**Discovering Psychology: The Science of Mind, 2e**

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Chapter 1

The Science of Mind: The Discipline of Psychology

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# WHAT IS PSYCHOLOGY?

## The Study of Psychology

Learning Objective 1: Describe the characteristics and goals of psychology as a multidisciplinary science and articulate key issues involved in the study of the mind and behavior

### Classroom Demonstrations

#### Demo: Is It Science?

Bring a bag of fortune cookies to class. Have each student read his or her fortune and then explain how it might be “true” or “accurate” in some way. Use this as a lead-in to a discussion of the characteristics of science.

*Thinking Critically About Astrology* by David Topor.

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 26. Belmont, CA: Wadsworth.

#### Demo: SHOULD Psychology Be a Science?

Psychology is a system for explaining behavior. In Western cultures, psychology is approached as if it were a natural science, with great emphasis placed on empiricism and the scientific method. Is this a cultural preference? Or is it the most defensible approach to psychology, regardless of cultural values? Have students from various cultural backgrounds share some of their thoughts on whether or not psychology is viewed as a science in their home community. Are trends reversing?

#### Demo: Pick Five

Ask students to take out a sheet of paper and write five adjectives that apply to scientists. Once they have completed the list, ask them to write down five adjectives that apply to psychologists. Ask for volunteers to share their adjectives and use it as a lead-in to discuss psychology as a science.

### Classroom Activities

#### Activity: Your Brain

***Resources and Materials***

1. One of the following online videos:

* “Unraveling the Mysteries of the Mind.” (1999). Annenberg Learner. <http://www.learner.org/resources/series150.html?pop=yes&pid=1608>

(1:36 to 11:00)

* “Ramachandran on your Mind” (March 2007). TEDTalks. <http://www.ted.com/talks/lang/en/vilayanur_ramachandran_on_your_mind.html> (23:38)

1. Handouts of a *Tabula Rasa*, or “blank slate”
   * The blank slate might simply be a piece of white paper, or you might consider providing an image/outline of a brain ( <http://www.clker.com/clipart-4346.html>).

***Class Time:*** 25-30 minutes

***Procedure***

1. Introduce the concept of *mind* with one or both videos.

* *Unraveling the Mysteries of the Mind* is a 10-minute overview of the mind (and is part of a series that you may want to share later in the course).
* *Ramachandran on Your Mind* is a 20-minute lecture by neurologistRamachandran. He explains what brain damage can reveal about the connection between cerebral tissue and “the mind,” particularly with regard to abstraction, metaphor, and creativity.

1. After showing the video, provide students with the following prompt to respond to in a journal or class-wide blog:*What is unique about your mental world?*
2. Next, distribute the *Tabula Rasa* handouts. Ask students to pair up and engage in a “Mindstorm.” Together, pairs should generate as many “abilities of the mind” as they can by writing them down on the “blank slate.”
3. After pairs have been working for a few minutes, ask them to join another pair and compare lists and take turns sharing abilities. If both pairs wrote down the same ability, they circle it. If a pair mentions a new ability, the other pair adds it to their own.
4. Then have students “put their minds together” by asking each group to share an item on their list with the class.
   1. After showing a video, have students break into small groups of six to eight students. Read the first question below and allow students to share their thoughts by taking turns in their respective groups. After students have completed their first round, pose the second question for discussion.

***Reflections***

Have students break into small groups of six to eight students. Read the first question below and allow students to share their thoughts by taking turns in their respective groups. After students have completed their first round, pose the second question for discussion.

* + - What is one piece of knowledge that you took away from this video?
    - What do disorders of the brain teach us generally about the mind?

Adapted from *Exercise 1.3: Video Connection – The Matter of the Mind* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 6. Belmont, CA: Wadsworth.

#### Activity: Psychology Is a Hub Science

***Resources and Materials***

1. Copies of the article *Psychology is a hub science,* access to it during class, or reproduction of Figure 1 (available online at <http://psychology.uchicago.edu/people/faculty/cacioppo/jtcreprints/c07a.pdf>

Cacioppo J. (2007). Psychology is a hub science. APS Observer 8:20.

1. Internet or library access

***Class Time:*** 20-40 minutes

***Procedure***

1. Have students form pairs and review the figure from *Psychology as a Hub Science.*
2. Ask each pair to identify another discipline ( sports science, public health, pediatrics, or education) that they know or believe “intersects” with psychology.
3. Still working in pairs, have students conduct research online about the intersection of these two disciplines. Ask them to identify an article (from a peer-reviewed journal or from the popular or news media) that demonstrates a real-life example of how the two disciplines intersect.
4. Each pair should:

* Summarize the article
* Identify the ways in which psychology informs the other discipline (or how the other discipline informs psychology)
* Identify an occupation(s) for which this article has significance

1. Select a subset of student groups (depending upon time constraints) to take turns giving one- to two-minute presentations on their research in a subsequent class period.

***Reflections***

After students have presented, have the class consider the following questions and elicit several responses:

* What have you learned about the link between psychology and the world around us?
* What did you find particularly surprising or interesting?

#### Activity: What IS Psychology?

***Resources and Materials***

1. Copies of Handout

***In-Class Time:*** 10 to 15 minutes

***Out-of-Class Time:*** 20 to 30 minutes

***Procedure***

1. Ask five people what they think psychology is. Ask each to give a brief statement with a definition of psychology, or a description of what it is that psychologists study. Select volunteers from various ages, genders, and sociocultural backgrounds ( major fields of interest, country of origin).
2. Record pertinent data about each subject (gender, approximate age, and sociocultural background) and the verbatim response to your question. Do not add to the response or try to clarify it.

***Reflections***

Ask students to gather in small groups to discuss the following and prepare a brief report to give in class:

* What are some of the common elements in the statements?
* How do the popular notions about psychology differ from the definition given in the text?
* What are some misconceptions about the field of psychology?

Adapted from *Handout 1.1: What is Psychology?* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), pp. 32-33. Belmont, CA: Wadsworth.

##### Handout: What IS Psychology?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RESPONDENT** | **GENDER** | **AGE** | **BACKGROUND** | **RESPONSE** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |

Adapted from *Handout 1.1: What is Psychology?* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 32-33. Belmont, CA: Wadsworth.

