

PSYCHOLOGY

THE SCIENCE OF

AN APPRECIATIVE VIEW



Sample
Chapter
Enclosed!

Laura A. King

FIND OUT

LAURA KING'S

PERSPECTIVE ON ...

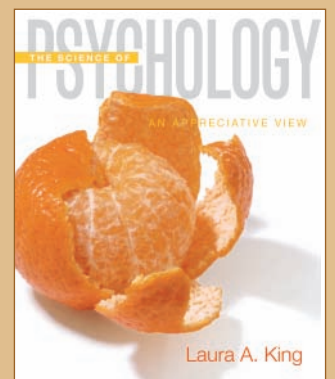
AN APPRECIATIVE VIEW—

Why do things go right?

PSYCHOLOGY *as an*
INTEGRATED WHOLE

HEALTH *and*
WELLNESS

ISBN: 0-07-353188-X



Refresh

YOUR *VIEW* OF PSYCHOLOGY

LAURA KING'S *VIEW* ON WATCHOLOGY & PSYCHOLOGY



“Imagine that you have been asked to create

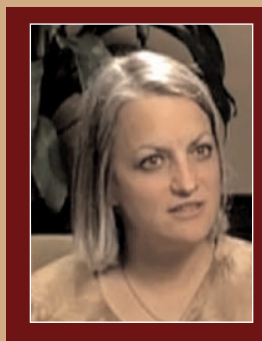
a science of “watchology.” You have two watches that both have had the unfortunate “trauma” of being left in the pocket of someone's jeans as the jeans went through the washer and dryer. One watch has suffered the worst possible fate—it no longer tells time. The other has emerged from the traumatic event still ticking. Which watch would you use to develop your new science of watchology? Clearly, the working watch will help you understand watches better than the broken one. What does watchology

have to do with psychology? Quite simply, in psychology as in watchology,

ing of human behavior and then apply that knowledge to those who

have emerged from life's experiences in dysfunction.

As an instructor and now as a textbook author, my goal is to demonstrate that the science of psychology as a broad field of human behavior and functioning is just as interesting, as a whole, as that segment of our field that is occupied with mental illness. The watch metaphor of this book, which I have used

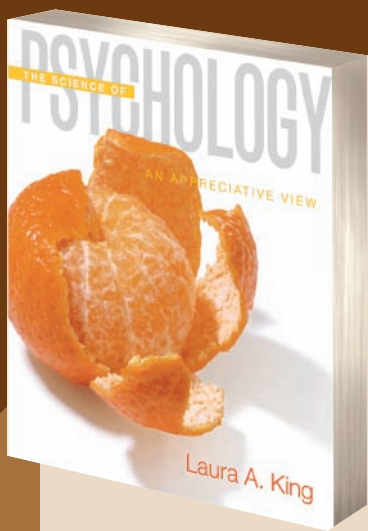


“In psychology as in watchology, it makes sense to start with what works: to gain a general understanding of human behavior and then apply that knowledge to those who have emerged from life's experiences in dysfunction.”

— LAURA KING

it makes sense to start with what works: to gain a general understand-

in lectures every year, captures this perspective.”



APPRECIATING THINGS GO

▼ LAURA KING'S *VIEWPOINT*

“As teaching psychologists, by exploring with our students the implications of psychological discoveries for people everywhere, we have an opportunity to instill in them an enduring interest in our field. Applying science to such topics does not devalue their mystery. Indeed, the more we know about these “goods” in life, the richer our understanding of them and the deeper our appreciation for human



thriving. The appreciative view that I underscore in the title of this book is just that: seeing human behavior, broadly defined, with the curious, open, and enthusiastic eyes and mind of a scientist. So, rather than focusing on ‘why things go wrong,’ *The Science of Psychology: An Appreciative View* focuses on ‘why things go right.’”
— LAURA KING

APPRECIATIVE RESPONSES

WHY RIGHT

CHAPTER 8

CHAPTER OUTLINE

- 1 The Nature of Memory
- 2 Memory Encoding
- 3 Memory Storage
- 4 Memory Retrieval
- 5 Forgetting
- 6 Study Tips from the Science of Memory
- 7 Memory and Health and Wellness



MEMORY

Experiencing Psychology

AKIRA HARAGUCHI AND HIS REMARKABLE MEMORY

On July 2, 2005, the British Broadcasting Company (BBC) reported that a Japanese mental health counselor, Akira Haraguchi, age 59, recited the digits of pi to the number's first 83,431 decimal places, from memory, shattering the previous world record (BBC News, 2005). The recitation took several hours; Haraguchi had to start over after the first 3 hours because he lost his place. Imagine memorizing such a list over 80,000 numbers long, with no apparent pattern or meaning. Surely Haraguchi's act earns a place in a book of amazing acts of memory. Mnemonists are people who have astonishing memory abilities such as Haraguchi's, and as we will see, psychologists (including positive psychologists) have learned a good deal about memory from such individuals (Takahashi & others, 2006). Consider that the field of positive psychology stresses not only the very best of human capacities but also the extraordinary aspects of human ability in everyday experience. And daily life presents countless examples that demonstrate the amazing capacity of human memory.

