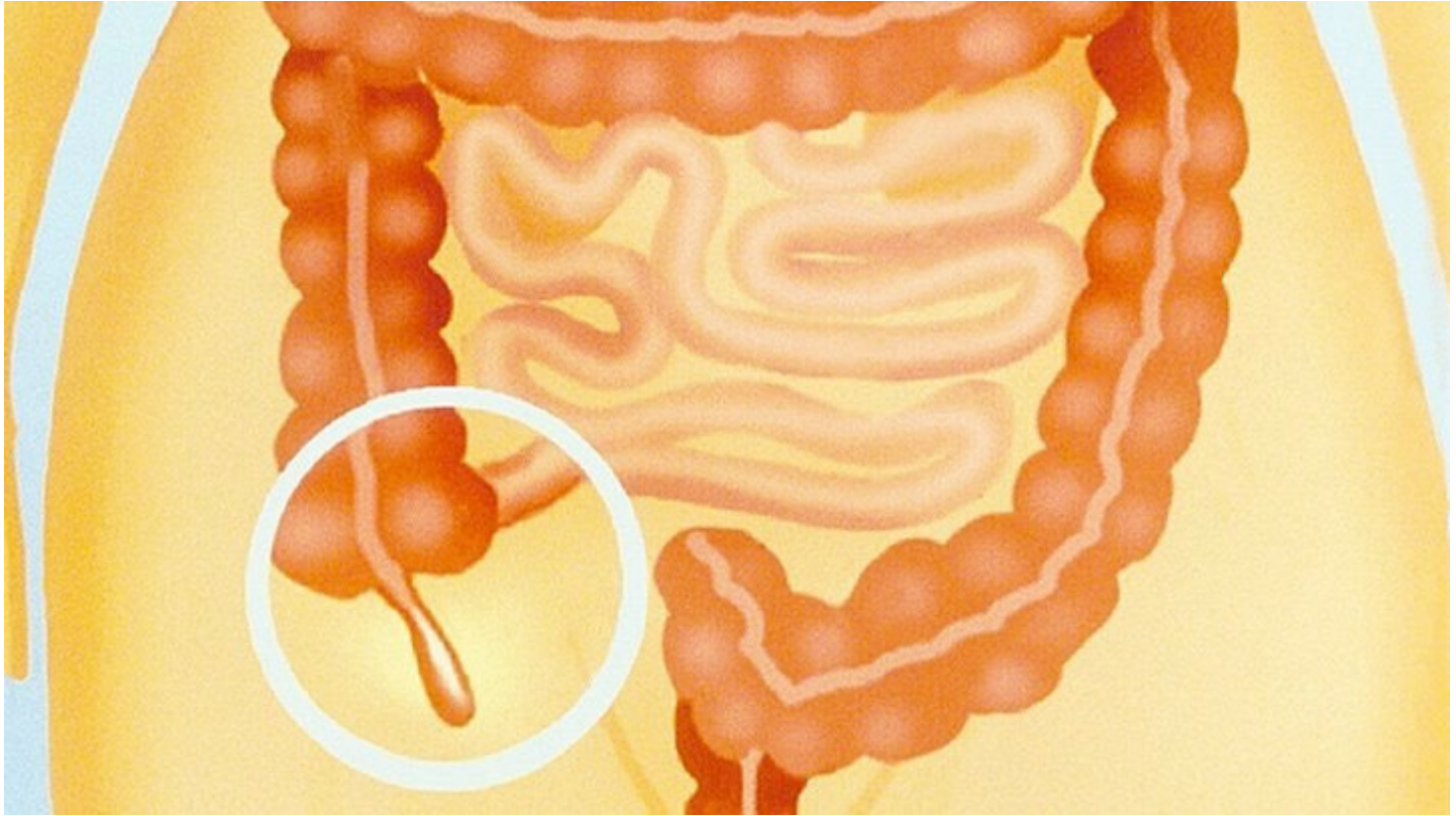
The Common Read book for this semester is:

Pratchett, T. (2009) *Nation*. HarperCollins, NY



Your instructor will be providing information about how you will incorporate this novel into the course.

Appendix



No...well, not THAT kind of appendix...

This section of the CourseBook contains content that is standard to all of the CourseBooks in this series. This content includes information on writing, APA Style, using the iPad, and App Tutorial.



Using APA Style

American Psychological Association Sixth Edition

CHAPTER 18

Writing & APA Format

In all of education writing continues to be one of the most important skills that one should develop. Despite the growth of multimedia, writing continues to be the most effective method of conveying both simple and complex ideas. Our writing is also the most pure expression of our academic knowledge and is the principle medium through which we will communicate this knowledge to others.

The field of Psychology puts a high premium on writing ability across all levels of education. Psychology is largely based in the world of ideas that are best described and demonstrated. It can be said that the basic goals of Psychology, to describe, explain, predict, and control human behavior, are largely brought about and demonstrated to others through the written word.

Learning to communicate clearly through writing will be an essential component of every CourseBook in this series. Activities and assignments will often involve communicating your ideas clearly to others (classmates and teachers). You will also be able to appreciate how important it is to read others' ideas when they are delivered through good writing.

The American Psychological Association has developed standards for writing, form, and layout

that creates uniform expectations for all professional writing in the field. This format of writing, commonly known as APA Format or Style, has been so successful that many other fields of study have adopted the APA Format style as their own.

While other styles exist (Chicago, MLA, etc.) and are similar in many ways to the APA Format, the APA outlines very specific and exact methods by which authors express themselves in writing in order to be considered legitimate by other professionals in the field. Through the activities and assignments in these CourseBooks you will be asked to submit your work in-line with these expectations.

Doing Research



Academic Research

Research, of any kind, is all about answering questions. How we ask these questions can lead us to different kinds of answers.

Developing Good Research Questions

The difference between a research paper and other forms of writing apparent within the definition of a Research Paper.

A research paper is a document that explores the knowledge that is available within a particular field of study and presents that knowledge in the effort to answer a particular research question.

The point is that you are looking at a body of knowledge in a field, such as psychology, sociology, or communication, and you are trying to find out what we already know about the question you have.

How you phrase that question is key to getting at the right information!

Coming up with questions...



There are all sorts of interesting things to think about in the Social Sciences...really, we deal with everyday life and the extremes of human behavior.

However, we have been at this for quite some time so some of the basic questions such as "What is abnormal?", or "How do people communicate?", or even, "What is Schizophrenia?" have been written about enough and the answers to these questions are either easy to find with simple searches or they are very complex and beyond the scope of a research paper.

You want to focus you paper on a very specific question that is important to you...that will not only narrow down your search for answers, but it will also motivate you to do the paper.

Focus, Focus, Focus

Good research try to answer "real" questions...not just definitions like you might do in an expository paper. Since so much research has already been done you have to narrow your topic and focus your research.

Examples:

Here are some examples of how you transform an interesting **TOPIC** into a researchable **QUESTION**

TOPIC: Differences between the genders in communication

- **RESEARCHABLE QUESTION:** What strategies can couples use to mitigate the different styles of communication between men and women?
- **RESEARCHABLE QUESTION:** How do men and women's communication styles differ in the context of a Muslim community?
- **RESEARCHABLE QUESTION:** How do men and women interpret "assertiveness" and "aggressiveness" in interpersonal communication?

TOPIC: Autism

- **RESEARCHABLE QUESTION:** Which behavior modification techniques are best for use with a child with moderate Autism in the home?
- **RESEARCHABLE QUESTION:** What is the impact of having a sibling with Autism on perceived sense of responsibility in the home?

TOPIC: Religion or prayer or meditation

- **RESEARCHABLE QUESTION:** What are the potential physiological benefits of deep prayer and/or meditation?

- **RESEARCHABLE QUESTION:** What is the relationship between religious belief and happiness in marriage?

As you can see...these questions are MUCH more precise and they answer REAL WORLD questions!

Your task is to move from TOPIC to RESEARCHABLE QUESTION

Sometimes you need to go ahead and begin searching on Google or within the Online Databases to find out what may be interesting to study!

What we already know...the Literature Review

To this end, academic research has a lot to do with discovering what we already know. Each academic paper that we write is attempting to answer a question. Maybe we are wondering what Schizophrenia is, maybe we want to describe what happened during the last year of the American Revolution. No matter what, our work will focus on finding out what we already know.

There are many sources of information in our world. Sadly, many of them are not really reliable. For this kind of work we want to focus our energies on the most reliable information we can find. We want to focus on what is known as Peer Reviewed Literature.

What is a Peer Reviewed Article?

