

Psychology

from inquiry to understanding



Second
edition

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‘What did that frightening dream I had last night mean?’ ‘Why do I often forget where I parked my car?’ ‘Why do I sometimes become angry at the people I love?’ ‘How can I better manage my stress levels?’ ‘Why do I find some people attractive?’ ‘Why do I sometimes feel depressed for no apparent reason?’ ‘Why am I so similar to my parents in some ways, yet so different in others?’ ‘Why do I sometimes go along with the group even when I don’t agree with them?’

Every day, each of us encounters a host of questions that challenge our understanding of ourselves and others. In many ways, these are the same fascinating questions about the mind and brain that psychologists confront in their research, teaching and practice.

Approach: we are all psychologists

As you begin your study of psychology, it is crucial to understand that we are all psychologists. We need to be. We are incessantly bombarded with a bewildering variety of claims from the vast world of popular psychology. Whether it is from the internet, television programmes, talkback radio shows, movies, self-help books or advice from friends, our daily lives are a continual stream of information—and often misinformation—about intelligence testing, parenting, romantic relationships, mental illness, drug abuse, psychotherapy and a host of other topics.

Although often relevant to our everyday lives, a great deal of this psychological information comes across as conflicting or confusing. It is no surprise that we find claims regarding memory- and mood-enhancing drugs, the usefulness of lie detector tests, IQ tests and personality assessments, and the causes of psychiatric disorders—to name but a few examples—to be difficult to evaluate, because these and other topics are the subject of much current research, which is both complex and constantly being updated. Media reports claiming to ‘expose the truth’ about these things usually contain only part of the whole story, at best, and, as a result of the media’s often misleading coverage, most of us hold misconceptions regarding many everyday psychological claims. For example, because many of us mistakenly believe that memory operates like a tape or DVD recorder, we may find it difficult to accept findings that recovered memories of child abuse can be false. What’s more, because the popular psychology industry rarely provides us with the tools for evaluating both ordinary and extraordinary claims about everyday life, most of us are left to our own devices to sort out what is true from what is not.

Our goal in this text, therefore, is to empower student readers of the twenty-first century to apply scientific thinking to the psychology of their everyday lives. By applying scientific thinking—thinking that helps protect us against our tendencies to make mistakes—we can better evaluate claims about both laboratory research and daily life. In the end, we hope that students will emerge with the ‘psychology-wise’ mindset and open-minded scepticism they need to distinguish psychological misinformation from psychological information. We will consistently urge students to keep an open mind to new claims, but to insist on evidence. Indeed, our overarching motto is that of space scientist James Oberg (sometimes referred to as ‘Oberg’s dictum’): *Keeping an open mind is a virtue, just so long as it is not so open that our brains fall out.*

What’s new in this edition?

Psychology: From Inquiry to Understanding continues its commitment to emphasise the importance of scientific-thinking skills. In the Second Australian Edition, our focus has been to better convey the excitement of psychological science to the reader, and to help the reader to connect the dots between inquiry and understanding. In addition, thanks to

the ongoing support and feedback from instructors and students of our text, the Second Edition reflects many insightful and innovative updates that we believe enhance the text. Among the key changes made to the Second Edition are the following.

General changes

- For the Second Edition, we took great care to revise the narrative throughout to improve flow and to strike a better balance between presenting the value and fun of sound psychological science on the one hand, and the warning signs and dangers of pseudoscience on the other.
- The new ‘From Inquiry to Understanding’ feature in every chapter shows the power of psychological science to answer enduring mysteries about human behavior, emotion, and thought. Features examine such questions as ‘How do we recognise faces?’, ‘How do magic tricks work?’ and ‘Why do we experience déjà vu?’
- Updated coverage throughout based on the Fifth Edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5).

