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# Psych- ology

2e.

# Psychology 2e Release Notes 2022

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## Revision Number:

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## Page Count Difference:

The page count in this revision is 753, down from 783. This was a DEI- and currency-focused revision that was necessary to align to new approaches and standards, and a new design was implemented. Generally, we addressed several core areas that needed attention and improvement, but we made thorough edits throughout to reflect our guidelines and input from specific experts and advocates.

## Errata:

Below is a table containing submitted errata and the resolutions that OpenStax has provided for this latest text.

Location	Detail	Resolution Notes	Error Type
Chapter 1 Introduction to Psychology: Section 1.1 What Is Psychology?	I think the question: "Why do some people become homeless?" (page 18 of the PDF text), is insensitive towards bringing students into the Psychology discipline. Especially in this day and age, I know many of my students have reported being homeless or living out of their cars. I don't think such a question is answered with Psychology; it is a complex phenomenon that has more to do with SES and privilege than one's psyche. For that reason, I think the question is not appropriate for an introductory textbook, nor towards encouraging	Thank you for pointing this out. We take this issue very seriously and do not want to emplace any barriers to students, particularly those who have experienced homelessness. Although it is one sentence, we know that it can have an impact. With that said, I will mention that other faculty did not agree with the change; they felt that, from the start, it is important to drive an understanding that homelessness has a high level of correlation to mental illness, as indicated consistently in research. However, since the first section of the book	General/pedagogical suggestion or question

	<p>minoritized populations to embrace and feel that the discipline is inclusive of their identities. I appreciate your consideration of this suggestion.</p>	<p>certainly does not explore that issue fully, we agree it is better to delete the question.</p>	
<p>Chapter 1 Introduction to Psychology: Section 1.1 What Is Psychology?</p>	<p>The book reports that the American Psychological Association has 56 divisions. There are actually 54. They run 1 - 56, but division 4 and 11 are empty and have always have been.</p>	<p>Revise "54" to "56".</p>	<p>Other factual inaccuracy in content</p>
<p>Chapter 1 Introduction to Psychology: Section 1.2 History of Psychology</p>	<p>The first paragraph is out of date. Rather than Betancourt, it should summarize Henrich, J., Heine, S. J., &amp; Norenzayan, A. (2010). The weirdest people in the world? Behavioral and Brain Sciences, 33(2–3), 61–83. <a href="https://doi.org/10.1017/S0140525X0999152X">https://doi.org/10.1017/S0140525X0999152X</a>. Recent cultural psychology DOES go beyond descriptives to causality, e.g. rice vs wheat cultures, pathogen prevalence, cultures of honor, etc. The existing text deprecates an important, growing area of study. Better yet, cultural psychology should be discussed in Contemporary Psychology, not just History, and have its own chapter.</p>	<p>Revise the paragraph beginning "Culture has important..." to: "Culture impacts individuals, groups, and society. An ongoing issue researchers are trying to correct is that certain populations have been over-studied and the results of these studies have been applied to other populations. For example, Henrich, Heine, and Norenzayan discuss how WEIRD societies have been overstudied and the results have been wrongly applied to non-WEIRD societies (2010). WEIRD stands for western, educated, industrialized, rich, and democratic. Henrich, Heine, and Norenzayan found that there are many differences between people in the WEIRD group and people in less industrialized, less urban, and non-Western societies. These differences occur in a variety of areas, including perception, cooperation, and moral reasoning. That is, people vary</p>	<p>General/pedagogical suggestion or question</p>

		depending on their culture and environment. Multicultural psychologists develop theories and conduct research with diverse populations, typically within one country. Cross-cultural psychologists compare populations across countries, such as participants from the United States compared to participants from China."	
Chapter 1 Introduction to Psychology: Section 1.2 History of Psychology	The text reads: "Skinner's two widely read and controversial popular science books..." Skinner had many widely read and controversial books -- not just two. Why do you refer to only 2, especially without detailing which ones they are? Also in this section, the text mentions a light as a "token conditioner." A light can be a discriminative stimulus or a secondary reinforcer. I'm not sure about the term "token conditioner." In behavioral terms, the word "token" usually refers to a secondary reinforcer in a token economy.	This paragraph will be updated.	Other factual inaccuracy in content
Chapter 1 Introduction to Psychology: Section 1.2 History of Psychology	This may seem odd. I have noticed that nearly all Introductory Psych books teach that Wundt was the founder of experimental psych, used introspection, and his approach was called Structuralism. I have also noticed that all History of Psych books teach that Wundt's approach was called Voluntarism (the experimental study of the will), and that introspection made up only a very small part of his work,	The issue related Titchener was resolved in the 2e update. Change the heading from "James and Functionalism" to "Functionalism". Revise the first two sentences of this section to "William James, John Dewey, and Charles Sanders Peirce helped establish functional psychology (Figure 1.3). They accepted Darwin's theory of evolution by natural selection and viewed this theory as an	Other factual inaccuracy in content

	<p>which was otherwise mental chronometry (including the reaction time studies mentioned in the book). It was Titchener who used the term Structuralism, and whose entire research career was defined by the introspection technique. This tendency to equate Wundt with Titchener's work may be attributed to E.G. Boring's original history of psychology work, but it is in error, as all History of Psychology books show. I don't know if the authors here wish to buck the trend of Introductory Psych books perpetuating this error, but I consider it advisable. A minor other point: it was John Dewey, not William James, who created the Functionalist school - though he did so within the intellectual climate created by James.</p>	<p>explanation of an organism's characteristics."</p>	
<p>Chapter 1 Introduction to Psychology: Section 1.4 Careers in Psychology</p>	<p>"clinical context (Norcorss &amp; Castle, 2002)." should be "Norcross."</p>	<p>Our reviewers accepted this change.</p>	<p>Typo</p>
<p>Chapter 1 Introduction to Psychology: Key Terms</p>	<p>The definition here for postdoctoral training program is a sentence fragment and inconsistent with the definition described in the body of the chapter. "... allows programs and broaden their research skills under the supervision of other professionals in the field" should be "... allows young scientists to further</p>	<p>Revise the definition to "allows young scientists to further develop their research programs and broaden their research skills under the supervision of other professionals in the field".</p>	<p>Typo</p>

