

Curated Video Collection for OpenStax *Psychology 2e*

This resource includes 3-5 videos per chapter of OpenStax *Psychology 2e*, curated by Professor Xin Zhao of Salt Lake Community College. Each listing provides the name of the video, the source, a summary, and some ideas for activities, questions, or discussions.

Our goal was to provide flexibility for faculty on how to deploy the videos. The videos could be incorporated into an online lecture to illustrate a concept or stimulate student discussion. Instructors may want to assign the videos and questions to be viewed before meeting online or they may assign the videos to be viewed and ask students to respond to the assigned questions. Or they could be listed within the content of an online learning environment as preparation, instructional content, or post-lecture viewing.

Note that since they are hosted on YouTube, some of the videos contain advertisements. Also, these should be considered enrichment items, and the material aligns with but does not exactly match the textbook content. Finally, as you may know, the textbook itself does contain links to other videos via the Link to Learning.

1 Introduction to Psychology

Introduction

1.1 What Is Psychology?

1.2 History of Psychology

Intro to Psychology

CrashCourse

<https://youtu.be/vo4pMVbOR6M>

Summary: Crash Course explains the definition and history of the field of psychology

Activity

- a. Before the video, ask students what they know about psychology. Have each student write down one name or idea related to psychology on the board, then watch the video and add any other important concepts on the board during the video. Overview all the concepts on the board with the class after the video.
- b. Ask students to prepare to take notes during the video, jot down anything mentioned in the video they have heard before. At the end of the video, take a poll of the different ideas that have been mentioned. Elaborate and explain what will be covered in this course and any misconceptions public might have regarding any specific topic.

1.3 Contemporary Psychology

How to get into a Clinical Psychology Ph.D. program.

Dr. Rheedra Walker

<https://youtu.be/-b3RGW9VFb4>

Summary: A college psychology professor discusses the necessary preparation to get into a Ph.D. program in clinical psychology

Activity

- a. Discuss why a Ph.D. program in psychology is so competitive to get into today, e.g., being inherently interesting, large undergraduate population, limited research funding, limited employment opportunities, etc.
- b. Discuss the importance of research preparation and ways to obtain research experiences with faculty.

1.4 Careers in Psychology

Ten things to know before becoming a psychologist

The Psych Show

<https://youtu.be/nee0Acc3j0>

A psychologist who practiced for 15 years discuss things he wish he knew before entering into the profession.

1. Activity

- a. What was the most surprising fact about being a psychologist?
- b. Discuss the necessary training and education to start a career in psychology, e.g., Bachelor degrees, research experience, Master/Ph.D., practicum training, pre-doc internship, post-doc training, etc.

2 Psychological Research

Introduction

2.1 Why Is Research Important?

Why research is important in psychology

PSYCHademia

<https://youtu.be/5Stkq9QNQFg>

People don't often think of psychology as a real science. Despite skepticism, psychology conduct rigorous research that has important implications.

1. Activity
 - a. Based on the video, discuss the differences between what people think psychology is versus what research-based psychology actually is.
 - b. Divide students into smaller groups and come up with examples that demonstrate myth versus reality in psychology.

2.2 Approaches to Research

Correlational vs Experimental study, How ice cream kills!

DecisionSkills

<https://youtu.be/VMUQSMFGBDo>

To make better decisions and improve your problem-solving skills it is important to understand the difference between correlation and causation.

1. Activity
 - a. Explain in your own words why ice cream does not cause crime increase or forest fire.
 - b. Break class into small groups. Ask half of the groups to design correlational studies and the other half of the groups to design experimental studies. Discuss and help students improve their study designs. Discuss the criteria that make their study either correlational or experimental.

2.4 Ethics

Placebo effect

TedEd

<https://youtu.be/z03FQGIggo0>

The placebo effect is an unexplained phenomenon wherein drugs, treatments, and therapies that aren't supposed to have an effect, yet they can miraculously make people feel better. This video discusses the benefit and utility of placebo effect.

1. Activity
 - a. In small groups, design a research study that incorporates a placebo component.
 - b. Is it ethical to use placebo to treat patients? Why or why not?

3 Biopsychology

How SSRI works

Neuroscientifically Challenged

<https://youtu.be/uiXcAbrO8kU>

Summary: This is a 2-minute video that discusses how Selective Serotonin Reuptake Inhibitors (SSRI) suppose to work in the brain, specifically in treating depression.

Activity

- a. As discussed in the video, SSRIs don't seem to fully explain how it actually works for depression. What other factors do you think help patients improve?
- b. Based on your understanding of how SSRIs work, what other benefits do you think they might have besides treating depression? How might it work?

3.3 Parts of the Nervous System

Division of the nervous system

Neuroscientifically Challenged

<https://youtu.be/q3OITaAZLNc>

Summary: The nervous system has two major divisions: central and peripheral. But the peripheral nervous system is further subdivided into the somatic and autonomic nervous system, and the autonomic nervous system is also divided into sympathetic and parasympathetic fibers.