Peer Reviewed Article is an article that has been reviewed by others in the field for accuracy and good methodology

These articles tend to appear in special publications called "Journals"

Nearly every field has a Journal of some kind where the latest research in the field is reported to others who are professionals and also interested in the field

Here is a VERY small list of some of the journals from the field of Psychology (You won't find these at Barnes and Noble):

- Asian American Journal of Psychology
- Consulting Psychology Journal
- Cultural Diversity & Ethnic Minority Psychology
- Health Psychology
- Journal of Comparative Psychology
- Neuropsychology

If we were to look up information on "communication between men and women", here is an example of a typical peer reviewed article:

Junco, R., Merson, D., & Salter, D. W. (2010). The effect of gender, ethnicity, and income on college students' use of communication technologies. *CyberPsychology, Behavior & Social Networking*, 13(6), 619-627.

Using Google for Academic Research



In this section I'm going to provide a method for finding interesting topics to write about that has been effective for me for several years

of college...using Google (or any other search engines)!

Let's say you want to do some research on communication between men and women. You are in trouble:

- There are whole books written on this topic, let alone a paper!
- You don't have a question yet so how are you going to find information to answer it?

Here are the steps that I take:

Step 1 - Check out related research that is listed in your book. This puts you in touch with some research that has been done and also introduces you to specific terms that might be used by those who study this topic

- Terms that are going to be important for your "communication between men and women" topic include:
 - gender
 - communication
 - gender differences
 - interpersonal
 - communication styles
 - interpersonal relationships

Step 2 - Now that you have some of the terms that you need to use to get to this topic, you can use Google!

Google is a great search engine and it is a great place to START your search but it is only a start...ultimately you have to get to the real "Peer Reviewed Research" (as described prior to this section).

Place your search terms into Google in quotes so that you get hits that include the entire phrase.

I tried this one: "communication styles between the genders"

- I got over 5 million hits, but I don't need all of them!
- Once you have a list of hits, start going through them and see if you can locate the NAMES of the researchers who are doing this kind of work
- My search revealed, on just the first page, the following researchers:
 - Deborah Tannen
 - John Gray
 - Beverly Langford
 - Debra Warner

- Rhonda Kelley

I also got some interesting ideas for where I might want to go with this

- Communication between men and women in the context of a Christian community
- Gender communication and emotional discomfort
- Gender styles and trust

Step 3 - Now that you have some names and some potential topics...you need to go find out what these leading researchers are doing NOW...you can also look up some of the specific topics and ideas you got...so where do you go to find out what these folks are doing NOW?

- You need to explore the actual articles listed in the back of your textbook
- You need to familiarize yourself with the online databases at KVCC

Using your Textbook and Online Databases for Research

One good source for interesting topics is likely your textbook. Not only does it provide for a huge collection of topics, but it also provides you with some references to some of the best research being done on that topic.

Let's say you want to do some research on communication between men and women. You are in trouble:

There are whole books written on this topic, let alone a paper!

You don't have a question yet so how are you going to find information to answer it?

Here are the steps that I take:

Step 1 - Check out related research that is listed in your book. This puts you in touch with some research that has been done and also introduces you to specific terms that might be used by those who study this topic

- Terms that are going to be important for your "communication between men and women" topic include:
 - gender
 - communication
 - gender differences
 - interpersonal
 - communication styles
 - interpersonal relationships

- In addition, in the back of your book you will find references to Peer Reviewed Articles that have been published on your topics
- You find the section in your book that has to do with your topic

- In that section you will find references to real research being done...the authors and the date of the publication are listed in the textbook like this: (Kavanaugh, 2005)
- Look up the name and year in the back of the book in the References section and you can see all the information you need to find the original article in the Online Databases

Step 2 - If you need to, reference the section on using Google and get names and topics from there

Step 3 - Now that you have some names and some potential topics...you need to go find out what these leading researchers are doing NOW...you can also look up some of the specific topics and ideas you got...so where do you go to find out what these folks are doing NOW? To the library online databases

Step 4 - The KVCC library maintains an extensive collection of online, searchable, databases that contain Peer Reviewed Articles (see the tutorial section on Peer Reviewed Articles) from authors such as the ones listed above

Step 5 - It will be important to learn how to use search strings. quotes, and then limiting your results to "peer reviewed" and "full text" are skills you can acquire best when you are actually in the Library databases.

Step 6 - Read the Abstracts of the articles to see which ones catch your eye

- Abstracts are the short summaries of the articles you find that go over the basic premiss and findings in the article
- This should help you identify some interesting questions that can then be formulated into your Research Questions!

Step 7 - When you find a good article that seems to be about what you want to study...take a look at the last pages of the article. The author has listed all the PAST research that has contributed to their thinking when they wrote the article you are reading. This provides you with a great list of articles to look up!

Avoiding Plagiarism

Knowing that you have reliable, peer reviewed, information to support your paper, you need to tell your reader where you got the information when you write about it. If you don't do this, you are guilty of what is called Plagiarism.

The resources below should help you in avoiding plagiarism in your paper.

Quoting, Paraphrasing, and Summarizing

[Using Quotations](#)

Used effectively, quotations can provide important pieces of evidence and lend fresh voices and perspectives to your narrative. Used ineffectively, however, quotations clutter your text and interrupt the flow of your argument. This handout will help you decide when and how to quote like a pro.



[What is Plagiarism?](#)

This is a very entertaining and informative video produced by Rutgers University



PaperRater

Along with these other sources, you can also access a website service called PaperRater that will check your paper for any instances of Plagiarism.

[Visit PaperRater](#)

Follow the instructions from there.



PaperRater

General Writing Style And Clarity



Academic Voice

Over the time that you are in school you are going to be asked to write a number of different papers, essays, and answers to questions.

One of the things that begin to appear over time is the development of your Academic Voice.

Your Academic Voice is the unique way in which YOU write and convey information. Your writing should not be an imitation of others' voices but be your own.

In the early development of Academic Voice a lot of students have a tendency to try and write "complicated" or to appear "smart" in their writing. But this language does not come naturally and it is apparent to the reader that you are not writing in your own academic voice. The purpose of writing is to convey what you know to your reader. Use language that is, for the most part, comfortable for you and seek assistance when you need to learn how to write about more complex subjects and use more precise terms.

Keep in mind that Academic Voice develops over time. Over years of study and work in your field you will become more and more expert at how to write.

Basic Writing Skills

These resources are presented to you in order to assist you with some of the basic writing skills such as grammar, punctuation, word choice, etc.

If you have challenges in these areas, use the resources below, or better yet, get help from writing tutors available at the College.

Grammar

[Grammar on the Purdue OWL website](#)



If instructors have ever returned your papers with "frag", "S.F.", "R.O.", or "run-on" written in the margin, you may find this handout useful. It will help you locate and correct sentence fragments and run-ons.

Conveying your Message

Word Choice

This handout can help you revise your papers for word-level clarity, eliminate wordiness and avoid clichés, find the words that best express your ideas, and choose words that suit an academic audience.



Conciseness

The goal of concise writing is to use the most effective words. Concise writing does not always have the fewest words, but it always uses the strongest ones. Writers often fill sentences with weak or unnecessary words that can be deleted or replaced. Words and phrases should be deliberately chosen for the work they are doing. Like bad employees, words that don't accomplish enough should be fired. When only the most effective words remain, writing will be far more concise and readable



On Paragraphs

The goal of these resources is to show you how to write understandable and coherent paragraphs.



Introduction and Conclusions

Writing Clearly

One of the most frustrating situations I have encountered in student writing has been a lack of clarity. I can tell what you

are trying to say, but you are just not coming across clearly. Here are some basic approaches and tips to writing clearly.

The Basic Format of an Essay

Writing clearly is a very important aspect of this process. Consider yourself as the guide to your reader’s exploration of your ideas. You need to gently bring them into your cognitive space and slowly and intentionally support your ideas.

Writing Essays

Nearly everything you might write in a social science class is an essay of some type. Everything from a discussion post to an answer to a question, to a research paper.

