

Syllabus

Course Overview

This course is designed to help you become well acquainted with the theorists and important schools of thought that have collectively led to our modern conceptualization of psychology. Many of the names and ideas will be familiar to you, and you may only dimly recognize others. Some may be entirely unknown to you. In any case, the names and ideas that will be presented are of interest not only in their own right, but they will also allow you to better envision the journey from early speculation about human nature to the experimental and technological approaches common today.

As we will see, many of the questions posed by the ancient philosophers are still being examined and debated now, while other questions entirely unknown to our predecessors are also vying for our attention. Technology has allowed us to explore the human brain and nervous systems in ways that would have been impossible only a few decades ago. As we look back at the ideas of these early thinkers, some may strike us as amusing, foolish, or irrelevant. It would be interesting to know how the psychologists of the future will view the ideas we currently hold to be valid. What concepts and formulations will stand the test of time, which will be replaced by better explanations, and which will be seen as amusing, foolish, or irrelevant?

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Identify the great philosophers and thinkers whose ideas have led to the formulation of modern psychology.
- 2 List the names of major thinkers and describe their contributions within the history of psychology.
- 3 Discuss the major schools of thought that have emerged within the field.
- 4 Describe the emergence and usefulness of the empirical method, and acknowledge the forerunners of this approach.
- 5 Trace the emergence of various specializations in psychology and the influence of the major schools of thought within each specialization.
- 6 Critically evaluate the tenets of historical propositions, and understand their emergence as a function of the social, political, and religious climate of their times.
- 7 Articulate your own personal, eclectic perspective within the field of psychology, using your knowledge of the history of the various people, theories, and systems that have evolved over the centuries.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Dollard, J., & Miller, N. E. (1950). *Personality and psychotherapy*. New York, NY: McGraw-Hill.

Freud, S. (2000). *The standard edition of the complete psychological works of Sigmund Freud* (Vols. 1–24). London, UK: Hogarth Press.

Hunt, M. (2007). *The story of psychology*. New York, NY: Anchor Books. ISBN: 9780307278074.

James, W. (1890). *Principles of psychology*. New York, NY: Henry Holt.

Skinner, B. F. (1974). *About behaviorism*. New York, NY: Alfred A. Knopf.

Thorndike, E. L. (1911). *Animal intelligence*. New York, NY: Macmillan.

Watson, J. B. (1919). *Psychology from the standpoint of a behaviorist*. Philadelphia, PA: J. B. Lippencott.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Baker, K. D., & Ray, M. (2011). [Online counseling: The good, the bad, and the possibilities](#). *Counselling Psychology Quarterly*, 24(4), 341–346.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (2015). [Ethical principles of psychologists and code of conduct](#). Retrieved from <http://www.apa.org/ethics/code/principles.pdf>
- Clarke, A., & Suler, J. (2002). [The future of online psychotherapy and clinical work](#). Retrieved from <http://truecenterpublishing.com/psycyber/futurether.html>
- Freud, S. (1910). [The origin and development of psychoanalysis](#). Retrieved from <http://psychclassics.yorku.ca/Freud/Origin/index.htm>
- James, W. (1884). [What is an emotion?](#) Retrieved from <http://psychclassics.yorku.ca/James/emotion.htm>

- James, W. (1892). The stream of consciousness. Retrieved from <http://psychclassics.yorku.ca/James/jimmy11.htm>
- Köhler, W. (1959). Gestalt psychology today. Retrieved from <http://psychclassics.yorku.ca/Kohler/today.htm>
- Skinner, B. F. (1948). "Superstition" in the pigeon. Retrieved from <http://psychclassics.yorku.ca/Skinner/Pigeon/>
- Wundt, W. (1904). Principles of physiological psychology. Retrieved from <http://psychclassics.yorku.ca/Wundt/Physio/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Integrated Materials

Book

Locke, J. (2001). *An essay concerning human understanding*. Kitchener, Canada: Batoche Books.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Aristotle. (1930). On memory and reminiscence. Retrieved from <http://psychclassics.yorku.ca/Aristotle/memory.htm>
- Bandura, A., Ross, R., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. Retrieved from <http://psychclassics.yorku.ca/Bandura/bobo.htm>
- Bruner, J. S. & Goodman, C. C. (1947). Value and need as organizing factors in perception. Retrieved from <http://psychclassics.yorku.ca/Bruner/Value/>
- Festinger, L. & Carlsmith, J. M. (1959). Cognitive consequence of forced compliance. Retrieved from <http://psychclassics.yorku.ca/Festinger/index.htm>
- Harlow, H. F. (1958). The nature of love. Retrieved from <http://psychclassics.yorku.ca/Harlow/love.htm>
- Maslow, A. H. (1943). A theory of human motivation. Retrieved from <http://psychclassics.yorku.ca/Maslow/motivation.htm>
- Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. Retrieved from <http://psychclassics.yorku.ca/Miller/>
- Minton, H. L. (1998). Introduction to "New methods for the diagnosis of the intellectual level of subnormals." Retrieved from <http://psychclassics.yorku.ca/Binet/intro.htm>
- Münsterberg, H. (1925). On the witness stand: Essays on psychology and crime. Retrieved from <http://psychclassics.yorku.ca/Munster/Witness/>
- Wozniak, R. H. (1999). Introduction to "Elemente der psychophysik." Retrieved from <http://psychclassics.yorku.ca/Fechner/wozniak.htm>
- Wozniak, R. H. (1999). Introduction to "Hereditary genius." Retrieved from <http://psychclassics.yorku.ca/Galton/wozniak.htm>
- Wozniak, R. H. (1999). Introduction to "The principles of psychology." Retrieved from <http://psychclassics.yorku.ca/James/Principles/wozniak.htm>

Projects

Project >> Psychological Specialization

Project Overview

For your final project in this course, you will have the chance to choose one of two options. For both options, the paper must include a discussion of how the influences of your thinker or specialization's history can be used to think proactively and ethically about the future of the field.

Option 1:

The first option for the course project involves the careful summarization and analysis of a major influential thinker in the history of psychology.

