INTRODUCTORY PSYCHOLOGY TEACHING PRIMER 2ND EDITION

A GUIDE FOR NEW TEACHERS OF PSYCH 101

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You have to teach the introductory psychology course for the very first time and have a finite and limited amount of time to do so.

How do you begin? What do you need?

This primer is designed to answer these questions. If you are a graduate student or new faculty member approaching this course for the very first time, we have something for you.

Introductory psychology is perhaps one of the most difficult courses to teach within the psychology curriculum. Not only does it involve covering the breadth of the discipline, something that instructors trained in specific areas are not naturally prepared to do, it also involves teaching students who vary in interests and who lack proficiency in essential skills such as quantitative and informational literacy. Many students take the introductory psychology course primarily to satisfy general education requirements, and only a portion of students carry on to major in psychology. Unlike students in upper level psychology classes, intro students have had little, if any, prior exposure to psychology. Given the importance of the introductory psychology class in American education (approximately 1.7 million students take this class every year, APA, 2014) it is perhaps prudent for the premier organization for the teaching of psychology, the Society of the Teaching of Psychology (STP), to provide guidelines for this course and prepare an explicit statement to aid teachers of this course. STP’s Executive Committee charged the Early Career Psychologists Committee to create a primer to aid those teaching introductory psychology. This document is the revised and updated version of the result of their labors.

Since the publication of the first version of this primer, there has been an increased focus on the Introductory Psychology course. The APA Board of Educational Affairs (BEA) formed a Working Group charged with Strengthening the Common Core of the Introductory Psychology Course. The report provides a new model for teaching the intro course that integrates (a) scientific foundations, (b) five major domains of knowledge (biological, cognitive, developmental, social and personality, and mental and physical health domains), and (c) cross-cutting themes relevant to all domains (cultural and social diversity, ethics, variations in human functioning, and applications). In addition, the Working Group proposed five recommendations for strengthening the core of the
intro course, including an experiential or laboratory component (APA, 2014). The full report available free online (https://www.apa.org/ed/governance/bea/intro-psych-report.pdf), reviews current practices regarding the teaching of introductory psychology and provides a handy guide to selecting course content.

Corresponding to the magnitude of the task of teaching the introductory course, there are many resources to teach the class. STP’s own resources (e.g., OTRP, Project Syllabus, TOPIX) and issues of Teaching of Psychology, together with many volumes on teaching the class (e.g., Dunn et al., 2010; Dunn & Chew, 2005; Goss Lucas & Bernstein, 2005; Gurung, 2014) provide a variety of activities and assignments to aid the intro psychology teacher. Unfortunately, the volume of help available paradoxically may frustrate the novice teacher. Many graduate students, adjunct instructors, lecturers, and even junior faculty, are often thrust into teaching the introductory course with insufficient training, time, or both. When added to already challenging work schedules and the stressors of the academic life, the novice introductory psychology teacher may be overwhelmed by the task, may not be able to best use the resources available, and may not even know where to begin.

This basic primer for the teaching of the introductory course summarizes best practices and selects from the many resources available, to provide a starting instructor with a clear, concise, and concrete set of tools sufficient to successfully teach an introductory course for the first time. It is also designed to provide the experienced instructor with suggestions and tips that can invigorate a course taught many times over. Akin to guides provided for visiting cities or theme parks that provide recommendations for what the person can do based on how much time they had – if you have a full day at Legoland/in New York city here is what to do. If you only have half a day, here is what you do – this primer provides a core set of basic pedagogical tools and recommendations and then has sections adding more resources and recommendations building on the basics for instructors with more time or those teaching it for the second or more time (see also Gurung, 2014).

To be clear, this is NOT a book on how to teach well. There are many different resources to satiate the thirst for reading in that area ranging from the classic McKeachie’s Teaching Tips (Svinicki & McKeachie, 2013) now in its fourteenth edition, Tools for Teaching (Davis, 2009), and the more recent Effective College and University Teaching (Buskist & Benassi, 2012), providing a host of teaching suggestions broken down by every different teaching situation imaginable (e.g., syllabus and test writing, classroom management). There are also books offering best practices such as Evidence-Based Teaching in Higher Education (Schwartz & Gurung, 2012) and Best Practices for Teaching Beginnings and Endings in the Psychology Major (Dunn, Beins, McCarthy, & Hill, 2010). The interested reader is urged to consider adding these titles to their bookshelves for when time permits a gentle browse or in-depth perusal.

This primer is designed to be a pragmatic aid. It will give you what you need to get started right away and includes key student learning objectives, assessments for each of the SLOs, pedagogical techniques and designs to help students reach the objectives, and recommended coverage models (i.e., sample content) based on a variety of key sources (APA, 2007; 2011; Halpern, 2010). Authors divide each chapter into sections including: Coverage Suggestions, Learning Objectives, Activities and Techniques, Possible Assessments, Relevant Articles from the Teaching of Psychology journal, Links to TOPIX materials, and Chapter Connections.
REFERENCES


HISTORY: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):
- Definition of psychology, empiricism
- Origins of Psychology in early Greek philosophy
- 4 goals of psychology - describe, predict, understand, explain
- Early historical perspectives: Structuralism, Functionalism, Gestalt, Behaviorism, & Psychoanalysis

If you have 2 class periods, you might also consider covering:
- Philosophical Issues:
  - Nature vs. Nurture
  - Free will vs. determinism
  - Mind/Body connection

LEARNING OBJECTIVES

- **1.1a:** Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
- **1.1b:** Explain why psychology is a science with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes
- **1.2a:** Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural)
- **1.2c:** Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research
- **2.2b:** Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)

*(as suggested by APA guidelines 2.0, 2013)*
ACTIVITIES & TECHNIQUES

Myth busting: Provide students with True/False statements on the first day regarding history and breadth of psychology. Most of the examples are counterintuitive and leave the students stumped. This activity leads to discussion on the importance of scientific inquiry and the wide range of psychology applications. (See Lilienfield et al., (2009) 50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior)

- Time – 15 minutes
- LO – 1.2a, 2.2b

Discovering Psychology Video: Past, Present and Promise: This video discusses the past (focusing on early history of psychology), the present (focusing on research methodology and levels of analysis) and promise (how technology such as MRI and PET scans aid in our understanding of the brain and behavior). [http://www.learner.org/series/discoveringpsychology/01/e01expand.html](http://www.learner.org/series/discoveringpsychology/01/e01expand.html)

- Time – 26 minutes
- LO – 1.2a, 1.2c

POSSIBLE ASSESSMENTS

Classic Readings: A list of classic full-text readings in the history of psychology is available at: [http://psychclassics.yorku.ca/author.htm](http://psychclassics.yorku.ca/author.htm). Students could pick an article and answer questions regarding the contributions to the larger field or identify different studies that achieved the goals of describing, understanding, predicting, and controlling behavior and mental processes.

- LO – 1.1b, 1.2c

Online Scavenger Hunt: Ask questions on key events, publications, and perspectives from this flash activity available at: [http://www.learner.org/discoveringpsychology/history/history_flash.html](http://www.learner.org/discoveringpsychology/history/history_flash.html). Questions might include: Who founded Gestalt psychology? What year was the Nature of Prejudice published?

- LO – 1.2c

Psychology at the Bookstore: This assignment has students visit a book retailer to critically evaluate the portrayal of the science of psychology in the popular media. Detailed instructions are available at: [http://www.teachpsychscience.org/pdf/524201042305PM_1.PDF](http://www.teachpsychscience.org/pdf/524201042305PM_1.PDF)

- LO – 1.1a, 2.2b
RELEVANT ToP ARTICLES
(Annotated Bibliography)


This article describes administering a questionnaire to students regarding their philosophical perspective on issues such as the mind/body connection and free will vs. determinism. Students may not realize their position or how their philosophy could influence future processing of material. This would be an activity that could be done either at the beginning or end of a course.


This activity used a jigsaw puzzle to teach structuralism, functionalism, and gestalt psychology. As students work in groups to complete a puzzle, they note the components, purpose, and whole product. This would be a relatively easy activity to implement and would not take too much class time.


This article describes an activity in which students look through Introductory Psychology texts from previous decades and compare them to contemporary texts. This could be done as an in-class activity and/or assign students to present their findings (as described in article). This would be a good activity to reinforce concepts such as scientific approaches, goals of psychology, and understanding the evolution of topics within the discipline.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:  
http://topix.teachpsych.org/w/page/19981004/History%20in%20the%20Classroom

Video/audio: http://topix.teachpsych.org/w/page/19981003/History%20Videos

Books & Films: http://topix.teachpsych.org/w/page/39234838/History

Current events/news:  
http://topix.teachpsych.org/w/page/24891589/History%20in%20the%20News
CONNECTION TO OTHER CHAPTERS

The history section should lend itself easily to be integrated to the upcoming chapters, particularly as you discuss Learning theory in Chapter 5, they should already be familiar with Watson and Skinner. In Chapter 7 on Sensation & Perception, remind students of the early work by the Gestalt psychologists at the turn of the century. When you discuss Consciousness in Chapter 8, review the founding research in Structuralism. Freud’s psychoanalytic theories will return in Chapter 8 on Consciousness, as well as Chapter 12 on Personality. If you use the True/False myth busting activity, as you transition into new topics, reminding students of those relevant questions might reinforce the original empirical studies discussed throughout an introductory course.

CAREERS: COVERAGE SUGGESTIONS

Some Introductory Psychology textbooks cover career information in the first chapter, others in the last chapter or appendix. When you choose to cover the career material may influence the depth of coverage:

Beginning of semester – half class period (25 min – 40 min)
✓ Describe clinical careers, non-clinical careers (dispel myth that all psychology jobs are clinical)
  • Describe academic as well as industry/non-profit careers
✓ Link various careers with their relevant subfield of psychology

End of semester – 1 class period (50 min – 75 min)
✓ Now that students have covered major areas in psychology, you could describe various psychology careers and ask students to determine which subfields of psychology are most relevant
✓ Add information on graduate psychology programs (how to apply, how to find information, etc.)
✓ If students have conducted in-depth team papers, additional class time could be devoted to oral presentations

LEARNING OBJECTIVES

- 5.1d: Describe how psychology’s content applies to business, health care, educational, and other workplace settings
- 5.5a: Describe the types of academic experiences and advanced course choices that will best shape career readiness
- 5.5c: Describe settings in which people with backgrounds in psychology typically work

(as suggested by APA guidelines 2.0, 2013)
ACTIVITIES & TECHNIQUES

Matching Game: 1) give students a list of hypothetical job scenarios and have them match the correct psychology career, or 2) give students a list of psychology careers and have them match the psychology subfield that is most applicable.

✓ Time – 10-15 minutes, depending on length of list
✓ LO: 5.5c

Career Jeopardy: Create a game board (or set up a computerized game board) with categories such as “Researchers,” “Clinical Service Providers,” “Applied Careers,” “Psychology Degrees,” etc. Create clues (or Jeopardy answers) that include descriptions of careers within each category. For example, answers within the “clinical service providers” category could include descriptions of work done by clinical psychologists, psychiatrists, counselors, clinical social workers, etc. The correct student responses (or Jeopardy questions) would be “What is a clinical psychologist?” or “What is a social worker?” As another example, to emphasize the differences between various graduate psychology degrees, answers could include descriptions of degrees with various requirements (dissertation, internship, supervised hours, number of years, etc.) and the student questions could include “What is a Ph.D.?” or “What is a Psy.D?” For instructions on how to create a jeopardy game board in PowerPoint, see http://www.wikihow.com/Make-a-Jeopardy-Game-on-PowerPoint or http://www.edtechnetwork.com/powerpoint.html.

✓ Time – approx. 30 minutes
✓ LO – 5.1d, 5.5a, 5.5c

Flipped Classroom: Have students read the APA careers brochure (http://www.apa.org/careers/resources/guides/careers.aspx) prior to coming to class. In class, have students actively discuss career alternatives or group themselves by desired future career and have each group discuss necessary experiences and educational achievements in order to pursue that career goal.

✓ Time – 15- 30 minutes, depending on scope and class size
✓ LO – 5.5a, 5.5c

POSSIBLE ASSESSMENTS

Short Paper: have students read about various psychology careers and then choose the one that seems to fit best with their interests. Students can write short papers describing the career, what education and skills are necessary, and assess what steps they would personally need to take to achieve that career. Resources for this assignment can be found on the next page.

✓ LO – 5.5a, 5.5c
In Depth Paper/Group Project: students work in pairs or small groups to research a particular psychology career (instructor can provide a list of acceptable options). Depending on the desired depth of the project, students could research the primary responsibilities of the job, educational requirements, average salary, typical work hours, current issues facing individuals holding the job, and even interview someone in that position to get first-hand knowledge. In addition to writing a paper, teams could orally present their research to the class, so that students learn about several additional career paths beyond the one they primarily researched.

✓ LO – 5.1d, 5.5a, 5.5c

**Career Resources:**

- APA Careers in Psychology
- Psychology Career Center
- Psychology Careers
- APA Psychology Education & Careers Guide for Students of Color
- APA (2011) – Careers in Psychology brochure
- Available through OTRP
  - Appleby, Millspaugh, & Hammersley (2014) provide links to information on 172 psychology-related careers.
  - Rajecki (2009) provides a step-by-step activity for students to create a customized job list of their own.

Depending on the scope of the project, this assignment could also promote additional APA Learning Outcomes:

- **4.1c:** Use standard English, including generally accepted grammar
- **4.1d:** Write using APA style
- **4.1e:** Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose
- **4.2b:** Deliver brief presentations within appropriate constraints (e.g., time limit, appropriate to audience)
- **4.2d:** Incorporate appropriate visual support
- **5.3a:** Follow instructions, including timely delivery, in response to project criteria
- **5.4a:** Collaborate successfully on small group classroom assignments
As part of your instruction on psychology careers, you may want to provide students with information about what types of careers psychology majors tend to pursue immediately after graduation, and which of those seem to be most related to the psychology major.


The authors present evidence showing substantial gains in psychology career knowledge as a result of an online training course.


The authors present evidence for the effectiveness of the Virtual Advisor, an online graduate school preparation program. Although many introductory psychology students do not pursue graduate education in psychology, the first 2 modules of the program (1 – Exploring Careers in Psychology, 2 – Preparing for Careers in Psychology) could be useful ways to dispel common misconceptions regarding psychology careers. The authors also assessed participants’ knowledge of psychology careers, and these assessments could potentially be adapted for classroom use.


The authors describe and provide evidence for the effectiveness of a portfolio project designed to increase career knowledge in an Industrial/Organizational psychology class. The project is an in-depth experience, and thus may be more appropriate at the end of the semester or in a class with a particular emphasis on career planning.

The authors describe an assignment designed for use with introductory psychology classes that requires students to seek out information on a particular field of psychology, including relevant campus classes and research opportunities as well as career options within that field. Students work in groups to complete the project and then present their findings to the rest of the class.


The authors provide evidence of improved psychology career knowledge following a combined introduction to the major and introduction to psychology careers course.

**LINK TO ToPIX MATERIALS**

Video/audio: [http://topix.teachpsych.org/w/page/45268670/Careers%20Video](http://topix.teachpsych.org/w/page/45268670/Careers%20Video)

**CONNECTION TO OTHER CHAPTERS**

Although coverage of psychology careers is often covered solely at the beginning or end of the introductory psychology course, career content could be infused throughout. In particular, within each content chapter, relevant careers could be highlighted.
Chapter 3: Research Methods

COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):
✓ Psychology as a science
  • Necessity of scientific research (flaws in intuition)
✓ Scientific Method
✓ Types of research designs
  • Qualitative and quantitative designs
  • Correlational and experimental designs
✓ Research Ethics

If you have 3 class periods, you might consider adding:
✓ Basic statistics
  • Measures of central tendency, variability
  • Correlation coefficient
  • Normal distribution, meaning of “statistical significance”
✓ Experimenter bias, demand characteristics

LEARNING OBJECTIVES

❖ 1.1b: Explain why psychology is a science with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes
❖ 2.2b: Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)
❖ 2.2e: Interpret simple graphs and statistical findings
❖ 2.4a: Describe research methods used by psychologists including their respective advantages and disadvantages

(as suggested by APA guidelines 2.0, 2013)
ACTIVITIES & TECHNIQUES

Guessing correlations – Provide students with pairs of variables and ask them to guess the strength and valence of the relationships. For example, ask them to guess the correlation between age and height, weight and reading ability, temperature and thickness of jacket worn, number of churches and number of liquor stores in a town. Instructors should provide a range of possible correlations, indicating positive, negative, and no relationship, as well as weak and strong relationships. If students indicate no relationship between two variables, ask them to imagine that there is a strong correlation and guess what third variable could be driving that correlation. For example, can you think of a third variable that could be affecting both weight and reading ability? Depending on the time allotted, instructors could also bring up linear versus curvilinear relationships, and the inability to determine direction/causation with correlational research.

