Chapter One ─ The Science of Mind:

The Discipline of Psychology

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I. Introduction

Exercise 1.1: What We Know and What We Want to Know

**Objective**

* Review the Learning Objectives for Chapter One, establish what the class already knows about the “The Science of Mind,” discover students’ specific interests in this area, and create a format for addressing student questions.

**Resources and Materials**

* Handout/Projection of Chapter One Learning Objectives
* A method to record students’ contributions
* Index cards/scrap paper for student use

**Activity** (Estimated In-Class Time: 25-30 minutes)

1. Ahead of time, label a board, flipchart, or other visual presentation medium with the word “KNOW.” Project or pass out the list of the Learning Objectives.
2. Have volunteers read one Learning Objective each. Echo each volunteer by posing a question to the class that emphasizes the key ideas in the given Learning Objective, as follows:

*What do you already know about …*

LO1: The subject matter that psychologists study?

LO2: The contributions of philosophy and the physical sciences (particularly the contributions of Plato and Hermann von Helmholtz), as the “roots” of modern psychology?

LO3: Early movements in psychology (including structuralism, behaviorism, psychodynamic theory, and humanism) in terms of leading figures, core principles, and contributions to modern psychology?

LO4: How the perspectives of biological psychology, cognitive psychology, and social psychology differ from one another in terms of typical research questions, research methods, and the focal causes of behavior?

LO5: How the perspectives of developmental psychology, clinical psychology, and the individual differences perspective can be integrated to address a single psychological problem or topic?

LO6: The wide range of career paths that psychologists are able to pursue with respect to professional specialties and research areas, given psychology’s role as a “hub science”?

1. Instruct students to work in pairs and discuss their knowledge and interests from prior coursework, associations, personal experiences, the news, popular culture, etc.
2. Wrap up the pairs discussion after an allotted time and ask students to share any items of particular interest with the class. Assign a volunteer to record these responses so that you can highlight relevant topics as lecture or discussion topics in future classes.
3. Replace your “KNOW” label with a “WANT TO KNOW.” Distribute some index cards/scrap paper and prompt the students to answer the following question: *What do you most want to know about the Science of Mind?* Ask students to write down a chapter topic or concept that they would like to investigate.

Exercise 1.2: Link to Life

(Estimated Out-of-Class Time: 25-30 minutes; Estimated In-Class Time: 5 minutes)

Collect the cards from Exercise 1.1, read them prior to the next class, and select the most appropriate ones for further investigation. Divide the students into groups (e.g., three to five students per group, depending upon class size). Redistribute the cards randomly, one per group. Ask each student group to work together outside of class and prepare a response to their topic by conducting Internet research. The groups should:

* Agree on specific project roles, such as researcher, writer, or presenter (explain that students will be graded based on their individual contributions, and should rotate through roles in future *Link to Life* exercises).
* Submit a one-page synopsis of their findings, the corresponding links, and why those links are reliable sources of information.
* Be prepared to share this information at a relevant five-minute *Link to Life* presentation.
  + If feasible, visit one of the suggested Web sites in class and watch a video clip, talk about the reliability of the site, or use the site as a starting point to delve deeper into the material.

**Recommendations**

* Create a class calendar with a schedule of when student groups will present their *Link to Life* research.
* To reduce the amount of class time spent on presentations, collect all synopses as an assignment, but select only a few student groups to make the most relevant presentations. Ensure that over the course of the semester, each student group has an opportunity to present information related to at least one of the chapters.
* Sometimes, Introductory Psychology classes have smaller enrichment sections (e.g., recitation sections) in which students meet with Teaching Assistants outside of the regularly scheduled course lecture time. If your students participate in such sections, student groups could present here to reduce the amount of regular class time spent on presentations.

**Reflections**

Allow a few minutes for the class to process the focus of this chapter. Pose the following question to the class and take a few responses from student volunteers:

* *From your perspective, what are some of the most interesting career paths for psychologists? What makes such career paths rewarding?*

Handout 1.1: Chapter One Learning Objectives

**Chapter One Learning Objectives**

*After reading this chapter, you should be able to:*

1. Explain the subject matter that psychologists study, addressing the meaning of *mind* and psychology’s role as a hub science.
2. Analyze the respective contributions of philosophy and the physical sciences as the “roots” of modern psychology.
3. Compare and contrast the early movements in psychology–structuralism, Gestalt psychology, functionalism, behaviorism, psychodynamic theory, and humanism–in terms of leading figures, core principles, and contribution to modern psychology.
4. Differentiate the seven major perspectives of modern mainstream psychology in terms of typical research questions, research methods, and focal causes of behavior.
5. Analyze the ways in which the seven major perspectives can be integrated to address a single psychological problem or topic.
6. Explain why psychology’s role as a “hub science” allows psychologists to pursue a wide range of career paths with respect to professional specialties and research areas.
7. What is Psychology?

Exercise 1.3: Video Connection – The Matter of the Mind

**Objective**

* LO1: Explain the subject matter that psychologists study, addressing the meaning of *mind* and psychology’s role as a hub science.

**Resources and Materials**

* One copy of Handout 1.3 for each pair of students (public domain image available at <http://www.clker.com/clipart-4346.html>)
* One of the following online videos:
* “Unraveling the Mysteries of the Mind.” (1999). Annenberg Learner. <http://www.learner.org/resources/series150.html?pop=yes&pid=1608>

(1:36 to 11:00). [Accessed 25 May 2012].

* “V.S. Ramachandran on your Mind” (March 2007). TEDTalks. <http://www.ted.com/talks/lang/en/vilayanur_ramachandran_on_your_mind.html> (23:38). [Accessed 25 May 2012].

**Activity** (Estimated In-Class Time: 25-30 minutes)

Introduce the concept of *mind* with one or both videos.

*Unraveling the Mysteries of the Mind* is a 10-minute overview of the mind (and is part of a series that you may want to share later in the course).

1. After showing this video, provide students with the following prompt to respond to in a journal or class-wide blog:*What is unique about your mental world?*
2. Next, distribute the *Tabula Rasa* handouts. Ask students to pair up and engage in a “Mindstorm.” Together, pairs should generate as many “abilities of the mind” as they can by writing them down on the “blank slate.”
3. After pairs have been working for a few minutes, ask them to join another pair and compare lists and take turns sharing abilities. If both pairs wrote down the same ability, they circle it. If a pair mentions a new ability, the other pair adds it to their own.
4. After students have “put their minds together,” ask each group to share an item on their list with the class.

