FACULTY GUIDE
for use with the
Interactive
Presentation Slides
for Introductory Psychology
FACULTY GUIDE

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Interactive Presentation Slides for Introductory Psychology
by Worth Publishers

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I. INTRODUCTION

Welcome to the Interactive Presentation Slides for Introductory Psychology by Worth Publishers. This extraordinary series of “next generation” PowerPoint® lectures give instructors a dynamic, yet easy-to-use new way to engage students during classroom presentations of core psychology topics. Each lecture provides opportunities for discussion and interaction and enlivens the psychology classroom with an unprecedented number of embedded video clips and animations as well as lecture activities from ActivePsych.

These PowerPoints were developed with you, the busy college instructor, in mind. We wanted to provide you with plug-and-play presentations that incorporate dynamic videos, vivid illustrations and photos, and live animations, without necessitating extra work on your part. These slides are appropriate for both first-time adjuncts and seasoned instructors, regardless of your level of media expertise. Simply follow the instructions that appear on the next page, review the instructor notes that appear below each slide (PDFs are already provided; print them and you are done!), and start your presentation.

You might be wondering why these slides are loaded onto flash drives, not burned onto CD-ROM. There are two reasons for this. First, the embedded assets—the videos, animations, high-resolution photos, and animation sequences—make each presentation folder quite large. Flash drives enable us to package each volume on a single device, not on multiple CDs. Also, more and more computers are abandoning CD drives, and we have heard from many instructors that flash drives make it easier to transport their lectures to other classrooms and computers. We ask you to respect our content by not posting the videos and other media assets within these presentations on YouTube or sharing them in any other unsecure way. Please see the copyright information at the end of this faculty guide if you have any questions or concerns about this.

We hope that these slides help enliven the classroom experience for both you and your students and make your lectures a bit easier to prepare. If you have any suggestions for improving this product, please do not hesitate to contact us.

---Worth Publishers, July 2014
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III. SYSTEM REQUIREMENTS AND INSTRUCTIONS

These are the minimum system requirements for optimum presentation of the slides and playback of embedded media:

WINDOWS:
- Windows 2000, XP, Vista, 7
- Pentium 2 Processor/266MHz or faster
- 800 x 600 screen resolution or above
- 64 MB RAM
- 8x CD-ROM

MACINTOSH:
- OSX (10.3 or above)
- G4 or faster
- 800 x 600 screen resolution or above
- 64 MB RAM
- 8x CD-ROM

Recommended Settings (MAC and PC):
- 1024 x 768 screen resolution or above
- 128 MB RAM

- Microsoft PowerPoint, version 97 or later.
- Apple QuickTime or Windows Media Player
- Adobe Flash
- An internet connection (to access ActivePsych activities)

To get started, insert the "flash" drive into your computer's USB drive. The slides and their embedded assets are contained in zipped files within folders labeled by number and topic.

IMPORTANT: You must copy over the zipped files to your hard drive and fully extract them in order for the embedded videos and animations to play correctly. Keep all the files that are packaged with the PowerPoint file together in the same folder.

Once you have moved the desired presentation folders to your hard drive and extracted the contents, locate and click the PowerPoint file entitled with the title of the topic. When the PowerPoint opens, click the "Enable Content" button if you are prompted to do so. The presentation should open in the slide view, with notes visible below each slide. To begin the slide show, click “Slide Show,” and then “From Beginning.” (This path might be slightly different depending on the version of PowerPoint you use.)

Each presentation contains different animated features and video. We strongly recommend consulting the Instructor Notes given below for each presentation before showing them in class. We also discourage editing the slides themselves too extensively. They contain a lot of intricate animation schemes that can easily be disabled.

Please understand that there are many different versions of PowerPoint and many different operating systems that each might handle these slides differently. If you have problems playing the videos within these slides, we strongly recommend that you view PowerPoint’s “help” menu or visit Microsoft's PowerPoint support site: http://office.microsoft.com/en-us/powerpoint/.
IV. TECHNICAL SUPPORT

If you have a question or comment about any aspect of the Worth Interactive Presentation Slides for Introductory Psychology please contact technical support by visiting http://support.bfwpub.com/supportform/form.php or by phone at (877) 587-6534.

Please be sure to specify that you are using the Worth Interactive Presentation Slides for Introductory Psychology and provide information about your computer (Mac/Windows, OS version, etc.).

V. CREDITS

Worth Publishers would like to thank the following instructors for their generous contributions to the Interactive Presentation Slides for Introductory Psychology:

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VI. GUIDES TO EMBEDDED VIDEOS AND ACTIVITIES WITHIN THE SLIDES

The Interactive Presentation Slides for Introductory Psychology contain many embedded videos, animations, and activities from our various media collections. While notes are included within the slides themselves about most of these assets, you may appreciate having more explanation about what each video or activity depicts. What follows are descriptions of the videos and activities media assets that we feel require a bit more context, as well as additional information about how to discuss them with your students. (Note: A few presentations, like Statistical Methods, do not include embedded video and are therefore omitted.)

TOPIC 1: INTRODUCTION TO PSYCHOLOGY

Presentation 1.2: Perspectives and Practices

SLIDE 5: The Nature-Nurture Issue (Video)

Length: 5:16 minutes
Source: Profile: Steven Pinker (BBC Motion Gallery)

Description
In discussing the nature–nurture issue, you will want to include a consideration of the evolutionary perspective. In this video, evolutionary psychologist Steven Pinker challenges the assumption that the human mind is a blank slate.

Pinker argues that, to explain human nature, one must understand how humans evolved. The principle of natural selection determines our deepest strivings, including why we love our children, enjoy sex, and seek to survive. Such strong inclinations are the product of Darwinian evolution. Pinker rejects the notion that at birth our minds are blank slates and that culture shapes our character.

The notion of the blank slate assumes that the mind has no inherent structure and that personality is a product of the environment. Parents and the larger culture shape us through socialization. Richard Dawkins notes that the idea of the blank slate has been influential in the social sciences and has led to neglect of the role of genes in understanding human behavior.

The notion that we are products of nurture rather than nature has been popular for political and moral reasons. If we are born as blank slates, that means we are equal. Pinker explains that the opposite view, that we have innate traits, was horrendously perverted in the late eighteenth and early nineteenth centuries, perhaps most notably in Nazism which assumed some races were superior. Inferior races were to be eliminated.

However, Pinker notes that the blank slate was a driving force in other twentieth century atrocities including the Marxist regimes of Stalin, Mao Tse-Tung, and Pol Pot. China’s cultural revolution killed millions in an effort to remold its people. Chairman Mao, who led the revolution, stated that the most beautiful words could be written on a blank sheet of paper. In Cambodia, the Khmer Rouge captured the spirit of the blank slate in its slogan that only the newborn baby is spotless. The notion that the mind is totally malleable, suggests Pinker, opens the door to the practice of totalitarian social engineering. Ironically, Nazism and Marxism share the idea that human nature can be reshaped. Nazism assumes it can
be reshaped through biological means, Marxism through social means.

SLIDE 13: Bowling for Statistical Significance (Flash-based ActivePsych Tutorial)

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity, students view results from a series of bowling games (each game has two participants). After they have seen the results, students will speculate on who is the better bowler. By making this judgment, students discover that they use descriptive statistics in their everyday lives.

Some screens allow instructors to record student opinions, while subsequent screens present and discuss results in light of concepts about statistics. For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

SLIDE 14: Scatterplots (Flash-based ActivePsych Tutorial)

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity, the class takes part in demonstration that shows how scatterplots are used as a visual indication of the strength of the relationship between two variables. After producing a scatterplot from a table of variables, the class will have the opportunity to modify the individual points and see the impact of each change on the correlation coefficient.

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

SLIDE 19: Ethics in Human Research: Violating One’s Privacy? (Video)

**Length:** 7:16 minutes
**Source:** “Genes”, 60 Minutes (CBS News)

**Description**
Research with human participants involves important ethical issues. Both the American Psychological Association and the British Psychological Society urge researchers to obtain the informed consent of participants, to treat information about individual participants confidentially, and to protect all those involved in a study from harm and discomfort. In showing this video, ask your students whether they think these guidelines were followed.
This program presents research on the genetic basis for physical disorders. Iceland, a country with a relatively small, isolated population of citizens with a very similar genetic makeup, provides an excellent laboratory for study of this important issue. By studying the family histories of those with specific disorders, deCODE, a private Icelandic research firm, hopes to discover the genetic predispositions to a variety of specific illnesses. In order to do this, the company has sought access to the medical records of all citizens. These records provide important insights into the lifestyle factors—for example, drug use and sexual habits—that may interact with genes to produce a disease. In 1988, Iceland’s parliament provided such access. Only those residents who request in writing to be excluded are exempt.

deCODE may market its research databank to others, including health-care organizations that could deny medical coverage to those at high risk for illness. One Icelandic resident who suffers from multiple sclerosis joins a vocal minority who objects to the potential invasion of privacy. She is concerned that members of her family may be denied medical insurance because of their genetic susceptibility to illness. Although deCODE aims to protect the confidentiality of individuals, director Kari Stefansson acknowledges that such confidentiality cannot be guaranteed.

Other residents of Iceland are willing to assume the personal risk in order to reap the potential benefits of the research. The program interviews two members of one family with a long history of osteoarthritis. They express their hope that the cause of their family illness will be identified and that future descendants will be spared suffering from the disorder.

A critic in the United States recognizes the important contribution that deCODE’s efforts can make to promoting human good. At the same time, he expresses concern that it fails to show adequate sensitivity to ethics and human rights.

**TOPIC 3: NEUROSCIENCE**

**Presentation 3.1: The Neuron and the Nervous System**

**SLIDE 9: Nerve Cell Demonstrations (Flash-based ActivePsych Tutorial)**

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

After students view animations, they will participate in demonstrations in which they will enact neural transmission of an impulse by playing the roles of either the dendrite, soma, axon, or axon terminal of a nerve cell (neuron). You will initiate the demonstration by sending a signal (an electrical impulse) and instructing students how to play their assigned roles.

For additional information about any activity screen, click on the illuminated gray tab; use the last “Consider This…” activity screen to promote class discussion.
SLIDE 19: Parkinson’s Disease: A Case Study (Video)

Length: 4:27 minutes

Description
The neuroscience perspective focuses on the relationships between brain, mind, and behavior. The value of studying the specific connections between brain and behavior becomes apparent in the recent development of an effective intervention for Parkinson’s disease. The video titled “Treating Parkinson’s Disease: Deep Brain Electrode Implantation” describes the treatment in greater detail.

Dale is a 55-year-old man who suffers from Parkinson’s disease. He describes his illness as having “a sharp mind in a body that does not work.” It has left him feeling hopeless.

Dale was diagnosed with the disease 14 years ago and it has grown progressively worse. His frozen muscles leave him immobilized. Medication temporarily relieves these symptoms, but at times it also produces uncontrollable, wild movement. Each morning Dale waits to regain some limited ability to control his body.

In the last three years, as the disease has progressed, Dale has become housebound and his medication has become less effective. His wife provides daily care. Dale reports that strangers stare as if he is mentally as well as physically ill. He longs to be viewed as a normal human being.

The next scene shows Dale dramatically improved after treatment (see “Treating Parkinson’s Disease: Deep Brain Electrode Implantation” for coverage of deep brain electrode stimulation). Playing pool, he demonstrates his regained mobility and body control. He explains how he is again able to care for his own basic needs. With his wife at his side, he attends church for the first time in nearly three years. Old friends welcome him back. Dale describes himself as a new person with renewed hope.

SLIDE 20: Synaptic Transmission and Neurotransmitters (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity, students learn about various neurotransmitters and their effect on a person’s ability to perceive, feel, think, move, act, and react. To better understand neurotransmitters, a brief explanation of action potential and synaptic transmission begins the activity. Some activity screens present neurotransmitter “level” meters. When a meter level is chosen, photographs or illustrations indicate the effect of that level of neurotransmitter on a person.

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screen to promote class discussion.

Presentation 3.2: The Brain
SLIDE 17: The Split Brain: Lessons on Cognition and the Cerebral Hemispheres (Video)

**Length:** 4:04 minutes

**Description**
This video provides an opportunity to introduce the remarkable ways in which the findings from research with split-brain patients inform our understanding of the human brain.

To control his epileptic seizures, Joe underwent surgery in which his brain was severed. His split brain now allows researchers to explore the workings of his left and right hemispheres. His “party” trick is to draw two separate objects (one with each hand) simultaneously. More than thirty years of research with divided-brain patients has convinced researcher Michael Gazzaniga that asymmetry is the key to understanding our mental capacities.

Gazzaniga maintains that intelligence comes from the left hemisphere. The preoperative IQ and problem-solving skills of the split-brain person are the same as that of his left hemisphere after surgery. In contrast, states Gazzaniga, the right hemisphere is “sort of dumb.”

However, in comparison to the right hemisphere, the left hemisphere is poor at recognizing visual patterns. Even a mouse brain is able to discriminate between the two visual patterns that Joe’s left hemisphere fails to distinguish. Gazzaniga speculates that, as part of the process of evolution, the left hemisphere mutated to develop language. As a result, its complex, perceptual processes were squeezed out and became the province of other brain areas. In the course of evolution, he concludes, our left hemisphere acquired more complex cognitive functions, while our right hemisphere remained largely unchanged.

SLIDE 20: Hemispheric Pathways (Flash-based ActivePsych Tutorial)

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

This activity illustrates the pathways through which the hemispheres of the brain receive information and control sensory experiences (including touch, sight, and vision) and motor functions. On some activity screens, students will activate animations and view the areas of the brain hemispheres that correspond to touch, sound, or visual experiences as well as voluntary muscle movement.

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screen to promote class discussion.

