

FOURTH EDITION

PSYCHOLOGY

Concepts and Applications



JEFFREY S. NEVID

Psychology

Concepts and Applications

Psychology

Concepts and Applications

Jeffrey S. Nevid

St. John's University



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Psychology: Concepts and Applications,
Fourth Edition

Jeffrey S. Nevid

Publisher: Jon-David Hague

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Print Buyer: Karen Hunt

Rights Acquisitions Specialist: Dean Dauphinais

Production Service: Lindsay Schmonsees,
Macmillan Publishing Solutions

Text Designer: Lisa Buckley

Photo Researcher: Bill Smith Group

Text Researcher: Pablo D'Stair

Copy Editor: Michael Ryder

Cover Designer: Lisa Buckley

Cover Image: Maria Rafaela Schulze-Vorberg/
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Compositor: MPS Limited, a Macmillan Company

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Library of Congress Control Number: 2011927622

Student Edition:

ISBN-13: 978-1-111-83549-1

ISBN-10: 1-111-83549-7

Loose-leaf Edition:

ISBN-13: 978-1-133-31027-3

ISBN-10: 1-133-31027-3

Wadsworth

20 Davis Drive
Belmont, CA 94002-3098
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Printed in Canada

1 2 3 4 5 6 7 15 14 13 12 11

This text is dedicated to the thousands of psychology instructors who share their excitement and enthusiasm for the field of psychology with their students and seek to help them better understand the many contributions of psychology to our daily lives and to our understanding of ourselves and others. I consider myself fortunate to have the opportunity to be one of them.

About the Author



Dr. Jeffrey Nevid is Professor of Psychology at St. John's University in New York. He received his doctorate from the State University of New York at Albany and completed a post-doctoral fellowship in evaluation research at Northwestern University.

Dr. Nevid has conducted research in many areas of psychology, including health psychology, clinical and community psychology, social psychology, gender and human sexuality, adolescent development, and teaching of psychology. His research publications have appeared in such journals as *Health Psychology*, *Journal of Consulting and Clinical Psychology*, *Journal of Community Psychology*, *Journal of Youth and Adolescence*, *Behavior Therapy*, *Psychology & Marketing*, *Professional Psychology*, *Teaching of Psychology*, *Sex Roles*, and *Journal of Social Psychology*, among others. Dr. Nevid also served as Editorial Consultant for the journals *Health Psychology* and *Psychology and Marketing* and as Associate Editor for *Journal of Consulting and Clinical Psychology*. He continues exploring new ways of helping students learn through an ongoing pedagogy research program he directs at St. John's University.

Dr. Nevid has coauthored several other college texts, including *HLTH*, published by Cengage Learning, 4LTR Press, *Abnormal Psychology in a Changing World* and *Human Sexuality in a World of Diversity*, published by Pearson Education, and *Psychology and the Challenges of Life: Adjustment and Growth*, published by John Wiley & Sons. He has also authored several books on AIDS and sexually transmitted diseases published by Allyn and Bacon, including *A Student's Guide to AIDS and Other Sexually Transmitted Diseases* and *Choices: Sex in the Age of AIDS*. He lives in New York with his wife Judy and his children Michael and Daniella.

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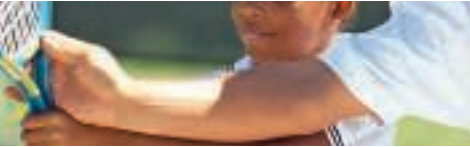
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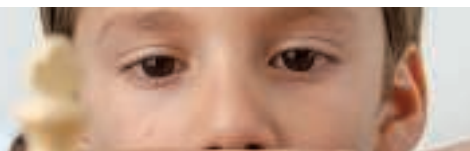
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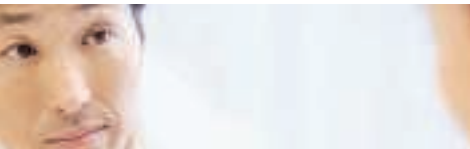
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Preface

Welcome to the 4th edition of *Psychology: Concepts and Applications*. As instructors, we are challenged to help our students succeed in today's learning environment. I approached the task of writing this text with this fundamental challenge in mind. The pedagogical framework of this text is grounded in basic research on learning and memory and supplemented by research on textbook pedagogy I have conducted with my students.¹

Overview of the Text

The text provides a broad perspective on psychology that covers the history, methods of research, major theories, and research findings of the discipline, as well as applications of knowledge gained from contemporary research to the problems and challenges we face in today's world. Psychology is a vibrant, dynamic discipline, and I try to bring to this writing the same enthusiasm and vigor that psychologists bring to their research, teaching, and professional work every day.