### Exercises/Assignments

#### Exercise: Shrinks

Ask students to write a one- to two-paragraph response to the following questions. Would you go to a psychologist or psychiatrist if you were depressed or anxious? Why or why not? Would you seek assistance for other things in your life, such as buying a house, a medical ailment, managing debt, improving their game/sport, moving, finding a job, etc.? How is getting help with other parts of one’s life different from getting help with mental health problems, and why?

Adapted from *Perceptions about Psychologists* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 23. Belmont, CA: Wadsworth.

#### Exercise: What Makes People Tick?

Everyone has his or her own personal beliefs about "the way people are" or "what makes people tick." For example, you might believe that men are better than women at math and that this difference is a result of the way girls are treated in schools. You might believe that depression is the result of stressful life experiences.

Alternatively, you may simply be puzzled by certain aspects of human behavior and not really have an explanation for it. For example, why do such deep divisions exist between various ethnic groups? Why is it sometimes so difficult to remember people's names?

List five "theories" (beliefs or hunches) that you have about people's behavior and five aspects of human behavior that puzzle you.

*Journal Entry 1.2: Intuitive Questions and Hunches About People* by Gregory Robinson-Riegler

Nairne, J. (2009). *Instructor’s Resource Manual* for *Psychology: The Adaptive Mind* (5th edition), p. 14. Belmont, CA: Wadsworth.

#### Exercise: Dr. Phil and You

Television shows featuring psychologists are a staple of “reality” television. Watch an episode of such a show and write a review, being certain to include an evaluation of the likely “success” of the advice offered. What does the general public learn about psychology from these shows? What misperceptions exist?

### Polling Breaks

#### Poll: Is Psychology a Science?

Is psychology a science and in the same category as the bench sciences of physics, chemistry, or biology?

### Peer Review Questions

#### 

#### Q: The Goals of Psychology

What are the goals of psychology? Provide an example of each and discuss why each of the goals is important.

#### Q: What’s on Your Mind?

Describe the relationship between the mind and the brain, the mind and personality, the mind and memories, and the mind and behavior.

### Discussion Board

#### D: Control

One of the “goals” of psychology is to control behavior. Is that a legitimate goal for science? Should there be “controls” on the work of psychologists to control behavior?

#### D: What about the Rest of Us?

Early psychologists were, for the most part, white males. How might this have influenced early conceptualizations of psychology and the development of early theories?

### Journal/Blog Entries

#### Entry: Your Preferences

Consider the different disciplines of psychology. Which is most interesting to you and why?

### Focus on Research

#### Focus: Are We Automata?

Learn about the early controversies in psychology from William James. How did James approach the question as to whether or not humans are “automata?” What is your view?

James, W. (1879). Are we automata? Mind. 4:1-22. Available online at <http://psychclassics.asu.edu/James/automata.htm>

#### Focus: What Is Thinking?

How did early psychologists approach thinking?

Watson JB. (1920). Is thinking merely the action of language mechanisms? British Journal of Psychology; 11:87-104. Available online at <http://psychclassics.asu.edu/Watson/thinking.htm>.

### Online Connections

#### 

#### Videos

Paul Bloom: The Psychology of Everything (October, 2012). *bigthink* (48:16 minutes)

This video provides an overview psychology, the disciplines within it, and its application to life using case studies of compassion, racism, and sex.

#### Websites

Characteristics of Science

<http://www.storybehindthescience.org/pdf/characteristics.pdf>

The American Psychological Association

<http://www.apa.org>

All About Psychology

<http://www.all-about-psychology.com/>

### Recommended Reading

Goodwin, C. J. (2012). *A history of modern psychology* (4th eHoboken, NJ: Wiley.

Hock, R. R. (2009). *Forty studies that changed psychology: Explorations into the history of psychological research* (6th eUpper Saddle River, NJ: Pearson/Prentice Hall.

Wertheimer, M. (2000). *A brief history of psychology* (4th eFt. Worth, TX: Harcourt.

# What Are Psychology’s Roots?

# How Did the Science of Psychology Begin?

## Philosophical and Scientific Roots of Psychology

Learning Objective 2: Explain how psychology is founded on principles of philosophy and the physical sciences; analyze the key assumptions of structuralism, functionalism, Gestalt psychology, and behaviorism; and critique each of these early theories.

### Classroom Demonstrations

#### Demo: Can You Hear It Now?

Have your class engage in “introspection.” Bring a metronome to class. Ask students to take out a piece of paper and pen or pencil. Turn on the metronome and ask students to write down what they experience in as much detail as possible.

#### Demo: The Structure and the Function of the Mind

The following is a simple but effective online clip that demonstrates the differences between Wundt and James:

“Wundt and James: Structuralism and Functionalism.” (March 2011). Psychology 101: The Animated TextVook. Available at: <http://www.youtube.com/watch?v=SW6nm69Z_IE> (1:11).

#### Demo: Write It Out

Have students engage in a free write to illustrate what Williams described as “stream of consciousness.” Allow students 5-10 minutes to write down everything that comes to mind as it occurs to them, including physical sensations. Encourage students to follow their thoughts wherever they wander, however bizarre or seemingly unrelated to each other.

Afterwards, ask students to respond to the following question: *What did you learn about the way your mind works?* Elicit responses from a variety of students.

*Adapted from Exercise 1.11: Write All About It* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1sth edition), p. 25. Belmont, CA: Wadsworth.

#### Demo: Everybody Has a Part in the Whole

The day before talking about Gestalt psychology, ask everyone to wear a solid-color shirt or t-shirt to class. Assign the role of “artist” to one student. Have that person “arrange” members of the class as if they were splotches of paint. Of course, have your camera ready to create snapshots. Then ask another “artist” to rearrange students to create a different design. Obviously, the arrangement of the parts affects the whole picture that is created. Exhibit these pictures somewhere in the classroom.

*Gestalt Psychology* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 12. Belmont, CA: Wadsworth.

