
Clinically Oriented Psychology

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CONTENTS

1	Preface	3
2	Human Memory	9
3	Introduction	13
4	Introduction	17
5	Introduction	19
6	Psychology	27

We intend to adapt OpenStax Psychology and make it clinically relevant. The textbook will contain more clinical scenarios and applications, psychological basis of psychiatric disorders, therapies, clinical scales and psychotherapeutic techniques will be the focus of our book. We Welcome contributors.

PREFACE

Welcome to *Psychology*, an OpenStax resource. This textbook was written to increase student access to high-quality learning materials, maintaining highest standards of academic rigor at little to no cost.

1.1 About OpenStax

OpenStax is a nonprofit based at Rice University, and it's our mission to improve student access to education. Our first openly licensed college textbook was published in 2012, and our library has since scaled to over 25 books for college and AP® courses used by hundreds of thousands of students. Our adaptive learning technology, designed to improve learning outcomes through personalized educational paths, is being piloted in college courses throughout the country. Through our partnerships with philanthropic foundations and our alliance with other educational resource organizations, OpenStax is breaking down the most common barriers to learning and empowering students and instructors to succeed.

1.2 About OpenStax Resources

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1.2.2 Errata

All OpenStax textbooks undergo a rigorous review process. However, like any professional-grade textbook, errors sometimes occur. Since our books are web based, we can make updates periodically when deemed pedagogically necessary. If you have a correction to suggest, submit it through the link on your book page on openstax.org. Subject matter experts review all errata suggestions. OpenStax is committed to remaining transparent about all updates, so you will also find a list of past errata changes on your book page on openstax.org.

1.2.3 Format

You can access this textbook for free in web view or PDF through openstax.org, and in low-cost print and iBooks editions.

1.3 About *Psychology*

Psychology is designed to meet scope and sequence requirements for the single-semester introduction to psychology course. The book offers a comprehensive treatment of core concepts, grounded in both classic studies and current and emerging research. The text also includes coverage of the DSM-5 in examinations of psychological disorders. *Psychology* incorporates discussions that reflect the diversity within the discipline, as well as the diversity of cultures and communities across the globe.

1.3.1 Coverage and Scope

This book is designed to make psychology, as a discipline, interesting and accessible to students research and examples that represent and include the various sociocultural backgrounds of the many students who take this course. The result is a book that covers the breadth of psychology topics with variety and depth that promote student engagement. The organization and pedagogical features were developed and vetted with feedback from psychology educators dedicated to the project.

- Chapter 1: Introduction to Psychology
- Chapter 2: Psychological Research
- Chapter 3: Biopsychology
- Chapter 4: States of Consciousness
- Chapter 5: Sensation and Perception
- Chapter 6: Learning
- Chapter 7: Thinking and Intelligence
- Chapter 8: Memory
- Chapter 9: Lifespan Development
- Chapter 10: Motivation and Emotion
- Chapter 11: Personality
- Chapter 12: Social Psychology
- Chapter 13: Industrial-Organizational Psychology
- Chapter 14: Stress, Lifestyle, and Health
- Chapter 15: Psychological Disorders

- Chapter 16: Therapy and Treatment { : data-bullet-style="bullet" }

1.3.2 Pedagogical Foundation

Throughout *Psychology*, you will find features that draw the students into psychological inquiry by taking selected topics a step further.

- **Everyday Connection** features tie psychological topics to everyday issues and behaviors that students encounter in their lives and the world. Topics include the validity of scores on college entrance exams, advertising and associative learning, and cognitive mapping.
- **What Do You Think?** features provide research-based information and ask students their views on controversial issues. Topics include “Brain Dead and on Life Support,” “Hooters and BFOQ Laws,” and “Intellectually Disabled Criminals and Capital Punishment.”
- **Dig Deeper** features discuss one specific aspect of a topic in greater depth so students can dig more deeply into the concept. Examples include a discussion on the distinction between evolutionary psychology and behavioral genetics, an analysis of the increasing prevalence rate of ADHD, and a presentation of research on strategies for coping with prejudice and discrimination.
- **Connect the Concepts** features revisit a concept learned in another chapter, expanding upon it within a different context. Features include “Autism Spectrum Disorder and the Expression of Emotions,” “Tweens, Teens, and Social Norms,” and “Conditioning and OCD.”

1.3.3 Art, Interactives, and Assessments That Engage

Our art program is designed to enhance students’ understanding of psychological concepts through simple, effective graphs, diagrams, and photographs. *Psychology* also incorporates links to relevant interactive exercises and animations that help bring topics to life. Selected assessment items touch directly on students’ lives.