	develop their research programs and broaden their research skills under the supervision of other professionals in the field."		
Chapter 2 Psychological Research: Section 2.1 Why Is Research Important?	The paragraph notes "what if someone in your family was diagnosed with autism?..." Then says basically "either way, you want to learn about treatment options". Autism is not a curable condition. There are therapies that can make life for a neurodiverse individual better able to adapt in their community, but you cannot change someone's neurobiology.	Revise the paragraph starting with "Imagine you just found out..." to: "Imagine you just found out that your sister Maria's child, Umberto, was recently diagnosed with autism. There are many treatments for autism that help decrease the negative impact of autism on the individual. Some examples of treatments for autism are applied behavior analysis (ABA), social communication groups, social skills groups, occupational therapy, and even medication options. If Maria asked you for advice or guidance, what would you do? You would likely want to review the research and learn about the efficacy of each treatment so you could best advise your sister."	Other factual inaccuracy in content
Chapter 2 Psychological Research: Section 2.2 Approaches to Research	Due to overuse of the adjective "tremendous," this textbook reads like a third-rate popular science article. Could not phrases "there is a tremendous amount of control", "provides tremendous insight", and "tremendous amount of insight", all found on page 45 of the 2020 print edition, be replaced with precise yet varied language?	Our reviewers accepted this change, and it will be included in the next print cycle.	General/pedagogical suggestion or question

Chapter 2 Psychological Research: Critical Thinking Questions	Replace questions that cover content that was cut in the 2e update.	Update question 25 to: "In this section, there was a discussion about researchers arriving at different conclusions about the use of technology in certain student populations, with one study determining that a smartphone app for surgery students seemed effective, but another study finding negative impacts on sleep, communication, and time management resulting from the use of technology by undergraduates. How might an educational leader best work through these discrepancies?" Update question 29 to: "Which of the research methods discussed would be best suited to study the impact of diet and exercise on the prevalence of a disease such as diabetes? Why?"	General/pedagogical suggestion or question
Chapter 3 Biopsychology: Section 3.1 Human Genetics	"bitten by mosquitos carrying the malaria parasite." Should be "mosquitoes" (CDC uses that spelling, among others.)	Our reviewers accepted this change.	Typo
Chapter 3 Biopsychology: Section 3.2 Cells of the Nervous System	"(Azevedo et al, 2009; Herculano-Houzel, 2012; Herculano-Houzel, 2009)." the "Herculano" should be "Herculano".	Our reviewers accepted this change.	Typo
Chapter 3 Biopsychology: Section 3.2 Cells of the Nervous System	Page 95, states that sodium potassium pumps are responsible for de-polarization of neuron membrane, which is not correct. They are responsible for keeping potential, by moving ions into places with their higher concentration powered by	Delete "(i.e., a sodium-potassium pump that allows movement of ions across the membrane)". In the following paragraph, revise the sentence "In addition, the inside..." to "In addition, the inside of the cell is slightly negatively charged compared to the	Other factual inaccuracy in content

	<p>ATP, then there are ION channels, with various gates, mostly voltage gated on "neurite" which are responsible for "action". So basically those pump just sustains pressure, and when it's released it goes trough channel, not trough pump.</p>	<p>outside, due to the activity of the sodium-potassium pump. This pump actively transports three sodium ions out of the cell for every two potassium ions in, creating a net negative charge inside the cell."</p>	
<p>Chapter 3 Biopsychology: Section 3.4 The Brain and Spinal Cord</p>	<p>"The somatosensory cortex is organized topographically, which means that spatial relationships that exist in the body are maintained on the surface of the somatosensory cortex (Figure 3.20). For example, the portion of the cortex that processes sensory information from the hand is adjacent to the portion that processes information from the wrist." When read carefully, this is not correct, because it's not 100% true that adjacent parts on body are always adjacent on the cortical map, e.g. the representation of the face is adjacent to the representation of the hands. Please reword this to clarify that when we say the "spatial relationships that exist in the body are maintained on the ... cortex" that this means the size of the cortical areas corresponds to the innervation of the body part, not that every body part is represented on the cortex in the same exact configuration/order/size as it is in the body. A better figure for 3.20 would include more detail about the size of the areas that represent</p>	<p>Revise the last two sentences beginning "The somatosensory cortex is..." in the paragraph before the Link to Learning to "The somatosensory cortex is an area of the brain which processes touch and sensation. The somatosensory cortex is fascinating because each different area of the cortex processes sensations from a different part of your body. Furthermore, the larger the surface area of the specific body part and the greater amount of nerves in that body part, the larger the area dedicated to processing sensation from that body part in the somatosensory cortex. For example, fingers take up a lot more space than toes. As you can notice from (Figure 3.20), the amount of space to process sensation from fingers is much greater than that of toes."</p>	<p>Other factual inaccuracy in content</p>



	<p>each body part and explain why these areas vary in size. Figure 3.20 is also missing a label for genitals (next to toes) which I think should be included for completeness and is often included in other figures that illustrate this, e.g. <a href="https://www.d.umn.edu/~jfitzake/Lectures/DMED/SensoryPhysiology/GeneralPrinciples/Figures/Humunculus.jpg">https://www.d.umn.edu/~jfitzake/Lectures/DMED/SensoryPhysiology/GeneralPrinciples/Figures/Humunculus.jpg</a></p> <p>The description for figure 3.20 says "Figure 3.20 Spatial relationships in the body are mirrored in the organization of the somatosensory cortex" could be prefaced with "In general..." to improve accuracy and reduce student confusion when they see that hands and face are the two largest areas, and are adjacent on the cortical map.</p>		
Chapter 3 Biopsychology: Section 3.5 The Endocrine System	The title of Table 3.2 is "Major Endocrine Glands and Associated Hormone Functions" and the first item listed is the Hypothalamus, which is, in fact, part of the CNS. This is potentially confusing to students that use the table primarily for their notes.	Delete the hypothalamus row from the table.	Other factual inaccuracy in content
Chapter 4 States of Consciousness: Section 4.1 What Is Consciousness?	"(Hicks, Fernandez, & Pelligrini, 2001; Hicks, Johnson, & Pelligrini, 1992; Miller, Shattuck, & Matsangas, 2010)," I believe "Pelligrini" should be "Pellegrini"; that's the spelling used for the articles found on Sage.	Our reviewers accepted this change.	Typo
Chapter 4 States of	Please review the video offering sleep tips to college	This link will be updated.	General/pedagogical