*Ramachandran on Your Mind* is a 20-minute lecture by neurologist V.S. Ramachandran. He explains what brain damage can reveal about the connection between cerebral tissue and “the mind,” particularly with regard to abstraction, metaphor, and creativity.

* 1. After showing this video, have students break into small groups of six to eight students. Read the first question below and allow students to share their thoughts by taking turns in their respective groups. After students have completed their first round, pose the second question for discussion.
     + What did you find most compelling about this lecture?
     + What do these disorders of the brain teach us about the mind?

**Reflections**

* Ask for a few volunteers to share their thoughts on creativity in light of this lecture.

Handout 1.3: Tabula Rasa

******Lecture Lens: What Is Psychology?

**Objective**

* LO1: Explain the subject matter that psychologists study, addressing the meaning of *mind* and psychology’s role as a hub science.

Psychological science provides us with explanations for behavior that we otherwise might not know from direct observation alone. Psychology consists of multiple perspectives (e.g., developmental, social, and biological) that, when integrated, give us a broader context for understanding human behavior.

1. ***What Is Psychology?***

* Psychological scientists view the ***mind*** as a way of talking about the brain and its activities, including thought, emotion, and behavior.
* The word ***psychology***is a combination of two Greek words: *psyche (*or *psuche),* or the soul (“soul” in Ancient Greece was closer to our modern conception of mind), and *logos,* the study of, literally translated to the study of the mind.
* Today, ***psychology*** is defined as *the scientific study of behavior and mental processes.*
* “***Behavior***” refers to any action that we can observe.
* Studying “***mental processes***” has been highly dependent on the methods available to psychologists.
* Early efforts to study mental processes relied on the use of ***introspection***, or the personal observation of your own thoughts, feelings, and behaviors. Because it’s difficult for others to confirm one’s introspections, they are hard to validate using the scientific method.
* Brain imaging methods have dramatically improved our ability to reliably study mental processes.

1. ***Psychology as a Hub Science***

* Most occupations require some degree of understanding of people and their behavior. Psychology is integral to a wide variety of professions.
* When Kevin Boyack and his colleagues used journal articles to create a map of how different concentrations link to each other, they realized that psychology is one of the major ***hub sciences***—many of the articles showed strong connections between psychology and other disciplines, such as medical sciences, education, social sciences, etc.

Exercise 1.4: Hub Science Scavenger Hunt

**Objective**

* LO1: Explain the subject matter that psychologists study, addressing the meaning of *mind* and psychology’s role as a hub science.

**Resources and Materials**

* *Figure 1.2:* *Psychology as a Hub Science* graphic on Page 9 of the textbook
* Internet access
* Library access

**Activity** (Estimated In-Class Time: 20-40 minutes)

1. Have students form pairs and review *Figure 1.2:* *Psychology as a Hub Science* graphic on Page 9 of the textbook.
2. Ask each pair to identify another discipline (e.g., sports science, public health, pediatrics, or education) that they know or believe “intersects” with psychology.
3. Still working in pairs, have students conduct research online about the intersection of these two disciplines. Ask them to identify an article (from a peer-reviewed journal or from the popular or news media) that demonstrates a real-life example of how the two disciplines intersect.
4. Each pair should:

* Summarize the article.
* Identify the ways in which psychology informs the other discipline (or how the other discipline informs psychology).
* Identify an occupation(s) for which this article has significance.

1. Select a subset of student groups (depending upon time constraints) to take turns giving one- to two-minute presentations on their research in a subsequent class period.

**Reflections**

After students have presented, have the class consider the following questions and elicit several responses:

* *What have you learned about the link between psychology and the world around us?*
* *What did you find particularly surprising or interesting?*

Exercise 1.5: An Introspective Moment

**Objective**

* LO1: Explain the subject matter that psychologists study, addressing the meaning of *mind* and psychology’s role as a hub science.
* LO2: Analyze the respective contributions of philosophy and the physical sciences as the “roots” of modern psychology.

**Resources and Materials**

* Two sheets of paper per student

**Activity** (Estimated In-Class Time: 25-30 minutes)

1. Have each student take out two sheets of paper and divide each into two columns. They will label one page “self” and the other page “other.” At the top of the left-hand column of each sheet, students will write “Observations.” At the top of the right-hand column of each sheet, students will write “Introspections.”
2. Ask each student to partner with a fellow student sitting nearby. Without speaking, students will take notes on their “Self.” In the observation column, they will write down what they believe anyone might observe about themselves with regard to behavior, appearance, mood, etc. Then, in the introspection column (without getting too personal!), students will write down what is on their mind: concerns, distracting thoughts, joys, motivations, feelings, physical states, etc.
3. After a few minutes, signal students to begin observing their partner. *Still without speaking,* students will fill out their second sheet, labeled “other.” In the “observations” column, they will write down what they can directly observe about their partner, including behavior, appearance, mood, etc. (Remind them to be respectful and kind.) Then, in the “introspections” column, students will take a stab at what they think the other student’s internal processes are with regard to worries, distractions, joys, motivations, feelings, physical states, etc.
4. When finished, have students compare notes, focusing on one person at a time. First, they will look at observations and circle any similarities. Then, they will focus on introspections, again, circling anything that is similar or has been accurately recorded by both of them.
5. When observations and introspections have been compared for both partners, instruct students to discuss the following questions:
   * Which of the two, observations and introspections, was most accurate?
   * How well did your observations of your partner match his or her reported internal state?
   * If you did accurately assess the other person’s introspections, what were your cues?
   * If you did not accurately assess the other person’s introspections, what are some possible explanations?