- **Link to Learning** features direct students to online interactive exercises and animations that add a fuller context to core content and provide an opportunity for application.
- **Personal Application Questions** engage students in topics at a personal level to encourage reflection and promote discussion.

1.4 Additional Resources

1.4.1 Student and Instructor Resources

We’ve compiled additional resources for both students and instructors, including Getting Started Guides, an instructor solution guide, a test bank, and PowerPoint slides. Instructor resources require a verified instructor account, which you can apply for when you log in or create your account on openstax.org. Take advantage of these resources to supplement your OpenStax book.

1.4.2 Partner Resources

OpenStax Partners are our allies in the mission to make high-quality learning materials affordable and accessible to students and instructors everywhere. Their tools integrate seamlessly with our OpenStax titles at a low cost. To access the partner resources for your text, visit your book page on openstax.org.

1.5 About the Authors

1.5.1 Senior Contributing Authors

Rose M. Spielman (Content Lead)* * * { : data-type="newline" }

Dr. Rose Spielman has been teaching psychology and working as a licensed clinical psychologist for 20 years. Her academic career has included positions at Quinnipiac University, Housatonic Community College, and Goodwin College. As a licensed clinical psychologist, educator, and volunteer director, Rose is able to connect with people from diverse backgrounds and facilitate treatment, advocacy, and education. In her years of work as a teacher, therapist, and administrator, she has helped thousands of students and clients and taught them to advocate for themselves and move their lives forward to become more productive citizens and family members.

Kathryn Dumper, Bainbridge State College* * * { : data-type="newline" }

William Jenkins, Mercer University* * * { : data-type="newline" }

Arlene Lacombe, Saint Joseph's University* * * { : data-type="newline" }

Marilyn Lovett, Livingstone College* * * { : data-type="newline" }

Marion Perlmutter, University of Michigan

1.5.2 Reviewers

Daniel Bellack, Trident Technical College* * * { : data-type="newline" }

Jerimy Blowers, Cayuga Community College* * * { : data-type="newline" }

Salena Brody, Collin College* * * { : data-type="newline" }

Bettina Casad, University of Missouri–St. Louis* * * { : data-type="newline" }

Sharon Chacon, Northeast Wisconsin Technical College* * * { : data-type="newline" }

Barbara Chappell, Walden University* * * { : data-type="newline" }

James Corpening* * * { : data-type="newline" }

Frank Eyetsemitan, Roger Williams University* * * { : data-type="newline" }

Tamara Ferguson, Utah State University* * * { : data-type="newline" }

Kathleen Flannery, Saint Anselm College* * * { : data-type="newline" }

Johnathan Forbey, Ball State University* * * { : data-type="newline" }

Laura Gaudet, Chadron State College* * * { : data-type="newline" }

William Goggin, University of Southern Mississippi* * * { : data-type="newline" }

Jeffery K. Gray, Charleston Southern University* * * { : data-type="newline" }

Heather Griffiths, Fayetteville State University* * * { : data-type="newline" }

Mark Holder, University of British Columbia* * * { : data-type="newline" }

Rita Houge, Des Moines Area Community College* * * { : data-type="newline" }
Colette Jacquot, Strayer University* * * { : data-type="newline" }
John Johanson, Winona State University* * * { : data-type="newline" }
Andrew Johnson, Park University* * * { : data-type="newline" }
Shaila Khan, Tougaloo College* * * { : data-type="newline" }
Carol Laman, Houston Community College* * * { : data-type="newline" }
Thomas Malloy, Rhode Island College* * * { : data-type="newline" }
Jan Mendoza, Golden West College* * * { : data-type="newline" }
Christopher Miller, University of Minnesota* * * { : data-type="newline" }
Lisa Moeller, Beckfield College* * * { : data-type="newline" }
Hugh Riley, Baylor University* * * { : data-type="newline" }
Juan Salinas, University of Texas at Austin* * * { : data-type="newline" }
Brittney Schrick, Southern Arkansas University* * * { : data-type="newline" }
Phoebe Scotland, College of the Rockies* * * { : data-type="newline" }
Christine Selby, Husson University* * * { : data-type="newline" }
Brian Sexton, Kean University* * * { : data-type="newline" }
Nancy Simpson, Trident Technical College* * * { : data-type="newline" }
Robert Stennett, University of Georgia* * * { : data-type="newline" }
Jennifer Stevenson, Ursinus College* * * { : data-type="newline" }
Eric Weiser, Curry College* * * { : data-type="newline" }
Valjean Whitlow, American Public University

HUMAN MEMORY

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class="summary" title="Summary"

class="review-questions" title="Review Questions"

class="critical-thinking" title="Critical Thinking Questions"

class="personal-application" title="Personal Application Questions"

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Clive Wearing is an accomplished musician who lost his ability to form new memories when he became sick at the age of 46. While he can remember how to play the piano perfectly, he cannot remember what he ate for breakfast just an hour ago (Sacks, 2007). James Wannerton experiences a taste sensation that is associated with the sound of words. His former girlfriend's name tastes like rhubarb (Mundasad, 2013). John Nash is a brilliant mathematician and Nobel Prize winner. However, while he was a professor at MIT, he would tell people that the *New York Times* contained coded messages from extraterrestrial beings that were intended for him. He also began to hear voices and became suspicious of the people around him. Soon thereafter, Nash was diagnosed with schizophrenia and admitted to a state-run mental institution (O'Connor & Robertson, 2002). Nash was the subject of the 2001 movie *A Beautiful Mind*. Why did these people have these experiences? How does the human brain work? And what is the connection between the brain's internal processes and people's external behaviors? This textbook will introduce you to various ways that the field of psychology has explored these questions.

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INTRODUCTION

class="introduction"

class="summary" title="Summary"

class="review-questions" title="Review Questions"

class="critical-thinking" title="Critical Thinking Questions"

class="personal-application" title="Personal Application Questions"

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Have you ever wondered whether the violence you see on television affects your behavior? Are you more likely to behave aggressively in real life after watching people behave violently in dramatic situations on the screen? Or, could seeing fictional violence actually get aggression out of your system, causing you to be more peaceful? How are children influenced by the media they are exposed to? A psychologist interested in the relationship between behavior and exposure to violent images might ask these very questions.

The topic of violence in the media today is contentious. Since ancient times, humans have been concerned about the effects of new technologies on our behaviors and thinking processes. The Greek philosopher Socrates, for example, worried that writing—a new technology at that time—would diminish people’s ability to remember because they could rely on written records rather than committing information to memory. In our world of quickly changing technologies, questions about the effects of media continue to emerge. Many of us find ourselves with a strong opinion on these issues, only to find the person next to us bristling with the opposite view.

How can we go about finding answers that are supported not by mere opinion, but by evidence that we can all agree on? The findings of psychological research can help us navigate issues like this.

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INTRODUCTION

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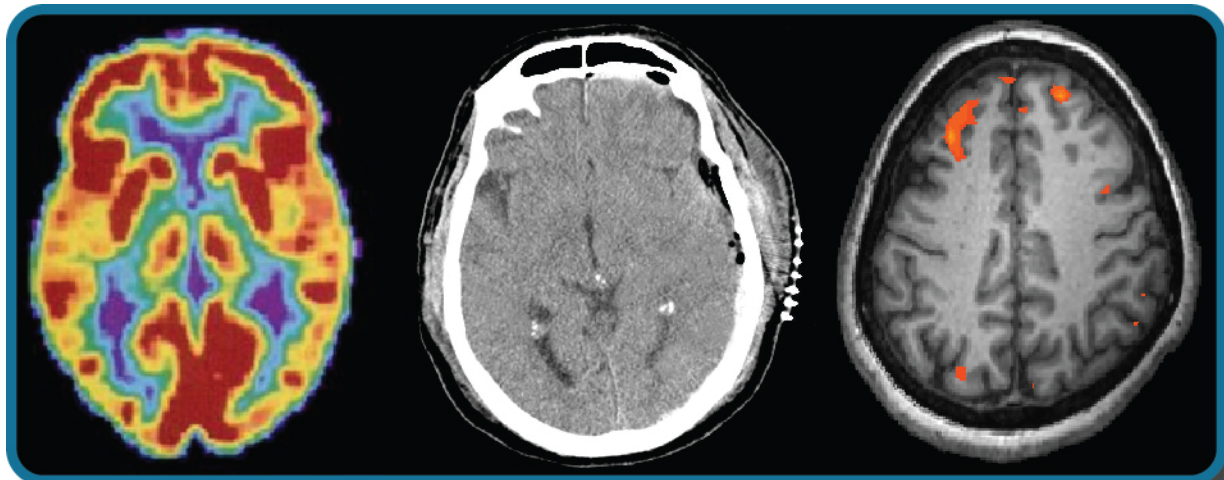
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Have you ever taken a device apart to find out how it works? Many of us have done so, whether to attempt a repair or simply to satisfy our curiosity. A device's internal workings are often distinct from its user interface on the outside. For example, we don't think about microchips and circuits when we turn up the volume on a mobile phone; instead, we think about getting the volume just right. Similarly, the inner workings of the human body are often distinct from the external expression of those workings. It is the job of psychologists to find the connection between these—for example, to figure out how the firings of millions of neurons become a thought.

This chapter strives to explain the biological mechanisms that underlie behavior. These physiological and anatomical foundations are the basis for many areas of psychology. In this chapter, you will learn how genetics influence both physiological and psychological traits. You will become familiar with the structure and function of the nervous system. And, finally, you will learn how the nervous system interacts with the endocrine system.

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INTRODUCTION

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Our lives involve regular, dramatic changes in the degree to which we are aware of our surroundings and our internal states. While awake, we feel alert and aware of the many important things going on around us. Our experiences change dramatically while we are in deep sleep and once again when we are dreaming.

This chapter will discuss states of consciousness with a particular emphasis on sleep. The different stages of sleep will be identified, and sleep disorders will be described. The chapter will close with discussions of altered states of consciousness produced by psychoactive drugs, hypnosis, and meditation.

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PSYCHOLOGY

1. {:.preface} Preface
2. {:.chapter} Introduction to Psychology
 1. What Is Psychology?
 2. History of Psychology
 3. Contemporary Psychology
 4. Careers in Psychology
3. {:.chapter} Psychological Research
 1. Why Is Research Important?
 2. Approaches to Research
 3. Analyzing Findings
 4. Ethics
4. {:.chapter} Biopsychology
 1. Human Genetics
 2. Cells of the Nervous System
 3. Parts of the Nervous System
 4. The Brain and Spinal Cord
 5. The Endocrine System
5. {:.chapter} States of Consciousness
 1. What Is Consciousness?
 2. Sleep and Why We Sleep
 3. Stages of Sleep
 4. Sleep Problems and Disorders
 5. Substance Use and Abuse
 6. Other States of Consciousness
6. {:.chapter} Sensation and Perception
 1. Sensation versus Perception
 2. Waves and Wavelengths

3. Vision
4. Hearing
5. The Other Senses
6. Gestalt Principles of Perception
7. {:.chapter} Learning
 1. What Is Learning?
 2. Classical Conditioning
 3. Operant Conditioning
 4. Observational Learning (Modeling)
8. {:.chapter} Thinking and Intelligence
 1. What Is Cognition?
 2. Language
 3. Problem Solving
 4. What Are Intelligence and Creativity?
 5. Measures of Intelligence
 6. The Source of Intelligence
9. {:.chapter} Memory
 1. How Memory Functions
 2. Parts of the Brain Involved with Memory
 3. Problems with Memory
 4. Ways to Enhance Memory
10. {:.chapter} Lifespan Development
 1. What Is Lifespan Development?
 2. Lifespan Theories
 3. Stages of Development
 4. Death and Dying
11. {:.chapter} Emotion and Motivation
 1. Motivation
 2. Hunger and Eating
 3. Sexual Behavior
 4. Emotion
12. {:.chapter} Personality
 1. What Is Personality?
 2. Freud and the Psychodynamic Perspective
 3. Neo-Freudians: Adler, Erikson, Jung, and Horney
 4. Learning Approaches

5. Humanistic Approaches
6. Biological Approaches
7. Trait Theorists
8. Cultural Understandings of Personality
9. Personality Assessment
13. {:.chapter} Social Psychology
 1. What Is Social Psychology?
 2. Self-presentation
 3. Attitudes and Persuasion
 4. Conformity, Compliance, and Obedience
 5. Prejudice and Discrimination
 6. Aggression
 7. Prosocial Behavior
14. {:.chapter} Industrial-Organizational Psychology
 1. What Is Industrial and Organizational Psychology?
 2. Industrial Psychology: Selecting and Evaluating Employees
 3. Organizational Psychology: The Social Dimension of Work
 4. Human Factors Psychology and Workplace Design
15. {:.chapter} Stress, Lifestyle, and Health
 1. What Is Stress?
 2. Stressors
 3. Stress and Illness
 4. Regulation of Stress
 5. The Pursuit of Happiness
16. {:.chapter} Psychological Disorders
 1. What Are Psychological Disorders?
 2. Diagnosing and Classifying Psychological Disorders
 3. Perspectives on Psychological Disorders
 4. Anxiety Disorders
 5. Obsessive-Compulsive and Related Disorders
 6. Posttraumatic Stress Disorder
 7. Mood Disorders
 8. Schizophrenia
 9. Dissociative Disorders
 10. Personality Disorders
 11. Disorders in Childhood

17. {:.chapter} Therapy and Treatment

1. Mental Health Treatment: Past and Present
2. Types of Treatment
3. Treatment Modalities
4. Substance-Related and Addictive Disorders: A Special Case
5. The Sociocultural Model and Therapy Utilization