✓ Time – 5- 15 minutes, depending on scope
✓ LO - 2.2e, 2.4a, 2.4b, 2.4c
Dueling proverbs – This activity is based on an excerpt from David Myers' Social Psychology, 9th ed (2008) in which Myers presents proverbs or common sayings that directly contradict each other. For example, he lists “birds of a feather flock together” and “opposites attract.” Ask half of the class to close their eyes and show the remaining half one of the proverbs/sayings (this could be done using PowerPoint or written lists could be passed out). Ask them to think about whether they agree with the saying. Next, switch and show the other half of the class the opposite proverb and again ask them to think about whether or not they agree. Finally ask the entire class to raise their hands if they agreed with the proverb they were shown. Generally the majority of the class raises their hands. After showing the entire class both proverbs, the instructor can begin a discussion about common sense vs. scientific findings, the importance of scientific research, etc. If sufficient time is available, instructors can break the class into groups, and ask each group to design an experiment to test their hypothesis about which proverb is most likely correct.

✓ Time – 5- 15 minutes, depending on scope
✓ LO – LO 1.1b, 2.2b, 2.4b, 2.4c, 2.4f

Design Two Studies: To illustrate the difference between correlational and experimental research, yet demonstrate that most research questions are amenable to both types of design, break students up into small groups and give them a research question. Instructors can choose the practicality versus creativity of the prompts (e.g., “does caffeine improve studying?” versus “does moving in a zig-zag pattern increase your likelihood of outrunning a rhino?”). Students must come up with both an experimental and a correlational study to address the assigned research question. Depending on the scope of the lesson and time allotted, instructors could also ask students to develop specific hypotheses, operational definitions of the relevant variables, etc.). If desired, students could discuss their ideas with the entire class or even engage in “pop presentations,” in which students are given 5 to 10 minutes (and appropriate blackboard/easel space to draw) to create a brief presentation of their ideas.

✓ Time – 10- 30 minutes, depending on scope
✓ LO – 2.4a, 2.4b, 2.4c

Class IRB: Many instructors teach ethics in research methods by showing students classic studies in psychology that contain ethical questions (Milgram’s studies, Stanford Prison Study, etc.). While these studies are exciting and can certainly foster good discussion, Intro Psychology students may not yet have the background (in Week 2 of the course) to understand that those studies are not representative of typical current research methods. As an alternative, the instructor can create brief one-paragraph descriptions of research that have been “submitted” to an IRB. In groups, students can act as an IRB and evaluate each proposal, discuss the ethical considerations, and decide whether or not to approve the research. Depending on what issues the instructor would like to emphasize, the “proposals” could highlight issues of deception, un-informed consent, experimenter bias, undue stress to the participant, confidentiality of data, and even standards of care for lab animals. After students have discussed in groups, bring the entire class together as one large IRB and discuss whether to approve each proposal.

✓ Time – 10- 20 minutes, depending on scope
✓ LO – 3.1a, 3.1b, 3.1c, 3.1d
POSSIBLE ASSESSMENTS

Popular News Assignment: Students are tasked with finding a popular news report (print, radio, TV) of an empirical psychology study. Students must identify the research design (experimental or correlational), the hypothesis, operational definitions, and main conclusions. Finally, students are asked to think critically about possible third variables or biases that could limit the conclusions of the researchers.

✓ LO – 2.2b, 2.2e, 2.4c

Mini-Research Project: For this assignment, instructors should compile a list of easily assessed quantitative variables (height, weight, GPA, number of Facebook friends, time spent studying, number of alcoholic drinks per week, etc.). Ask students to sample 10 people, collecting data on two variables of their choice. Students then must plot their data on a scatterplot and visually assess whether a correlation is present. In a brief paper, students must estimate the strength and valence of the correlation, as well as identify possible third variables that could be influencing the relationship (or lack thereof). Students could also discuss sampling issues, non-representativeness, etc. Students should then design an experimental study to test whether there is a causal relationship between the two variables assessed.

✓ LO – 2.2e, 2.4a, 2.4b, 2.4c, 2.4f, 2.5c, 2.5d

Belief in popular myths: For this short paper, students should pick a pseudo-scientific myth (see below for possible source). Students should survey 10 people to assess their belief in the myth. In a short paper, students should present their results, use their critical thinking skills to dispel the myth, and discuss why scientific research is necessary.

✓ LO – 1.1b, 2.2b, 2.4b

RELEVANT TOP ARTICLES
   (Annotated Bibliography)


This article presents two studies (within- and between-subjects) demonstrating the effectiveness of showing a pseudoscientific infomercial to students on their ability to critically evaluate claims.

The authors describe a class exercise based on the Barnum effect, to effectively demonstrate the importance of the scientific method. Although demonstrations of the Barnum effect are popular, this article specifically illustrates how students’ attitudes about pseudoscience change after receiving one-size-fits-all personality ratings, and then again after debriefing.


This article describes how to use clips from the popular TV show, Mythbusters, to demonstrate the use of research methods in answering empirical questions. The authors discuss efficacy of the exercise as well as student enjoyment.


This article demonstrates an activity to aid students in identifying critiques of popular press reports of research. Results suggest that the activity can improve students’ ability to think critically about research in the popular press.


This article describes a classroom activity that encourages students to think about the difference between correlation and causation, third variable issues, and interpretation of line graphs.

This article reports on an introductory psychology class that incorporated a series of exercises and assessments specifically designed to teach students to distinguish between correlational and causal claims.

**LINKS TO ToPIX MATERIALS**

Activities, demonstrations, handouts, etc.:
- **Research Methods:**
  [http://topix.teachpsych.org/w/page/19981034/Research%20Methods%20in%20the%20Classroom](http://topix.teachpsych.org/w/page/19981034/Research%20Methods%20in%20the%20Classroom)
- **Statistics:**
  [http://topix.teachpsych.org/w/page/26676025/Statistics%20in%20the%20Classroom](http://topix.teachpsych.org/w/page/26676025/Statistics%20in%20the%20Classroom)


Current events/news:
- **Research Methods:**
- **Statistics:**

**CONNECTION TO OTHER CHAPTERS**

Research methods content can be emphasized throughout the introductory psychology course. Within each content chapter, students can be tasked with identifying independent and dependent variables of the experiments discussed, evaluating correlational versus experimental claims, and assessing the ethics of classic psychology experiments. Instructors can also discuss the different methodologies used for research within each psychological content area. Indeed, research methods should be taught early in the semester to provide a framework for understanding research claims made throughout the duration of the term.
Chapter 4: Biopsychology

COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):
✓ The Neuron and Neuronal Communication
  • The structure of a neuron
  • Propagation of an action potential
  • Neurotransmitters
  • Synaptic transmission
✓ Neuroanatomy
  • The central and peripheral nervous systems
  • The structure of the brain
  • Split-brain patients
  • Techniques for studying the brain

If you have 3 class periods, you might consider adding:
✓ The endocrine system
✓ Neural plasticity

LEARNING OBJECTIVES

✓ 1.1a: Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
✓ 1.1b: Explain why psychology is a science with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes
✓ 1.1c: Interpret behavior and mental processes at an appropriate level of complexity
✓ 1.2a: Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural)

(as suggested by APA guidelines 2.0, 2013)
LEARNING OBJECTIVES (cont)

- **1.2d:** Provide examples of unique contributions of content domain to the understanding of complex behavioral issues
- **1.3b:** Summarize psychological factors that can influence the pursuit of a healthy lifestyle
- **1.3c:** Correctly identify antecedents and consequences of behavior and mental processes
- **2.1c:** Use an appropriate level of complexity to interpret behavior and mental processes
- **3.1a:** Describe key regulations in the APA ethics Code for protection of human or nonhuman research participants

(as suggested by APA guidelines 2.0, 2013)

ACTIVITIES & TECHNIQUES

Human Action Potential: Instructors can have students enact a human action potential. Students are assigned to act out different roles including the dendrites, cell body, axon, and terminal ends. This helps them more fully understand the propagation of an action potential, as well as synaptic transmission. See Simon-Dack (2014) citation listed in the Relevant ToP Articles section.

- **Time:** 15-20 minutes
- **LO:** 1.1a, 1.1c, 1.2d, 2.1c

Interactive Neuron: Students can visit this interactive website to learn more about the neuron. Tutorials include firing of the action potential, synaptic transmission, excitatory and inhibitory inputs/outputs, and neural circuits (https://apps.childrenshospital.org/clinical/animation/neuron/).

- **Time:** 15 minutes
- **LO:** 1.1a, 1.1c, 2.1c

Split-brain Video: Instructors can have students watch a video about individuals who have undergone split-brain surgery. Watching this video should help students understand the purpose of the surgery, as well as some of the resulting deficits. Instructors may wish to incorporate the demonstration described in the Morris (1991) article mentioned in the Relevant ToP Articles section. Instructors may also want to leave time for a class discussion on the video and activity (https://www.youtube.com/watch?v=ZMLzP1VCANo).

- **Time:** 5 minutes for video; 10 minutes for discussion
- **LO:** 1.1a, 1.1b, 1.1c, 1.3b, 1.3c, 2.1c
Domino Action Potential: This hands-on activity helps students grasp the complex process of the action potential, as well as become familiar with the characteristics of transmission (e.g., all-or-none response, refractory period). Video is available at: https://www.youtube.com/watch?v=xzvZ11EutBY.

✓ Time – 10 – 15 minutes
✓ LO – 1.1a, 1.1c, 1.2d, 2.1c

Mouse Party: Instructors may choose to have their students visit the Mouse Party website where they can see how drugs interact with neurotransmitters. This interactive website allows students to examine the impact of different drugs at the synaptic level (http://learn.genetics.utah.edu/content/addiction/mouse/).

✓ Time – 15 – 20 minutes
✓ LO – 1.1a, 1.1b, 1.1c, 1.2d, 1.3b, 1.3c, 2.1c, 3.1a

Word Search Puzzles: Instructors may wish to assign word search puzzles focusing on the topic of neuroscience to their students. These puzzles will help to familiarize students with relevant terminology. Numerous neuroscience word search puzzles are available at: http://faculty.washington.edu/chudler/works.html.

✓ Time – 10 – 15 minutes
✓ LO – 1.1a, 1.2a

POSSIBLE ASSESSMENTS

Instructors can test students' understanding of neuroanatomy by using online assessments. Available assessments include tests of brain structures and functions listed below. Scores are provided to students at the end of each assessment.
✓ Time – 5- 20 minutes
✓ LO – 1.1a, 1.1b, 1.1c, 1.2a, 1.3c, 2.1c

### Online Assessments:

✓ Brain Quiz
✓ Brain Anatomy
✓ Cerebral Cortex

Similarly, instructors can test students' understanding of other biopsychology topics, including the neuron, neurotransmitters, and branches of the nervous systems. This assessment can be found at: http://allpsych.com/tests/psychology/biopsychology/#.VXDEdfkpySo.

✓ Time – 5 – 10 minutes
✓ LO – 1.1a, 1.1b, 1.1c, 1.2a, 1.3c, 2.1c
Myths of the Brain: Have students read and respond to the Top Ten Myths of the Brain via a class discussion or individual reflection paper. Myths can be found at:

- Time – 15 – 20 minutes
- LO – 1.1a, 1.1b, 1.1c, 1.2a, 1.3c, 2.1c

### RELEVANT TOP ARTICLES
(Annotated Bibliography)

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Journal</th>
<th>DOI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This article describes a class activity in which students participate in a demonstration of a simple neural circuit. Participation leads to greater understanding of the concept of a neural circuit and of how the brain can produce complex behavior.</td>
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<tr>
<td></td>
<td>This reading describes a method for simulating the behavior and perceptual deficits experienced by patients who have undergone the split-brain surgical procedure. This simulation helps students understand lateralized cerebral hemispheric functions.</td>
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<tr>
<td></td>
<td>This article discusses the difficulty instructors may have in teaching biopsychology, as well as provides possible explanations for this obstacle and considerations for overcoming this challenge.</td>
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<tr>
<td></td>
<td>This paper details how students can act out the process of the action potential. This activity yields increased learning and better understanding of the action potential.</td>
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</tbody>
</table>
LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.: [http://topix.teachpsych.org/w/page/19981022/Neuroscience%20in%20the%20Classroom](http://topix.teachpsych.org/w/page/19981022/Neuroscience%20in%20the%20Classroom)

Video/audio: [http://topix.teachpsych.org/w/page/19981021/Neuroscience%20Video](http://topix.teachpsych.org/w/page/19981021/Neuroscience%20Video)


Current events/news: [http://topix.teachpsych.org/w/page/23153163/Neuroscience%20in%20the%20News](http://topix.teachpsych.org/w/page/23153163/Neuroscience%20in%20the%20News)

CONNECTION TO OTHER CHAPTERS

Sensation and Perception (Chapter 7) – When covering the material on different senses, instructors may want to draw connections to the neuroanatomy utilized for processing (e.g., occipital lobe for vision).

Consciousness (Chapter 8) – If instructors discuss how drugs and alcohol alter conscious awareness, they may want to draw connections to the neurotransmitters and neuroanatomy impacted by particular substances. This overlap between chapters is particularly salient if instructors utilize the Mouse Party activity described previously.

Developmental Psychology (Chapter 10) – As executive function is linked to the frontal lobe, instructors can draw connections between the development of high-order cognitive processing and this brain region. For instance, when discussing Piaget, instructors may highlight how complex reasoning is only possible after the frontal lobes are fully developed.

Abnormal Psychology (Chapter 14) – In teaching about the activation of the sympathetic nervous system and our body’s natural “fight-or-flight” response, instructors may want to highlight how anxiety disorders activate similar physiological responses. This may lead to a discussion about the similarities and differences in appropriate vs. inappropriate responses to stressors.


This article describes the use of Brain Bingo as a tutorial activity for helping students learn complex physiological terms. Results show that this is a useful activity for learning challenging physiological terminology.
Chapter 5: Learning

COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):

1st class period:

- Definition of behaviorism, stress focus on empiricism
- Classical Conditioning paradigm (US, UR, CS, CR)
- Application of Classical Conditioning paradigm to human experience
  - Conditioned Emotions (e.g., advertising)
  - Conditioned Taste Aversion
  - Development and treatment of phobias
  - Drug addiction

2nd class period:

- Definition of Operant Conditioning
  - Three-term contingency
- Description of basic procedures (positive/negative reinforcement, positive/negative punishment) ** Students are often confused by these terms, especially the distinction between negative reinforcement and punishment. Come prepared with lots of examples.
- Schedules of Reinforcement (continuous reinforcement, fixed ratio, variable ratio, fixed interval, variable interval)
- Application of Operant Conditioning to human experience
  - Shaping
  - Applied Behavior Analysis (ABA)

Optional 3rd class period:

- Observational Learning

LEARNING OBJECTIVES

- 1.1a: Use basic psychological terminology, concepts, and theories in psychology to explain behavior
- 1.1b: Explain why psychology is a science with the primary objectives of describing, understanding, predicting, and controlling behavior

(as suggested by APA guidelines 2.0, 2013)
LEARNING OBJECTIVES (cont)

- 1.1c: Interpret behavior at an appropriate level of complexity
- 1.2a: Identify key characteristics of learning as a major content domain in psychology
- 1.2d: Provide examples of unique contributions of content domain (i.e., learning) to the understanding of complex behavioral issues
- 1.3a: Describe examples of relevant and practical applications of psychological principles to everyday life
- 1.3c: Correctly identify antecedents and consequences of behavior

(as suggested by APA guidelines 2.0, 2013)

ACTIVITIES & TECHNIQUES

Shaping: Ask one volunteer to leave the room briefly. The remaining students should pick a simple behavior such as standing behind the podium, writing on the chalkboard, or turning the lights off/on. The remaining students should also decide on a “reinforcer” such as tapping on their desks or stomping their feet. When the volunteer returns to the classroom, instruct him/her to move around the classroom earning as many reinforcers (taps, stomps) as possible. Alternatively, you could use the software Sniffy the Virtual Rat to shape behavior as a class. A demonstration version of the software is available at http://www.wadsworth.com/psychology_d/templates/student_resources/0534633609_sniffy2/sniffy/download.htm. Students really enjoy this demonstration – you might even consider offering yourself up as the subject!