An effective textbook needs to be more than just a compendium of information. It needs to be an effective learning tool that helps students master complex concepts and principles. I set out to accomplish three major objectives in writing this text:

1. To make the study of psychology accessible and engaging to the beginning student in psychology.
2. To provide students with a solid grounding in the knowledge base in psychology.
3. To help students succeed in the course.

¹Nevid, J. S., & Carmony, T. M. (2002). Traditional versus modular format in presenting textual material in introductory psychology. *Teaching of Psychology, 29*, 237–238.

Nevid, J. S., & Lampmann, J. L. (2003). Effects on content acquisition of signaling key concepts in text material. *Teaching of Psychology, 30*, 227–229.

Nevid, J. S., & Forlenza, N. (2005). Graphing psychology: An analysis of the most commonly used graphs in introductory psychology textbooks. *Teaching of Psychology, 32*, 253–256.

Nevid, J. S. (2006, February). In pursuit of the “perfect lecture.” *American Psychological Society Observer, 19*(2), 35–36, 42.

Nevid, J. S., & Mahon, K. (2009). Mastery quizzing as a signaling device to cue attention to lecture material. *Teaching of Psychology, 36*, 29–32.

Nevid, J. S. (2009/2010, Winter). Reaching and teaching millennial students. *Psychology Teacher Network, 19*(4), pp. 1, 3, 4.

Nevid, J. S. (2011, March). *A new IDEA in course assessment: Using active learning verbs to measure learning outcomes*. Invited presentation at the 18th Midwest Institute for Students and Teachers of Psychology (MISTOP), Glen Ellyn, IL.

Nevid, J. S. (2011, May/June). Teaching the millennials. *APS Observer, 24*(5), 53–56.

Nevid, J.S., McClelland, N., & Pastva, A. (2011, August). *Using action verbs as learning outcomes in introductory psychology*. Poster presentation at the meeting of the American Psychological Association, Washington, DC.

To accomplish these objectives, I adopted a learning-centered approach designed to help students encode and retain key concepts in psychology. The keystones of this approach include the following pedagogical tools:

- **Concept Signaling** Concept signaling does for key concepts what a running glossary does for key terms. Key concepts, not just key terms, are identified and highlighted in the margins to help students encode and retain core concepts. Students can gauge that they are understanding key concepts as they make their way through the text. Although some students easily extract key concepts from text material, others struggle with encoding important information. They may come away knowing a few isolated facts, but miss many of the major concepts that form the basic building blocks of knowledge in the field. Or they may feel “lost” in the middle of a chapter and become frustrated.

Our research shows that concept signaling helps students grasp key concepts, but it is not a substitute for reading the entire chapter (Nevid & Lampmann, 2003). Our research reinforces what instructors have known for years—that students should not rely on pedagogical aids (whether they be chapter summaries, running glossaries, study breaks, interim quizzes, or cued concepts) as substitutes for reading the text in its entirety.

- **Concept-Based Modules** The text is organized in individualized study units called modules. Each module is a cohesive study unit organized around a set of key concepts relating to a particular topic. Many students juggle part-time jobs, families, and careers. Tight for time, they need to balance studying with other life responsibilities. The modular approach helps busy students organize their study efforts by allowing them to focus on one module at a time rather than trying to tackle a whole chapter at once.

In our research, we found the majority of students preferred the modular format over a traditional format. We also found that students who preferred the modular format performed significantly better when material was presented in this format than in the traditional format (Nevid & Carmony, 2002). It stands to reason that when students prefer a particular format, they will become more engaged in reading texts based on that format—an outcome that may translate into improved performance in classroom situations.