This assignment requires a minimum of eight references, one of which must be an original source, such as a book or journal article written by the thinker. The purpose of the assignment is to clearly and completely outline the personal life, historical background, and current events that led to the formation of this individual and his or her work. In other words, how might the person's home life, cultural upbringing, religion, politics, social conditions, and schooling have come together to shape the individual's ideas, theories, and concepts?

Many of the great psychologists have written autobiographies, and the others have all had biographies published. These will provide insight into the man or woman you have chosen for your project. It is not enough to simply cite facts and summarize well-documented theories. Rather, you should speculate and critically examine how these elements might have led to the insights and writings of the individual, and how these events might have led to the formation of a system, foundation, or theoretical perspective.

Option 2:

As a graduate student in psychology, it is highly important to recognize the historical roots of your field. As we learn in the course, the creative and bold ideas of psychology have evolved through the centuries as a function of several factors.

More specifically, as you think about your chosen area or specialization within psychology (such as clinical, developmental, organizational, or educational), describe the origins of your particular area in the context of the history of psychology. Include not only the most obvious theorists and concepts, but expand your thinking to include other topics and areas we have covered in the course. For example, a developmental psychologist might naturally think of Piaget, Kohlberg, and Erikson as major thinkers within the developmental domain. While this is certainly true, how could ideas and concepts such as those from perception, introspection, or Gestalt psychology also have impacted modern developmental psychology?

Cite experiments, movements, or other major events (such as child labor laws or the advent of testing) that might have had an influence upon the field. Using a minimum of eight sources, your assignment is to look at traditional names and concepts that led up to the modern conceptualization of your specialization, and to use your critical thinking skills to speculate how other, less-obvious people and ideas might also have contributed to the field.

Writing Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style.
- **Number of resources:** Minimum of eight.
- **Length of paper:** 15–20 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Unit 1 >> Origins of Psychology & Ancient Greek to 18th Century European Thought

Introduction

Why do people act as they do? Is environment more important than heredity or vice versa? Are men and women more alike or different? How can one really understand others if one does not understand him or herself? What causes madness, and what treatments should be used to help afflicted people? What do we mean when we say that we are conscious? Do people experience the world in the same way, or is each world view unique?

So many of the questions we still ponder today were asked and debated over 25 centuries ago by some of the greatest thinkers to ever walk the planet. Without scientific instruments, computers, the Internet, or libraries, these great minds pondered and explored the wonders of the world around them, including themselves. Socrates, Plato, Aristotle, and others used debate, reason, oratory skills, logic, and observational skills during the golden age of ancient Greece. While limited in their conceptualization of problems and their techniques of discovery, these thinkers clearly demonstrated the human spirit in their quest for knowledge, understanding, and prediction. Without their firm groundwork and exploratory efforts, psychology would not be where it is now. It is a tribute to their wisdom and knowledge that their views are still seriously considered by the scholars of today.

The writings and opinions of the European philosophers were an extension and elaboration of the basic writings first seen in ancient Greece. Many

writers were only hinting at the use of the experimental method. Largely, their writing and debating skills still dominated how the observations about human nature and the world were explained. It is imperative that all students of psychology become familiar with the major figures that preceded Freud, Skinner, and Maslow, because their early conceptualizations led the way for the emergence of the science of psychology.

This unit will explore major thinkers, ideas, and events that contributed to the thinking of the great philosophers and early scientists of the 16th through 18th centuries. As you read the activities, ask yourself how these early thinkers might have looked at the behaviors, attitudes, beliefs, and social systems of our modern world. Can you identify some of the same concepts first put forth by these great thinkers in your own ideas and views?

Learning Activities

u01s1 - Studies

Readings

To prepare for the course, please read the following:

- Read the [Learner Expectations](#) for important information about your success in this course.
- Read the [Professional Communications and Writing Guide](#). You are expected to adhere to these guidelines when writing a discussion post, peer response, or paper, as well as when using citations and references.

To prepare for this unit's discussions, please read the following in *The Story of Psychology*:

- Chapter 1, "The Conjecturers," pages 11–35.
- Chapter 2, "The Scholars," pages 36–64.
- Chapter 3, "The Protopsychologists," pages 65–104.

Optional – Readings

Gain additional insight by reading the following:

- Aristotle's "[On Memory and Reminiscence](#)," on the Classics in the History of Psychology Web site.
- Locke's *An Essay Concerning Human Understanding*.

u01d1 - Philosophy

The great Greek philosophers laid the groundwork for many of the modern topics and ideas within psychology.

- In what ways do you feel the questions and answers of the Greek philosophers affected the field of psychology?
- In what ways have they influenced your chosen specialization within psychology?

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u01d2 - Nature and Nurture

Psychologists still disagree on how much nature and nurture each contribute to an individual's development.

- Using the arguments of the European philosophers, make a case for the importance of nature against nurture.
- Using the arguments from different philosophers of the same era, make an equally compelling case against nature and for nurture.
- Explain your personal opinion on this matter and defend your position.

Response Guidelines

This prompt has multiple parts; be sure to answer each part of the prompt in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 2 >> The Rise of Physiological Psychology and Introspection

Introduction

As we move from the writings of the Greek and European philosophers, we turn to the dawning of the empirical method within psychology. The 19th century advances in physiology suggested that the experimental tools of measurement and careful observation might hold the key to explaining many of the mysteries posed by earlier thinkers. As advances in medical and neurological equipment emerged in the 19th century, the pioneers of physiological psychology created bold visions of unlocking the key to the functioning of the mind. At about the same time, Wilhelm Wundt and his students were busy analyzing the contents of their own minds, trying to trace the flow of their thoughts and perceptions, and forming the basis for the experimental analysis of mental states. These two major paradigm shifts focused on moving psychological questions from the realm of argumentation and debate into the objective scrutiny of hard science.

The questions included some of the following:

- How does an understanding of the biology and chemistry of neural conductivity explain the ability of the brain to sense, perceive, and think about the world?
- Do certain enlarged portions of the brain correlate with particular mental or physical abilities? Is it important to know the thresholds of sensitivity for the various sense organs?
- Is it important to discover whether the differences in incremental perceptions of difference thresholds were more or less a linear function relative to the initial parameters?

