

Preface

There is nothing more fascinating than the study of the mind and behaviour. But we didn't recognize this when we entered university. In fact, the study of psychology wasn't even on our radar screens. Some of us had planned careers in the "hard" sciences (MP, MA) and others were focused on the "softer" side (RS). One of us (JM) was pretty sure he would pursue psychology, although philosophy was an attractive alternative. Then something unexpected occurred. Each of us took an introductory psychology course, and suddenly our life paths changed. Because of instructors who brought psychology to life, we were hooked, and that initial enthusiasm has never left us.


Now, through this textbook, we have the pleasure and privilege of sharing our enthusiasm with today's instructors and a new generation of students. We've endeavoured to create a thoughtfully integrated book and multimedia package that strikes just the right balance between student friendliness and scientific integrity—a teaching tool that introduces students to psychology as a science, while highlighting its relevance to their lives and society. We want students to experience, as we did, the intellectual excitement of studying the mind and behaviour. We also seek to help students sharpen their critical thinking skills, dispelling some commonly held myths. We have used clear prose, careful explanations, engaging examples, and supporting artwork to make the book and multimedia accessible to a wide range of students. All of this is done within a conceptual framework that emphasizes relations between biological, psychological, and environmental levels of analysis.

We are particularly excited about the unique way in which our third Canadian edition text is integrated with its supplements. This integration results in a learning package that "uses science to teach science." Specifically, we are impressed with research (e.g., Moreland et al., 1997; Pauk & Fiore, 2000) showing that recall of textual material is significantly enhanced by specific focus questions and learning objectives that serve as retrieval cues and help students identify important information and assess their mastery of the material. In addition, the opening vignettes are presented as Problem-Based Learning (PBL) case studies. PBL generates a deeper understanding of material and provides the student with critical problem-solving skills (see Aspy et al., 1993; Vernon & Blake, 1993). It is for precisely this reason that PBL is used in the curriculum of so many medical schools. Over the years, our students have profited from these pedagogical tools; consequently, we have retained these popular features from the second Canadian edition.

One of the fastest-evolving areas in psychology is neuroscience, particularly in the use of neuroimaging. By some estimates, published studies involving some aspect of neuroimaging have increased by 3000 percent over the past decade! We are now able to examine the neural substrates for most topics in psychology including attitude change, fabricated memory, and psychological disorders, in addition to the more traditional topics of brain function and sensory processing. In an effort to embrace this fast-moving area of research, we have included a neuroscience feature in each chapter. Here we will examine how neuroimaging has provided a much more detailed understanding of how the mind and brain work.

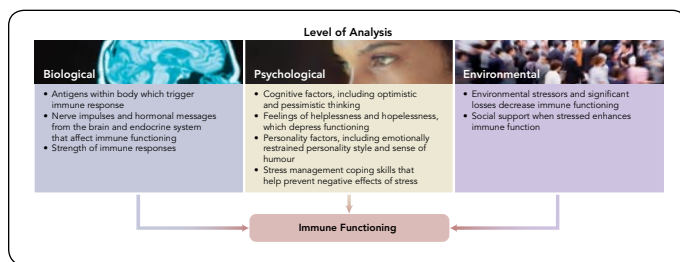
Let's take a look at the features of our third edition.

OVERVIEW OF FEATURES

- **Problem-Based Learning:** Chapter-opening vignettes, identified by the compass icon, are Problem-Based Learning tools that introduce real-world cases closely related to the topics presented in each chapter. The compass icons in the margins throughout the chapters identify points at which an element of the corresponding text relates directly back to the case introduced in the opening vignette. These vignettes are revisited in the Instructor's Manual. 
- **Focus on Scientific Psychology:** Throughout the book, psychology is portrayed as a contemporary science without becoming excessively formal or terminological. *Psychology: Frontiers and Applications*, Third Canadian Edition, focuses both on principles derived from research and on how good research is done.
- **Focus on Relations between Basic Science and Applications:** Whether in the context of students' personal lives or larger societal issues, many questions studied from a basic science perspective are inspired by real-world questions and issues, and basic research findings often guide solutions to social and individual problems. In this way, students can be guided by their knowledge in other aspects of their lives.
- **Integrated Coverage of Cultural and Gender Issues:** Cultural and gender issues are at the forefront of contemporary psychology, and rather than isolating this material within dedicated chapters, we integrate it

throughout the text. Our Levels of Analysis approach conceptualizes culture as an environmental factor and also as a psychological factor that reflects the internalization of cultural influences.