**Reflections**

After students have had their conversations, take a poll, via a show of hands or with clickers, on how many students made accurate assessments of their partner’s introspections. Elicit a few responses to the following question:

* *What “data” did you rely on to form your assessment of your partner’s internal state? Did this data turn out to be reliable or not? Explain your reasoning.*

1. What Are Psychology’s Roots?

Lecture Lens: The Philosophers’ Questions/The Physical Scientists’ Methods

**Objective**

* LO2: Analyze the respective contributions of philosophy and the physical sciences as the “roots” of modern psychology.
  1. ***The Philosophers’ Questions***
* *Plato* (427-347 B.C.) was one of the first philosophers to address the question, “What is the mind?”
* Plato described the mind as having three parts that must be in balance: *spirit*, *reason*,and *appetite.* He used the analogy of a team of horses to explain how these three parts work in concert. The horses (spirit and appetite) are guided by a driver (reason). This is akin to Freud’s tripartite model of the mind: the id (inborn aggressive and sexual impulses), the ego (self), and the superego (conscience).
* Philosophers were split between ***dualism***, the idea that the body and mind are different and separate (Pythagoras, Socrates, and Plato), and ***monism***, the idea that the body and mind are not separate (Democritus and Aristotle).

Exercise 1.6: Ponder Pair Share

(Estimated In-Class Time: 5-10 minutes)

Ask students the following:

*Do you see the mind as separate from the body, that is to say, an ineffable entity? Or do they believe that the mind is the result of activity in the brain and that the two are intertwined? What is your evidence for either?*

Have students think silently for a moment, then turn to a partner and take turns sharing their point of view.

* With the fall of Ancient Greece and Rome, monism lost favor and dualism was the predominant belief. Christian thinkers wrote about a duality between body and soul. Dualism continued to have prominence throughout the Renaissance.
* *Rene Descartes* (1596-1650) was a proponent of mind-body dualism, the belief that the body is mechanical but that the mind is a non-physical entity not suitable for scientific inquiry. He also believed that ideas and emotions were innate.
* *Empiricists* (17th century British school of philosophy) saw the mind as a “blank slate” or *tabula rasa* at birth that is filled as an individual experiences the world.
* Empiricism gave rise to *behaviorism* (20th century), which holds that behaviors are the result of experience and can be directly observed.
* The philosophical debate about the source of knowledge is akin to the psychologist’s pursuit to determine the relative contributions of nurture and nature to behavior.
* Contemporary scientists believe in monism, but accept that there is a reciprocal relationship between biology and behavior, and that the mind is the result of complex interactions between inborn characteristics and experiences.
* Philosophy and psychology are closely intertwined, with the former giving rise to the latter.Nineteenth century philosophers such as Alexander Bain (1818-1903) argued for the experimental study of human behavior and as this testing occurred, psychology took shape as a separate discipline.
  1. ***The Physical Scientists’ Methods***
* *Ancient Physicians*
  + As many as 7,000 years ago, healers used trepanation (drilling holes into the skull) to address some conditions, indicative that they believed the head and brain had some relationship to the mind.
  + Early Egyptians understood that the paralysis of the body was permanent and due to brain damage.
  + As early as 500 B.C., Greek physicians began to systematically dissect human bodies, concluding the brain was the organ of memory, thinking, and understanding. That saw the connection of the brain to the sense organs. They recognized the brain as the source of emotional problems.
  + Greek physicians held a theory of personality that is affected by “humors,” or relative amounts of four fluids in the body: yellow bile, black bile, blood, and phlegm. Bleeding patients was a practical application of this theory. The theory remained popular until the 19th century.
  + Development of technology: 17th and 18th centuries scientists used new technologies to make discoveries about the human body and mind. For example, they used the light telescope to discover that a single sensory nerve carries only one type of information.
  + Hermann von Helmholtz (1821-1894) discovered that it took longer for participants to react when their toe was touched than when their thigh was touched (because it is farther from the brain and the signal takes longer to travel). This research contributed to a more scientific, less mystical view of the nervous system.
  + Gustav Fechner (1801-1889) identified the range of sounds a human ear could detect, inspired by a growing understanding of the relationship between physical stimulation and sensation—leading to the modern conception of psychology as a science.

Exercise 1.7: Human Timelines

**Objective**

* LO2: Analyze the respective contributions of philosophy and the physical sciences as the “roots” of modern psychology.

**Resources and Materials**

* *Timeline Cards* (Handout 1.7A)
* Access to research materials (library, Internet, textbook, etc.)

**Activity** (Estimated In-Class Time: 45-50 minutes)

1. Distribute the *Timeline Cards* to students. Make sure that some students receive a time period that corresponds with *The Philosophers*, and some receive a time period that corresponds with *The Physicians.*
2. Using their textbooks, lecture notes, the library and/or online resources, ask students to determine the impact, during their given timeline, of either philosophy or medicine to psychology. Then have them write a brief paragraph describing the person, event, study or theory, and its contribution to the field of psychology.
3. After allowing a reasonable amount of time to identify a key person, study, or event, instruct students to form two parallel human timelines: one for philosophy and one for physical science. Students will arrange themselves in chronological order and talk to those to the right and left of them to determine if there are any links between the pieces of information they have found.
4. Beginning with the earliest date/period on the Philosophers’ timeline, the person responsible for that information will share the person, event, study or theory and its impact on psychology. Then, the “parallel” person on the Physicians’ timeline who looked at the same period will share his/her information. Encourage other students to chime in and think about how these people, events, and theories have impacted the field of psychology. Continue this process until students located at the modern end of the timelines have shared their information.

**Reflections**

Pose the following questions to the students as a class and elicit a few responses to each:

* + *What are some of the key questions people have asked that have given birth to the field of psychology?*
  + *What are some of the answers that have been found to be true?*
  + *What questions do we continue to ask and explore? What remains a mystery?*

Handout 1.7: Timeline Cards

|  |  |
| --- | --- |
| **Ancient Philosophy**  **(BC)** | **Ancient Physical Science**  **(BC)** |
| **Ancient Philosophy**  **(BC)** | **Ancient Physical Science**  **(BC)** |
| **Ancient Philosopher**  **(BC)** | **Ancient Physical Science**  **(BC)** |
| **Philosophy**  **0 – 1000 AD** | **Physical Science**  **0 – 1000 AD** |
| **Philosophy**  **0 – 1000 AD** | **Physical Science**  **0 – 1000 AD** |
| **Philosophy**  **0 – 1000 AD** | **Physical Science**  **0 – 1000 AD** |
| **Philosophy**  **1000 – 2000 AD** | **Physical Science**  **1000 – 2000 AD** |
| **Philosophy**  **1000 – 2000 AD** | **Physical Science**  **1000 – 2000 AD** |
| **Philosophy**  **1000 – 2000 AD** | **Physical Science**  **1000 – 2000 AD** |
| **Philosophy**  **2000 – Today** | **Physical Science**  **2000 – Today** |
| **Philosophy**  **2000 – Today** | **Physical Science**  **2000 – Today** |
| **Philosophy**  **2000 – Today** | **Physical Science**  **2000 – Today** |

1. How Did the Science of Psychology Begin?

Lecture Lens: Early Movements

**Objective**

* LO3: Compare and contrast the early movements in psychology – structuralism, Gestalt psychology, functionalism, behaviorism, psychodynamic theory, and humanism – in terms of leading figures, core principles, and contribution to modern psychology.