- **Concept Charts** These built-in study charts offer “at-a-glance” summaries of key concepts to reinforce new knowledge.

- **Concept Links** This feature highlights connections between key concepts across chapters. Concept Links are integrated with the cued concepts in the margins, so students can see how basic concepts are applied across different areas of psychology.
- **Concept Maps for Psychology** This unique visual learning tool helps students visualize connections between key concepts in the text. These maps are schematic diagrams comprising key concepts, represented in boxed shapes called nodes, that are connected by links, which generally take the form of verbs or conjunctions. Unlike other study charts, concept maps can be read either across or down the page to express a coherent thought structure. To encourage active learning, concept maps are presented in an interactive (fill-in-the-blanks) format to engage students in the process of completing these knowledge structures. Concept Maps and the fill-in-the-blank answers are available on Psychology Coursemate.

Changes in the New Edition

Integrated Course Assessment: Introducing the IDEA Model™ of Course Assessment

The **IDEA Model™** is a unique course assessment tool that maps skills we expect students to acquire in their introductory psychology course to the set of learning goals and outcomes contained in the APA guidelines for the undergraduate major in psychology.

In August 2006, the APA Council of Representatives approved *The APA Guidelines for the Undergraduate Psychology Major*. These guidelines identify 10 major goals and suggested learning outcomes organized within the major categories of knowledge, skills, and values.

Knowledge in psychology develops through a series of courses in the psychology curriculum that provide the contexts in which students develop relevant skills and perspectives. The introductory course in psychology enables students to acquire a knowledge base relating to basic concepts, theoretical perspectives, and historical developments in the field, consistent with Goal 1 of the Guidelines. But introductory psychology also provides a first exposure to other learning goals in the Guidelines, including research methods in psychology, critical thinking, applications, values, information and technological literacy, communication skills, sociocultural and international awareness, personal development, and career planning and development.

The APA guidelines encourage the use of active learning verbs linked to learning outcomes in order to determine the skills students acquire in the course. Each chapter of the text begins with a listing of learning objectives expressed in the form

of active learning verbs tied to measurable learning outcomes. The evaluation model is based on the simple acronym, **IDEA**, which comprises four types of acquired skills:

Identifying . . . key figures in the history of psychology, parts of nervous system, etc.

Defining or Describing . . . key concepts and theoretical principles

Evaluating or Explaining . . . underlying processes and mechanisms of behavior and mental processes

Applying . . . psychological concepts to examples

The IDEA model™ completes the circle of course assessment by keying test items from the accompanying test item file to specific learning objectives in each chapter, enabling instructors to evaluate skills their students acquire in their first exposure to psychology—the ability to *Identify*, *Define* or *Describe*, *Evaluate* or *Explain*, and *Apply* knowledge of psychology.

Making Classrooms Bloom

The IDEA Model™ is integrated with the widely used taxonomy of educational objectives developed by the educational researcher Benjamin Bloom. The taxonomy identifies educational objectives that vary in cognitive complexity, from knowledge and understanding at the lower levels to application of knowledge in the middle level and to analysis, synthesis, and evaluation at the highest level. The action verbs in the IDEA acronym (identify, define or describe, evaluate or explain, and apply) represent a hierarchical ordering of skills consistent with Bloom's taxonomy. The action verbs **define**, **describe**, and **identify** represent basic level cognitive skills in Bloom's taxonomy (i.e., knowledge and comprehension, or remembering and understanding in the later revised taxonomy). The verb **apply** assesses intermediate level skills representing the application of psychological concepts to life examples. Finally, the verbs **evaluate** and **explain** assess higher-order, more complex skills involved in analysis, synthesis, and evaluation of psychological knowledge (or analyzing and evaluating domains as represented in the revised taxonomy). Consequently, instructors can measure not just the types of skills students acquire, but the level of cognitive complexity these skills represent.

Slice of Life

This edition introduces a "Slice of Life" icon to identify personal stories and vignettes that bring the study of psychology to life and illustrate how psychological concepts relate to life experiences. This feature draws upon many sources, including biographies of prominent figures in psychology and anecdotes

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