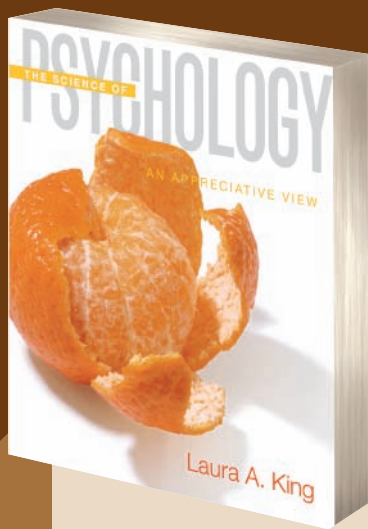
Imagine for example that you are at an upscale restaurant with six friends. The server takes your order. After reciting your rather complicated dinner preferences, you note that he is not writing anything down. Now you wait patiently through your friends' orders and cannot help but wonder, "How can he possibly remember all this?" Surely, you will get blue cheese instead of ranch salad dressing, or a side of carrots instead of green beans, or your pasta will be covered with cheese when you specifically requested no cheese. But when the meal arrives, everything is exactly right. Waiters seem to commit amazing acts of memory routinely. How do they do it? Asked to share their secrets, a few college students who moonlight in food service explained their method: "I always try to remember the person's face, and imagine him eating the food he's ordered"; "The more complicated the order is, the easier it is to remember"; "If it's something really off the wall, you'll never forget it"; "Repetition is the key!" As we will see, these techniques are surprisingly well supported by research on memory.

Memories matter to us in a larger way as well. Recent controversies over the accuracy of memoirs demonstrate that memories have a special place, beyond that of fiction. Memories are a piece of "what really happened," and as such they have an unusual value to us. Even Oprah Winfrey was moved to apologize to her viewers for recommending James Frey's "nonfiction" book, *A Million Little Pieces*, when it was revealed that many of the experiences described were not, in fact, facts. ■

"At last, someone has caught up with the 21st century and sees the importance of talking about how people develop healthy psyches!"

*—DEBRA AHOLA,
Schenectady County
Community College*

FROM TEXTBOOK REVIEWERS ►



APPRECIATING INTEGRATED

“I like the focus on presenting an integrated view showing how areas overlap and are connected as students do often see [psychology as being] made up of discrete sections.”

*—ANRE VENTER,
University of Notre
Dame*

INTERSECTION

Memory and Sensation: Why Does Smell Share a Special Relationship with Memory?

You smell a turkey roasting in the oven, and suddenly you are once again 6 years old and eagerly anticipating your family's Thanksgiving dinner. Or the smell of your *abuela's* (grandmother's) tamales reminds you of so many Christmases past. Perhaps less pleasantly, you smell the cologne of a former romantic partner, and your last argument with your “ex” is vividly present to you. Of all of the senses, smell seems to bear the strongest relationship to memory, and a smell can trigger rich emotional memories. Indeed, Marcel Proust described this link so powerfully in his novel *Swann's Way* that the term the *Proust effect* was coined for the ability of smell to transport us into vivid memory.

A smell can trigger rich emotional memories.

Why does smell share such a special relationship with memory? At least part of the answer is anatomical. Recall from Chapter 5 that nerves in the nose send information about smells to the primary olfactory cortex in the brain. That cortex links directly to the amygdala and hippocampus. Thus smells have a superhighway to the brain structures involved in emotion (the amygdala) and memory consolidation (the hippocampus) (Galan & others, 2006; Herz, Schlanker, & Beland, 2004). Rachel Herz (2004) found that autobiographical memories that were cued by odors (a campfire, fresh-cut grass, popcorn) were more emotional and more evocative than such memories cued by pictures or sounds. Indeed, smells can be powerful tools for memory. Herz and Gerald Cupchik (1995; Herz, 1998) found that individuals performed better on a surprise memory test if the same odor cue was present in the room during learning and recall. One implication of that study is that it might be a good idea to wear the same cologne to an exam that you typically wear to class.

But showing that smells indeed influence memory, and that the brain seems to have evolved to give smell a privileged place relative to other sensory input, does not help us understand why the special status of smell is adaptive. Why would it be adaptive to give smell a special link with emotion and memory? Many other animals detect important information about their environments from smell; that is why, for instance, dogs' noses are so close to the ground (and so sensitive). Animals use smells to navigate through the world—to detect what is good (the smell of a food) and what is bad (the scent of a predator). In humans, emotions play a similar role, in that they tell us how we are doing in the world in terms of what matters to us. Perhaps for humans, the special link between smells and emotions allows us quickly to learn associations between particular smells and stimuli that are good (morning coffee) or bad (spoiled milk) for us. As the examples above suggest, smells may have a special power in the positive emotional experience of nostalgia. The right smells alone can transport us powerfully to the good old days.