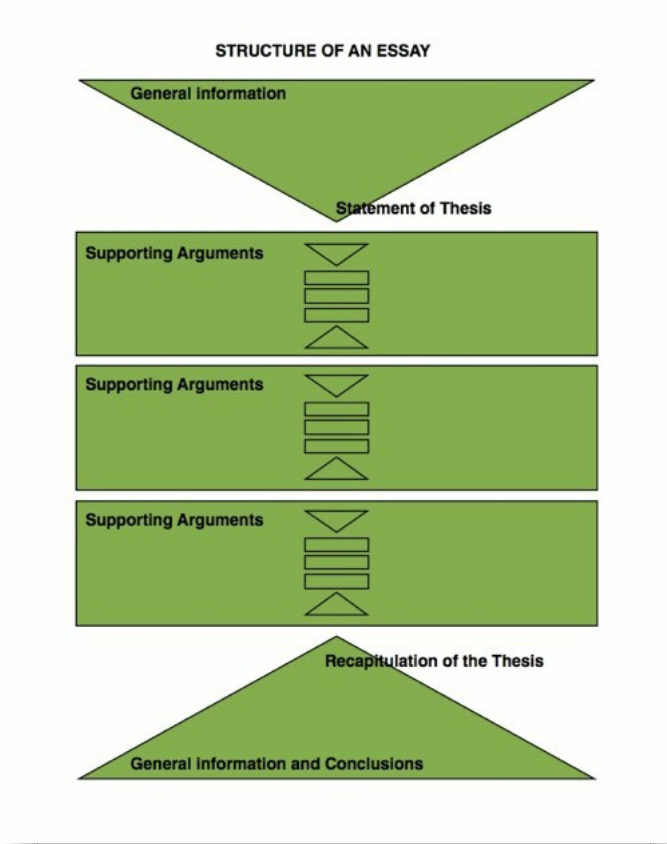
When you read excellent writing you know it. It is clear, concise, and it leads you, the reader, through the thought process of the writer and when you are done...you understand what they are talking about.

It is critical that you develop good essay writing skills in the Social Sciences.

My favorite model for essay/paper writing is as follows:

- You start out introducing the topic in general terms and then gradually work your way toward the thesis...this first part should show the reader why your question is important
- The "thesis" is your actual research question.
- You should then present your arguments/research/data that support/refute/answer your question
- You should then bring the reader back to the question (the recapitulation of the thesis)
- Then work your way out again towards general information and/or the practical application of your answers

Here is a graphic that represents the rhythm and structure of an essay or a paper. (There is a larger version of this same graphic at the end of this chapter.)



Here are some additional resources on writing clearly:

[Understanding Assignments](#)

The first step in any successful college writing venture is reading the assignment. While this sounds like a simple task, it can be a tough one. This handout will help you unravel your assignment and begin to craft an effective response. Much of the following advice will involve translating typical assignment terms and practices into meaningful clues to the type of writing your instructor expects.



[Writing Essay Exams](#)

At some time in your undergraduate career, you're going to have to write an essay exam. This thought can inspire a fair amount of fear: we struggle enough with essays when they aren't timed events based on unknown questions. The goal of this link is to give you some easy and effective strategies that will help you take control of the situation and do your best.



[The 5-Paragraph Essay](#)

A classic format for compositions is the five-paragraph essay. It is not the only format for writing an essay, of course, but it is a useful model for you to keep in mind, especially as you begin to develop your composition skills. The following material is adapted from a handout prepared by Harry Livermore for his high school English classes at Cook High School in Adel, Georgia. It is used here with his permission.



[How to Write a 5-Paragraph Essay that will Amaze Everyone](#)

Did you know that you can effectively unleash your creative capacity and astonish everyone with your talent by creating just 5 paragraphs? Writing a 5-paragraph essay can be easier and faster than baking a 5-layer cake if you know the secret ingredient. Keep reading to get to the essence of 5-PE mastery.



Writing Research Papers

The first thing to understand is "What is a research paper?"

A research paper is a document that explores the knowledge that is available within a particular field of study and presents that knowledge in the effort to answer a particular research question.

A research paper is:

A document

- This means that it is written out as a single item. It might be printed or stored electronically.

Exploration

- By exploring we mean that it documents and writes about something...it is somewhat "investigative".

Collection of knowledge that is available within a particular field of study

- While some research questions might involve more than one specific field, the point is that the paper focuses on knowledge that is ALREADY present within a field. If that field was Psychology, you would explore the knowledge of what has been discovered about that topic already...we call this "a review of the literature". This provides you with the background knowledge that you need to write about our current understanding about something.
- This is different than conducting a study (experiment, survey, interviews) where you are actually gathering raw data on your topic. To conduct these sorts of studies you need to have specialized training in research methods and ethics (not because you can't do it, but to ensure that you do it in such a way that it produces accurate knowledge).

Meant to answer a particular research question

When you set out to write a research paper you need to first decide which question you want an answer. This is often the toughest part because you have to phrase the question in a way that will "justify" your work.

- You can't really ask "yes or no" type questions

- You have to ask questions using the terms that are common in the field you are studying (so often times you need to do some preliminary work to get to the question)
- The question has to be important...there are a lot of questions out there that are not important or "nobody cares". This is particularly true in this day and age when there is so much information already put together out there on the web. If I can answer your question with a simple Google search, it is not worth writing a paper about it.

Formatting the Whole Paper

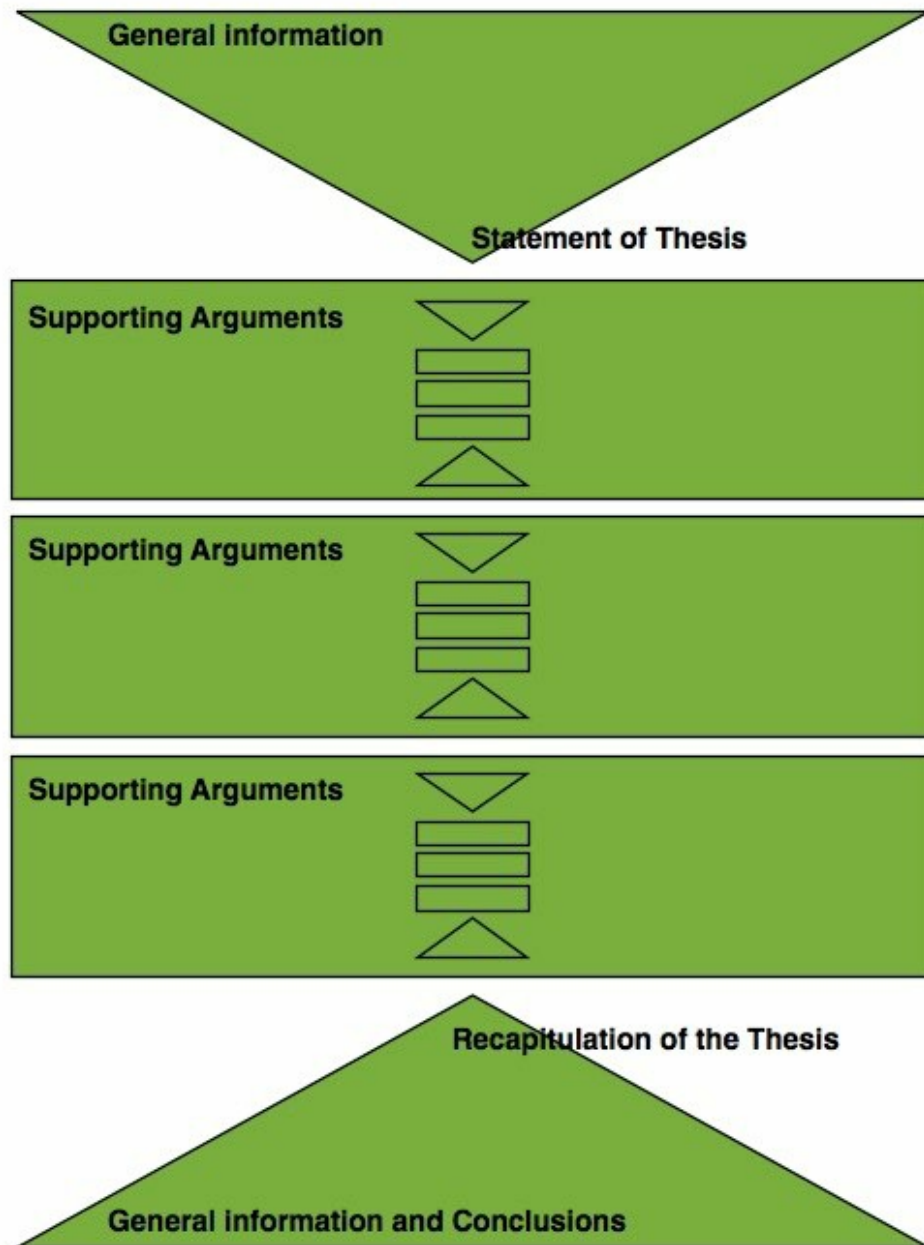
Similar to writing an essay, the format of a paper needs to lead the reader through your thinking process as you attempt to show what is known in a particular field in order to answer a particular question.

My favorite model for essay/paper writing is as follows:

- You start out introducing the topic in general terms and then gradually work your way toward the thesis...this first part should show the reader why your question is important
- The "thesis" is your actual research question.
- You should then present your arguments/research/data that support/refute/answer your question
- You should then bring the reader back to the question (the recapitulation of the thesis)
- Then work your way out again towards general information and/or the practical application of your answers

Here we can use that same graphic!