Consciousness: Section 4.2 Sleep and Why We Sleep	students. The quality of the video's content is subpar. It reinforces some of the preconceptions of college life routine, suggesting that healthy sleep habits are "impossible" to practice at college.		suggestion or question
Chapter 4 States of Consciousness: Section 4.3 Stages of Sleep	Sleep stage 4 is still included in the Key Terms, but it has been excised from the narrative—and, in fact, deprecated. Only three stages of sleep, and also REM as a separate condition.	Revise the sentence "The first three stages of..." to "The first three stages of sleep are NREM sleep, typically followed by REM sleep." In figure 4.10 caption, revise "stage 4" to "REM". Delete "stage 4 sleep" from the key terms list.	Other factual inaccuracy in content
Chapter 4 States of Consciousness: Section 4.3 Stages of Sleep	Link to Learning video about the various stages of sleep ( <a href="http://openstax.org/l/sleepstages">http://openstax.org/l/sleepstages</a> ) takes you to a private YouTube link that cannot be accessed.	This link will be updated.	Broken link
Chapter 4 States of Consciousness: Section 4.3 Stages of Sleep	Please update Awake, NREM Stage 1, and NREM Stage 2 in this figure.	This figure will be updated.	Other factual inaccuracy in content
Chapter 4 States of Consciousness: Section 4.3 Stages of Sleep	LINK TO LEARNING: This video describes four stages of sleep, when now only 3 plus REM are recognized.	This link will be updated.	Incorrect answer, calculation, or solution
Chapter 4 States of Consciousness: Section 4.3 Stages of Sleep	There is a large section on dreams in section 4.3, but there is no learning objective associated with it.	Add the following learning objective: Name and describe three theories about why we dream.	General/pedagogical suggestion or question
Chapter 4 States of Consciousness	"In contrast, non-REM (NREM) sleep is subdivided into four stages distinguished from each	Our reviewers accepted this change, and it will be included in the next print cycle.	Incorrect answer,

ss: Section 4.3 Stages of Sleep	other and from wakefulness by characteristic patterns of brain waves. The first three stages of sleep are NREM sleep, while the fourth and final stage of sleep is REM sleep.” It states that non-rem sleep is broken up into four stages. Then it says then 3 stages are NREM and that one is REM.		calculation, or solution
Chapter 4 States of Consciousness: Section 4.3 Stages of Sleep	The stages of sleep are now: Stage 1, Stage 2, Stage 3, AND REM. On Figure 4.7, this needs to be changed.	This figure will be updated.	General/pedagogical suggestion or question
Chapter 4 States of Consciousness: Section 4.3 Stages of Sleep	It states there are 4 stages of NREM sleep when there are only 3. It is correctly stated right below it so it may be confusing for students.	Revise "four stages" to "three stages".	Other factual inaccuracy in content
Chapter 4 States of Consciousness: Section 4.3 Stages of Sleep	Because alpha waves are actually higher in frequency and lower in amplitude than the brain wave activity of the other NREM sleep stages, students tend to be confused by the text in section NREM STAGES OF SLEEP (pgs. 121-123) where it says that "stage 1 sleep produces alpha waves, which are relatively low frequency (8–13Hz), high amplitude patterns of electrical activity (waves) that become synchronized" (page 121). I realize that what was meant by the text on page 121 was that -- AS COMPARED TO -- the beta waves that tend to dominate our EEG patterns during wakefulness, stage 1 alpha waves are “relatively low	Section 4.3 will be updated. Revise the first paragraph in the section to: “Sleep is not a uniform state of being. Instead, sleep is composed of several different stages that can be differentiated from one another by the patterns of brain wave activity that occur during each stage. While awake, our brain wave activity is dominated by beta waves. As compared to the brain wave patterns while asleep, beta waves have the highest frequency (13–30 Hz) and lowest amplitude, and they tend to show more variability. As we begin to fall asleep, our brain wave activity changes. These changes can be visualized using an EEG and are	Other