In short, could many of the questions of the great philosophers finally be answered in an objective, scientific fashion?

As you read the selections related to early physiological psychology and the concepts of introspective analysis as described by Wundt, begin to think about how these early explorations into the analysis of observable events led the way to our modern conception of tests, measurements, behavioral and cognitive observation, and experimentation. Try to imagine the excitement these researchers must have felt as they postulated, experimented, recorded, and fine-tuned their results. What a breakthrough from unverifiable arguments to cold facts about structure and function. If you were to make a discovery of this magnitude, how might you feel about it? What would you say to the inevitable detractors and critics? Finally, how do these bold visions still impact our field?

Course Resources


[Principles of Physiological Psychology](#)

Learning Activities

u02s1 - Studies

Introduction to Psychological
Schools of Thought

Introduction to Psychological Schools of Thought

 [Transcript](#)

Readings

To prepare for this unit's discussions, please read the following in *The Story of Psychology*:

- Chapter 4, "The Physicalists," pages 107–139.
- Chapter 5, "First Among Equals: Wundt," pages 140–158.

Multimedia

Click **Introduction to Psychological Schools of Thought** to view the presentation.

Optional – Readings

Gain additional insight by reading the following on the Internet:

- Wozniak's "[Introduction to 'Elemente der Psychophysik.'](#)"
- Wundt's "[Principles of Physiological Psychology.](#)"

Course Resources

Introduction to Psychological Schools of Thought


u02a1 - Topic

Choose which option you will pursue for the Psychological Specialization project and include in this assignment:

- A brief overview or description of your topic.
- Your rationale for selecting the project. How does it apply to your practice or learning?
- A mention of how far along you are in the project.
- Any concerns about finding the necessary sources. What, if any, problems are you encountering in finding the information you need?

The Capella Writing Center may help you get started. You will be graded based on the Topic Scoring Guide.

Resources

 [The Writing Center.](#)

Course Resources

[Capella Writing Center](#)

u02d1 - Physiological and Experimental Psychology

The Physicalists of Chapter 4 were interested in "the physical causes of neural and mental processes" (Hunt, p.107). These early psychologists are often placed in schools of thought called experimental psychology and physiological psychology.

- Choose one of these important historical figures from Chapter 4, and briefly summarize his or her work.
- Identify some key concepts associated with the person's work, thinking about whether this person might best fit into experimental psychology or physiological psychology. Explain your reasoning.
- Speculate about how your chosen person's work did, or did not, influence modern psychology.

Response Guidelines

This prompt has multiple parts; be sure to answer each part of the prompt in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u02d2 - Wundt's Contributions

Wilhelm Wundt is considered one of the most important thinkers in early psychology. He trained many students who went on to form psychological approaches and laboratories of their own. Wundt is usually associated with the school of thought called voluntarism, and is credited with the origins of the school of thought called structuralism.

Briefly discuss some key ideas and concepts that Wundt brought to psychology using these questions:

- What changes did Wundt bring to psychology in his ideas, theories, and in his psychological work? How did these differ from previous ideas and practices?
- What was Wundt's idea of consciousness?
- How was introspection used in Wundt's work? Is this the same way we use this concept in modern psychology?

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 3 >> William James and Sigmund Freud

Introduction

The work of Wundt had firmly established that scientific methods were completely viable strategies for the discovery of the workings of the mind. Psychologists of the future will not forget his dedication to the establishment of empirical methods and careful observation and recording of events. Nevertheless, the times were ripe for the emergence of two new and distinctly non-Wundtian points of view: William James and Sigmund Freud.

James is one of the most respected and influential historical figures in American psychology. William James not only delivered the first psychological lecture in the first psychology course ever offered in the United States and wrote the definitive work on psychological findings for his time, he also opened the door to those who wished to study emotion, attention, memory, physiological psychology, personality, and motivation from a pragmatic standpoint.

In a different manner, but with equal force and effect upon the field, Sigmund Freud emerged with an intriguing and complex theory that has many adherents to this day. While the original theory has undergone expansion, modification, and enlargement, its kernels can still clearly be traced to the inventive genius who was Sigmund Freud.

James's pragmatic, applied psychology and Freud's complex processes he thought underlaid most neurotic disorders came to the attention of a scientific community ripe for embracing new ideas that could be used to re-examine old questions. The magnetism and style of these two bold thinkers is clearly revealed in their writings, and their words continue to be closely studied by modern scholars.

In our study assignment for this week, Morton Hunt takes us into the life and times of these two innovative thinkers. Their major ideas are explored and critiqued, and their contributions are noted. These men represent two of the very best in the field of psychology, and their impact upon modern psychological thought and practice continues to this very day.

Course Resources

The Standard Edition of the Complete Psychological Works of Sigmund Freud

Principles of Psychology

[The Origin and Development of Psychoanalysis](#)

[What is an Emotion?](#)

[The Stream of Consciousness](#)


The Story of Psychology

Learning Activities

u03s1 - Studies



[Current Psychological Schools of Thought](#)

 [Transcript](#)

Readings

To prepare for this unit's discussions, please read the following in *The Story of Psychology*:

- Chapter 6, "The Psychologist *Malgré Lui*: William James," pages 159–182.
- Chapter 7, "Explorer of the Depths: Sigmund Freud," pages 183–232.

Multimedia

Click **Current Psychological Schools of Thought** to view the presentation.

Optional – Readings

Gain additional insight by reading the following on the Internet:

- Freud's "[The Origin and Development of Psychoanalysis](#)."
- James's "[The Stream of Consciousness](#)."
- Wozniak's "[Introduction to 'The Principles of Psychology'](#)."

Course Resources

Current Psychological Schools of Thought

u03d1 - William James and Functionalism

William James is associated with a movement, or school of thought, called functionalism.

Discuss some of the key values and focuses of functionalism, and consider the following:

- What historical factors and new ideas contributed to functionalism's ideas and concepts?
- How were these new ideas different from the physiological thinking of German psychologists?
- Contrast physiological and experimental psychology with functionalism, giving at least two examples that clearly show how James' thinking was changing the direction of professional psychology.