1. Activity

- a. Create a few scenarios that students might encounter from time to time, e.g., being stuck in traffic, getting into an argument with parents, witnessing a car accident, etc. Quiz students about when sympathetic and parasympathetic system might be at work at different points.
- b. Discuss real life examples. Think about the differences between sympathetic and parasympathetic nervous system. What are some indicators that one of the two systems is activated?

3.5 The Endocrine System

How hormones work

Emma Bryce, TED-Ed

<https://youtu.be/-SPRPkLoKp8>

Summary: Over our lifetimes, our bodies undergo a series of extraordinary metamorphoses: we grow, experience puberty, and many of us reproduce. Behind the scenes, the endocrine system works constantly to orchestrate these changes. Emma Bryce explains how this system regulates everything from your sleep to the rhythm of your beating heart, exerting its influence over each and every one of your cells.

Activity

- a. Identify different parts of the endocrine system, discuss with class what would happen to the individual if a specific endocrine part were not functioning properly.
- b. Divide class into small groups. Assign each group one part of the Endocrine system. Ask each group to prepare and present to class the anatomy, visual display and function of their part.

4 States of Consciousness

4.1 What Is Consciousness?

What is consciousness

Michael S.A. Graziano, TED-Ed

<https://youtu.be/MASBIB7zPo4>

Summary: Patient P.S. suffered a stroke that damaged the right side of her brain, leaving her unaware of everything on her left side. If someone threw a ball at her left side, she might duck. But she wouldn't have awareness of the ball or know why she ducked. Where does consciousness come from? Michael Graziano explores the question that has vexed scientists and philosophers for centuries.

Activity

- a. Ask students to come up with some possible states of consciousness (e.g., being awake in class, playing video games while doing homework, moment before falling asleep, being in a coma, etc.). Discuss with class where they think the line is drawn to determine whether a person has consciousness.
- b. Randomly divide the class into two groups, one side argues that P.S. has consciousness and the other side argues that P.S. doesn't.

4.2 Sleep and Why We Sleep

Why it's important to sleep

Tech Insider

<https://youtu.be/Y-8b99rGpkM>

Summary: Sleep expert Matthew Walker breaks down the many effects of sleep deprivation on your brain and body. *Transcript available in the YouTube video comment section

Activity

- a. Before showing the video, ask students to generate a list of potential harmful effects of sleep deprivation. Watch the video. Then discuss what transpired in the video.
- b. Discuss ways to reduce screen time before bed.

4.4 Sleep Problems and Disorders

Six strange sleep disorders

Dr. Raj Dasgupta

<https://youtu.be/OfcP2vuje-Q>

Sleep physician Dr. Raj Dasgupta from USC discuss six most strange sleep disorders and associated symptoms.

Activity

- a. Based on what you have learned in class, what kind of treatment do you think patients suffering from these disorders need to get help?
- b. Divide the class into six small groups, and ask each group to take on one of the six disorders mentioned. Review the textbook and notes, and come up with a list of ideas to help a friend who has that specific sleep disorder.

4.5 Substance Use and Abuse

How Fentanyl affects the brain

AsapSCIENCE

<https://youtu.be/C0tW8FWBm1g>

Summary: Fentanyl has seen a significant increase usage in the general public. This video discuss how Fentanyl works on the brain, its potency, and how this crisis was created.

Activity

- a. Based on the information in the video, discuss what the current remedies to reduce Fentanyl usage are in the general public, and how effective these methods are.
- b. Assign students to research “Naloxone” before class, or use their cellphone during class. Discuss how Naloxone can help to “revive” someone who overdosed. Talk about safe usage and applicable legal guidelines. Also explore where an individual can obtain a free kit in the state (often available free of cost at public health institutions).

4.6 Other States of Consciousness

How to engage in meditation

Happify

<https://youtu.be/o-kMJBWk9E0>

Summary: A how to guide on meditation

Activity

- a. What other ways do students engage in meditation?

- b. Instructor lead students in a meditation activity, e.g., Progressive Meditation by WebMd: <https://www.webmd.com/sleep-disorders/muscle-relaxation-for-stress-insomnia>

5 Sensation and Perception

5.1 Sensation versus Perception

Sensation & Perception: Top-Down & Bottom-Up processing

ByPass Publishing

<https://youtu.be/TLHlfPTRekA>

Summary: This video compares and contrasts two different models of sensation and perception, and explains how both models might be utilized by us.

Activity

- a. Ask students to discuss which model they feel is more valid and why.
- b. Divide class into two groups, present different daily scenarios for students to evaluate whether they are bottom-up or top-down processing.

5.3 Vision

Inattentive blindness

Kiara Nelson

<https://youtu.be/z-Dg-06nrnc>

Summary: Using a ball passing activity video to demonstrate inattentive blindness.