- **Levels of Analysis:** A unifying framework students will remember: To help students become more sophisticated in their everyday understanding of behaviour, we present a simple framework that emphasizes how to study behaviour at biological, psychological, and environmental levels, and how these explanations are related to one another. While we carry this Levels of Analysis framework throughout the book in textual discussion, we apply it selectively without being overly repetitious for students or confining for instructors.



- **Reader's Guide:** To help familiarize students with the pedagogical features incorporated in *Psychology: Frontiers and Applications*, Chapter 1 contains a number of call-outs written by the authors to draw attention to specific features in the text and illustrate why they have been incorporated. These notes will help guide students in their understanding of the features to come throughout the text, and ultimately help their learning of the material.

The compass icon appears next to the opening story. Throughout the chapter, the icon will mark sections of text that may be relevant to this story.

In the past 30 years, there has been a noticeable change in our planet's weather. Many scientists have argued that global warming—the increase in temperature resulting from an excess of carbon dioxide and other greenhouse gases in the atmosphere—is the most serious issue facing humanity today. Consider the following:

- In the last 30 years, the number of Category 4 and 5 hurricanes (winds of over 210 km/h) has doubled. Hurricane Katrina (Category 5), which struck the Gulf Coast in August of 2005, was responsible for 1,336 deaths and damage estimated at \$75 billion U.S. In the aftermath of the storm, reaction to the devastation reflected a huge range of human behaviours; there were reports of mercy killings, racial discrimination, heroic acts, and people reaching out to help others. And Canada is not immune to the increase in hurricanes: Hurricane Juan, a Category 2 storm and one of the most powerful hurricanes to ever hit Canada, made landfall in Nova Scotia on Sept. 28, 2003.
- The mountain pine beetle has spread into northern regions of Canada, where it is destroying millions of acres of forest. The beetle population has been controlled in the past by cold winters. But for the last decade, winter temperatures have not been cold enough to kill the beetle.

- **NEW! Focus on Neuroscience Box:** The Focus on Neuroscience feature in each chapter highlights how rapidly developing cutting-edge technology is paving the way for groundbreaking imaging studies that give new insights into the workings of the human brain and its relationship to behaviour.

FOCUS ON NEUROSCIENCE
The Neuroscience of the World Around You

You are sitting at your desk and in front of you there is a bottle of water and a pen. You easily recognize each of these items and have no difficulty picking up the water bottle to have a drink, replacing it, and then picking up the pen to make notes. To do these simple tasks your brain is making a series of complex calculations so that you can recognize what is in front of you and use visual information to guide the shape and movement of your hand. When you reach for your water bottle or pen, you need to reach a specific distance; otherwise you will knock them away or grasp only air. The shape and orientation of your hand also changes. When you reach for the water bottle your hand is shaped so that your thumb will fall along one side of the bottle and your fingers along the other side, with your hand open only slightly larger than the width of the bottle. When you reach for the pen your thumb and fingers are close together and your hand is turned at an angle. We perform such actions many times every day, recog-

- **Research Frontiers Box:** This in-depth feature highlights both current and future directions in psychological theory and research, illustrating the dynamic nature of psychological science and ways in which it can promote human development.

RESEARCH FRONTIERS
Can Classical Conditioning Make Us Sick—and Healthy Again?

The environment affects our health in many ways. We catch the flu, sneeze from pollen, and become ill from eating tainted food. Our bodily systems also can "learn" to respond in ways that positively or negatively affect our physical health.