New content and updated research

- Chapter 1 (Science and pseudoscience in psychology) features new coverage of sources of public scepticism of psychology (and why such scepticism is often unwarranted), as well as updated coverage on recent challenges to psychology’s scientific status (for example, the decline effect) and on how psychology is responding to them.
- Chapter 2 (Research methods) includes a new section on Daniel Kahneman’s two modes of thinking (‘System 1’ and ‘System 2’) and a revised discussion of correlation versus causation.
- Chapter 3 (Biological psychology) includes new research on oxytocin, a reorganised discussion of the brain, and more case studies and real-life examples throughout.
- Chapter 4 (Sensation and perception) has been fully reorganised so that sensation and perception are discussed separately. The section on extrasensory perception extends its coverage to include the recent controversy surrounding the use of meta-analysis as an alternative to replication of research findings.
- Chapter 5 (Consciousness) includes an updated discussion of substance use disorders, reflecting language and categories identified in DSM-5. There are also new or expanded findings or discussion of near-death experiences, sleep and dreaming, déjà vu, meditation, hypnosis, and substance use.
- Chapter 6 (Learning) includes a reorganised and updated section on schedules of reinforcement, new research on sleep-assisted learning, and a new section on mirror neurons and observational learning.
- Chapter 7 (Memory) includes updated coverage on the reconstructive nature of memory and the false memory debate.
- Chapter 8 (Language, cognition and decision-making) has been reorganised to include coverage of heuristics and biases (formerly in Chapter 2). The section on language and reading has also been reorganised and updated, with new research on language acquisition and bilingualism.
- Chapter 9 (Intelligence and IQ testing) includes new research on working memory and intelligence, and an updated discussion of how poverty may impact the heritability of intelligence.
- Chapter 10 (Human development) includes updated research and examples regarding gene-environment interaction and physical development, more comprehensive explanation of the Strange Situation paradigm as a measure of infant attachment, and increased coverage of cross-cultural variability in parenting practices and their impact on child development.
- Chapter 11 (Emotion and motivation) features updated coverage of challenges to discrete emotion theories and alternative models of emotion.

- Chapter 12 (Stress, coping and health) includes new research on resilience in the face of stressors, how healthy people can become convinced they are seriously ill, achieving a healthy weight, and a critical discussion of psychological debriefing.
- Chapter 13 (Social psychology) features expanded coverage of prejudice, including sexual orientation; new research on the psychological effects of social rejection; and new work on persuasion techniques.
- Chapter 14 (Cross-cultural psychology) looks in depth at how differences in culture can give rise to variations in the emotional, interpersonal and cognitive behaviours of people across the world. In so doing, it focuses on a number of social and political issues which face contemporary Australia, including those related to immigration and the relationship between Indigenous and non-Indigenous Australians.
- Chapter 15 (Personality) includes updated coverage on cultural influences on personality, new models of personality structure, and online personality tests.
- Chapter 16 (Psychological disorders) has been fully updated based on DSM-5, and includes revised discussions of disorders and of statistics regarding the epidemiology of mental disorders. The chapter includes new findings concerning hoarding and body dysmorphic disorder, depressive realism, sleep disturbances and dissociation, and autism spectrum disorders. The chapter includes new findings—and controversies—concerning autism, attention-deficit/hyperactivity disorder, auditory hallucinations, delusions, posttraumatic stress disorder, and major depression and bipolar disorder.
- Chapter 17 (Psychological and biological treatments) includes new research or expanded discussion of: culture and psychotherapy; mindfulness, acceptance, and third wave cognitive-behavioural therapies; virtual reality and cycloserine; placebos; pharmacotherapy; and deep brain stimulation.

From inquiry to understanding: the framework in action

As instructors, we find that students new to psychology tend to learn best when information is presented within a clear, effective and meaningful framework—one that encourages inquiry along the path to understanding. As part of the inquiry to understanding framework, our pedagogical features and assessment tools work to empower students to develop a more critical eye in understanding the psychological world and their place in it.

Thinking scientifically

In Chapter 1, we introduce six key scientific thinking principles that we return to repeatedly in later chapters. We denote each principle in the margin with a coloured ‘flag’ whenever this principle appears in the text. In this way, we reinforce these scientific thinking principles as key skills for evaluating claims in scientific research and in everyday life.

A new feature for the Second Edition, **From Inquiry to Understanding**, tells the story of how psychological science has helped to shed light on a longstanding psychological mystery. We begin with a question that many students may have asked at some point before their study of psychology, and then we step through the methods and processes used by psychological scientists to gain a better understanding of human behaviour and thought.

Applications of scientific thinking

In keeping with the text’s theme, the **Evaluating Claims** feature prompts students to use scientific thinking skills to evaluate claims they are likely to encounter in various forms of media.

◀ EXTRAORDINARY CLAIMS

Is the evidence as strong as the claim?

◀ TESTABILITY

Can the claim be tested scientifically?

◀ OCCAM'S RAZOR

Does a simpler explanation fit the data just as well?

◀ REPLICABILITY

Can the results be duplicated in other studies?

◀ RULING OUT RIVAL HYPOTHESES

Have important alternative explanations for the findings been excluded?

◀ CORRELATION VS CAUSATION

Can we be sure that A causes B?

Apply Your Scientific Thinking Skills questions, located at the end of each chapter, invite students to investigate current topics of debate or controversy, and use their scientific thinking skills to make informed judgements about them. Model answers to these questions are supplied in the Educator’s Solution Manual.

Each chapter also contains a **PsychoMythology** box focusing a critical spotlight on a widespread psychological (mis)conception. In this way, students will come to recognise that apparently commonsense intuitions about the psychological world are not always correct, and that scientific methods are needed to separate accurate from inaccurate claims. Located in the margins of every chapter, **Factoids** present interesting and surprising facts discovered by psychological science.