Activity

- a. Discuss why inattentive blindness happens?
- b. What happens if we don't have inattentiveness? Does that mean we recognize everything we see?

5.4 Hearing

Manipulation of sound waves to generate two different sounds

Guardian News

https://youtu.be/7X_WvGAhMIQ

Summary: A computer-generated voice is capable of generating two different words at the same time. Depends on the individual, you might hear one or another.

Activity

- a. From what you learned in this chapter, how might you explain what happens based on sound waves?
- b. What could be a practical implication of this technological advancement?

5.5 The Other Senses

The danger of not being able to feel pain

60 Minutes Australia

<https://youtu.be/0qDLZx1WJ8o>

Summary: Imagine not being able to feel any pain. That's the case for two amazing young girls called Ashlyn and Gabby. When they hit their head, they don't feel a thing, bang their arm and it doesn't even register - they can even cut themselves and feel nothing at all. The idea of being pain free sounds extraordinary but when you hear their stories you might change your mind. And, ironically, their condition just may lead to a breakthrough for those who suffer chronic pain. (Long)

Activity

- a. Before showing the video, discuss the utility of pain receptors. Ask class to divide into small groups and imagine how their lives would be better without feeling pain. Show the video and then discuss reactions. Now, do pain receptors seem useful?
- b. Discuss the differences for people who have congenital conditions that can't feel pain versus people who lose their sense of pain later in life. How might they carry their lives differently?

5.6 Gestalt Principles of Perception

Basics of the Gestalt Principles

TipTut

<https://youtu.be/FryaH599ec0>

Summary: The Gestalt Principles are a series of hypothesis defined by German Psychologists in the 1920s. They state that 'the whole is something else than the sum of it's parts' and break down how relationships between design elements are formed and interpreted by the human mind. (Long)

Activity

- a. Divide the class into six groups and assign each group one principle. Ask each group to create an example that hasn't been discussed in the video to demonstrate their principle.
- b. As a class, create a design that encompasses every principle of Gestalt psychology, and offer to include the example in future lecture slides.

6 Learning

Introduction

6.2 Classical Conditioning

Conditioning mind with noise

The Office

https://youtu.be/11zRI9bWY_A

Summary: For fans of The Office, Jim (John Krasinski) pranks Dwight (Rainn Wilson) by applying classical conditioning on him. In this episode, Jim described what he was doing, and demonstrated the power of behavioral learning.

Activity

- Identify what the key components are in Jim’s “experiment”: Unconditional Stimulus, Unconditioned Response, Conditioned Stimulus, Conditioned Response.
- What are some of the things your instructor does in class to condition you through classical conditioning?
- If you were Dwight, how would you apply Classical Conditioning to get back at Jim?

6.3 Operant Conditioning

Habit formation from a physiological point of view

It’s Okay To Be Smart

<https://youtu.be/vN1aRN5bQQ0>

Summary: Got a bad habit you just can’t seem to break? That’s because it’s literally wired into your brain. Every single thought, action, and feeling changes your brain. When repeated enough times, a habit is formed. The video uses the example of brushing teeth to illustrate how to create a good habit and break a bad habit.

Activity

- What is a good habit you have? Based on what you learned from the video, what did you do that maintained the habit?
- What is a bad habit you want to break? Get into small groups and recruit your classmates to think about ways to help you break the habit from a learning perspective based on what you learned in class.

6.4 Observational Learning (Modeling)

Do video games cause gun violence?

The Game Theorists

1. <https://youtu.be/xkVlqB8tw2A?t=326>

Summary: The Game Theorists presented their research discussing whether video games are related to real world violence.

Note: Long Video (22 minutes)

Activity

- a. Before showing the video, ask students to discuss whether they believe violent video games are related to more violence in society/life. Show the video. Then discuss the findings afterwards. Are there any alternative explanations that the video missed?
- b. What other forms of “learning” seems to encourage people playing video games?

7 Thinking and Intelligence

7.2 Language

Multilingualism

LA Times

<https://youtu.be/pOVbCoWTuOE>

Summary: A mother's story of a stranger telling her to "speak English" to her daughter to avoid confusing her.

Activity

- Discuss why a child will not be confused by a second language?
- What benefits does multilingualism provide for the brain that monolingualism doesn't?

7.3 Problem Solving

The ethics of the trolley problem

BBC Radio 4

<https://youtu.be/bOpf6KcWYyw>

Summary: This video presents the classic trolley problem, where it is asking if Is sacrificing one life to save the lives of many others the best possible outcome?

Activity

- (Before showing the video, instructor should view the video to understand the classic trolley problem) Present scenario 1 to the students and ask students to take a vote and discuss why each side made their choices. Then, present scenario 2 and take a vote, discuss why each side made their choices. Now show the video, and summarize the conversation. Then tie the content to Kolberg's development of moral reasoning.
- Discuss how people make decisions? Do their prior experience influence them? What other factors can influence their choices?