STRUCTURE OF AN ESSAY



[Starting the Writing Process](#)

Making sense out of your observations about a text is a difficult task. Even once you've figured out what it is that you want to say, you are left with the problem of how to say it. With which idea should you begin? Should you address the opinions of other thinkers? As to that stubborn contradiction you've uncovered in your own thinking: what do you do with that?



Writing papers in college requires that you come up with sophisticated, complex, and even creative ways of structuring your ideas. Accordingly, there are no simple formulae that we can offer you that will work for every paper, every time. We can, however, give you some things to think about that will help you as you consider how to structure your paper.

What Is APA Format?

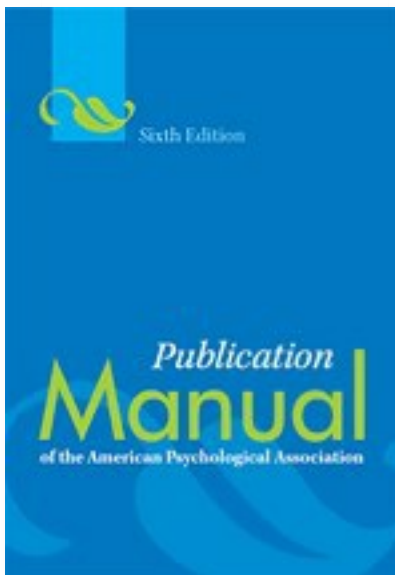
APA

APA stands for the American Psychological Association. In order to standardize the format of submissions for professional articles from psychologists, the APA developed a set of standards for writing. This set of standards has become one of the most widely used set of “rules” for writing professional publications in the world.

Keep in mind that the entire publication standard is geared toward professionals who want to publish their research in academic journals, so the standards are very exacting, and at times, may seem excessive. The point of the standard is to level the competitive playing ground for publication and standardize the expectations for communicating certain kinds of information.

Publication Manual of the American Psychological Association (6th Ed.)

The absolute best reference for these standards is the official 6th edition of the Publication Manual of the APA.



[This manual may be purchased directly from the American Psychological Association.](#)

You can also find some other supplemental materials on this same page.



Use Google to look up the titles of other books related to the Publication Manual that you may find useful include:

Concise Rules of APA Style
APA: The Easy Way
APA Made Easy

Purdue University Online Writing Lab

Another very popular resource for information on APA style is the OWL website supported by Purdue University.

[Visit the Purdue OWL](#)



What is APA Format?

I guess I have still not answered this particular question! APA formatting rules and standards describe how to format your document for publication. These standards include standards related to structure and content, writing clearly and concisely, how to format title pages/statistics/graphs, etc., crediting sources (in-text citations and references), and information about the publishing process.

You may encounter many of your instructors insisting that your work be in APA format, but they might not always be very clear about what that means.

Unless you are trying to get your paper published, you probably only have to pay attention to a few of the standards. Preparing documents for advanced Psychology classes, presentations, or for publication necessitate that you actually purchase the manual and learn all the details.

For the purpose of this tutorial, we will focus on five distinct areas that are often the focus of your teacher's demand that you write in APA style.

- Doing Research
- Title Pages and Formatting
- In-Text Citations
- References
- General Writing Style and Clarity

The rest of the content of this chapter will focus on these areas.

Title Pages And Formatting

What's the big deal?

This is probably the most common complaint I hear from students! “Why does the formatting need to be so exact?” Well, in a way, your instructors are a lot more interested in what you have to say in your paper and how you say it (some of which is covered by APA style)...than the exact format of your title page. But, education does not only teach about the world of ideas. We also teach how to perform to specific standards, and in some cases, how to exceed these standards.

One of the basic lessons from this sort of demanding exercise is: “Can you persist in learning how to do this and follow instructions to the smallest detail?” Trust me when I say that many employers want to know that you can “persist in learning” and “follow instructions”, and if you are destined to be a supervisor, you will appreciate these characteristics (and others) in your employees!

The Title Page

The Title Page is the first page in your document. Even though we are submitting documents electronically, your Title Page needs to be the first page in your entire document.

Title Pages inform your reader (instructor) as to who you are, which class you are submitting this for, and the name of the assignment. It also conforms to some specific standards related to APA, such as centering, no fancy typesets, and running headers.

[Creating an APA Formatted Title Page](#)



Formatting an APA Title Page



For all of your papers, your title page should include the following:

- Running head (at the top of the page...formatted as in the video)
- Your name
- Title of your paper
- The title of the assignment
- The name of the college (Kennebec Valley Community College)
- The course number and name of the class (PSY 101: Introduction to Psychology)

- Your professor's name

To complete some of the instructions on the video you are going to have to get to know your word processing application. However, nearly all applications (including MS Word, Pages, Word Perfect, etc.) have the capacity to do this formatting.

Resist the temptation to use templates that come with your word processor to create APA formatted documents. It is much better that you exercise writing with this style so you can understand when something does not look right!

Formatting

In addition to the Title Page, there are some document formatting points you need to pay attention to. This list reads more like the 10 Commandments by focusing what NOT to do, but it is useful none-the-less.



DO NOT use fancy font types or text styles anywhere.

DO NOT submit your title page as a separate document.

DO NOT put extra spaces between paragraphs. Your entire document should be double spaced with the first line of every paragraph indented 5 spaces.

DO NOT use a fancy format title page with graphics in it. Make it boring, focus on making your WRITING captivating rather than your Title Page.

DO NOT insert graphics, links, pictures, or any other elements that is not directly part of your paper.

DO NOT write in first person. This means you don’t use the word “I”, as in, “I think that these conclusions are misguided.”

DO NOT copy sections of text from your resources (to be discussed later)...even if you cite the source. The VAST MAJORITY of the paper should be in your own words.

DO NOT use shortened versions of words, slang, curse words, emoticons, or other symbolic language.

How about some more POSITIVE RULES?

YOU SHOULD write clearly and concisely. Make sure you follow a good paragraph style...see below...that allows you to clearly explain what you are saying.

YOU SHOULD only use language that you can use comfortably. While it is necessary to use specific terminology at times, do not try to “write smart” or impress your instructor by writing using words and concepts that you have not mastered.

In-Text Citations

Giving Credit

When you are writing a paper it is very important that you give credit to the sources of the knowledge you are using. This goes beyond using quotes....you must give credit to the ideas you use as well.

There are two ways you do this when writing papers...In-Text Citations and References.

In-Text Citations

As you are writing and decide to use a piece of information from your research, you make reference to it in the actual context of your writing. When you make reference to a source, you include some basic information about the source that allows the reader to look up your source in your References (see the next section.)

For a typical article, you might include the last name of the author and the year of the publication. This is enough for the reader to find it in the list of sources you have in your References.

Let's imagine that you are going to use the following article:

Junco, R., Merson, D., & Salter, D. W. (2010). The effect of gender, ethnicity, and income on college students' use of communication technologies. *CyberPsychology, Behavior & Social Networking*, 13(6), 619-627.

Now pay attention to this part...

The **FIRST** time I mention information from this article in my writing I will do it this way:

“According to Junco, Merson, and Salter (2010), income was found to be not related to students’ use of communication technologies.”

In this sentence I’m stating to my reader that I got this information from the article.

The **SECOND** (and from this point on) time I refer to this article, I can shorten it to:

“According to Junco, et. al. (2010), most students felt that communication technologies were an important part of learning.”

Another way that I could have written these is in this way:

“Income was found to be not related to students’ use of communication technologies (Junco, Merson, and Salter, 2010).”

and...

“Most students (Junco, et. al., 2010) felt that communication technologies were an important part of learning.”

[How to do APA In-Text Citations](#)



In-Text Citations



References

Listing Your Sources

If you have done any papers prior to this time, you are probably familiar with the need to list all your sources on the last page or pages of your document. Different styles and standards call these pages by different names.

You may have used the term “Bibliography” or “Works Cited”...these are fine, but they are NOT APA standard. APA’s version of this part of your paper is simply called “References” and that word is centered right at the top of that first page!

Formatting References

With all the different kinds of sources that are out there, it is beyond the scope of this section to cover all of the different ways to cite references. So here are some tips and resources:

- Make sure that for every source you have cited in the in-text citations, you have a matching source in your references.
- Websites are cited in-text only, and you include the complete URL or you can simply put the main website address (www.apple.com)
- Keep in mind that citing books, journal articles, newspapers, TV shows, the Bible, a lecture, a blog, or any other source...all have slightly different formats.
- The Purdue OWL website is invaluable in this regard.

[Purdue OWL website on citing References in APA format.](#)

Look at the left side menu and all the options for References List.



[Here is a video on APA References.](#)



APA References





CHAPTER 19

Using Your Device

The iPad that you are holding in your hand (if indeed you are using an iPad to view this CourseBook) is a remarkable device! Over time, the evolution of technology has transformed our portable technologies (phones, music players, and cameras) into single, complex, and amazing portable computers. The iPad represents the pinnacle of this evolution.