1. ***Wilhelm Wundt (1832-1920) and Structuralism***

* Credited with being the first psychologist
* Conducted the first psychological experiment in his laboratory at the University of Leipzig in 1879: a test of reaction time (How quickly after hearing a ball drop onto a platform could a person respond by striking a telegraph key?)
* Believed the goal of psychology was to understand consciousness
* Viewed mental experience as a hierarchy: the mind constructs an overall perception out of building blocks made up of separate sensations and emotional responses

1. ***Edward Titchener (1867-1923)***

* One of Wundt’s students who expanded on Wundt’s work to establish a theory of structuralism
  + Structuralism: the mind can be broken down into the smallest elements of mental experience (a parallel to the physical sciences that was focused on breaking down matter into molecules, elements, and atoms)
* Employed introspection as an experimental technique
  + Wundt’s introspection is focused on an action being representative of an internal state. Titchener would instruct research participants to describe an object in great detail, the details serving as the building blocks of the mind’s overall perception of the cup.

1. ***Gestalt Psychology***

Exercise 1.8: Lecture Extension – Introspection Illusion

The introspection illusion is the tendency for people to treat their own introspections as reliable when making judgments about themselves, but judge other people on the basis of their behavior. Students may listen to this podcast:

(Estimated In-Class Time: 20-25 minutes)

Fodor, James. (2010). “Episode 7: The Introspection Illusion.” The Science of Everything. Available at: <http://itunes.apple.com/us/podcast/the-science-of-everything/id385427377>. [Accessed 25 May 2012].

Alternatively, they may read the following article:

Pronin, E. & Kugler, M. (2006). *Valuing thoughts, ignoring behavior: The introspection illusion as a source of the bias blindspot*. The Journal of Experimental Social Psychology. Available at: <http://cbdr.cmu.edu/seminar/pronin.pdf>. [Accessed 25 May 2012].

Ask students to consider the following:

*Think of a time when you felt you were misinterpreted on the basis of your actions, instead of your true beliefs or feelings (e.g., arriving late because you didn’t care about the other party). Now try to think of a time when you might have been guilty of the introspection illusion. What happened? What might you have done differently?*

* A group of early 20th century German psychologists, including Kurt Koffka, Max Wertheimer, and Wolfgang Kölher rejected the structuralists’ approach and founded Gestalt psychology.
* Gestalt means “form” or a “whole”
* Gestalt psychologists believed that breaking down a whole perception into its component parts would result in a loss of important psychological information. They emphasized the importance of context in perception. (The whole is different than the sum of the parts.)
* Max Wertheimer conducted an experiment in 1912 that demonstrated the apparent movement of objects, launching the Gestalt psychology movement. He used a stroboscope to create the perception of movement, using the appearance and disappearance of lines. He concluded that there must be more to perception than just sending elements in order to perceive stationary lines as moving. (This discovery has been practically applied to moving words in scrolling electric signs, an illusion created by simply timing lights to blink on and off.)

Exercise 1.9: Your Mind on Design

**Objective**

* LO3: Compare and contrast the early movements in psychology – structuralism, Gestalt psychology, functionalism, behaviorism, psychodynamic theory, and humanism – in terms of leading figures, core principles, and contribution to modern psychology.

**Resources and Materials**

* Magazines
* Scissors
* Blank paper
* Markers
* Tape
* Copies of the Gestalt Design Principles pages (Handout 1.9)

**Activity** (Estimated In-Class Time: 40-45 minutes)

1. Explain to students that today, Gestalt principles of perception are applied to design to draw our eyes in certain ways, induce us to perceive hidden messages, and create striking memorable images.
2. Break students into small groups of four. Distribute one set of copies of the Gestalt Design Principles (Handout 1.9) to each group.
3. Have students review the Gestalt Design Principles. Ask them to complete one or both of the following exercises:
   * Look for one example of each of these design principles at work in print advertisements (e.g., magazines/newspapers)
   * Create their own novel logo, applying one of these design principles to their own name (students may work together to generate ideas).
4. When finished, instruct students to participate in a gallery walk. They will hang their examples of design on the wall and/or name logos. One person from the group stays behind and serves as the “docent.” He/she will describe the groups “poster” to the other groups that pass through. When given the signal, all students, except the docents, rotate counter-clockwise to the next poster. The docent there will explain the group’s work for one minute. When one minute has passed, give a signal for students to rotate again. Continue this process as long as time allows (or until students have had an opportunity to visit all the different posters).
5. Optional: Students may vote on the logo (or advertisement) that best exemplifies one or more Gestalt principles of design.

**Reflections**

When finished, as a large group, ask for a few volunteers to share their thoughts in response to the following questions:

* *How is our perception altered and influenced by these designs?*
* *What relationship does this have with psychology? Please give an example.*

Handout 1.9: Gestalt Principles

*The Law of Closure*

Closure occurs when an object is incomplete or a space is not completely enclosed. If enough of a shape is indicated (e.g., the circles and triangle) people perceive the whole by filling in the missing information.

*The Law of Continuity*

Continuity occurs because the viewer's eye will naturally follow a line or curve.

*The Law of Pragnanz, or the Law of Simplicity*

Simplicity occurs when objects in the environment are seen in a way that makes them appear as simple as possible. In the figure above, we are more likely to see two circles and a rectangle rather than all of the irregular shapes.

*The Law of Proximity*

Proximity occurs when elements are placed close together. We tend to perceive the sets of arrows above as two groups.

*The Law of Similarity*

Similarity occurs when objects look similar to one another. We will likely perceive the image above as horizontal rows with two types of circular figures.