### Classroom Activities

#### Activity: What’s Missing? Comparing Methods of Perception

***Resources and Materials***

1. Sets of “perception” cards, labeled as follows (one set per group of four students):
   * Observation: Write down only what you observe of the phenomenon through your senses.
   * Introspection: Write down what the experience makes you think and feel.
   * Conception: Describe the experience in as much detail as possible.
   * Stream of Consciousness: Write down whatever comes into your mind: thoughts, sensations, associations, etc.
2. One or two pieces of a small edible snack food for each student ( an M&M® or a raisin)

***Class Time:*** 20-25 minutes

***Procedure***

1. Explain to students that they will be asked to describe a particular phenomenon in different ways, and then to share and compare their perceptions.
2. Divide students into small groups of four. Instruct each student to draw a card from the table.
3. Students will receive and place one small edible snack food (an M&M® or raisin) in their mouths. They should take their time tasting, sucking, and/or chewing the edible snack while recording the experience, using the method described on their card.
4. After an allotted time, ask students to take turns within their group sharing what they have written. If they simply share the description of their experience and not the method, are the others able to guess the method?

***Reflections***

In small groups, have students respond to the following questions:

* What was similar about your perceptions? What was different?
* Which method seemed to best capture the internal workings of the mind? As a scientist, which would you be most likely to rely on?
* What was missing from particular methods?

After bringing the groups back together as a class, ask a few groups to share highlights of their discussion.

*Exercise 1.12: What’s Missing? Comparing Methods of Perception* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 25. Belmont, CA: Wadsworth.

#### Activity: An Introspective Moment

***Resources and Materials***

1. Two sheets of paper per student

***Class Time:*** 25-30 minutes

***Procedure***

1. Have each student take out two sheets of paper and divide each into two columns. They will label one page “self” and the other page “other.” At the top of the left-hand column of each sheet, students will write “Observations.” At the top of the right-hand column of each sheet, students will write “Introspections.”
2. Ask each student to partner with a fellow student sitting nearby. Without speaking, students will take notes on their “Self.” In the observation column, they will write down what they believe anyone might observe about themselves with regard to behavior, appearance, mood, etc. Then, in the introspection column (without getting too personal!), students will write down what is on their mind: concerns, distracting thoughts, joys, motivations, feelings, physical states, etc.
3. After a few minutes, signal students to begin observing their partner. *Still without speaking*, students will fill out their second sheet, labeled “other.” In the “observations” column, they will write down what they can directly observe about their partner, including behavior, appearance, mood, etc. (Remind them to be respectful and kind.) Then, in the “introspections” column, students will take a stab at what they think the other student’s internal processes are with regard to worries, distractions, joys, motivations, feelings, physical states, etc.
4. When finished, have students compare notes, focusing on one person at a time. First, they will look at observations and circle any similarities. Then, they will focus on introspections again, circling anything that is similar or has been accurately recorded by both of them.
5. When observations and introspections have been compared for both partners, instruct students to discuss the following questions:
   * Which of the two, observations and introspections, was most accurate?
   * How well did your observations of your partner match his or her reported internal state?
   * If you did accurately assess the other person’s introspections, what were your cues?
   * If you did not accurately assess the other person’s introspections, what are some possible explanations?

***Reflections***

After students have had their conversations, take a poll, via a show of hands or with clickers, on how many students made accurate assessments of their partner’s introspections. Elicit a few responses to the following question:

* What “data” did you rely on to form your assessment of your partner’s internal state? Did this data turn out to be reliable or not? Explain your reasoning.

*Exercise 1.5: An Introspective Moment* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 11. Belmont, CA: Wadsworth.

#### Activity: Your Mind on Design

***Resources and Materials***

1. Magazines
2. Scissors
3. Blank paper
4. Markers
5. Tape
6. Copies of the Gestalt Design Principles pages (Handout)

***Class Time:*** 40-45 minutes

***Procedure***

1. Explain to students that today, Gestalt principles of perception are applied to design to draw our eyes in certain ways, induce us to perceive hidden messages, and create striking memorable images.
2. Break students into small groups of four. Distribute one set of copies of the Gestalt Design Principles (Handout) to each group.
3. Have students review the Gestalt Design Principles. Ask them to complete one or both of the following exercises:
   * Look for one example of each of these design principles at work in print advertisements ( magazines/newspapers)
   * Create their own novel logo, applying one of these design principles to their own work (students may work together to generate ideas).
4. When finished, instruct students to participate in a gallery walk. Have them hang their examples of design and/or their logo on the wall. One person from each group will serve as the “curator.” He/she will briefly describe the group’s work to the other groups that walk by. When given the signal, all students except the curators rotate counter-clockwise to the next poster. When one minute has passed, give a signal for students to rotate again. Continue this process as long as time allows (or until students have had an opportunity to visit all posters).
5. Optional: Students may vote on the logo that best exemplifies one or more Gestalt principles of design.

***Reflections***

When finished, as a large group, ask for a few volunteers to share their thoughts in response to the following questions:

* How is our perception altered and influenced by these designs?
* What relationship does this have with psychology? Please give an example.

*Exercise 1.9: Your Mind on Design* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 19. Belmont, CA: Wadsworth.

##### Handout: Gestalt Principles

*The Law of Closure*

Closure occurs when an object is incomplete or a space is not completely enclosed. If enough of a shape is indicated ( the circles and triangle) people perceive the whole by filling in the missing information.

*Handout 1.9: Gestalt Principles* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 21-23. Belmont, CA: Wadsworth.

*The Law of Continuity*

Continuity occurs because the viewer's eye will naturally follow a line or curve.

*Handout 1.9: Gestalt Principles* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 21-23. Belmont, CA: Wadsworth.

*The Law of Pragnanz, or the Law of Simplicity*

Simplicity occurs when objects in the environment are seen in a way that makes them appear as simple as possible. In the figure above, we are more likely to see two circles and a rectangle rather than all of the irregular shapes.

*The Law of Proximity*

Proximity occurs when elements are placed close together. We tend to perceive the sets of arrows above as two groups.

*Handout 1.9: Gestalt Principles* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 21-23. Belmont, CA: Wadsworth.

*The Law of Similarity*

Similarity occurs when objects look similar to one another. We will likely perceive the image above as horizontal rows with two types of circular figures.

*Handout 1.9: Gestalt Principles* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 21-23. Belmont, CA: Wadsworth.

### Exercises/Assignments

#### Exercise: Lucky Socks

Do you or did you ever have an object you believed was lucky? If so, what is the object and can you explain, from a behavioral perspective, how you came to believe in its ability to help you? If you don’t believe in lucky objects, can you use the behavioral perspective to explain why not? Write a one- or two-paragraph paper with your responses.