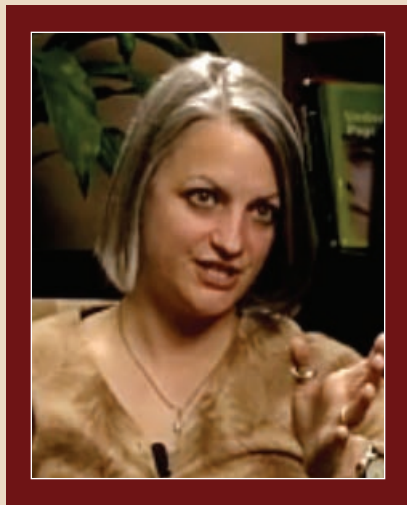


▲ *APPRECIATIVE* RESPONSES FROM

PSYCHOLOGY AS AN “WHOLE”

▼ LAURA KING'S *VIEWPOINT*

“I have illustrated many areas where many specialized subfields overlap and where research findings in one subfield support important studies and exciting discoveries in another. By integrating topics, research approaches, and the findings of various subfields across chapters, the text sharpens readers’ sense of the



whole that is the powerful field of psychology. Both the chapter narrative and a feature called “Intersection” illuminate these connections. The “Intersection” sidebars in particular showcase research that stands at the crossroads of two areas or that show the influence of one area of psychology on another.” — LAURA KING

TEXTBOOK REVIEWERS

APPRECIATING VISUAL POWER OF

▼ LAURA KING'S *VIEWPOINT*

“Of all material in the intro psychology course, students struggle the most with

biology. Many are surprised that they have to know some basics of human biology—the brain, the nervous system, the senses—in order to understand psychology. To help students meet this

challenge head on, I am proud to introduce *Touring the Brain and Nervous System* and *Touring the Senses*: two



transparency overlay inserts located in Chapter 3: *Biology* and Chapter 5:

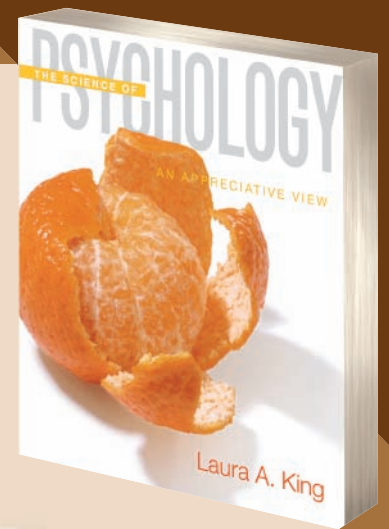
Sensation and Perception.

These inserts offer a more active and visually enhanced presentation of key biological art that students need to know in order to understand

psychology. Each piece of art is accompanied by learning objectives and assessment questions.” — LAURA KING

LOOK AHEAD FOR A COMPLETE LIST OF
STUDENT AND INSTRUCTOR SUPPLEMENTS ►

THE BIOLOGICAL ART



APPRECIATING PSYCHOLOGY'S ROLE IN HEALTH & WELLNESS

“The Science of Psychology: An Appreciative View illustrates the relevance of psychology to students by focusing on the implications of the material covered for their own health and



wellness. Many of the different sub-fields of psychology have examined the importance of psychosocial variables to physical health and psychological well-being. Thus I often use the topics of health and wellness throughout the text to answer the question, *“Why does this matter to me and my psychological well-being and health?”* – LAURA KING

7 Memory and Health and Wellness

Discuss the multiple functions of memory in human life.

We began this chapter by recognizing that memory is essential to many aspects of human life, from waiting on tables to performing academic tasks. Acts of memory—remembering to take your vitamins and medication, or to stick to a diet—are also important for your good health. But memory is more than an internalized “to do” list, as we now consider.

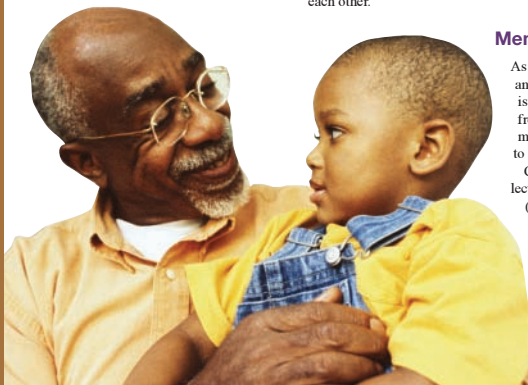
The Vital Role of Autobiographical Memory

Memory serves multiple functions. Autobiographical memory, for example, may be one of the most important aspects of human life (Cabeza & St. Jacques, in press). For instance, one of the many functions that autobiographical memory serves is to allow us to learn from our experiences (Pillemer, 1998). In autobiographical memory, we store the lessons we have learned from life. These memories become a resource to which we can turn when faced with life's difficulties.

Autobiographical memory also allows us to understand ourselves and provides us with a source of identity (Alea & Bluck, 2003; Singer, 2004). In his studies of self-defining autobiographical memories, Jefferson Singer and his colleagues maintain that these internalized stories of personal experience serve as signs of the meaning we have created out of our life experience and give our lives coherence (Conway, Singer, & Tagini, 2004; Singer, 2004; Singer & Blagov, 2004). Autobiographical memories are one domain in which the notion that each human being is truly unique—“like a snowflake,” as your kindergarten teacher may have noted—is supported. No matter how similar two people are, the storehouse of life experience that is represented in autobiographical memory is genuinely each person's own.