▶ **Improving the Well-Being of Cancer Patients**
Chemotherapy and radiation therapy save countless lives in the fight against cancer, but their toxic effects often induce nausea and vomiting after treatment sessions. About 20 to 50 percent of patients also develop **anticipatory nausea and vomiting (ANV)**: They become nauseous and may vomit anywhere from minutes to hours before therapy (Morrow et al., 1998; Tyc et al., 1997). ANV is a classically conditioned response (Tyc et al., 1997). Initially neutral stimuli, such as the sight of hypodermic needles or the treatment room, are associated with the "sickness" produced by the treatment (the UCS), and become CSs that trigger nausea and vomiting (CRs). Claire, a 21-year-old undergoing chemotherapy for leukemia, experienced a progression of ANV symptoms. First, stimuli immediately associated with her treatment—such as the poke of the needle—triggered nausea and gagging. Later on, just entering

—Continued

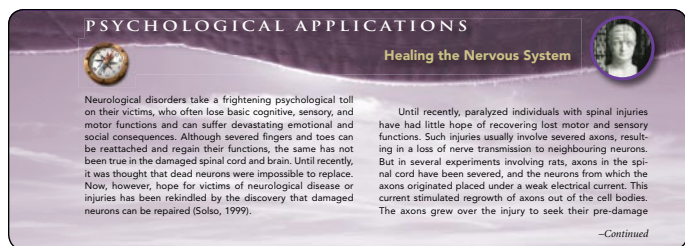
- **Research Foundations Box:** Each Research Foundations box describes and critically evaluates a high-interest study. Presented in a simplified journal format (background, method, results, critical analysis), these studies represent a diversity of research methods to engage students in the process of critical thinking.

RESEARCH FOUNDATIONS
Drinking and Driving: Decision Making in Altered States

▶ **Background**
Most people have very negative attitudes about drunk driving and say they would not do it. They realize that the cons (e.g., risk of accident, injury, death, and police arrest) far outweigh the pros (e.g., avoiding cab fare, not leaving one's car behind). Why then do so many people decide to drive after they become intoxicated? Tara MacDonald and her colleagues at the University of Waterloo examined how alcohol myopia affects decisions about drinking and driving. The authors reasoned that when intoxicated people decide whether to drive, they may focus on the pros or the cons, but do not have the capacity to focus on both. If some aspect of the situation that favours driving (a "facilitating cue") is made salient and captures the intoxicated person's attention (e.g., "It will only be for a short distance"), she or he will latch on to it and fail to consider the cons. But in general situations that do not contain facilitating cues, intoxi-

- **Psychological Applications Box:** In each chapter, this feature brings a key concept into the realm of real-life application. Many of these boxes throughout the book focus on important skills that can enhance students' learning and performance. For example, in Chapter 1, this feature comprises a discussion of good study

habits and other ways that students can enhance their learning.



- Directed Questions:** Each chapter includes directed questions in the margin of the text adjacent to important material. When author Ron Smith took introductory psychology in university, he wrote questions in the margin of the text to help him study for exams. It was of such benefit to him that we have continued this practice to help all students, both in first reading the chapter, and in later revisiting the material. These directed questions enhance student concept mastery, serve as retrieval clues during review, and act as a performance feedback measure for students. They are available on the test bank to give instructors the option of including them on exams.



18. How does negative reinforcement differ from positive reinforcement and from punishment?

- Canadian Content:** Times have changed and work that once was considered classic is now being performed in labs all across North America. Thus, we have included a large number of studies by both Canadian and U.S. authors. The text has been written to be relevant in a Canadian context, using examples our students can relate to, statistics that reflect the Canadian and North American scene, and stories and vignettes that occur in Canadian locations. By so doing, psychology is brought to life for students.
- Gaining Direction:** At the end of each chapter, the opening vignette is revisited with the new “Gaining Direction” box that suggests some answers to the questions posed at the beginning of the chapter. In the spirit of Problem-Based Learning, these answers are not definitive, but merely suggest a set of issues to be explored and some sources of information. With this feature, students will be able to apply the newly learned material to these real-world situations, thus enhancing their understanding of the topics in the text and the use of psychology in real life.

GAINING DIRECTION

What are the issues?

The opening scenario for Chapter 1 deals with global warming. At first, this may seem like a topic more appropriate for an environmental science text. But as we consider the issue more carefully, we realize that many of the technological solutions are already available. We “simply” need to cut back on emissions. How we accomplish this is the real question. What are people’s attitudes and beliefs about the environment? Might someone believe that we should reduce our carbon footprint, but still engage in activities that warm the planet? How do we change these attitudes and beliefs? Following Hurricane Katrina in 2005, there were reports of discrimination and violence. Why should this result from a natural disaster? Shouldn’t we expect people to pull together and help one another? How do people cope with all of the stress? How will the world respond to more frequent disasters resulting in more and more loss of life?