SLIDE 25: Brain and Behavior: Phineas Gage Revisited (Video)

**Length:** 5:48 minutes

**Source:** © Scientific American Frontiers. Used by permission of Chedd Angier Productions
Description
The program reviews the classic case of Phineas Gage. With Phineas’ skull on display before him, narrator Alan Alda describes the day of the railroad worker’s accident when a tamping iron exploded through his left cheek and out the top of his skull. Amazingly, Gage was immediately able to sit up and speak, and upon recovery, returned to work. However, as observers noted, he was “no longer Gage.” He was impatient, obstinate, and unable to make plans for the future. Alda explains how this famous case was the first to explore the relationship between personality and the frontal lobes of the brain.

Jordan Grafman of the National Institute of Disorders and Stroke explains the specific nature of Gage’s injury. Grafman notes that while Gage was able to return to work, he could no longer function as a foreman because of his loss of executive skills. Nineteenth-century thinking about the relationship between the brain and personality was unsophisticated. Grafman introduces a phrenology skull and describes how Sir Franz Gall attempted to link specific “faculties,” or traits, to different parts of the brain. He mistakenly thought that bumps on the skull could reveal our mental abilities and traits.

The program concludes that although Gall was wrong in the details, he was right in suggesting that various brain regions have particular functions. Furthermore, no part of the brain is more important in distinguishing us from the rest of the animal world than the prefrontal cortex. Grafman notes that the frontal lobes serve as “the central executive, the chairman of the board” that helps us reason, plan, and achieve long-term goals.

SLIDE 27: Planning, Life Goals, and the Frontal Lobe (Video)

Length: 6:35 minutes
Source: “First Among Equals”, Brain Story (BBC Motion Gallery)

Description
This case study introduces students to the oldest method of studying mind-brain connections: observing the effects of specific brain diseases and injuries. The program also highlights the role of the frontal lobes in judgment, planning, and the processing of new memories.

Michael was wounded in combat. He experienced damage to the front of his brain that transformed him from a bright, assertive young man to someone who has difficulty holding a job and is lacking in social skills. Discharged from the army, Michael now works as a hospital janitor under close supervision. He seems aimless; his life lacks direction.

Researcher Jordan Grafman assesses how the damage to Michael’s frontal lobes has affected his mental abilities. A gambling task assesses his capacity to weigh the consequences of his actions. The task presents research participants with a string of wins followed by a series of losses. Most players stop before losing all their winnings. Michael does not, although he offers what seems to be a rational explanation for his continued gambling. Michael's explanation makes it clear that his everyday behavior is also self-defeating.

Michael’s personal life is marked by an inability to sustain relationships. He has suffered a series of failed marriages, which he describes in detail. Each partner seems to have significant problems of her own. Michael’s injury also seems to have destroyed his ability to work toward a long-term goal or think through the consequences of his actions. Grafman notes that Michael can perform quite well in well-structured situations. However, he has difficulty in less-structured situations, in which he must formulate and execute plans.
SLIDE 29: Brain Plasticity: Rewiring the Visual Cortex (Video)

**Length:** 7:11 minutes  
**Source:** © Scientific American Frontiers. Used by permission of Chedd Angier Productions.

**Description**

The program provides a vivid example of the brain’s capacity for modification. Michelle Geronimo volunteers to wear a blindfold for more than four days in Dr. Alvaro Pascual-Leone’s experiment investigating whether, when we are temporarily blinded, our visual cortex will begin to process information coming through our fingertips. Prior research indicates that the visual cortex comes to process the sense of touch in people born blind.

The program shows that when the visual cortex of a blind person highly skilled in reading Braille is temporarily disabled through magnetic shock, his ability to read is significantly impaired. Clearly the brain has rewired itself to process touch in the area normally reserved for sight. Pascual-Leone’s research asks whether a sighted person’s brain will rewire itself in the same way.

Michelle spends much of the 100 hours that she is blindfolded studying Braille. At the end of the four days, an MRI reveals that when Michelle’s finger is stimulated, her visual cortex lights up. And, as was true for the blind person, when Michelle’s visual cortex is temporarily impaired, efficiency in reading Braille declines. Michelle’s experience provides dramatic confirmation for Pascual-Leone’s hypothesis that the brain can reorganize itself in a few days, let alone a lifetime.

TOPIC 4: CONSCIOUSNESS

**Presentation 4.1: States of Consciousness**

SLIDE 8: Visual Attention: There’s a Gorilla on the Court (Video)

**Length:** 3:27 minutes  
**Source:** “Vision”, Human Senses (BBC Motion Gallery)

**Description**

This clip provides an excellent opportunity to introduce students to the process of perception. More specifically, it illustrates the principle of selective attention, namely, the idea that at any moment our awareness focuses on only a limited aspect of all that we experience.

The program reenacts a clever study of inattentional blindness conducted by Daniel Simons and Christopher Chabris of Harvard University. A group of observers watch a videotape of three yellow-shirted players tossing a basketball. Three blue-shirted basketball players are also on the court. Observers are instructed to count the number of times the yellow-shirted men toss the ball. Midway through the tape a gorilla-suited confederate walks across the court, at one point stopping briefly to thump its chest.

At the conclusion of the tape, the narrator asks the observers for their count of the tosses. Then he also
asks whether anyone saw something unusual. Only a few hands go up. When the videotape is replayed without the request to count tosses, the observers express genuine disbelief that they could have missed the gorilla.

SLIDE 9: EEG and Stages of Sleep (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

This activity explores stages of sleep through EEG recordings of a research subject as he sleeps. After students learn about the EEG, the sleep stages, and brain waves emitted during those stages, they will step into a simulated sleep research lab where the electrical brain activity of a sleep research subject is being recorded.

For additional information about any activity screen, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

SLIDE 14: The Effects of Sleep Deprivation: Three Brave Souls (Video)

Length: 6:12 minutes

Description
Before or after showing this program, ask your students if they often feel sleep-deprived. What are the major symptoms and consequences of sleep deprivation?

Three young adults, two males and one female, agree to participate in a study of sleep deprivation. In the 60 hours that they will go without sleep, researchers will assess their judgment and ability to concentrate. The electrical activity of the brain as measured by the electroencephalograph (EEG) will also provide information on the participants’ level of alertness. A simulated driving test will assess their ability to stay on the road.

As the participants watch television the first night, a security guard and a student team make certain they remain awake. A variety of activities keep the volunteers going. As morning breaks, the volunteers are feeling the effects of a sleepless night. Vigorous exercise helps them to stay awake and keep warm.

The participants do not look forward to the second night. They plan to help each other stay awake. Together, they again engage in stimulating physical activity. During the middle of the night, they appear exhausted. Dawn breaks and one volunteer describes the night as “absolute hell.” For the last four hours, the participants could only stay awake by standing up and walking around.

During the last round of tests, the volunteers are nodding off. Brain electrical activity as assessed by the EEG indicates that one volunteer is in “micro” sleep. While taking the simulated driving test, another volunteer drives off the road.
Sixty hours have passed and the participants can finally sleep. They do so in the laboratory so that the researchers can assess their rate of recovery. After twelve hours, the alarm rings and the volunteers report having enjoyed restful sleep. All three are revitalized and tests suggest that two of the three are virtually back to normal in terms of reaction time and judgment.

SLIDE 17: Sleep Terror Disorder (Video)

**Length:** 4:39 minutes

**Source:** “Sleep, Sleep”, The Trouble with Sleep (BBC Motion Gallery)

**Description**
This video provides a good introduction to the general topic of sleep disorders, especially night terrors and sleepwalking.

Every night, six-year-old Holly’s screams bring her mother to her bedside. An hour after the little girl goes to sleep, her cries signal the onset of a night terror. Although her eyes are open, she remains fast asleep. She will not remember the event in the morning. Holly’s parents describe the experience as predictable yet frightening for them. Holly invariably cries out for them. And although they cuddle and comfort their daughter throughout the experience, she does not seem to know they are there.

Night terrors affect a small percentage of children. Unlike nightmares, they occur during a deep phase of sleep and are not a sign of psychological disturbance or fear. Her father reports that sometimes he and his wife can understand what Holly is saying during the night terror. At other times, she is unintelligible.

Clearly, the parents find their daughter’s sleep disorder to be distressing. Each night, as they wait for their daughter’s cry, they are distracted from their conversation with each other and even from watching TV. They have little time to spend with each other.

An hour after Holly’s night terror, she cries again. However, this time she is awake and eager to get in her parents’ bed. Although both mother and father will try to return their daughter to her own bed, sometimes she ends up in her parents’ bed and remains there for the night. Her parents finally feel they have some time for themselves if they succeed in returning her to her own bed.

Presentation 4.2: Altered States of Consciousness

SLIDE 11: Hypnosis: Medical and Psychological Applications (Video)

**Length:** 5:38 minutes

**Description**
Before showing this video segment, you might ask your students if they have had any experience with hypnosis. Have they reached any conclusions about this state of consciousness?

Although old feature films may portray hypnosis as hocus pocus, the technique has become an important part of modern medicine. For example, surgeons may use hypnosis to relax patients who are undergoing minor but often very painful surgery. General anesthetic is not an option and local pain medication has its limits, especially with patients who are very anxious.
Although hypnosis has long been used to help people lose weight and quit smoking, typically it has not been a part of traditional hospital medicine. However, this is changing. Research has indicated that hypnosis makes surgical procedures safer, more comfortable, and more efficient. Hypnotized patients need much less medication and experience fewer side effects.

Billy was burned in a gasoline fire. A psychologist uses hypnosis to help him tolerate the pain of bandage removal. Excellent success in treating burn victims with hypnosis led the National Institutes of Health (NIH) to support research on virtual reality hypnosis. Just before bandage change, patients put on headsets and travel through a three-dimensional canyon in which all is cool and peaceful. Early research findings suggest the technique is as effective as actual hypnosis in relieving pain.

A majority of doctors now refer patients for hypnosis when they believe it to be appropriate. Pregnant women are taught to use hypnosis on themselves in preparation for labor. Finding that the technique is effective, the women are now bringing the strategy to the attention of their doctors. New mother Jody reports that, with her husband Larry helping her to remain hypnotized during labor, the experience was pain free.

Hypnotist advocate David Spiegel hopes that hypnosis will become the first, rather than the last, strategy that doctors and patients turn to in alleviating pain. The technique is easy to perform, effective, and makes patients feel good about themselves.

**Presentation 4.3: Psychoactive Drugs**

**SLIDE 5: Alcohol Progression through the Brain (Flash-based ActivePsych Tutorial)**

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

This demonstration helps students locate and understand certain brain parts and their functions. (Note: to begin this activity, you can roll your mouse over the various brain structures shown on this screen. As you move your mouse, the names of the structures will be displayed. Let students know that these are the areas of the brain that will be discussed in this activity.)

Some screens juxtapose animations of alcohol’s progress in the brain with behaviors that result when that brain part is under alcohol’s influence. Students have the opportunity to speculate about (and then have confirmed through animations) behaviors based on the relationship between alcohol consumption and brain part functions.

For additional information about any activity screen, click on the illuminated gray tabs; use the last “Consider This…” screen to promote class discussion.

**SLIDE 9: The Medical Use of Marijuana (Video)**
Length: 3:13 minutes
Source: “Legalizing Marijuana”, Sunday Morning (CBS News)

Description
Introducing students to the controversy over the medical use of marijuana highlights the need for careful research on both the positive and negative effects of drugs.

The program notes that California was the first state to legalize the medical use of marijuana for people who are seriously ill. However, the federal government responded with raids, arrests, and injunctions in an effort to close the clubs supplying the drug.

Angel began taking marijuana after her prescribed pain-killing drugs made her sick. To avoid the dangers of marijuana smoke, she uses a medical inhaler to take the drug. She reports that marijuana enabled her to abandon her wheelchair and resume her duties as a mother. She purchased her first supply of marijuana from the Oakland Cannabis Buyers Cooperative. However, in a case that went all the way to the U.S. Supreme Court, the federal government put the organization out of business.

Angel’s family has gone to federal court in an effort to obtain an order that will protect Angel and the unnamed growers who supply her with marijuana. In an emotional on-camera appeal, she argues that the federal government’s actions could send her back to a wheelchair.

Drug czar John Walters argues that the claims about the beneficial effects of marijuana are unsubstantiated. In fact, he claims, people are being conned into believing that marijuana is harmless. He further suggests that it is a highly addictive substance that causes great harm, particularly to the young people of our country. The narrator laments that court cases and politics rather than scientific research are deciding whether marijuana can be used for medical purposes.

SLIDE 12: The Nature and Abuse of Ecstasy (MDMA) (Video)

Length: 2:57 minutes
Source: “Ecstasy”, 48 Hours (CBS News)

Description
Ecstasy, a street name for MDMA (methylendioxmethamphetamine), is both a stimulant and a mild hallucinogen. Young adults at an all-night rave describe how the drug produces feelings of euphoria. Scott, an engineer, explains how the drug helps him to explore his inner self. His girlfriend, Jen, a healthcare worker, relates how Ecstasy makes her feel more secure in who she is. Users also claim it makes them more tolerant of others and more insightful.

Ecstasy produces body warmth and tingling but it also causes jaw clenching and a dry mouth. Because the body becomes especially sensitive to stimulation, massage often proves especially pleasurable. The drug works by flooding the brain with serotonin, a chemical that regulates mood and memory. It also intensifies the perception of color and light. Despite its pleasurable effects, the drug Ecstasy is dangerous.

TOPIC 5: DEVELOPMENT
**Presentation 5.1: Prenatal, Newborn, and Infant Development**

**SLIDE 4: Development Theorists (Flash-based ActivePsych Tutorial)**

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity, the development theorists Freud, Erikson, Piaget, and Kohlberg are presented along with interactive tables that introduce their theories.

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screen to promote class discussion.