A final function of autobiographical memory is its role in social bonding. The social function of autobiographical memory may be its most vital (Alea & Bluck 2003; Bruce, 1989; Nelson, 1993). Our memories are valuable not just as indicators of lessons learned or identity, but also as a way to share a part of ourselves with others. Sharing personal experience is a way to foster intimacy, create bonds, and deepen existing ones. When we know a person's most cherished autobiographical memory, we know that she is no longer just an acquaintance but clearly a friend. To the extent that social bonds are necessary for survival, it makes sense that human beings can remember and share those memories with each other.

Our memories are an intimate way to share a part of ourselves with others, as a grandfather does with his grandchild.



Memory and Aging

As a process that is rooted in the brain, memory is also an indicator of brain functioning. Preserving memory is of vital importance as we age. A strong message from research on aging and memory is that, as for many things in life, the phrase “Use or lose it!” applies to memory.

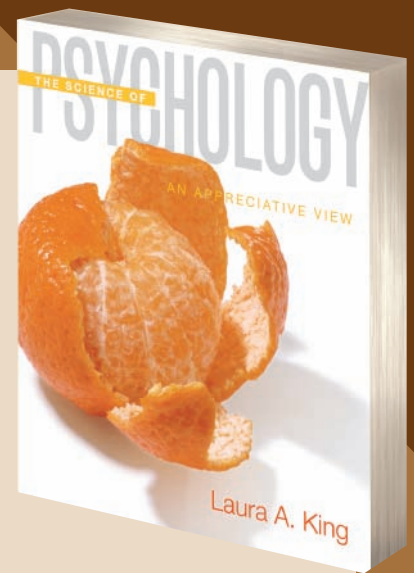
Consider the case of Richard Wetherill, a retired lecturer and an uncommonly good chess player (Melton, 2005). Wetherill was so skilled that he was able to think eight moves ahead in a chess match. At some point, he noticed that he was having trouble playing chess—he was able to think only five moves ahead. He was sure that something was seriously wrong with himself, despite his wife's assurances that she noticed no changes. A battery of cognitive tests revealed no abnormalities, and a brain scan was similarly

“The Memory and Health and Wellness [section] ties together the importance of memory to our identification as an individual ... Students often have difficulty relating to how memory works as we age, but this was a good, basic discussion. “

—DIAN CIESKO,
Valencia Community College

APPRECIATING PSYCHOLOGY WORK

“Chapter 13, *Industrial and Organizational Psychology*, examines the role of psychology in the workplace, the environment where most of us spend (or will spend) the majority of our waking hours each week. The inclusion of this chapter is essential for communicating the relevance of the workplace milieu to life’s “goods” (including a sense of mean-



ing, life satisfaction, financial security, and friendships) and for introducing students to the full range of topics psychologists study.” – LAURA KING

APPRECIATING A CONTEMPORARY PERSPECTIVE

“Psychology is a vigorous young science, and knowledge changes quickly. In the main text of each chapter, I have interwoven the most current research with classic findings to give students a sense of this vitality.” – LAURA KING

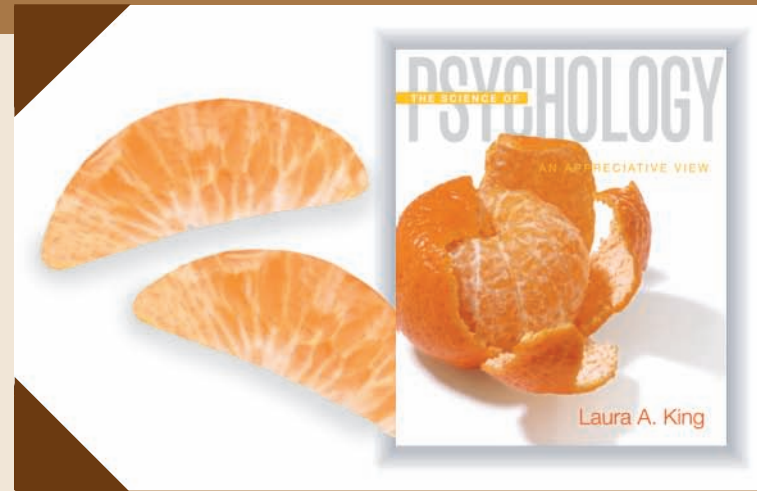
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ELIZABETH YOST HAMMER, Loyola University
JULIE WARGO AIKINS, University of Connecticut
DIANA CIESKO, Valencia Community College

“(The Science of Psychology) promotes good options for personal application and for in class discussions. The updated research work is well done, and I see this as important as I know students want current ideas.”

*—DR. BETTY JANE FRATZKE,
Indiana Wesleyan University*

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The introductions, particularly to chapter 2 were not simply the usual attempts to capture the student’s attention. They were usable examples which could be applied as tools to unfold the concepts as they are presented.