#### Exercise: Context

Create a timeline pinpointing the early approaches to psychology (functionalism, structuralism, Gestalt psychology and behaviorism). On the same timeline, identify key events or individuals in medicine and other fields of science. How might these be related to the arts, or politics?

#### Exercise: Does It REALLY Help?

Below is a list of emotions, behaviors, and processes. Pick five of these, and think about them from the perspective of a functionalist. How are these useful? How do they help us adapt to daily life?

a. pain f. laughter

b. shyness g. socializing

c. love h. dreaming

d. anger i. memory

e. fear j. hunger

*Journal Entry 1.3: Thinking About Function* by Gregory Robinson-Riegler

Nairne, J. (2009). *Instructor’s Resource Manual* for *Psychology: The Adaptive Mind* (5th edition), p. 19. Belmont, CA: Wadsworth.

### Polling Breaks

#### Poll: Can We? Should We?

Can we ever really know what is happening in someone else’s mind? Can we even know what is going on in our own minds? Should we try to make behavior and — and our brain — transparent?

### Peer Review Questions

#### Q: Functionalism and Evolution

Describe William James’s *functionalism*, and discuss its relationship to Charles Darwin’s theory of evolution.

#### Q: Consciousness

Describe Wilhelm Wundt’s approach to the study of consciousness.

### Discussion Board

#### D: Lessons from the Father

Wilhelm Wundt is often referred to as the father of psychology. What did he provide to the field? How are his influences visible today?

#### D: Learning from History

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?

How can historical views of psychology be useful to understanding today’s problems? Take a current event from the media and use historical perspectives to give explanations for the event and responses to it.

### Journal/Blog Entries

#### Entry: The Introspective Illusion

The introspection illusion is the tendency for people to treat their own introspections as reliable when making judgments about themselves, but judge other people on the basis of their behavior. Students may read the following article:

Pronin, E. & Kugler, M. (2006). *Valuing thoughts, ignoring behavior: The introspection illusion as a source of the bias blindspot*. The Journal of Experimental Social Psychology. Available at: <http://cbdr.cmu.edu/seminar/pronin.pdf>.

Ask students to consider the following and respond with an entry in their journal:

* Consider a time when you felt you were misinterpreted on the basis of your actions, instead of your true beliefs or feelings ( arriving late because you didn’t care about the other party). Now try to think of a time when you might have been guilty of the introspection illusion. What happened? What might you have done differently?

### Focus on Research

#### Focus: Pure Experience

How did James conceptualize “pure experience?” What is its importance?

James, W. (1904). *Does consciousness exist?* Journal of Philosophy, Psychology, and Scientific Methods, *1*, 477-491. <http://psychclassics.asu.edu/James/consciousness.htm>

#### Focus: Psychology for Behaviorists

What did Watson believe were the legitimate activities of psychology?

Watson, JB. (1913). *Psychology as the behaviorist views it.* Psychological Review, *20*, 158-177. <http://psychclassics.asu.edu/Watson/views.htm>

#### Focus: Gestalt Psychology

According to Wertheimer, what are the basic principles by which we organize our perceptions of the world?

Wertheimer, Max. (1938). *Laws of organization in perceptual forms.* In W. Ellis, W (Ed. & Trans.), A Source Book of Gestalt Psychology (pp. 71-88). London: Routledge & Kegan Paul. (Original work published in 1923 as Untersuchungen zur Lehre von der Gestalt II, in Psychologische Forschung, 4, 301-350.)  <http://psychclassics.asu.edu/Wertheimer/Forms/forms.htm>

#### Focus: Mental Life

What is the role of the “physical substrate” in “mental life?”

Wundt, WM. (1874/1902/1904). *Principles of physiological psychology* (Edward Bradford Titchener, Trans.) (from the 5th German ed., published 1902; 1st German ed. published 1874.) <http://psychclassics.asu.edu/Wundt/Physio/>

### Online Connections

#### Videos

Psychology 101: History and Approaches Part 1 (March 2012) (6:55)

<http://www.youtube.com/watch?v=1cV0e3q-ufo>

#### Websites

Center for the History of Psychology at the University of Akron

<http://www.uakron.edu/chp/>

The History of Psychology

<http://www.learner.org/series/discoveringpsychology/history/history_nonflash.html>

### Recommended Reading

Benjamin,& Baker,(2004). From seance to science: A history of the profession of psychology in America. Belmont, CA: Wadsworth.

# What Are Psychological Perspectives?

## Psychological Perspectives

Learning Objective 3: Differentiate modern approaches to psychology (biological, cognitive, behavioral, psychoanalytic, humanistic, sociocultural, evolutionary, and eclectic) in terms of theoretical bases, methodology, and focal points of behavior

### Classroom Demonstrations

#### Demo: How Would You Explain It?

Ask students how they explain human behavior. For example, what is love? How does love develop? Why are some people violent? How does altruism develop? Why do people engage in behaviors that may harm them or others, like smoking or drinking during pregnancy? Why do groups of people sometimes behave very differently from individuals? Why are some people outgoing while others prefer solitude?

Write some student responses on the board and then categorize them according to the general approach they demonstrate. Use this to introduce the major modern approaches to psychology.

#### Demo: Sociocultural Approaches

Ask students to complete the sentence “I am…” They can respond with more than one answer. Then ask volunteers to share their responses and use them to lead into a discussion of sociocultural approaches to psychology.

#### Demo: What Comes to Mind When I Say…

Ask students to write down the first thing that comes to mind when you say:

1. Psychoanalysis
2. Behaviorism
3. Biological psychology
4. Humanism
5. Evolutionary psychology
6. Sociocultural psychology
7. Cognitive psychology

This free response session can serve as an introduction to the major modern approaches to psychology.

### Classroom Activities

#### Activity: Approaches to Psychology

***Resources and Materials***

1. Approaches to Psychology cards (one set per group of seven students) from Handout

***Class Time:*** 30-35 minutes

***Procedure***

1. Have students form groups of seven and pass out a set of *Approaches to Psychology* cards (Handout) to each group. Each student will select one card without revealing its contents. He or she then “becomes” that type of psychologist.
2. A volunteer from each group will be the first to play the psychologist. The other students have “twenty questions”—with only close-ended ones that evoke a “yes” or “no” response—to figure out the branch of psychology to which the volunteer belongs.
3. Whoever guesses correctly will be the next psychologist.
4. The game can continue as long as time allows. Note, however, that the game is made easier by the process of elimination, so it is possible that not everyone will have a chance to be the “psychologist.”