***Lecture Lens: Early Movements (continued)***

1. ***William James (1842-1910) and Functionalism***

* Functionalism viewed behavior as purposeful because it leads to survival. It was influenced by the publication of Charles Darwin’s Origin of the Species in 1859.
* Functionalists were interested in why behavior and mental processes worked in a particular way.
* William James was the principle proponent of Functionalism. He wrote *Principles of Psychology,* a textbook that dominated the field for 50 years. James offered a course in psychology at Harvard and had a lab that predated Wundt’s, but his lab was used for demonstration, rather than research, so Wundt is still credited as the first psychologist.
* James coined the term ***stream of consciousness*** to describe the flow of ideas people experience when they are awake.
* James emphasized the role of evolution in mental processes and behavior. The value of an activity depended on its consequences. Behavior that increased survival is repeated and those that are irrelevant or harmful are abandoned.
* Although James didn’t establish a particular school of psychology, his ideas continue to be integral to the work of contemporary psychologists.

Exercise 1.10: Video Connection

(Estimated In-Class Time: 5 minutes)

The following is a simple but effective online clip that demonstrates the differences between Wundt and James:

“Wundt and James: Structuralism and Functionalism.” (March 2011). Psychology 101: The Animated TextVook. Available at: <http://www.youtube.com/watch?v=SW6nm69Z_IE> (1:11). [Accessed 25 May 2012].

Note: please preview any prospective videos in advance of class to ensure reliable and appropriate content.

Exercise 1.11: Write All About It

(Estimated In-Class Time: 10-15 minutes)

Have students write a brief journal entry to illustrate what Williams described as “stream of consciousness.” Allow students 5-10 minutes to write down everything that comes to mind as it occurs to them, including physical sensations. Encourage students to follow their thoughts wherever they wander, however bizarre or seemingly unrelated to each other.

Afterwards, ask students to respond to the following question: *What insights into the human mind did this process offer?* Elicit responses from a variety of students.

Exercise 1.12: What’s Missing? Comparing Methods of Perception

**Objective**

* LO3: Compare and contrast the early movements in psychology – structuralism, Gestalt psychology, functionalism, behaviorism, psychodynamic theory, and humanism – in terms of leading figures, core principles, and contribution to modern psychology.

**Resources and Materials**

* Sets of “perception” cards, labeled as follows (one set per group of four students):
  + Observation: Write down only what you observe of the phenomenon through your senses.
  + Introspection: Write down what the experience makes you think and feel.
  + Conception: Describe the experience in as much detail as possible.
  + Stream of Consciousness: Write down whatever comes into your mind: thoughts, sensations, associations, etc.
* One or two pieces of a small edible snack food for each student (e.g., an M&M® or a raisin)

**Activity** (Estimated In-Class Time: 20-25 minutes)

1. Explain to students that they will be asked to describe a particular phenomenon in different ways, and then to share and compare their perceptions.
2. Divide students into small groups of four. Instruct each student to draw a card from the table.
3. Students receive and place one small edible snack food (an M&M® or raisin) in their mouths. They should take their time tasting, sucking, and/or chewing the edible snack while recording the experience, using the method described on their card.
4. After an allotted time, ask students to take turns within their group sharing what they have written. If they simply share the description of their experience and not the method, are the others able to guess the method?

**Reflections**:

In small groups, have students respond to the following questions:

* *What was similar about your perceptions? What was different?*
* *Which method seemed to best capture the internal workings of the mind? As a scientist, which would you be most likely to rely on?*
* *What was missing from particular methods?*

After bringing the groups back together as a class, ask a few groups to share highlights of their discussion.

***Lecture Lens: Early Movements (continued)***

1. ***The Behaviorists and the Cognitive Revolution***

* **Behaviorism**, which focuses on observable, measurable behaviors, gained favor in the first half of the 20th century. Many behaviorists studied animals, and relying on Darwin’s evidence linking animals to humans, extrapolated what they learned about animals to humans.
* ***Ivan Petrovitch Pavlov’s*** (1849-1936) discovery that dogs salivate in response to the arrival of a dog Nadler or being harnessed for an experiment (indicating that they associated these signals with the arrival of food) gave rise to the Classical Conditioning theory of learning.
* ***John B. Watson*** (1878-1958) came to the same conclusions as Pavlov while studying rats. He was a proponent of the British empiricists “blank slate” understanding of the mind, believing that he could take any infant and raise them to become any type of specialist regardless of the baby’s talents, abilities, or history. Watson applied his theory to advertising, discovering that a product could be made successful by building an association between the product and an appealing image.
* ***Edward Thorndike*** (1874-1949) proposed a law of effect, which suggested that behaviors followed by pleasant or helpful outcomes would be more likely to occur in the future, whereas behaviors followed by unpleasant or harmful outcomes would be less likely to occur. He based this on observations of cats’ behavior in a puzzle box—through trial and error learning, the cats would escape faster and faster on successive trial, repeating effective behaviors and abandoning ineffective ones.
* ***B.F. Skinner*** (1904-1990) was interested in the effects of consequences on how frequently behaviors were performed. He studied rats and pigeons in Skinner boxes, generalizing what he learned to human behavior, leading to a host of beneficial applications in smoking cessation and treatment for children with autism.
* ***Ulric Neisser*** (1928- ) first challenged the notion that internal mental states (e.g., information, processing, thinking, reasoning, and problem solving) had no bearing on behavior. He coined the term ***Cognitive Psychology*** in his 1967 book.
* ***Cognitive psychologists*** used mathematical and computer models to illuminate mental processes leading to observable behavior.
* ***Behavioral v. Cognitive Approaches to Psychology*:** The differences between the two can be understood by looking how each explains the development of language in children. Behaviorists like Skinner believe children acquire language in response to feedback. Linguist Noam Chomsky proposed that people are born with innate mechanisms for learning language.

Exercise 1.13: Lecture Extension – My Lucky Socks

(Estimated In-Class Time: 5-10 minutes)

Have students form small groups of three to four people and discuss the following.