*—DR. JOYCE BATEMAN JONES,
Central Texas College*

APPRECIATING THE OUTSTANDING

KING



COLLABORATORS

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KIMBERLEY DUFF, Cerritos College
KENNETH C. ELLIOTT, University of-Maine at Augusta
JOYCE BATEMAN JONES, Central Texas College

*I really like the idea of focusing on health
and wellness as a theme.*

—ANGELINA MACKEWN,
University of Tennessee at Martin

CHAPTERS 3, 9 & 10 (Summer 2006)

JOSH BURKE, College of William & Mary
MOLLY WERNLI, College of Saint Mary
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LAURA OVERSTREET, Tarrant County College

*“In comparison to my current text, it covers
topics in greater detail, has more engaging
“voice”, has more current thinking and
research, is more integrative, has better
examples, has greater relevance to students.”*

—CRAIG BOWDEN,
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IMPORTANCE OF FEEDBACK

TURN THE PAGE FOR
MORE FEEDBACK ...

SYMPOSIUM ATTENDEES

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CHERYL ALMEIDA, Johnson & Wales University
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CHRIS K. RANDALL, Kennesaw University
FRED WHITFORD, University of Montana

“Why should we care?’ In (her) effort to integrate information on health and wellness throughout the chapters, (King) attempts to answer this question for the students.”

—MOLLY A. WERNLI,
College of Saint Mary

JOAN DOOLITTLE, Anne Arundel Community College
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NICOLE JUDICE CAMPBELL, University of Oklahoma
LAYTON CURL, Metropolitan State College of Denver
ERIN HARDIN, Texas Tech University

“The (King) text takes the approach that all instructors try to convey to their students: that psychology is a scientific discipline and that psychologists from many different backgrounds come together to understand a question about behavior and cognitions. This text is unique in that it emphasizes empirical examples throughout all of the chapters.”

—KIMBERLY DUFF,
Cerritos College



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NICOLE JUDITH-CAMPBELL, University of Oklahoma

“(The Science of Psychology) is very current, it captures and keeps your attention, is written very well, doesn’t contain particular bias, will be easy to teach from, and will be something that students won’t complain about having to read. I would definitely consider adopting it.”

—CRAIG BOWDEN,
University of Wisconsin, Green Bay

CHRIS RANDALL, Kennesaw University
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KING



COLLABORATORS

[CONTINUED]

“The major strengths include: integrating research methods into the chapters (this is rare for introductory psychology texts to do; usually chapters are written in a mutually exclusive fashion), interdisciplinary approach (intersections) that show students how researchers team up together with their various areas of expertise to answer a question, and the readability of the text.”

—KIMBERLY DUFF,
Cerritos College

EXPERT REVIEWERS

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CHRIS ROBERTS, University of Missouri
BRUCE BARTHOLOW, University of Missouri
AMANDA ROSE, University of Missouri
TIM TRULL, University of Missouri
JAMIE ARNDT, University of Missouri

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WILLIAM E. THOMAS; LTC, Sabine Valley Campus
ANGIE MACKEWN, University of Tennessee at Martin
CHRISTINE SELBY, University College of Bangor
ELIZABETH PETE, Gibbs College of New Jersey
TAMI EGGLESTON, McKendree College

MARIANNA RADER, Florida Community College at Jacksonville
MELISSA WESTON, El Centro College
PATRICK COURTNEY, Central Ohio Tech College
SHERYL LEYTHAM, Grand View College
WANDA CLARK, South Plains College

“King’s book is very easy to read. It flows well from one topic to another and is well organized.”

—DIANA CIESKO,
Valencia Community College

STUDENT DESIGN REVIEWERS

MARISSA HOLMES, San Francisco State
KRUPA KOTHARI, San Francisco State
KYLE LIMIN, San Francisco State
SAMULA JONES, City College of San Francisco
ALLISON CARROLL, San Francisco State
JESSICA FROST, San Francisco State
DIANA CASTRO, San Francisco State
TARA DEMOULIN- City College of San Francisco

“Another great thing about this text is the integration of chapters. I hate to have students think that psychology is a series of disjointed topics that are not related.”

—ANGELINA MACKEWN,
University of Tennessee at Martin

SUPPLEMENTS TEAM

EDNA ROSS, University of Louisville
CHRIS RANDALL, Kennesaw University
NINA TARNER, Sacred Heart University
MARY ANNE TAYLOR, Clemson University
NATHAN SMITH, Texas Women’s University
CHAD BURTON, University of Missouri, Columbia

“The discussion of mediation is excellent!”

—MICHELLE BANNOURA,
Hudson Valley Community College

APPRECIATING THE IMPORTANCE OF

The Science of Psychology: An Appreciative View's TOOLS FOR SUCCESS

is a highly collaborative and integrated program comprised of support for instructors teaching and students studying Introductory Psychology. The author team is made up of award-winning instructors who reflect on the issues of culture and diversity that are critical to an Introductory Psychology course. You will find the voice of Laura King reflected throughout the program, from the scaffolding approach to assessment to the way the study guide shapes students' study skills. The Tools for Success create a safety net designed to help instructors effectively teach the course and to make the text even more accessible to students.