- Time – 10 minutes
- LO – 1.2d, 1.3a


Podcasts: There are a number of interesting podcasts available at www.thepsychfiles.com. These podcasts could be used as starting points for in-class discussions or alternatively, assigned as homework.

- Episode 2: Rewards and punishments. This episode gives multiple examples of reinforcement and punishment including a discussion of the application of these principles to child-rearing: http://www.thepsychfiles.com/2007/02/episode-2-rewards-and-punishments/
  - Time – 7 minutes
  - LO – 1.2a, 1.2d, 1.3a, 1.3c
✓ Episode 11: What does your bowling style say about you? This video describes how superstitions behavior develops:
- Time – 7 minutes
- LO – 1.1c, 1.2d, 1.3c

✓ Episode 152: How do you change your behavior? This episode concentrates on the implementation of a token economy:
- Time – 25 minutes
- LO – 1.2a, 1.2d, 1.3a, 1.3c

✓ Episode 191: What was B.F. Skinner really like? This episode includes clips of Skinner himself discussing learning, punishment, and child-rearing among other topics:
http://www.thepsychfiles.com/2013/03/ep-191-what-was-b-f-skinner-really-like/
- Time – 35 minutes
- LO – 1.2d, 1.3a

POSSIBLE ASSESSMENTS

Literature Search: Have each student choose a learning phenomenon discussed in the chapter. Students should then perform a literature search, locate one article, and describe how the chosen phenomenon can be applied to common human experience. This assessment allows students to come in contact with primary readings, which also addresses LO 2.2a (read and summarize general ideas and conclusions from psychological sources accurately). In addition, it allows them to make connections between "science" and everyday life. In my experience, this assignment works best for students that have already been exposed to empirical articles and databases such as PsycINFO earlier in the semester.

✓ LO – 1.2a, 1.2d, 1.3a

Scavenger Hunt: Ask students to identify principles of learning as observed in their own experience. For example, students might describe how they used shaping to teach their dog to sit, or how their high school basketball coach used positive punishment to decrease their tendency to talk while he was giving instructions. Alternatively, you could instruct them to visit the local zoo, mall, or any other public location and observe the principles of learning in action. The following principles could be included: Classical conditioning, positive reinforcement, shaping, schedules of reinforcement, negative reinforcement, positive punishment, negative punishment. This is an activity that has been very well received in my courses (I frequently send students to the St. Louis Zoo for this assignment). In addition, it forces students to do more than just memorize definitions – they have to apply those concepts and identify unique examples.

✓ LO – 1.1a, 1.1c, 1.3c

Behavior Modification Project: Ask students to identify a target behavior that they would like to change. Students should state a behavior change goal as well as outline how they would apply one of the behavior change procedures learned in class (e.g., positive reinforcement). Depending on time, you could ask students to collect baseline data, and then continue to collect data while...
implementing the behavior change procedure. This is another activity that is relatively easy to implement and is typically enjoyed by students. I often provide examples of behaviors chosen in the past such as nail-biting, soda consumption, exercise, etc.

- LO – 1.1a, 1.1b, 1.1c, 1.3a, 1.3c

**RELEVANT TO P ARTICLES**

*(Annotated Bibliography)*


This article describes a classroom demonstration of classical salivary conditioning. One can use the activity to illustrate the basic components of the classical conditioning paradigm (US, UR, CS, CR), extinction of a CR, and spontaneous recovery, reacquisition, and stimulus generalization.


Many students enter the study of psychology with misperceptions regarding Skinner and behaviorism in general. This article empirically demonstrates the presence of those misperceptions and offers suggestions regarding the teaching of Skinner’s work. You might consider using this in conjunction with Episode 191 of the Psych Files mentioned earlier.


This article describes an activity in which students collected examples from the popular media (e.g., newspaper or magazine articles, cartoons, television, movies, or song lyrics) that illustrated either operant or classical conditioning concepts. This could be done as a graded homework activity, or you could require students to give brief presentations in class.


Students often mistakenly equate negative reinforcement and punishment. This article describes an activity in which students study a series of examples and identify discriminative stimuli, the responses, and the nature of the consequences. This could be done as an in-class activity or any number of the examples could be assigned as homework.
LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

✓ Additional examples of positive/negative reinforcement, positive/negative punishment, and schedules of reinforcement (i.e., Fixed-Ratio, Variable-Ratio, Fixed-Interval, Variable-Interval):
  http://topix.teachpsych.org/w/page/36140077/Operant%20Conditioning%20in%20the%20Classroom

✓ Learning in the classroom examples:
  http://topix.teachpsych.org/w/page/19981015/Learning%20in%20the%20Classroom

Video/audio: http://topix.teachpsych.org/w/page/19981016/Learning%20Video

Books/films: http://topix.teachpsych.org/w/page/39235237/Learning

Current events/news: http://topix.teachpsych.org/w/page/23075923/Learning%20in%20the%20News

CONNECTION TO OTHER CHAPTERS

History & Careers (Chapter 2) – Nature vs. nurture. Biological constraints provide an application of the nature vs. nurture debate in the area of learning. Specifically, you could point to the instances of “instinctual drift” documented by Breland & Breland in their attempts to train animals to perform various tasks. You might also include a discussion of Seligman’s biological preparedness here. Free will vs. determinism. Determinism can be clearly seen in the principles of learning. You might even consider introducing students to Skinner’s Walden II. Careers. When discussing Applied Behavior Analysis, you might consider informing students of the need for qualified Behavior Analysts. Many of us work with individuals with developmental disabilities but there are other applications as well.

Research Methods (Chapter 3) – Research Ethics. Watson’s Little Albert experiments provide a rich context for discussing research ethics.

Biopsychology (Chapter 4) – Mirror neurons. These neurons may serve as the biological basis for observational learning. Involvement of dopamine and the nucleus accumbens. There is a large body of evidence that suggests that positive reinforcement is represented by activation of dopamine neurons in the nucleus accumbens. Long-term potentiation (LTP) and learning. You could discuss LTP in the hippocampus as the neurological mechanism for learning and/or memory. Or, you might introduce findings regarding LTP in the amygdala and the development of fear conditioning.

Consciousness (Chapter 8) – Implicit learning. Here, you might have students discuss the role of conscious awareness in learning. If time permits, you could also introduce the concept of implicit learning and discuss how it is distinct from other forms of learning.
Intelligence & Thinking (Chapter 9) – Language. You might introduce students to the work done by the Gardners with Washoe the chimp or show them clips of Kanzi (the bonobo who communicates via lexigrams). Discuss the extent to which learning theories can explain this language acquisition.

Health Psychology, Emotion, & Motivation (Chapter 11) – Intrinsic vs. Extrinsic motivation. This discussion is clearly applicable to learning theory. Students often mistakenly assume that there must be an extrinsic reinforcer for operant conditioning procedures.


Abnormal & Therapy (Chapter 14) – Phobias. Classical conditioning provides a model for understanding the development and treatment of phobias (e.g., systematic desensitization). Drug addiction/tolerance. The work of Shepard Siegel provides a classical conditioning model for drug tolerance and implies directions for treatment. Token economies. This is a very common application of Skinner’s operant conditioning that is often utilized in treatment facilities.
Chapter 6: Memory

COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):
✓ Encoding new information
✓ Storing memories over time (sensory storage, short-term storage and working memory, long-term storage)
✓ Retrieval of memories

If you have 2 or more class periods, you might also consider covering:
✓ Multiple forms of memory
  • Explicit and implicit memories
  • Semantic and episodic memories
✓ Memory failures
  • Forgetting
  • Memory construction (Although this is not a required topic, many students are intrigued by learning about false memories/repressed memories. This would be a great topic for class discussion)
  • Improving memory (Although this not a required topic, many students will benefit from going over techniques that they can utilize to improve their study habits)
  • Role of attention in memory

LEARNING OBJECTIVES

❖ 1.1a: Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
❖ 1.1d: Recognize the power of the context in shaping conclusions about individual behavior
❖ 1.2a: Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural)

(as suggested by APA guidelines 2.0, 2013)
ACTIVITIES & TECHNIQUES

Introduce chapter with Barry Gordon’s Forgetting Questionnaire to demonstrate how common forgetting is (See Gordon, B. (1995). Memory: Remembering and forgetting in everyday life. New York: Mastermedia Limited. http://home.comcast.net/~pamelawhite0794/AP%20Psych/Unit%206/Forgetting%20Frequency%20Questionnaire.htm). This questionnaire gives students the opportunity to test themselves and determine how forgetful they are. Filling out the questionnaire is relatively quick and easy to do. Students should then discuss their own results and the reasons behind why they forget/remember certain events in their everyday life.

✓ Time – 15- 20 minutes
✓ LO – 1.1a, 1.3a, 5.1e

Feature Film: Memento [Todd S., & Todd J. (Producer), & Nolan, C., (Director). (2000). Memento (Motion picture). United States: Newmarket Films.] provides an introduction to a discussion about memory and memory loss. The scenes: “It’s like waking” (6:25 to 11:05) and “Memories can be distorted” (22:15 to 28:28) are especially impactful. This enables students to think critically about memory and how memories can be lost or distorted. It also allows students to think critically about the reliability of memory.

✓ Time – 20-30 minutes
✓ LO – 1.1a, 1.2a, 2.1c

Optional activity: The “Are you a good eyewitness?” activity provides students with the opportunity to test their own memory skills (video and questions can be found at http://www.youramazingbrain.org.uk/testyourself/eyewitness.htm). The video shows a series of scenes with the last one being a crime. After viewing the video, there are a series of questions related to the crime (e.g., What color clothing was the criminal wearing? What color hair did the victim have?). Students should record their own answers to each question before answering as a class. This activity offers students the chance to think critically about the accuracy of eyewitness testimony based on their own testimonies and the testimonies of their peers.

✓ Time – 10 minutes
✓ LO – 1.1a, 1.2a, 1.3a

LEARNING OBJECTIVES (cont)

✓ 1.3a: Describe examples of relevant and practical applications of psychological principles to everyday life
✓ 2.1e: Use an appropriate level of complexity to interpret behavior and mental processes
✓ 5.1e: Recognize and describe broad applications of information literacy skills obtained in the psychology major

(as suggested by APA guidelines 2.0, 2013)
POSSIBLE ASSESSMENTS

Classic Readings: A list of full-text readings in various topics of psychology including articles related to memory, cognition, and attention can be found in The Scientific American: Psychology Reader to Accompany Introductory Psychology Texts, 2nd ed. (2004). (2nd ed.). New York: Worth Publishers. Students can also be asked to write reflection papers based on assigned articles, which expose them to current psychological research and theory as well as allow them to develop writing and critical thinking skills. Possible articles include:


- Time – 30-50 minutes (the instructor should ask students to read the article prior to the class meeting and provide students with a list of discussion questions ahead of time so they can prepare answers at home)
- LO – 1.1a, 1.1d, 1.2a, 2.1c, 5.1e

Student paper/project: To demonstrate to students how inaccurate our memories can be, “ask students to close their eyes, imagine a loaf of bread (or any other familiar object such as a can of soda or carton of eggs), and then, with their eyes still closed, estimate its size with their hands. Have students then open their eyes and view their own estimates. Did they underestimate or overestimate the size of the object?” [Bolt, M. (2007). *Psychology instructor’s resource manual to accompany David G. Myers Exploring Psychology (7th ed.*). New York: Worth Publisher]. Research by Smith, Franz, Joy, and Whitehead (2005) demonstrated that sighted individuals typically overestimate an object’s size whereas blind people did not. Ask students to read the Smith et al. (2005) article, write a paper about their experience during the demonstration, and explain how their results compare to those discussed in the Smith et al. (2005) article. Also, ask students how this demonstration can be generalized to other scenarios they encounter in everyday life.

- Time – 5-10 minutes. If the instructor asked students to read one of the primary articles, allow at least 15-20 minutes for discussion of the article.
- LO – 1.1a, 1.2a, 1.3a, 1.1d, 2.1c

Infusing Diversity into the Classroom: Ask students to read the article prior to class and to be prepared to discuss it. Students might benefit from providing them with discussion questions along with the article so they can prepare answers at home. Ask students to read articles about memory as they relate to aging, culture, ethnicity, race, disability, gender, or sexual orientation. Possible topics to cover include: aging and memory, cross-cultural research on autobiographical memory in Western and Asian cultures, and gender differences and memory.

✓ Time – 20-30 minutes for article discussion in class
✓ LO – 1.1d, 5.1e
✓ Possible articles for assignment include:


This study examined the effects of culture on memory in children. Participants include samples of 4- and 6-year-old Korean, Chinese, and American children (half boys, half girls). The results supported the authors’ hypothesis that autobiographical memory and story recall were equally accurate across cultures, but that American children provided more specific and descriptive recollections with more references to internal states. The authors suggested that this was due to differences in maternal styles of talking with children. Asian children typically have low-elaborative mothers whereas American children typically have high-elaborative mothers. High-elaborative mothers discuss past events in great detail with their children while low-elaborative mothers tend to ask more pointed questions with very black and white answers. These findings demonstrate that while parenting styles do not necessarily have a significant impact on the accuracy of children’s autobiographical memories, styles do have a significant effect on the content and specificity of children’s autobiographical memories.


The authors of this paper investigated whether negative stereotypes about aging actually influence memory. Participants included old and young Chinese hearing, American deaf, and American hearing individuals. It was assumed that the American deaf community would be less exposed to negative stereotypes of aging because they interact less with the hearing American community. The results showed that younger participants from America and China performed equally well on the memory task; however, the older Deaf and older Chinese participants outperformed the older American hearing group. Furthermore, the researchers found that the more positive an individual’s views on aging, the better the individual performed regardless of whether they were Chinese, American, hearing or deaf. These findings suggest that negative stereotypes about aging contribute to memory loss in older individuals.
The article describes a study in which students either engaged in deeper processing of the material (e.g., analyzing, reflecting, relating and generating questions about the material) either before or after a quiz has been administered. The results showed that students who engaged in deeper processing prior to taking the quiz performed significantly better than students who did so after the quiz. Reading this simple article will enable students to apply what they learned about memory to real life scenarios (e.g., how they could improve their study habits). Instructors may ask students to read the article outside of class once they have covered the basics of memory in class. Subsequently, instructors can ask students to explain why deeper processing leads to better memory than shallow processing techniques. This article would not only teach students about memory processes but also positively influence their study strategies.


This study examined differences in sex in verbal, nonverbal and visuospatial episodic memory tasks. The results showed that although women performed at a higher level on a composite verbal and nonverbal episodic memory score, men performed at a higher level on a composite score of episodic memory task requiring visuospatial processing. This indicates that men can use their superior visuospatial abilities to excel in highly visuospatial memory tasks (e.g., mental rotation), while women can excel in episodic memory tasks in which verbalization of the material is possible.


In the experimental group, students were assigned to make individual learning goals for the first two units after being taught learning strategies in the classroom. The control group was simply assigned a nonacademic task. Students in the experimental group did significantly better on three of the four course exams (first, second, and final) than students in the control group. The author concluded that learning new study strategies and setting individual goals significantly improved students’ exam performance.