*Do you or did you ever have an object you believed was lucky? If so, what is the object and can you explain, from a behavioral perspective, how you came to believe in its ability to help you? If you don’t believe in lucky objects, can you use the behavioral perspective to explain why not?*

1. ***Clinical Roots: Freud and the Humanists***

* **History of Treatment**
  + Throughout history, ***psychological disorders*** were largely understood to be ***supernatural forces*** at work, and thus, there were no known effective treatments.
  + Improvements in science led to more natural explanations, but did little to lead to effective treatments. People with disorders were experimented on, often using dangerous and harmful methods, e.g., insulin shock.
  + Between the 17th and 19th centuries, two scientific approaches, a medical model, and a psychological model, replaced the supernatural explanations.
  + ***Medical model***: emphasizes physical causes of atypical behavior and medical treatments, e.g., pharmaceuticals.
  + ***Psychological model***: suggests that atypical behavior can result from life experiences, leading to maladaptive responses (fear, anxiety, anger, etc.)
  + ***Psychological treatment***: ranges from offering support to applying cognitive and behavioral methods to help people think and problem solve in new ways.
* **Sigmund Freud** (1856-1939)
  + Trained as a physician, he formed a theory of the impact of life experiences on behavior known as ***psychodynamic theory****.*
  + Freud formulated ideas and wrote about the existence of an unconscious mind, the development of sexuality, dream analysis, and the psychological roots of abnormal behavior, and developed techniques for treating disorders.
  + Freud did no real experimentation. His ideas are based on his thinking and anecdotal work with patients, mostly upper-class Viennese women who were not representative of the general population.
* **Humanistic Psychology:** In the 1960s, American psychology was largely dichotomized between psychodynamic theory and behaviorism. The humanists grew out of a reaction against the limitations of these two theories.
  + Humanists extended the work of philosopher **Jean Jacques Rousseau** into a belief that people are innately good, motivated to improve themselves, and only behave badly when corrupted by society.
  + **Abraham Maslow** (1908-1970) introduced a theory of motivation, the primary goal of which is self-actualization—to be one’s best self.
  + **Carl Rogers** (1902-1987) developed a client-centered approach to therapy, placing the individual undergoing treatment on equal standing with the therapist, taking an active role in their treatment. Unconditional love and mirroring are two principle approaches employed in client-centered therapy.

Exercise 1.14: Sorting Out Early Psychology

**Objective**

* LO3: Compare and contrast the early movements in psychology – structuralism, Gestalt psychology, functionalism, behaviorism, psychodynamic theory, and humanism – in terms of leading figures, core principles, and contribution to modern psychology.

**Resources and Materials**

* A *Sort It Out* board (Handout 1.14A) and deck of cards (Handout 1.14B) for each small group of four students

**Activity** (In-Class Time Estimate: 40-50 minutes)

1. Have students form small groups of four people and pass out a *Sort It Out* board and deck of cards (Handouts 1.14A and B) to each group. (Note: You may want to laminate these for repeated use.)
2. Without notes, textbooks, or Internet access, students will work together to sort the primary figures, core principles, and contributions that early movements have made to psychology.
3. To add excitement, the activity can be treated as a race, with an optional reward for the winners.
4. After students have completed the activity, review the correct answers as a class by having groups take turns with one area each.

**Reflections**

Ask students to respond to the following question on a slip of paper and turn it in at the end of class as an “exit ticket.”

* *Which of the early movements of psychology do you find the most intriguing and why?*

Handout 1.14A: Sort It Out Board

**Sort It Out Board**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Foundation of Psychology** |  |  |  |  |  |  |  |
| **Primary Figures** |  |  |  |  |  |  |  |
| **Core Principles** |  |  |  |  |  |  |  |

**Answer Key**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Foundation of Psychology** | **Structuralism** | **Gestalt Psychology** | **Functionalism** | **Behaviorism** | **Cognitive Revolution** | **Psychodynamic Theory** | **Humanism** |
| **Primary Figures** | **Wilhelm Wundt**  **Edward Titchener** | **Max Wertheimer** | **William James**  **Mary Whiton Calkins** | **Ivan Petrovich Pavlov**  **John B. Watson**  **Edward Thorndike**  **B.F. Skinner** | **Ulric Neisser** | **Sigmund Freud** | **Abraham Maslow**  **Carl Rogers** |
| **Core Principles** | **Behavior can be broken down into the smallest elements of mental experience**  **Introspection** | **Context is**  **key in understanding perception**  **Whole** | **Behavior is essential to survival**  **Behavior is purposeful**  **Stream of consciousness** | **Observable, measurable behavior**  **Experience is the primary source of behavior**  **Law of effect** | **Private and internal mental processes**  **Computer models can be used to study mental processes** | **Unconscious mind**  **Psychological principles can explain behavior**  **Psychoanalysis** | **People are innately good and motivated to improve**  **Self-actualization**  **Client-centered therapy** |

Handout 1.14B: Sort It Out Cards

**Sort It Out Cards**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Structuralism** | **Gestalt Psychology** | **Functionalism** | **Behaviorism** | **Cognitive Revolution** | **Psychodynamic Theory** | **Humanism** | **Wilhelm Wundt** |
| **Edward Titchener** | **Max Wertheimer** | **William James** | **Mary Whiton Calkins** | **Ivan Petrovich Pavlov** | **John B. Watson** | **Edward Thorndike** | **B.F. Skinner** |
| **Ulric Neisser** | **Sigmund Freud** | **Abraham Maslow** | **Carl Rogers** | **Behavior can be broken down into the smallest elements of mental experience** | **Introspection** | **Context is**  **key in understanding perception** | **Whole** |
| **Behavior is essential to survival** | **Behavior is purposeful** | **Stream of consciousness** | **Observable, measurable behavior** | **Experience is the primary source of behavior** | **Law of effect** | **Private and internal mental processes** | **Computer models can be used to study mental processes** |
| **Unconscious mind** | **Psychoanalysis** | **Psychological principles can explain behavior** | **People are innately good and motivated to improve** | **Self-actualization** | **Client-centered therapy** |  |  |

1. What Are Psychological Perspectives?

Lecture Lens: Perspectives

**Objective**

* LO4: Differentiate the seven major perspectives of modern mainstream psychology in terms of typical research questions, research methods, and focal causes of behavior.

1. ***What Are Psychological Perspectives?***

* A **psychological perspective** is an understanding of behavior from a specific point of view.
* Psychologists often define themselves in terms of their perspective, indicating their area of specialization (e.g., social psychologist, developmental psychologist).
* Graduate departments of psychology are typically organized by orientation, so that students may develop expertise in this area.
* The textbook addresses how each perspective explores the concept of memory.