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u03d2 - Freud and the Psychoanalysis School of Thought

Sigmund Freud makes several compelling arguments about the nature and development of personality. Some of his major contentions included the structures of the id, ego, and superego, the progression through the psychosexual stages, the idea of unconscious motivation influencing conscious behavior, and the development and maintenance of defensive mechanisms as a means of combating anxiety.

- Choose one of these aspects of Freudian theory, and briefly explain the key theoretical points.
- Make your own compelling case for or against Freud's assertions; that is, use a well-reasoned argument to defend or attack his theory.
- Include evidence based on research or professional experience that enhances your position.

Response Guidelines

This prompt has multiple parts; be sure to answer each part of the prompt in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 4 >> The Measurement Approach and the Behavioral Movement in America

Introduction

As Freud was developing his psychoanalytic theory (and gaining many followers), others were busy exploring new fields, which in most respects were far removed from the unconscious and the analysis of dreams: measurement and behaviorism. The pragmatist William James would have no doubt applauded the practical utilization of psychology that emerged from the development of these fields.

The need for classification of individuals became a necessity as governments and military establishments wrestled with the difficult questions related to placing individuals within their respective systems. Using methods developed during the late 1800s and early 1900s, psychologists set about creating a host of intelligence and ability tests that promised to help in the classification and placement of children in schools and soldiers in the army. Many of these same tests (and dozens of others) are still used today as we continue to try to place people in the best circumstances for their development. Issues of validity, reliability, and test construction are also addressed in this unit of study.

During the same general time, a major movement was taking shape that would dominate American psychological thinking for nearly half a century. Beginning with the work of Pavlov, extended by Watson, and enlarged by Skinner, the behavioral movement was well on its way to designing a truly

scientific psychology. There is no question as to the monumental impact that behaviorism has had upon psychology, especially in America. The works of Watson, Thorndike, and Skinner are standard in every introductory course in psychology, and principles of behavior modification have been shown to be effective in the treatment of many mental disorders and problems of social adjustment. Both in theory and in practice, the behavioral school forever changed the way psychologists understood learning and motivation. With the acceptance of cognitive psychology, the best of both worlds can often be seen in cognitive-behavioral therapy, which we will look at in detail in a future unit.

As we shall see, both the mental testing and behavioral movements, though modified from their original designs, are still a vital and highly visible component within the field of psychology. Many familiar names and experiments are given in the textbook readings. Try to envision the times and lives of the men and women who authored them. Nearly 100 years later, what would they say now about the views they so strongly held?

Course Resources

Psychology From the Standpoint of a Behaviorist

About Behaviorism

Principles of Psychology

[The Origin and Development of Psychoanalysis](#)

[The Stream of Consciousness](#)

Animal Intelligence

["Superstition" in the Pigeon](#)

[What is an Emotion?](#)

The Standard Edition of the Complete Psychological Works of Sigmund Freud

Learning Activities

u04s1 - Studies

Readings

To prepare for this unit's discussions, please read the following in *The Story of Psychology*:

- Chapter 8, "The Measurers," pages 233–273.
- Chapter 9, "The Behaviorists," pages 274–317.

Optional – Readings

Gain additional insight by reading the following on the Internet:


- Minton's "[Introduction to "New Methods for the Diagnosis of the Intellectual Level of Subnormals."](#)"
- Skinner's "["Superstition" in the Pigeon.](#)"
- Wozniak's "[Introduction to "Hereditary Genius."](#)"

u04a1 - Annotated Bibliography

For this assignment, submit a list of at least eight resources that will be used as references for your Psychological Specialization project. Write a summary explaining the information included in each reference and describe how each reference adds value to the paper.

Apply APA style and formatting to the list of references. You will be graded based on the Annotated Bibliography Scoring Guide.

Resources

 [APA Style and Format](#).

Course Resources

[APA Style and Format](#)

u04d1 - Controversial Issues in Mental Testing

Two very controversial arguments have emerged from the field of mental testing. The first is the social policy of eugenics, which in its strictest form advocates the nonreproduction of "inferior" people. The second is the IQ controversy, which focuses on the nature versus nurture debate and the general issue of fairness in intelligence testing.

This is a two-part question:

1. Choose one of these issues and advocate for or against it. This is a question of opinion, and all viewpoints must and will be respected, but use scientific concepts and logical argument as you explain your opinion.
2. How did the mental testing school of thought contribute to the growth of psychology as a professional field and scientific discipline? What effects did this school of thought have on modern psychology?

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

[Psychology Attributes and Evaluation of Discussion Contributions](#)

u04d2 - Behaviorism

Behaviorism promised to make psychology a science by insisting on observable, measurable events, by not allowing unseen, hypothetical constructs or personality traits to be used in the understanding of behavior. On the surface, this makes sense to many people. After all, we cannot see an id, ego, or superego, and to say that someone suffers from neurotic anxiety simply labels an observation that under certain circumstances this individual displays these behaviors.

Further, the behaviors are often positively or negatively reinforced, which strengthen the likelihood that they will show up again under similar circumstances in the future. To ascribe them to "defense mechanisms" or other unconscious motivations is at best pointless and at worst misleading.

This is a two-part question:

1. Based on the issues above, defend the behaviorist position or critique it from a psychoanalytic position. What, from your perspective, makes behaviorist assertions valid or invalid in this argument?
2. Briefly discuss how the new school of thought of behaviorism contributed to the growth of psychology as a professional discipline. What historical events, situations, or circumstances contributed to the rise of behaviorism in the United States?

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Unit 5 >> Gestalt Psychology and the Rise of the Psychology of Personality

Introduction

The influences of the behaviorists upon psychology were impressive; hundreds of experimental situations were devised with rats, cats, pigeons, college sophomores, people with intellectual disabilities, prisoners, and children with various disabilities as the subjects. In nearly all cases, the conclusion was that the combination of proper identification of significant reinforcers and control over the subjects' environment would lead to drastic changes and improvements in these groups. Without resorting to immeasurable, unseen concepts, the behaviorists were able to devise a strong theoretical basis for learning, one that rested upon the strict application of the empirical method.