***Reflections***

* Still as a group, have students think about which branch of psychology they would be most inclined to study and which branch they would be least inclined to study. Ask the students to take turns sharing both these choices along with their reasoning.

*Exercise 1.15: Twenty Questions* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 35. Belmont, CA: Wadsworth.

##### Handout: Approaches to Psychology

|  |
| --- |
| **Biological**  **Psychology** |
| **Evolutionary**  **Psychology** |
| **Cognitive**  **Psychology** |
| **Sociocultural**  **Psychology** |
| **Behavioral**  **Psychology** |
| **Psychoanalytic**  **Psychology** |
| **Humanistic**  **Perspective** |

*Handout 1.15: Branches of Psychology Cards* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 37. Belmont, CA: Wadsworth.

#### Activity: Twenty Propositions

***Resources and Materials***

1. Copies of Handout *Twenty Propositions*

***Class Time:*** 20 to 30 minutes

***Procedure***

1. Distribute copies of Handout. This handout consists of twenty statements that express fundamental beliefs that are characteristic of the different approaches (four statements per belief). The instructions on the handout ask the student to check those statements with which he or she agrees.
2. To score your students' responses, have each student count the number of statements he or she has checked that are associated with each of the theoretical approaches. The more statements a student checks for an approach, the more the student is in agreement with that approach. Here is the classification of the items to use when scoring the student responses:

Psychoanalytic approach: 1, 5, 10, 15

Behavioral approach: 4, 6, 9, 19

Humanistic approach: 2, 7, 16, 17

Cognitive approach: 8, 11, 12, 18

Biological approach: 3, 13, 14, 20

***Reflections***

When your students have determined the theoretical approach that they agree with the most, encourage them to discuss the following:

* For the purposes of this activity, some of the statements have been classified with one approach, but they could also have been classified with another. Identify some statements that could be classified in multiple approaches. What does this tell you about the major approaches to psychology?

*Demonstration/Activity 1.6: Choosing Your Theoretical Approach* by Gregory Robinson-Riegler

Nairne, J. (2009). *Instructor’s Resource Manual* for *Psychology: The Adaptive Mind* (5th edition), p. 18. Belmont, CA: Wadsworth.

##### Handout: Twenty Propositions

*Instructions: Check all statements with which you agree.*

\_\_\_\_ 1. Even the most subtle behaviors tell you something about the person.

\_\_\_\_ 2. Nothing makes you angry; you choose to become angry.

\_\_\_\_ 3. Consciousness is the same thing as nervous system activity.

\_\_\_\_ 4. Our actions are caused by events in our environment.

\_\_\_\_ 5. Criminals sometimes leave evidence because they really want to get caught.

\_\_\_\_ 6. You really can't know what goes on in someone's mind. All you can know is how they act.

\_\_\_\_ 7. It is important for each individual to develop a clear sense of who he or she is.

\_\_\_\_ 8. People make rational choices by weighing the alternatives.

\_\_\_\_ 9. You can change behavior with rewards and punishments.

\_\_\_\_ 10. We don't often realize the real reason we do something.

\_\_\_\_ 11. Our behavior reflects our thoughts.

\_\_\_\_ 12. People process information much in the same way that computers do.

\_\_\_\_ 13. To understand behavior, you have to understand how the nervous system works.

\_\_\_\_ 14. Much of our behavior is genetically determined.

\_\_\_\_ 15. You can discover a lot about your unconscious mind by interpreting the symbols that appear in your dreams.

\_\_\_\_ 16. To be happy, you need to live up to your fullest potential.

\_\_\_\_ 17. Ultimately, each person is responsible for his or her actions.

\_\_\_\_ 18. Sometimes people behave irrationally because they think irrationally.

\_\_\_\_ 19. Many times it’s the behavior that's the problem.

\_\_\_\_ 20. To understand emotions, you must understand hormones.

*Handout 1.3* by Gregory Robinson-Riegler

Nairne, J. (2009). *Instructor’s Resource Manual* for *Psychology: The Adaptive Mind* (5th edition), p. 30. Belmont, CA: Wadsworth.

#### Activity: Cultural Pie Charts

***Resources and Materials***

1. Handout, *Your Cultural Pie*

***Class Time:*** 10 to 15 minutes

***Procedure***

Distribute the handouts to your students and ask them to fill in their “cultural pies” with objects that are indicative of their identities some way. Instruct students that they can divide the pies in any fashion and that there are no “right” or “wrong” answers; they can include any factors that they consider reflective of their identities.

***Reflections***

Ask students to gather in small groups and discuss the following:

* How do some of the factors in your pie influence your behaviors? Provide specific examples.
* How do some of the factors in your pie influence your mental processes? Be specific.

*Supplement 1.12: Theories of Diversity* by Travis Sola

Bernstein, D. Penner, L., Clarke-Stewart, A. and Roy, E. (2012). *Instructor’s Resource Manual* for *Psychology* (9th edition), p. 27. Belmont, CA: Wadsworth.

##### Handout: Your Cultural Pie

### Exercises/Assignments

#### Exercise: Founding Fathers

Find one famous psychologist associated with each of the following approaches: behavioral, psychoanalytic, cognitive and humanistic. Write a short biography of the psychologist and a summary of the psychologist major contributions to psychology. Be sure to include your sources.

#### Exercise: Where Are the Founding Mothers?

Why were so few women involved in the “founding” of psychology? Select one approach to psychology, identify its key assumptions and constructs, and consider the insights women might have brought to it.

#### Exercise: Is There Only ONE Way?

If psychologists use so many approaches, can they ever really understand problems? Which approach is really correct? Have students work in small groups and debate this issue.

### Polling Breaks

#### Poll: Unplanned Obsolescence

Which, if any, approaches to psychology might be considered more or less obsolete today? (Correlate each approach to a polling number.)

### Peer Review Questions

#### Q: Evolutionary and Biological Psychology

What do the evolutionary and biological approaches have in common? How do they differ?