<p>frequency (8–13Hz), high amplitude patterns”. However, this is not clear in the text. This confusion is compounded by no discussion of beta waves, and the current definitions for alpha and theta wave in the chapter glossary on page 143. These definitions are currently: “alpha wave: type of relatively low frequency, relatively high amplitude brain wave that becomes synchronized; characteristic of the beginning of stage 1 sleep” AND “theta wave: type of low frequency, low amplitude brain wave characteristic of the end of stage 1 sleep”. BUT “relative to” what? When compared to beta waves (awake) or REM sleep waves, alpha waves are lower frequency and higher amplitude... but as compared to the other NREM sleep waves (theta and delta), alpha waves are higher frequency and lower amplitude waves. I would also mention that the image provided in the textbook as a comparison between AWAKE (beta waves) and Stage 1 (alpha) makes it appear (visually) like the beta waves are higher in amplitude than the alpha waves. I use a modified version in my classes to make this clearer (see below). It isn’t perfect, but you are welcome to use it if you like. I have attached what I would suggest to resolve these issues</p>	<p>distinguished from one another by both the frequency and amplitude of the brain wave. The frequency of a brain wave is how many brain waves occur in a second, and frequency is measured in Hertz (Hz). Amplitude is the height of the brain wave (Figure 4.7). Sleep can be divided into two different general..."</p> <p>Revise NREM STAGES OF SLEEP to: “As we begin to fall asleep, we enter NREM sleep, and brain wave patterns decrease in frequency and increase in amplitude. The first stage of NREM sleep is known as stage 1 sleep. Stage 1 sleep is a transitional phase that occurs..."</p> <p>In terms of brain wave activity, stage 1 sleep is associated with both alpha and theta waves. The early portion of stage 1 sleep produces alpha waves. These patterns of electrical activity (waves) resemble that of someone who is very relaxed, yet awake, but they have less variability (are more synchronized) and are relatively lower in frequency (8–12 Hz) and higher in amplitude than beta waves (Figure 4.8). As an individual continues through stage 1 sleep, there is an increase in theta wave activity. Theta waves are even lower frequency (4–7 Hz), and higher in amplitude, than the alpha wave patterns. It is relatively easy to wake someone...</p>	
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	<p>- as a means of clarification for brain wave activity patterns during NREM sleep in section 4.3 (NREM STAGES OF SLEEP). These includes: 1) changes to the text in section 4.3; 2) changes in the Ch4 glossary; 3) potential replacement of Figure 4.9. In addition to some changes within the text of a few paragraphs, I am suggesting a bit of rearrangement as well. Please also note that I use a slightly different metric for some of the brain wave frequencies.</p>	<p>Revise text after Figure 4.9 to: "NREM stage 3 sleep is often referred to as deep sleep or slow-wave sleep because this stage is characterized by low frequency (less than 3 Hz), high amplitude delta waves (Figure 4.10).These delta waves have the lowest frequency and highest amplitude of our sleeping brain wave patterns. During this time, an individual’s heart rate and respiration slow dramatically, and it is much more difficult to awaken someone from sleep...: The Key Terms section will also be updated.</p>	
<p>Chapter 4 States of Consciousness: Section 4.3 Stages of Sleep</p>	<p>“The meaning of dreams varies across different cultures and periods of time. By the late 19th century, German psychiatrist Sigmund Freud had become convinced that dreams represented an opportunity to gain access to the unconscious.” Freud was not German but Austrian.</p>	<p>Revise "German" to "Austrian".</p>	<p>Other factual inaccuracy in content</p>
<p>Chapter 4 States of Consciousness: Section 4.5 Substance Use and Abuse</p>	<p>"Amphetamines have a mechanism of action quite similar to cocaine in that they block the reuptake of dopamine in addition to stimulating its release (Figure 4.19). While amphetamines are often abused, they are also commonly prescribed to children diagnosed with attention deficit hyperactivity disorder (ADHD)." As a 33-year-old with ADHD, this comes across as dismissive to</p>	<p>Our reviewers accepted this change.</p>	<p>Other factual inaccuracy in content</p>

	adults who have ADHD, since ADHD doesn't magically disappear when you become an adult.		
Chapter 4 States of Consciousness: Section 4.5 Substance Use and Abuse	<p>This is less of an error and more of a suggestion that a portion of this content either needs much more context or needs to be left out so that it does not play into stereotyped view of the drug trade and who the "bad guys" are in the drug trade. The content lists one source for meth, Mexican cartels, when meth has a longer history of production in the U.S. with restrictions on ingredients in the U.S. and the continued demand in the U.S. pushing much of the production to Mexico. It is hard to know why it is included here, to express that it is more of a problem than opiates are now? It seems addressing the more complex picture of the drug trade is necessary or that sentence should be removed because it really doesn't add to the paragraph anything that couldn't be expressed without mentioning production in Mexico.</p> <p>"In the wake of the opiate epidemic, many drug cartels in Mexico are shifting from producing heroin to producing highly potent but inexpensive forms of methamphetamine."  <a href="https://www.dea.gov/sites/default/files/2020-01/2019-NDTA-final-01-14-2020_Low_Web-DIR-007-20_2019.pdf">https://www.dea.gov/sites/default/files/2020-01/2019-NDTA-final-01-14-2020_Low_Web-DIR-007-20_2019.pdf</a></p>	Revise "In the wake of the opiate epidemic, many drug cartels in Mexico are shifting from producing heroin to producing highly potent but inexpensive forms of methamphetamine. The low cost coupled with lower risk of overdose than with opiate drugs is making crystal meth a popular choice among drug users today (NIDA, 2019)." to "The availability of potent and inexpensive forms of methamphetamine, coupled with a lower risk of overdose than with opiate drugs, is making crystal meth a popular choice among drug users today (NIDA, 2019)."	General/pedagogical suggestion or question

Chapter 4 States of Consciousness: Section 4.5 Substance Use and Abuse	"Originally reported as a safe alternative to the known cancer-causing agents found in cigarettes, vaping is now known to be very dangerous and has led to serious lung disease and death in users." This is a powerful statement and needs a citation.	Our reviewers accepted this change.	General/pedagogical suggestion or question
Chapter 4 States of Consciousness: Key Terms	"less euphorogenic than heroin" should be "euphorigenic."	Our reviewers accepted this change.	Typo
Chapter 4 States of Consciousness: Key Terms	"Parasomnia" is misspelled "Parinsomnia"	Revise "parinsomnia" to "parasomnia".	Typo
Chapter 5 Sensation and Perception: Section 5.2 Waves and Wavelengths	The text that defines amplitude was corrected from the previous edition; however, the infographic (graph and text) is still incorrect. The graph labels amplitude as being from crest to trough and states this in the text below the graph as well. Amplitude is from the mid-point to either the crest OR the trough.	This figure will be updated.	Other factual inaccuracy in content
Chapter 5 Sensation and Perception: Section 5.3 Vision	I could be mistaken but it seems the direction of light in the illustration is backwards. Specifically, the light should impact the rods and cones before impacting the optic nerve.	This figure will be updated.	Other factual inaccuracy in content
Chapter 6 Learning: Section 6.2 Classical Conditioning	This sentence is problematic: "Through his position at the university he came to meet Little Albert's mother, Arvilla Merritte, who worked at a campus hospital (DeAngelis,	Delete "Thus began Watson's work with his graduate student Rosalie Rayner and a baby called Little Albert. Through their experiments with Little Albert, Watson and Rayner	Other factual inaccuracy in content