**SLIDE 6: From Conception to Birth (Flash-based ActivePsych Tutorial)**

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity students observe prenatal growth and development in an animation, shown in segments throughout the activity and then shown in full on the final activity screen.

On some activity screens, students will have the opportunity to review their understanding of prenatal development with illustrated timelines.

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screen to promote class discussion.

**SLIDE 7: Prenatal Brain Development (Flash-based ActivePsych Tutorial)**

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity students follow animations that depict brain development from the beginning of life to week four, then week eight, week 26, and finally to the newborn at about week 40. Students will also have the opportunity to view the full animation from conception through birth on the activity’s last
For additional information about any activity screen, click on the illuminated gray tab; use the last “Consider This” screen to promote class discussion.

**Presentation 5.2: Cognitive and Social Development in Infancy and Childhood**

**SLIDE 5: Scale Errors: Car (Video)**

**Length:** 0:51 seconds  
**Source:** Courtesy of Dr. Judy DeLoache

**Description**  
This clip from the laboratory of Dr. Judy DeLoache, University of Virginia, illustrates the recently documented phenomenon of *scale errors*. A scale error involves a “serious attempt to perform an action on a miniature object that is impossible because of the extreme difference in the size of the child and target object.” In this clip, a boy tries to get into a miniature car.

**SLIDE 9: Piaget and Conservation (Flash-based ActivePsych Tutorial)**

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**  
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.  
This activity demonstrates the principle of conservation—the understanding that changing the shape or form of an object or group of objects doesn’t change the amount. Students will view videos of children at different ages engaged in either a number or liquid conservation task; students will also speculate on the responses of child participants—ages 4, 7, and 13, respectively, in the *preoperational*, *concrete operational*, and *formal operational* stages of cognitive development—in a simulation of another conservation-based task (checkers task).

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

**SLIDE 15: Harlow’s Studies on Dependency in Monkeys (Video)**

**Length:** 6:21 minutes  
**Source:** *Conquest: Mother Love* (CBS News)

**Description**  
Developmental psychologists once thought that infants develop attachments to their mothers primarily because their mothers satisfy the infants’ need for food. Harry Harlow and his experiments on infant monkeys demonstrated other important factors in attachment development. In this clip, a monkey is given two “mothers”: one mother made of wire that provides food, and the other mother made of cloth that
does not provide food. The monkey only goes to the wire mother to eat and spends the rest of the time with the cloth mother. In fact, each day the monkey spends 17 to 18 hours with the cloth mother and less than 1 hour with the wire mother.

When the monkey is exposed to a mechanical robot that moves and makes loud noises, the monkey runs directly to the cloth mother and ignores the wire mother. In another threatening situation, the monkey is placed in a novel environment. When the monkey is first placed in the environment, there is no mother in the room, and the monkey is very cautious and does not explore the new environment. In the next segment, when the wire mother is placed in the new environment, the monkey acts much the same as when no mother was in the room and does not go to the mother. In contrast, when the cloth mother is placed in the room, the monkey runs to the mother immediately. Harlow describes that the contact comfort that the cloth mother provides helps the monkey to feel secure in the novel environment. After the monkey feels secure he is able to relax and explore the environment.

SLIDE 19: Interview with Gilda Morelli (Video)

Length: 2:38 minutes

Source: Courtesy of Gilda Morelli

Description
Gilda Morelli has expanded the research on the Strange Situation to include cultures outside the United States and Europe. In this clip, she describes the results of research related to the Strange Situation in which she studied mothers and children of the Efe, in the Congo region of Africa. Among the Efe, a large number of people interact with infants in the infants’ first years of life.

Presentation 5.3: Adolescence and Adulthood

SLIDE 7: Adolescent Brain Development (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity, illustrations and animations help students explore how the brain develops during the teen years and the relationship between brain development and adolescent behavior.

Early in the activity students will respond to a survey question about the cause(s) of adolescent behavior. That question will be asked again, later in the activity, in light of what students have learned about brain development.

For additional information about any activity screen, click on the illuminated gray tab; use the last “Consider This…” activity screen to promote class discussion.

SLIDE 8: Empathy in Adolescence: Can Adolescents Feel for Others? (Video)
Researchers at the Harvard medical school image teenagers’ brains while the teens view fearful faces. The study outlines a crucial difference between teens and adults. Three quarters of the teens in the study did not recognize fear, instead labeling the faces as angry, surprised, and sad. One theory is that teens have trouble recognizing emotions because their frontal lobes are not fully developed. According to the imaging data in the current study, emotional centers in the brain are active when teens and adults view emotional faces. However, the frontal lobes, which are associated with planning and judgment, are active in adults, but not in teens. Researcher Deborah Yurgelun-Todd concludes that, in contrast to adults, teens may respond at a gut level rather than with insight. The material in this video suggests that although teenagers may look physically mature, their brains are still developing and they may not be capable of making decisions like an adult.

If this video is shown in conjunction with, "Empathy in Adolescence: Empathy Takes a Step Backward in the Adolescent Brain" the two clips support the idea that teenage insensitivity may be related to changes in the frontal lobes. During adolescence, teens do not have the ability to fully gauge the emotions of others and therefore may react inappropriately or have difficulty understanding others point of view.

**SLIDE 13: Adulthood: Physical Changes Animation**

**Length:** 0:39 minutes  
**Source:** Courtesy of David Myers  
**Description**  
This animation displays changes in facial characteristics throughout the lifetime. The animation contains 11 photographs of the same man from childhood to old age and gradually morphs from one picture to the next in chronological order.

**SLIDE 15: Old Age: Thinking and Moving at the Same Time (Video)**

**Length:** 2:57 minutes  
**Description**  
This video provides a good introduction to the physical and cognitive changes that occur in later life. It examines whether the aging process changes the way people allocate their mental resources.

In a study conducted in Berlin, adults over the age of 60 navigate an obstacle course while memorizing a list of words they hear through headphones. Lines on the track and handrail assess how steadily research participants walk. After they complete the course, volunteers must remember the words in the order in which they heard them.

Researcher Paul Baltes describes how he the conceived the design of the study. Observing older people...
walking up a hill in the Swiss Alps, he noticed they stopped conversing when they approached some rocks on the path. They started talking again once they had successfully navigated around the obstacles. When we are young, Baltes reasoned, our physical movements are automatic. However, as we age these same movements require more cognitive support.

In his laboratory study, Baltes compares the volunteers’ ability to walk and memorize simultaneously with their ability to simply memorize. When they are walking, older people have much greater difficulty remembering the words. When they are only memorizing, and thus have nothing to distract them, their recall is almost perfect. Younger adults easily perform both tasks simultaneously.

If older people want to optimize walking, suggest Baltes, they need to allocate their mental resources to walking. On the other hand, if they want to memorize, they need to allocate their resources to memorizing. The worst strategy, he concludes, is to switch back and forth. In that case, neither activity will be performed well.

**SLIDE 23: Healthy Aging: The Power of Positive Thinking (Video)**

**Length:** 7:45 minutes

**Description**
What fosters healthy aging? What promotes longevity? Worldwide, life expectancy has increased dramatically over the past several decades.

This clip opens with elderly male residents of St. George, Utah engaged in a lively game of softball. Their active involvement, mobility, and optimism suggest that attitudes toward aging are changing. A *New Yorker* cartoon captures this change by suggesting that age 70 is the new 50.

Robert Butler, President of the International Longevity Center, describes the aging population as healthier, more robust, and more vigorous than in the past. The 78-year-old Butler puts in an 80-hour work week and works out with a physical trainer. The program suggests that new drugs to combat high blood pressure and high cholesterol have helped promote longevity.

Anita provides an impressive model for living the golden years. Her action-packed day begins with a swim in the pool and continues with an art class. She then returns home to care for her horse Goldie, serenades her husband at the piano, and finally fixes dinner for both of them. Although 72-year-old Anita has serious heart disease, she feels young and is determined to show that “getting older means getting better.”

84-year-old Jack and 76-year-old Marie maintain their youth by ballroom dancing three times a week. Marie claims she has the same energy she had 40 years ago. Jack, who has a history of heart problems, describes the activity as a delightful way to exercise. His physician believes that, in addition to regular visits to the doctor, high self-esteem, love, spirituality, and physical exercise promote healthy aging.

Staying physically active seems to be essential to a full and healthy life. Research suggests that exercise also wards off mental decline.

**TOPIC 6: SENSATION AND PERCEPTION**
Presentation 6.2: Vision and Hearing

SLIDE 13: The Man Who Cannot Recognize Faces (Video)

Length: 7:05 minutes

Description
This remarkable case study can be used to introduce and distinguish between the processes of sensation and perception. It highlights how perception is ultimately accomplished in the brain.

Lincoln is unable to recognize faces. Thirty years ago, a car accident produced isolated brain damage that left him “face” blind. Lincoln reports that at times the inability to recognize those who should be familiar to you is scary.

Because he is not blind, Lincoln reports that others have difficulty understanding his inability to recognize faces. Typically, we seem to think that to see is to understand. Lincoln’s wife reports that at times it may seem that her husband recognizes her, but that is only because they have scheduled to meet at a specific place and time. Lincoln agrees. Sitting alone in the house together is quite different from locating his wife in a supermarket where there are dozens of different female faces.

When they are projected on a screen, Lincoln has no difficulty recognizing common objects like a key, an apple, or a kitchen place setting. In contrast, the picture of a famous female face baffles him. In fact, he cannot tell whether the female is young or old. Only after given additional biographical information does he successfully guess who she is.

Faces do not all look the same to Lincoln. Rather, no face is recognizable. He sees individual features of faces, but fails to see the totality. His brain does not allow him to put the puzzle pieces together. Even when shown a picture of his own face, Lincoln does not recognize himself.

Lincoln’s case reveals how our brains process faces. Each time we look at another person, a special facial recognition system is activated. Recognizing faces seems to be such a demanding and important part of our lives that an entire subsystem of the brain is devoted to the task. This part of the brain seems to play no role in our recognition of other objects.

Presentation 6.3: Body Senses, Taste, and Smell

SLIDE 5: Losing One’s Touch: Living Without Proprioception (Video)

Length: 4:05 minutes

Original Source: “A Head Full of Steps,” The Dancer’s Body (BBC Motion Gallery)

Description
Students are familiar with the five senses of vision, hearing, touch, taste, and smell. They may not be familiar with proprioception, a term often used interchangeably with kinesthesis. This program will introduce them to a sense they may take for granted.

The clip features the unusual case of a middle-aged man who, 30 years ago, lost his ability to control bodily movement. He can guide his motions only by looking at his body. He has no sense of touch below
the neck and thus lacks awareness of the location of his limbs and their movement. The condition of having no proprioception is extremely rare.

With the help of neurophysiologist Jonathan Cole, the man has learned to regain his mobility. Normally, when we stand or move, we do not consciously think of where we are in time or space. In this case, the man found that when he deliberately looked at his limbs and willed them to move, he regained control of them. He reports that it took him a long time simply to learn to stand and, even today, it takes a great deal of effort to maintain a single position. The use of mirrors failed to help him. He needs to look directly at his body parts. When he walks, he needs to think about each step he takes. Today, he is finally able to close his eyes and freeze his position, something he could not do earlier.

Jonathan Cole explains that normally sensory and motor nerves in the skin, muscles, and joints send and receive messages that enable body position and movement. In this man’s case the sensory but not the motor nerves have been destroyed. Thus, while he can send messages, he does not receive the feedback that the rest of us do.

**SLIDE 17: Synesthesia: The Man Who Tastes Words (Video)**

**Length:** 6:59 minutes

**Description**
This clip is a case study in synesthesia in which stimulation of one sense leads to the experience of another.

James not only hears words, he tastes them. He runs a pub and the names of different customers elicit different flavors. James has no control over the links he experiences between specific words and specific tastes. Interestingly, the foods that customers order can elicit tastes different from that of the food itself. In everyday conversation, James is bombarded with flavors. As he cooks food for his customers, its odor may compete with the flavors elicited by the words of their ongoing conversation. For example, while frying sausage and eggs, James may find that the conversation elicits the taste of yogurt. Clearly, James finds the conflict to be distressing. He escapes to fresh outdoor air.

The narrator reports that synesthesia has baffled the scientific community for decades. No one could believe it was real. After establishing a genetic basis for the phenomenon, researchers are now searching for environmental influences that may shape each person’s synesthesia.

Neuropsychologist Jamie Ward has been studying James for two years. He has found that James consistently links the same words to the same tastes. Ward searches for a pattern that might explain how the links were first formed. In his study, he finds that similar sounding words elicit much the same taste in James. For Ward, this structure provides clues to how the synesthesia formed. He discovers that the links James has formed between words and tastes are of tastes James experienced in childhood. James does not have linkages between words and foods he tasted only in adulthood. In short, the associations he has formed seem to be part of the process of vocabulary acquisition in early life. Ward suggests that an unusual chaining occurred between the sounds of words and both the names and tastes of food in James’ childhood.

**Presentation 6.4: Perception**
SLIDE 15: Depth Cues (Video)

**Length:** 0:37 minutes

**Description**
Depth cues are demonstrated in this clip by using the moon illusion (which occurs when the moon appears to be smaller when it is high in the sky as opposed to when it is close to the horizon). The actual path along which the moon travels is depicted in this clip. Then, the lunar path as perceived by subjects is shown.

SLIDE 17: The Müller-Lyer Illusion

**Length:** 0:29 minutes

**Description**
The classic Müller-Lyer visual illusion is demonstrated in this clip. In the Müller-Lyer illusion an individual looks at two lines that are identical in size. One of the lines is enclosed in an outward pointing arrowhead, while the other is enclosed in an inward pointing arrowhead. An individual who observes this illusion will report that the line with the outward pointing arrow is longer than the other, when the two lines are actually identical in length. This clip shows a variation of this classic illusion. The illusion is demonstrated inside a building, where the line in the corner of the building (outward pointing arrow) appears longer than the line drawn for the ticket booth window (inward pointing arrow).