Like all technological devices, from the pencil to computers, you will need to learn how to use this device in order to benefit from it. Learning new things involves two processes, as described aptly by the famous Swiss Psychologist, Jean Piaget:

Assimilation

Assimilation is the process by which we integrate new knowledge into our thought processes.

We assimilate information by interacting with it often and by developing new processes and procedures for doing things. This is a very important part of learning how to use an iPad. While the iPad is designed to be “easy to use” it is still a computer. “Getting things done” on an iPad entails learning how the touch screen works, how to access apps to perform specific tasks, and how to use the tools built into every device (communication apps, internet access, camera, microphone, etc.

Learning the specific ways in which an iPad does these things is key to assimilating the use of the device into your professional practice.

Accommodation

Accommodation is the process by which we modify existing knowledge to incorporate the new knowledge we are assimilating! While that sounds like a lot of psychobabble, the bottom line is this: You likely have already used a computer, a smart phone, and maybe even a tablet...but if you have not used an Apple iPad you are going to have to relearn and modify some of the ways in which you get things done on this device.

This can be frustrating. If you are a committed Android device user, for example, and are skilled at using your device, learning how to use an iPad can seem bothersome. Understand that the goal is not to frustrate you, but to enable you to develop expertise across a number of different computer platforms. In work we are not always at liberty to use our device of choice, so having expertise on the process of learning new technology is transferrable to many situations.

So, why the iPad?

If I had a dollar for every time someone has asked me this question I would be a rich man! I come from Maine where I have heard intense debates about the merits of either owning a Ford or a Chevrolet. Both parties are usually passionate about their choice and can cite reasons why their choice is superior. The same applies to our personal devices, which are, in fact, very personal.

Setting aside my personal preference for Apple products (along side a wide variety of experience in other platforms) the selection of the iPad was based on pedagogy (or better yet, andragogy, the study of adult learning).

When teaching anyone to use technology, particularly in a classroom setting, certain andragogical conditions maximize the efficacy of the learning process:

The instructor has expertise in the technology.

The technology is stable over time and across applications and devices.

The instructor has developed lessons and materials to communicate this knowledge to the students.

Class activities are standardized in order to ensure that all students are getting the same instructions and are held to the same performance levels.

Interaction between students, students helping other students, is encouraged.

All of these factors are enhanced by the use of a single device (everyone is using the same device) and that the device is an Apple iPad (which has a tremendous record of stability, both

hardware and software, and exhibits intense control over the user experience ensuring that all users encounter the same interface when using the same apps.)

It is hard to express how critical this is for effective and efficient learning of technology. This is the reason why Professors want all their students to use the same textbook, word processing classes select one word processor to learn on (most likely MS Word), and why we have standards in electrical outlet supplies and building codes. By learning technology based on the same standards, we learn the technology better.

Generalizing this knowledge to other platforms comes after. It can be said that the more we assimilate, the more readily we can accommodate.

Writing Papers



Writing

Everything you know about academic writing, of course, applies in this context as well.

For all papers that you submit to this course the following applies.

All assignments submissions should be submitted digitally to your instructor and must meet the following criteria:

Title page with your name, the name of the assignment, the course name and number, your instructor's name, and the date.

Thorough spell check, grammar check, and clear and comprehensible writing style.

All sources of information used in assignments must be checked for reliability and validity. Primary sources such as the DSM and peer-reviewed articles are preferred.

All sources are cited within the text of the assignment (in-text citations) and are listed on the last page of the document (References page) in accordance to the American Psychological Association's Publication Manual (APA Format).

Apps for Writing

There are a wide variety of apps that you can use to compose documents on an iPad. The choices is really up to you and your budget.

The two most popular writing apps on the iPad are Microsoft Word and Apple Pages. Your iPad likely came with Apple Pages already installed. If you would rather use the more familiar Word app, then select that one.

[Microsoft Word](#)



[Apple Pages](#)



File Format

Remember that in order for your instructor to be able to read your great work, they need to be able to open and see your file. The best format for submitting documents to Blackboard is in PDF.

Each of the apps we have selected for this tutorial has the ability to convert your file to a PDF and submit it to Dropbox. See the tutorial on Blackboard and Dropbox for more details.

Remember your Computer

Keep in mind that you can still use a regular computer to compose and edit your document. Save the file and submit it directly to Blackboard.

You can also email documents from your iPad to yourself, open them on your computer, and submit them to Blackboard.

Using AirDrop



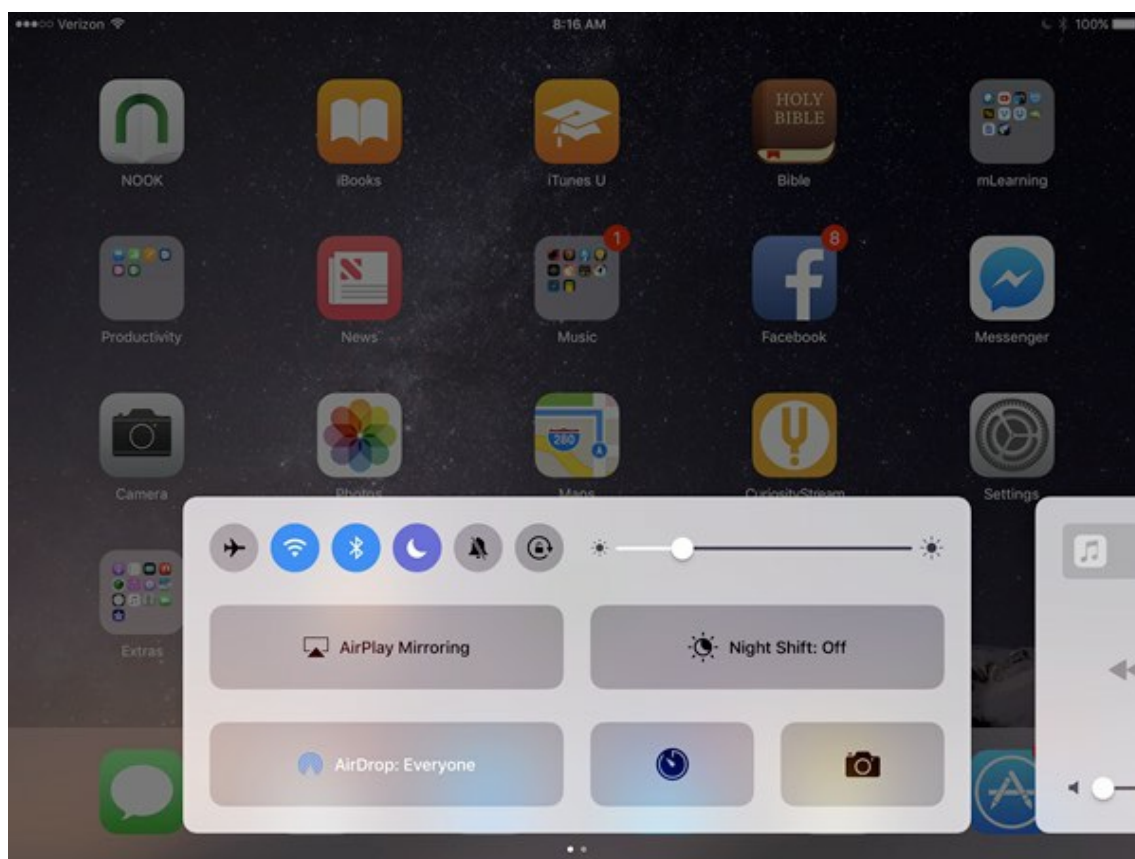
Description

AirDrop is a wireless (WIFI) file sharing tool that is build into every Apple device. When two devices are on the same WIFI network, users can simply share files with one another.

This is a great tool when you have a group working on a presentation or a large and each team member wants to have a copy on their device.

The following instructions are focused on enabling AirDrop on both an iPad and a Mac and sending a file from the iPad to the Mac.

FIRST - Make sure that all the devices are on the same WIFI network! This is critical for how this technology works.



Configuring AirDrop on your iPad

To access these controls swipe with one finger from the bottom of your screen up...this will open the basic control panels for you iPad.

On the bottom left you can see the toggle for AirDrop. This gives you the option to have Everyone or only select other devices access to send files. One this is set, your iPad is “discoverable” by other devices.

Configuring AirDrop on your Mac

Since we are using a file transfer from an iPad to Mac in this example, we also need to make sure that the Mac is set to use AirDrop.

If you open any window in the Finder, one of the standard locations for files is AirDrop. You can see it listed along with other drives and folders in the finder window below (on the left). You can also see that this Mac is not yet on the same WIFI network as the iPad.