1. ***Seven Perspectives of Psychology***

* **Biological Psychology** or behavioral neuroscience
  + Focuses on the relationships between mind and behavior and their underlying biological processes
  + Methods for observing brain activity helped advance this field.
  + Using the example of memory: Biological psychology approaches memory by studying the mechanisms used to store and retrieve memories.
* **Evolutionary Psychology** 
  + Attempts to answer how our bodies and minds have been shaped by the need to survive and thrive
  + Basic principle: Our current behavior exists because it provided some advantage in survival and reproduction to our ancestors.
  + Using the example of memory: Evolutionary psychologists would be interested in the fact that we have a good memory for faces, particularly of those who have cheated us in the past, because being cheated out of food would have meant starvation to our ancestors.
* **Cognitive Psychology** 
  + Focuses on the process of thinking, information processing, reasoning, and problem solving
  + Using the example of memory: Cognitive psychology addresses how different types of information are processed, stored, and retrieved (e.g., remembering a date versus riding a bike), why we might have difficulty remembering, and what we can do to make our memories more efficient
* **Social Psychology** 
  + Describes the effects of the social environment, including culture, on behavior
  + Basic principle: We each construct our own reality and the social environment influences our thoughts, feelings and behavior.
  + Using the example of memory: Social psychologists might investigate how being in the presence of others influences the storage and retrieval of data.
* **Developmental Psychology** 
  + Explores the normal changes in behavior that occur across the lifespan
  + Using the example of memory: Developmental psychologists might look at age-related changes in memory.
* **Clinical Psychology** 
  + Seeks to explain, define, and treat abnormal behaviors and promote well-being
  + Using the example of memory: Clinical psychology is concerned with how psychological disorders impact memory, e.g., traumatic experiences that create intrusive flashbacks.
* **Individual Differences Perspective**
  + Recognizes and investigates individual differences in personality
  + Using the example of memory: Individual differences in “need for cognition” can predict memory for verbal material.

Exercise 1.15: Twenty Questions

**Objective**

* LO4: Differentiate the seven major perspectives of modern mainstream psychology in terms of typical research questions, research methods, and focal causes of behavior.

**Resources and Materials**

* *Branches of Psychology* cards (one set per group of seven students) from Handout 1.15

**Activity** (Estimated In-Class Time: 30-35 minutes)

1. Have students form groups of seven and pass out a set of *Branches of Psychology* cards (Handout 1.15) to each group. Each student will select one card without revealing its contents. He or she then “becomes” that type of psychologist.
2. A volunteer from each group will be the first to play the psychologist. The other students have “twenty questions”—only close-ended ones that evoke a “yes” or “no” response—to figure out the branch of psychology to which the volunteer belongs.
3. Whoever guesses correctly will be the next psychologist.
4. The game can continue as long as time allows. Note, however, that the game is made easier by the process of elimination, so it is possible that not everyone will have a chance to be the “psychologist.”

**Reflections**

* Still as a group, have students think about which branch of psychology they would be most inclined to study and which branch they would be least inclined to study. Ask the students to take turns sharing both these choices along with their reasoning.

Handout 1.15: Branches of Psychology Cards

|  |
| --- |
| **Biological**  **Psychology** |
| **Evolutionary**  **Psychology** |
| **Cognitive**  **Psychology** |
| **Social**  **Psychology** |
| **Developmental**  **Psychology** |
| **Clinical**  **Psychology** |
| **Individual Differences**  **Perspective** |

***Exercise 1.16: One Subject, Seven Perspectives***

**Objective**

* LO5: Analyze the ways in which the seven major perspectives can be integrated to address a single psychological problem or topic.

**Resources and Materials**

* *Branches of Psychology* cards (one set per group of seven students) from Handout 1.15
* Internet access

**Activity** (Estimated In-Class Time: 20-30 minutes; Estimated Out-of-Class Time: 30-40 minutes)

1. This activity requires students to take part in two groups, referred to as Group I and Group II.
2. Divide students into groups of seven (Group I) and have each person in the group select a *Branches of Psychology* card. All Group Is will investigate one topic each, but research the issue with other class members who have chosen the same perspective (Group II). You may have a list of topics available—some suggestions include depression, substance abuse, or gender identity—or you may approve another topic of particular interest to a group.
3. Help students form homogeneous groups with other students who share their “branch” (Group IIs). In Group II, students will research their specific branch of psychology and then reflect on their Group I topic through the lens of this perspective. Explain that Group II research will be conducted outside of class, but that this collaboration can take place online through an e-mail group, wiki, or video chat. Students will identify and discuss a few key ideas about their branch of psychology and then determine how their Group I topic is viewed from this perspective, citing the relevant research.
4. Schedule class time for Group I to meet and share what each member learned about the assigned or chosen topic from the perspective of his or her “branch.”

**Reflections**

Have students discuss the following as part of their Group I follow-up:

* *In what ways is it helpful to hear multiple perspectives on the same issue?*
* *How did hearing different perspectives on this topic enhance your thinking about your given perspective?*
* *Why might it be misleading to have information from only one perspective on this topic?*

1. What Does It Mean to Be a Psychologist?

Lecture Lens: Career Paths

**Objective**

* LO6: Explain why psychology’s role as a “hub science” allows psychologists to pursue a wide range of career paths with respect to professional specialties and research areas.
* Note: In 2006-2007, more than 90,000 students in the U.S. received bachelor’s degrees in psychology.

1. ***Degrees in Psychology***

* An ***undergraduate degree*** allows one to seek employment in diverse fields related to psychology, such as working in a research facility, rehabilitation center, management, sales, service, public affairs, education, human resources, etc. This reflects the “hub” nature of the science.
* A ***master’s degree*** (two years beyond a bachelor’s) allows one to teach in a two-year institution and, in many states, become licensed as a therapist. Master’s level psychologists work in the healthy industry and education fields, including school psychologists who may assess students for academic and psychological service needs and/or counsel students.
* A ***doctoral degree*** (2-5 years beyond a master’s) allows one to teach and conduct research at colleges and universities (less than 28%), work as therapists (40%), or other fields such as business, government, and schools.