	<p>2010).” First, you are citing a secondary source (why?) when you should cite the primary research of: Beck, H. P., Levinson, S., &amp; Irons, G. (2009). Finding little Albert: A journey to John B. Watson’s infant laboratory. <i>American Psychologist</i>, 64(7), 605.</p> <p>Second, that report has since been called into question. Several papers by R. Powell (and others) have challenged these findings, and most recently, Powell and colleagues identified another child and make a more compelling case that Little Albert was in fact Albert Barger, not Douglas Merritte: Powell, R. A., Digdon, N., Harris, B., &amp; Smithson, C. (2014). Correcting the record on Watson, Rayner, and Little Albert: Albert Barger as “Psychology’s lost boy”. <i>American Psychologist</i>, 69(6), 600.</p>	<p>(1920) demonstrated how fears can be conditioned.”          Revise "In 1920, Watson was the chair of the psychology department at Johns Hopkins University. Through his position at the university he came to meet Little Albert’s mother, Arvilla Merritte, who worked at a campus hospital (DeAngelis, 2010). Watson offered her a dollar to allow her son to be the subject of his experiments in classical conditioning.” to "In 1920, while chair of the psychology department at Johns Hopkins University, Watson and his graduate student, Rosalie Rayner, conducted research on a baby nicknamed Little Albert. Rayner and Watson’s experiments with Little Albert demonstrated how fears can be conditioned using classical conditioning."</p>	
<p>Chapter 6 Learning: Section 6.2 Classical Conditioning</p>	<p>“Moisha will learn to associate the syringe will the medication and will respond to syringes with nausea.” The correct version should be (error on the 8th word): “Moisha will learn to associate the syringe with the medication and will respond to syringes with nausea.”</p>	<p>Revise "will" to "with".</p>	<p>Typo</p>
<p>Chapter 6 Learning: Section 6.4 Observational Learning (Modeling)</p>	<p>You mention that monkeys imitate here and imply strongly that this is common, but the literature is really mixed here. And it's certainly the case that even when apes imitate, they are doing something quite</p>	<p>Delete the sentence "As you will see...". Revise the sentence "Imitation is much..." to "Imitation is sometimes called the highest form of flattery. But consider..."</p>	<p>Other factual inaccuracy in content</p>



	different from what humans do. I'd love to see more consideration of the monkey vs. ape vs. human difference in future editions!	Also add a link to learning box before the paragraph "Like Tolman, whose experiments..."	
Chapter 6 Learning: Section 6.4 Observational Learning (Modeling)	"(Anderson, Bushman, Donnerstein, Hummer, & Warbuten, 2015;" "Warbuten" should be "Warburton".	Our reviewers accepted this change.	Typo
Chapter 7 Thinking and Intelligence: Section 7.2 Language	In section 7.2, the word "nauseous" is used instead of "nauseated." Additionally, the following question appears twice in the review questions: "How do words not only represent our thoughts but also represent our values?"	Replace critical thinking question 29 with the following: "How could a specific learning disability, such as dysgraphia or dyslexia, impact a child's educational and school experience?"	Typo
Chapter 7 Thinking and Intelligence: Section 7.3 Problem Solving	The text states that participants had to use functional fixedness to solve the Duncker's candle task. It should be "overcome" instead of "use".	Revise "solve" to "overcome".	Typo
Chapter 7 Thinking and Intelligence: Section 7.3 Problem Solving	"Insanity is doing the same thing over and over again and expecting a different result." Do you have any evidence to support that quote being attributed to Albert Einstein? I find none.	Revise "Albert Einstein once said, "Insanity is doing the same thing over and over again and expecting a different result."" to "You may have heard the saying, "Insanity is doing the same thing over and over again and expecting a different result.""	Other factual inaccuracy in content
Chapter 7 Thinking and Intelligence: Section 7.4 What Are Intelligence	The word "difficulty" should be "difficult."	Our reviewers accepted this change, and it will be included in the next print cycle.	Typo

and Creativity?			
Chapter 7 Thinking and Intelligence: Section 7.4 What Are Intelligence and Creativity?	"... measure and study empirically (Locke, 2005;" should be "empirically."	Our reviewers accepted this change.	Typo
Chapter 7 Thinking and Intelligence: Section 7.4 What Are Intelligence and Creativity?	The book states that "Creativity is often assessed as a function of one's ability to engage in divergent thinking." and then contrasts this with convergent thinking as "the ability to provide a correct or well-established answer or solution to a problem." In fact, convergent thinking is considered by many creativity researchers to be a part of the creative process, and many tools used to assess creativity include convergent thinking.	Revise "Creativity is often assessed as a function of one's ability..." to "Creativity is often connected to a person's ability..."	Other factual inaccuracy in content
Chapter 7 Thinking and Intelligence: Section 7.4 What Are Intelligence and Creativity?	The book states, about Gardner's Multiple Intelligences theory: "Gardner's theory is relatively new and needs additional research to better establish empirical support." Gardner first published it in 1983, two years before Sternberg first published his Triarchic Theory which does not get a note about being "relatively new." Multiple Intelligences theory has been around for nearly forty years now and - unlike the slightly younger Triarchic Theory - still has not managed to find substantial empirical	Revise the section beginning "Multiple Intelligences Theory was developed..." to "Multiple Intelligences Theory was developed by Howard Gardner, a Harvard psychologist and former student of Erik Erikson. In Gardner's theory, each person possesses at least eight intelligences. The eight intelligences are linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily kinesthetic intelligence, spatial intelligence, interpersonal intelligence, intrapersonal	Other factual inaccuracy in content

	<p>support; it has no place in a science-based textbook.</p>	<p>intelligence, and naturalistic intelligence. Among cognitive psychologists, Gardner’s theory has been heavily criticized for lacking empirical evidence. However, educators continue to study and use Gardner’s theory, with some colleges even discussing how they integrate Gardner’s theory into their classrooms. Gottfredson describes one possible reason for the continued use of Gardner’s theory: “. . . that there are multiple independent intelligences, suggesting that everyone can be smart in some way. This is, understandably, a very attractive idea in democratic societies” (2004).</p> <p>Delete Table 7.4 and delete the paragraph that follows, starting "Gardner's theory is relatively new...".</p>	
<p>Chapter 7 Thinking and Intelligence: Section 7.5 Measures of Intelligence</p>	<p>"In the following paragraphs, we will explore the how intelligence tests were developed and the history of their use." The word " the" where it says "...we will explore the how intelligence..." should be removed and it should only say "...we will explore how intelligence..."</p>	<p>Our reviewers accepted this change, and it will be included in the next print cycle.</p>	<p>Typo</p>
<p>Chapter 7 Thinking and Intelligence: Section 7.5 Measures of Intelligence</p>	<p>Under the section "The Bell Curve" (pdf page 250), the first sentence reads "Only 2.2% of the population has an IQ score below 70 (American Psychological Association [APA], 2013)." (p.250). The</p>	<p>Revise "American Psychological Association" to "American Psychiatric Association". Revise "The average IQ score on an IQ test is 100." to "On most IQ tests, the average (or mean) IQ score is 100." Revise the</p>	<p>General/pedagogical suggestion or question</p>

	<p>citation for that sentence appears to be in the reference section as "American Psychological Association. (2013). In Diagnostic and statistical manual of psychological disorders (5th ed., pp. 34–36). American Psychological Association." (p. 685). The DSM is a product and publication of the American Psychiatric Association--not the American Psychological Association. Therefore, I believe this specific citation in the reference section of Chapter 7 may be incorrect as well.</p> <p>The second sentence on page 250 reads "A score of 70 or below indicates significant cognitive delays." This sentence is not cited, and neither the DSM-IV-TR nor the DSM 5 explicitly state the score of 70. Rather the DSM-IV-TR refers to it as subaverage intellectual functioning approximately 2 standard deviations below the mean as measured by a standardized test of intelligence. The DSM 5 makes no reference to a firm cut off. If it is in reference to the AAMR (AAIDD), that would be helpful to make that clear for students (and faculty who are not experts in the area).</p>	<p>sentence beginning "A score of 70 or below indicates..." to "If a person earns a score approximately two standard deviations below the mean on an intelligence test, (about 70 on a test with a mean of 100), has major deficits in adaptive functioning, and these cognitive and adaptive deficits were present before the age of 18, they could be diagnosed as having an intellectual disability (ID)."</p>	
<p>Chapter 7 Thinking and Intelligence: Section 7.6 The Source</p>	<p>In section 7.6, the link to Figure 7.15 does not match the text.</p>	<p>This figure link will be updated.</p>	<p>Broken link</p>

of Intelligence			
Chapter 7 Thinking and Intelligence: Section 7.6 The Source of Intelligence	"(Kishiyama, Boyce, Jimenez, Perry, & Knight, 2009)." should be "Kishiyama."	Our reviewers accepted this change.	Typo
Chapter 8 Memory: Section 8.1 How Memory Functions	LINK TO LEARNING: "Watch this video of unexpected facts about memory to learn more." This video was removed from YouTube.	This link will be updated.	Broken link
Chapter 8 Memory: Section 8.2 Parts of the Brain Involved with Memory	In the last paragraph about flashbulb memory, the second sentence reads, "WMany people who have lived through historic and momentous events can recall exactly where they were and how they heard about them." The first word is spelled WMany.	Our reviewers accepted this change.	Typo
Chapter 8 Memory: Section 8.4 Ways to Enhance Memory	"... memory-enhancing strategy ..." should be "enhancing".	Our reviewers accepted this change.	Typo
Chapter 8 Memory: Review Questions	"loop, visiospatial sketchpad, episodic buffer," should be "visuospatial".	Our reviewers accepted this change.	Typo
Chapter 9 Lifespan Development: Section 9.1 What Is Lifespan Development?	It is stated that Ruth Howard earned her PhD in 1947, according to the APA. Every other source I could find, including this article ( <a href="https://www.apadivisions.org/division-35/about/heritage/ruth-">https://www.apadivisions.org/division-35/about/heritage/ruth-</a>	Revise "1947" to "1934".	Other factual inaccuracy in content

	<p><a href="#">howard-biography</a>) which is cited in the APA article on Ruth Howard (<a href="https://www.apadivisions.org/division-35/about/heritage/ruth-howard-biography">https://www.apadivisions.org/division-35/about/heritage/ruth-howard-biography</a>), indicates that she earned her PhD in 1934.</p>		
<p>Chapter 10 Emotion and Motivation: Section 10.1 Motivation</p>	<p>When describing the facial feedback hypothesis, the text cites work by Strack, Martin, and Stepper (1988). This work has been criticized recently by Wagenmakers et al. (2016; see <a href="https://journals.sagepub.com/doi/full/10.1177/1745691616674458">https://journals.sagepub.com/doi/full/10.1177/1745691616674458</a>) in a large-scale replication attempt that has failed to support Strack et al.'s earlier research. This failed replication then questions the current validity of the conclusions by Strack et al. (1988), weakening the set of evidence for the facial feedback hypothesis. My suggestion is to note this caveat or replace the Strack et al. (1988) citation with another study relevant to the facial feedback hypothesis.</p>	<p>The Strack, Martin, and Stepper reference will be removed.</p>	<p>General/pedagogical suggestion or question</p>
<p>Chapter 10 Emotion and Motivation: Section 10.3 Sexual Behavior</p>	<p>This link (<a href="http://openstax.org/l/spitzer">http://openstax.org/l/spitzer</a>) doesn't exist anymore.</p>	<p>This link will be updated.</p>	<p>Broken link</p>
<p>Chapter 10 Emotion and Motivation: Section 10.3</p>	<p>The sentence "Bisexual people are attracted to people of their own gender and another gender; pansexual people experience attraction without</p>	<p>Our reviewers accepted this change.</p>	<p>Typo</p>

Sexual Behavior	regard to sex, gender identity or gender expression; asexual people do not experience sexual attraction or have little or no interest in sexual activity." appears at the end of the first paragraph in the pdf, but it is missing from the web version. Please add this sentence to the web version.		
Chapter 11 Personality: Section 11.2 Freud and the Psychodynamic Perspective	replace "the" with "that"	Our reviewers accepted this change.	Typo
Chapter 11 Personality: Section 11.4 Learning Approaches	"Columbia" should be "Colombia"	Revise "Columbia" to "Colombia."	Typo
Chapter 11 Personality: Section 11.4 Learning Approaches	Link to Learning: Locus of control questionnaire no longer exists at site.	This link will be updated.	Broken link
Chapter 12 Social Psychology: Section 12.1 What Is Social Psychology?	Please see highlighted text in attached image. This sentence does not appear to be complete: "The tendency of an individual to take credit by making dispositional or internal attributions for positive outcomes (Miller & Ross, 1975)."	Delete this incomplete sentence "The tendency of an individual to take credit by making dispositional or internal attributions for positive outcomes (Miller & Ross, 1975)." The content was revised and is covered in the following sentence.	Typo
Chapter 12 Social Psychology: Section 12.1 What Is	(See highlighted text in attached image.) This sentence should be restructured. It is missing the word "to," and then should also contain the word "in." Perhaps this could	Our reviewers accepted this change.	Typo

Social Psychology?	work: "In this context, stability refers to the extent in which the circumstances that result in a given outcome are changeable."		
Chapter 12 Social Psychology: Section 12.2 Self-presentation	As wikipedia notes about Zimbardo's prison study: "Some of the experiment's findings have been called into question, and the experiment has been criticized for unscientific methodology and possible fraud." This should be mentioned in the text. The study is severely flawed - flawed enough to be either removed, or discussed as an example of bad science.	This issue was addressed in another report and has been updated in webview.	Other factual inaccuracy in content
Chapter 12 Social Psychology: Section 12.2 Self-presentation	(See attached image of highlighted sentence.) The sentence is missing the word "to." Here is a correction: "For example, guards degraded the prisoners by forcing them to do push-ups and by removing all privacy."	Our reviewers accepted this change.	Typo
Chapter 12 Social Psychology: Section 12.3 Attitudes and Persuasion	(See attached, highlighted sentence.) This sentence needs to omit "a." I suggest: "Our past behavior often directs our future behavior, and we have a desire to maintain consistency once we have committed to a behavior."	Our reviewers accepted this change.	Typo
Chapter 12 Social Psychology: Section 12.3 Attitudes and Persuasion	(See attached image of highlighted sentence.) This sentence is missing "a." I suggest: "The foot-in-the-door technique was demonstrated in a study by Freedman and Fraser (1966) in which participants who agreed to post a small sign in their yard or sign a petition were more	Our reviewers accepted this change.	Typo



	likely to agree to put a large sign in their yard than people who declined the first request (Figure 12.16)."		
Chapter 12 Social Psychology: Section 12.4 Conformity, Compliance, and Obedience	The table includes "social facilitation," which is not discussed anywhere in the text. It is also found in the glossary and the summary of the chapter: "Group situations can improve human behavior through facilitating performance on easy tasks,..."	Delete "social facilitation" from Table 12.2 and the Key Terms. Revise choice b) in review question 16 to "social polarization". Revise critical thinking question 36 to "Explain why the following situation is not an example of discrimination: A teacher seats students wearing short sleeves on the left half of the room and students wearing long sleeves on the right half of the room."	Other
Chapter 12 Social Psychology: Section 12.5 Prejudice and Discrimination	In section 12.5 the book suggests that racism, sexism, ageism, and homophobia are "types" of prejudice. This creates a limited, and frankly inaccurate, view of what prejudice is. Such -isms may involve prejudice but do not exist merely because of prejudice. Covering these -isms in this way only perpetuate the idea that those -isms are merely an interpersonal issue, or driven by individuals' actions. In reality, -isms are much larger than prejudice, entailing systematic power imbalances, and this distinction needs to be conveyed to students - particularly at a time when so many people are quick to brush off racism as "someone else's problem". A more accurate descriptions of racism, sexism, ageism, and	Our reviewers accepted this change.	Other factual inaccuracy in content

	heterosexism is that they are types, or forms, of oppression - not just prejudice.		
Chapter 12 Social Psychology: Section 12.7 Prosocial Behavior	Please see attached, highlighted text. Two words, "is" and "it," need to be swapped. Here is the recommendation: "It is challenging to determine experimentally the true motivation for helping, whether it is largely self-serving (egoism) or selfless (altruism)."	Our reviewers accepted this change.	Typo
Chapter 13 Industrial-Organizational Psychology: Section 13.2 Industrial Psychology: Selecting and Evaluating Employees	"make reasonable alternative accommodations, such" should be "accommodations".	Our reviewers accepted this change.	Typo
Chapter 13 Industrial-Organizational Psychology: Section 13.3 Organizational Psychology: The Social Dimension of Work	"People are more satisfied when" should be "satisfied"	Our reviewers accepted this change.	Typo
Chapter 13 Industrial-Organizational	"ovewhelming or threatening to" should be "overwhelming"	Our reviewers accepted this change.	Typo

Psychology: Section 13.3 Organizational Psychology: The Social Dimension of Work			
Chapter 13 Industrial- Organizational Psychology: Section 13.3 Organizational Psychology: The Social Dimension of Work	"overload, discrimination, harrasment, and bullying" should be "harassment"	Our reviewers accepted this change.	Typo
Chapter 13 Industrial- Organizational Psychology: Section 13.3 Organizational Psychology: The Social Dimension of Work	"Stress can be an ambiguous term" should be "ambiguous"	Our reviewers accepted this change.	Typo
Chapter 13 Industrial- Organizational Psychology: Section 13.3 Organizational Psychology: The Social Dimension of Work	"He agued that a Theory" should be "argued"	Our reviewers accepted this change.	Typo