When we select “Turn On Wi-Fi” the Mac will begin to search for any devices in the area that have AirDrop open and are discoverable.

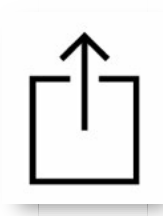


In this image you can now see that Mark Kavanaugh’s iPad is on the same network and is discoverable.

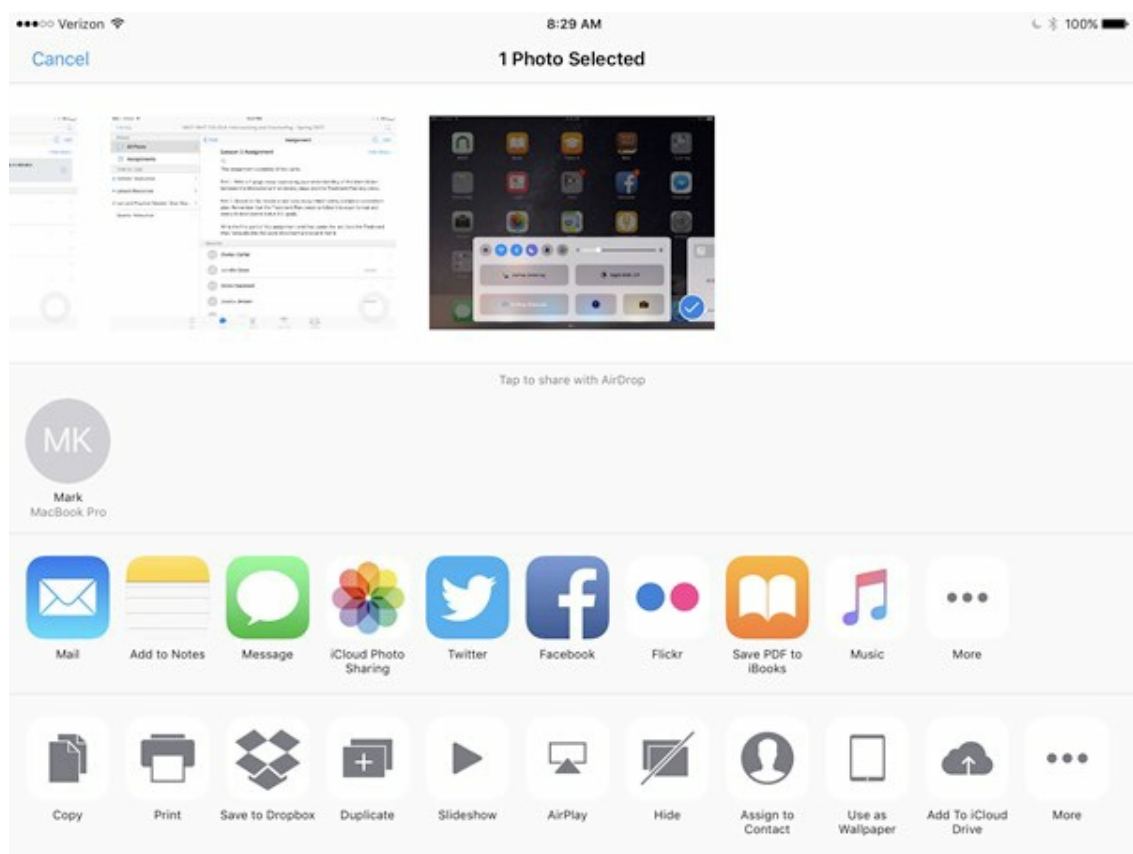
Sending a file from the iPad to the Mac

When you are sending a file from the iPad to the Mac through AirDrop, you are going to use the same Share icon that you use to send documents to email or to any other app.

When you are in the app itself (Pages, Word, iMovie, etc.) you look for the share icon.



When you have AirDrop on and there are discoverable devices around, that option will appear.



This screen is from my iPad as I attempt to share an image from Photos with my Mac.

You can see the gray MK circle that indicates that my laptop has AirDrop. I simply select image at the top (indicated by the blue arrow) and then press the gray MK circle to transfer the file!

If you have a lot of devices that appear in this window, let's say, an entire classroom of students with iPads set to be discoverable in AirDrop, an instructor can distribute a handout, image, or just about anything to the entire class without leaving the comfort of their space in the front of the room!

Recording & Editing Video



If a Pictures is worth 10,000 words...

...imagine what a video is!

iOS devices come with pretty amazing tools for taking pictures and recording video. The evidence of this is plain to see on the sheer number of YouTube videos that have populated the Internet.

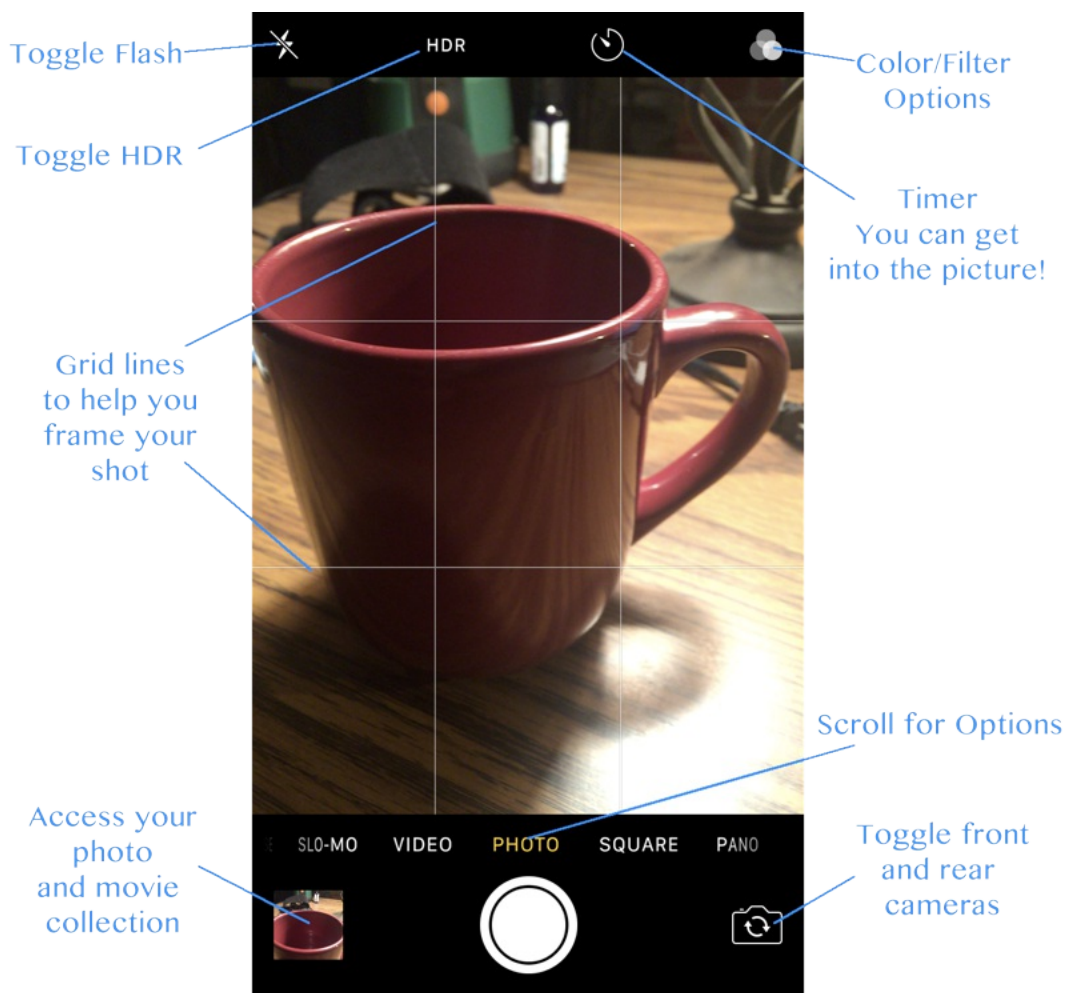
Being able to record video also allows you to be able to demonstrate specific skills such as counseling, crisis intervention, public speaking, demonstrations, and teaching. iOS devices bring a suite of apps and built-in hardware to make this easy.

Camera

Depending on the specific model of device that you have, you have an impressive combination of hardware and software that allows you to capture images and video. Camera is a standard app that comes with your device. Selecting it will open up the Camera app and active the camera that faces the back of your device. (You have two physical cameras on your device, one is in the back and the others is on the front of the screen.)



Here is the start screen when you open the Camera.



Pressing the white button will engage the camera and either take the picture or start recording video.

[Video detailing features of the Camera](#)



Using the Camera



Photos App

Photos is another built-in app on your device. Photos is where all your images and videos from the camera are stored. It also stores all of your images saved from the web.



