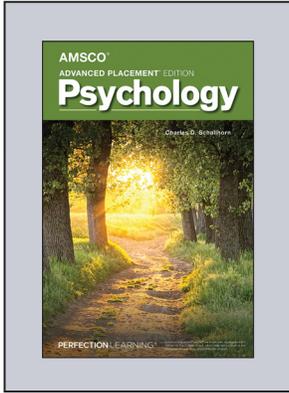
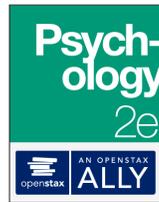


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Advanced Placement® Psychology



Psychology, 2nd edition
2014
Rose M. Spielman, William J. Jenkins & Marilyn D. Lovett
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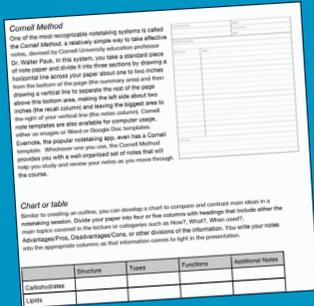
OpenStax
<https://openstax.org/details/books/psychology-2e?Student%20resources>
Formats: Online, PDF
Print Edition: Available from Amazon
Course cartridges: Canvas, Blackboard

Course resources | The following resources are available to supplement your course.

FOR STUDENTS

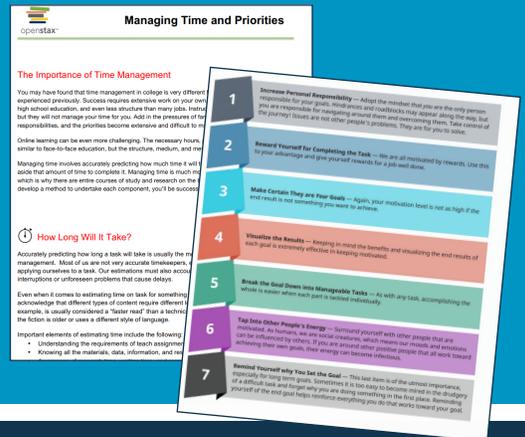
Reading and Notetaking Guide

Adapted from OpenStax *College Success*, this guide discusses effective reading approaches, study tips, and notetaking strategies for students.



Student Time Management Guide

Adapted from OpenStax *College Success*, this guide includes information about estimating time on tasks, avoiding procrastination, and using strategies to stick to your priorities.



Student Solution Guide

Detailed solutions to problems and exercises in the text.

Student Solution Guide

Need help studying? Access detailed solutions to problems and exercises in your OpenStax book.

PowerPoint Slides

Include selected graphics from the text, key concepts and definitions, examples, and discussion questions.

Psychology 2e Enhanced Lecture PowerPoint Slides

These *Psychology 2e* lecture slides include selected graphics from the text, key concepts and definitions, examples, and discussion questions. They are based on work by Patricia Adams of Pitt Community College.

Instructor Solution Guide

Instructor-facing answers to the problems and exercises within the textbook.

Annotated Video Guide

Five to ten openly licensed videos for each chapter that unpack key concepts.

QTI Test Bank

Contains the textbook test bank in QTI 2.1 format for uploading into Canvas or Blackboard.

QTI Test Bank

This resource contains the textbook test bank in QTI 2.1 format, for uploading into Canvas or Blackboard. To use these questions in your course, download the file from openstax.org, open the folder, and then upload each chapter's QTI zip file individually using the LMS import functions.

FOR TEACHERS

Supplementary Features in OpenStax Psychology 2e

The following ideas show how the content in the *AP® Psychology* coursebook from AMSCO® can be enriched with features and expanded coverage in the OpenStax *Psychology* text.

Features That Support In-Depth Learning

EVERYDAY CONNECTION

Solving Puzzles

Problem-solving abilities can improve with practice. Many puzzles and other mental exercises to sharpen their problem-solving skills are found in most newspapers. Typically, a sudoku puzzle is a 9x9 grid. To solve the puzzle, fill in the empty boxes with a single number from 1 to 9 in each bolded box, each row, and each column. Numbers in a bolded box, row, and column. Time yourself with a classmate.

3		
	4	
		3
4		

Figure 7.7 How long did it take you to solve this sudoku?

WHAT DO YOU THINK?

The Meaning of Language

Think about what you know of other languages; perhaps you even speak multiple languages. Imagine for a moment that your closest friend fluently speaks more than one language. Do you think that friend thinks differently, depending on which language is being spoken? You may know a few words that are not translatable from their original language into English. For example, the Portuguese word *saudade* originated during the 16th century, when Portuguese sailors left home to explore the seas and travel to Africa or Asia. Those left behind described the emptiness and fondness they felt as *saudade* (Figure 7.6). The word came to express many meanings, including loss, nostalgia, yearning, warm memories, and hope. There is no single word in English that includes all of those emotions in a single description. Do words such as *saudade* indicate that different languages produce different patterns of thought in people? What do you think??