#### Q: Psychoanalytic and Humanistic Psychology

What do the psychoanalytic and humanistic approaches have in common? How do they differ?

### Discussion Board

#### D: Sociocultural Approaches

What unique contributions do sociocultural approaches offer to psychology? What about the history of psychology makes sociocultural approaches so important?

#### D: Pick One

Of the psychological perspectives, which seems the most plausible? Why? At this point in our society, which perspective seems the most useful to psychology? Why?

### Journal/Blog Entries

#### Entry: Your Preferences

As you learn about the modern-day approaches to psychology, which one would you choose to pursue if you were to major in psychology? For this journal entry, write about your choice and explain your reasoning.

### Focus on Research

#### Focus: Freud on Freud

How did Freud describe the development of psychoanalysis? What does this tell you about the roots of psychoanalytic theory?

Freud, S. (1910). The origin and development of psychoanalysis. American Journal of Psychology, 21, 181-218. Available online at <http://psychclassics.asu.edu/Freud/Origin/origin1.htm>.

#### Focus: A Return to Physiological Psychology

Read Hume’s classic discourse on physiological psychology and compare his views with those of contemporary biological psychologists.

Hume, JG. (1892). Physiological psychology. Minutes of the Twenty-First Annual Convention of the Ontario Teachers' Association, pp. 86-106. Available online at <http://psychclassics.asu.edu/Hume/physpsych.htm>.

### Online Connections

#### Videos

Psychology 101: History and Approaches Part 2 (March 2012) (5:17)

<http://www.youtube.com/watch?v=6RL-xs6JfUU&feature=relmfu>

#### Websites

Evolutionary Psychology

<http://plato.stanford.edu/entries/evolutionary-psychology/>

Harlow Center for Biological Psychology

<http://psych.wisc.edu/primatelab/primatelabhome.html>

American Institute for Psychoanalysis

<http://www.aipnyc.org/>

The American Academy of Cognitive and Behavioral Psychology

<http://www.aacbp.org/>

### Recommended Reading

King, D. B., Viney, W., & Woody, W. D. (2009). A history of psychology: Ideas and context (4th eBoston: Allyn & Bacon.

Scarborough, E. S., & Furumoto, L. (1987). Untold lives: The first generation of American women psychologists. New York: Columbia University Press.

Watson, R. I. (1978). The great psychologists. Philadelphia: Lippincott.

## Application of Modern Perspectives

Learning Objective 4: Apply modern perspectives to specific issues of concern today, and evaluate the effectiveness of each approach in understanding behavior and promoting well-being

### Classroom Demonstrations

#### Demo: SCANDALOUS!

Choose a current event of some prominence, one with which a majority of students will be familiar. A public scandal may be a good choice. Ask students to hypothesize about the reasons for the person’s behavior. An example would be to ask why Bill Clinton jeopardized his political career by having a fling with Monica Lewinsky (you can update this with a current political scandal, such as the Petraeus-Broadwell affair). After you receive a few responses, ask the students to explain the behavior from the perspective of Skinner or Watson, Freud, and Rogers. Ask students to focus on the motives behind the behavior and how they might have developed. Summarize a few responses for each theoretical perspective on the board.

You can accomplish several objectives with this exercise:

* Describing a single event from different viewpoints allows students to quickly grasp similarities and differences among the perspectives.
* Describing an event in terms of a theoretical perspective forces students to think carefully and critically rather than jump to a conclusion.
* Contrasting their first answers with their theoretical answers allows students to see that their thinking about behavior and its antecedents may be somewhat simplistic.

#### Demo: Anything You Can Do

List the major approaches to modern psychology for students and ask them what each approach can best explain and what each approach would not convincingly address. Use student responses to demonstrate how these approaches can be used and how they can be tested.

#### Demo: Freud Is Still With Us

Although students may initially think Freud has no relevance today, many of them are well acquainted with terms like “being in denial,” “being anal,” or “Freudian slips.” Use this video to illustrate:

Compilation of Freudian Slips on Live TV. (2004) (2:50) <http://www.dailymotion.com/video/xcyp6k_compilation-of-freudian-slips-on-li_shortfilms#.UKVT9ORLUko>

### Classroom Activities

#### Activity: Tackling Multiple Approaches

***Resources and Materials***

1. Approaches to Psychology cards from Handout. You will need enough cards in order for each student can draw one at random.
2. Topics cards from Handout
3. Internet access

***In-Class Time:*** 20-30 minutes

***Out-of-Class Time:*** 30-40 minutes

***Procedure***

1. This activity requires students to take part in two groups, one based on the approach to psychology and the other based on the topic they are investigating.
2. Ask each student to draw an approach card and a topic card. When all students have drawn their approach and topic cards, ask them to form groups based on approach. Explain to students that they will research the approach they have chosen outside class, and that they should collaborate online through an e-mail group, wiki, or video chat. Students should also determine how their particular topic is addressed by the approach they have chosen by finding relevant research.
3. At the next class meeting, students should form groups based on the topic they chose. The group members should then discuss what can be learned from each approach and prepare a brief report to give in class.

***Reflections***

Have students discuss the following as part of their reports:

* In what ways is it helpful to hear multiple perspectives on the same issue?
* How did hearing different perspectives on this topic enhance your thinking about your given perspective?
* Why might it be misleading to have information from only one perspective on this topic?

Adapted from *Exercise 1.16: One Subject, Seven Perspectives* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 38. Belmont, CA: Wadsworth.

##### Handout: Topics in Psychology

|  |
| --- |
| **AGGRESSION** |
| **ALTRUISM** |
| **COMPASSION** |
| **CREATIVITY** |
| **DEPRESSION** |
| **DRUG ADDICTION** |
| **SPIRITUALITY** |

Adapted from *Exercise 1.16: One Subject, Seven Perspectives* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 38. Belmont, CA: Wadsworth.

#### Activity: Applying Psychological Perspectives

***Resources and Materials***

1. Handout Applying Psychological Perspectives

***Class Time:*** 15 to 20 minutes

***Procedure***

1. Have students form small groups and complete Handout.

***Reflections***

Ask students to consider the following:

* What is gained by considering more than one perspective?
* What is lost by considering only one perspective?
* How can you integrate insights from each of the perspectives?