FOR INSTRUCTORS

PrepCenter for Introductory Psychology is a comprehensive online media library that lets you search for individual media assets the way you want to search—by chapter, concept, or media type. This site features instructor materials, videos, and images to enhance your lectures and ultimately your students' learning experiences. New to PrepCenter are

McGraw-Hill's Dynamic PowerPoints, which take a concept-based, visual approach to explaining the major concepts in Introductory Psychology. These PowerPoints have been thoroughly designed and reviewed, and can be inserted into your PowerPoint presentations or used as is. To access PrepCenter, please go to prepcenter.mhhe.com/prepcenter

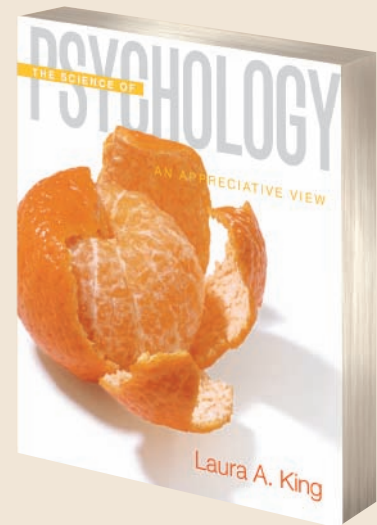
Instructors Manual by Nina Turner, Sacred Heart University, provides you with all the tools and resources you need to present and enhance your course. The Instructors Manual includes learning objectives, lecture and discussion, ideas, and handouts. The *Connections* section serves as a roadmap that will direct you to all the other ancillaries for that chapter and will point out all of the unique and interesting resources available.

Test Bank by Edna Ross, University of Louisville includes over 100 questions per chapter. The test questions are organized by chapter and are designed to test factual, applied, and conceptual understanding. The test questions build on the study skills gained through the Student Study Guide and online quizzes. The test bank will also be compatible with EZTest, McGraw-Hill's Computerized Test Bank program.

TYPE	TITLE	CONCEPT	ID
(P)	ANALYSING TO LIFE: STRESS, COPING, AND HEALTH	ADJUSTING TO LIFE	15
(P)	ANALYSING TO LIFE: STRESS, COPING, AND HEALTH	ADJUSTING TO LIFE	15
(P)	BIOLOGICAL FOUNDATIONS OF BEHAVIOR (PPPT)	BIOLOGICAL FOUNDATIONS OF BEHAV	32
(P)	BIOLOGICAL FOUNDATIONS OF BEHAVIOR (PPPT)	BIOLOGICAL FOUNDATIONS OF BEHAV	32
(P)	CONFORMITY - SET A (PPPT)	SOCIAL THINKING AND BEHAVIOR	16
(P)	CONFORMITY - SET B (PPPT)	SOCIAL THINKING AND BEHAVIOR	16
(P)	DEVELOPMENT (PPPT)	DEVELOPMENT OVER THE LIFE SPAN	11
(P)	DEVELOPMENT OVER THE LIFE SPAN (VIA)	DEVELOPMENT OVER THE LIFE SPAN	11
(P)	DEVELOPMENT OVER THE LIFE SPAN (VIA)	DEVELOPMENT OVER THE LIFE SPAN	11

TYPE	TITLE	CONCEPT	ID
(V)	BRAIN DEVELOPMENT (VIDEO)	DEVELOPMENT OVER THE LIFE SPAN	11
(V)	GROUP CONFORMITY (VIDEO)	SOCIAL THINKING AND BEHAVIOR	16
(V)	DESIGNING MESSAGES (VIA WATCHING VIDEO)	MOTIVATION AND EMOTION	16
(V)	FREUDIAN INTERPRETATION OF DREAMS (VIDEO)	PERSONALITY	12
(V)	HISTORY OF MENTAL ILLNESS PART 1 (VIDEO)	THE SCIENCE OF PSYCHOLOGY	01
(V)	HISTORY OF MENTAL ILLNESS PART 2 (VIDEO)	THE SCIENCE OF PSYCHOLOGY	01
(V)	MEMORY 1 (VIDEO)	MEMORY	01
(V)	MEMORY 2 (VIDEO)	MEMORY	01
(V)	OBEDIENCE TO AUTHORITY (VIDEO)	SOCIAL THINKING AND BEHAVIOR	16

AN INTEGRATED SUPPLEMENTS PACKAGE



FOR STUDENTS

Student Study Guide by Chad Burton, University of Missouri, Columbia takes an active learning approach with chapter-by-chapter learning goals, chapter outlines, practice tests, and “appreciative view” exercises. This study guide is designed to help students fully grasp the material in the text by shaping study skills. This Study Guide will help students learn what needs to be included in a good chapter outline by demonstrating it in the first few chapters then gradually removing material as the chapters—and students’ study skills—progress.

Student Online Learning Center by Nathan Smith, Texas Woman’s University contains chapter-by-chapter quizzes, outlines, and learning objectives. The Multiple Choice, Fill in the Blank, and True/False quizzes ask questions that build on skills learned from thorough use of the Study Guide.