As you integrate the opening story with the material in the chapters, try to identify the various psychological principles that could help in our understanding of these issues. The issues outlined above are some that we identified—you might come up with many others. This is not only acceptable, but exactly what you should do. Note that additional issues require additional answers to the next two sections.

What do we need to know?

How do people form attitudes?
 How do we change attitudes?

What are the causes of violence?

Are we naturally helpful or violent?
 What factors influence responses to emergencies?
 Is intergroup discrimination heightened by conflict?
 How do we cope with stress?
 How can psychological theory help us to understand events in the “real world”?

Where can you find the information to answer these questions?

Look back at the icons in this chapter. What psychological principles (or research) are presented that may help us to understand some of the issues? Consider the Research Foundations box. The classic research by Hastorf & Cantril (1954) demonstrates that our perception of events and the groups involved depends on our own group membership. We see the behaviour of others (the outgroup) as more hostile than that of our own group (the ingroup). Might this apply to other beliefs as well? For example, might we see our own group as inherently “good” and others as “bad”? If so, then things that happen to others (e.g., drought, plague) might be seen as being “deserved.” After all, “bad” people should receive negative outcomes in life. Are there theories or perspectives presented in the chapter that address some of the issues outlined above?

- In Review Feature:** To facilitate student understanding and provide for instructor flexibility on assignments, each major section concludes with an interim summary (“In Review”), breaking the content into more manageable modules or segments.

In Review

- Genetic determinism assumes that if a characteristic is genetically based then it is invariant and unalterable. This view ignores the fact that genes and the environment constantly and necessarily interact.
- Social Darwinism arose from a poor understanding of the principles of natural selection and has been used to justify the exploitation of others. Social Darwinism confuses the Darwinian idea of fitness and the time course of changing adaptations with the erroneous idea that there is some genetic superiority of individual members.
- Although genetic and evolutionary arguments have been used to justify the status quo as “right” or “moral,” such arguments ignore the fact that natural selection is neither “moral” nor “just.” The real perspective in evolutionary psychology, as in much of psychology, is for increased understanding so that appropriate changes can be made to better quality of life. An evolutionary analysis suggests environmental interventions as it attempts to explain human behaviour.

- Additional Pedagogical Features:** A textbook should inspire students and help them master the material at hand. To accomplish these goals, our book incorporates *chapter outlines*, *boldfaced key terms* in the narrative, *summaries*, and an *end of chapter list of key terms*.
- Updated coverage:** Our third Canadian edition is rich in discussions of research and new references, many from the years 2000 and beyond.

○ CONTENT CHANGES IN INDIVIDUAL CHAPTERS

Chapter 1

- The opening vignette now features a discussion of the psychological factors in people’s attitudes and reactions to environmental disasters.
- A new feature, Focus on Neuroscience, explains how the field of neuroscience is providing information for

almost every area of psychology. In this chapter, we examine the proliferation of neuroimaging over the past two decades.

- A new Research Frontiers box examines the relationship between culture and behaviour, focusing on the work of Li-Jun Ji at Queen's University.
- The Gaining Directions feature focuses students' attention on the problem of global warming and how psychology may provide some of the approaches necessary to address the problem.

Chapter 2

- A new Focus on Neuroscience box, The Neuroscience of the Human Brain, looks at imaging technology as a powerful tool for neuroscientists to study localization of function.

Chapter 3

- Neurotransmitter content has been updated.
- New Focus on Neuroscience box, The Neuroscience of the World Around You, highlights the work of Melvyn Goodale, of the University of Western Ontario, and colleagues.
- New Research Frontiers box, Gliotransmission?, highlights Canadian research (Richard Robitaille of the Université de Montréal).

Chapter 4

- Revisions and updates to the material on mapping the Genetic Code.
- Canadian statistics such as homicide rates.
- Revised explanation of the heritability coefficient.
- More on genetic counselling.
- New Focus on Neuroscience box: The Neuroscience and Genetics of Dyslexia.