You can use the Photos app to edit pictures with some basic editing tools. You can also crop the beginning and end points from a video. Editing beyond these basic features will require a different app.

Editing Photos

[Visit a website that reviews some of the best apps available to edit photos on your device!](#)



Editing Video

For many of the instances in which you will need to record video you can simply clip the unnecessary parts from the beginning and ending of the video and go with that.

However, there are times you might want to “splice” multiple videos into one larger video, cut out mistakes in the middle, or even add effects and titles.

For this kind of work you will need to employ a video editor. My favorite tool for this is Apple’s very own iMovie.

[iMovie](#)



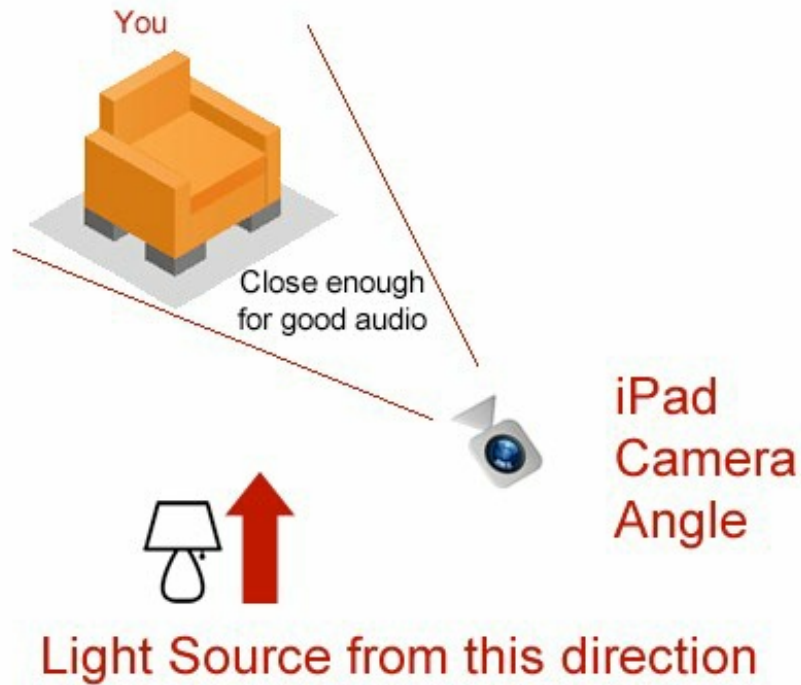
Tips About Pictures and Videos

Pictures and videos can tell an amazing story and can really go a long way to explaining and demonstrating your ideas and skills. Here are some tips to keep in mind as you are preparing to use these tools:

- Take your time and get a good picture or video. This means that you may have to take the picture or video more than once in order to get a good shot. Editors can help but if you don’t have good shots, you can’t make up for that.

No light source here - shade windows

No light source here - shade windows



ROOM LAYOUT FOR RECORDING



This is what you should look like when you are creating a video of yourself.

- Be sure that you look at your pictures and video with a critical eye. Can your audience see what you want them to see? If you are in the picture or video, can your viewer see you clearly? Are you framed in the middle of the shot (or to the side, depending on your style) so that the shot looks professional?
- Make sure you are aware of your background. People and distracting objects BEHIND you are not seen by YOU when you are taking the picture or video, but they will be seen by your audience. Be sure your background is as professional as your presentation needs to be.

- Audio (when it comes to video) is even more important than the image. It is vital that you speak clearly and loudly enough to be heard. Also avoid recording in noisy areas or where others (humans and animals) may interfere with the recording. Also avoid having appliances like fans, air conditioners, and laundry running. Your ears will tune these out, but the microphone on your device will not!
- Be professional in all that you do. Your images and video are sometimes going to be the work you are judged on. You would not submit a paper without doing a spellcheck and a good look over on the product prior to submitting it and the same applies to images and photos. Take your time, redo pictures and recordings to get them right, and submit your best work.



[This particular video uses some older versions of the camera and iMovie apps...but otherwise is very instructional.](#)



[This video features tips and tricks for making cinematic video on an iPhone 6, but it is applicable to any modern iOS device.](#)

Recording & Editing Audio



Audio

Another feature built into iOS devices is the microphone and the various apps that access the microphone.

Examples of this include, of course, the video recording features that also record audio, Siri (the voice activated personal assistant software), voice to text (the ability to have your device read text to you), and an app called Voice Memos that allows you to record an audio message (or a song at a concert) directly in to your device!



This is the icon of the Voice Memos app that comes with your device.

There are some other apps that also use the microphone that you might find interesting.

One GREAT example of this kind of app is Super Recorder. This app has been designed to let you take notes, record someone speaking, and take pictures and integrate them all into the same document!

[Check out Super Recorder](#)



Editing Audio

The truth is, with the right apps you have a professional recording studio in your hands when you hold an iPad. There are nearly limitless applications for not only recording voice, but to record entire bands!

For simple voice editing (though it is still a multitrack recorder!) one of the best apps out there is Hokusai Audio Editor.

[Check out Hokusai Audio Editor](#)



Advanced Audio Recording

I mentioned that you have a virtual music studio on your hands and that is so very true!

There are a number of apps that allow you to record music, overdub parts, do multi-tracks, and mix downs to studio quality sound!

First, of course, is the iconic Garageband!

[Check out GarageBand](#)



This app has single-handedly changed the way people record music and has brought professional music tools into the hands of more artists than any other innovation.

The growth of such a large number of independent musicians and song writers has sparked an entire industry of independent recording artists sharing and selling their music in iTunes and elsewhere having used these simple and amazingly inexpensive tools!

Tools for Professionals as well...

App developers did not want to leave out the professionals in the field either. Many professional recording tools such as Pro Tools and Apple's own Logic audio work stations have dedicated iPad apps for remote control, audio input, and as simplified interfaces for quality recording on the road.



[This is Logic Remote](#)

for Logic Pro X

(You need to own Logic Pro X on your Mac to use this app!)



[This is Pro Tools | Control](#)

for Avid Pro Tools

(You need to own Pro Tools on your Mac to use this app!)

In addition to being a great controller for professional audio workstations that are on your computer, there are some stand-alone apps that give Garageband a run for its money!

[Here is a great article on how to turn your iPad into a recording studio!](#)



Music Instrument Apps

You can search the app store for lots of apps for creating music...apps that turn your iPad into an instrument.

Check these out (search the names in the App Store):

- [Pocket Guitar - Virtual Guitar in your Pocket](#)
- [Drum Kit](#)
- [iFretless Bass, Guitar, Sax, and Brass](#)

Audio Hardware

The final installment on this topic has to do with hardware. For most purposes the microphone that is included in your device is more than adequate to capture sound. The ability to capture higher quality sound, sound from instruments such as guitars, basses, and keyboards necessitates you to invest in some additional hardware.

There are lots to choose from including microphones that connect directly to your iPad and interfaces that allow you to plug instruments (guitars, basses, etc.) into your iPad.

These can be quite expensive so you would only be approaching some of these products if you wanted to take on some serious recording.

Microphones

- IK Multimedia iRig Mic
- Apogee MiC
- Rode i-XY / Rode i-XYL / Rode smarkLav+
- Zoom iQ6 / Zoom iQ7
- Blue Mikey
- Sure MV88
- Tascam iM2X
- Movo PM10

Audio Interfaces

- IK Multimedia iRig PRE
- Apogee JAM / Apogee ONE / Apogee Quartet
- Alesis iO Dock
- Roland DUO-CAPTURE
- Focusrit iTrack Solo
- Tascam iXZ



CHAPTER 20

App Tutorials

Throughout this CourseBook you will encounter links to apps (iOS Applications) that are you expected to download and use in some manner. Apps exist for almost anything that you would wish to do on an iPad, hence the phrase “There’s an app for that!”

This section of the CourseBook will provide information and tutorials on how to use these apps. Most of the apps are fairly self-explanatory, but through the use of screen shots and basic instructions you will be guided on how to get started on all the apps. More advanced learning can be accomplished by searching the web or YouTube for additional help.

Microsoft Office

Microsoft Office is a suite of useful tools including well-known applications such as Word, Excel, and PowerPoint. Each of these applications is available across a number of platforms including iOS, Android, Windows, and Mac OS.

Below are tutorials specific to each program (Word, Excel, and PowerPoint) specific to their use on iOS devices such as the iPad and iPhone.

Microsoft Word



Select the icon above to download the app to your iPad.

The trusted Word app lets you create, edit, view, and share your files with others quickly and easily. Send, view and edit Office docs attached to emails from your phone with this powerful word processing app from Microsoft.

[Tutorial on Microsoft Word for iPad](#)



Microsoft PowerPoint



Select the icon above to download the app to your iPad.