Activities, demonstrations, handouts, etc.:

The following are links to pages that give examples of discussion questions and demonstrations that can be used in the classroom to improve student understanding of memory, cognition (i.e. serial position curve, schema, priming, heuristics), and learning (i.e. effects of conditioning on learning), respectively. *Instructors should allow 10-20 minutes for each demonstration and the discussion that follows.*

http://topix.teachpsych.org/w/page/23213805/Memory%20in%20the%20Classroom
http://topix.teachpsych.org/w/page/19980978/Cognition%20in%20the%20Classroom
http://topix.teachpsych.org/w/page/19981015/Learning%20in%20the%20Classroom

Video/audio:

These links lead to lists of videos that cover topics in memory, cognition, and learning, respectively. It would be useful to show these videos in class and follow the viewing with a class discussion. Alternatively, students could be assigned to watch a video outside of class and answer discussion questions. *Instructors should allow 5-10 minutes for discussion following the video (time will vary depending on the video).*
Books & Films:

The following are links to lists of books about thinking, language, intelligence, and learning, all of which play a role in memory. These books should be assigned to students to read outside of class and instructors should allow 20-30 minutes of in-class discussion. It may be useful to students to have a list of discussion questions about the book so they can prepare their answers ahead of time.

http://topix.teachpsych.org/w/page/39237027/Thinking-Language-Intelligence
http://topix.teachpsych.org/w/page/39235237/Learning

Current events/news:

The following pages list articles that discuss current events and news that relate to memory, cognition, and learning, respectively. These should be assigned as out of class readings to be accompanied by discussion questions. Instructors should allow about 10 minutes of discussion (per article).

http://topix.teachpsych.org/w/page/23154167/Memory%20in%20the%20News
http://topix.teachpsych.org/w/page/26682121/Cognition%20in%20the%20News
http://topix.teachpsych.org/w/page/23075923/Learning%20in%20the%20News

CONNECTION TO OTHER CHAPTERS

The content of this chapter could easily be connected to chapter 13 on Social Psychology by discussing the relationship between knowledge held about the world and automatic activation of this information during social interactions. For example, instructors may want to talk about cognitive biases in personal perception or the automatic nature of stereotype activation (and the ability to replace negative stereotypes with more positive ones through conscious effort). There are also links to chapter 10 and the discussion of human development as both memory and cognition will change across a lifespan. For example, the link between the age at which most people remember their first memories and language development in children, or the changes that occur to short- and long-term memory as we age. Similarly, there is a clear relation between intelligence and memory, which could be elaborated on in chapter 9 (Intelligence and Thinking). For instance, instructors may want to discuss the relation between working memory capacity and intelligence. To make a connection to the chapter on Abnormal Psychology (chapter 14), instructors may also include a discussion of forgetting of traumatic events and whether repressed memories could be due to motivated forgetting or decay over time. Finally, instructors may want to discuss the specific methodologies used for cognitive research in the chapter on Research Methods (chapter 3).
COVERAGE SUGGESTIONS

Vision: 1-2 class periods (50 min – 150 min):
✓ Define and explain sensation
✓ Anatomical structures involved in visual sensation
✓ Define perception (as it relates to object perception)
  • Gestalt Grouping
  • Color perception
  • Depth Perception
  • Sensory thresholds/adaptation
    o This is a difficult concept to grasp. If instructor has enough time, cover the concept on a superficial level when covering the other senses using a demonstration with varying sugar solutions.

Other senses: 1-2 class periods (50 min – 150 min):
✓ Anatomical structures involved in gustatory sensation, olfactory sensation, and tactile sensation.
✓ Perception

LEARNING OBJECTIVES

✓ 1.2a: Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural)
✓ 1.2b: Identify principal methods and types of questions that emerge in specific content domains
✓ 1.2d: Provide examples of unique contributions of content domain to the understanding of complex perceptual issues
✓ 1.3a: Describe examples of relevant and practical applications of psychological principles in everyday life

(as suggested by APA guidelines 2.0, 2013)
ACTIVITIES & TECHNIQUES

Explain the process of perception using the neural “algorithms” within the brain. Set up the idea of neural algorithms and heuristics by using the example of cryptograms (example below: “What would you do for a Klondike Bar?”).

- Time – approx. 10 min
- LO – 2.1a, 2.1c

You can ask the students to determine the heuristics they used to solve the problem based on the English language.

- For example, the first rule they may use is the rule that in English, only two words begin with a single letter (“a” and “I”). This rule can help them fill in some of the blanks.
- Another rule that is intuitive but the students may not consciously be able to answer is that in English, the letters “e” and “o” have the highest frequency of occurrence. In this particular cryptogram, the number 3 occurs most often and may represent either of those two letters. Both “e” and “o” can end a word, as might be the case in the fourth word. If “3” represents the letter “e”, then most likely “15” will be either a “b” or an

LEARNING OBJECTIVES (cont.)

- 2.1a: Identify basic biological, psychological, and social components of psychological explanations
- 2.1c: Use an appropriate level of complexity to interpret behavior and mental processes
- 2.2a: Identify principal methods and types of questions that emerge in specific content domains
- 2.2b:Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations
- 2.2e: Interpret simple graphs and statistical findings
- 2.3a: Recognize and describe well-defined problems
- 2.3b: Apply simple problem solving strategies to improve efficiency and effectiveness
- 2.3c: Describe the consequences of problem-solving attempts

(as suggested by APA guidelines 2.0, 2013)
“m”. However, “b” and “m” are not letters typically found at the end of words like in the second word in this cryptogram. Therefore, the number “3” is most likely an “o.”

- Another rule that the students will have a conscious awareness of is the rule surrounding interrogative statements. In English there are six words that begin an interrogative statement: Where, what, when, how, why, and who. Since number “11” is also the single letter word and none of the interrogative words have an “I”, then “11” must represent “a” and word number 1 must be “what.”

- A final rule that will help explain the mental processes involved in perception is the concept of past experiences influencing what we perceive. As soon as the students have a few of the words filled in, the fact that they have experienced the commercial for the ice cream bar, they will be able to fill in all the rest of the letters. This is a great activity to explain that the brain goes through a similar process during perception.

Explain perception using the Gestalt laws of organization: 10-15 min included within the total lecture time. Alternatively, you can create a worksheet and have students try to guess which Gestalt property is represented in each artwork. This is a good demonstration to help explain that Gestalt organizational properties do not exist in isolation and that many of the pieces may contain a number of different properties.

✓ LO – 1.2a, 1.3a, 2.3b, 2.3c

These organizational processes can be explained nicely using real examples from art:

- Figure – Ground: Salvador Dali, Adolescence. Many objects share the same borders and thus you will alternately see different figures (i.e., a woman and a child with a town in the hills versus a face where the town becomes the eyes and the woman becomes the chin, lips and nose).

- Proximity – Paul Signac, The Papal Palace. The art technique of Pointillism was based on the principle of proximity. Clusters of colors give rise to different objects as well as depth, shading, contours.
• Closure – M.C. Escher, *Peeled Faces*: If a part of a shape's border is missing people still tend to see the shape as completely enclosed by the border and ignore the gaps. This reaction stems from our mind's natural tendency to recognize patterns that are familiar to us and thus fill in any information that may be missing. Thus we can complete the gaps and perceive two faces.

• Selected Background Readings for Faculty: In an effort to bring psychology outside the classroom, art is a great way to explain some of the concepts in perception. The articles below will give professors a good introduction into how art and the study of sensation and perception meld.

• Selected Student Readings (LO 1.3a, 2.2b)
Illusions are a great resource to help explain perception because we are able to see the visual system attempting to correctly solve the puzzle and creating an inconsistent perception.

- **LO – 1.2a, 1.2b, 2.1a**
- **Visual Illusions** – Michael Bach’s website is a treasure trove of visual illusions. This site offers the most current scientific explanations for each illusion. You can select just the right illusion to incorporate into the lecture (5-10 min).
  - The recent interest in vision science by the general public involves the dress that people either see as blue/black or white/gold. This is a great way to help students understand that color is not strictly determined by the information we receive but can be influenced by the surrounding characteristics and features in the environment. Furthermore, there are individual differences and the ability to detect the “correct” color has had a huge social impact. For an excellent explanation of the illusion see: [http://www.michaelbach.de/ot/col-dress/index.html](http://www.michaelbach.de/ot/col-dress/index.html)
- Using the illusion known as motion induced blindness, students will be able to see and understand how what is physically present in the visual environment may not get translated to the mental processes (or may momentarily disappear). See the link: [http://www.michaelbach.de/ot/mot-mib/](http://www.michaelbach.de/ot/mot-mib/)
- The hollow mask illusion is a great way to help students understand and grasp the complexity involved in translating a three-dimensional visual environment to a two dimensional retina. Using the illusion can help students understand that the brain uses a “best guess” process to solve the problem of depth. See the link: [http://www.michaelbach.de/ot/fcs_hollow-face/](http://www.michaelbach.de/ot/fcs_hollow-face/)

- **Auditory illusions** are available to help students understand auditory perception (5-10 min). To help students understand how prior knowledge can affect perception use the sound files listed on the following website [http://www.lifesci.sussex.ac.uk/home/Chris_Darwin/SWS/](http://www.lifesci.sussex.ac.uk/home/Chris_Darwin/SWS/)
  - Sine-wave speech is a synthesized speech pattern developed by combining a number of different sinusoids. Without prior knowledge, the sounds may be unintelligible. However, when they know what the words are, suddenly they can comprehend the sine-wave speech. First have students try to decipher the sine-wave speech (“SWS” file). Then play the file listed “demonstration” and replay the corresponding SWS file. Now, students should be able to clearly comprehend the SWS. This is a really quick demonstration, stresses the importance of interpretation in perception, and the students always enjoy it.

- **Taste illusions** are easily created with food coloring and a food item. A demonstration using orange juice works nicely nicely (time for demonstration, approx., 20 minutes).
  - Based on Hoegg, J. & Alba, J. W. (2007). Taste perception: More than meets the tongue. *Journal of Consumer Research, 33*, 490 – 498. Orange juice colored differently will have a profound effect on taste. You can have students rate three different drinks – orange juice (OJ) without any additive color, OJ with orange food coloring to make it slightly darker, and OJ with a little red food coloring. Have the students rate the drinks on different characteristics, such as real orange taste, sweetness, bitterness, etc. Students will typically rate the three drinks differently. After the demo, have the students rate the taste of two glasses of water with orange and red food coloring added to show them that the taste of the orange juice was not...
physically affected by the addition of the artificial coloring. Instead, their taste was affected by the visual perception of the drinks. This activity is also a great demo to connect perception to the real world. You have multiple opportunities to talk about strong connection of the field of sensation and perception in psychology to the world of marketing (LO: 1.3a; 5-8 min).

Additional reading for faculty to connect the topic of sensation and perception to the real world: Krishna, A. (2012). An integrative review of sensory marketing: Engaging the senses to affect perception, judgment and behavior. *Journal of Consumer Psychology, 22*, 332-351. A demonstration based on the above reading involves having students taste and rate the likeability of Hershey’s Milk Chocolate (in the bar form) and a Hershey’s Milk Chocolate Kiss. Hershey’s Bar and Hershey’s Kisses are exactly the same formulation. The only difference is the shape. However, more people find the Hershey’s Kiss to have a superior flavor and buy them more often.

Sensory thresholds and sensory adaptation: This will help drive home the point that perception and reality are different (not a one-to-one correspondence) and that there is a threshold to what we can perceive.

- **Absolute threshold** (estimated time – Prep: 30 min; Setup before class: 30 min; Demonstration: 15 – 20 min). Students can find a gustatory threshold using water and sugar. [http://www.scientificamerican.com/article/bring-science-home-taste-thresholds/](http://www.scientificamerican.com/article/bring-science-home-taste-thresholds/). Students can then plot out the psychometric function using a “yes/no” paradigm to visualize the sharp changeover from not perceiving to perceiving. Students will be able to understand the indirect relationship between the presence of the physical stimulus of sugar in the solutions and the failure of the brain to register the stimulus until a specific concentration is reached.
  ✓ LO – 1.2a, 1.3a

- **Reading:** O’Drobinak, D. M., & Woods, C. B. (2002). Compelling classroom demonstrations that link visual system anatomy, physiology, and behaviour. *Advances in Physiology Education, 26*, 204-209. [http://advan.physiology.org/content/26/3/204.full#sec-1](http://advan.physiology.org/content/26/3/204.full#sec-1). Students can be shown stimuli (such as a grating or a colored square) that would cause adaptation or neural fatigue in only one eye and then have the experience of an interocular transfer of the adaptation. This particular demo will help them understand the separate and integrative physiological processes in perception, particularly as a means to solidify the structure of the visual system from two independent eyes that register similar but separate components of the visual environment to an integrative brain that fuses the information from both eyes into a single representation.

- **Subliminal Processing:** Many students are interested in subliminal advertising or subliminal persuasion. You could incorporate a discussion about the difference between the two (10-15 min). Subliminal perception occurs when our behavior is influenced by a stimulus below our threshold. What should be noted to the students is that subliminal perception occurs in highly controlled environments, usually in the lab.
  ✓ LO – 1.2a, 1.3a
    - To get the ball rolling you could show them a video clip from Derren Brown: [http://www.youtube.com/watch?v=f29kF1vZ62o](http://www.youtube.com/watch?v=f29kF1vZ62o)

**POSSIBLE ASSESSMENTS**

One common problem in sensation is the large amount of anatomical structures that must be learned. Students can help study these features by scrolling through interactive sites. These are great for independent knowledge acquisition and to gain familiarity with the anatomical structures.

- LO – 1.2
  - For the ear: [http://hyperphysics.phy-astr.gsu.edu/hbase/sound/ear.html](http://hyperphysics.phy-astr.gsu.edu/hbase/sound/ear.html)

Have students compare and contrast any two systems (i.e. vision vs. audition) to further reinforce the process of sensation. The sensation of light is described as a wave having a specific wavelength and amplitude. Similarly, the sensation of sound is a pressure wave that has a specific frequency (which is slightly related to wavelengths) and amplitude. Furthermore, the anatomical features of the eye such as the cornea and lens refract and direct the light to the back of the eye to the sensitive membrane (the retina) that will interpret the sensation of light. Similarly in the ear, the pinna (the ear lobe folds), the ear canal, and the eardrum will direct the sensation of sound to the pressure sensitive membrane of the cochlea. In contrast, light waves from the visual environment will fall on different areas of the retina but sound waves from the environment fall on the same area of the eardrum.

- LO – 1.2a, 2.1a

Assessing sensation and perception when one has suffered an injury or interruption in the process: Randomly assign a case study from Sacks, O. (2003). The mind’s eye. *New Yorker, 28*, 48-59. Students should be able to answer questions regarding the sensory or perceptual processes affected.

- LO – 2.1a, 2.2a, 2.3a, 2.3b

The brain uses the information it receives to piece together a fairly accurate representation of the external world. One method the brain uses to make meaning from the sensations it receives is through algorithms and past experiences; similar to the way we solve cryptograms. There are a number of websites where students can try their hand at solving these puzzles, such as [http://www.cryptograms.org/play.php](http://www.cryptograms.org/play.php) or [http://www.rinkworks.com/brainfood/p/crypts1.shtml](http://www.rinkworks.com/brainfood/p/crypts1.shtml). Similar to the in-class demonstration described earlier, students could either complete the same one or pick their own. Then have the class explain what rules of the English language they used, as well as what past experiences lead to the solution.

- LO – 2.3a, 2.3b, 2.3c
<table>
<thead>
<tr>
<th>Article</th>
<th>Title</th>
<th>DOI</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grosofsky, A. (1996).</td>
<td>Audition laboratory activities for teaching sensation and perception. Teaching of Psychology, 23, 49-51. doi: 10.1207/s15328023top2301_13</td>
<td></td>
<td>This article gives ideas about how to a recording program to visualize sound waves. The article used SoundWave, which is no longer available, but you could substitute using Audacity. You could record different users with different accents and compare the pitch and amplitude. It also is a great tool to help students understand a change in pitch because they can hear and see it.</td>
</tr>
<tr>
<td>Kreiner, D. S. (2009).</td>
<td>Problem-based activities for a sensation &amp; perception course. Teaching of Psychology, 36, 253-256. doi: 10.1080/00986280903173157</td>
<td></td>
<td>The article describes a great activity for applying the concepts of sensation and perception to real-world problems. Some of the problems to address included making recommendations for lighting nighttime road construction sites. Students would have an opportunity to see how sensation and perception is applicable to many situations outside the classroom.</td>
</tr>
<tr>
<td>Neuhoff, J. (2000).</td>
<td>Classroom demonstrations in perception and cognition using presentation software. Teaching of Psychology, 27, 142-144. doi: 10.1207/S15328023TOP2702_11</td>
<td></td>
<td>Illusions are instrumental in describing and explaining the perceptual processes to students. Some illusions may be difficult to find on the Internet or may require complicated computer programming. The article helps construct some demos and illusions using PowerPoint.</td>
</tr>
<tr>
<td>Ragozzine, F. (2012).</td>
<td>Using audacity for demonstrations of psychoacoustical principles. Teaching of Psychology, 39, 252-261. doi: 10.1177/0098628312456616</td>
<td></td>
<td>Similar to the article by Grosofsky (1996), the article describes the use of the Audacity software in order to illustrate the soundwaves produced in sound and speech. It can help students visualize a change in pitch and frequency as they are simultaneously hearing perceptual changes.</td>
</tr>
<tr>
<td>Solomon, P. R. (1980).</td>
<td>Perception, illusion, and magic. Teaching of Psychology, 7, 3-8. doi: 10.1207/s15328023top0701_1</td>
<td></td>
<td>This is a great resource for including illusions into your lecture to help explain the visual process. It includes basic illusions and the principles that they demonstrate. The discussion on magic tricks can help promote some real world examples of how attention shifts are exploited by magicians to affect what you see.</td>
</tr>
</tbody>
</table>
Biophysiology: I have used Miracle Fruit to connect to the chapter on biopsychology and the concept of localization of behaviors/functions in the brain. The tablets, when chewed, bind to sour taste receptors and suppress the sour taste.