Chapter 5

- The opening vignette looks at the perceptual basis for the phenomenon of gravity hills, such as Moncton's famous Magnetic Hill.
- Focus on Neuroscience addresses subliminal perception by looking at the work of Jody Culham and Mel Goodale on patients' awareness of objects following brain damage.

- Research Foundations looks at the work on critical periods in the development of feature detector cells in the cat's visual cortex.
- Gaining Directions explains gravity hills as optical illusions.

Chapter 6

- The opening vignette looks at fear of flying and how one Montreal firm is addressing this issue.
- Many minor revisions plus several major changes including a new Research Frontiers box, To Sleep, To Dream, Perchance to Learn, which highlights work by C. Smith of Trent University.
- Updated material on crystal methamphetamine and NMDA (ecstasy).
- A new Focus on Neuroscience box: The Neuroscience of Meditation.
- Gaining Directions focuses on fear of flying as an anxiety disorder. The treatment described in the vignette is a form of behaviour therapy.

Chapter 7

- A new Psychological Applications box highlighting the use of VR: Learning, Virtual Reality, and Therapy.
- A new Focus on Neuroscience box: The Neuroscience of Fear Conditioning.

Chapter 8

- In the Research Foundations feature, we examine the work of Sperling on memory traces.
- Focus on Neuroscience addresses methods to distinguish accurate from fabricated memories.
- A new table summarizing information on some hunger and satiety signals such as CCK and leptin.
- A new Research Frontiers section, Excessive Exercise: Activity Anorexia, highlights the work of Virginia Grant and colleagues at Memorial University in Newfoundland.
- A new neuroscience feature, Affective Neuroscience.

Chapter 9

- In the Focus on Neuroscience box, we examine the issue of brain size and intelligence, looking at specific brain regions.

- Research Foundations looks at the classic study by Hampson & Kimura on the influence of hormones in cognitive functioning.

Chapter 10

- A new table has been added to summarize signals that help to control hunger and eating.
- A new Research Frontiers box on excessive exercise and activity anorexia highlights work by Dr. Virginia Grant and colleagues at Memorial University, Newfoundland.
- Revised and rewritten section on motivational conflict and delay discounting.
- Focus on Neuroscience box discusses the emerging area of affective neuroscience.

Chapter 11

- A new Focus on Neuroscience box, The Neuroscience of the Teenage Brain, investigates ground-breaking imaging research that has established a link between various aspects of brain maturation and behavioural changes during adolescence.

Chapter 12

- A new opening vignette examines astrology as a predictor of personality.
- Extensive revisions to the section on the Psychodynamic Perspective.
- A new Research Frontiers: Stressed by Success highlights research by Joanne Wood and Sara A. Heimpel of the University of Waterloo, and their colleagues.
- A new Focus on Neuroscience box: The Neuroscience of the Big Five.
- A new Research Foundations section highlights the contributions of Albert Bandura, a Canadian and one of the most influential of all modern psychologists.
- Gaining Directions invites the reader to consider both what personality is and how it should be measured.

Chapter 13

- Research Foundations examines the classic work of Robert Rosenthal on being sane in insane places.
- Eating disorders are now discussed in this chapter rather than in Chapter 15.
- Focus on Neuroscience examines two competing neural theories for obsessive-compulsive disorder.

Chapter 14

- In Focus on Neuroscience, we examine the neural underpinning for the successful treatment of unipolar depression.

Chapter 15

- Expanded and extensively revised section on Post Traumatic Stress Disorder (PTSD).
- A new Focus on Neuroscience box: The Neuroscience of Social Support.
- Revisions to the Optimism and Personality Factors sections.
- Updated statistics on causes of death in Canada, health costs in Canada, and drug use in Canada.
- A new research foundations section, Research Foundations: Life Events, Illness, and the Emergence of Health Psychology.

Chapter 16

- A new opening vignette challenges students to think about the shootings at Montreal's Dawson College.
- The Focus on Neuroscience feature looks at the involvement of brain structures in stereotyping and prejudice.
- Gaining Direction helps us to focus on the Dawson College shooting by looking at the possible influence of media violence and social identity.

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M.A., J.M., & D.M.

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