Still, there were those who disagreed. One such group was the Gestalt psychologists, the most influential of whom were Wertheimer, Kohler, and Koffka. Working together, they devised ingenious experiments that spoke to perception and organization of the environment, rather than the reinforcers offered within it. A new model of learning, insight, was also developed, as well as the collection of outcomes that came to be known as the laws of Gestalt psychology. Closely associated with perception, psychophysics, and learning, the Gestalt psychologists investigated the organization of patterns, the puzzles of perceptual illusions, and several laws that seemed to explain how we account for the constancies in our perception, even though our sensory reality is forever in flux. Gestalt psychology is a highly influential school in the field of psychology. The ideas of its innovative and creative founders are still debated to this day.

While the Gestalt psychologists were not particularly interested in the explanation of personality development and variability, many others were. A remarkable assemblage of intriguing theoretical explanations came forward during the 20th century, and while the sharp distinctions between schools of personality psychology have recently become fuzzier, the extraordinary importance of these views remains. From trait theory, to learning theory, to psychoanalytic theory, in this unit we will study the diversity of ideas offered to explain the complex area of personality. Also included are the origins of many popular personality tests and inventories, most of which are still in use today. Personality psychology is a topic of fascination for everyone from the most astute clinical psychologist to the "people watchers" in the mall. How is personality explained? How do we test personality? What constitutes a "normal" personality? These questions will come into sharp focus as we explore this exciting area in the history of psychology.

Learning Activities

u05s1 - Studies

Required Reading

To prepare for this unit's discussions, please read the following in *The Story of Psychology*:

- Chapter 10, "The Gestaltists," pages 318–348.
- Chapter 11, "The Personality Psychologists," pages 354–400.

Optional – Readings

Gain additional insight by reading the following on the Internet:

- Harlow's "[The Nature of Love](#)."
- Köhler's "[Gestalt Psychology Today](#)."
- Maslow's "[A Theory of Human Motivation](#)."

u05d1 - Gestalt Psychology

To simplify Gestalt psychology to a single statement, one might say this school of thought is concerned with the whole rather than parts. Gestalt psychologists studied how sensation differs from perception, and also how "insight learning" seemed to differ from trial-and-error learning. Remember that we are discussing Gestalt psychology, and not Gestalt therapy, in these questions.

- Discuss the idea of "wholeness" from a Gestalt perspective, using either human perception or human learning to provide at least two examples that show the importance of the whole.
- Was Gestalt psychology in accord with behaviorism? What might a discussion between a Gestaltist and a behaviorist sound like about a topic such as consciousness or learning?

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u05d2 - Personality Theories in Psychology

Although personality psychology is not considered a unified school of thought, personality theories have been, and continue to be, an important part of psychology. Using information from Chapter 11, as well as at least one outside source, choose one approach to studying personality that matches your own ideas about personality, and answer the following questions:

- What is the method or approach to personality that you chose? Discuss some key points of the approach or theory.
- Which school of thought is this approach tied to, such as behaviorism, psychoanalysis, Gestalt psychology, humanistic psychology? How can you tell?
- From this approach, is it possible to measure personality? If so, how would this be accomplished? What kinds of terms are used to describe and discuss personality (for example, traits, dimensions, situational variables, factors, et cetera)?

Remember to provide at least one scholarly source (an article, book, or website) along with material from the text, to support your discussion.

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 6 >> Developmental and Social Psychology

Introduction

Two of the most popular core courses in many college and university curriculums are developmental psychology and social psychology. Perhaps this is because we are all so intimately connected with these specialties. After all, each of us is a product of our developmental history, including our biological inheritance, our particular environmental and social situations, and most importantly, the complex, intertwined, and interactive nature of these forces.

The personality psychologists studied in the last unit were interested in the topic of development. Freud postulated stages of psychosexual development, Skinner saw development as an ever-increasing series of reinforcement histories, and Maslow, with his hierarchy of needs, saw an ever-present motivation to move to higher and higher levels of performance and self-understanding. Yet, developmental psychologists were interested in more than personality.

Topics such as cognitive development, moral development, emotional development, and physical development were explored and documented by dozens of highly influential people in the last century. No more were children seen as miniature adults, babies viewed as "blooming, buzzing confusion[s]" (James, 2007), and middle-aged and older adults understood as not worthy of scientific study. The developmental movement within psychology gave credence to these and many more topics of study. From the development of the fetus, to the complex and emotional issues of death and dying, life span development continues to inspire both pure and applied research that attempts to better understand the processes and outcomes of individuals as they age.

Of course, human development occurs in a particular social and cultural context. While this does account for some of the variability among people, the study of how individuals respond to the social forces around them has produced hundreds of creative and fascinating experiments, and has shed light on the question of how and why we behave as we do in different situations. Some of the most ingenious, controversial, and fascinating studies ever explored within psychology emerged in the specialty of social psychology. Landmark work by social psychologists involved topics such as interpersonal attraction, bystander intervention, crowding, conformity to rules, obedience to authority, and attitude change and persuasion, to name only a few. These studies also highlighted the ethical responsibilities of psychologists for safe, fair, and humane treatment of their human subjects.

As you read the two chapters for this unit, try to imagine a synthesis of these two areas. That is, can development be seen as being affected by social influences and processes within the individual? How big of a role do social factors have upon the developing person? Might a theory one day emerge that links the two fields together?

Reference

James, W. (2007). *The Principles of Psychology, Vol. 1*. New York, NY: Cosimo.

Course Resources

Principles of Psychology

Learning Activities

u06s1 - Studies



Key Events in Ethical Research

Transcript

Readings

To prepare for this unit's discussions, please read the following:

- *The Story of Psychology*, Chapter 12, "The Developmentalists," pages 401–458.
- *The Story of Psychology*, Chapter 13, "The Social Psychologists," pages 459–504.
- The American Psychological Association's "[Ethical Principles of Psychologists and Code of Conduct](#)."

Multimedia

Click **Key Events in Ethical Research** to view the presentation.