<p>Chapter 14 Stress, Lifestyle, and Health: Section 14.1 What Is Stress?</p>	<p>"releases corticotrophin-releasing factor," should be "corticotropin"</p>	<p>Our reviewers accepted this change.</p>	<p>Typo</p>
<p>Chapter 15 Psychological Disorders: Section 15.1 What Are Psychological Disorders?</p>	<p>Chapter 15.1: "A psychological disorder is a condition characterized by abnormal thoughts, feelings, and behaviors". This is not accurate. This needs to connect to DSM 5 definition. A psychological disorder (aka mental health disorder), must be out of the cognitive, affective and behavioral norm, and must lead to decreased functioning affective, cognitive, developmental, and/or behaviorally. In general, most people with a mental disorder experience subjective distress for the afflicted individual. The way this text is now written implies abnormality is equal to psychopathology. Abnormality only means "away from the norm", it does not mean the behavior is inherently pathological or dysfunctional; in fact abnormal behavior can often be a healthy deviation from socially or cultural accepted, unhealthy behavior. These 2 points are common misrepresentations found in many textbooks and in the public view. Chapter 15.2: You need to emphasize comorbidity in this area and not just in Chapter 16</p>	<p>Revise "A psychological disorder is a condition characterized by abnormal thoughts, feelings, and behaviors." to "According to the American Psychiatric Association, a psychological disorder, or mental disorder, is "a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning. Mental disorders are usually associated with significant distress in social, occupational, or other important activities" (2013). Also revise "Drug use" to "Substance abuse" in 15.2.</p>	<p>Other factual inaccuracy in content</p>

	<p>as a component of substance use disorder. Co-occurring disorders (the simultaneous presence of two or more mental health disorders) and comorbidity (the negative interaction and augmentation of symptoms between disorders) is the norm for people with any mental disorder. For example, PTSD routinely leads to a second or third diagnosis of major depression, generalized anxiety disorder, panic disorder, substance use disorder, etc. People with OCD invariably develop major depression with anxiety. People with psychotic disorders, routinely struggle with a depressive disorder and often an anxiety disorder. Multiple national population surveys indicate that 50% who experience a mental illness during their lives will experience a substance use disorder and vice versa, many will have these co-occur. If you include tobacco use disorder and nicotine vaping the percentage rises to 70% of more. Plus over 60 percent of adolescents in community-based substance use disorder treatment programs also meet diagnostic criteria for another mental illness (Hser, Grella, Hubbard, et al., 2001) Data from multiple sources also show high rates of comorbid substance use disorders and anxiety</p>		
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	disorders, and post-traumatic stress disorder, occur at high prevalence with depression and bipolar disorder, psychotic illness, borderline personality and antisocial personality disorder. Plus people with with schizophrenia consistently have higher rates of alcohol, tobacco, and drug use disorders than the general population.		
Chapter 15 Psychological Disorders: Section 15.1 What Are Psychological Disorders?	The sentence “By challenging the idea that homosexuality represented a form a mental illness, Szasz helped pave the way for the social and civil rights that gay and lesbian people now have (Barker, 2010)” should begin “By challenging the idea that homosexuality represented a form of...”	Our reviewers accepted this change.	Typo
Chapter 15 Psychological Disorders: Section 15.4 Anxiety Disorders	There is inconsistent pronoun usage. Alex's husband is referred to as "her."	Our reviewers accepted this change.	Typo
Chapter 15 Psychological Disorders: Section 15.5 Obsessive-Compulsive and Related Disorders	Missing the word "to" in 4th sentence. Sentence should read: “Often, the quantity of cluttered items is so excessive that the person is unable to use his kitchen, or sleep in his bed.”	Our reviewers accepted this change.	Typo
Chapter 15 Psychological Disorders: Section 15.7	The section on Mood Disorders includes bipolar disorder. This was correct before the publication of the DSM-5. However, bipolar is now a	Add a new section 15.8 Bipolar Disorder and new section 15.9 Suicide. The remaining sections in this chapter will be updated to 15.10-15.3.	Other factual inaccuracy in content

Mood Disorders	separate category from mood disorders. This is similar to the change of OCD and PTSD from anxiety disorders to separate categories. The correction would be to put bipolar disorder in a separate category.	Restructuring the book is not an option at this time; textual edits will be made but the format is staying the same (per Anthony).	
Chapter 15 Psychological Disorders: Section 15.7 Mood Disorders	Replace "a" with "of." Correction: "Although the episodes can last for months, a majority of people diagnosed with this condition (around 70%) recover within a year."	Our reviewers accepted this change.	Typo
Chapter 15 Psychological Disorders: Section 15.10 Disorders in Childhood	"He seems to accidently break things;" should be "accidentally"	Our reviewers accepted this change.	Typo
Chapter 15 Psychological Disorders: Review Questions	"...the inability of an psychological..." "an" should be "a".	Our reviewers accepted this change.	Typo
Chapter 16 Therapy and Treatment: Section 16.2 Types of Treatment	The section on behavior therapy confuses systematic desensitization and exposure therapy. SD is presented as a form of exposure therapy which isn't true and hardly anything is said about it. It doesn't even mention using a hierarchy of fear which is a major component. The much longer section on exposure therapy says that it uses progressive relaxation which isn't true - that's what SD uses.	Revise "Thirty years later, Joseph Wolpe (1958) refined Jones's techniques, giving us the behavior therapy technique of exposure therapy that is used today. A popular form of exposure therapy is systematic desensitization, wherein a calm and pleasant state is gradually associated with increasing levels of anxiety-inducing stimuli. The idea is that you can't be nervous and relaxed at the same time. Therefore, if you can learn to relax when you are facing environmental stimuli that make you nervous	Other factual inaccuracy in content

		<p>or fearful, you can eventually eliminate your unwanted fear response (Wolpe, 1958)." to "Thirty years later, Joseph Wolpe (1958) refined Jones's techniques, giving us Systematic Desensitization. Using this method, a person creates a hierarchy of anxiety, ranging from least anxiety producing stimulus to the feared object. These activities are paired with relaxation techniques, which are pre-taught to the client and used during the graduated exposures. The idea is that you can't be nervous and relaxed at the same time. Therefore, if you can learn to relax when you are facing environmental stimuli that make you nervous or fearful, you can eventually eliminate your unwanted fear response."</p> <p>This figure will be updated.</p>	
Chapter 16 Therapy and Treatment: Section 16.2 Types of Treatment	"into" is spelled "ino"	Our reviewers accepted this change.	Typo
Chapter 16 Therapy and Treatment: Section 16.5 The Sociocultural Model and Therapy Utilization	"and balancs the importance of individualism" should be "balance"	Our reviewers accepted this change.	Typo