- They can be ordered on Amazon: [http://www.amazon.com/mberry-Miracle-Fruit-Tablets-10-Count/dp/B002JANPDI/ref=pd_bxgy_gro_img_y](http://www.amazon.com/mberry-Miracle-Fruit-Tablets-10-Count/dp/B002JANPDI/ref=pd_bxgy_gro_img_y)

Research Methods: I have also used the Miracle fruit demo as a great way to get students to think critically and connect to research methods. There is a lot on the web about using Miracle fruit as a diet aid but no substantial evidence it helps in weight loss. However, there is some research that it may help in some conditions such as after chemotherapy treatment. A great way to talk about pseudoscience versus controlled scientific research.


Developmental: The Mosquito ringtone is a good demonstration about how perception changes with age. As we age (> 25 years old), our ability to detect high frequency sounds (>20,000 Hz) diminishes. You can test your ability compared to your students’ ability using the mosquito sound file. [http://www.audiocheck.net/audiotests_mosquito.php](http://www.audiocheck.net/audiotests_mosquito.php)

• LO 1.3a: You could also include this topic into a discussion about the application of psychology in the real world

Chapter 8: Consciousness

COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):
✓ The brain and consciousness (conscious versus unconscious) (This topic is usually most challenging for students because there is no clear-cut answer about how the brain and consciousness interact)
✓ Sleep and dreaming (very popular topic with students)
✓ Drugs and consciousness

If you have 2 class periods, you might also consider covering:
✓ Hypnosis
✓ Meditation and religious experiences

LEARNING OBJECTIVES

✓ 1.1a: Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
✓ 1.1d: Recognize the power of the context in shaping conclusions about individual behavior
✓ 1.1e: Identify fields other than psychology that address behavioral concerns
✓ 1.2a: Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural)
✓ 2.1c: Use an appropriate level of complexity to interpret behavior and mental processes
✓ 5.1e: Recognize and describe broad applications of information literacy skills obtained in the psychology major

(as suggested by APA guidelines 2.0, 2013)
ACTIVITIES & TECHNIQUES

Classroom Exercise: Introduce the topic of sleep with the National Sleep Foundation’s Sleep IQ test
(http://www.kirkwood.edu/pdf/uploaded/905/national_sleep_foundation_sleep_iq_test.pdf)
✓ Time – 15-20 minutes
✓ LO – 1.1a, 1.2a

Psychology in the News: Instructor should ask students to read the article and be ready to discuss it. New York Times article about the nature of free will:
(http://opinionator.blogs.nytimes.com/2011/10/19/what-makes-free-will-free/)
✓ Time – 20-25 minutes
✓ LO – 1.1a, 1.1c, 1.2a

Videos that can be used as discussion starters:
• The nature of consciousness (Part 1 & 2) – An introduction to the nature of consciousness (http://www.youtube.com/watch?v=Gfl9t11xFtM&feature=related and http://www.youtube.com/watch?v=wg7pquy4Q&feature=related).
✓ Time – 20-30 minutes to watch the videos and discuss how the scenes relate to the nature of consciousness
✓ LO – 1.1a, 1.1c, 1.2a

• This video clip can be used to show the effects of cocaine on the brain. It illustrates how the dopamine reward centers of the brain are activated while eating, drinking, engaging in sexual activity. Further, it demonstrates how cocaine increases the amount of dopamine released and also blocks the reuptake of dopamine and explains the consequences of using cocaine.
(http://www.youtube.com/watch?v=4OS2C4NemJI).
✓ Time – 20-30 minutes to watch the video and discuss the effects of cocaine on the brain
✓ LO – 1.1a, 1.1c, 1.1d

• This 7-minute video clip describes the pathology of addiction according to the theories presented in Dr. Ronald Ruden’s book “The Craving Brain” (http://www.youtube.com/watch?v=K3gZfEre0&feature=related).
✓ Time – 20 minutes to watch this video and discuss the pathology of addiction
✓ LO – 1.1a, 1.2a

• This video clip about the whirling dervishes can be used as a starting point for discussion about religious experiences and consciousness (http://www.youtube.com/watch?v=GJlOfU-QdC0).
✓ Time – 20 minutes to watch this video and discuss religious experiences and their effects on consciousness
✓ LO – 1.1c, 1.1d, 1.2a
POSSIBLE ASSESSMENTS

Student Paper: (Instructor should ask students to read the article prior to class and to be prepared to discuss it.) Ask students to read an article about the neural basis of biological rhythms (e.g., Kolb, B., & Whishaws, I.Q. (2006). An introduction to brain and behavior (2nd ed.). New York: Worth) and discuss whether or not there is a biological basis to our circadian rhythm.

- ✓ Time – 20 minutes for article discussion in class
- ✓ LO - 1.1a, 1.1d, 1.1e, 1.2a, 2.1c, 5.1e

Student Paper/Project: (This is a fun activity that students can complete outside of class. The exercise allows them to apply what they learned in class to their own lives, which will make the material more relevant and thus improve their retention) Ask students to assess their level of daytime sleepiness by calling the national Sleep Foundation hotline at 1-877-BE-AWAKE. The screening uses the Epworth Sleepiness Scale used by health-care providers to determine the quality of sleep a person experiences. Once students determined their own level of daytime sleepiness ask them to write a short paper about steps they can take to improve their sleeping habits.

- ✓ LO – 1.1e, 1.2a

Student paper: (This demonstration is very effective because students can experience the concept of suggestibility first-hand.) Start out with the following classroom demonstration: “Tell your students to close their eyes and imagine they are cutting a lemon…a large… sour… bitter lemon…so full of juice that it drips over their fingers onto the floor. Imagine now sucking the juice from the same fruit” [Bolt, M. (2007). Psychology instructor’s resource manual to accompany David G. Myers Exploring Psychology (7th ed.). New York: Worth ]. Once you have completed the demonstration ask students to write a short paper about what happened to them during the demonstration. “Were they salivating? Could they taste the sourness of the lemon juice in their mouths? What does this tell you about suggestibility?” Instruct students to relate this experience to what they have learned about hypnosis and suggestibility.

- ✓ Time – should only take about 5-10 minutes of class time
- ✓ LO – 1.1a, 1.1d, 1.2a, 2.1c

Student Paper: (The instructor should ask students to read the article prior to the class meeting and provide students with a list of discussion questions ahead of time so they can prepare answers at home. This could also be done as a classroom debate.) Ask students to read an article such as Goldberg, R. (Ed.) (2005). Taking sides: Clashing views on controversial issues in drugs and society (7th ed.). Guilford, CT: McGraw-Hill and critically think about drug use and misuse. Students should develop arguments for and against the following topics: “Should marijuana be legalized for medicinal purposes?”, “Are drug treatment programs effective?”, or “Do drug addicts choose to be addicted to drugs?”

- ✓ Time – 30 minutes for class discussion/debate
- ✓ LO – 2.3, 3.1, 5.4
Infusing diversity into the classroom: (The instructor should ask students to read the article prior to the class meeting and provide students with a list of discussion questions ahead of time so they can prepare answers at home. This could also be done as a classroom debate.) Ask students to read articles about consciousness as they relate to aging, culture, ethnicity, race, disability, gender, or sexual orientation. Possible topics to cover include: changes in REM sleep over the lifespan, trance-like states that are induced through religious beliefs (see video clip about whirling dervishes: http://www.youtube.com/watch?v=GJlofU-0jC0), the use of mind altering drugs for religious purposes [Trimble, J. E., Stevenson, M.R., & Worell, J. P. (2003). Toward an inclusive psychology: Infusing the introductory psychology textbook with diversity content. American Psychological Association.

✓ Time – 30 minutes for class discussion/debate
✓ LO – 1.1a, 1.2a
✓ Possible article:


The authors describe how the use of peyote is an essential part of the Native American Church ceremony and theology, and discusses reasons why the use of peyote under the ‘bona fide religious ceremonies of the Native American Church act’ should be allowed.

RELEVANT TOP ARTICLES
(Annotated Bibliography)


This article presents data from a study assessing students' knowledge about sleep and dreaming prior to lectures covering this topic in class. The study illustrated that students have many misconceptions about sleep and dreaming. To identify misconceptions and correct them instructors may use either the Sleep and Dreams Information Questionnaire (SDIQ) or the National Sleep Foundation’s Sleep IQ test (http://www.kirkwood.edu/pdf/uploaded/905/national_sleep_foundation_sleep_iq_test.pdf) to gauge students' understanding of sleep and dreaming. The surveys can also lead to a discussion about sleep disorders such as night terrors and sleep apnea. (LO 1.1a, 1.2a, 5.1e)
This article describes a classroom demonstration that can be used to introduce the effects of commissurotomy, or split brain surgery. Student volunteers experience the deficits encountered by individuals who have undergone this surgical procedure.


This article presents data from a study assessing students’ knowledge about sleep and dreaming prior to lectures covering this topic in class. The study illustrated that students have many misconceptions about sleep and dreaming. To identify misconceptions and correct them instructors may use either the Sleep and Dreams Information Questionnaire (SDIQ) or the National Sleep Foundation’s Sleep IQ test to gauge students’ understanding of sleep and dreaming. The surveys can also lead to a discussion about sleep disorders such as night terrors and sleep apnea. (LO 1.1a, 1.2a, 5.1e)

**LINKS TO ToPIX MATERIALS**

Video/audio: [http://topix.teachpsych.org/w/page/19980981/Consciousness%20Video](http://topix.teachpsych.org/w/page/19980981/Consciousness%20Video)


Current events/news: [http://topix.teachpsych.org/w/page/19980980/Consciousness%20in%20the%20News](http://topix.teachpsych.org/w/page/19980980/Consciousness%20in%20the%20News)

**CONNECTION TO OTHER CHAPTERS**

The content of this chapter could easily be connected to Chapter 6 on Memory because students learned in this chapter that information which is ignored to does not typically make it into short- or long-term memory; however, in the consciousness chapter students learn that there are some exceptions to this rule (e.g., subliminal priming, unconscious decision making before we are actually aware of it). There are also obvious links to Psychobiology (Chapter 4) as one of the covered topics is on the relation between the brain and consciousness. Although research has identified several neural correlates of consciousness there is no clear evidence of where in the brain consciousness is located. This becomes clear when considering cases of individuals who are believed to be in a vegetative or minimally conscious state. Our lack of understanding of which parts of the brain are responsible for consciousness can make answering this question difficult and divisive (e.g., review Terri Schiavo's case).
Chapter 9: Intelligence & Thinking

INTELLIGENCE: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):
✓ Definition of intelligence (general intelligence vs multiple intelligences) (LO 1.1a, 1.2a)
✓ Measurement of intelligence
  • History of measuring intelligence (if time permits) (LO 1.1d, 1.2c, 2.5a)
  • Psychometric considerations (reliability vs validity) (LO 2.4e)
  • The normal curve (LO 2.2e)
✓ Heritability vs. Sociocultural determinants of intelligence (LO 2.5d, 3.3a, 3.3b)

LEARNING OBJECTIVES

✓ 1.1a: Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
✓ 1.1d: Recognize the power of the context in shaping conclusions about individual behavior
✓ 1.2a: Identify key characteristics of major content domains in psychology
✓ 1.2c: Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research
✓ 2.2e: Interpret simple graphs and statistical findings
✓ 2.4e: Explain why conclusions in psychological projects must be both reliable and valid
✓ 2.5a: Relate examples of how a researcher’s value system, sociocultural characteristics, and historical context influence the development of scientific inquiry on psychological questions
✓ 2.5d: Identify under what conditions research findings can be appropriately generalized
✓ 3.3a: Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context
✓ 3.3b: Recognize potential for prejudice and discrimination in oneself and others

(as suggested by APA guidelines 2.0, 2013)
The Hamburger Test of Intelligence – Have students describe their favorite toppings on a hamburger. Have them immediately repeat the task. Then provide a bogus list of acceptable “intelligent” toppings. The exercise is a fun way to distinguish between the reliability (very reliable) and validity (terribly invalid) of a test.

- Time – 5 -10 minutes
- LO – 2.4e

Administer the intelligence test given to American soldiers in WWI (available at http://historymatters.gmu.edu/d/5293). This activity highlights the cultural dependency of many intelligence tests for factual knowledge, and can lead to a discussion of crystallized versus fluid intelligence. It tends to be fun for students.

- Time – 10 minutes
- LO – 1.1d, 2.5a

Introduce the book “The Bell Curve” by Richard Herrnstein and Charles Murray (1994). (Students could also read an excerpt before class and come prepared to discuss.) Have students discuss one of the more controversial claims of the book that intelligence is largely inherited and not influenced much by ethnicity or socio-economic status. Have students describe the possible implications of that statement. This activity highlights a difficult core concept for many students.

- Time – 15 minutes
- LO – 3.3a, 3.3b

Use the disparities in IQ scores among racial and SES groups to illustrate the concept of predictive validity. Specifically, mention how IQ continues to be a reasonable predictor of various outcomes, even though there are systematic group differences in the scores. In a discussion, have students generate extraneous 3rd variables that could account for why IQ continues to predict outcomes like GPA or drop-out rates.

- Time – 10 -15 minutes
- LO – 2.5a, 3.3b

POSSIBLE ASSESSMENTS

Have students create their own (brief) intelligence test by generating questions. Can occur before or after discussions of culture fair tests.

- Time – 15 minutes
- LO – 1.1a, 2.5d, 3.3a, 3.3b

Ask students to complete a set of “brain teasers” such as those found at http://thinks.com/brainteasers/index.htm. Use them as a prompt for students to write a brief description of why they are (or are not) a fair test of intelligence.

- Time – 15 minutes
- LO – 1.1d, 3.3b

This article presents a demonstration of the definition of intelligence by presenting visual word puzzles as a quick test of intelligence. It involves repeated presentation of items varying in difficulty as prompts for discussion of the topics of reliability and situational factors in testing. All materials necessary for the test are in the text.


In this “Generalist’s Corner” article, the authors present an argument for how intelligence tests do not properly capture rational thinking, which tends to be uncorrelated with IQ. The article provides a few examples that can help illustrate the difference for students, and highlight the difficulty of probabilistic reasoning.


Through the use of three “intelligence tests,” this article provides demonstrations of multicultural awareness. Specifically, the demonstrations highlight language and cultural biases that can exist in intelligence tests.

**LINKS TO ToPIX MATERIALS**

Activities, demonstrations, handouts, etc.: [http://topix.teachpsych.org/w/page/19981009/Intelligence%20in%20the%20Classroom](http://topix.teachpsych.org/w/page/19981009/Intelligence%20in%20the%20Classroom)

Videos: [http://topix.teachpsych.org/w/page/19981008/Intelligence%20Video](http://topix.teachpsych.org/w/page/19981008/Intelligence%20Video)

Books and films: [http://topix.teachpsych.org/w/page/39237027/Thinking-Language-Intelligence](http://topix.teachpsych.org/w/page/39237027/Thinking-Language-Intelligence)

In the news: [http://topix.teachpsych.org/w/page/49255106/Intelligence%20in%20the%20News](http://topix.teachpsych.org/w/page/49255106/Intelligence%20in%20the%20News)
CONNECTION TO OTHER CHAPTERS

The development of various cognitive abilities links nicely with the Developmental chapter (Chapter 10).

The definition of intellectual disability and/or genius status as defined by the bell curve can be an excellent example of normative definitions of disorder when discussing the definition of disorder in the Abnormal chapter (Chapter 14).