SLIDE 19: Seeing the World Upside Down: Three Brave Souls (Video)

**Length:** 7:17 minutes  
**Original Source:** “Are You Superhuman?” (BBC Motion Gallery)

**Description**
Consideration of perceptual interpretation can include the fascinating research on perceptual adaptation, that is, the ability to adjust to an artificially displaced or even inverted visual field. Tracy, a 29-year-old psychology student from England, will wear glasses that turn the world upside down for one week. Archival footage of psychologists’ past efforts at wearing inverting goggles suggests that researchers have long wondered whether the brain rewrites itself so that the inverted world is eventually seen as normal.

Over the week that she wears the distorting glasses, Tracy takes a series of tests designed by researcher Oliver Braddick to assess changes in her perceptions as well as in her ability to adapt her actions to a distorted world. An important question is whether she will eventually see her visual world as normal. In viewing the world through Tracy’s glasses, we see that her initial experience is indeed disorienting. As the week progresses, she reports that navigating the upside-down world is getting easier. She pours hot water into a cup and walks more naturally. On the fifth day, Tracey reports having had strange dreams of people she had encountered the previous day. She recognizes them even though she sees them as upside down.

Over the seven days, Tracy gradually adapts to her upside-down world. It is not always clear to her, however, that she perceives people and objects accurately. Tests indicate that certain abilities, such as moving blocks around on a table top, are much improved. On the other hand, she still has great difficulty...
picking an object from the investigator’s outstretched hand when it is held in different locations. It would be incorrect to say that Tracy has converted her strange world to a “normal” view. Clearly, an inverted world requires many separate adaptations, which may someday successfully unify. On removing the glasses after seven days, Tracy again reports some disorientation.

TOPIC 7: LEARNING

Presentation 7.1: Classical Conditioning

SLIDE 9: Pavlov’s Discovery of Classical Conditioning (Video)

Length: 3:17 minutes

Description
This clip provides a useful introduction to Pavlov’s classic work on classical conditioning. In studying salivation in dogs, Pavlov observed that dogs drooled automatically when their tongues touched food. He called the response the salivation reflex.

As the dogs became familiar with the laboratory routine, Pavlov found that they began to salivate before he presented the food. The dogs had learned to anticipate the food. So he constructed screens to obstruct their view. Moreover, before presenting the food, he introduced an unrelated stimulus, for example, a ticking metronome. At first the dogs drooled only to the meat. However, after a number of trials, the sound alone triggered salivation. Pavlov called this new response the conditioned reflex. He found that his dogs could be conditioned to produce saliva to a variety of stimuli. Pavlov believed that he had discovered how animals learned.

SLIDE 26: Classical Conditioning and the Immune System: Combating Lupus (Video)

Length: 4:10 minutes
Source: “Mind Over Body,” Horizon (BBC Motion Gallery)

Description
Classical conditioning principles have wide application to improving human health and well-being. This program provides a vivid example.

The clip presents the case of Merritt, a young girl who suffered from lupus. In this illness, the immune system becomes overactive, and antibodies begin to attack the person’s body and tissues. Powerful steroids prescribed for Merritt’s illness produced troubling side effects.

Merritt’s mother relates her concern over the psychological and physical effects that the steroids were having on her daughter. As a clinical psychologist, she was familiar with Robert Ader’s work with white mice suffering from lupus. Ader had used classical conditioning to teach the mice to suppress their overactive immune systems. After he associated sweetened water with the drug that causes immune suppression, the inert substance alone triggered the conditioned immune response. As a result, the mice survived longer.
Might the same strategy help humans suffering from lupus? Merritt had to learn to associate a strong taste or smell with the steroid drug that slowed down her runaway immune system. The conditioning worked. Soon, just the taste or smell of the steroid enabled her to reduce her drug dosage.

Merritt’s mother reports that her daughter died in 1995 of a heart attack. However, the conditioning very likely lengthened her life by 10 years.

**SLIDE 29: Overcoming Fear (Video)**

**Length:** 2:26 minutes  
**Original Source:** "Phobias" (CBS News)

**Description**  
Classroom discussion of classical conditioning principles might well include their application to the treatment of psychological disorders. For example, counterconditioning uses classical conditioning techniques to pair new responses with old stimuli that have triggered maladaptive behaviors. In this segment, Bill, a participant in group therapy, has an intense fear of elevators. The therapist suggests that, with the support of the other group participants, Bill ride an elevator the next morning. He agrees.

Bill has not been on an elevator in years, and the next morning he reports having had a sleepless night. Greeted by the therapist and his fellow clients, he prepares to board the elevator. He is given a “survival pack” that includes lemonade to drink if he feels his throat closing. Bill notes that he has his prayers memorized. Entering the elevator he reports that he believes he will get stuck and die in the elevator. The others promise their support.

On the elevator, Bill sings to himself in an obvious effort to distract himself on a ride that takes mere seconds. Surviving the trip he exits both shaking and smiling. The next week, reports the therapist, Bill will take many more elevator rides. Exposure therapy, a form of counterconditioning, treats anxieties by exposing people to the things they fear and avoid.

**SLIDE 35: John Watson and Rosalie Rayner's Little Albert Experiment, 1919 (Video)**

**Length:** 0:55 minutes

**Description**  
This clip contains scenes from Watson’s famous experiment on emotional conditioning with Little Albert. The clip demonstrates basic principles of conditioning and generalization. Prior to conditioning, Little Albert is not fearful when a rat is presented to him. After conditioning, in which the presence of the rat was paired with a loud noise, Little Albert cries and tries to crawl away when the rabbit is presented, a reaction that is very different from the response that was seen in the first clip. This demonstrates how Little Albert’s fear of rats is also generalized to other similar animals (rabbit).

**Presentation 7.2: Operant Conditioning and Observational Learning**
SLIDE 7: Thorndike’s Puzzle Box (Video)

Length: 2:35 minutes

Description
Edward L. Thorndike’s work set the stage for B. F. Skinner’s important work on operant conditioning. You may want to show this clip to introduce the law of effect and describe its links to Skinner’s principle of reinforcement.

Thorndike wondered how a new skill is learned. In attempting to answer that question, he constructed puzzle boxes in which cats could escape only by operating latches.

Using its paw to operate the latch, the cat seemed to cleverly engineer its escape. However, Thorndike did not believe animals understood the consequences of their behavior. The cat’s successful actions in escaping the puzzle box seemed to appear by chance. Thorndike used graphs to measure the rate of learning.

A well-practiced cat placed in the puzzle box quickly recalls the actions that help it escape to a food reward. Thorndike believed that if an action leads to reward, the action becomes stamped into the mind. He concluded that behavior changes because of its consequences, which he called the law of effect. The law explains how even wild creatures develop new habits.

SLIDE 28: Observational Learning of Aggression: Bandura’s Bobo Doll Study (Video)

Length: 5:09 minutes

Source: Courtesy of Albert Bandura

Description
In this clip, Albert Bandura, one of the first scientists to conduct experiments on observational learning in children, narrates a video of one his most famous experiments on modeled aggression. Bandura was interested in how much modeled aggression a child learned just by watching others perform aggressive acts. During this experiment children viewed a video tape in which an adult performed both novel aggressive behavior and novel aggressive language towards an inflated doll. The children were then observed during free play. The children who had not viewed the video of novel aggression modeling never exhibited the novel forms of aggression; however, the children who had watched the video are shown in clips displaying the novel aggressive behavior and language seen in the video.

SLIDE 35: Do Video Games Teach People to Be Violent? (Video)

Length: 4:30 minutes

Source: “Grand Theft Auto,” 60 Minutes (CBS News)

Description
The impact of playing violent video games is an issue that could be introduced in the context of several important introductory psychology topics, including observational learning, adolescence, and aggression.
Grand Theft Auto, a violent video game, is at the center of a civil lawsuit involving the murder of three men in Fayette, Alabama. The victims, police officers, were killed by 18-year-old Devin Moore, who had played Grand Theft Auto regularly for months. The attorney bringing the suit against the makers of the video game claims that Grand Theft Auto taught Devin to commit the murders. Following the game’s script, the young man had shot three officers in the head, grabbed the keys to a police cruiser, and fled. Indeed, after his arrest, Devin claimed that “Life is like a video game, everyone has to die sometime.”

A young law student demonstrates the controversial video game and relates the details of its script. Like millions of other gamers, he claims that he plays the game for fun.

Child psychologist David Walsh has co-authored research that links violent video games to physical aggression. He offers a possible explanation for the association. Pioneering brain research at the National Institutes of Health indicates that the adolescent brain is not fully developed. Thus, repeated exposure to violent games has a greater impact because the prefrontal cortex that enables impulse control is still under construction during the teen years.

Diminished impulse control becomes a particularly important factor in young men who have additional risks factors for criminal behavior. Walsh acknowledges that not every person who plays violent video games will re-enact the game’s script. Obviously, multiple influences shape human behavior, including physical aggression.

**TOPIC 8: MEMORY**

**Presentation 8.1: Introduction to Memory And Encoding**

**SLIDE 6: Memory in Everyday Life (Video)**

**Length:** 3:00 minutes

**Description**
The inability to remember words, names, or events—especially from the present or recent past—discourages and frustrates many in later adulthood. In this clip, older adults share their experiences with memory loss. One man admits that he can remember the name of his college roommate but not of someone he met just the other day. Another man expresses the concern that many of his peers fear in relationship to memory loss—the onset of Alzheimer’s disease.

**SLIDE 18: Serial Position Effect (Flash-based ActivePsych Tutorial)**

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.
In this activity, students participate in an exercise that demonstrates the serial position effect—that is, our tendency to recall best the last and first items from a list. Students are shown 20 words, one at a time; afterward, they are asked to list the words they remember. Results of student recall are then presented in a bar graph that the class can analyze in relationship to the serial position effect.

For additional information about any activity screen, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

**Presentation 8.2: Storage**

**SLIDE 17: A Pill for Forgetting (Video)**

**Length:** 8:12 minutes

**Description**
Classroom discussion of how memories are stored in the brain could include interesting research on how stress hormones affect memory. The possibility that one could take a pill to weaken memories of a painful experience has alarmed critics but filled trauma victims with hope.

Beatrice, a Boston subway conductor, describes the horror of seeing a man attempt to commit suicide by jumping in front of her train. She went to a hospital emergency ward in extreme psychological distress. Psychiatrist Roger Pitman has treated patients suffering from post-traumatic stress disorder (PTSD) and whose memories have become incapacitating. He enrolled Beatrice in a study in which trauma victims were given propranolol, a drug used to treat high blood pressure. Findings suggest that it may also weaken memory.

Research indicates that the stress hormone adrenaline can affect the strength of our memories. James McGaugh demonstrates how a rat’s memory is enhanced if it is injected with adrenaline. McGaugh maintains that the same stress hormone strengthens memories in humans. Additional research indicates that propranolol blocks adrenaline’s memory-enhancing effects in rats.

Based on these findings, Pitman recruited patients for a pilot study. Catherine was one participant who had been terrified when hit by a bicyclist on a Boston street. Catherine took propranolol four times daily for 10 days. Three months later, she showed no physiological signs of PTSD. In contrast, control participants given a placebo continued to show signs of the disorder.

These findings led the National Institutes of Health (NIH) to fund a larger study. But then the President’s Council on Bioethics condemned the study, claiming that rewriting memory undermines our true identity. Catherine counters with this: “Why should people be forced to live with horrible memories?”

Another concern is that the drug might be used too widely. For example, some may seek to erase their painful recall of the breakup of a relationship, or even of an embarrassing moment at a party. Such experiences, and our memories of them, may in the long run make us better people.

**SLIDE 25: Memory Loss: A Case Study (Video)**

**Length:** 7:45 minutes
E.P. is a spry, sociable 82-year-old who is retired from a career in electronics. In 1982 he suffered an acute virus infection that destroyed his hippocampus, a brain structure that is critical to memory. Psychological testing reveals that most of his thinking skills remain intact. His limitations, however, become apparent as he forgets what he has just said and spontaneously repeats the same story several times to his tester within a few minutes.

Researchers Larry Squire and Jennifer Frascino of the University of San Diego indicate that, although they have visited and tested E.P. several times, he is unable to remember their names. Anything new that happens to him is simply not stored and thus he lives in a state of “permanent present.” Although new memories are not recorded, old memories from decades back remain strong. Remarkably E.P. can accurately describe the route from his boyhood home to the town library but cannot remember the names of any of the streets in his current neighborhood.

E.P. remains jovial, optimistic, and outgoing. He genuinely enjoys life in spite of his inability to store new memories. Narrator Alan Alda concludes by noting that, while the hippocampus is important in processing new memories, clearly it is not where memories are permanently stored. E.P has vivid and accurate recollections of his distant past.

George cannot remember. He suffered a viral infection that caused his brain to become inflamed, a condition called encephalitis. It produced almost immediate memory loss. George reports, “I can’t even remember what it is like to remember.” When he and his wife Val return to a favorite spot they have visited since their teens, George does not recognize it. And when Val reminds him that they have been married 47 years after being childhood sweethearts, it is clear that George has no recall.

George considers using a special pager to remind him of everyday tasks. For those suffering from significant memory loss this simple device provides an active prompt for taking medications, keeping scheduled appointments, and preparing meals. George hopes the pager will take some of the pressure off Val as well as help him. Val expresses deep sympathy for her husband and hopes the pager will restore some of his independence.

The pager is delivered. It will be used to remind George of what clothes to wear, of bills to pay, and of library items to return. Together, George and Val learn the simple operation of the device, and George happily leaves home with the pager that will remind him what to do. He successfully navigates transactions at the local library.