STUDENT ONLINE LEARNING CENTER

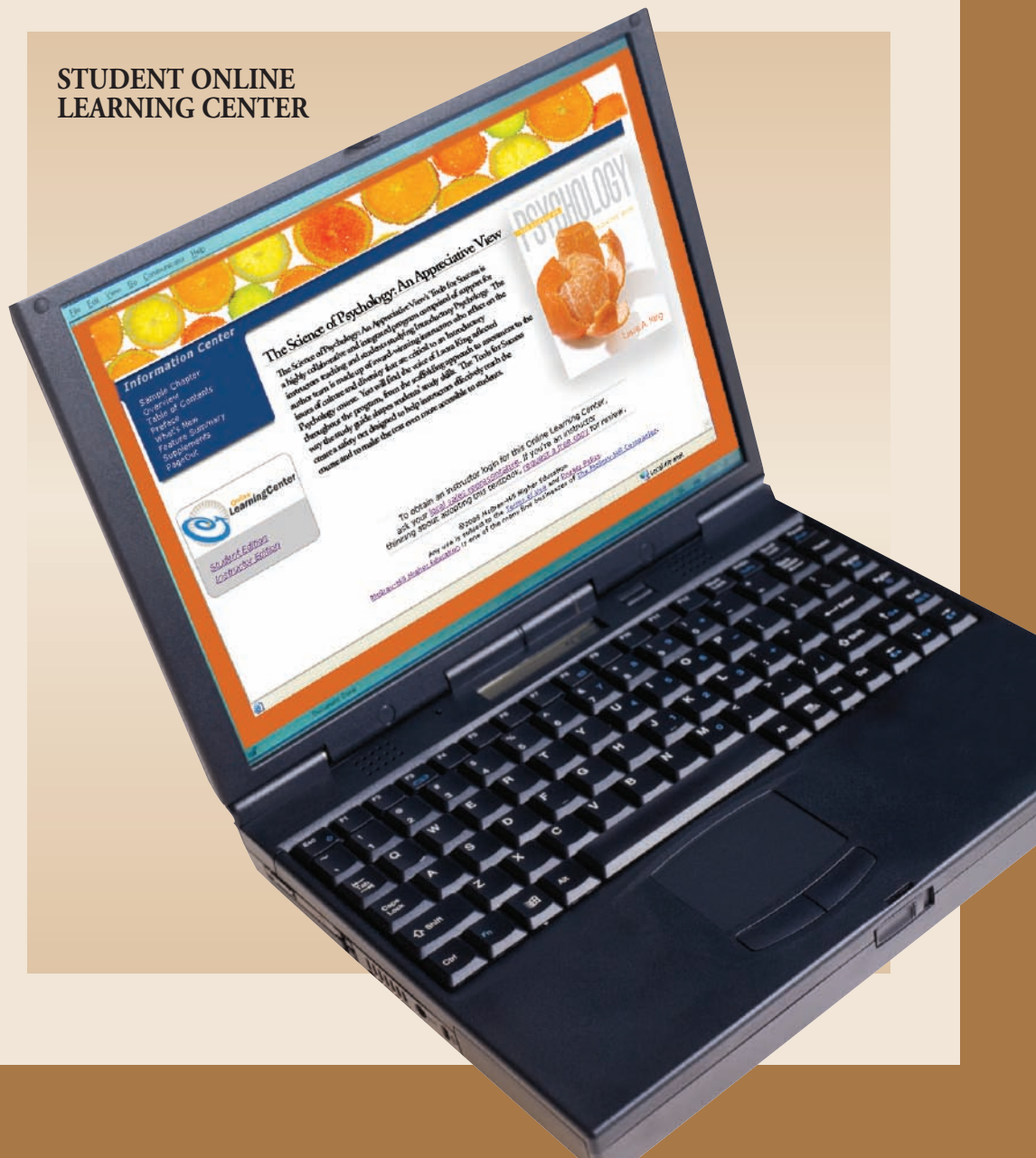
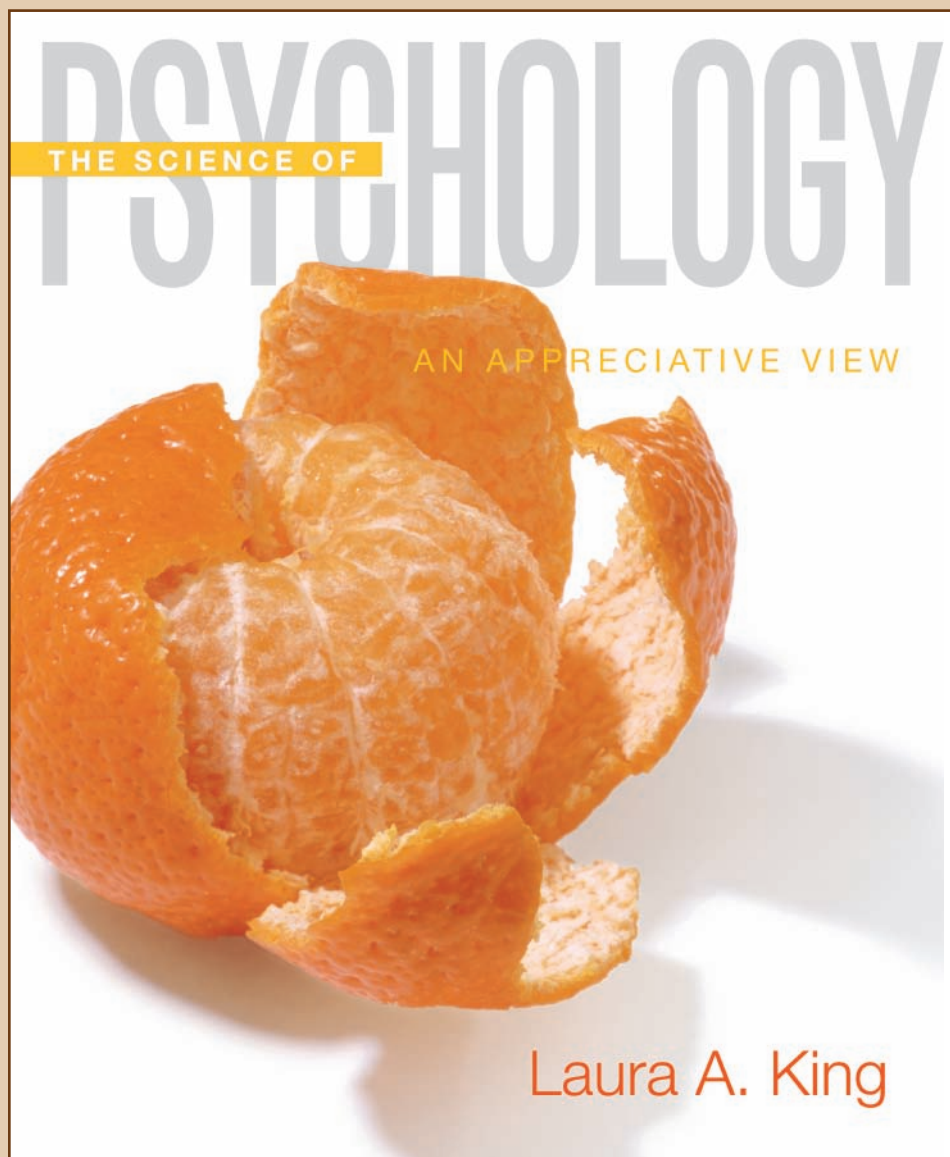