THINKING: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):
✓ Define cognition (LO 1.1a, 1.2a)
✓ Introduce concepts (prototypes, exemplars) and classification (hierarchies) (LO 1.1a)
✓ Problem solving, including heuristics (LO 1.1a, 1.2d)
✓ Decision making, including common biases (representativeness, availability, overconfidence) (LO 1.1a, 1.2d, 2.1e)

LEARNING OBJECTIVES

❖ 1.1a: Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
❖ 1.2a: Identify key characteristics of major content domains in psychology
❖ 1.2d: Provide examples of unique contributions of content domain to the understanding of complex behavioral issues
❖ 1.3a: Describe examples of relevant and practical applications of psychological principles to everyday life
❖ 2.1e: Describe common fallacies in thinking (e.g., confirmation bias, post hoc explanations, implying causation from correlation) that impair accurate conclusions and predictions
❖ 2.3b: Apply simple problem-solving strategies to improve efficiency and effectiveness
❖ 4.1a: Express ideas in written formats that reflect basic psychological concepts and principles

(as suggested by APA guidelines 2.0, 2013)
ACTIVITIES & TECHNIQUES

Overconfidence Activity: Select some word puzzles (e.g., http://thinks.com/brainteasers/index.htm). Pick ones that are easy to present (e.g., only visual display). Show several and quickly give students the answers. Ask them how long it would take them to solve one. Then present a novel problem (without the solution) and time how long it takes students to complete it. Students usually will believe the novel problem will be easy to solve and they will be able to do it quickly, demonstrating overconfidence. It is a fun way to demonstrate the concepts.

- Time – 5 minutes
- LO – 2.1e, 2.3b

Thinker (available at http://cat.xula.edu/thinker/decisions/heuristics/ranking) has a variety of web-based demonstrations of common decision making errors, including the representativeness heuristic, the availability heuristic, framing effects, and the gambler’s fallacy. Great for critical thinking development. Select interactive demonstrations that expand upon static concepts from the book.

- Time – 5-10 minutes
- LO – 2.1e

Functional Fixedness Activity [taken from Myers, 2007]: Ask students to arrange six matchsticks so that they form three equilateral triangles. You may do it as a thought exercise, or actually provide your students with some sticks. Most students will be fixated on two-dimensional solutions. The only way to answer the problem is to create a three-dimensional pyramid. A fun way to demonstrate the concept of functional fixedness.

- Time – 10 minutes
- LO – 2.1e, 2.3b

POSSIBLE ASSESSMENTS

Ask students to identify times when they have made one of the following mistakes: representativeness bias, availability bias, overconfidence bias (or any others you cover). Have them write a brief essay explaining the mistake and how it is an example of the concept.

- Time – 10 minutes
- LO – 1.3a, 2.1e, 4.1a

Ask students to draw a conceptual map of the material in the chapter. Have them develop a hierarchical organization to the material representing their understanding of the concepts involved.

- Time – 5 minutes
- LO – 1.3a
RELEVANT ToP ARTICLES  
(Annotated Bibliography)


This article provides a brief demonstration of schematic processing whereby individuals remember self-referential words at a higher rate than other words.


This article describes the endorsement of common misconceptions about psychology by psychology students and the general public. Psychology students recognized more myths, but effect sizes were small. These data can be a good example of overconfidence and the immunity of prior beliefs to new information.


In addition to other experiments, this article describes how one can use the Computerized Cognition Laboratory to replicate two classic experiments by Tversky & Kahneman regarding the framing effect and heuristics.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.: http://topix.teachpsych.org/w/page/19980978/Cognition%20in%20the%20Classroom

Video: http://topix.teachpsych.org/w/page/19980979/Cognition%20Video

Books and films: http://topix.teachpsych.org/w/page/39237027/Thinking-Language-Intelligence

In the news: http://topix.teachpsych.org/w/page/26682121/Cognition%20in%20the%20News
It can be good to link the content in this chapter with the Research Methods chapter (Chapter 3). Specifically, one can highlight how various research methodologies and reliance on data are means of protecting against some of the cognitive errors illustrated in this chapter.

The development of cognition, as discussed in the Developmental chapter (Chapter 10), can help illustrate how some errors in thinking are developmentally appropriate, and others merely change how they are expressed as one matures.
Chapter 10: Developmental

COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):
✓ Introduction to Developmental Psychology
  • Definition of Developmental Psychology
  • Life Periods of Developmental Psychology
  • Three Topical Areas of Developmental Psychology: physical, social, and cognitive
  • Examples of Research in Developmental Psychology
  • Nature and Nurture
  • Sensitive and Critical Periods
  • Cohort Effects

✓ Key Figures in Developmental Psychology
  • Jean Piaget, Lev Vygotsky, Harry Harlow, John Bowlby, Mary Ainsworth, Diana Baumrind, Erik Erikson, and James Marcia

If you have a 3rd class period, you might also consider covering:
  • Playing Mozart to an Infant Boosts Their Intelligence
  • Adolescence is Inevitably a Time of Psychological Turmoil
  • Most People Experience a Midlife Crisis in Their 40s or 50s

LEARNING OBJECTIVES

✓ 1.2a: Identify key characteristics of major content domains in psychology (i.e., developmental psychology)
✓ 1.2b: Identify principal methods and types of questions that emerge in specific content domains (i.e., developmental psychology)

(as suggested by APA guidelines 2.0, 2013)
“Six Things to Never Say to or Ask a Developmental Psychologist.” This is an introduction to developmental psychology that can occur on the first day. The activity dispels myths that many people hold regarding who developmental psychologists are and what developmental psychologists do. This is a fun, informative activity that will introduce students to developmental psychology and help give them a better understanding of what developmental psychology is (and is not) about.

- “You must love children!” (Why it’s a myth: Developmental psychology is not about children only. Rather, it is about the lifespan – here, you can go over the periods from prenatal to late adulthood.).
- “Can you give me parenting advice?” (Why it’s a myth: Developmental psychology is about so much more than parenting. Life span development is the study of how people grow, change, and stay the same over the course of their life, with focuses on three topical areas: physical, cognitive, and social.)
- “It must be fun to play with kids all day. Developmental research must be a blast!” (Why it’s a myth: Research in developmental psychology is diverse, including observations, interviews, fMRI, longitudinal, cross-sectional study, etc., and the research focuses on all age groups.)
- “So, is it nature or nurture?” (Why it’s a myth: Developmental psychologists recognize that almost everything about us can be explained by an interaction between nature and nurture; neither nature nor nurture alone is sufficient to explain who we are.)
• “Our time as a baby is the most important, right?” (Why it’s a myth: Every life period is important in its own way. This would be a good time to introduce the ongoing debate in developmental psychology over the importance of early life experiences versus later life experiences, and to present the idea of sensitive and critical periods.)
• “Why bother studying development? Aren’t we all the same?” (Why it’s a myth: Each of us belongs to a cohort, or people who were born around the same time and in the same place as us. This is a good time to introduce cohort effects and how they make for different developmental ecologies.)

✓ Time – 50 minutes
✓ LO – 1.2a, 1.2b, 2.1b

“Who Would Have Said It?” To really know developmental psychology, you have to know about the “key players.” In this activity, students are presented with a list of statements and a list of many of the “key players” of developmental psychology, and they match each statement with its correct “key player” (see Appendix A). This is a way to introduce students to many of the most well-known people in developmental psychology, while giving them a beginning understanding of what each person’s theoretical perspective.

✓ Time – 30 minutes
✓ LO – 1.2a, 1.2b

What are the Myths of Developmental Psychology? Using Lilienfeld, Lynn, Ruscio, and Beyerstein’s (2009) book, 50 great myths of popular psychology: Shattering widespread misconceptions about human behavior (see citation listed in Coverage Suggestion section), quiz the students on their knowledge of developmental psychology. On either PowerPoint slides or a handout, list some (or all) of the myths provided in the developmental psychology section of the book and ask the students to respond to each with “true” or “false.” Some of the myths in the book: Playing Mozart to an infant boosts their intelligence, adolescence is inevitably a time of psychological turmoil, most people experience a midlife crisis in their 40s or early 50s. The section on human development lists over 20 myths and their explanations. This can be an eye-opening activity for students, as they are often surprised to learn that they have believed some (or all) of these myths.

✓ Time – 30-60 minutes
✓ LO – 1.2a, 1.2b, 1.3a, 2.1b

Reviewing with YouTube: Reviewing class material is important for student learning. One technique that is both fun and meets that goal is to show short YouTube clips that represent examples of concepts, which can be especially easy for developmental concepts. For instance, many Piagetian concepts can be represented, showing a young infant playing peek-a-boo as an example of (lack of) object permanence (https://www.youtube.com/watch?v=-_6__BejEMA) or finding a montage of children playing hide-and-seek (without great hiding abilities) as an example of egocentrism (https://www.youtube.com/watch?v=u03VidFlmg). Other developmental milestones can also easily be found such as newborn reflexes (https://www.youtube.com/watch?v=IlhD4azC2zU), an infant’s first steps (https://www.youtube.com/watch?v=7ui95209yg0) and babbling (https://www.youtube.com/watch?v=3Wq65Sq9MFFQ&list=RD3Wq65Sq9MFFQ&t=10).

✓ Time – 15 minutes
✓ LO – 1.2a, 1.3a
POSSIBLE ASSESSMENTS

APA's Division 7 (Developmental Psychology) Web Site (http://ecp.fiu.edu/APA/div7): For this assignment, students will go to the Division 7 website, browse, and then write a one- to two-page summary of what they found of interest on the website, and what they learned about developmental psychology by browsing.

- Time – 2-3 hours
- LO – 1.2a, 1.2b, 4.1a, 4.1b, 4.1c, 5.3a

Journal Article Scavenger Hunt: For this assignment, students will choose a topic of interest (related to developmental psychology) and then use PsycINFO to locate three empirical journal articles – each article must be from a different journal (for example, Developmental Psychology, Child Development, Infant and Child Development Journal). Students then write a summary of each of the three journal articles (paying close attention to the method and results of each article) and describe what each of the articles tells us about the students' topic of choice.

- Time – 5 hours
- LO – 1.2a, 1.2b, 2.2a, 2.2c, 4.1a, 4.1b, 4.1c, 4.1d, 5.3a, 5.3b

Web Site Evaluation: For this assignment, students choose one organization from a list provided (example organizations include March of Dimes, Autism Speaks, La Leche League International). The students then use Google to find the organization’s Web site. After closely examining the site, the students respond to the following questions: From the list you have been provided, which organization did you choose? Why did you select this particular organization? What drew you to it? Based on a close examination of the website, what does this organization do, specifically, to encourage children’s development and well-being? Is this organization invested in children's physical, cognitive, or social development, and how so? What are a few strengths of the artistic layout of the site? What are a few weaknesses of the artistic layout? Is the site easy to navigate, or difficult, and how so? In your future, do you think you might ever use this site as a source of developmental psychology information? Why, or why not?

- Time – 3 hours
- LO – 1.2a, 1.3a, 4.1a, 4.1b, 4.1c, 5.3a

The Interaction of Nature and Nurture: For this assignment, students will identify and describe, in a short paper, three essential features of who they are. They will then describe how they think these three features are due to both nature and nurture, citing specific examples.

- Time – 2-3 hours
- LO – 1.2a, 1.3a, 2.1b, 4.1a, 4.1c, 5.3a

Application: In a short paper, students describe a real life experience and then make direct links between that experience and course material. Students can choose from a variety of options across the lifespan: interview parent about his/her prenatal development, watch a children’s TV show, design a new toy/board game/App/video game, interview an adolescent about puberty, interview a grandparent about aging. You could also expand the assignment and require students to find a recent empirical journal article about the chosen topic, summarize the article, and then draw links between the article and the real life experience.

- Time – 2-4 hours
- LO – 1.2a, 1.2b, 1.3a, 2.1b, 2.2a, 2.2c, 4.1a, 4.1c, 4.1d, 5.3a, 5.3b

This article describes seven discussion topics related to developmental psychology that are all applicable to students' lives. The topics include the developmental periods of infancy through early adulthood.


This article describes an experiment conducted to test the effectiveness of a role-playing simulation of sensory change in older adults on sensory development knowledge compared to a lecture only. The simulation, which utilizes earplugs, thick gloves, and obscured glasses to mimic sensory decline, would be a great, effective demonstration for introductory students.


In this exercise, students examine their perceptions of normative developmental patterns in a number of major life domains across the adult life span. The activity helps to debunk the common myth that a single stage of life represents one's “prime.” The activity helps students to understand that individuals reach their prime in different life domains at different points in the life course.


This article describes a small group classroom activity where students use their knowledge of prenatal and infant development to evaluate infant stimulation product advertisements (e.g., toys, videos promoted to improve cognitive abilities). The activity helps students become more skeptical of product claims and better consumers.


This article describes a create-a-children’s-game assignment. For the assignment, students work in groups to develop games for children that include rules of play and summaries of what the games will do, developmentally, for children.
Before learning about developmental psychology, students generate an initial lifeline indicating important events in their past as well as events they believe will happen in their future. Students discuss their lifelines in groups. After learning about developmental psychology, students generate a second lifeline, incorporating developmental psychology principles into their lifeline.

**LINKS TO ToPIX MATERIALS**

Activities, demonstrations, handouts, etc.: [http://topix.teachpsych.org/w/page/19980987/Development%20in%20the%20Classroom](http://topix.teachpsych.org/w/page/19980987/Development%20in%20the%20Classroom)

Video/audio: [http://topix.teachpsych.org/w/page/19980986/Development%20Video](http://topix.teachpsych.org/w/page/19980986/Development%20Video)


Current events/news: [http://topix.teachpsych.org/w/page/19980985/Development%20In%20the%20News](http://topix.teachpsych.org/w/page/19980985/Development%20In%20the%20News)

**CONNECTION TO OTHER CHAPTERS**

Chapter 4: Biopsychology – When covering brain development it is great to review and draw clear connections back to the material from biopsychology such as neuroanatomy, the neuron, synaptogenesis, and plasticity.

Chapter 6: Memory – It is important to refer back to cognitive development material to emphasize the development of memory across the lifespan. An important topic to return to is dementia. It is important for students to understand the difference between typical memory development in old age and dementia. Note: The in-class activity “Infusing diversity into the classroom” from Chapter 6 provides the opportunity to discuss this topic.

Chapter 8: Consciousness – Draw a connection between the developmental changes in sleep cycles and the importance of sleep for development. Note: The in-class activity “Infusing diversity into the classroom” from Chapter 8 provides the opportunity to discuss this topic.

Chapter 13: Social – Draw a connection back to attachment theory when discussing relationships and attraction.
Chapter 14: Abnormal & Therapy – Draw a connection to developmental influences on mental disorders such as attachment, parenting style, and identity development.

APPENDIX A

Who Would Have Said It?

Jean Piaget: __________ a. “Children’s thinking develops via their interactions (i.e., scaffolding) with more knowledgeable people.”
Lev Vygotsky: __________ b. “In order to survive, it is essential that children have not only nutrition and shelter, but contact comfort as well.”
Harry Harlow: __________ c. “They behaviors of parents toward their children can be classified into one of four parenting styles.”
John Bowlby: __________ d. “Children have schemas, or ways of thinking about the world – these schemas continue changing as children progress through four stages of cognitive development.”
Mary Ainsworth: __________ e. “Adolescents are actively constructing their idea of who they are by simultaneously exploring and committing to various identities.”
Diana Baumrind: __________ f. “Children’s attachment to their caretaker(s) can be categorized into attachment styles, via the strange situation.”
Erik Erikson: __________ g. “People must master various socioemotional developmental tasks as they proceed through periods of life.”
James Marcia: __________ h. “It is important for children to have an attachment, or close emotional bond, with their primary caretaker(s).”
i. “The ways in which adults parent their children can be classified into four parenting styles.”
HEALTH PSYCHOLOGY: COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):
✓ First class period:
  • Definition of health psychology
  • Why we need health psychology
✓ Second class period:
  • The interdisciplinary work done using health psychology
  • What types of people and careers work in health psychology

LEARNING OBJECTIVES

❖ 1.1d: Recognize the power of the context in shaping conclusions about individual behavior
❖ 1.3a: Describe examples of relevant and practical applications of psychological principles to everyday life.
❖ 1.3b: Summarize psychological factors that can influence the pursuit of a healthy lifestyle
❖ 2.3a: Recognize and describe well-defined problems
❖ 2.3b: Apply simple problem-solving strategies to improve efficiency and effectiveness

(as suggested by APA guidelines 2.0, 2013)
ACTIVITIES & TECHNIQUES

Assessing Current Prevention Programs – Students can take part in a classroom discussion about a current prevention program. The following paper is a program evaluation of the D.A.R.E. Program. This is a good program to review, because most students have participated in D.A.R.E. or at least familiar with the program.

  ✓ LO – 1.3a

Carla’s Health Journey – Students can watch this PBS video in class about Carla, a young woman fighting childhood obesity and negative health effects. It is an excellent short film that describes Carla’s journey, the risks and positive lifestyle changes she is making to prevent further health issues due to her weight and habits. This is great to show in class and promote discussion among students about the environmental influences affecting Carla and the likelihood of her maintaining her lifestyle changes.