7.4 What Are Intelligence and Creativity?

Controversy of Intelligence

CrashCourse

<https://youtu.be/9xTz3QjcloI>

Summary: What defines intelligence? This video discusses the complexity of determining what is actually intelligence. (Long)

Activity

- a. Elicit what unique skills that each student has. Then discuss what kind of intelligences might be necessary to demonstrate such skills.
- b. Divide class into small groups. Ask groups to brainstorm what other forms of intelligence might also exist that have not been discussed so far. List examples.

7.5 Measures of Intelligence

Does IQ test measure intelligence?

Seeker

<https://youtu.be/IXKWkwBWpXw>

Summary: Does IQ test actually capture intelligence? This video discuss the implication of IQ tests and possible confounding variables that impact intelligence.

Activity

- a. Discuss with the class regarding what they know about IQ testing and school placement. Discuss any known issues.
- b. Ask the class to break into small groups. Ask each group to pretend to be educational experts and ask them to devise an alternative to IQ testing for class placement of pupils.

8 Memory

Introduction

8.1 How Memory Functions

Information processing model of memory

Khanacademymedicine

<https://youtu.be/pMMRE4Q2FGk>

Summary: Information processing model is the most commonly known memory model. An overview of how information processing model breaks down sensory memory, working memory, and long term memory (Long)

Activity

- a. This video is best used as a review for this sub-section. After discussing the 7 units capacity of the short term memory, ask students to think about the “coincidence” of 7 units of phone number. How is such a design important in the past, even though it is no longer relevant today since people don’t need to memorize phone numbers anymore. Discuss ways to remember more numbers (chunking).
- b. Discuss what happens to explicit and implicit memories after injuries. Could individuals retain those memories? Why or why not?

8.3 Problems with Memory

7 Sins of Memory

Stuff to Blow Your Mind - HowStuffWorks

<https://youtu.be/xYNXBn-OqHw>

Summary: Memory is flawed. In fact, there are seven key ways our brains screw up when forming new memories.

Activity

- a. Divide class into 7 groups and assign 1 “sin” per group. Ask each group to come up with an example related to academics and provide a remedy for the “sin.”
- b. In Will Smith’s 2015 movie “Focus,” he used Confidence Game (Cons) to trick “Whales” in giving him money. Discuss how he used the seven sins of memory to aid him in the process. If students haven’t seen the movie, find clips on YouTube or ask students who have seen it to describe scenes for the whole class to break down.

8.4 Ways to Enhance Memory

How to improve memory

Memory wizards

Casper H.

<https://youtu.be/6vsYCSmBcM0>

Summary: It feels like some people have photographic memory. This video breaks down the myth and explains how everyone can be amazing at memorization. Like everything else, memory is more a practice skill than natural talent. (long)

Activity

- a. Ask students to share their own strategies studying for memory-based exams. Help students map on how their strategies enhanced association of information.
- b. Divide class into small groups. Based on what students learned today, what strategies can be used to forget things?

9 Lifespan Development

9.1 What Is Lifespan Development?

A shortened version of prenatal development

School Work KMW

https://youtu.be/Ho8p_JYcR0s

Summary: A Stop-Motion Prenatal Development in 60 seconds demonstrating the Germinal, Embryonic and Fetal Stages.

Activity

- a. Divide the class into small groups, and have each group generate their own artistic (writing or drawing) of the prenatal stages.
- b. Divide the class into three groups, assign one stage to each group. Ask each group to expand on what other details happen in that stage that might be omitted in the video.

9.2 Lifespan Theories

9.3 Stages of Development

Eight stages of social development by Erik Erikson

Sprouts

<https://youtu.be/aYCBdZLCDBQ>

Summary: Erikson's theory of psychosocial development identifies eight stages in which a healthy individual should pass through from birth to death. At each stages we encounter different needs, ask new questions and meet people who influence our behavior and learning. (See more info under the video)

Activity

- a. Ask students to think about which stage is/was the hardest and why? How could an individual overcome the conflict at that stage?
- b. Divide the class into eight groups, each group will be assigned a stage. Ask each group to think of real-life examples that represent the conflict presented in the video. Share with the entire class.

9.4 Death and Dying

Kubler-Ross 5 stages of grief

Dr. Red Shoe

<https://youtu.be/mTHchH9VRh0>

Summary: A funny video depiction of Kubler-Ross's 5 stages of grief model with response to change by an animated giraffe

Activity

- a. Ask students to think about which stage tend to be the most difficult. Why is that so?
- b. Does the grief process really follow this linear process? Why or why not?

10 Emotion and Motivation

10.1 Motivation

How to use motivation to change behaviors

TEDx Talks

<https://youtu.be/xp0O2vi8DX4>

Summary: What does make us change our actions? Tali Sharot reveals three ingredients to doing what's good for yourself.

