What is Psychology Foundations Applications and Integration 5th edition Pastorino Solutions Manual

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Instructor Manual

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Table of Contents

Purpose and Perspective of the Chapter 2
Cengage Supplements 2
Chapter Objectives 2
Complete List of Chapter Activities and Assessments 3
Key Terms 4
What's New in This Chapter 7
Chapter Outline 7
Discussion Questions 8
Additional Activities and Assignments 8
Additional Resources 10
External Videos 10
Internet Resources 11
Primary Sources and Additional Readings 11
Appendix 13
Generic Rubrics 13
Standard Writing Rubric 13
Standard Discussion Rubric 14

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What is Psychology Foundations Applications and Integration 5th edition Pastorino Solutions Manual

Purpose and Perspective of the Chapter

The purpose of this chapter is to introduce students to the science of psychology. The chapter begins with an overview of the discipline and common misconceptions about the field. The main goals of psychology and psychological research are provided along with a discussion of how psychologists use the scientific method to achieve these goals. The chapter details the steps involved when conducting research, including hypotheses, sampling, and research methods. The distinction between predictive and causal hypotheses is discussed. An in-depth presentation of how the scientific method is used to address psychological questions is provided with an example. The ways that psychologists obtain participants is described along with the importance of having a sample that is representative of the population of interest. The chapter then discusses these common research methods and their application to psychological questions: naturalistic observations, case studies, surveys, correlational studies, and experiments. Experimental research methods are discussed in detail, including the necessary conditions for an experiment, variables, and experimental and control groups. The advantages and disadvantages of using each type of research method are discussed. The chapter then discusses ethical principles when conducting research on humans and nonhumans. A brief history of the field and psychological perspectives is presented, before discussing modern perspectives. The chapter ends with a discussion of gender and ethnicity in the field of psychology and efforts to increase the numbers of racial and ethnic minorities in psychology.

Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

- Transition Guide (provides information about what is new from edition to edition)
- MindTap Education Guide (lists and describes MindTap activities you can integrate into your course and provides the default point allocation)
- Test Bank (contains assessment questions and problems)
- PowerPoint (provides text-based lectures and presentations)

Chapter Objectives

The following objectives are addressed in this chapter:

01.01 Define psychology.

01.02 Identify common misconceptions about the field of psychology.

01.03 Identify the four goals of psychological research.

01.04 Outline the steps of the scientific method and distinguish between predictive and casual hypotheses.

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What is Psychology Foundations Applications and Integration 5th edition Pastorino Solutions Manual

01.05 Describe the advantages and disadvantages of observational, survey, correlational, and experimental research methods and the types of conclusions that can be drawn about behavior from each method.

01.06 Describe the main ethical principles that guide psychologists as they conduct research.

01.07 Distinguish among the seven modern perspectives of psychology and the eclectic approach and identify the major historical figures that influenced psychology's development.

01.08 Describe the training of a psychologist and compare and contrast the different specialty areas of the profession.

01.09 Describe how women and minorities have contributed to the field of psychology.

Complete List of Chapter Activities and Assessments

For additional guidance, refer to the Teaching Online Guide.

Chapter Objective	PPT slide	Activity/Assessment	Duration
01.01	2	Icebreaker	10 minutes
01.02	9	Written Reflection 1	10 minutes
01.03	12–13	Knowledge Check 1	2 minutes
01.04	28	Discussion 1	10–15 minutes
01.05	29–30	Knowledge Check 2	2 minutes
01.06	35	Think, Pair, Share 1	5–7 minutes
01.07	41	Discussion 2	5–7 minutes
01.07	42	Written Assignment	10 minutes
01.08	45	Think, Pair, Share 2	5–7 minutes
01.09	48	Written Reflection 2	5–7 minutes
01.01–01.09	49–50	Self-Assessment	10 minutes
	MindTap	Why Does Psychology As a Science Matter to Me?	5–7 minutes
	MindTap	Lesson: What is Psychology and the Science of Psychology	5–15 minutes
	MindTap	Lesson: Ethical Principles of Psychological Research	5–15 minutes
	MindTap	Lesson: Psychology in the Modern World and Integrating Psychology	5–15 minutes
	MindTap	Chapter 01 Mastery Training	5–15 minutes
	MindTap	Chapter 01 Review	10–20 minutes
	MindTap	Chapter 01 Test Prep	5–10 minutes

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	MindTap	Real-World Application: Is Freud Relevant?	10–15 minutes
	MindTap	Research Application: Psychology Myths	10–15 minutes
	MindTap	Chapter 01 Quiz	20 minutes

[return to top]