DIG DEEPER

A Sleepwalking Defense?

On January 16, 1997, Scott Falster sat down to dinner with difficulties he was experiencing on a project at work. After d leading a church youth group the following morning, and the swimming pool pump before retiring to bed. The following morning, he awoke to the sound of unfamiliar voices from downstairs. As he went to investigate, he found police officers who arrested him for the murder of his wife (CNN, 1997). Yarmila Falster's body was found in the family's pool with 44 after witnessing Falster standing over his wife's body before the premises, police found blood-stained clothes and a blood-stained towel on his neck.

Remarkably, Falster insisted that he had no recollection of his wife's parents all agreed that Falster had an excellent relationship with her. He stated that he would provide any sort of motive to murder her. Scott Falster had a history of regular episodes of sleepwalking, which he had tried to prevent his during a sleepwalking episode. He suffered from no apparent mental disorders. It appeared that Scott Falster had killed his wife while he was asleep. He was tried for his wife's murder (Cartwright, 2004). He was found guilty of first degree murder in June of 1999 (CNN, 1999) where the sleepwalking defense has been used successfully in other cases (Broughton et al., 1994; Cartwright, 2004; Mahowald, Schenck, & Cramer, 2004; Bornemann, 2005; Pressman, 2007).

CONNECT THE CONCEPTS

Emotional Expression and Emotion Regulation

Autism spectrum disorder (ASD) is a set of neurodevelopmental disorders characterized by repetitive behaviors and communication and social problems. Children who have autism spectrum disorders have difficulty recognizing the emotional states of others, and research has shown that this may stem from an inability to distinguish various nonverbal expressions of emotion (i.e., facial expressions) from one another (Hobson, 1986). In addition, there is evidence to suggest that autistic individuals also have difficulty expressing emotion through tone of voice and by producing facial expressions (Maddox et al., 1989). Difficulties with emotional recognition and expression may contribute to the impaired social interaction and communication that characterize autism; therefore, various therapeutic approaches have been explored to address these difficulties. Various educational curricula, cognitive-behavioral therapies, and pharmacological therapies have shown some promise in helping autistic individuals process emotionally relevant information (Bauminger, 2002; Golari & Baron-Cohen, 2008; Quastella et al., 2010).

Emotion regulation describes how people respond to situations and experiences by modifying their emotional experiences and expressions. Covert emotion regulation strategies are those that occur within the individual, while overt strategies involve others or actions (such as seeking advice or consuming alcohol). Aldao and Dixon (2014) studied the relationship between overt emotion regulation strategies and psychopathology. They researched how 218 undergraduate students reported their use of covert and overt strategies and their reported symptoms associated with selected mental disorders, and found that overt emotion regulation strategies were better predictors of psychopathology than covert strategies. Another study examined the relationship between preminging the act of drinking heavily before a social event and two emotion regulation strategies to understand how these might contribute to alcohol-related problems; results suggested a relationship but a complicated one (Pederson, 2016). Further research is needed in these areas to better understand patterns of adaptive and maladaptive emotion regulation (Aldao & Dixon-Gordon, 2014).

- **Everyday Connection** features tie psychological topics to everyday issues and behaviors that students encounter in their lives and the world. Topics include the validity of scores on college entrance exams, the opioid crisis, the impact of social status on stress and healthcare, and cognitive mapping.
- **What Do You Think?** features provide research-based information and ask students their views on controversial issues. Topics include "Brain Dead and on Life Support," "Violent Media and Aggression," and "Capital Punishment and Criminals with Intellectual Disabilities."
- **Dig Deeper** features discuss one specific aspect of a topic in greater depth so students can dig more deeply into the concept. Examples include discussions on the distinction between evolutionary psychology and behavioral genetics, recent findings on neuroplasticity, the field of forensic psychology, and a presentation of research on strategies for coping with prejudice and discrimination.
- **Connect the Concepts** features revisit a concept learned in another chapter, expanding upon it within a different context. Features include "Emotional Expression and Emotional Regulation," "Twens, Teens, and Social Norms," and "Conditioning and OCD."

- 4 States of Consciousness
 - Introduction
 - 4.1 What Is Consciousness?
 - 4.2 Sleep and Why We Sleep
 - 4.3 Stages of Sleep
 - 4.4 Sleep Problems and Disorders
 - 4.5 Substance Use and Abuse
 - 4.6 Other States of Consciousness
 - Key Terms
 - Summary
 - Review Questions
 - Critical Thinking Questions
 - Personal Application Questions
- 5 Sensation and Perception
- 6 Learning
- 7 Thinking and Intelligence

Interactive and Personal Connections

- **Link to Learning** features direct students to online interactive exercises and animations that add a fuller context to core content and provide an opportunity for application.
- **Personal Application Questions** engage students in topics at a personal level to encourage reflection and promote discussion.

LINK TO LEARNING

Watch this [video about overcoming jet lag](#) to learn some tips.

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