(More description under the video; Long)

Activity

- a. Divide class into 3 groups and assign one topic per group: Social Incentive, Immediate Reward, and Progress Monitoring. Elicit a behavior someone likes to change about themselves or others. Ask each group to think of an intervention focused on their group topic. After discussion, ask the class to refine the intervention to include all three components.
- b. Divide class into small groups of 2-4 people. Ask each group to design a hypothetical behavioral intervention on an undesirable behavior either provided by the instructor or students, based on what was learned in this video. After each group sharing, discuss the importance of behavioral principles in motivation.

10.2 Hunger and Eating

A less known eating disorder: Prader-Willi Syndrome

Foundation For Prader-Willi Research

https://youtu.be/1FRSSQco_pk

Summary: Prader-Willi Syndrome (PWS) is a rare genetic disorder that occurs in about 1:15,000 births. The video briefly explains what it is, how it occurs, some challenges during parenting, and promising research into treatment.

Activity

- a. Based on what you have learned in the textbook, how does PWS differ from Feeding and Eating Disorders?
- b. Discuss the relationship between PWS and food consumption. How does physiology play a part?

10.3 Sexual Behavior

Sexual motivation

Course Hero

<https://youtu.be/dwbJYuiWdPc>

Summary: A university instructor discuss Kinsey's research on sex, and what we know about sex today.

Activity

- a. Sex research is fast evolving. Discuss what we know about sex today that is not covered in the video.
- b. Print or ask students to pull up on their smartphones:
<https://kinseyinstitute.org/research/publications/kinsey-scale.php> Read about the original Kinsey Scale. Divide the class into small groups and discuss pros and cons of the scale. How might one improve it today? What questions would you ask?

10.4 Emotion

Emotions from Inside Out

Nerdwriter1

<https://youtu.be/xXYhua4lwoE>

Summary: This video compares and contrast the movie Inside Out with Emotions research behind it. (Long)

Activity

- a. Talk about the utility of emotions in everyday life. Especially why surprise and contempt might also be useful.
- b. Arbitrarily divide the class into two groups: one group represents emotions, and one group represents reasoning. Facilitate a debate between the two groups about why one is better than the other. At the end discuss the importance of both emotions and reasoning.

11 Personality

11.1 What Is Personality?

What is personality

Practical Psychology

https://youtu.be/dcsc_EsJmsA

Summary: This video orient individuals to understand what is personality. (Long)

Activity

- a. Personality is highly hereditary. Encourage students to reflect and share how they are similar to and also different than their siblings. Explore how environment might play a role in their differences, e.g., birth order, opportunities, friend circles, etc.
- b. Arbitrarily divide the class into two groups: nature vs nurture. Facilitate a debate on why personality is shaped more by one force than the other. At the end, discuss the contribution of both nature and nurture on one's personality.

11.2 Freud and the Psychodynamic Perspective

Seven original defense mechanism devised by Freud

Prof Armstrong

<https://youtu.be/JqvbWPRYgdU>

Summary: Discussion of one of the most important contributions by Sigmund Freud to the field of psychology, Defense Mechanisms, with definition and an example of each.

Activity

- a. Divide the class into 7 groups, and each group take one Defense Mechanism. Give an example of each that is different from the ones provided in the video.
- b. Divide the class into 7 groups, and each group take one Defense Mechanism, design a skit according to the given Defense Mechanism with group members, then present them to the class.

11.3 Neo-Freudians: Adler, Erikson, Jung, and Horney

Carl Jung's introverts vs extroverts

Sprouts

<https://youtu.be/acg6HivAu5E>

Summary: Introversion and extraversion are terms first coined by psychiatrist Carl Gustav Jung in Switzerland of the 1920s. According to Jung, an extravert seeks intensive contact with the outside world. An introvert instead turns the psychic

Activity

- Ask students to self-reflect as extroverts or introverts. What traits seem to help them in day to day activities?
- Arbitrarily divide the class into two groups: extroverts and introverts. Facilitate a debate on why each side is better in life. Discuss the benefits of both sides at the end. Also highlight that most people are not one extreme or another.

11.7 Trait Theorists

Big 5 traits of personality

Seeker

<https://youtu.be/oWpRKJPCI7M>

Summary: A brief discussion of characteristics of the big 5 of personality.

Activity

- Plot the big 5 on the whiteboard. Give a few popular professions and ask students to predict what their big 5 might look like. Discuss why students made such choices.
- Break the class into 5 groups and assign one trait to each group. Ask each group to discuss how their assigned trait might change over the lifespan. Ask each group to share with the class, and facilitate a discussion.

11.8 Cultural Understandings of Personality

How cultures affect personality

Practical Psychology

<https://youtu.be/Jx-1EthJelg>

Summary: This video breaks down the influence of culture on personality. Also compares and contrasts individualistic vs collectivistic culture.