Key Terms

Behavioral perspective: an approach that focuses on external, environmental influences on behavior

Behaviorism: a psychological perspective that emphasizes the study of observable stimuli, responses, and consequences

Biological perspective: an approach that focuses on physical causes of behavior

Case study: an in-depth observation of one or a few participants or settings

Causal hypothesis: an educated guess about how one variable will influence another variable

Cognition: mental processes such as reasoning and problem solving

Cognitive perspective: an approach that focuses on how mental processes influence behavior

Confidentiality: the ethical principle that researchers do not reveal which data were collected from which participants

Confirmation bias: a tendency to interpret people's behavior in a way that supports our expectations

Confounding variables: factors other than the independent variable that affect the dependent measure

Control group: the group of participants who do not receive the manipulation that is being tested

Correlation [cor-ruh-LAY-shun]: the relationship between two or more variables

Critical thinking: thought processes used to evaluate and analyze information and apply it to other situations

Debriefing: the ethical principle that participants be fully informed of the nature of the study after participating in research involving deception

Dependent variable: the variable in an experiment that measures any effect of the manipulation

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Double-blind studies: experiments in which neither the experimenters nor the participants know to which group (experimental or control) participants have been assigned

Eclectic [ee-KLECK-tic] approach: an approach that integrates and combines several perspectives when explaining behavior

Evolutionary perspective: an approach that focuses on how evolution and natural selection influence behavior

Experiment: a research method that is used to test causal hypotheses

Experimental group: the group of participants who receive the manipulation that is being tested

Functionalism: an early psychological perspective concerned with behavior helps people adapt to their environment

Generalizability [jen-er-uh-lies-uh-BILL-uh-tee]: how well a researcher's findings apply to other individuals and situations

Humanism: a psychological perspective that emphasizes the personal growth and potential of humans

Humanistic perspective: an approach that focuses on how people's view of themselves and the world influence behavior

Hypothesis: an educated guess

Independent variable: the variable in an experiment that is manipulated

Informed consent: the ethical principle that research participants be told about various aspects of the study, including any risks, before agreeing to participate

Institutional Review Board (IRB): a committee that reviews research proposals to ensure that ethical standards have been met

Introspection: observing one's own thoughts, feelings, or sensations

Meta-analysis: research procedures that combine the findings from a number of scientific studies on the same question or topic to establish the reliability of the findings, observe any overall trends, and to resolve any discrepancies among the research studies

Naturalistic observation: research studies conducted in the environment in which the behavior typically occurs

Negative correlation: a relationship in which increases in one variable correspond to decreases in the other variable

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Neuroscience: a field of science that investigates the relationships between the nervous system and behavior/mental processes

Placebo effect: a measurable change in participants' behavior due to the expectation or belief that a treatment will have certain effects

Population of interest: the entire universe of animals or people that could be studied

Positive correlation: a relationship in which increases in one variable correspond to increases in the other variable

Positive psychology: the study of factors that contribute to happiness, positive emotions, and well-being

Prediction: an expected outcome of how variables will relate

Predictive hypothesis: an educated guess about the relationships among variables

Pseudopsychology: psychological information or conclusions that sound scientific but have not been systematically tested using the scientific method

Psychoanalytic theory: Sigmund Freud's view that emphasizes the influence of unconscious desires and conflicts on behavior

Psychodynamic perspective: an approach that focuses on internal unconscious mental processes, motives, and desires that may explain behavior

Quasi-experiment: a research study that is not a true experiment because the participants are not randomly assigned to the different conditions

Psychology: the scientific study of behavior and mental processes

Random assignment: a method of assigning participants in which they have an equal chance of being placed in any group or condition of the study

Response: An organism's reaction to a stimulus

Sample: the portion of the population of interest that is selected for study

Scientific method: a systematic process used by psychologists for testing hypotheses about behavior

Sociocultural perspective: an approach that focuses on societal and cultural factors that may influence behavior

Stimulus: any object or event that is perceived by our senses

Structuralism: an early psychological perspective concerned with identifying the basic elements of experience

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Surveys: research methods that ask a large group of people about their attitudes, beliefs, and/or behaviors

Theory: an explanation of why and how a behavior occurs

[return to top]

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Added description of confirmation bias and included it as a margin term
- Emphasized the importance of replication and addressed replication crisis
- Defined and added meta-analyses as a margin term
- Included operational definition in discussion of forming a hypothesis
- Included mention of crowdsourcing platforms to recruit participants
- Included survey results on Generation Z in discussion of generational differences
- Added importance of not coercing possible participants to ethical guidelines section
- Identified review board for non-human subjects (IACUC)
- Updated data in Figure on undergraduate degrees in psychology
- Updated earning inequities on women and minorities in the field of psychology
- Included discussion of licensed professional counselors (LPC) and applied behavioral analysis in discussion on careers in psychology
- 15 new references

[return to top]

Chapter Outline

In the outline below, each element includes references (in parentheses) to related content. "##.##" refers to the chapter objective; "~~PPT~~"PPT Slide #" refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review the learning objectives for Chapter 1 (PPT Slides 3–4).