Optional – Readings

Gain additional insight by reading the following on the Internet:

- Bandura, Ross, and Ross's, "[Transmission of Aggression through Imitation of Aggressive Models.](#)"
- Festinger and Carlsmith's "[Cognitive Consequences of Forced Compliance.](#)"

Course Resources


Key Events in Ethical Research

u06a1 - Annotated Outline

Create an annotated outline that specifies the topics to be covered in each section of your Psychological Specialization paper. You will be graded based on the Annotated Outline Scoring Guide.

Write 2–5 paragraphs on each section, indicating the main points that will be covered. Identify where each supporting reference from your annotated bibliography will be integrated.

Resources

 [APA Style and Format.](#)

Course Resources

[APA Style and Format](#)

u06d1 - Developmental Theories

Developmental psychologists come from many different schools of thought, including behaviorism, psychoanalysis, cognitive psychology, psychobiology, humanistic psychology, and perhaps others as well. Choose one developmental theory and provide a critical analysis of the theory, answering all of the following questions in your response:

- What are the key points of the theory? Provide a brief summary.
- How has the theory held up to scrutiny by research and experience? Discuss how well the theory fits "real-life" situations.
- What modifications could or should be made to the theory to make it more accurate and comprehensive? Be specific, and give examples.

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u06d2 - Social Psychology and the Ethics of Deception

Social psychology is a psychological specialization with practitioners who draw from different schools of thought, with a common aim of understanding social phenomena. Several of the social psychology studies discussed in Chapter 13 used deception as a "necessary component" for the proper presentation of the experiment. The use of deception has adherents and critics within psychology.

Answer the following, citing one or more of the studies mentioned in the chapter to support your answers:


- What is your stance on this ethical issue? Offer an informed opinion based on scientific principles, as well as the ethical code for psychologists.
- How does deception fit in with the notions of informed consent, physical and psychological safety of subjects, and debriefing?
- If you feel deception is allowable in experiments, are there any limits to its use? How would you draw the line? If you feel deception should never be used, how might social psychological research be conducted without it?

Response Guidelines

This prompt has multiple parts; be sure to answer each part of the question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Resources

 [APA Ethical Principles.](#)

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

[Ethical Principles of Psychologists and Code of Conduct](#)

Unit 7 >> Perception, Motivation, and Emotion

Introduction

As we saw in the last unit, social and developmental psychology looks at large areas of human interaction. The material in this unit gets to the heart of many of the ancient (and modern) questions about human nature. How do you know that what you see is the same as what I see? Why is it that two people looking at a piece of art have such drastically different impressions of the piece? Have you noticed that temperatures that you report as comfortable are seen as either too warm or chilly by your friends? How can we all be exposed to the same sensory data, yet understand and behave in such different ways?

A related set of intriguing questions can be asked in the area of motivation and emotion. To begin with, what do these two terms actually refer to? Is motivation a drive, a momentary desire, or an all-encompassing lifelong passion? Can we be motivated at different levels (strengths) and to different objects at the same time? Is motivation primarily physiological (low blood sugar), primarily psychological (feeling hungry), or both? If one goes without food for a long period, emotions (anxiety, worry) are likely to come into awareness. How are motivations and emotions linked? Can we have one without the other? Do others experience emotions in the same way? Why do some people experience emotions, while others in the same setting do not? Just how many different emotions are there?

Whether we are considering the behavior of a subject in a conformity experiment, or marveling at the adeptness of a toddler as she learns to run and explore her environment, the focus seems to be on these larger, more encompassing segments. What exactly is going on inside the head of the experimental subject or the explorative child? What do they perceive from their surroundings, what inspires them to learn, grow, and understand their world, and how do they feel about these (and many other) events in their lives? Perception, motivation, and emotion give us a clue to these deeply psychological considerations. They are so familiar to us, yet they are elusive in nature. Why do we act and think as we do? What is emotion, and what causes it to occur? How do our perceptions of ourselves and the world around us influence our motivations and emotions, as well as our cognitions?

We could go on and on with such questions, but researchers in perception, motivation, and emotion have already investigated these and other fascinating questions, and have come up with some tentative and ingenious explanations of these processes. As you read this unit, note the intertwined nature of biology and psychology, the functioning of the sensory and perceptual systems, and the complex cognitions that must take place very rapidly to understand the world and experience the "proper" emotion.

Learning Activities

u07s1 - Studies

Readings

To prepare for this unit's discussions, please read the following in *The Story of Psychology*:

- Chapter 14, "The Perception Psychologists," pages 505–552.
- Chapter 15, "The Emotion and Motivation Psychologists," pages 553–589.

Optional – Readings

Gain additional insight by reading the following on the Internet:

- Burner and Goodman's "[Value and Need as Organizing Factors in Perception](#)."
- James's "[What Is an Emotion?](#)"

u07d1 - The Perception Psychologists and Illusions

Earlier we read about the study of perception from the perspectives of several schools of thought, including experimental psychology, physiological psychology, and Gestalt psychology. The discussion in Chapter 14 provides a broad look at how psychology has studied perception, and clearly shows that what we experience through our senses can be quite different from what we perceive mentally.

Answer the following questions:

- How does the study of illusions shed light on the various perceptual and sensory processes?
- In what way does knowledge about illusions help to answer the question of whether or not perception is primarily a physiological or cognitive function?

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u07d2 - Theories of Emotion and Motivation

The topics of emotion and motivation have been studied from a number of different theoretical perspectives, including physiological psychology, behaviorism, psychoanalytic psychology, cognitive psychology, and humanistic psychology.

Based on your reading and your own thoughtful analysis, answer the following questions:

- Is emotion a physiological event, a cognitive event, a perceptual event, or a combination of these variables?
- How can you explain the concept of motivation, and how is motivation tied to emotion? Defend your answer citing research in the text and optional readings.
- In your opinion, which of the extant theories of emotion seems to best explain emotion and motivation?