  ✓ LO – 1.3a, 1.3b

Current Health Persuasion and Technology – Students can read this article in class and discuss how the digital age is effecting health persuasion and the considerations that should be made.

  ✓ LO – 2.3b

POSSIBLE ASSESSMENTS

Suicide Video: Students can watch a video, called A Cry for Help, available on PBS about two suicide prevention programs that have been implemented in two high schools. They can submit a reflection paper discussing the programs, the pros and cons of the programs, and what they would implement. This film can be found at [www.pbs.org/wnet/cryforhelp/](http://www.pbs.org/wnet/cryforhelp/).

- This video is split into sections. The first section is approximately 15 minutes long and is recommended to show. All of the sections are appropriate and depending on the time the instructor has, they can select the appropriate sections. It is recommended that, if used, this program be shown in class and not outside of class. Suicide can be a sensitive topic, so it is advised that instructors remind students of this and is prepared to recommend resources for any student who may be upset by this information.
- One way to use this assessment is to show the video in class and engage the students in a discussion about the topic. Then the reflection paper can be a homework assignment returned in a week. Typically, the time spent on this is roughly half the class for the video and the other half of class as discussion. Even if a reflection paper is assigned, it is still recommended that the instructor spend approximately 15-20 minutes discussing this topic area with the class.
  ✓ LO – 4.2., 4.3.
Development of a Health Implementation Effort: Students can use what they have learned throughout the chapter to explore a societal health issue and propose a program that might prevent the issue. It is best to assign this project around the end of the semester, because students can apply information they have learned thus far. This activity is a great application assignment for non-traditional students or non-psychology majors.

- Ask students to choose a health area of personal interest and make recommendations for how a program could increase or decrease behaviors in that area.
- This is also an opportunity to assess students' presentation skills. Students can present their proposed plan to the class and facilitate discussion. This is dependent on the size of the class, or the instructor can use this assessment as a group assignment. This works well in a group project, which allows for all students to present in one class period. If the students in the course are primarily non-psychology majors or non-traditional students, this is a good final assignment for the course. This activity provides a bridge across multiple areas of psychology and critically think about the application process.
- The amount of time an instructor should allow for this activity is dependent on how the instructor chooses to implement this activity. For example, if it is a final paper, most of the work is done outside of class. It is helpful to spend a day outlining the papers with the student (the students draft this outside of class and bring it with them), then an additional day can be scheduled for class presentations, if the instructor chooses to make that a requirement.

✓ LO – 1.1d, 1.3b

RELEVANT TOP ARTICLES
(Annotated Bibliography)


This article discusses a life stress instrument that is appropriate for undergraduate college students. Students can take this instrument and discuss their results in class. This can propel a discussion about the negative effects of stress on physical and mental health.


This article describes a project for a health seminar. Students are asked to profile 15 family members and identify patterns related to health and illness in their families. This is a good example to discuss with students, because this project would be difficult to assign as part of an introductory course. However, the project could be abbreviated for a homework assignment.

This article discusses an upper level undergraduate course in health psychology. While these examples are an upper level course, there are good assignment and lecture examples that could be incorporated into a health section of an introductory course.

**LINKS TO ToPIX MATERIALS**

Activities, demonstrations, handouts, etc.: [http://topix.teachpsych.org/w/page/19981000/Health%20in%20the%20Classroom](http://topix.teachpsych.org/w/page/19981000/Health%20in%20the%20Classroom)

Video/audio: [http://topix.teachpsych.org/w/page/19980999/Health%20Videos](http://topix.teachpsych.org/w/page/19980999/Health%20Videos)

Current events/news: [http://topix.teachpsych.org/w/page/49255327/Health%20in%20the%20News](http://topix.teachpsych.org/w/page/49255327/Health%20in%20the%20News)

**CONNECTION TO OTHER CHAPTERS**

Health psychology is most directly related to social psychology. For example, persuasion and health program development is often grounded in social psychological theory. Specific social psychological theories and terms to consider are persuasion, theory of planned behavior, and theory of reasoned action.

In addition, this material is related to motivation. Drive and arousal are directly related to many of the health behaviors that lead to both healthy and unhealthy outcomes in individuals.
EMOTION & MOTIVATION: COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):
✓ Motivation
  • Definition of Motivation
  • Discussion of Intrinsic versus Extrinsic motivation
  • Discussion of how types of motivation affect behavior long-term and short-term and how motivation affects attitudes towards that behavior

✓ Emotion
  • Definition of Emotion
  • Theories of emotion (James-Lange, Cannon-Bard, Two-Factor)
  • Discussion of how emotion affects behavior and drive

ACTIVITIES & TECHNIQUES

Motivation – Have a class discussion about intrinsic and extrinsic motivation. Ask students to discuss what motivates them to do well in school and how both intrinsic and extrinsic motivation applies. This is also an appropriate time to review operant conditioning and its relationship to motivation.
✓ LO – 1.3a

Using Technology in Motivation – Have students review this article in class. As a class, discuss the issues in using current technology to motivate individuals to take action in regards to their specific health behaviors.
  • http://www.npr.org/blogs/health/2014/05/06/310136269/most-fitness-apps-dont-use-proven-motivational-techniques
  ✓ LO – 1.3b
Emotion – Engage students in a discussion regarding how emotions can affect their health and wellness. For example, negative emotions are related to stress which negatively impacts health. This works well through a discussion about emotion-focused coping as related to health psychology.

✓ LO – 1.3a, 1.3b

Emotion Learning in Academics – Present this video and blog to students and facilitate a discussion about why emotional learning and intelligence is vital to childhood development as well as how we socially function as adults.

• http://www.npr.org/blogs/ed/2014/12/31/356187871/why-emotional-literacy-may-be-as-important-as-learning-the-a-b-c-s

POSSIBLE ASSESSMENTS

Emotion – Have students review three emotion theories (James-Lange, Cannon-Bard, and Two-Factor) and compare/contrast. Students can also choose which theory they think is the most accurate and describe why.

• This assignment can help students study for the exam, as these emotion theories will likely be on an exam that covers emotion. In addition to reinforcing this material for an exam, this activity promotes critical thinking skills. Requiring students to explain which theory is their preferred explanation requires that the students critically exam each theory, the steps involved, and the logic in the process.

• This activity should take around 20 minutes total broken down as follows; five minutes as a quick review of the theories (if they have previously been discussed), ten minutes to review independently or in small groups, and five minutes for a full class debrief for students to explain why they selected their choice theory.

✓ LO – 1.1a

Emotion/Motivation – Have students write a discussion paper describing how their emotions affect their drive. For example, students will likely acknowledge that doing well in school results in positive emotions. This likely motivates them to study. Students can brainstorm other examples and describe how their emotions affect their motivation and drive.

• This activity is a good homework assignment to be completed outside of class. If desired, instructors can spend ten minutes discussing examples from the student papers when the assignment is due. Or, instructors can have a ten-minute brainstorming session prior to the assignment being completed.

✓ LO – 1.3a

This article examines how use of the My Grade feature in Blackboard affects student motivation. Student monitoring of their own grade increased motivation to study and pay attention in class. Not only does this demonstrate the usefulness of providing students with an online grade monitoring system, but also provides an example to students that they can relate to.


This article examined how required versus nonrequired volunteerism is related to motivation and attitudes about volunteering. This article provides an excellent example of how motivation can be affected by the level of choice a student has.


This article discusses the effects of participating in a diversity course. Specifically, researchers were interested in how this might affect students’ awareness of racism and White privilege. This is a good way to relate emotion to motivation to decrease negative racial attitudes and behaviors.

**LINKS TO ToPIX MATERIALS**

Activities, demonstrations, handouts, etc.:
- **Motivation:** [http://topix.teachpsych.org/w/page/19981020/Motivation%20in%20the%20Classroom](http://topix.teachpsych.org/w/page/19981020/Motivation%20in%20the%20Classroom)

Video/audio:
- **Motivation:** [http://topix.teachpsych.org/w/page/19981019/Motivation%20Video](http://topix.teachpsych.org/w/page/19981019/Motivation%20Video)
- **Emotion:** [http://topix.teachpsych.org/w/page/19980988/Emotion%20Video](http://topix.teachpsych.org/w/page/19980988/Emotion%20Video)

Books and Film: [http://topix.teachpsych.org/w/page/39235435/Motivation-Emotion](http://topix.teachpsych.org/w/page/39235435/Motivation-Emotion)
In the news:


**CONNECTION TO OTHER CHAPTERS**

Motivation and emotion are directly related to health psychology. For example, instinct and drive are directly related to many of the behaviors that affect stress and health. In addition, emotion has a direct relationship with our feelings that can drive health-related behaviors. In many introductory text books, the motivation and emotion chapter is in close proximity to the health chapter. This is a benefit because the information should be more salient since it was just discussed. Specific health terms and theories to consider are emotion-focused coping, stress, and self-efficacy.

Motivation and emotion are also directly related to lifespan or developmental psychology. For example, many developmental and socioemotional goals at all stages of life can be related back to social developmental issues involving motivation and emotion. Specific lifespan terms to consider are parental attachment and social learning.

Motivation and emotion are also directly related to learning. For example, operant conditioning can influence motivation.
Chapter 12: Personality

Sadie Leder-Elder
High Point University

COVERAGE SUGGESTIONS

3 class periods (150 min – 225 min):
✓ Definition of personality
✓ Basic approaches to personality psychology:
  • Psychoanalytic approach
    o Freud’s model of personality (id, ego, superego)
    o Psychosexual stages of development
    o Defense mechanisms
    o Projective assessments of unconscious
  • Humanistic psychology
    o Rogers and actualization
    o Maslow’s hierarchy of needs
  • Trait approach
    o Big Five traits
    o Objective assessments of personality
✓ Person-situation debate

If you have a 4th class period, you might also consider covering:
✓ Behaviorism and Social Learning Theories
✓ Biological underpinnings of personality
✓ Neo-Freudian theorists
✓ Personality disorders

LEARNING OBJECTIVES

✓ 1.1a: Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
✓ 1.1b: Explain why psychology is a science with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes

(as suggested by APA guidelines 2.0, 2013)
Uncover your unconscious: Present students with projective assessments, such as the Rorschach Inkblot Test and the Thematic Apperception Test (TAT). Have students assess themselves and classmates. The diversity of responses should help to identify some of the flaws with the Psychoanalytic approach. For an ink blot generator and other useful tools see: http://www.makingthemodernworld.org.uk/learning_modules/psychology/02.TU.04/?section=13.

- Time – 20 minutes
- LO – 1.1a, 1.1b, 1.2d, 1.3a, 2.1b, 2.4a

Participation in objective personality inventory: Have students examine their own personality traits by completing an online questionnaire. Used in combination with projective measures of personality, this activity should provide a nice contrast between the different forms of assessment. Sample online personality inventories of the Big Five can be found at: http://www.personalitytest.org.uk/ and http://www.outofservice.com/bigfive/. An online version of the Myers-Briggs can be found at: http://www.humanmetrics.com/cgi-win/jtypes2.asp.

- Time – 15 minutes
- LO – 1.1a, 1.1b, 1.2a, 1.3a, 2.4a, 5.1a

Hierarchy of needs: Students will complete an online questionnaire assessing each of Maslow’s needs. Results examine how close individuals are to achieving the Humanistic goal of self-actualization. An online measure can be found at: http://similarminds.com/maslow.html.

- Time – 10 minutes
- LO – 1.1a, 1.2d, 1.3a, 2.4a
Personality disorders: If instructors choose to cover the material on personality disorders, they may include an online assessment that allows students to receive feedback on the degree to which their characteristics are in line with different personality disorders. Prior to participation in this activity, the instructor should remind students that this website is not meant to be diagnostic of mental illness and that there are resources available should they have questions about anything they may be going through. An assessment is available at: http://www.4degreez.com/misc/personality_disorder_test.mv.

- Time – 10 minutes
- LO – 1.1a, 1.1b, 1.2d, 2.4a

POSSIBLE ASSESSMENTS


- Time – 5-15 minutes depending upon assessment
- LO – 1.1a, 1.1b, 1.2a, 1.2c

Defense mechanism exercise: Have students complete a handout examining their understanding of Freud’s defense mechanisms. http://catherinerbarberphd.weebly.com/uploads/8/8/1/1/8811695/defense_mechanisms_exercise.doc You may also choose to have students break into groups and act out some of Freud’s defense mechanisms.

- Time – 10-15 minutes
- LO 1.1a, 1.1b, 1.2a, 1.2c

Personality reflection: Ask students to analyze the personality characteristics of a family member, friend, popular television character, or celebrity using different personality approaches. Students can then discuss their completed personality assessments. For videos of interesting characters, see: http://www.clipsforclass.com/personality

- Time – 25 minutes
- LO – 1.1a, 1.3a, 2.1b, 5.1a

RELEVANT ToP ARTICLES

(Annotated Bibliography)


Authors describe a classroom activity to demonstrate agreement and disagreement in personality judgments of others. This exercise promotes discussion of accuracy as it relates to students’ judgment and understanding of their classmates’ personalities.

The author focuses on the importance of trait theories of personality in predicting and explaining human behavior. He discusses how traits are influenced by biology as well as the social and cultural environment.

Segrist, D. J. (2009). What’s going on in your professor’s head? Demonstrating the id, ego, and superego. Teaching of Psychology, 36, 51-54. doi:10.1080/00986280802529285

This work describes an in-class activity designed to help instructors demonstrate the different characteristics of Freud’s personality components: id, ego, and superego.


This article describes the use of music to illustrate personality concepts in the classroom. Students select and analyze songs demonstrating different theoretical approaches to personality psychology.

**LINKS TO ToPIX MATERIALS**

Classroom topics (activities, demonstrations, handouts):
http://topix.teachpsych.org/w/page/19981026/Personality%20in%20the%20Classroom

Videos: http://topix.teachpsych.org/w/page/19981025/Personality%20Videos

Books: http://topix.teachpsych.org/w/page/39235788/Personality

Current events:
http://topix.teachpsych.org/w/page/23137146/Personality%20in%20the%20News

**CONNECTION TO OTHER CHAPTERS**

Chapter 5: Learning - Should an instructor cover the extended content on Behaviorism, they may wish to highlight the connections between personality and learning approaches like classical conditioning, operant conditioning, and observational learning.

Chapter 6: Memory – Instructors can draw connections between Freud’s defense mechanism of repression and the material on forgetting.
Chapter 8: Consciousness – Instructors can compare and contrast Freud’s version of the unconscious mind with more recent understandings of unconscious processing. Further, the psychoanalytic approach can be linked to dream interpretation, which is typically covered in the consciousness chapter.

Chapter 10: Developmental Psychology – Neo-Freudian theorists like Erikson are often covered in the developmental psychology chapter. Additionally, many of these personality concepts lend themselves to a nature vs. nurture discussion of development.

Chapter 13: Social Psychology – An explanation of the person-situation debate necessarily invites a conversation about the similarities and differences between the fields of Personality and Social Psychology.