Australian cultures

Australia is truly a melting pot of different people with different experiences and interpretations, so wherever applicable we highlight noteworthy research findings bearing on cultural differences. By doing so, you will come to understand that many psychological principles have boundary conditions, and that much of contemporary psychology focuses on differences as much as commonalities. A separate chapter (Chapter 14) is dedicated to covering cross-cultural psychology and the specific issues unique to the culture of Indigenous Australians. This ground-up chapter was written by Associate Professor Alex Main, Honorary Fellow at Murdoch University.

A focus on meaningful pedagogy: helping students succeed in psychology

Our goal of applying scientific thinking to the psychology of everyday life is reflected in the text’s pedagogical plan. The features in the text, the end-of-chapter review, our online MyPsychLab resource, and the print and media supplements were designed to help students achieve a mastery of the subject and succeed in the course.

Think Preview questions, located at the beginning of every chapter, highlight some of the common questions that students have about psychology. They also serve to preview the key topics that will be discussed in each chapter. Each chapter is organised around numbered **Learning Objectives**, which are listed in full at the start of the chapter and again at each major section under which they are covered. The end-of-chapter summary and assessment material is also organised around these objectives. Students’ understanding of important terminology is enhanced with our on-page **Margin Definitions**, listed in full in an end-of-book **Glossary**.

Colour-coded biological art orients students at both the micro and macro levels as they move throughout the text and forge connections among concepts.

At the end of each major topic heading, we provide an **Assess Your Knowledge: Fact or Fiction?** review of selected material to further reinforce concept comprehension and foster students’ ability to distinguish psychological fact from fiction.

Your Complete Review System, located at the end of every chapter, includes a summary and quiz questions, all organised by the major chapter sections and tied to chapter learning objectives. **Apply Your Scientific Thinking Principles** questions challenge students to research and evaluate current event topics.

A valuable learning package

MyPsychLab for Lilienfeld et al

Psychology: From Inquiry to Understanding, 2nd edition

A guided tour for students and educators

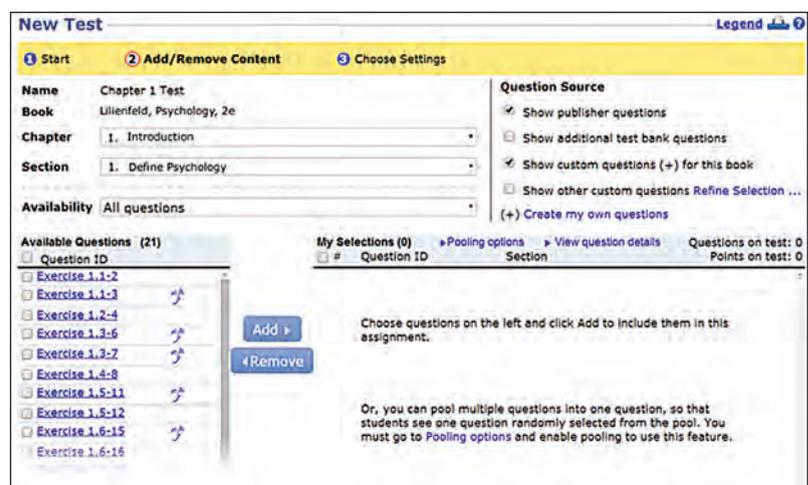
Tests and assignments

Each MyLab comes with pre-loaded assignments, all of which are automatically graded.



Assignable content

Educators can select content from the Study Plan and/or Test Bank and assign to students as homework or quizzes.





Learning resources

To further reinforce understanding, Study Plan problems link to additional learning resources, such as relevant sections of the eText. Videos and simulations are also available for students.

Study Plan [Legend](#)

You have earned 0 of 141 mastery points (MP). [View progress](#)

Practice these sections and then take a Quiz Me to prove mastery and earn more points.

Sections to practice and master		View all chapters	
	1.1 Define psychology	Practice	Quiz Me 0 of 1 MP
	1.2 Explain how science can safe-guard against the major fallacies of human thinking	Practice	Quiz Me 0 of 1 MP
	1.3 Describe the features of psychological pseudoscience and distinguish it from psychological science	Practice	Quiz Me 0 of 1 MP
	1.4 Identify reasons we are drawn to pseudoscience	Practice	Quiz Me 0 of 1 MP
	1.5 Identify the key features of scientific scepticism	Practice	Quiz Me 0 of 1 MP

Study plan

A personalised Study Plan is generated from each student's results on assignments or sample tests. The Study Plan indicates Learning Objectives where they need more practice, and helps them work towards mastery.