Val’s deep emotional pain over her husband’s memory loss becomes apparent when the narrator asks
what personal message she would want to leave on the pager for George. Through tears she expresses her deep love for her husband and continued commitment to him.

In a final scene George drops letters in a mailbox and expresses “victory” over his illness.

Presentation 8.3: Retrieval

SLIDE 15: Creating False Memories: A Laboratory Study (Video)

Length: 5:01 minutes
Source: “False Memories”, Tomorrow’s World (BBC Motion Gallery)

Description
Your discussion of memory can begin or end with the presentation of current work on memory construction. Before showing this clip, ask your students, “Is it possible you could have a memory of a vivid childhood event, say, a hot-air balloon ride, that never occurred?”

Psychologists at Victoria University have demonstrated that false memories can be readily implanted in research participants by showing them digitally altered photographs. In the research, 30 college students view pictures of their childhood in a study that is purportedly about how we reminisce. In fact, the study assesses the fallibility of memory.

When Jessica is first shown a false photograph of a hot-air balloon ride that she presumably took as a child, she reports having no memory of it. However, by the end of the week she believes she had been on such a balloon ride, something that never occurred, of course.

Psychologist Maryanne Garry describes the study in detail. Each research participant is shown four photographs from his or her childhood. In each case, the third photograph, showing the participant with family members in a hot-air balloon, is fake. In the course of the week the participants are interviewed three times about the photographs. By the end of the week, many of the students believe they have been on a hot-air balloon ride. Even those who do not remember the ride believe the photo is real.

Over the course of the week the research participants are instructed not to speak to family members about the study. However, they are instructed to think about the photos every night. By the end of the week, many of the students have enriched their recall of the experience with imagined details that surrounded the balloon ride.

When the participants are told that their memories of the balloon ride are false, they express surprise and sometimes even fear. We typically have a great deal of faith that our memories are reliable, and learning that they are not can be unsettling.

TOPIC 9: THINKING

SLIDE 10: Problem Solving in Genus Corvus (Crows, Ravens, and Magpies) (Video)

Length: 1:43 minutes
Original Source: Video used by permission of the Behavioral Ecology Research Group, University of Oxford

Description
The program illustrates the strategies animals and humans use in solving problems. It also addresses the question of whether animals think, and more specifically, their capacity for making and using tools. In this video, birds of the genus *Corvus* (crows, ravens, magpies) confront the challenge of retrieving food from a long glass tube.

As the clip opens, a bird finds two short wires atop a glass tube. The bird uses one of the wires to poke at the food in the bottom of the tube. Animals (as well as humans) often approach problems through trial and error.

After several unsuccessful attempts to secure the food, the bird withdraws the wire from the tube and, with some effort, bends the wire into a small hook. Demonstrating insight the bird returns the hooked wire to the tube and, using it as a tool, successfully lifts the basket of food to the top.

SLIDE 14: The Availability Heuristic (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity, students will make judgments between two possibilities about various categories—from populations of refugees and threatened mammal species to caloric intake of snacks. Student judgments are recorded on screen and later discussed along with related facts.

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

SLIDE 15: The Confirmation Bias (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

This activity demonstrates how people use the confirmation bias to solve problems, often incompletely if not incorrectly. Students will be asked to play three versions of a game. Each version involves making choices about a set of four cards, with each set related to a rule. Class choices for solving the problems will be discussed in light of the confirmation bias.

For additional information about any screen activity, click on the illuminated gray tab; use the last
“Consider This…” activity screens to promote class discussion.

**SLIDE 19: How Intelligent are Animals? (Video)**

**Length:** 5:55 minutes

**Description**
This video introduces the remarkable cognitive capacities of animals. It discusses animals’ capacity to communicate and thus can be used to introduce the controversy surrounding animal language.

Eugene Linden believes that his study of animal intelligence indicates that the divide between humans and other animals is smaller than we think. Animals can use and even create tools. Studies indicate that both apes and dolphins understand words as well as the meaning of complex sentences and ideas.

Animal researchers and zookeepers have been key resources for Linden’s appreciation of animal intelligence. One zookeeper describes elephants that seem to cooperate intelligently in their own foot care, as well as engage in meaningful communication. A veteran observer of killer whales claims that this species also has the capacity to communicate and suggests that whale families even have their own dialects. She uses a hydrophone to record whale communication and identify the specific sounds associated with specific activities. A family of whales, she claims, was instrumental in directing her to safety after she became lost in a dense fog.

Orangutans also seem to demonstrate complex mental abilities. They are notable for being escape artists. They have also shown the capacity to tolerate painful needles, apparently because they recognize that the needles are good medicine. No orangutan is more legendary than the now deceased Fu Manchu. He hid wire in his mouth until just the right time to pick the lock on his enclosure. Indeed, all manner of thought has been observed in all manner of animals.

**TOPIC 10: LANGUAGE**

**SLIDE 12: Language Development in Infants and Toddlers (Flash-based ActivePsych Tutorial)**

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity you will use video clips to show milestones in language development for children from birth through age six. Students will become familiar with language development in children exposed to a language other than English, or to multiple languages, as well as in children who attend child care centers.

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screen to promote class discussion.

**SLIDE 15: Chomsky’s View of Language Development (Video)**
Length: 1:32 minutes

Description
In this clip, Noam Chomsky’s theory of language development is explained. The ability of humans to master grammar, Chomsky claims, cannot be explained solely by learning. Therefore, Chomsky asserts that the grammar in language is more likely to have a biological basis than the meaning of individual words. In other words, Chomsky argues that humans have an inborn, predisposition for language and grammar. The clip then gives examples of sentences that are grammatically different when words are removed at the end of the sentence. Humans are able to understand the sentences as meaning two different things without explicitly learning the grammatical rules that make the sentences different.

TOPIC 11: INTELLIGENCE

SLIDE 12: Measuring IQ (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity students explore cross-sectional, longitudinal, and sequential studies as ways of measuring how intelligence changes with age. Animated illustrations demonstrate how confounding factors can bias or distort results in the different studies.

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screen to promote class discussion.
TOPIC 12: MOTIVATION

Presentation 12.1: Hunger and Sexual Behavior

SLIDE 6: Experiencing Hunger (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity some aspects of physiology and psychology of hunger are explored. This exploration mainly focuses on people who do not suffer from eating disorders such as anorexia nervosa or bulimia nervosa. Two screens present animations about the absorption and fasting phases of food consumption.

For additional information about any screen activity, click on the illuminated gray tab; use the last “Consider This…” activity screen to promote class discussion.

SLIDE 13: Overcoming Anorexia Nervosa (Video)

Length: 3:36 minutes
Original Source: “Slim Chance” 48 Hours (CBS News)

Description
Discussion of the psychology of hunger can include consideration of the important topic of eating disorders.

David suffers from anorexia nervosa. At his lowest point, his diet consisted of carrots and club soda. His weight is down to 105 pounds when he finally arrives at the hospital. Although he should weigh 140, he reports scheming to reach 98 pounds. Video images taken by his wife show him to be extraordinarily thin.

David’s self-perception is distorted; he does not believe that he appears emaciated. And although he recognizes that his thinking is irrational, he seems helpless to break the grip of the disorder. He reports that at home he would dump his yogurt down the kitchen drain in an effort to convince his wife that he had eaten it. In the hospital he describes his internal struggle. If he now fails to gain weight, he is a bad patient. If he does gain, he is a bad anorexic.

Treatment at Somerset hospital includes medication, food, and therapy sessions. In group therapy, it is clear that David has a negative body image. At home, Joanne describes her husband as his own worst enemy. She finds David’s continued refusal to eat to be increasingly frustrating and tiring. When the narrator confronts David with the prospect of death from his illness, he acknowledges that possibility but also makes the bizarre claim that it would provide “some kind of validation.”

After six months of therapy at the hospital David has successfully gained 25 pounds and is preparing to leave treatment. However, he describes his recovery as only beginning.
SLIDE 18: Homosexuality and the Nature-Nurture Debate (Video)

Length: 8:22 minutes
Original Source: “Gay or Straight?” 60 Minutes (CBS News)

Description
Your discussion of sexual motivation can be extended to a consideration of the roots of sexual orientation. This clip could also be used to highlight psychology’s biggest and most persistent issue, namely, the relative contribution of biology and experience to human traits.

The clip visits the bedrooms of two brothers, Jared and Adam. The rooms are a study in contrast. One reflects strongly masculine interests, the other very feminine. Jared is eager to show the narrator his GI Joe collection. Adam displays his baby doll. He also wears bright red nail polish. Adam’s behavior is labeled “childhood gender nonconformity.” Children who show this pattern of behavior tend to grow up gay.

The boys’ mother Danielle reports that the difference in her sons’ behaviors became apparent at 18 months.

Psychologist Michael Bailey suggests that cases such as that of Jared and Adam indicate that nature rather than nurture shapes sexual orientation. Although research indicates that homosexuality runs in families, psychologists have also found that identical twin pairs can have different sexual orientations. For example, twins Steve and Greg had the same upbringing but one is gay and the other is not. Although they showed different interests in childhood, it was not until they were in high school that their different sexual orientations became evident.

This difference in identical twins, admits Bailey, indicates that sexual orientation is not entirely genetic. Environmental influences, he continues, include those that occur already in the womb. In fact, research suggests that prenatal influence can be very important.

At Michigan State University, Marc Breedlove has found that the hormones a rat is exposed to at birth can change its sexual orientation. Rats are born underdeveloped so this exposure comes at a stage when humans are still in the womb. A female rat injected with testosterone at birth shows a sexual behavior pattern characteristic of a male. A male castrated at birth (and thus deprived of testosterone) shows a sexual pattern characteristic of a female.

Other research on sexual orientation has revealed the “older brother” effect. The more older brothers a man has, the greater the probability that he will be gay. There is no corresponding effect for lesbians. One explanation for this effect is that the mother produces antibodies when she conceives her first boy, and these antibodies affect the sons she subsequently carries. Strangely, this effect holds for right-handed but not for left-handed men.

Trying to apply these theories to the real cases presented in the clip merely highlights the complexity and continuing riddle of sexual orientation. At this point, there are many more questions than answers.
TOPIC 13: EMOTION, STRESS, AND HEALTH

Presentation 13.1: Emotion

SLIDE 6: Moral Thinking and Emotion: A Challenging Dilemma (Video)

Length: 5:52 minutes
Source: © Scientific American Frontiers. Used by permission of Chedd Angier Productions.

Description
This program opens with a description of the structure and function of the anterior cingulate cortex, a structure above the corpus callosum. It plays a critical role in helping us to resolve inner conflict.

Joshua Greene of Princeton University poses the moral dilemma of a train headed for five people. All will be killed unless you throw a switch that diverts the train onto another track where it will kill one person. Should you throw the switch? Most people say yes. Now consider the same dilemma with this slight alteration. You’re saving the five depends on pushing a large stranger onto the tracks where he will die but the five will live. What should you do? Although the logic is the same, most people say no.

When Greene’s research team used brain imaging to study people’s neural responses as they considered the second dilemma, they found that the brain’s emotion areas lit up. The dilemma engaged emotions that lengthened the time people considered the dilemma and they changed their moral judgment.

The Princeton team also used the last episode of the popular television series *Mash* to study how people wrestle with moral dilemmas. As a bus load of people hides from enemy soldiers, a baby onboard begins crying. The mother, in trying to quiet the baby, smothers her. In such a case, is it all right to kill the baby? This dilemma also generates strong conflict between moral feeling and moral thinking. After studying neural processing while people consider such a dilemma, the research team believes that the anterior cingulate plays a critical role in receiving information from different parts of the brain to help us make a final judgment.

SLIDE 10: What Is Emotion? (Video)

Length: 6:46 minutes

Description
Even under similar circumstances, people often experience and express their emotions very differently. Emotion can be defined a number of ways—a particular set of feelings or an instinctive state of mind, for instance. In this program, students learn about the origin of human emotion from the evolutionary perspective, the physiological mechanisms involved in emotions, and some of the latest research findings on the subject.

Charles Darwin, one of the earliest scientists to study emotion, argued that all organisms show emotion through similar behavioral expressions. He believed that emotions had an evolutionary quality that contributed to survival and reproduction by communicating information about an individual’s internal state to one another. Darwin’s conclusion that emotions were universal across cultures was later adopted and proven by researchers to have statistical significance.
Evidence suggests that six basic emotions exist in all human cultures: happiness, fear, sadness, anger, surprise, and disgust. Emotions, as Daniel Gilbert points out, can be located in a two-dimensional space: valence and arousal. The dimension of valence ranges from positive to negative, and the dimension of arousal ranges from active to passive. The fact that these emotional dimensions and expressions are universal suggests that they hold evolutionary value.

The nervous system, specifically the sympathetic branch of the autonomic nervous system, is aroused during highly emotional states. In a fearful state, for example, the nervous system triggers the fight-or-flight response, cueing the body to release hormones, move blood to organs and muscles, and preserve energy from other system functions.

Although emotions are very much rooted in our biology, our environment provides consequences for emotional behavior, which ultimately influences how we use and feel about our emotions.

SLIDE 13: Rage: One Man’s Story and Treatment (Video)

Length: 7:49 minutes  
Source: “Personality”, Human Mind

Description
Anger and its management are central themes of this program. You can use the program to introduce the key components of emotion as well as the causes, consequences, and control of the specific emotion of anger. The clip will also stimulate class discussion of the concept of catharsis. Does venting hostility reduce aggression or fuel more aggression? Is venting cathartic or does it merely foster shame and regret?

Sean has a good job, a loving wife, and a new baby son. However, he has a problem with bouts of uncontrollable rage that often occur when he is driving. His overwhelming anger, including shouts and screams of obscenities, is later followed by feelings of shame and regret. He can’t stop to think before he reacts, claims his wife Angie. Sean fears he will lose everything if he does not change.

In his first anger-management session, Sean describes his pattern of rage in detail. The therapist attempts to explain to Sean that the part of his brain responsible for the conscious control of behavior is in conflict with the part that underlies more automatic, impulsive reactions. The narrator notes that the challenge facing Sean is one of getting his frontal lobes to overrule his raging amygdala. The therapist counsels Sean to attempt to distract himself, if only temporarily, when confronted with specific situations that trigger his rage.

The first session seems to produce mixed results. Early in the week, Sean seems successful in controlling his anger but, as the days pass, his road rage returns. Angie notes that while her husband wants to change, his uncontrollable anger persists.

Strongly motivated to bring his rage under control, Sean continues the anger-management sessions. His therapist encourages him to continue to monitor his specific behaviors very carefully and to reinforce himself when he succeeds in controlling his impulses. Several weeks of additional therapy end with Sean taking a final test drive. Wearing a monitor that assesses his heart rate and level of stress, he pursues a route that he typically hates taking. Sean remains calm and relaxed even when confronting situations that he formerly found stressful and that elicited rage.

A month later, Sean and his wife reflect on the effectiveness of therapy. Sean reports greater self-control
and a healthier relationship with his family. Angie agrees that therapy has been effective.

**SLIDE 14: The Search for Happiness (Video)**

**Length:** 6:27 minutes

**Description**
This program provides a good introduction to classroom discussion of research on subjective well-being, as well as the perspective of positive psychology. It features the pioneering work of psychologists Martin Seligman and Ed Diener.

Seligman suggests that happiness includes the *pleasant* life, the *engaged* life, and the *meaningful* life. The latter involves serving something larger than oneself, and is marvelously illustrated by an elderly couple’s establishment of a retirement home for abused animals. For 22 years, the husband and wife team have served as “happy slaves” in meeting the basic needs of dozens of horses, dogs, pigs, and goats. The couple laughs at the irony of their working 14-hour days so their animals can retire.

Darrin McMahon traces the history of happiness. In ancient times, happiness was thought to be something dispensed by the gods. The Greeks suggested that humans might play a role in their own happiness. For example, Aristotle maintained that happiness came in living a virtuous life. The early Christians believed that happiness came only in the hereafter. The nineteenth century American ideal of “the pursuit of happiness” assumes that we have the personal capacity to shape our lives and the world in the way that we like.

A recent poll by the Pew Research Center found that the majority of Americans describe themselves as “pretty” or “very” happy. Research on the predictors of happiness suggests that money increases happiness only for the very poor. Once basic needs are met, more money makes little difference. However, researcher Ed Diener notes that Americans’ expectations keep rising and cultural comparisons find that the United States ranks only 15th in subjective well-being. He calls for regular monitoring of a national index of well-being.

Diener reports that, without exception, the happiest people all have supportive family and friends. In addition, the pursuit of important values and goals fosters long-term happiness. Enjoying the activities it takes to reach a goal is more important than attaining the goal itself. Diener notes that the pursuit of happiness may itself be long-term happiness. Clearly, happiness is a journey not a destination.

**SLIDE 15: Emotions and Facial Expression (Video)**

**Length:** 3:46 minutes

**Source:** “In the Heat of the Moment” Brain Story (BBC Gallery)

**Description**
Our facial expressions, claims psychologist Paul Ekman, communicate our internal states. They enable others to see what we are feeling. Different expressions communicate different emotions.

Thirty years ago, Ekman traveled to New Guinea to study facial expressions of emotion. He went to live in the last stone-age culture on earth. The people he studied had had virtually no contact with the outside
Ekman wanted to know whether the facial expressions shown by people in the industrialized world differ from those of people in New Guinea. Do emotional expressions change as societies develop or are they fixed and universal?

Ekman showed photographs of people to the natives and asked them to point to the face that was displaying a particular emotion. He also asked them to be actors and to make facial expressions displaying different emotional states. He discovered that the facial expressions of the tribe in New Guinea were the same as those he had found elsewhere. He concluded that these common expressions reflected a simple set of core universal human emotions.

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**Presentation 13.2: Stress and Health**

**SLIDE 4: Stress (Video)**

**Length:** 06:04 minutes

**Description**

It is almost impossible to live without the presence of some stress in our lives. In fact, it is possible that a little stress may be what keeps us motivated and able to perform under pressure. Whether it is good stress or not, too much stress can be harmful to one’s health, relationships, and enjoyment of life. This program explores the definitions, origins, and effects of stress.

A stressor is something in one’s environment that provokes stress and can be a minor annoyance to a cataclysmic event. Our responses to stressors vary depending on our perception of the seriousness of the event and whether we have, or believe we have, the resources to meet the challenge. That is the idea of appraisal theory—our emotional and physical responses to an event are based on our appraisal of that event. Appraisals are broken up into two categories: primary and secondary appraisals. Primary appraisals inquire about motivations, whereas secondary appraisals deal with evaluating our resources.

When we experience stress, our bodies trigger the fight-or-flight response, which is an automatic, inborn response that prepares the body to react to the perceived threat. When the fight-or-flight response is
activated, chemicals like adrenaline, noradrenalin, and cortisol enter the bloodstream. The release of these chemicals causes the body and brain to undergo a series of changes. One such response, as Joseph LeDoux points out, is that we become more attentive and alert. But, over time the overload of cortisol becomes too much and that is when we begin to see health deteriorate.

SLIDE 8: Selye’s Stress Response Studies (Video)

Length: 2:58 minutes
Source: Used with permission of the Canadian Broadcasting Corporation Television Archives.

Description
This clip provides excellent background to Dr. Hans Selye's classic work on stress. You can also use the clip to highlight the nature of stress, including both its positive and negative effects. Hans Selye has worked as director of experimental medicine and surgery at the University of Montreal since 1945. The university is a world center for the study of stress.

Selye explains his long involvement in research on stress. He observes that in addition to the symptoms that are unique to each illness, there is a syndrome or set of disease signs common to all illnesses, for example, feeling ill, tired, and without an appetite. Even as a medical student, Selye observed this syndrome of “just being sick.” Ten years later, he published his first manuscript on stress entitled “A Syndrome Produced by Diverse Nocuous Agents.”

Stress plays a role in every disease, argues Selye, because disease places increased demands on the body. In some diseases, stress proves to be the decisive factor. When asked about his own personal stress, Selve describes it as the “salt of life.” You need stress, he observes, to make life worthwhile. Stress plays a positive role in life.

People vary in their need for, or their tolerance of, stress. For example, Selye notes he has a fairly intense need for work. In fact, he could not exist without it. At the same time, he does not fight for things he cannot win.

SLIDE 10: Stress and the Immune System: Caretakers at Risk (Video)

Length: 3:31 minutes

Description
Does stress undermine our physical as well as our psychological well-being? This video examines the impact of stress on our immune system and our body’s ability to heal.

Madge is an elderly woman who is suffering from Alzheimer’s disease. Franklin, her husband of 51 years, provides constant care. In contrast to other challenges he has faced, he knows this one will only get worse. The hardest part, Franklin claims, is the contrast that he sees between what his wife is now and what she had been when healthy.

Researchers Jan and Ron Glaser conducted a detailed study examining the effects of stress on health. Research participants were people under continuous levels of high stress, such as those who care for family members with Alzheimer’s. Such caregivers often describe their experience as a “living bereavement.” They see pieces of the one they love disappear over time.
The Glasers found that psychological stress had lowered Franklin’s immune response. This finding is consistent with other studies of animals and humans, which have found that stress impacts aspects of the immune response. The unanswered question is whether these changes are large enough to have an effect on one’s physical health.

The Glasers sought to determine whether the impact of stress on immune functioning would affect the body’s ability to heal itself. Small identical wounds were made on the arms of all of the volunteers. Results indicated that it took longer for the wounds of those experiencing high stress to heal. The study provides evidence that stress inhibits our immune system’s response to the point of undermining our health.

**SLIDE 14: Companionship and Support: Pets Fill the Void (Video)**

**Length:** 4:49 minutes  
**Source:** “Garden of Eden”, 48 Hours (CBS News)

**Description**
Discussion of the ways that social support promotes health can readily be extended to a consideration of the benefits of animal companionship.

Seven years ago, Dr. Bill Thomas began converting a nursing facility in upstate New York into an “Eden” for the elderly. He imported thousands of plants and hundreds of animals in an effort to create a more livable, stimulating environment for the residents. Birds, cats, dogs, and even rabbits now provide companionship to those who are no longer capable of living independently. In addition, Thomas invites children to visit the residents regularly.

The Eden alternative seeks to care for the human spirit as well as the human body. It substitutes genuine human caring, claims Thomas, for drugs. In fact, the nursing home’s annual budget for drugs has decreased $75,000. In providing residents with strong social support and instilling in them a new reason for living, the new program has produced dramatically lower infection and mortality rates. When the narrator asks one resident what would happen if the plants and animals were removed, she immediately responds that she would lose her reason for living.

The new environment also seems to bring out the best in staff by reducing their level of on-the-job stress. Nurses as well as residents have formed close bonds with the animals. Thomas has now brought the Eden alternative to over 300 nursing homes. “People belong,” he concludes, “in a human habitat surrounded by affection.”

**SLIDE 20: Stress Management: The Relaxation Response (Video)**

**Length:** 7:13 minutes  
**Source:** © Scientific American Frontiers. Used by permission of Chedd Angier Productions.

**Description**
In the opening scenes of this program, Herbert Benson of Boston’s Mind/Body Medical Institute teaches Alan Alda the “relaxation response.” He instructs Alda to close his eyes, and then beginning with his feet, tells him to relax all the muscles of his body. He is to focus on his breathing while silently repeating to himself the mantra, “calm.” Other thoughts will occur, suggests Benson, but each time he should come
back to “calm.” This attempt to elicit relaxation reflects a simple form of meditation and Alda responds well. Physiological measures confirm a significant reduction of muscle tension. Benson suggests that to the extent stress causes or worsens any disorder, the relaxation response is therapeutic.

Indeed John Goddard benefits greatly from relaxation therapy. Once a victim of panic attacks, depression, and high blood pressure, he is now mentally stable and off his blood pressure medication. He states that his daily meditation is responsible: “It’s given me my life back.”

In 1981, Benson led expeditions to northern India to study Tibetan monks who practice Tummo yoga as part of their spiritual practice. Vintage film footage dramatically demonstrates how the monks are able, through meditation, to dry (within three to five minutes) ice-cold, wet sheets that have been wrapped around their bodies. Benson reports that they are able to raise the temperature of their extremities by 15 degrees. At the same time they do not increase their heart rate.

Benson reports that the relaxation response counteracts stress hormones and thus raises body temperature. Normally the flight-or-fight stress response occurs automatically and is beyond our conscious control. Meditation brings that stress response under control, and, as Alda concludes, “you don’t have to be a Tibetan monk to do it.”

TOPIC 14: PERSONALITY

Presentation 14.1: Psychoanalytic and Humanistic Perspectives

SLIDE 9: Freud Demonstration (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this demonstration, students role-play the three aspects of personality, according to Freud’s theory: the id, ego, and superego. Working in groups of three, students role-play either the id, ego, or superego in a simulated daily real-life decision. The ego comes up with a situation about which he or she needs to make a decision every single day; the id and superego play the parts of lawyers, arguing the cases from their perspectives; the ego makes the final, realistic judgment.

For additional information about any activity screen, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

SLIDE 10: Psychodynamic Theories of Personality (Video)

Length: 8:48 minutes

Description
What elements make up an individual’s personality? Many theorists have sought answers to this question, but one of the earliest and most prominent sets of theories on the origins of personality descended from the work of Sigmund Freud. The psychodynamic approach to psychology emphasizes the importance of unconscious mental forces as the underlying motivation for behavior. Freud himself believed that there was much more to personality than what meets the eye. This program summarizes Sigmund Freud’s theories about the development of personality and introduces students to various Freudian terms and concepts.

According to Freud, three levels of consciousness—the conscious, preconscious, and unconscious—exist in every human mind. He believed that the unconscious is the source of our motivations, whether they are desire for food or sex, neurotic compulsions, or motives for skill acquisition. We are often driven to deny or resist becoming conscious of these experiences, which then may become available to us only in a disguised form. The iceberg analogy is used to illustrate how the bulk of mental matter is submerged in the depths of our unconscious, while only a small portion, the conscious matter, is exposed. The narrator then describes what Freud referred to as id, ego, and superego: the three components of personality that ideally work together but often come into conflict with one another. When conflict arises, we create defense mechanisms as a way to help us cope and maintain a sense of order in our minds.

Another important yet controversial concept Freud proposed was his theory of the psychosexual stages of development. He believed that biologically fundamental sexual desires surfaced in childhood and that these sexual desires present themselves in conscious behavior. During the third stage, the phallic stage, boys were thought to experience the Oedipus complex: the son-father competition for possession of the mother. Similarly, the Electra complex was thought to be the girls’ experience of affection for their fathers.

Despite the fact that his theories are often criticized today, Freud’s work helped influence much of modern research on personality and on the application of talk therapy.

SLIDE 13: Repression: Reality or Myth (Video)

Length: 12:49 minutes

Description
This case study can be used in a classroom discussion about the psychoanalytic perspective of personality and the controversy surrounding Freud’s proposed defense mechanism of repression. Alternatively, you may choose to present the program with the material on memory—specifically in your discussion of the research on reports of repressed and recovered memories of childhood sexual abuse.

Anna had always enjoyed pleasant memories of her childhood. But when she developed eating disorders, her deteriorating health led her to therapy.

The psychiatrist asked Anna about her relationships with her parents including whether she felt safe with her father. She answered affirmatively. Anna was admitted to an acute psychiatric ward where other patients were in the process of recovering memories of sexual abuse. Anna’s disturbing dream about a male patient attempting to climb into her bed lead her therapist to encourage her to keep dream diaries.

Anna believes that the therapist saw her dream as evidence that she had been sexually abused as a child. He gave her The Courage to Heal, a book intended to help readers recover memories of sexual abuse. Anna became convinced that her current problems were the result of past abuse. She first accused her
step-grandfather, and then her father, of abuse. Although at times Anna had doubts about the accuracy of her recall, her therapeutic team assured her that it was accurate. But they did not seek any corroborating evidence.

Anna now claims that her therapist failed to provide adequate treatment for her eating disorders. In fact, she suggests that the therapy led to her abuse of drugs and made her suicidal. A working team of psychiatrists was appointed to address the controversy. Their inquiry led them to conclude that there is no evidence to support recovered memory theory. Specific guidelines now instruct therapists not to use memory recovery techniques intended to reveal evidence of past sexual abuse about which the patient has no memory. In addition, psychiatrists should alert patients to doubts about recovered memories. The psychiatrist who led the team inquiry goes even further and outright rejects repression and the notion of recovered memory. Clearly, not all agree with his assessment.

Anna is now convinced she was never abused and members of her family are trying to rebuild their lives.

**Presentation 14.2: Further Perspectives and Personality Assessment**

**SLIDE 11: Behavioral Genetics (Video)**

**Length:** 7:17 minutes

**Description**
Decades of research in the area of behavior genetics suggest that both genes and environment play an important role in determining individual differences in human behavior. Information stored in our DNA influences not only our hair color or height, but also our intelligence, temperament, and predisposition to psychological disorders. But, what do we get from our environment? This program explores the delicate relationship between nature and nurture, and ethical implications of genetic testing and manipulation.

Twin studies that compare identical and fraternal twins are valuable tools used by behavioral geneticists because of the genetic and environmental similarities that exist between them. The narrator cites a study conducted by University of Minnesota researcher Thomas Bouchard on identical twins raised apart in different environments. Despite the environmental differences, the twins proved to be more alike than not in terms of personality traits, intelligence, and interests. Similarly, results from adoption studies indicate the power of genes over environment.

Scientists have been able to use statistical analyses to estimate the heritability of particular traits. Therefore, the study of heritability reveals how much variation among individuals is due to genetics, the environment, and the interaction of the two. In recent years, technology has allowed scientists to study genetics on a molecular level and pinpoint precisely which genes are responsible for predisposing us to certain outcomes such as bipolar disorder, schizophrenia, and substance abuse. Michael Lyons, however, raises this important question: If given the opportunity to reduce risk and select favorable traits in your offspring, would you?

**SLIDE 14: Trait Theories of Personality (Video)**

**Length:** 7:56 minutes
Given that we now know more than ever before about the origins of human behavior and cognition and how they relate to environment, why is it still so difficult to solidify a theory of personality? As Daniel Cervone states in this program, the reason is that each individual is different and a good theory must take into account these individual differences and apply them universally.

In studying individual differences in behavior, psychologists like Gordon Allport recognized certain consistencies that were believed to be biologically driven. These consistencies, or characteristic patterns of behavior, thoughts, and feelings, account for the traits an individual possesses. The combination and interaction of various traits is what makes up personality. In the 1930’s, one of Allport’s students compiled a list of thousands of stable characteristics, which helped to develop a theory that reformatted these traits in a more simplistic style.

British psychologist Hans Eysenck suggested that personality was based on just two dimensions: extroversion and neuroticism. Each individual trait, he believed, could be charted somewhere along each of these dimensions. Eysenck’s model, which was criticized for focusing on too few traits, was soon replaced by a slightly more complex theory called the Big Five model of personality.

The Big Five model is comprised of five personality dimensions: conscientiousness, agreeableness, neuroticism, openness to experience, and extroversion, which form the acronym “CANOE.” As with Eysenck’s model, these factors are dimensions, not types, so people fall somewhere on a continuum. Studies have shown the factors proposed by the Big Five model to be consistent cross-culturally.

So where do these traits come from? In the final part of the program, Cervone explains that the Big Five model makes the presumption that traits are rooted in our biology. Twin studies have been especially useful in showing how much our genes influence who we are. The study of personality requires taking into account the whole picture—our biology, our environment, and how the two interact.

The impact of biology on personality is clearly evident in this case study. The example of degenerative brain disease also revisits the mind-brain relationship and illustrates the general principle that everything psychological is simultaneously biological.

Over the past eight years, Dick’s personality has changed dramatically. His wife reports that Dick is less aware of the impact his behavior has on others, shows less empathy, and becomes agitated when things fail to go his way. She also notes that she and her husband can no longer watch a film together on television because he cannot follow the plot.

Dick has been diagnosed with a degenerative brain disease that is slowly destroying the front of his brain. Although he is aware of the impact his behavior has on others, shows less empathy, and becomes agitated when things fail to go his way. She also notes that she and her husband can no longer watch a film together on television because he cannot follow the plot.

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The frontal lobes underlie our individual differences. They are responsible for our temperament, our
social interaction, and our personal style. Dick’s wife relates how brain damage is changing his personality and behavior. At the same time, she reports, he does not seem to care that his behavior is often socially unacceptable.

Surprisingly, Dick’s frontal lobe damage has released abilities that he did not know he possessed. His disease has been accompanied by an overwhelming urge to paint. He expresses both surprise and pleasure in this new interest. Sadly, as his brain continues to deteriorate, this new skill will also fade.

The brain may consist of a number of interactive modules, with some modules suppressing or inhibiting the functions of others. Thus, destruction of an inhibitory module may improve the function of another.
TOPIC 15: PSYCHOLOGICAL DISORDERS

Presentation 15.1: Introduction to Disorders

SLIDE 9: Creative People and Disorders (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

In this activity, students are presented with some of the creative people who have suffered from psychological disorders. Screen 6 of the activity presents a video with John Nash, a mathematician and Nobel Laureate, who has suffered from schizophrenia and whose life is the subject of the Oscar-winning movie from 2001, A Beautiful Mind.

For additional information about any activity screen, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

Presentation 15.2: Anxiety and Mood Disorders

SLIDE 8: Phobias and Anxiety Disorders (Video)

Length: 4:22 minutes
Source: Video material is provided by BBC Motion Gallery and CBS News Archives and produced by Princeton Academic Resources.

Description
This video gives a brief overview of phobias, generalized anxiety disorder, and panic attacks. Phobias are the most prevalent type of psychological disorders and involve an irrational fear of objects (animals) or situations (heights). This fear must occur every time the person is around the object. Generalized anxiety disorder is a high level of anxiety and worry that is constant during the day and is typically about normal life circumstances. Panic disorder is characterized by panic attacks that include shortness of breath, racing thoughts, increased heart rate, and profuse sweating. After the attack the individual believes that something horrible is happening like a heart attack. Common symptoms shared by anxiety disorders and possible causes of these disorders are briefly discussed.

In addition to outlining the most common anxiety disorders, this video also explains that everyone experiences some of these symptoms in some situations. Although many people experience anxiety, diagnosis with an anxiety disorder requires irrational levels of fear that lead to impairment or distress. Therefore, this video can also lead into discussions of defining psychological disorders and the DSM 5.

SLIDE 12: Obsessive-Compulsive Disorder: A Young Mother’s Struggle (Video)

Length: 6:07 minutes
Source: “Who’s Normal Anyway?” Obsessions (BBC Motion Gallery)

Description
This case study is a useful way to introduce students to obsessive-compulsive disorder. Stephanie’s obsessions center on her young son Jake. Fearing that someone may kidnap him, she keeps him under constant observation even when she is traveling in the car with him. At home behind locked doors, the fear persists. She goes through an elaborate ritual to protect Jake.

Although Stephanie knows her thoughts are irrational, she can’t control them. Her desperate efforts to keep her son safe make life difficult. A stroller ride down the sidewalk illustrates Stephanie’s obsession. She stares at Jake continuously. Passersby pose a special threat. If they don’t kidnap him, they may still contaminate him. Stephanie also carefully navigates Jake’s stroller around any potentially contaminating objects on the sidewalk such as cigarettes.

Before her son was born, Stephanie was diagnosed as having OCD (obsessive-compulsive disorder). Now, her fear of contaminating Jake leads to compulsive rituals that help her to manage her anxiety. She needs to scour her hands before touching him. She demonstrates the torturous, complex procedure that she goes through in laboriously washing each finger. After touching the garbage can, she feels compelled to repeat the process.

Stephanie’s husband describes how his wife’s obsessions have become uncontrollable since the birth of their son. Stephanie is highly motivated and eager to begin treatment because she knows that her disorder is harming her son.

SLIDE 15: Posttraumatic Stress Disorder: A Vietnam Combat Veteran (Video)

Length: 3:55 minutes
Source: “In the Heat of the Moment”, Brain Story (BBC Gallery)

Description
This case study provides a helpful introduction to anxiety disorders and, more specifically, to posttraumatic stress disorder (PTSD).

In a flashback to the Vietnam War, Dennis describes the horror of a firefight. With dead and wounded comrades all around and your own life threatened, you have a profound sense of fear and helplessness. Dennis claims the war “took his soul” along with any goodness and happiness he once possessed. Psychiatrist J. Douglas Bremner suggests that Dennis exhibits the important symptoms of PTSD, including intrusive memories over which he has little control, nightmares of the war, jumpy anxiety, and hypervigilance. Nearly one-fifth of Vietnam combat veterans returned from the war traumatized.

Dennis explains that currently he feels trapped by his past trauma and is at times suicidal. He carries the hopelessness of the war into his present life. Busy streets continue to elicit the fear of ambush. His disorder interferes with his ability to do his work and to maintain close interpersonal relationships. Cars backfiring or even the smell of diesel, bring Dennis back to Vietnam.

SLIDE 19: Suicide: Case of the “3-Star” Chef (Video)

Length: 4:53 minutes
Description
Your discussion of psychological disorders will surely include consideration of depression and its causes. This video examines the extraordinary case of chef Bernard Loiseau who became deeply depressed and finally committed suicide. His wife traces his remarkable success as a chef who fulfilled his lifelong dream of receiving a 3-star rating (the highest rating given in France) for his very popular and highly successful restaurant La Côte d'Or. She recalls their champagne celebration 12 years earlier. It was the same week she gave birth to their second child—an event Bernard regarded as a distraction at the time.

Thousands mourned Bernard’s death and could not fathom how someone who seemed to love life so much could choose to end it. Bernard left behind three young children and a multi-million dollar empire that included the pride of his life—his hotel and 3-star restaurant. Beautifully-manicured lawns and spectacular rooms marked La Côte d'Or, one of only 25 restaurants in France that have earned the 3-star rating. People came from great distances to experience the meal of a lifetime.

Although Bernard was a merchant of happiness, he himself suffered demons. What he feared most was the possibility of losing his 3-star rating. One evening, a few days before his death, he returned home and told his wife that the press wanted to kill him. A French restaurant guide—one which was not as influential as Michelin, the guide that has issued the all-important 3 stars—had lowered its rating of La Côte d'Or. A newspaper article predicted that Michelin would also be taking away a star. The story was not true. In its new guide, Michelin continued the 3-star rating. Bernard was aware of that fact, but took his life anyway.

Bernard’s maître d' for twenty years recalls his employer’s final weeks as very difficult. He was depressed, extremely tired, and convinced he was failing. In spite of reassurances, Bernard felt he was not living up to his own standards of professional achievement and thus took his life.

Presentation 15.4: Schizophrenia

SLIDE 7: Schizophrenia: New Definitions, New Therapies (Video)

Length: 8:10 minutes

Description
Schizophrenia is a complex mental disorder characterized by a disruption in the balance of emotions and thinking. During schizophrenic episodes, sufferers lose touch with reality and experience distorted beliefs, perceptions, and thought processes. Despite advances in our understanding of its causes and treatments, schizophrenia is still commonly misunderstood. This program answers some of the questions about what schizophrenia is, what causes it, and what abnormalities exist in the brains of individuals who suffer from schizophrenia.

Tyrone Cannon makes an important distinction between a disease and a syndrome. Schizophrenia, he says, is considered a syndrome because it involves a set of symptoms that appear differently in different people and tend to fluctuate over time. Furthermore, symptoms caused by a syndrome do not have an established cause.

Schizophrenia sufferers often experience a combination of positive symptoms (hallucinations, delusions, and racing thoughts) and negative symptoms (disorganized thoughts, reduced motivation, and lack of emotion). “Positive” refers to the presence of inappropriate behaviors, whereas “negative” refers to the
absence of appropriate behaviors.

In people with schizophrenia, delusional beliefs can be thought of as rational explanations for unusual experiences. Auditory hallucinations, which are the most common, can range from mildly irritating to extremely debilitating, especially when the voices deliver derogatory or disturbing messages.

Studies have indicated a relationship between schizophrenia and brain abnormalities. Cannon explains that subtle reductions in gray matter and decreases in the integrity of white matter are thought to contribute to disconnectedness among different parts of the brain. When aspects of cognition get isolated, the result is scattered thinking and the inability to coordinate the cognitive processes needed to complete the simplest of tasks. It is also believed that exposure to certain viruses in utero may cause schizophrenia. In the final scene, Cannon points out the importance of reducing the stigmatization of schizophrenia so that more sufferers will seek treatment.

**TOPIC 16: THERAPY**

**Presentation 16.1: Introduction to Therapy**

**SLIDE 4: Some Models of Therapy (Flash-based ActivePsych Tutorial)**

**Length:** 5-10 minutes, depending on the amount of discussion that ensues

**Description**
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

This activity offers an overview of the following therapies: psychodynamic, humanistic, behavior, cognitive, and biomedical. Note that these therapies may overlap or be used in combination (e.g., cognitive and behavior techniques are often combined; drug therapy can be used with any of the other therapies; patients can be treated one-on-one or in group sessions. Videos, photos, and animations will help students better understand how a particular therapy or combination of therapies can help treat certain kinds of psychological disorders.

For additional information about any activity screen, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

**SLIDE 9: Early Treatment of Mental Disorders (Video)**

**Length:** 5:02 minutes
**Source:** National Library of Medicine

**Description**
During the first half of the twentieth century, mental hospitals used a variety of medical procedures to treat severe mental disorders. These therapies were often crude, ineffective, and sometimes unintentionally cruel.
In hydrotherapy, patients were sprayed with water in order to stimulate them. Another therapy, the wetpack, involved wrapping patients in wet sheets. In the continuous bath, water was kept at 98 degrees to sedate patients. Hot boxes and hot lamps were also used in the effort to help patients to relax.

Insulin therapy was a predecessor of electroconvulsive therapy (ECT). Used primarily in the treatment of schizophrenia, it was less effective as well as more dangerous than ECT. Insulin injections caused the patient's blood sugar to drop; as a result, the patient slipped into a coma and, most importantly, experienced a convulsive reaction. The insulin also produced wet shock marked by excessive sweating and drooling. Dry shock, yet another reaction to insulin therapy, involved a full-brain seizure. Therapists administered glucose to bring patients out of the coma. Also prior to the use of ECT, another therapy utilized injections of metirasol to produce a grand mal type seizure.

Finally, the lobotomy was among the most notorious of the early procedures used to treat mental disorders. Surgeons severed the connections between the cortex of the frontal lobes and the lower centers of the brain.

Presentation 16.2: Psychological Therapies

SLIDE 13: Overcoming Fear

Length: 2:26 minutes
Source: “Phobias” (CBS News)

Description
Classroom discussion of classical conditioning principles might well include their application to the treatment of psychological disorders. For example, counterconditioning uses classical conditioning techniques to pair new responses with old stimuli that have triggered maladaptive behaviors. In this segment, Bill, a participant in group therapy, has an intense fear of elevators. The therapist suggests that, with the support of the other group participants, Bill ride an elevator the next morning. He agrees.

Bill has not been on an elevator in years, and the next morning he reports having had a sleepless night. Greeted by the therapist and his fellow clients, he prepares to board the elevator. He is given a “survival pack” that includes lemonade to drink if he feels his throat closing. Bill notes that he has his prayers memorized. Entering the elevator he reports that he believes he will get stuck and die in the elevator. The others promise their support.

On the elevator, Bill sings to himself in an obvious effort to distract himself on a ride that takes mere seconds. Surviving the trip he exits both shaking and smiling. The next week, reports the therapist, Bill will take many more elevator rides. Exposure therapy, a form of counterconditioning, treats anxieties by exposing people to the things they fear and avoid.

Presentation 16.3: Biomedical Therapies

SLIDE 15: Electroconvulsive Therapy (ECT) (Video)

Length: 05:18 minutes
Description
This clip discusses the use of electroconvulsive therapy for severely depressed patients. ECT is used on patients who do not respond to conventional methods of treatment. At the beginning of electroconvulsive therapy the patient is put to sleep and then given a dose of muscle relaxant. An electric shock is then administered for .5 to 4 seconds. ECT produces a seizure that needs to last 25 to 120 seconds to be effective. Patients typically receive 6 to 10 treatments over the course of 2 to 3 weeks. Following ECT treatments patients may show confusion or loss of memory for recent events. These deficits, however, are temporary and long term memory loss is rare. Mary, a depressed woman, is used as an example of a person helped by electroconvulsive therapy. ECT was used to quickly and effectively reverse Mary’s severe depression and constant thoughts of suicide.

TOPIC 17: SOCIAL PSYCHOLOGY

Presentation 17.1: Social Cognition

SLIDE 8: The Actor-Observer Difference in Attribution (Flash-based ActivePsych Tutorial)

Length: 5-10 minutes, depending on the amount of discussion that ensues

Description
Click on the ActivePsych icon on the slide to launch the activity. (It will load in a browser window; therefore, an internet connection is required to play ActivePsych activities.) We recommend that you try the activity yourself before showing it during your lecture.

This activity explores the *actor-observer difference in attribution*: the tendency to explain our own behavior in terms of the situation and our tendency to explain another’s behavior in terms of the person’s disposition or personal qualities. Students will respond to two questionnaires: (1) perceptions of the self; (2) perceptions of another (a former teacher). Students will anonymously indicate their responses on handouts. You will collect the handouts and record the results.

For additional information about any activity screen, click on the illuminated gray tab; use the last “Consider This…” activity screens to promote class discussion.

SLIDE 8: The Actor-Observer Difference in Attribution: Observe a Riot in Action (Video)

Length: 0:54
Source: Footage From the March 20, 2003 Antiwar Protest, San Francisco—Lisa Rein

Description
This segment is a handheld video of a street riot. Police officers are attempting to control the crowd and have weapons at the ready. One policeman hits an approaching woman with his club and moves away. Some crowd members are yelling “peace” or holding up peace signs. We should attempt to take the point of view of the different observers of this scene, in order to illustrate the actor-observer bias.

SLIDE 16: The Stanford Prison Experiment: The Power of the Situation

(Video) Length: 14:06 minutes
Source: “The Stanford Prison Experiment” (BBC Motion Gallery)

Important Note: This footage contains graphic images and languages. We recommend you screen this video before showing it in class to determine whether or not it will be appropriate for your students.

Description
Research in social psychology highlights the power of situations to shape behavior. Zimbardo’s famous study of prison life introduces students to this important principle.

In his study, psychologist Philip Zimbardo sought to determine whether external situations or inner traits are more powerful determinants of human behavior. Research participants, paid $15 per day for the anticipated two-week study, are randomly assigned to play the roles of prisoners or guards. Psychological testing indicated none of the participants suffered from a psychological disorder. Stripped, deloused, and blindfolded, the prisoners are ushered into their barren cells. To foster a sense of power, the guards are dressed in military uniforms and silver-reflecting sunglasses.

The first day passes uneventfully as prisoners and guards are not yet into their roles. However, on the second day, the prisoners curse the guards and openly rebel. Responding to this challenge to their authority, the guards use sheer power to enforce compliance to prison rules. They become arbitrary, even inventive in their use of punishment. They awaken the prisoners in the middle of the night and force them to clean toilets with their bare hands. Overcome by the harsh treatment, Prisoner 8612 asks to be released. Zimbardo, who serves as prison warden, initially denies the request. However, when the prisoner becomes increasingly disturbed, Zimbardo releases him.

Throughout the program, former guards and prisoners reflect on their experience. One guard notes how little support the prisoners offered one another. When Prisoner 819 expresses his desire to leave, his fellow inmates derogate him. By the time replacement Prisoner 416 joins the group at midweek, the guards and prisoners have fallen into their respective roles of dominance and submission. Although the guards vary in their treatment of the prisoners, the “good” guards do little to restrain the cruelty of their harsh partners. When Prisoner 416 goes on a hunger strike, both guards and fellow prisoners deride him. Power corrupts, notes one of the former guards, and oppressed people have great difficulty standing up for themselves.

By the end of the fifth day, four prisoners have psychologically broken down and been released. Psychologist Christina Maslach’s visit to the prison on the sixth day leads Zimbardo to end his study prematurely. Maslach observes the shackled prisoners being lead to the toilet with bags over their heads. She recognizes that they are truly suffering. Prisoners feel shame, and guards experience guilt. The clip ends with Zimbardo’s thoughtful reflections on the need for ethical treatment of human research participants. He also notes how his study demonstrates the power of evil situations to overwhelm the intentions of good people.

Presentation 17.2: Social Influence

SLIDE 8: Replicating the Milgram Study (Video)

Length: 8:40 minutes

Description
This study replicates the original 1961 Milgram study that showed the potential power of authority. Twelve participants, who believe they are participating in a learning study, are asked to administer increasing levels of electricity to a learner in the next room each time the learner makes a mistake. In addition to describing the experimental procedure and the purpose of the study, the clip also covers classic interactions between the teacher, learner, and researcher. The clip highlights the participants’ initial reactions when they learn the study will involve electrical shocks and their growing level of discomfort as the study progresses. As in the original study, the learner shows increasing levels of pain, mentions heart problems, screams, and stops responding. The learners express their concerns to the researcher who tells them the experiment must continue. In this study, 9 out of the 12 participants went to the maximum 450 volts. This clip is especially valuable, because it includes short interviews with participants who did and did not stop the experiment. Many of the subjects who continued say that it was stressful, but they continued because they thought the researcher knew the learner would be okay. One man who stopped the study relates it to the Nazis in Germany.

SLIDE 17: The Wisdom of Groups (Video)

Length: 07:30 minutes

Description
This video provides a good introduction to the question of how groups affect our behavior. It can stimulate classroom discussion on the possible limits or benefits of social influence. Interacting with others can have both bad and good effects.

Do groups make wise judgments? James Surowiecki, author of *The Wisdom of Crowds*, suggests that under the right circumstances a group of people can be smarter than the smartest single group member. By successfully tapping the knowledge of a large group, we can improve our decisions. We can even improve our predictions about the future. At the turn of the last century, Francis Galton averaged fair-goers estimates of the weight of an ox and found the average was just one pound less than the actual weight.

Taking a similar problem to Times Square, Surowiecki and the narrator ask passersby to judge the number of jellybeans in a large jar. Surowiecki argues that the crowd will be much smarter than the average person.

At the horse races, playing the odds usually pays off. The odds on the horses are set purely by the crowd. Every single person who bets affects the outcome. Similarly, in buying stocks, people are offering their best judgment on what a stock is worth. It is very hard for even the smartest money managers to do better than the stock market as a whole. This explains why index funds with holdings from an entire sector of the market beat managed funds where the experts select stocks. But crowds can go wrong, admits Surowiecki, when diversity breaks down or when people pay too much attention to what those immediately around them are doing.

The Internet site NewsFutures enables anyone to bet on the likelihood of almost any specific future event. The crowd’s predictions prove accurate. Corporations use the Internet site for information on how to market their goods because it taps directly into the collective intelligence of the audience. Similarly, the crowd’s judgment of the success of future movies and even of likely Oscar winners is typically better than that of the experts.
The actual number of jellybeans in the jar was 1369. The crowd’s average guess was 1247. No single guess was closer.

Presentation 17.3: Social Relations

SLIDE 8: Hidden Prejudice: The Implicit Association Test (Video)

Length: 6:25 minutes

Description
In the Harvard lab of Mahzarin Banaji, Alan Alda takes a test designed to measure his attitudes toward women in the workplace. Having always thought of himself as a feminist, Alda anticipates the outcome of his own performance. Banaji’s test is the Implicit Association Test which measures the strength of associations we have often unconsciously formed between such things as men and career versus women and career. Actually, as the program explains, the key to assessment is the time it takes to make the association. Results of Alda’s test suggest that he harbors a slight bias against the association of women and career. Surprisingly, Mahzarin admits that the test shows that she has an even stronger bias against work and career.

Next Brian Nosek, one of the creators of the test, assesses his own associations between Europeans and African Americans with the characteristics of “good” and “bad.” In spite of his conscious and expressed tolerance of all ethnic groups, he shows a hidden bias against African Americans.

While admitting his hidden bias, Nosek suggests that it need not control his actions. He also notes that when he thinks about positive African American exemplars such as Michael Jordan and Colin Powell, his performance on the test improves. Banaji also suggests that exposure to positive models is one way in which we can effectively combat implicit prejudice. In short, our environment can successfully intervene in combating bias whether it is overt or hidden and automatic.

SLIDE 15: Interpersonal Attraction: Clothes Make the Man (Video)

Length: 04:33 minutes

Description
This video segment explores how physical appearance affects our evaluations of other people. Peter is a divorced, 37-year-old political science lecturer. He describes himself as short, skinny, and not very good looking.

Observers are asked to assess Peter as he stands behind a store window on a busy city street. He is dressed casually in jeans and a t-shirt. Females think that Peter holds a low-status job with a low income and they overestimate his age. Most observers perceive him as unattractive. Past research indicates that women are attracted to men who can provide resources. When asked, however, women tell investigators that money is not one of their priorities. In fact, women in this clip specifically state that they are not attracted to men who are status-driven or money-oriented.

The next day, researchers give Peter a more affluent look. He wears a suit coat, white shirt, and sunglasses. This time, female observers’ judgments are quite different. One observer even sees him as
“sexy.” He is thought to have higher-status employment accompanied by a higher income. Most importantly, Peter is perceived as significantly more attractive. Obviously, physical appearance, which includes clothing, impacts our social judgments.

**SLIDE 23: Whom Do We Help? (Video)**

**Length:** 03:45 minutes

**Description**
In addition to addressing the questions of why and when we help, the literature on altruism seeks to identify the characteristics of those whom we are most likely to help.

In the opening scene, a female actress pretends to be in serious distress as she collapses on a busy city street. Passersby quickly come to her aid. The researcher suggests that we may be more likely to help females (in contrast to males) because we feel there is more we can do for them or because of empathy. In addition, the actress appeared to be a middle-class person and we may be less likely to come to negative conclusions about why a middle-class person (in contrast to someone from a lower class) is in need of help. One passerby discloses how her own past need for help has made her more responsive to others in distress.

In the next scene, a male holding a bottle of beer collapses on the same city street. Although passersby notice him, they choose not to intervene on his behalf. Observers may assume he is homeless, drunk, and less deserving of help. Thus, they are reluctant to intervene on his behalf. After seven minutes, someone finally comes to the victim’s aid. The young male who helps explains that he thought something might be severely wrong with the man and, with no one else intervening, he decided to do something.
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