Activity

- a. Discuss the pros and cons of individualistic vs collectivistic mindsets based on students' experiences.
- b. Ask students to write a reflection of family history, with attention on how their unique family culture shaped their personality, and how that's similar or different with their friends' family.

11.9 Personality Assessment

Accuracy of personality tests

Med School Insiders

<https://youtu.be/1ycNtfy1f34?t=56>

Summary: There are dozens of personality tests that claim to provide meaningful insights into your own strengths, weaknesses, and quirks. This video explains how personality tests are devised, and how much scientific content actually exists in these assessments. (Long)

Activity

- a. Elicit examples of students or family members of students who have taken personality tests for work purposes. Dissect the possible validity of such application. Discuss how students should view workplace personality tests in the future.
- b. Divide class into small groups. Ask each group to create a personality test based on what they learned in the video. After sharing with the class, discuss what additional steps are necessary if students want to implement their test into a real assessment.

12 Social Psychology

Introduction

12.1 What Is Social Psychology?

What is social psychology

Society for Personality and Social Psychology

<https://youtu.be/CEw23EFu4rc>

Summary: A social psychology professor discusses what is social psychology from a scientific view.

Activity

- a. Before showing the video, ask students to prepare to take notes on the key points of the video. After the video, assist students to construct examples to demonstrate key points.
- b. Social psychology is commonly manifested in behavioral economics today. Recall the research methods chapter and the refresher in the video. Facilitate a discussion on how social psychology principles are used in sales and social media (e.g. social conformity).

12.2 Self-presentation

Self-presentation

Psych2Go

<https://youtu.be/OHIJNWDLWSY>

Summary:

Why do we behave differently when we are by ourselves vs when we are with other people? It has a lot to do with different comfort zones and our self-presentation.

Activity

- a. Elicit examples of how people behave during interviews. To what extent are those presentations reflective of true self? Discuss as a class what are some strategies to improve self-presentation during interviews?
- b. Break class into small groups. Present different scenarios to different groups, such as: with friends, with family, with co-workers, etc. Ask groups to discuss how individuals might behave differently in each scenario, and discuss what the motivations behind those changes are.

12.3 Attitudes and Persuasion

1. The section of textbook with which the videos correspond

Cognitive dissonance

Andy Luttrell, Social Psych Online

<https://youtu.be/9Y17YaZRRvY>

Summary: Cognitive dissonance theory is a powerful tool to motivate attitude change. This video explains what cognitive dissonance theory is, and give examples of how it is applied in real life.

Activity

- a. Ask students to reflect last time they were in the grocery stores. What were some of the motivating factors that contributed to them buying things they didn't need (e.g. lighting, promotions, etc.)?
- b. Break class into small groups. Ask each group to think of one negative behavior practiced by a friend or family member that they are willing to share with the group. As a group, come up with a possible strategy of intervention focused on targeting cognitive dissonance. In other words, what are some of the inconsistencies being exhibit, and how to use those inconsistencies to motivate change?

12.4 Conformity, Compliance, and Obedience

Asch's conformity study

HeroicImaginationTV

<https://youtu.be/NyDDyT1IDhA>

Summary: Phillip Zimbardo narrated the classic Asch conformity study. The video demonstrated that individual is more likely to conform to the popular opinion when uncertain.

Activity

- a. Discuss what is possibly going through the participant's head when he purposely chose the wrong answer?
- b. Discuss situations where students might have engaged in group conformity in the past.

12.5 Prejudice and Discrimination

The Pygmalion effect aka The Rosenthal effect

"a marie"

https://youtu.be/vJymYT_Aklc

Summary: A user made video describing the Rosenthal effect and how it was tested in educational settings.

Activity

- a. Discuss why higher expectation might lead to higher performance?
- b. Where is this principle applied in school settings and work settings?

12.7 Prosocial Behavior

Prosocial behavior

Savannah Stadlander

<https://youtu.be/LGVghXuH2o4>

Summary: A short video explaining some definitions of prosocial behavior

Activity

- a. Using the example of Jenny's car breaking down in the video, discuss if students have witnessed something similar on the road. Discuss what are some of the factors that prevented other drivers from stopping? In other words, why didn't people stop and help?
- b. Break the class into small groups. Referring to the example of Jenny's car breaking down in the video. Discuss with group members what are some things Jenny could do to increase chance of being helped?

13 Industrial-Organizational Psychology

13.1 What Is Industrial and Organizational Psychology?

IO Psychology career preview

SIOPofficial

<https://youtu.be/DLR6eCrLih0>

Summary: Meet several IO psychologists and learn about what they do in this brief introduction to an interesting and meaningful career field.

Activity

- a. Facilitate students to discuss anything surprising about I-O psychology learned from the video.
- b. Break the class into small groups. Based on what they see in the video and what they know about IO psychology, ask them to jot down a list of activities IO psychologists might be engaged in at workplace. Discuss these answers with the class.

13.2 Industrial Psychology: Selecting and Evaluating Employees

The employee selection process

Kathryn Pepin

<https://youtu.be/6PnFt-PboxA>

Summary: A collection of movie clips demonstrating the selection process of employment

Activity

- a. Discuss as a class, how industrial psychology principles learned in the textbook are being applied/or not applied in the video clips. What could be improved based on industrial psychology knowledge?
- b. Divide class into small groups and assign one video clip per group. Discuss how each situation could be improved for the employer, and have the group re-enact the scenes.

13.4 Human Factors Psychology and Workplace Design

The argument against open concept office

PBS NewsHour

<https://youtu.be/jL5XwZJ0410>

Summary: The basic logic behind the open offices is that tearing down physical barriers inspires communication and collective creativity. But there is little evidence to support these widespread claims - and some surveys show the opposite: declines in employee satisfaction and productivity.

Activity

- a. Elicit some more “intuitive” examples of applications used in office settings, which might actually be counterproductive for work.
- b. Before showing the video, break class into small groups based on students’ preference of workspace designs: private office, cubicles, open concept, working from home, etc. Allow some time for each group to discuss the benefit of their design. After watching the video, ask each group to think about ways to improve their existing workspace preferences.

14 Stress, Lifestyle, and Health

14.1 What Is Stress?

How stress can be good

Scientific American

https://youtu.be/ZIAI_FN3r0k

Summary: While we mostly think of stress as negative, stress is an important and useful part of a person's life experiences.

Activity

- a. Divide class into small groups. Ask each group to imagine what their lives would be like if stress does not exist. Then discuss as a class. (If nobody is stressed about class, would anyone care to show up?)
- b. Think about a time when you were little. How did you experience and express stress differently. In what ways have you improved (or not) in dealing with stress over time?

14.2 Stressors

A humorous list of stressors

"taraisastar"

https://youtu.be/1FZQ4_9-iLM

Summary: A funny Career Builder Superbowl commercial illustrating how jobs can be a source of stress

Activity

- a. Why do jobs cause stress?
- b. Discuss what other common sources of stress are besides work.

14.3 Stress and Illness

How stress affects your body

TED-Ed

<https://youtu.be/v-t1Z5-oPtU>

Summary: Our hard-wired stress response is designed to give us the quick burst of heightened alertness and energy needed to perform our best. But stress isn't all good. When activated too long or too often, stress can damage virtually every part of our body. Sharon Horesh Bergquist gives us a look at what goes on inside our body when we are chronically stressed.

Activity

- a. What are some “physical” symptoms students have experienced with stress?
Discuss the possibility of somatoform disorders due to stress.
- b. Divide the class into small groups. While it is hard for college students to eliminate tremendous amount of stress experienced in the society today, what are some ways to reduce such effect so stress don’t become chronic?

14.4 Regulation of Stress

Mental health benefits of indoor plants

9News, Denver, Colorado, NBC

<https://youtu.be/u099d5RLPlk>

Summary: This news report discusses benefits of connecting to nature, even if you are not able to go to outdoors easily. The report suggested that having indoor plants is beneficially for an individual psychologically as well as physiologically.

Some of the benefits:

- Reduces stress
- Increase creativity
- More energy

Activities

- a. What are some of the suggested benefits of indoor plants according to the video, and how do you make sense of it?
- b. Connecting to the content in the book, is it possible to incorporate mindfulness activities with indoor plants?

14.5 The Pursuit of Happiness

How to make stress your friend

TED

<https://youtu.be/RcGyVTAoXEU>

Summary: Stress. It makes your heart pound, your breathing quicken and your forehead sweat. But while stress has been made into a public health enemy, new research suggests that stress may only be bad for you if you believe that to be the case. Psychologist Kelly McGonigal urges us to see stress as a positive, and introduces us to an unsung mechanism for stress reduction: reaching out to others (long).

Activity

- a. Before showing the video, discuss some of the strategies students have used to reduce stress. Discuss again after the video to see if they learned anything new from the video.
- b. Divide the class into small groups. Discuss ways they can decrease academic stress based on what they have learned. Encourage a few groups to share.

15 Psychological Disorders

15.1 What Are Psychological Disorders?

Psychological Disorders

CrashCourse

<https://youtu.be/wuhJ-GkRRQc>

Summary: CrashCourse discussed a brief history of how psychological disorders evolved over time. The video specifically challenged the utility of “labeling.”

Activity

- a. Ask students to call out different psychological disorders randomly and write them all on the board. Then organize them based on categories as defined by latest DSM.
- b. Discuss the utility of “labeling” and how diagnosis can evolve over time.

15.4 Anxiety Disorders

Anxiety disorders

Psych Hub Education

<https://youtu.be/vtUdHOx494E>

Summary: A brief overview of different anxiety disorders and discussion of some common symptoms.

Activity

- a. Ask students to call out different kinds of anxiety disorders that they have heard about. Then organize them based on the latest DSM classifications.

- b. Facilitate a discussion on how social phobia differs from generalized anxiety disorder (or another anxiety disorder).

15.6 Posttraumatic Stress Disorder

2. The section of textbook with which the videos correspond

Definition and symptoms of PTSD

Osmosis

<https://youtu.be/hzSx4rMyVjl>

Summary: This informational video sketches and discusses what is Posttraumatic Stress Disorder (PTSD), associated diagnostic criteria, associated biological factors, and symptoms.

Activity

- a. What are possible causes for PTSD?
- b. Based on the video and textbook, what symptoms are often associated with PTSD?

15.7 Mood Disorders

Bipolar disorder

BetterHelp

<https://youtu.be/yC15kc7eOYw>

Summary: A licensed therapist discusses what is Bipolar Disorder, including the presentation of defining features of Depressive Episode and Manic Episode. The video also discussed possible treatment options.

Activity

- a. Based on textbook reading and watching this video, how is Bipolar Disorder different from Major Depressive Disorder (MDD, aka “Depression”)?
- b. Why do you think individuals with Bipolar Disorder are often misdiagnosed with MDD?

15.8 Schizophrenia

Schizophrenia with Paranoid features

Derivatives and Demons

<https://youtu.be/M3a1txtSDn0>

Summary: A simulation of individual who would be suffering from psychotic episode of schizophrenia, with paranoid features.

Activity

- a. What are some of the examples in the video that demonstrate Paranoia?
- b. Not all Schizophrenia will experience Paranoia. What are some other features of Schizophrenia you have learned from class?

15.10 Personality Disorders

Borderline Personality Disorder – Pete Davidson

SNL/NBC

<https://youtu.be/OUKPjauMKkA>

Summary: Stand-up comedian Pete Davidson discussed implications of his Borderline Personality Disorder (BPD) diagnosis, and received a facetious interview on SNL. Obviously this has comedian elements in it. However, Davidson also did a good job to increase mental health awareness and to reduce stigma about mental health disorders.

Activities

- a. What misconceptions are being addressed in his interview?
- b. What are some of the things Davidson does to support his mental health?

16 Therapy and Treatment

16.1 Mental Health Treatment: Past and Present

Mental disorder treatment in 1949

US National Library of Medicine

<https://youtu.be/iZ05kkEfkOs>

Summary: This film shows practices in a psychiatric hospital, including interviews, physical examination on admission, forced feedings, "wet-pack," "continuous tub," hydrotherapy, heat therapy, use of sedatives, narcotics, insulin, metrazol, fever therapy, occupational therapy, and recreational activities. (Silent movie; Long)

Activity

- Based on what you have learned in class and society, discuss how mental disorder treatment has changed over time. Also consider the ethical implications of some of the practices in the video.
- Divide class into small groups. Ask each group to imagine they are traveling back in time to these asylums as expert psychologists. What would they tell the asylums to do to improve their treatment techniques?

16.2 Types of Treatment

Differences between a counselor and a psychologist

PsychCentral

<https://youtu.be/yLxzPs4JKms>

Summary: This video explains the main differences between a psychologist and other forms of counselors.

Activity

- Before showing the video, explore with the class on what they know about the differences between a psychologist versus a counselor.
- Discuss with students on how they might go about finding a qualified psychologist or counselor on campus or in the area if they know someone needs help.

16.3 Treatment Modalities (2 videos)

Anger Management movie clip

Group therapy

Movieclips, The University of Tulsa

<https://youtu.be/lAgPsmTxBfc>

<https://youtu.be/xB-OgD6W4Oc>

Summary:

- Video 1 is a movie clip from group therapy in the movie “Anger Management”
- Video 2 is University of Tulsa counseling center explaining what group therapy truly is.

Activity

- a. Show first video and discuss how this is the common perception of group therapy portrayed by Hollywood movies. Ask students to brainstorm where dramatization happens in the movie?
- b. Watch the second video and discuss why group therapy can be more beneficial than individual therapy. (3 key points: social norming, emotional support, safe space for practice).

16.4 Substance-Related and Addictive Disorders: A Special Case

Link between Alcohol use and genetics

Mayo Clinic

<https://youtu.be/40nsYCuc3Ys>

Summary: Three out of ten Americans can be diagnosed with some form of alcohol use disorder. Genetics can be an important factor in determining chronic alcohol use. Researchers have discovered certain genetic markers can also be helpful to pinpoint which drugs might be more effective to treat alcoholism.

Activity

- c. Based on what you have learned in class so far, how does genetics play a part in the development of disorders?
- d. For people who don't respond well to medication treatment, what are other available options?

16.5 The Sociocultural Model and Therapy Utilization