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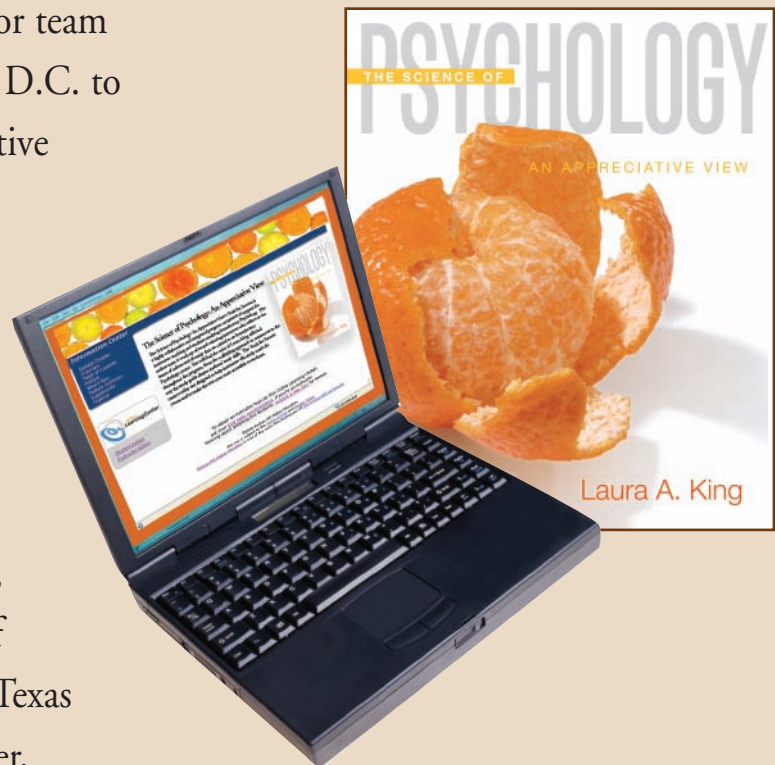


PREPUBLICATION PROOFS — MAY CONTAIN ERRORS

LAURA KING & THE SUPPLEMENTS TEAM



THE TOOLS FOR SUCCESS author team met with Laura King in Washington, D.C. to exchange ideas and devise a collaborative plan for *The Science of Psychology: An Appreciative View*. Pictured from left to right are: MaryAnne Taylor, Clemson University; Chris Randall, Kennesaw State University; Edna Ross, University of Louisville; Chad Burton, University of Missouri, Columbia; Laura King, University of Missouri, Columbia; Nathan Smith, Texas Woman's University; and Nina Turner, Sacred Heart University.



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