Response Guidelines:

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 8 >> Cognitive Psychology and the Psychotherapists

Introduction

Within the last 50 years, perhaps no area in psychology has been the focus of so much research attention as that of cognitive psychology. The innovative field of cognitive science has combined salient research and development between psychology, neurophysiology, logic, mathematics, and computer science. New ways of looking at ourselves emerge as we delve deeper into a neurological explanation of cognition, build machines that can process enormous amounts of information at unbelievable speeds, and interface the two into the next generation of computers that use parallel, rather than serial information transfer. Intelligence, reasoning, thinking, language, and problem solving are being investigated in ways that were unimaginable a century ago. However, cognitive psychology has not limited itself to information processing and computer simulations of human intelligence. Psychotherapy, the area most widely associated with psychology, has also been receptive to cognitive paradigms of treatment. While analysis, behavior modification, and humanistic therapies are still practiced, a movement toward cognitive-behavioral therapy is evident in professional clinical and counseling circles. It is to these fields of study that we now turn.

The first 50 or so years of the 20th century saw psychology largely divided into distinct schools, including the Freudian, behavioral, cognitive-developmental, and humanistic. While minor variations and occasional flash-in-the-pan theories were proposed, psychologists of that time were more or less adherents to one, and only one, viewpoint. In fact, there were often bitter disagreements between the factions in both the theoretical and applied aspects of psychology, especially within the general areas of clinical psychology and learning.

But times change, technology advances, and lines that were once distinct become fuzzy. The last 50 years of the 20th century saw rapid advances in computers, primarily due to the continuation of military intelligence and space travel. While it would take some time, the computer eventually became smaller, faster, more user friendly, and lower in price. Colleges, universities and the public became fascinated with the new technology, and computer games and the software industry became billion dollar markets. Today, almost everything from autos to toasters utilizes computer technology, and schools have begun to seriously incorporate computer awareness into their curriculum. Many six-year-olds can now adeptly insert a CD, load a program, and with a few clicks of the mouse be entertained, educated, and engrossed.

Psychologists were aware of the potential uses and benefits of modern high-speed computers. They could enter data into statistical programs that would crunch the numbers and provide results in seconds rather than days. They could program computers to provide instruction to students from elementary school to graduate school. Tutorials were developed, the Internet became available to everyone, email and cellular phones took over as the preferred mode of communication, and there appears to be no end in sight. Technology continues to advance at an extremely rapid pace, so much so that today's cutting edge is tomorrow's bargain buy.

Cognitive psychology has kept pace with this forward-moving industry by recognizing that insights into computer processing and information exchange might yield new ideas and theoretical insights into human cognition. Not only does cognitive psychology look at such deeply human processes as thinking, reasoning, language, problem solving, and memory, but applications of cognitive psychology have been successfully applied to practical psychotherapy.

The chapters in this unit explore the names and theories behind cognitive psychology and psychotherapy. The future is here, and it is an exciting one.

Course Resources

The Story of Psychology

Learning Activities

u08s1 - Studies



Psychotherapy Timeline

Transcript

Readings

To prepare for this unit's discussions, please read the following in *The Story of Psychology*:

- Chapter 16, "The Cognitivists," pages 590–650.
- Chapter 17, "The Psychotherapists," pages 651–702.

Multimedia

Click **Psychotherapy Timeline** to view the presentation.

Optional – Readings

Gain additional insight by reading the following on the Internet:

- Miller's "[The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information.](#)"
- Münsterberg's "[On the Witness Stand: Essays on Psychology and Crime.](#)"

Course Resources


Psychotherapy Timeline

u08a1 - Paper Draft

Submit a draft of your Psychological Specialization paper.

You will be graded using the Paper Draft Scoring Guide. However, your instructor will provide additional feedback if a particular section needs significant improvement.

Resources

 [APA Style and Format.](#)

Course Resources

[APA Style and Format](#)

u08d1 - Cognitive Psychology: Brains and Intelligence

Many comparisons have been made between human intelligence and the workings of the brain, and machine intelligence and the workings of the computer. Cognitive psychology used the metaphor of "brain as computer" to help explain some of the workings of the brain. However, some would argue that this is not a fair or reasonable comparison.

Discuss the similarities and differences between the brain and the computer, and between human and machine intelligence:

- Is the "brain as computer" metaphor useful? Is it warranted? Explain why or why not.
- Are computers smarter than we are, dumber than we are, or just different from us?

- In your opinion, will computers ever become conscious? Explain your position.

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u08d2 - Psychotherapy and Abnormal Behavior

In modern times, many psychologists conduct clinical work as psychotherapists, pulling from theories of behaviorism, psychoanalysis and psychodynamics, humanistic psychology, cognitive psychology, medical knowledge, biological perspectives, physiological theories, mental testing, and many other areas. There is no unified "psychotherapy" school of thought, yet this area has become strongly identified with the discipline of psychology.

Several different theoretical explanations of abnormal behavior were discussed in Chapter 17, along with their corresponding treatment recommendations.

- To which of the theories do you subscribe as the better models for understanding human psychopathology?
- Is it necessary to invoke more than one model to cover the various disorders?
- If so, which ones seem particularly well suited to which disorders?

Support your answers with well-reasoned and scientifically supported arguments.

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 9 >> Uses and Misuses of Psychology & Psychology as It Is Viewed Today

Introduction

We have come a long way in our journey into the history of psychology. We have encountered hundreds of researchers, theories, concepts, experiments, and research conclusions. We have seen how questions of the early philosophers were transformed into empirical designs that would allow for the possible discovery of cause-effect relationships. We have seen how advances in physiological understandings of the structure and functioning of the brain and nervous system have drastically altered our ideas about learning, memory, language, and cognition. We have looked at development, social forces, perception, and therapy, and have become familiar with the outstanding men and women in these areas. We have seen theories that are remarkable in their elegance and theories that are remarkable in their complexity.

In psychology, as in any science, the sincere desire of the professionals in the field is the explanation of phenomena in our world and the discovery and utilization of knowledge for the betterment of the human race. While in the vast majority of cases this happens, there are always dangers of misuse, sometimes unforeseen, inadvertent, or (unfortunately) deliberate. Let us turn our attention to these issues, such as:

- Is research with animals humane and pain free? Is it even necessary?

- Should eugenics ever be considered?
- Should the results of psychological tests be used to label people?
- Is deception in social psychological research ethical?
- Do therapists inadvertently instill false memories in their patients?
- Can lie detector tests be used as evidence in judicial and employment matters?