##### Handout: Applying Psychological Perspectives

After reading the case study below, apply each psychological perspective to illustrate how we could better understand this person.

Case:

Bill is a 45-year-old who is suffering from depression. He has recently lost his job and has difficulty keeping friendships. He believes there is no use in trying to find a job or in meeting new people because it always results in failure. He believes therapists are quacks and chooses to drink heavily every day.

Behavioristic Perspective:

Cognitive Perspective:

Biological/Physiological Perspective:

Sociocultural Perspective:

Psychodynamic Perspective:

Humanistic Perspective:

*Handout 1.4: Applying Psychological Perspectives* by Dianne Cook and Thomas Hancock.

Pastorino, E. and Doyle-Portillo S. (2012). *Instructor’s Resource Manual* for *What is Psychology?*(3rd edition), p. 35. Belmont, CA: Wadsworth.

#### Activity: Looking at Relationships

***Resources and Materials***

1. *Approaches to Psychology* cards (from Handout): one set per group of seven students

***Class Time:*** 20 minutes

***Procedure***

1. Have students break into groups of seven and place the stack of cards in the middle.

2.      Ask each group to come up with one common question or issue that college students frequently encounter regarding relationships ( the psychological issues involved with sharing a small dorm room for the first time)

3.     Instruct students within each group to take turns choosing a card and address how one might approach this topic given their perspective. After each person has had a turn, have the group debate the ways in which each of the seven perspectives clarify this issue more fully. Do some perspectives seem more applicable than others?

***Reflections***

* Invite students to come together as a class and share a few of their topics and comments in their discussions.

*Exercise 1.19: Relationships as a Lens* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 44. Belmont, CA: Wadsworth.

### Exercises/Assignments

#### Exercise:The Right Time and Place

During the Victorian era (a time of marked sexual repression), Freud developed a theory that had its roots in the resolution of sexual drives. Work with a problem and think about the major social issues today. What problems are most common? What kind of psychological theories might arise as a result?

*Discussion Question #7* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 5. Belmont, CA: Wadsworth.

#### Exercise: Consumer Psychology

Select one of the major approaches to modern psychology and use it to develop a marketing approach for a product of your choice.

#### Exercise: HOAX!

Go to Snopes or a similar site and identify several current hoaxes being spread via e-mail, Facebook, or other social media. Provide students with copies of the hoaxes but not the analyses of the hoaxes. Ask the students to explain the prevalence of such hoaxes using sociocultural theory and Freudian theory.

Adapted from *Internet hoaxes can cost you more than time* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 19. Belmont, CA: Wadsworth.

### Polling Breaks

#### Poll: Eclectic Copouts

Is adopting an eclectic approach to psychology a copout?

### Peer Review Questions

#### Q: Using Psychology

How would psychologists use the modern psychological approaches to study whether alcoholism runs in families?

#### Q: Matching Approach and Question

Consider each of the major modern approaches discussed in class. What types of research questions are best suited to each approach?

### Discussion Board

#### D: Ethnic Identity

Account for ethnic identity using the behavioral, cognitive, sociocultural, and psychoanalytic approaches.

#### D: Behavioral Control

How would a humanist approach behavioral control?

### Journal/Blog Entries

#### Entry: Your Preferences

Suppose you were interested in how people learn. Which approach would you prefer and why? What if you wanted to explain psychopathology? Which approach would you prefer and why? How about for the study of interpersonal violence?

### Focus on Research

#### Focus: Mental Disease

How would a behaviorist such as Watson account for mental illness?

Watson, John B. (1916). Behavior and the concept of mental disease. Journal of Philosophy, Psychology, and Scientific Methods, 13, 589-597. Available online at <http://psychclassics.asu.edu/Watson/mental.htm>

#### Focus: Humanistic Therapy

How do humanistic psychologists approach therapy?

Rogers, Carl R.. (1946). [Significant aspects of client-centered therapy](http://psychclassics.asu.edu/Rogers/therapy.htm). American Psychologist, 1, 415-422. Available online at <http://psychclassics.asu.edu/Watson/thinking.htm>.

### Online Connections

#### Videos

Freud in the 21st Century. (April 2009). (1:26:21)

<http://www.youtube.com/watch?v=g9ecVEZvsi4>

#### Websites

Society for Humanistic Psychology

<http://www.apadivisions.org/division-32/index.aspx>

The History of Cognitive Psychology

<http://www.muskingum.edu/~psych/psycweb/history/cognitiv.htm>

Behavioral Neuroscience and Comparative Psychology

<http://www.apadivisions.org/division-6/index.aspx>

### Recommended Reading

Fancher, R. E. (1996). Pioneers of psychology (3rd e New York: Norton ..

Leahey, T. H. (1997). A history of psychology: Main currents in psychological thought (4th eEnglewood Cliffs, NJ: Prentice Hall.

# What Does It Mean to Be a Psychologist?

## Psychologists at Work

Learning Objective: Explore the wide range of career paths that psychologists pursue with respect to professional specialties and areas of research, and examine current trends in these fields.

### Classroom Demonstrations

#### Demo: What Interests You?

Ask students to come up with a few psychological questions that most interest them and categorize these questions by the subfield that would address each question. If students do not bring up a sufficient range of questions, prompt them 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?”

#### Demo: Making a Choice

Invite graduate students or faculty from your department to come to your class and briefly describe why they chose their specialty area and their current interests. Alternatively, invite a panel of guests and include a question and answer session.

#### Demo: Primetime Psychologists

Find clips from primetime television shows that include psychologists as characters. Try to include shows from different decades, such as *The Bob Newhart Show* and *Criminal Minds.*  Ask students to identify the subfields that are portrayed and discuss the accuracy of the portrayal.

### Classroom Activities

#### Activity: What Does Psychology Offer?

***Resources and Materials***

1. Copies of the American Psychological Association’s brochure Careers in Psychology (<http://www.apa.org/careers/resources/guides/careers.pdf>)

***Class Time:*** 20 to 30 minutes

***Procedure***

Because many students come into this course with the view that psychologists provide only clinical or counseling services, you may want to amplify discussion of seven research areas (developmental, social, experimental, physiological, cognitive, personality, and psychometrics) and four professional specialties (clinical, counseling, educational and school, industrial and organizational). Students may wonder what makes each of these areas different and unique.

1. Provide access to the American Psychological Association’s online brochure, *Careers in Psychology*, which specifically addresses what is involved in different areas of psychology.
2. Ask students to form groups of four to six. Each group should pick an area of interest and prepare a report to give to the class on careers in that area of psychology.

***Reflections***

After students have listened to the reports, invite them to discuss the following:

* Has their vision of psychology been broadened?
* What areas are of interest to them? Why?

#### Activity: Building a Career in Psychology

***Resources and Materials***

1. Internet access
2. Brochures, applications, and course booklets representing a variety of graduate schools and their psychology programs ( free-standing professional schools, large research-oriented universities, small private schools, Master’s programs, Psprograms, and Pprograms)

***Class Time:*** 45-50 minutes

***Procedure***

1. You may organize and provide materials from a variety of graduate psychology programs of your choice, or you may give students a few tips to find this information online themselves.
2. Ahead of time, write out each branch of psychology in large print on a sheet of chart paper with the following subheadings: Graduate Programs, Cost, Required Coursework/Supervised Training Experiences, Job Opportunities, and Salaries, and post them around the room, evenly spaced apart.
3. Have students select a particular branch of psychology in which they are interested and then head towards the relevant chart. (Note: It is not necessary for students to be planning a career in this area. They could simply be intellectually interested in this branch, given what they have learned thus far.)
4. Ask students to work together in small groups of two or three and investigate graduate programs that offer training in this area of psychology (either by using materials you have provided or by searching online). Instruct students to wait for a turn to write on their chosen chart and for at least one graduate program, to record the cost of the program, the coursework and supervised experience they could expect to have, the job opportunities that exist in the area, and the salary range.
5. After an allotted time, ask students to return to their seats. Have volunteer reporters summarize the information for each chart.

***Reflections***

Take an informal survey of possible career interests in your class. Start with a specific career and then provide an opportunity for further discussion with a follow-up question:

* Who is interested in pursuing a career in psychology? Follow-up: What interests you about a career in psychology?
* Who is interested in becoming a therapist? Follow-up: In what kind of setting?
* Who is interested in another field, but one that is psychology-related in some way? Follow-up: What area of expertise and why?

*Exercise 1.18: Considering Careers in Psychology* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 42. Belmont, CA: Wadsworth.

#### Activity: CSI Psychology

***Resources and Materials***

1. Access to and the ability to present this video to a class:

Forensic Psychology Expert Stephen Reich (<http://www.youtube.com/watch?v=E5e1x9dDQz8>)

1. Materials from the American Board of Forensic Psychologists describing the field of forensic psychology (<http://www.abfp.com/brochure.asp>)

***Class Time:*** 25 to 35 minutes

***Procedure***

1. Television dramas and documentaries regarding crime scene investigation are extremely popular now, but there is, as usual, a substantial disconnect between what is shown on television dramas and the reality of forensic psychology.
2. Invite students to form small groups and ask each group to write a brief description of forensic psychology and the work of forensic psychologists. Then show the video of Stephen Reich and ask students to review the information from the American Board of Forensic Psychologists.
3. Again, ask the groups to write a brief description of forensic psychology and the work of forensic psychologists.

***Reflections***

Ask students to consider the following:

* What do forensic psychologists actually do?
* How is the reality of forensic psychology similar to what is shown on television? How is it different?

### Exercises/Assignments

#### Exercise: But Are There Jobs?

What is the occupational outlook for psychologists? Are there jobs available now? What about in the future? Find out using the United States Department of Labor Occupational Outlook Handbook (<http://www.bls.gov/ooh/>).

#### Exercise: Current Job Opportunities

Visit the American Psychological Association’s Career Center (<http://www.apa.org/careers/index.aspx> ). 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?

#### Exercise: Clinical Disciplines

Many people think of clinical psychology when they think of psychology. Psychology certainly does offer opportunity to work in clinical settings for people with a range of levels of education and professional certifications. Identify and describe two other disciplines that offer opportunities for work in clinical settings. What degrees and certifications are required for clinical work in those disciplines?

### Polling Breaks

#### Poll: Still Interested?

Are you interested in taking other classes in psychology beyond this one? Are you interested in a career in psychology?

### Peer Review Questions

#### Q: What Would Psychologists Do?

Identify a real life psychological question that is of interest to you. What area of psychology would address this question and why?

#### Q: Psychology and You

How could psychology be useful for your life? For example, how might psychological information be applicable to your career, personal life, and relationships, or in college?

### Discussion Board

#### D: Even the Rats Were White

Why is it so important for psychologists themselves to be diverse in terms of approaches and interests?

### Journal/Blog Entries

#### Entry: Your Preferences

Go to O\*NET online (<http://www.onetonline.org/>. Choose the branch of psychology that interests you the most and identify the tasks, tools and technology, knowledge, skills, abilities, work activities, work context, education, interests, work styles, and work values associated with employment in that branch. Prepare a summary of what you find and discuss how good a fit the career would be for you.

### Focus on Research

#### Focus: Racial Diversity

What can be done to help ensure racial diversity in psychology programs?

Proctor SL, Truscott SD. (2012). Reasons for African American student attrition from school psychology programs. J Sch Psychol.  50(5):655-79.

#### Focus: Sexism in Science

Is there sexism in higher education science programs? How does this affect the field of psychology?

Moss-Racusin CA, et al. (2012). Science faculty's subtle gender biases favor male students. Proc Natl Acad Sci U S A. 109(41):16474-9.

### Online Connections

#### Videos

Psychology: Career Opportunities (January 2009) (3:45)

<http://www.youtube.com/watch?v=XhWTJE3NLIc&feature=related>

Psychology at UCD (December 2010) (3:22)

<http://www.youtube.com/watch?v=wsuwy9xjTj0>

#### Websites

American Job Center Network O\*Net

<http://www.onetonline.org/>

American Psychological Association Careers

<http://www.apa.org/careers/index.aspx>

United States Department of Labor Occupational Outlook Handbook

<http://www.bls.gov/ooh/>

### Recommended Reading

Kuther,& Morgan,(2010). Careers in psychology: Opportunities in a changing world (3rd eWadsworth: Boston, MA.

Sternberg,(2006). Career paths in psychology: Where your degree can take you (2nd e Washington, American Psychological Association.