The PowerPoint app gives you access to the familiar slideshow maker tool you already know. Create, edit, view, present, or share presentations quickly and easily from anywhere.

[Tutorial on Microsoft PowerPoint for iPad](#)



Microsoft Excel



Select the icon above to download the app to your iPad.

The powerful Excel spreadsheet app lets you create, view, edit, and share your files quickly and easily. Send, view and edit workbooks attached to email messages from your phone with this powerful spreadsheet app from Microsoft.

[Tutorial on Microsoft Excel for iPad](#)



Myers-Briggs Test



Select the icon above to download the app to your iPad.

The Myers-Briggs is a personality test based on the work of Carl Jung. The result of the test manifest in 16 personalty types along 4 dimensions.

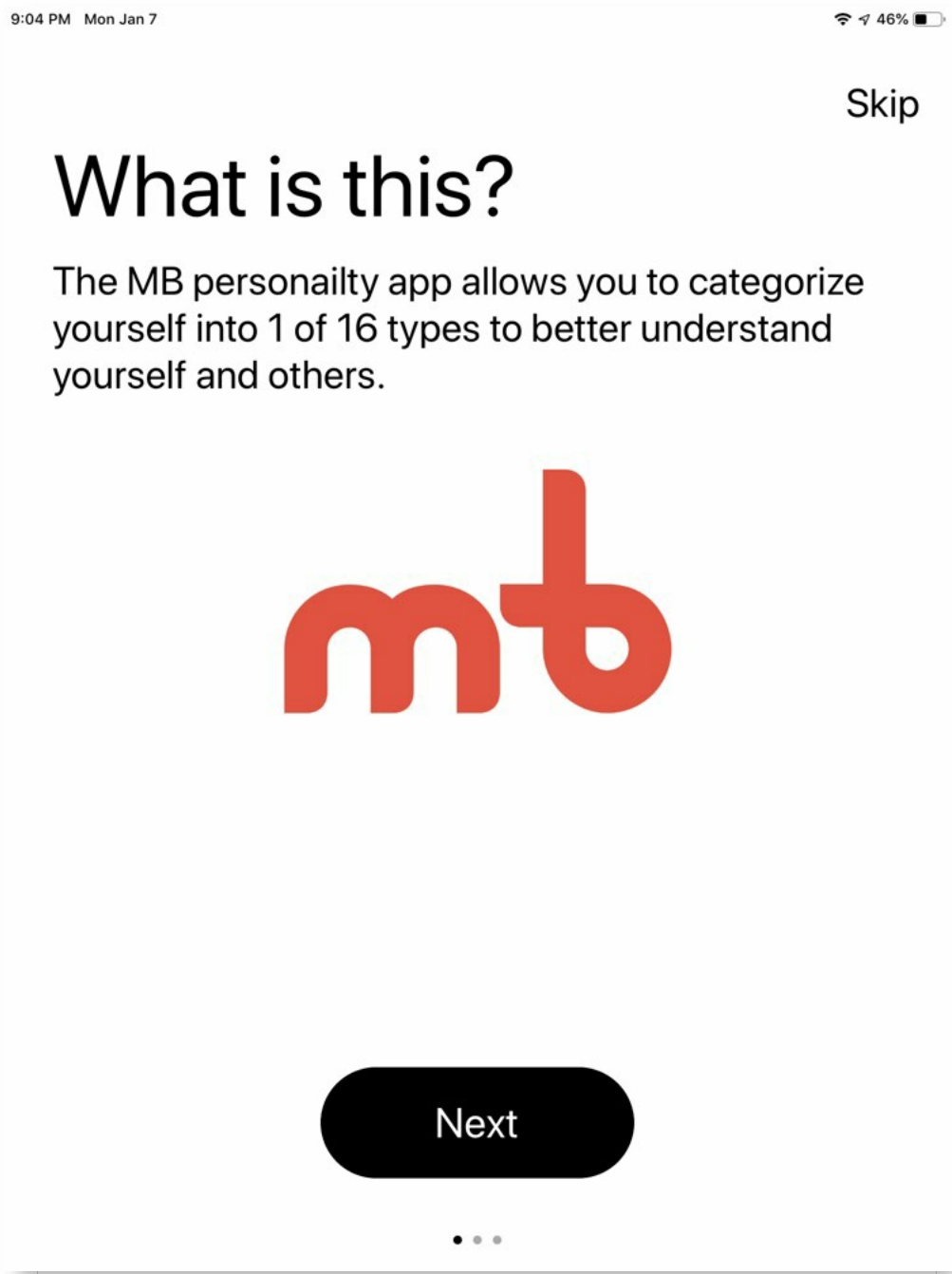
ISTJ Responsible Executors	ISFJ Dedicated Stewards	INFJ Insightful Motivators	INTJ Visionary Strategists
ISTP Nimble Pragmatics	ISFP Practical Custodians	INFP Inspired Crusaders	INTP Expansive Analyzers
ESTP Dynamic Mavericks	ESFP Enthusiastic Improvisors	ENFP Impassioned Catalysts	ENTP Innovative Explorers
ESTJ Efficient Drivers	ESFJ Committed Builders	ENFJ Engaging Mobilizers	ENTJ Strategic Directors

Just one of the many sets of interpretations of the 16 personalty types - Image from <https://crowdink.com>

[Here is a great website about the 16 Personality Types](#)



Once you download the app you simply follow the on-screen prompts to take the test.



MB Type Test

- This test will help determine your type
- It takes less than 15 minutes
- Choose the answer that best describes you
- Answer honestly

Start

If you already know your type, you can enter it below

Enter type

Here is a typical question, just tap the button that best describes your answer.

You usually initiate conversations

Agree

Disagree

1/36

Here is what the results look like.



Your type

INTP

I	66%	66%	E
N	88%	11%	S
T	100%	0%	F
J	0%	100%	P

[Continue](#)

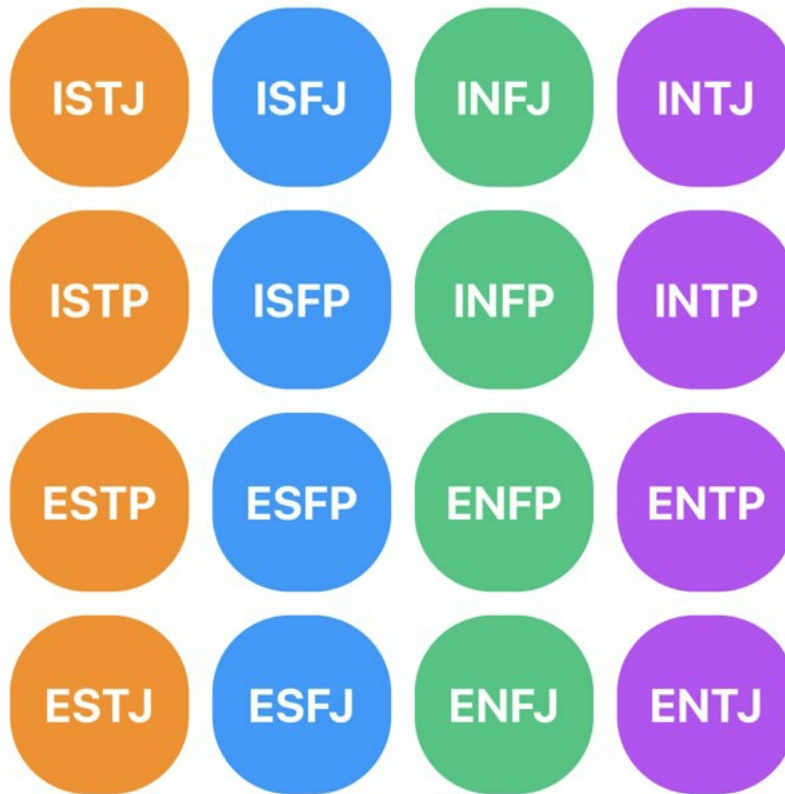
You can then explore the interpretations of your results related to general information, relationships, career, having fun, etc.

You can also look up descriptions of each of the different types.

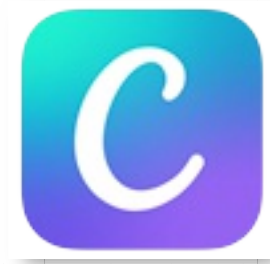


16 Types

The 16 types of the MB personalities



Canva



Select the icon above to download the app to your iPad.

Canva is a graphic design tool that allows you to create posters, signs, and even infographics! It is a fairly simple tool, particularly when you use one of the many templates that are available.

Like many apps, there is a “pro” version that costs money. You are free to purchase the pro version if you plan to use this app a lot and want those extra features, but it is not required.

[You can also use Canva on the web!](#)



[MOVIE - Canva Tutorial](#)