I. What Is Psychology? (01.01 and 01.02, PPT Slides 5–9)
   a. Correcting Common Misconceptions About the Field of Psychology
   b. Psychology Will Teach You About Critical Thinking

II. The Science of Psychology: Goals, Hypotheses, and Methods (01.03–1.05, PPT Slides 10–30)
   a. Psychologists Are Scientists: The Scientific Method
   b. Psychologists Ask Questions: Hypotheses
   c. Psychologists Strategize: Sampling and Research Methods

III. Ethical Principles of Psychological Research (01.06, PPT Slides 31–35)

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What is Psychology Foundations Applications and Integration 5th edition Pastorino Solutions Manual

a. Ethical Guidelines for Participants
b. Ethical Guidelines for Nonhuman Research

IV. Psychology in the Modern World: Foundations and Growth (01.07–01.09, PPT Slides 36–48)
a. Psychology's Roots and Modern Perspectives
b. Specialty Areas in Psychology
c. Gender, Ethnicity, and the Field of Psychology

[return to top]

Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS, as whole-class discussions in person, or as a partner or group activity in class.

1. Discussion: **Anything You Can Do** (01.07, PPT Slides 38–40) Duration 20–25 minutes.
   a. List the major approaches to modern psychology for students.
   b. Then ask them what type(s) of behavior each approach can best explain and what type(s) of behavior each approach would not convincingly address. Use student responses to demonstrate how these approaches can be used and how they can be tested.

2. Discussion: **Learning from History** (01.07, PPT Slide 37) Duration 10–15 minutes.
   a. Why is it important to be knowledgeable about the history of psychology? What can we learn about current issues in psychology by looking at the past?
   b. How can historical views of psychology be useful to understanding today's problems?

3. Discussion: **What ~~About~~about the Rest of Us?** (01.09, PPT Slides 46–47) Duration 15–20 minutes.
   a. Early psychologists were, for the most part, white men.
   b. How might this have influenced early conceptualization of psychology and the development of early theories?

[return to top]

Additional Activities and Assignments

1. **Misconceptions About Psychology**: Classroom Activity
   a. Students will likely bring a number of misconceptions about psychology to your course. You may want to tap these false beliefs for your own

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information or for a lively discussion in class. You can determine what some of the misconceptions are in the following way:

b. Pass out a blank index card to each student at the beginning of the first-class session. Ask the students to write down five things they already know about psychology. Be sure to tell them not to put their name on the card. Anonymity will encourage students to be more candid, giving you a larger number and wider range of misconceptions.
c. You can discuss the misconceptions as soon as the cards have been turned in, but it may be better to wait until the next class period so you have time to sort through the cards and ascertain any major trends. A discussion of your students' misconceptions will give you the opportunity to set a more realistic foundation for your course.

2. **The Clinical Bias in Psychology**: Classroom Activity
    a. Korn and Lewandowski (1981) introduced the term clinical bias to explain why graduate clinical psychology programs have so many more applicants than spaces available. They ~~suggested that~~suggested "this bias exists because of the popular image of psychologist as clinician, an image which has not been corrected by undergraduate education" (p. 149).
    b. In introducing students to the discipline of psychology, you may want to attempt to dispel this one-sided view of the field. Smith (1982) suggested a clever exercise to illuminate the extent of the problem to your students.
        i. First, ask your students to list five traits that are typical of a scientist.
        ii. Then ask the students to list five traits typical of a psychologist.
        iii. Have students share their descriptions with the class or collect the papers and read the descriptions anonymously. The difference between the two groups of adjectives is usually overwhelming; students do not see psychologist and scientist as overlapping terms. At this point, you can use your text's table of contents to demonstrate the diversity of scientific topics to be covered throughout the semester. Only a few chapters deal with the topics that students expect to see. During the semester, you can continue to stress the theme that Psychology is empirical to reinforce the point of this demonstration.

3. **What Interests You**: Journal Entry
    a. Ask students to come up with psychological questions that most interest them and then to categorize these questions by the subfield that would address each question.
    b. You may wish to prompt students with questions such as "how can employers increase job satisfaction" or "how can we learn more about dementia?" or "what happens in our brains when we learn?"