1. ***Doctoral-Level Psychology***

* Those pursing a doctoral degree typically focus on a particular perspective, taking coursework in their area of specialization.
* Not all people who receive a doctorate in psychology do clinical work.
* Doctoral students who want to do clinical work have internships in clinical settings and undergo supervised training prior to government-regulated licensure that adds another year to their graduate studies.
* Psychologists differ from psychiatrists in that they are not medical doctors and, typically, cannot prescribe medication (currently only allowed in New Mexico and Louisiana).

Exercise 1.17: Interview/Panel with Psychologists

**Objective**

* LO6: Explain why psychology’s role as a “hub science” allows psychologists to pursue a wide range of career paths with respect to professional specialties and research areas.

**Resources and Materials**

* Psychologists from a variety of perspectives willing to appear on a panel or engage in individual interviews with students

**Activity** (see time estimates below)

This activity can be conducted in one of the following two ways:

**Individual Interviews** (Estimated In-Class Time: 30-45 minutes)**:**

* + 1. Invite several contacts in psychology-related professions to visit your class and serve as interviewees for this exercise.
    2. Ask students to formulate open-ended questions to ask the interviewee (e.g., what he/she does on a daily basis, what kind of training he/she received, what opportunities are open to individuals who pursue this training, what he/she likes about the work and what he/she does not enjoy, etc.).
    3. Arrange an efficient process for students to conduct their interviews. For example, a speed-dating style technique might work well. Make sure students are prepared to take notes on their interview.
    4. After the interview session, ask for a few volunteers to give a brief one- to two-minute oral report on what they learned with the rest of the class.

**Panel Discussion** (In-Class Time Estimate: 45-60 minutes)**:**

1. Invite a group of psychologists who work in a variety of fields (reflecting the hub nature of the science) to engage in a panel discussion.
2. Have each student formulate an open-ended question to ask panel members about their career or training.
3. Serve as moderator of the panel. Introduce panel members and their areas of expertise, take questions from as many students as possible, and encourage multiple responses from panel members to each question.

**Reflections**

Encourage students to write a journal entry or a paragraph on a class-wide blog addressing the following questions:

* *In what ways did our interview/panel session reinforce the notion that psychology is a “hub science”?*
* *What kinds of careers did you learn about that you had not previously considered?*
* *To what extent are you interested in a career in psychology?*
* *What did you hear today that influenced your thinking?*

Exercise 1.18: Considering Careers in Psychology

**Objective**

* LO6: Explain why psychology’s role as a “hub science” allows psychologists to pursue a wide range of career paths with respect to professional specialties and research areas.

**Resources and Materials**

* Internet access
* Brochures, applications, and course booklets representing a variety of graduate schools and their psychology programs (e.g., free-standing professional schools, large research-oriented universities, small private schools, Master’s programs, Psy.D. programs, and Ph.D. programs)

**Activity** (Estimated In-Class Time: 45-50 minutes)

1. You may organize and provide materials from a variety of graduate psychology programs of your choice, or you may give students a few tips to find this information online themselves.
2. Ahead of time, write out each branch of psychology in large print on a sheet of chart paper with the following subheadings: Graduate Programs, Cost, Required Coursework/Supervised Training Experiences, Job Opportunities, and Salaries, and post them around the room, evenly spaced apart.
3. Have students select a particular branch of psychology in which they are interested and then head towards the relevant chart. (Note: It is not necessary for students to be planning a career in this area. They could simply be intellectually interested in this branch, given what they have learned thus far.)
4. Ask students to work together in small groups of two or three and investigate graduate programs that offer training in this area of psychology (either by using materials you have provided or by searching online). Instruct students to wait for a turn to write on their chosen chart and for at least one graduate program, to record the cost of the program, the coursework and supervised experience they could expect to have, the job opportunities that exist in the area, and the salary range.
5. After an allotted time, ask students to return to their seats. Have volunteer reporters summarize the information for each chart.

**Reflections**

Take an informal survey of possible career interests in your class. Start with a specific career and then provide an opportunity for further discussion with a follow-up question:

* *Who is interested in pursuing a career in psychology? Follow-up: What interests you about a career in psychology?*
* *Who is interested in becoming a therapist? Follow-up: In what kind of setting?*
* *Who is interested in another field, but one that is psychology-related in some way? Follow-up: What area of expertise and why?*

1. Interpersonal Relationships from the Psychological Perspective

Exercise 1.19: Relationships as a Lens

**Objective**

* LO5: Analyze the ways in which the seven major perspectives can be integrated to address a single psychological problem or topic.

**Resources and Materials**

* *Branches of Psychology* cards (from Handout 1.15): one set per group of seven students

**Activity** (Estimated In-Class Time: 20 minutes)

1. Have students break into groups of seven and place the stack of *Branches of Psychology*cards in the middle.

2.      Ask each group to come up with one common question or issue that college students frequently encounter regarding relationships (e.g., the psychological issues involved with sharing a small dorm room for the first time)

3.     Instruct students within each group to take turns choosing a card and address how one might approach this topic given their perspective. After each person has had a turn, the group should debate the ways in which each of the seven perspectives clarify this issue more fully. Do some perspectives seem more applicable than others?

4.      Invite students to come together as a class and share a few of their topics and comments in their discussions. Encourage students to revisit one or more of these in another capacity (e.g., while studying a later chapter, as a research topic etc.)

1. Conclusion: The Discipline of Psychology

Exercise 1.20: What We Learned

**Objective**

* Review the Chapter One Learning Objectives with the class and address student questions

**Resources and Materials**

* Handout/Projection of Chapter One Learning Objectives
* Means to record students’ contributions
* Class-wide blog

**Activity** (Estimated In-Class Time: 15-20 minutes)

1. Ahead of time, label the board/flipchart/or other visual recording medium with the word “LEARNED.” Project or pass out the Chapter One Learning Objectives.
2. Ask for six volunteers to serve as recorders for the class and assign an objective to each of them. Volunteers will record responses from the class about their given objective.
3. Ask students to choose their “favorite” objective and answer the following question:

*What is an interesting or surprising piece of information you learned about the content surrounding this objective? What did you find most challenging?*

1. Ask for volunteers to share their thoughts with the class until most or all of the objectives have been addressed.
2. The recorders may post their notes on this discussion to a class-wide blog. Encourage students to visit the blog, contribute to it, and reference the notes for discussion and exam preparation.