Chapter 14: Abnormal Psychology – If covering the extended material on personality disorders, instructors may wish to make explicit connections to abnormal psychology and/or therapy.
Chapter 13: Social Psychology

COVERAGE SUGGESTIONS

3 class periods (150 min – 225 min):
✓ Social Influence
  • Classic Studies in Conformity & Obedience
  • Bystander Effect
✓ Attitudes and Persuasion
  • Elaboration Likelihood Model
  • Compliance Strategies
  • Cognitive Dissonance
✓ Social Cognition
  • Attribution theory
  • Attributional errors
✓ Social Perception
  • Prejudice
  • Discrimination
  • Modern & Implicit Racism

If you have a 4th class period, you might also consider covering:
✓ Relationships & Attraction
✓ The Self & Social Comparison

LEARNING OBJECTIVES

❖ 1.1d: Recognize the power of the context in shaping conclusions about individual behavior
❖ 1.3d: Predict how individual differences influence beliefs, values, and interactions with others, including the potential for prejudicial and discriminatory behavior in oneself and others

(as suggested by APA guidelines 2.0, 2013)
LEARNING OBJECTIVES (cont)

- **2.1a**: Identify basic biological, psychological, and social components of psychological explanations (e.g., inferences, observations, operational definitions, interpretations)
- **2.1d**: Ask relevant questions to gather more information about behavioral claims
- **2.5a**: Relate examples of how a researcher’s value system, sociocultural characteristics, and historical context influence the development of scientific inquiry on psychological questions
- **2.5b**: Analyze potential challenges related to sociocultural factors in a given research study
- **3.1a**: Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants
- **3.1b**: Identify obvious violations of ethical standards in psychological contexts
- **3.1d**: Define the role of the institutional review board (IRB)
- **3.2c**: Explain how individual differences, social identity, and worldview may influence beliefs, values, and interaction with others and vice versa
- **3.3b**: Recognize potential for prejudice and discrimination in oneself and others
- **3.3d**: Describe psychology-related issues of global concern (e.g., poverty, health, migration, human rights, rights of children, international conflict, sustainability)
- **3.3f**: Accept opportunity to serve others through civic engagement, including volunteer service
- **4.1a**: Express ideas in written formats that reflect basic psychological concepts and principles

(as suggested by APA guidelines 2.0, 2013)

ACTIVITIES & TECHNIQUES

Students often enjoy watching original footage from the classic social influence studies. The documentary *Quiet Rage* discusses the Stanford Prison study and its contemporary correlates to the Abu Ghraib prison scandal found here: [https://www.youtube.com/watch?v=sZwfNs1pqG0](https://www.youtube.com/watch?v=sZwfNs1pqG0). Footage from the Milgram study can be found here: [http://www.youtube.com/watch?v=W147ybOdqPE](http://www.youtube.com/watch?v=W147ybOdqPE). Before showing this clip, ask students by show of hands how many would go all the way to 450 volts. Rarely one or two students may bravely raise their hand. In the set-up to this video, it is also important to emphasize that Milgram himself thought only 1% would go all the way. This can also lead to a discussion of research ethics and the IRBs

- **Time** – 10 minutes
- **LO** – 3.1a,b,d
To demonstrate Cognitive Dissonance, ask students a series of questions on social issues such as global warming, world hunger, etc. (e.g., Rate your agreement with these statements from 1 (strongly disagree) to 5 (strongly agree): No one in this country should go to bed hungry). Then ask if the students engage in any specific behavior regarding these issues (e.g., Do you personally do anything to help those who are hungry (e.g. donate money/food, work in soup kitchen)?). Then ask by show of hands how many students had strong attitudinal statements but responded NO on the second set of behavioral questions. Discussion follows about how that inconsistency feels and how it might motivate future behavior or attitudes.

- Time – 10 minutes
- LO – 1.1d

Stereotypes: When discussing social perception and stereotypes, the classic study by Jane Elliot can be replicated either in person or by watching a clip from either The Eye of the Storm or A Class Divided (http://www.pbs.org/wgbh/pages/frontline/shows/divided/). Ask students what labels we currently categorize by, could this be replicated in modern classrooms, and how can we minimize the effects of stereotypical assumptions

- Time – 15 minutes
- LO – 1.3d, 3.2c, 3.3b

If time and logistics permit, integrating service learning is a great way to reinforce social psychological concepts, particularly as you discuss prosocial behavior and the bystander intervention. Students could participate independently or as a class together (e.g., take the class to a local food bank, dog shelter, or clean up around campus). Depending on the site selected to serve, discussion also follows on diversity, stereotypes, cultural influences, etc.

- Time – minimum of 60 minutes
- LO – 1.3d, 3.3f

If looking for a demonstration or assignment on a particular topic, the following site has a wealth of activities organized by topic: http://jfmueller.faculty.noctrl.edu/crow/

**POSSIBLE ASSESSMENTS**

Students can complete the IAT at https://implicit.harvard.edu/implicit/. Ask students to complete the Race IAT and one more of their choosing (e.g., weight, sexuality, religion, age, etc). A reflection paper might be assigned regarding their experience and the validity of the IAT.

- Time – 20 minutes out of class, 15 minutes discussion in class
- LO – 1.3d, 3.3d, 4.1a

Mini-Research Project: Ask students to develop a hypothesis regarding human interaction based on theories of social influence (e.g., If students in a group express the same opinion, then the last student to speak will conform to fit in). Second, gather empirical data from observations of people in naturalistic environments (e.g., classroom, sporting event, mall). If only used for classroom purposes, this would not require IRB approval but make sure students are familiar with research methods before this project. Write a mini-research report with methods, results and discussion sections.

- Time – minimum of 60 minutes out of class
- LO – 1.1d, 2.1a, 2.1d, 4.1a
Persuasion:

- Ask students to locate examples of compliance strategies (e.g., foot-in-the-door, door-in-the-face) and/or persuasive cues (e.g., central vs. peripheral) in magazines or online ads. Discuss which strategies/cues employed are more persuasive
  ✓ Time – 20 minutes out of class
  ✓ LO – 1.1d, 3.2c

- There is an action teaching activity which has students compare Foot-in-the-door vs. door-in-the-face vs. reciprocity vs control on soliciting donations for charity.
  ✓ Time – 60 minutes out of class
  ✓ LO – 1.1d, 3.3f

RELEVANT TOp ARTICLES
(Annotated Bibliography)


In this article, the author describes a classic activity relevant to stereotypes, the application of psychological theory, and critical thinking. Students are assigned a trait and then assigned to work on a group project. Students treat their classmates according to their assigned traits and observe the effect on their performance. This activity would serve as a nice transition from discussing self-fulfilling prophecies to stereotypes.


Instructors often use the IAT as an assignment or demonstration for hidden biases. However, it is feasible that students may be upset or uncomfortable after taking the IAT. This article found that although students reported slight negative affect after taking the IAT, it still enhanced their understanding of social cognition. It is important to continue to integrate the use of the IAT in combination with classroom instruction and discussion.


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**LINKS TO ToPIX MATERIALS**

Activities, demonstrations, handouts, etc.: [http://topix.teachpsych.org/w/page/19981041/Social%20in%20the%20Classroom](http://topix.teachpsych.org/w/page/19981041/Social%20in%20the%20Classroom)

Video/Audio: [http://topix.teachpsych.org/w/page/19981040/Social%20Video](http://topix.teachpsych.org/w/page/19981040/Social%20Video)


In the News: [http://topix.teachpsych.org/w/page/23142325/Social%20in%20the%20News](http://topix.teachpsych.org/w/page/23142325/Social%20in%20the%20News)

**CONNECTION TO OTHER CHAPTERS**

As we are beings in a social world, the content from this chapter would easily be incorporated in Chapter 6 on Memory as you discuss cognitive biases we make in person perception and memory. You might also discuss the role of stereotypes as you cover intelligence testing in Chapter 9. In Chapter 11, our health behaviors are often motivated by our social and cultural norms. Cognitive dissonance often explains the result of our inconsistent health attitudes and behaviors. Lastly, as you discuss some of the classic studies in social influence (e.g., Milgram’s obedience study, Stanford Prison Experiment) students should recall the ethical concerns of conducting psychological research and the role [and history] of the IRB (Chapter 3).
Chapter 14: Abnormal & Therapy

ABNORMAL: COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):

• First class period (50 min – 75 min):
  ✓ Definition of abnormality in behavior (LO 1.1a, 1.1c, 1.2a)
  ✓ Historical perspectives on abnormal behavior, including possession, asylums, and deinstitutionalization (LO 1.2c, 1.2e)
  ✓ Introduce DSM-5 (and/or ICD-10); discuss its theoretical underpinnings and limitations (LO 1.1e, 3.3a)

• Second class period (50 min – 75 min):
  ✓ Provide an example of a specific mental disorder (e.g., Major Depressive Disorder or Schizophrenia) (LO 1.1c, 1.2a, 1.3a)
  ✓ Differentiate that disorder from normality and other similar conditions (e.g., grief for MDD or Dissociative Identity for Schizophrenia) (LO 1.1c, 1.3a, 2.1c)
  ✓ Provide information about the cause of the disorder (LO 2.1c)
  ✓ (It is a good idea to end with referral information for local mental health services, such as your student counseling center or local emergency hotlines; expect lots of questions and people coming up to you after class)

If you have a 3rd class period, you might also consider covering:

✓ Repeat the sequence above for additional disorders (e.g., Anxiety disorders, Bipolar, Autism)

LEARNING OBJECTIVES

❖ 1.1a: Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
❖ 1.1c: Interpret behavior and mental processes at an appropriate level of complexity
❖ 1.1e: Identify fields other than psychology that address behavioral concerns

(as suggested by APA guidelines 2.0, 2013)
LEARNING OBJECTIVES (cont.)

- 1.2a: Identify key characteristics of major content domains in psychology
- 1.2c: Recognize major historical events, theoretical perspectives, and figures in psychology and their links to trends in contemporary research
- 1.2e: Recognize content domains as having distinctive sociocultural origins and development
- 1.3a: Describe examples of relevant and practical applications of psychological principles to everyday life
- 1.3b: Summarize psychological factors that can influence the pursuit of a healthy lifestyle
- 2.1c: Use an appropriate level of complexity to interpret behavior and mental processes
- 2.2a: Read and summarize general ideas and conclusions from psychological sources accurately
- 2.2c: Identify and navigate psychology databases and other legitimate sources of psychology information
- 3.3a: Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context
- 4.3b: Recognize that culture, values, and biases may produce misunderstandings in communication

(as suggested by APA guidelines 2.0, 2013)

ACTIVITIES & TECHNIQUES

Discussion of Abnormality: Enter class and behave oddly in some way (e.g., talking to yourself, showing excessive irritability, breaking social convention by standing in an unusual place). Then ask students to identify what was unusual about your behavior and why it is unusual. Based upon the reasons and examples they give, you can identify students' responses as reflecting various definitions of abnormality (i.e., distress, dysfunction, unusualness, dangerous, deviance). This activity is a fun way to get students engaged with the material and how it applies to their lives.

- ✓ Time – 15- 30 min
- ✓ LO – 1.1a, 1.2a, 1.3a, 4.3b

Videos of Individuals with Disorders: Cengage has published a large online database of video clips across a range of disorders and topics relevant to abnormal psychology (http://clipsforclass.com/abnormal.php). This library is an economical (both monetarily and in terms of your time) way of demonstrating what these disorders are like.

- ✓ Time – approx. 5 min each
- ✓ LO – LO 1.1a, 1.1c, 1.3b, 2.1c
POSSIBLE ASSESSMENTS

Students search the internet for information regarding psychological disorders and evaluate the quality of that information. The assignment can be done in groups and includes a peer-evaluation component. For a full description of the activity, see the reference to Casteel (2003) below.

✓ LO – 4.4

Students identify a public figure and use readily available information to provide a diagnosis of that person. Students draft a paper documenting why they think the individual has a disorder. For a full description of the assessment, see the reference to Johnson (2004) below.

✓ LO – 1.3a, 2.2a

RELEVANT TOP ARTICLES
(Annotated Bibliography)


This article describes an exercise whereby students describe individuals they know or hypothetical examples of people with various mental disorders. The exercise led to improved retention on a post-test of information about the disorders relative to a lecture-only control.


This article provides a method for instructing introductory students about psychological disorders using an internet based search exercise. The activity emphasizes improving students’ ability to judge the quality of internet resources while simultaneously investigating content.


In this article, the author provides a variety of background resources and commentary for understanding the social construction of mental illness. She also describes five pedagogical techniques to engage students with the material, including excellent discussion prompts. This article is a superb starting point for engaging your students in critical thinking regarding mental disorders.
Reducing stigma towards mental illness is a common goal for many instructors. This article describes three methods (education, video, and direct contact) intended to reduce stigma towards mental illness among introductory psychology students. Only the direct contact method (a panel of community members with various diagnoses) showed significant reductions in stigma.


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This article describes an exercise where an interviewer and pseudo-client perform an interview for the class. Based upon the interview, the students must decide which among a class of disorders best describes the individual. The authors provide scripts for an anxiety disorder, a mood disorder, and a psychotic disorder.

**LINKS TO ToPIX MATERIALS**

Activities, demonstrations, handouts, etc.: [http://topix.teachpsych.org/w/page/19981032/Psychological%20Disorders%20in%20the%20Classroom](http://topix.teachpsych.org/w/page/19981032/Psychological%20Disorders%20in%20the%20Classroom)
CONNECTION TO OTHER CHAPTERS

The historical perspectives can be linked to the topics covered in the history chapter, specifically demonstrating overlap between various theoretical perspectives in psychology and their interaction with understandings of disorders.

Descriptions of the cause of individual disorders can be linked to the Biopsychology, Learning, Developmental, and Personality chapters, as well as the emotion portion of the Health/Emotion/Motivation chapter.

THERAPY: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):
✓ Introduce therapeutic interventions, including psychotherapy and biomedical (i.e., medication) approaches (LO 1.2a, 1.3a, 3.2a, 5.1d)
✓ Describe one or two theoretical orientations to therapy (e.g., psychoanalysis, behavior therapy); if two, contrast how they conceptualize the same problem (LO 1.2c)
✓ Review evidence for psychotherapy’s effectiveness in-and-of itself and relative to medication (LO 2.4a, 5.1d)
✓ Discuss research methodology for determining if therapy is effective (LO 2.4a)

LEARNING OBJECTIVES

- 1.2a: Identify key characteristics of major content domains in psychology
- 1.2c: Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research
- 1.3a: Describe examples of relevant and practical applications of psychological principles to everyday life

(as suggested by APA guidelines 2.0, 2013)
ACTIVITIES & TECHNIQUES

Watch the Gloria videos, which depict three founders of respective theoretical approaches (Carl Rogers-Humanistic therapy, Albert Ellis-Cognitive therapy, and Fritz Perls-Gestalt therapy) conducting therapy with the same woman. This activity highlights the differences between therapeutic approaches, which is hard for students to understand simply from descriptions of the schools. If done out of class, students can easily watch all three videos in their entirety (approx. 70 min). However, if done in class, you will likely need to select portions of each.

- Rogers: http://www.youtube.com/watch?v=m30jsZx_Ngs&NR=1
- Ellis: https://www.youtube.com/watch?v=odnoF8V3g6g
- Perls: https://www.youtube.com/watch?v=8y5tuJ3Sajc
  ✓ Time – total approx. 10 min (Rogers 0:32-3:45; Ellis 7:00-10:32; Perls 5:28-9:00)
  ✓ LO 1.2c, 3.2a

Present a case and have students conceptualize the problem from two different theoretical perspectives (such as psychoanalysis vs. behavior therapy). Again, this activity helps clarify the difference between therapeutic approaches for the students.

✓ Time – 15-20 min
✓ LO – 1.2c
POSSIBLE ASSESSMENTS

Have students identify a newspaper or popular media article about a treatment for a mental health condition. Have students write a brief essay about what is a supportable, accurate claim in the article versus what is not. For recent articles, see http://topix.teachpsych.org/w/page/37117173/Therapy%20in%20the%20News

✓ LO – 2.2a, 4.1a, 4.1b

Identify and interview a professional in mental health. Students then write a brief summary of the interaction explaining what that person does, and how they are different from another mental health profession. Students could also contact the local campus counseling center and identify the resources available to students.

✓ LO 1.2a, 4.1a, 5.1d

RELEVANT ToP ARTICLES
(Annotated Bibliography)


This article offers a demonstration of family therapy through a simulated interaction among student confederates. Explicit training instructions are offered for the confederates as well as discussion questions for the class.


This paper provides a demonstration of systematic desensitization by having a confederate student work through the steps of the treatment in class.


For teachers wishing to go into greater detail about research methods for psychotherapy, this article offers a series of eight questions that can help organize your discussion of therapy research methods in class.

Treatment evaluation methods are often difficult to understand and popular media is full of supposed treatments that claim miraculous results. This demonstration highlights the need for appropriate controls in treatment studies, hopefully increasing students’ critical thinking skills.

**LINKS TO ToPIX MATERIALS**

Activities, demonstrations, handouts, etc:  
http://topix.teachpsych.org/w/page/19981044/Therapy%20in%20the%20Classroom

Video/Audio: http://topix.teachpsych.org/w/page/19981043/Therapy%20Video

In the News: http://topix.teachpsych.org/w/page/37117173/Therapy%20in%20the%20News

**CONNECTION TO OTHER CHAPTERS**

Discussion of biomedical treatment approaches link very well to the Biopsychology chapter and its discussion of neurotransmitter types and actions.

Discussion of psychotherapeutic orientations naturally link to the chapters describing their origination, e.g., Personality (specifically Freud’s theory) for psychoanalysis, Learning for behavior therapy.

A discussion of research methods for therapy’s effectiveness necessitates a link (and review) of material from the Research Methods chapter, especially on the design of experiments and the nature of the control group.