As you read the material in the final two chapters of the textbook, think about these and other matters that threaten the users of psychological knowledge and advice. While the APA has strict codes and regulations over these and related matters, the potential for misuse is still present. How might we move into the future better prepared to protect the public and ourselves from these pitfalls? How will you, as a professional psychologist, prepare and protect yourself?

Course Resources

The Story of Psychology

Ethical Principles of Psychologists and Code of Conduct

Learning Activities

u09s1 - Studies

Readings

To prepare for this unit's discussions, please read or review the following:

- *The Story of Psychology*, Chapter 18, "Users and Misusers of Psychology," pages 703–749.
- *The Story of Psychology*, Chapter 19, "Psychology Today," pages 750–776.
- The APA's "Ethical Principles of Psychologists and Code of Conduct."

u09d1 - Misuse of Psychology and Code of Conduct

Chapter 18 discussed ways in which psychology has benefited society, as well as ways in which scientific knowledge has been misused. We also encountered ethical issues in Chapter 13's discussion of social psychology and experiments conducted with positive intentions, but perhaps had negative consequences.

For this discussion assignment, choose two situations or experiments discussed in Chapters 13 and 18, then apply the General Principles (pages 3–4) of the APA's Ethical Principles of Psychologists and Code of Conduct to those situations. Defend or refute the notion that the psychology in the studies or experiments you chose complies with the stated positions in the code of ethics.

Response Guidelines

This prompt has multiple parts; be sure to answer each part of the prompt in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Resources

 [APA Ethical Principles](#).

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Ethical Principles of Psychologists and Code of Conduct

u09d2 - Potential Misuse of Psychology

Several areas within psychology are potentially subject to misuse. Among these are psychological testing for intelligence, educational tests for placement and classification of students, psychological tactics for advertising and persuasion, and the creation of false memories by well-meaning psychotherapists. Of course, many more exist.

- Pick one of these issues or a different one that you are particularly interested in, and discuss the actual or potential misuse.
- Discuss whether or not you believe the safeguards outlined in the APA Ethical Principles of Psychologists and Code of Conduct are sufficient to protect the public. If not, discuss measures that might be needed beyond the code of conduct.
- Suggest any enhancements or additions to the APA code that might be beneficial to consumers of psychology.

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Resources

 [APA Ethical Principles.](#)

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

[Ethical Principles of Psychologists and Code of Conduct](#)

Unit 10 >> Where We Came From, Where We Are, and Where We Might Be Going

Introduction

As we have seen throughout the course, our present is determined by our past. We are now at this point in our evolution largely because of the diligent work of the men and women who have preceded us. The ideas that propelled psychology from the days of mesmerism and phrenology into the realm of PET, AI, and MRI are numerous, complicated, and intertwined.

Advances in one area of specialization within psychology often shed light on questions within other areas. In the same way, what psychologists of this century do will set the foundation for psychologists in the next century. Already things seem to be changing from what they were. While still seen as a connected network of subspecializations, no longer do we have die-hard followers of particular schools (for example, behaviorism). Instead, we are more open to a blending and combination of ideas as we strive to understand ourselves and the world around us. While theories are still generated in particular content-specific cases, more and more researchers are seeking an integration and synthesis of ideas. We have come so far as a science in such a short time. The fruit of our labor has been a better understanding of humans in all our complexity.

Just as advances in technology helped to transform psychology into an empirical science over 100 years ago, the psychology of today also relies on the advancement of computers and other intelligent machines, such as measuring devices that can more precisely and accurately yield numerical indices, and physiological imaging techniques that allow us to explore the link between the functioning of the brain and the cognitive and behavioral manifestations of that functioning. There is little question that the reliance on technology will increase with the advent of newer and more sophisticated computers and robots. Psychotherapists will most likely continue to become more and more eclectic in their treatments, and advances in medicine and brain physiology will allow for new "miracle drugs" to treat many psychological disorders.

A number of questions remain. Will machines replace humans as psychotherapists? Will computers ever think and feel emotions as we do? Will newer technology help us to eliminate the violence and aggression so common in our world today? In short, will advances in psychology offer practical and useful information on a worldwide level? Perhaps politics, sports, advertising, and health will benefit in ways we can as of today only dimly imagine. How exciting to be on the cutting edge of the psychology of the future! It is interesting to consider how the students of the history of psychology in the year 2100 might read about us, wonder what we were like, and how we came up with our ideas. Let us not disappoint them.

Learning Activities

u10s1 - Studies

Readings

To prepare for this unit's discussions, please read the following:


- Clarke, Arty, and Suler's 2002 Internet article, "[The Future of Online Psychotherapy and Clinical Work](#)."
- Baker and Ray's 2011 article, "[Online Counseling: The Good, the Bad, and the Possibilities](#)," in *Counselling Psychology Quarterly*, volume 24, issue 4, pages 341–346.

u10a1 - Final Psychological Specialization Paper

Complete and submit your final Psychological Specialization paper for this course, incorporating any feedback that you have received from your instructor. Be sure to use appropriate APA writing style as you format your project paper and cite the sources you have gathered.

You will be graded based on the Final Psychological Specialization Paper Scoring Guide.

Resources

 [APA Style and Format](#).

Course Resources

[APA Style and Format](#)

u10d1 - Reflection

We have investigated several areas within the field in our journey through the history of psychology.

- Reflect upon the various thinkers, theories, concepts, and historical ideas we have studied, and describe how several of them have helped to mold you into a psychologist. Who and what have been most influential?
- What possible topics in research or practice might you enjoy pursuing in your future?

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u10d2 - Online Practices

Consider the articles that you read in this unit's studies.

- Will online clinical practice, in your opinion, ever be truly feasible?
- Will computers of the future be able to diagnose, treat, and offer other psychological services?
- Are humans in danger of being replaced by machines? (Do not be too quick to judge—efficient robots can do the work of skilled technicians faster, cheaper, and, in many cases, more effectively. Robot dealers can deal blackjack flawlessly, never need a cigarette break, and never steal money).

Response Guidelines

This prompt has multiple parts; be sure to answer each question in order to provide a comprehensive response.

Respond to at least two other learners' posts, adding to the discussion by offering analysis of the points in the learner's post and providing additional ideas and perspectives.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions