Psychology Applied to Modern Life 13th edition Weiten Solutions Manual

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Instructor Manual

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Purpose and Perspective of the Chapter

The purpose of this chapter is to introduce the student to the ways in which psychology can be applied to different areas of life. As the textbook will venture into vastly different aspects of the human condition, this chapter provides a foundation for how applied psychology can be viewed. It starts by discussing how progress can be a bidirectional event, with potential drawbacks to areas of advancement. It takes a wide-angle, though critical, view of self-help books that are available to the masses and presents questions a potential customer would want to consider when buying and reading such products.

The psychology of adjustment follows, with a basic description of the field, how behavior is conceptualized, and how the demands of life necessitate constant adjustment and adaptation. From there, the text explains the basics of the science of psychology, discussing various forms of research methodology, explaining the benefits and challenges of each, and presenting a rationale for why certain approaches are more appropriate for answering certain questions.

The chapter goes on to explore different ways of thinking about happiness, including what research finds is and is not important for the establishment of happiness and subjective well-being. The chapter concludes, as each chapter will, with an application section. In this case, the application addresses different ways of improving one's academic performance by thinking about the student mindset, enhancing studying and reading skills, and maximizing the value of lecture time and memory strategies.

What's New in This Chapter

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

- New chapter-opening vignette illustrating our everyday dependence on technology
- Updated statistics on Americans' financial well-being
- New example of the paradox of progress, focusing on the dark side of our digital world
- New discussion of the link between social media as a source of misinformation and polarization

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- New coverage of Twenge's research linking smartphones to an increased prevalence of loneliness, depression, and suicide among teenagers and young adults
- New discussion of why smartphones may undermine well-being, focusing on lost sleep, reduced in-person socializing, distraction from face-to-face interaction, social comparisons, and cyberbullying
- New coverage of what it means to seek or achieve meaning in one's life
- New research showing that reading reputable self-help books can be beneficial
- New critique of self-help books encouraging people to optimize every aspect of their lives
- New coverage of the chief advantages of the scientific approach
- New discussion of the erosion of the public's trust in science
- New analysis of the factors underlying the motivated rejection of science
- New example of naturalistic observation research method
- New example of case study research
- New example of survey research focusing on stress during the pandemic
- Updated evidence on the assertion that people as a whole are relatively happy
- Updated findings on the correlation between income and subjective well-being
- Updated take on the finding that money spent on experiences yields more happiness than money spent on material goods
- New coverage of psychology's increased interest in SES and how Americans overestimate social mobility
- New summary of how lower SES is associated with a host of adjustment-related outcomes
- New discussion of why lower SES correlates with poorer academic performance
- New coverage of research linking lower SES to greater empathy, compassion, altruism, and ethical behavior
- Revised discussion of the association between age and happiness
- New studies on health and happiness, as well as religion and happiness
- New discussion of the bidirectional link between relationship satisfaction and subjective well-being
- New clarification that positive and negative life events do have an impact on subjective well-being.

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- New research on students' propensity to be overconfident about their study preparation
- New coverage of how a growth mindset is superior to a fixed mindset in fostering academic achievement
- New discussion of the relationship between sound sleep habits and academic achievement
- New advice on why it is important for students to avoid the temptation to rush through reading assignments
- New evidence on the link between class attendance and good grades
- New research on why using laptops in class is detrimental to academic performance
- New study on the value of the method of loci as a memory aid

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CHAPTER OBJECTIVES

The following objectives are addressed in this chapter:

1.1 The Paradox of Progress

- LO1 Describe three examples of the paradox of progress.
- LO2 Explain what is meant by the paradox of progress and how theorists have explained it.

1.2 The Search for Direction (APA Goals 4, 5, 6)

- LO3 Provide some examples of people's search for direction.
- LO4 Describe some common problems with self-help books and what to look for in quality self-help books.
- LO5 Summarize the philosophy underlying this textbook.

1.3 The Psychology of Adjustment (APA Goal 1)

- LO6 Describe the two key facets of psychology.
- LO7 Explain the concept of adjustment.

1.4 The Scientific Approach to Behavior (APA Goals 2, 3)

- LO8 Explain the nature of empiricism, the advantages of the scientific approach to behavior, and the motivated rejection of science.
- LO9 Describe the experimental method, distinguishing between independent and dependent variables and between experimental and control groups.

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- LO10 Distinguish between positive and negative correlation, and explain what the size of a correlation coefficient means.
- LO11 Describe three correlational research methods.
- LO12 Compare the advantages and disadvantages of experimental versus correlational research.

1.5 The Roots of Happiness: An Empirical Analysis (APA Goals 5, 9)

- LO13 Identify the various factors that are unrelated to happiness.
- LO14 Describe the factors that are somewhat or very important to subjective well-being.
- LO15 Summarize conclusions about the determinants of happiness.

1.6 Application: Improving Academic Performance (APA Goal 4)

- LO16 Discuss how mindsets can affect educational achievement and list three steps for developing sound study habits.
- LO17 Discuss some strategies for improving reading comprehension and getting more out of lectures.
- LO18 Describe various study strategies that can aid memory.

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Complete List of Chapter Activities and Assessments

The following table organizes activities and assessments by objective so that you can see how all this content relates to objectives and make decisions about which content you would like to emphasize in your class based on your objectives. For additional guidance, refer to the Teaching Online Guide.

Chapter Objective	Activity/Assessment	Source	Duration
LO9	Concept Check 1: Experimental Research	MindTap	10 minutes
LO10-LO12	Concept Check 2: Correlational Research	MindTap	10 minutes
LO1-LO18	Chapter Quiz 1: Adjusting to Modern Life	MindTap	15 minutes
LO1-LO18	Chapter Quiz 2: Adjusting to Modern Life	MindTap	15 minutes
LO1, LO2	Icebreaker Exercise	PPT Slide 2	5 minutes
LO4	Polling Activity	PPT Slide 11	3 minutes
LO6	Knowledge Check Activity	PPT Slide 16	3 minutes
LO9	Breakout Activity	PPT Slide 30	10 minutes
LO13	Written Reflection Activity	PPT Slide 32	10 minutes
LO17	Survey Activity	PPT Slide 40	3 minutes
LO1-LO18	Self-Assessment	PPT Slide 46	5 minutes

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KEY TERMS

Adjustment: the psychological processes through which people manage or cope with the demands and challenges of everyday life.

Behavior: any overt (observable) response or activity by an organism.

Case study: an in-depth investigation of an individual subject.

Clinical psychology: the branch of psychology concerned with the diagnosis and treatment of psychological problems and disorders.

Control group: similar subjects [to the experimental group] who do not receive the special treatment given to the experimental group.

Correlation: when two variables are related to each other.

Correlation coefficient: numerical index of the degree of relationship that exists between two variables.

Dependent variable: the variable that is thought to be affected by the manipulations of the independent variable.

Empiricism: the premise that knowledge should be acquired through observation.

Experiment: a research method in which the investigator manipulates one (independent) variable under carefully controlled conditions and observes whether any changes occur in a second (dependent) variable as a result.

Experimental group: the subjects who receive some special treatment in regard to the independent variable.

Hedonic adaptation: when the mental scale that people use to judge the pleasantness-unpleasantness of their experiences shifts so that their neutral point, or baseline for comparison, is changed.

Independent variable: a condition or event that an experimenter varies in order to see its impact on another variable.

Mnemonic devices: strategies for enhancing memory.

Narcissism: a personality trait marked by an inflated sense of importance, a need for attention and admiration, a sense of entitlement, and a tendency to exploit others.

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Naturalistic observation: when a researcher engages in careful observation of behavior without intervening directly with the subjects.

Psychology: the science that studies behavior and the physiological and mental processes that underlie it; the profession that applies the accumulated knowledge of this science to practical problems.

Subjective well-being: individuals' personal assessments of their overall happiness or life satisfaction.

Surveys: structured questionnaires or interviews designed to solicit information about specific aspects of participants' behavior, attitudes, and beliefs.

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CHAPTER OUTLINE

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the text.

I. The Paradox of Progress (LO1 – LO2, PPT Slides 5-9)
   A. Examples of paradox
      1. Choices: appeal of increased choice versus choice overload.
      2. Affluence: economic abundance and possession overload versus financial stress and materialism.
      3. Options: capabilities and conveniences versus depression, misinformation, and polarization.
   B. Technological advances have not led to perceptible improvement in collective health and happiness.
      1. Life quality and sense of personal fulfillment have declined rather than increased.
      2. Many theories have been offered to explain this paradox.
         a. Complex and confusing demands of modern life.
         b. Obsession with self-improvement undermines sense of security and satisfaction with identity.
         c. Overwhelmed by information overload.
         d. More time with technology and less time with people result in intimacy deficit.

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e. “Affluenza” undermines physical health and emotional well-being.

C. The basic challenge of modern life has become the search for meaning, a sense of direction, and a personal philosophy.

II. The Search for Direction (LO3 – LO5 , PPT Slides 10-13)

A. "Self-realization" programs

1. Experts characterize many of these programs as intellectually bankrupt
2. Most are harmless scams that may give an illusory sense of purpose or a temporary boost in self-confidence.
3. Some lead people down ill-advised pathways that prove harmful; for example, the fatal "spiritual warrior" retreat

B. Self-help books

1. The value of self-help books
    a. Some excellent books offer authentic insights and sound advice.
    b. Many books offer little of real value to the reader.
2. Main shortcomings of self-help books
    a. Dominated by "psychobabble."
    b. Advice provided is generally not based on solid, scientific research.
    c. Usually do not provide explicit directions about how to change behavior.
    d. Many encourage a self-centered approach to life, or narcissism, a personality trait marked by an inflated sense of importance, a need for attention and admiration, a sense of entitlement, and a tendency to exploit others.
3. What to look for in self-help books
    a. Do not promise too much in the way of immediate change.
    b. Check out the author's credentials and reviews of the book yourself.
    c. Mention of the theoretical or research basis for their program.
    d. Provide detailed, explicit directions about how to alter behavior
    e. Focus on a particular kind of problem.

C. The approach of this textbook

1. Based on premise that accurate knowledge about principles of psychology can be of value in everyday life.
2. Attempts to foster a critical attitude about psychological issues and to enhance critical thinking skills.
3. Should open doors.

III. The Psychology of Adjustment (LO6 – LO7, PPT Slides 14-17)

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A. *Psychology*: the science that studies behavior and the physiological and mental processes that underlie it; the profession that applies the accumulated knowledge of this science to practical problems.
   1. *Behavior*: any overt (observable) response or activity by an organism.
   2. *Clinical psychology*: the branch of psychology concerned with the diagnosis and treatment of psychological problems and disorders.

B. *Adjustment*: the psychological processes through which people manage or cope with the demands and challenges of everyday life.

IV. The Scientific Approach to Behavior (LO8 – LO12, PPT Slides 18-30)

A. Psychology's commitment to empiricism
   1. *Empiricism*: the premise that knowledge should be acquired through observation.
   2. Conclusions are based on systematic observation rather than reasoning, speculation, traditional beliefs, or common sense.
   3. Scientists conduct research to test their hypotheses.

B. Experimental research
   1. *Experiment*: a research method in which the investigator manipulates one (independent) variable under carefully controlled conditions and observes whether any changes occur in a second (dependent) variable as a result.
   2. Independent and dependent variables
      a. *Independent variable*: a condition or event that an experimenter varies in order to see its impact on another variable.
      b. *Dependent variable*: the variable that is thought to be affected by the manipulations of the independent variable.
   3. Experimental and control groups
      a. *Experimental group*: consists of the subjects who receive some special treatment in regard to the independent variable.
      b. *Control group*: consists of similar subjects who do not receive the special treatment given to the experimental group.
      c. Logic of the experimental method rests on the assumption that the experimental and control groups are alike except for the variation created by the manipulation of the independent variable, so that any differences between the two groups on the dependent variable must be due to the manipulation of the independent variable.
   4. Advantages and disadvantages
      a. Main advantage is that it allows scientists to draw conclusions about cause-and-effect relationships between variables.

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b. One disadvantage is that some variables cannot be manipulated because of ethical concerns or practical realities.

C. Correlational research
   1. *Correlation*: exists when two variables are related to each other.
   2. Measuring correlation
      a. *Correlation coefficient*: a numerical index of the degree of relationship that exists between two variables.
      b. Direction of the relationship
         1) Positive (direct)
         2) Negative (inverse)
      c. Strength of the relationship
         1) The size of the correlation coefficient indicates the strength of the association between two variables.
         2) The closer the correlation coefficient is to either -1.00 or +1.00, the stronger the relationship.
         3) Correlation coefficients near 0 indicate no relationship between the variables.
   3. Naturalistic observation
      a. *Naturalistic observation*: a researcher engages in careful observation of behavior without intervening directly with the subjects.
      b. Method is naturalistic because behavior is allowed to unfold naturally (without interference) in its natural environment.
   4. Case studies
      a. *Case study*: an in-depth investigation of an individual subject.
      b. Generally used in clinical settings to diagnose and treat a psychological problem.
      c. Case study research typically involves investigators analyzing a collection or consecutive series of case studies to look for patterns that permit general conclusions.
   5. Surveys
      a. *Surveys*: structured questionnaires or interviews designed to solicit information about specific aspects of participants' behavior, attitudes, and beliefs.
      b. Frequently used to study attitudes and other aspects of behavior that are difficult to observe directly.
   6. Advantages and disadvantages
      a. An advantage is that it broadens the scope of phenomena that psychologists can study.

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b. The primary disadvantage is that correlational research cannot demonstrate conclusively that two variables are causally related.

V. The Roots of Happiness: An Empirical Analysis (LO13 – LO15, PPT Slides 31-38)
   A. *Subjective well-being:* individuals' personal assessments of their overall happiness or life satisfaction.
   B. What isn't very important?
      1. Money
         a. Correlation between income and feelings of happiness is positive, but surprisingly weak.
         b. Rising income contributes to escalating material desires.
      2. Age
      3. Gender
      4. Parenthood
      5. Intelligence
      6. Attractiveness
   C. What is somewhat important?
      1. Health
      2. Social relations
      3. Religious belief
      4. Leisure activity
      5. Culture
   D. What is very important?
      1. Relationship satisfaction
      2. Work
      3. Genetics and personality
         a. Best predictor of future happiness is past happiness
         b. Genetic predispositions account for as much as 50% of the variance in happiness
         c. Personality correlates of happiness include high extraversion and low neuroticism
   E. Conclusions
      1. We must be cautious in drawing inferences about the causes of happiness because most of the available data are correlational.
      2. Empirical findings suggest some insights about the roots of happiness.
         a. Objective realities are not as important as subjective feelings.
         b. When it comes to happiness, everything is relative.
         c. People are surprisingly bad at predicting what will make them happy. We assume that we know what is best for us. But

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research on *affective forecasting*—efforts to predict one's emotional reactions to future events—suggests otherwise.

d. People often adapt to their circumstances. *Hedonic adaptation* occurs when the mental scale that people use to judge the pleasantness-unpleasantness of their experiences shifts so that their neutral point, or baseline for comparison, is changed.

VI. Application: Improving Academic Performance (LO16 – LO18, PPT Slides 39-45)

A. Developing sound study habits
   1. Set up a schedule for studying.
   2. Find a place to study where you can concentrate.
   3. Reward your studying.

B. Improving your reading
   1. Keys to improving reading comprehension:
      a. Preview reading assignments section by section.
      b. Work hard to actively process the meaning of the information.
      c. Strive to identify the key ideas of each paragraph.
      d. Carefully review these key ideas after each section.
   2. Highlight selectively and review highlighted sections. Identify (and highlight) only the main ideas, key supporting details, and technical terms.

C. Getting more out of lectures
   1. Class attendance is important, even when the instructor is hard to follow.
   2. Take high-quality lecture notes.
      a. Use active listening procedures.
      b. Prepare for lectures by reading ahead in textbook.
      c. Write down lecturers' thoughts in your own words.
      d. Look for clues about what the instructor considers to be important.
      e. Ask questions during lectures.

D. Applying memory principles
   1. Engage in adequate practice.
      a. Memory improves with increased rehearsal.
      b. *Overlearning*: continued rehearsal of material after you have first appeared to master it.
      c. Testing enhances retention of information.
   2. Use distributed practice.
   3. Organize information.
   4. Emphasize deep processing.
   5. Use mnemonic devices, which are strategies for enhancing memory.

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a. Acrostics and acronyms
b. Link method
c. Method of loci

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ADDITIONAL DISCUSSION QUESTIONS

The following are discussion questions that do not appear in the text, PPTs, or courseware (if courseware exists) – they are for you to use as you wish. 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. Evaluate the degree to which technology has improved the quality of our lives by doing a "cost-benefit analysis" (weigh what society has gained against what you believe it has lost).
2. The paradox of progress suggests that technology and progress bring both enrichment and difficulties into our lives. What are ways that you have found that technology has saved you time but also put you in a time crunch? Technology has given you many choices, but perhaps, too many choices?
3. Why are self-help books so popular? List any self-help books that you have read. How helpful did you find these books to be? Did they have (or lack) any of the qualities listed in the chapter under what to look for in self-help books?
4. Has anyone you know been enthusiastic about a self-improvement program that you felt was worthless? Do you think this person might have experienced a placebo effect?
5. Adjustment involves the psychological processes through which people manage or cope with the demands and challenges of everyday life. What is one simple challenge you faced today, such as getting to class on time? What are all the coping behaviors that it took to meet this everyday challenge?
6. This chapter defines psychology. How does the chapter's description of psychology vary from your initial impression of what psychology is or what psychologists do?
7. Empiricism is the premise that knowledge should be gathered through observation. However, this type of scientific observation is different than relying on one's own personal observations of life. Can you explain how?

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8. If you were a psychological researcher, what types of research methods would you prefer to use, such as experimental research, correlational, naturalistic observation, case studies, or surveys? How might it depend on the research topic?
9. Can you recall any correlations reported recently in the news? (Hint: a common example correlates with various aspects of health). Was the correlation positive or negative? What are the various possible causal relationships related to this correlation?
10. What variables do you think have been influential in determining *your* happiness? Is your answer to this question consistent with the empirical findings discussed in the textbook?
11. Although there is only a weak correlation between income and feelings of happiness, many people believe that having more money will make them happy. Why do you think this is?
12. Have you tried any of the study techniques suggested in the textbook? If so, did these techniques seem to work for you? Do you use study techniques other than those discussed in the textbook?
13. Why do you think it is that so many students fail to use effective study techniques or note-taking strategies?
14. Do you think that it is better for learning to take notes by hand or to do so on a device like a laptop, tablet, or cell phone?

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Additional Activities and Assignments

The Self-Help Book Review (APA Goals 3, 5): Have your students do a book review or critique of a popular self-help book. Students can present (either orally or in writing) a report that addresses a discussion of the shortcomings as well as the positive contributions of the book, with an emphasis on the criteria discussed in the text for judging the quality of these books. Given the time and effort involved, this activity could be done as a term project, and students could present their conclusions during the last week or two of the term. Three to five students working together can also do the activity as a group project. Handout 1.1 may be used as a guide to facilitate this assignment.

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The Psychologist as Scientist (APA Goal 2): Smith (1982) developed an exercise that can be used to illustrate the fact that people generally do *not* view psychology as a scientific discipline. First, ask your students to list five traits that are typical of a scientist. Then ask the students to list five traits that are typical of a psychologist. You can have your students share their descriptions with the class or collect the papers and read the descriptions yourself. Typically, the difference between the two sets of adjectives is striking; students generally see little similarity between the two terms. At this point, you can discuss the scientific basis of psychology and the emphasis in psychology on the empirical approach to studying behavior.

Smith, G.F. (1982). Introducing psychology majors to clinical bias through the adjective generation technique. *Teaching of Psychology, 9,* 238-239.

Get to Know the Expert (APA Goal 3): Assign students, individually or in small groups, to research the background of one of the following advice-giving experts. Ask the students to try to be objective. Have them list the training and qualities of the expert that support the view that the expert would be a good source of information and support. Then have them list the qualities that would lead them to question the authority of the expert. Stress to students that they need to look carefully at the actual qualifications and quality of the advice that these "experts" provide. Have each student or group deliver a five-minute summary of findings to the class. Here is a list of possible subjects for background research; you may know of others, local to you or nationally known, who would make good subjects as well.

Dr. Laura (Laura Schlessenger)

Dr. Joyce Brothers

Dear Abby (Abigail Van Buren)

Ann Landers

Dr. Phil (Philip McGraw)

John Gray (author of *Men Are from Mars, Women Are from Venus*)

Dr. James Dobson

Science versus Non-Science in Psychological Research (APA Goal 2): Ward and Grasha (1986) described an exercise that can be used to demonstrate the scientific approach and introduce students to some of the basic terminology in psychological research. First, ask students familiar with astrology to suggest the assumptions they think astrologists make about human behavior. These responses generally focus on how astrologists assume that the position of the stars and planets influence our personalities and behavior. After a brief discussion of the nature of science, non-

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science, and the scientific method, place the students in small groups and ask them to generate a hypothesis based on an assumption they believe astrologists make about human behavior. If students have not mentioned it, you should suggest a hypothesis based on the assumption that our personalities are associated with certain zodiac signs. Then have the class test the accuracy of this hypothesis.

Give students a set of personality profiles based on personality traits that astrologers believe people with certain zodiac signs possess (cf. March & McEvans, 1982). Ask them to select the personality profile that best describes them and to mark the corresponding code letter on a piece of paper. After students make their choices, write the correct zodiac signs for each code letter on the board, and list the number of correct and incorrect choices for each zodiac sign.

You should point out that the number of correct and incorrect responses is the dependent variable and that if the hypothesis is valid, then the number of correct responses should exceed the number of incorrect choices. Depending on how many profiles are used (Ward and Grasha suggest using six profiles by dividing the class into two general categories based on whether their birthday falls in the first or second half of the year), the probability of selecting the correct profile can be found by dividing one by the total number of profiles considered by the students. Then, you can compare this figure to the actual proportion of correctly identified profiles. Not surprisingly, the proportion of correct responses is generally quite similar to the probability based on random chance.

In addition to demonstrating the process of hypothesis testing, this exercise can be used as a basis for discussing the role of astrology in people's lives. Specifically, you can discuss how the search for a sense of direction frequently leads people to sources of popular psychology, such as astrology and self-help books.

March, M.D., & McEvans, J. (1982). *The Only Way to Learn Astrology*. San Diego: Astro Computer Services.

Ward, R.A., & Grasha, A.F. (1986). Using astrology to teach research methods to introductory psychology students. *Teaching of Psychology, 13,* 143-145.

Exploring Correlational Research (APA Goals 2, 3): Using Handout 1.2 as a guide, lead students through this exercise in thinking critically about conclusions that can and cannot be made from correlational research.

ANSWERS FOR HANDOUT 1.2

1a. FALSE
1b. FALSE

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1c. FALSE
1d. FALSE
1e. TRUE
1f. TRUE
1g. TRUE
2a. FALSE
2b. FALSE
2c. FALSE
2d. FALSE
2e. TRUE
2f. FALSE
3. A, G
4. A, B
5. A, H

Understanding Experimental Research (APA Goals 2, 5): This exercise is designed to help students understand the components of experimental research. Handout 1.3 provides examples of experiments in which students are asked to identify the independent and dependent variables and control and experimental groups. This worksheet may be completed by the class as a whole, in small groups, or by individual students. Expect that students will have questions about this material, even if they did not have questions during lecture. In follow-up discussion, you might ask the students how they think the results would turn out for each experiment; use this discussion as an opportunity to remind students that the only way to answer the questions empirically would be to actually complete the experiments in a properly controlled manner. Follow-up discussion might also cover additional aspects of experimental methods, such as extraneous variables, double-blind procedures, and ethical considerations.

ANSWERS FOR HANDOUT 1.3

1a. Color of room
1b. Recovery time
1c. Patients assigned to white rooms
1d. Patients assigned to yellow rooms
2a. Type of textbook/math program
2b. Scores on a standardized geometry test
2c. Students using traditional textbooks
2d. Students using special textbooks
3a. Type of writing exercise
3b. Symptoms of PTSD

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3c. Clients writing ordinary journal entries
3d. Clients writing “refunctional” writing exercises
4a. Medication
4b. Performance on memory test
4c. Individuals consuming a placebo pill
4d. Individuals consuming a pill containing an herbal supplement
5a. Type of reward program
5b. Morale and productivity
5c. Employees receiving standard reward program
5d. Employees receiving frequent, small rewards

Identifying Types of Research: Find a series of abstracts from published research that represent a variety of research types. It can be of use to choose research along a common theme (such as a particular psychological disorder or issue) to help students see the diversity of research methods within a common area of inquiry. Abstracts are easily found online through sites such as Google Scholar, or likely, your institution’s library databases. Choose a variety of abstracts so that you will be able to guide students in identifying the following concepts:

- Experimental research (including independent and dependent variables, experimental and control groups)
- Correlational results (both positive and negative)
- Naturalistic observation
- Case study
- Survey

“What Makes You Happy?”: Have students list, in rank order, three to five factors that they think are important in their own happiness. Then, look over the lists before the next class meeting and prepare a summary of the factors that were cited most often by the students, in essence, creating your own rank order of factors for the entire class. This exercise is useful as a springboard to a discussion of the subjective nature of happiness (or subjective well-being, as it is often referred to by social scientists). Additionally, the factors listed by the students can be compared to those identified by researchers (and discussed in the textbook) as being important determinants of happiness. As suggested in the textbook, many commonsense notions about happiness appear to be inaccurate when examined from an empirical standpoint.

Active Learning (APA Goal 1)**:** As pointed out in "Application: Improving Academic Performance," many college students do not make use of effective study techniques. They often engage in passive strategies like skimming over the textbook or their

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notes rather than more active strategies. DeRosa (1987) designed an exercise based on the levels of processing notion that shows students the value of active learning.

To do the exercise, you need two lists of words, such as those below this description.

Ask the students to rate the words that you read to them, using a 10-point scale of pleasantness, with 1 being *very unpleasant* and 10 being *very pleasant*. Ask them to concentrate on the task of rating the pleasantness of each word. Then read the words from List A at five-second intervals. After finishing the list, wait for about one minute and then have the students recall as many words from the list as they can. When they have finished, you should go through List A again and have the students record the number of words they correctly recalled.

For List B, have students note the number of occurrences of the letter *e* in each word as you read through the list. If there is no *e*, they should skip the line. Again, you should ask them to concentrate on the task of counting every *e*. Read the words at five-second intervals, wait for about one minute, and then have the students record their scores.

If you think that recalling the first list will give students a cue for performance on the second list, you could divide the class in half and give each half different instructions (i.e., rating pleasantness or counting every *e*) on a piece of paper. Another variation is to record the scores only after both lists have been read.

You will invariably find that students recall more words from the list that they process more actively (pleasantness ratings). Hyde and Jenkins (1969) found that participants recalled about twice as many of the words rated for pleasantness, regardless of whether the purpose of the task was stated ahead of time or not. Students are typically very impressed that they "learned" so many more words merely by processing them more actively.

List A		List B	
coin	skate	shade	desk
church	fork	money	pitch
trunk	pocket	garden	hammer
trail	flower	dress	horse
clock	bank	month	door
paint	time	belt	train
deep	bird	count	fire
sample	move	song	bureau
rain	pipe	foot	magic
fish	coat	short	motor

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metal	travel	story	coal
grass	soap	dinner	monkey

DeRosa, D.V. (1987). How to study actively. In V.P. Makosky, L.G. Whittemore, & A.M. Rogers (Eds.), *Activities Handbook for the Teaching of Psychology: Vol. 2* (pp. 72-74). Washington, DC: American Psychological Association.

Hyde, T.S., & Jenkins, J.J. (1969). Differential effects of incidental tasks on the organization of recall of a list of highly associated words. *Journal of Experimental Psychology, 82,* 472-481.

Self-Reflection: What Are Your Study Habits Like? (APA Goal 9): Having your students answer these questions (see the *Personal Explorations Workbook*) *before* discussing the material on developing sound study habits is a useful technique for showing students how *ineffective* (at least in some cases) their study habits might be.

Self-Assessment: Narcissistic Personality Inventory (APA Goal 9): This exercise in the *Personal Explorations Workbook* provides your students with an opportunity to estimate their own level of narcissism, as discussed in the chapter, and to compare their own scores to norms.

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HANDOUT MASTER 1.1

SELF-HELP BOOK REVIEW

Instructions: Select a self-help book to review, then answer the following questions. Type your answers on a separate piece of paper.

1. List the title and author of the book.
2. What is the goal of the book, or what problem does it propose to solve?
3. Why did you choose to review this particular book?
4. **Analysis:** Compare to desirable qualities in self-help books. For each of the following items, explain with supporting details how well the book meets each quality. For more explanation of these criteria, see the explanations in Chapter 1 of your text.
    a. Is the communication clear and does it avoid psychobabble?
    b. Does the book make promises that are cautious and realistic?
    c. Do your own online research. How strong and appropriate are the credentials of the author(s)? What do people who have reviewed the book say?
    d. Does the book mention the theoretical or research basis for the program they advocate?
    e. Does the book provide detailed, explicit directions about how to alter your behavior?
    f. Does the book focus on one particular kind of problem?
5. **Summary**
    a. Based on your analysis, how strongly would you recommend or not recommend this book? Would you read and use its advice yourself?
    b. Also based on your analysis, what improvements do you think could be made to make the book stronger?

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HANDOUT MASTER 1.2

EXPLORING CORRELATIONAL RESEARCH

1. A group of marketing researchers wants to determine whether their "Zippy" brand of dog food causes dogs to be healthier. They visit a large number of dogs in their homes and objectively measure how healthy the dog is and take note of what kind of food the dog eats.

   Based on the above scenario, answer the following questions. Circle *true* or *false*.

a) True False	a. If the researchers find a positive correlation between dogs' health and eating Zippy food, they can conclude that Zippy food causes better health in dogs.
b) True False	b. If the researchers find a negative correlation between dogs' health and eating Zippy food, they can conclude that Zippy food causes better health in dogs.
c) True False	c. If the researchers find a negative correlation between dogs' health and eating Zippy food, they can conclude that Zippy food causes poor health in dogs.
d) True False	d. The researchers cannot find any kind of correlation from this study.
e) True False	e. The researchers cannot prove whether Zippy food causes better health from this study.
f) True False	f. The researchers could prove that Zippy food causes better health in dogs only if they conduct experimental research.
g) True False	g. The above study could not show a cause-effect relationship because there are too many uncontrolled variables.

2. A set of health researchers wants to study whether the amount of sunlight in hospital rooms helps recovery from minor illnesses. They survey the head nurse at many hospital wards, asking estimates of the amount of sunlight and the number of days it takes patients to recover.

   Based on the above scenario, answer the following questions. Circle *true* or *false*.

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a) True False	a. If the researchers find a positive correlation between amount of sunlight and number of recovery days, they can conclude that the sunlight causes better health.
b) True False	b. If the researchers find a positive correlation between amount of sunlight and number of recovery days, they can conclude that the sunlight causes worse health.
c) True False	c. If the researchers find a negative correlation between amount of sunlight and number of recovery days, they can conclude that the sunlight causes better health.
d) True False	d. If the researchers find a negative correlation between amount of sunlight and number of recovery days, they can conclude that the sunlight causes worse health.
e) True False	e. Regardless of whether they find a positive or negative correlation, the researchers cannot conclude that sunlight causes any difference on people's health.
f) True False	f. A detailed case study would be an effective way to determine how sunlight causes changes in health.

3. Developmental psychologists survey parents about the number of children's books in the home and compare these numbers to children's reading abilities. The researchers find a positive correlation between the number of books and children's reading abilities. *Based on this information*, which of the following statements can we assume are TRUE?

   a. ___ There is some kind of relationship between books and reading ability.
   b. ___ A higher number of books causes better reading ability.
   c. ___ Better reading ability causes children to want more books.
   d. ___ Parents who enjoy reading buy more books and spend more time reading to their children.
   e. ___ There is a very strong relationship between books and reading ability.
   f. ___ There is only a weak relationship between books and reading ability.
   g. ___ Number of books and reading ability seem to be related, but we cannot tell why.

4. Health researchers measure how often people exercise and how often the same people come down with the flu. The researchers find a negative correlation between the amount of weekly exercise and the number of flu symptoms in an

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individual. *Based on this information*, which of the following statements can we assume are TRUE?

a. ___ People who exercise more tend to have the flu less often.
b. ___ People who have the flu more often tend to exercise less.
c. ___ Exercising causes people to be healthier and less susceptible to the flu.
d. ___ People who get sick do not have time to exercise.
e. ___ Since exercise reduces the flu, this is really a positive correlation because the result is good.
f. ___ Since the flu is a bad thing, this makes it a negative correlation.

5. Researchers find that among couples who live together before marriage, there is a higher divorce rate compared to couples who marry without living together first. *Based on this information*, which of the following can we assume are TRUE?

a. ___ There is a positive correlation between living together and divorce rates.
b. ___ There is a negative correlation between living together and divorce rates.
c. ___ It is a negative correlation because divorce tends to be a negative life event.
d. ___ Living together before marriage causes problems in the relationship, leading to divorce.
e. ___ Waiting to live together until after marriage makes the relationship stronger and less susceptible to divorce.
f. ___ People who live together "use up" the good years before they are even married.
g. ___ People who are highly religious do not live together outside of marriage nor divorce once they are married.
h. ___ There are many interesting ways to interpret this correlation, but we just can't be sure which one is right.

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HANDOUT MASTER 1.3

UNDERSTANDING EXPERIMENTAL RESEARCH

Instructions: For the following experiments, identify the components listed below each.

1. A health psychologist wants to test the hypothesis that yellow hospital rooms will shorten the recovery time for surgical patients when compared to recovery times of patients in standard white hospital rooms. Half of the patients are randomly assigned to yellow rooms, the other half to white rooms. The number of days until recovery is noted for each patient.

   1a) Independent variable _____

   1b) Dependent variable _____

   1c) Control group _____

   1d) Experimental group _____

2. An educational psychologist wants to explore whether a new math program, which involves textbooks with special, colored pictures, will help high school students in learning geometry. Half of the students are randomly assigned to traditional textbooks, while the other half are assigned to the special textbooks. Scores on a standardized geometry test are measured at the end of the semester.

   2a) Independent variable _____

   2b) Dependent variable _____

   2c) Control group _____

   2d) Experimental group _____

3. A counseling psychologist wants to know whether the methods in a new self-help book are effective. The book promotes a special set of "refunctional" writing exercises for individuals suffering from posttraumatic stress disorder (PTSD). The psychologist has some clients complete these "refunctional" writing exercises, while another group of clients are asked to write ordinary journal entries. The level of PTSD symptoms is measured and compared between the two groups of clients.

   3a) Independent variable _____

   3b) Dependent variable _____

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3c) Control group _____

3d) Experimental group _____

4. A psychologist studying memory wants to test the hypothesis that an herbal supplement aids memory. The research involves having eighty individuals complete a memory test. Half of these individuals first consumed the herbal supplement; the other half consumed a placebo pill.

4a) Independent variable _____

4b) Dependent variable _____

4c) Control group _____

4d) Experimental group _____

5. A workplace psychologist believes that giving workers frequent but small rewards will improve worker morale and productivity more than the standard reward program (infrequent large rewards to only the best employees). In order to test this hypothesis, some managers are instructed in giving their employees frequent small rewards, while others are left to continue with the standard reward program.

5a) Independent variable _____

5b) Dependent variable _____

5c) Control group _____

5d) Experimental group _____

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Additional Resources

Videos

Barry Schwartz on the Paradox of Choice. Psychologist Barry Schwartz takes aim at a central tenet of western societies: freedom of choice. In Schwartz's estimation, choice has made us not freer but more paralyzed, and not happier but more dissatisfied.

Milgram's Study of Obedience. The Milgram experiment(s) on obedience to authority figures was a series of social psychology experiments conducted by Yale University psychologist Stanley Milgram.

Consumed: Identity and Anxiety in an Age of Plenty. This program looks at conclusions drawn by evolutionary psychologist Geoffrey Miller and other thought leaders in response to dramatic cultural and socioeconomic shifts emerging in the 21st century.

Happiness 101 with Tal Ben-Shahar. Dr. Tal Ben-Shahar, who taught one of Harvard's most popular classes, combines scientific studies, scholarly research, self-help advice, and spiritual enlightenment to teach viewers how to learn to be happy.

Happiness. This collection of talks can be found on the TED website. Presentations are by several individuals, including Nancy Etcoff, Martin Seligman, Helen Fisher, and others. Each presenter addresses the question of what makes us happy.

What is an experiment? The experimental method in psychology. As psychology is a science, it uses the experimental method in a similar way to physics, chemistry and biology. However, because of the subject matter psychologists are studying, it can sometimes seem a bit confusing. Under the hood, a psychology experiment is exactly the same as any other scientific experiment. There is an independent variable (controlled by the researcher) and a dependent variable (measured by the researcher). The question the researcher is always asking boils down to "Does the Independent variable CAUSE the dependent variable to change?"

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Helpful Websites

American Psychological Association. The homepage for the American Psychological Association includes links to various areas related to psychology and psychological research. Its coverage of various psychological topics can be a useful reference in introducing psychology as a broad and diverse field.

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Association for Psychological Science. This website includes links to various areas related to psychology in general and empirical research. The site is frequently updated with news of recent research findings in psychology.

The Basics of Effective Learning. This webpage provides a summary of strategies for effective learning by college students, enhanced with many links to additional sites. http://faculty.bucks.edu/specpop/studyskills.htm

Improving Memory, Concentration, and Motivation. The Dartmouth College Academic Skills Center webpage includes handouts, videos, and learning links on topics such as where and how to study.

Methods for Behavioral Research. For your students who are ambitious and curious, this eBook has a great deal of detailed and current information on research designs, their strengths, and their weaknesses.

Quackwatch. An enormously helpful website, updated frequently, with the latest information on helpful, harmful, and useless therapies and treatments.

ScienceDaily Psychology News. Updated daily, this site provides press-release-style summaries of recently published research including the category of “Mind & Brain.”

Scientific American: Mind. Recent stories from the field of psychology and related disciplines appear on this webpage under the topic of “Mind.”

Skeptic's Dictionary. “A Collection of Strange Beliefs, Amusing Deceptions, and Dangerous Delusions (and how to think critically about them)” includes reference to empirical investigation of areas of self-help, parapsychology, and pseudopsychology.

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