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   c. Then ask students to discuss which psychology career choice (or choices) would enable them to address these questions.

4. **Dr. Phil and You**: Written Assignment
   a. Television shows featuring "psychologists" (not everyone providing advice is actually a psychologist) are a staple of "reality" television. Ask students to view or listen to an episode of such a show and write a review, being certain to include an evaluation of the likely "success" of the advice offered.
   b. What does the general public learn about psychology from these shows? What misperceptions exist? Why do you think that academic psychologists have such negative views of TV/radio "psychologists"?

5. **Current Job Opportunities**: Journal Entry
   a. Visit the American Psychological Association's Career Center (**http://www.apa.org/careers/index.aspx**).
   b. Identify three job openings that are of interest to you. In a one-page essay, describe what is involved in the jobs and why they interest you. What would you need to do to become qualified for these jobs?

[return to top]

Additional Resources

External Videos

- **Five Psychology Experiments You Couldn't Do Today** (2016). SciShow (10:55 minutes).
  - Presents five questionable experiments that were conduct in the past.
- **History of Psychology** (2013). Mr. Sunder (14:16 minutes).
  - Prevents an overview of the history of psychology.
- **I Am Psyched! For Black History Month** (2018). American Psychological Association (51:02 minutes).
  - Three women (Dr. Allen, Dr. Malone, and Dr. Daniel) discuss their careers in psychology and the lessons for the next generation of women going into the field.
- **I-O Career Paths Tool** (2017). Society for Industrial and Organizational psychology (0:53 minutes).
  - This short video discusses common career paths in industrial-organizational psychology.
- **Paul Bloom: The Psychology of Everything** (2012). Big Think (48:15 minutes).
  - Provides an overview of psychology, the disciplines within it, and its application to life using case studies of compassion, racism, and sex.

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- **Psychology: Science in Action – "I'm a Psychologist"** (2015). American Psychological Association (0:31 minutes).
  - This short video demonstrates the breadth and depth of psychology.
- **Psychology Research Methods** (2020). Rachelle Tannenbaum (11:00 minutes).
  - This video discusses the more commonly used methods to conduct research in psychology.
- **Understanding Driver Distraction** (2014). Psychology: Science ~~in~~in Action (3:09 minutes).
  - This video ~~i~~illustrates how psychologists apply research methods to investigate driver distraction.
- **What is Forensic Psychology?** (2019). British Psychological Society (4:15 minutes).
  - This video by the British Psychological Society provides an introduction to the field of forensic psychology.

Internet Resources

- **American Institute of Psychoanalysis**
- **Evolutionary Psychology**
- **Guidelines for Ethical Conduct in the Care and Use of Nonhuman Animals in Research**
- **PsychologyDegrees.org Psychology Degree Guide**
- **History of Psychology**
- **Office for Human Research Protections**
- **Research Methods in Psychology**
- **Society for Behavioral Neuroscience and Comparative Psychology**
- **Society for Humanistic Psychology**
- **The National Museum of Psychology**
- **WooJin's European History & Psychology Blog**

Primary Sources and Additional Readings

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[return to top]

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Appendix

Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students' work through timely and detailed feedback. Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

Standard Writing Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Content	The assignment clearly and comprehensively addresses all questions in the assignment. 15 points	The assignment partially addresses some or all questions in the assignment. 8 points	The assignment does not address the questions in the assignment. 0 points
Organization and Clarity	The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent. 10 points	The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent. 7 points	The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent. 0 points
Research	The assignment is based upon appropriate and adequate academic literature, including peer-reviewed journals and other scholarly work. 5 points	The assignment is based upon adequate academic literature but does not include peer-reviewed journals and other scholarly work. 3 points	The assignment is not based upon appropriate and adequate academic literature and does not include peer-reviewed journals and other scholarly work. 0 points
Research Citation	The assignment follows the required citation guidelines. 5 points	The assignment follows some of the required citation guidelines. 3 points	The assignment does not follow the required citation guidelines. 0 points
Grammar and Spelling	The assignment has two or fewer grammatical and spelling errors. 5 points	The assignment has three to five grammatical and spelling errors. 3 points	The assignment is incomplete or unintelligible. 0 points

[return to top]

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Standard Discussion Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Participation	Submits or participates in discussion by the posted deadlines. Follows all assignment instructions for initial post and responses. 5 points	Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses. 3 points	Does not participate in discussion. 0 points
Contribution Quality	Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond. 20 points	Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond. 10 points	Does not participate in discussion. 0 points
Etiquette	Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback. 5 points	Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback. 3 points	Does not participate in discussion. 0 points

[return to top]

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