

JEFFREY S. NEVID | SPENCER A. RATHUS

PSYCHOLOGY AND THE CHALLENGES OF LIFE

Adjustment and Growth

Thirteenth Edition



WILEY

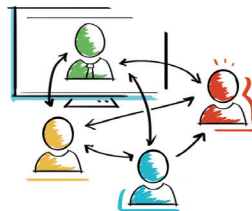
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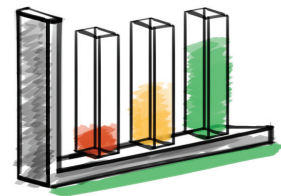
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- Guide students through what's important in the interactive e-textbook by easily assigning specific content
- Set up and monitor collaborative learning groups
- Assess learner engagement
- Gain immediate insights to help inform teaching

Student Benefits

- Instantly know what you need to work on
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- Assess progress along the way
- Participate in class discussions
- Remember what you have learned because you have made deeper connections to the content

Psychology and the Challenges of Life

13

EDITION

Psychology and the Challenges of Life

Adjustment and Growth

Jeffrey S. Nevid

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WILEY

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Preface

Welcome to the 13th edition of *Psychology and the Challenges of Life: Adjustment and Growth*. Continuing a tradition we have held to since we first began working on this text, we reflect on how psychological science can help us better understand ourselves and adjust to the many challenges we face in our daily lives. Our emphasis on applications of psychological concepts and principles in meeting life challenges remains a core feature of our approach. We examine the role of psychology in helping us effectively manage our time, develop our self-identity, build and maintain friendships and intimate relationships, adopt healthier behaviors and lifestyles, cope with stress, and deal with emotional problems and psychological disorders. In these uncertain times, we feel it also is appropriate to examine the challenges that arise from broader threats we face, including threats posed by natural disasters and acts of terrorism.

This is a very different generation than the one that turned the pages of this text in its early editions. Our students today are the most wired, plugged-in generation in human history. They are a Googling, IMing, Facebooking, texting, and iPoding generation. These digital natives have never known a time without the Internet, the World Wide Web, and cell phones. The use of avatars, or alter egos in cyberspace, is creating a whole new type of psychological identity. At around the time that today's college-age students were born, a web was something that only spiders spun, tablets were used only to administer medication, and mobile phones were so bulky, cumbersome, and expensive that mainly only a few business executives and military personnel used them.

In the past few editions we have endeavored to examine the impact of changing technology and the role of social media on our psychological adjustment. In this edition we expand on this focus, incorporating the latest research findings on the psychological and social impact of Facebook and other social media. But even as we reflect on these changes and the challenges they pose, we maintain our focus on core issues in the psychology of adjustment and personal growth—the psychology of self, coping with stress, understanding psychological disorders, and developing healthier behaviors, relationships, and lifestyles.

With these goals in mind, we approached the writing of each new edition with several clear objectives that have shaped and defined this text through many revisions:

- To communicate the scientific bases of psychology through coverage of research methods, review of classical studies in psychology that inform our understanding of underlying issues, and comprehensive coverage of research reported in the scientific literature during the past few years
- To apply psychological principles to help readers meet the challenges they face in daily life, to resolve problems, and to reach their unique potentials
- To reflect the importance of human diversity in our lives today
- To provide a comprehensive pedagogical package that stimulates learning and strengthens memory
- To motivate students through the use of humor and personal anecdotes
- To present abstract, complex concepts in engaging, accessible prose that speaks directly to students, not down to them

What's New in This Edition

The IDEA Model

This edition incorporates a learning platform called the IDEA model, which is a convenient acronym representing four types of learning objectives intended to guide students in their mastery of the psychological bases of personal adjustment and growth:

- **Identify** . . . key figures and important contributors to the psychology of adjustment, parts of the neuron and of the nervous system, types of psychotropic drugs, and so on.
- **Define or Describe** . . . key concepts of the major psychological theories relating to adjustment and growth.
- **Evaluate or Explain** . . . theoretical concepts and processes and mechanisms underlying behavior and mental processes.
- **Apply** . . . psychological concepts and principles to real-life examples.

The IDEA model is built on the foundation of Bloom's taxonomy and is organized to represent three general levels of educational objectives: (1) the lowest levels in Bloom's taxonomy, comprising basic concept acquisition and knowledge (Identify and Define/Describe); (2) the middle level in Bloom's taxonomy, comprising applications of new knowledge (Apply); and (3) the highest levels in Bloom's taxonomy, consisting of analyzing, evaluating, and synthesizing new knowledge (Evaluate/Explain).

Learning Objectives

Consistent with the IDEA model, this edition introduces *Learning Objectives* in each chapter and keys them to specific learning verbs in the IDEA model to emphasize the skills students will acquire as they use the text.

Revised Chapter Reviews

To complete the learning circle, we double back on the learning objectives in the *Chapter Review* by providing brief sample responses. We suggest students write out their own answers to the learning objectives and then compare their answers with the sample answers in the text. Their answers to the learning objectives can then be used as an effective study guide in reviewing the major concepts in the chapter.

Applying Psychology in Daily Life

Emphasizing the importance of applying psychological knowledge to the problems and challenges we face in daily life, we end each chapter with the *Applying Psychology in Daily Life* feature. We use the *MyLife, MyPsych* icon to emphasize the relevance of this material to our personal lives. As in the previous edition, the *MyLife, MyPsych* icon also accompanies the in-text self-scoring questionnaires that help students examine their attitudes and behavior in light of the concepts discussed in the text. Here is the listing of the *Applying Psychology in Daily Life* features:

- Becoming a Successful Student (Chapter 1)
- Understanding Myself (Chapter 2)
- Managing Stress (Chapter 3)
- Becoming an Active Health Care Consumer (Chapter 4)
- Finding Healthful Alternatives to Harmful Substances (Chapter 5)
- Enhancing Self-Esteem (Chapter 6)

- Becoming an Assertive Person (Winning Respect and Influencing People) (Chapter 7)
- Helping a Friend in Crisis (Chapter 8)
- Coping with Emotional Responses to Stress—Anxiety, Anger, Depression (Chapter 9)
- Coping with Loneliness (Chapter 10)
- Making Relationships Work (Chapter 11)
- Practicing Healthier Behaviors to Prevent the Spread of HIV/AIDS and Other Sexually Transmitted Diseases (Chapter 12)
- Living Longer and Healthier Lives (Chapter 13)
- Finding a Career That Fits (Chapter 14)

Enhanced Electronic Content

We live in an increasingly digitized world in which students are accustomed to using online study tools and resources that enrich the learning experience. This edition enhances the electronic resources available to students by migrating certain learning materials to our companion web platform on *WileyPlus*. When students log onto *WileyPlus*, they'll find questionnaires for measuring their attitudes and behaviors that can be automatically scored, giving them instant feedback about their responses. The questionnaires include “Are You Type A or Type B?,” the Locus of Control Scale, the Sensation-Seeking Scale, “Why Do You Smoke?,” and the Rathus Assertiveness Schedule. Students can also find other electronic resources relating to content in the text, such as “Self-Instructions for Practicing Progressive Muscle Relaxation,” “Assessing Your Personal Risk of Cancer,” “Should You Have a Child?,” and “Get That Job!”

New Technology, New Challenges

The flood of new electronic devices and social networking sites has changed how students communicate and interact with each other. Our focus on the implications of changing technology for personal adjustment includes discussions about cell phones, texting, social media, online dating, the use of personal online avatars, the practice of safer cyber-surfing, as well as adjustment problems posed by Internet addiction and cybersex addiction. In the *Adjustment and Modern Life* feature interspersed throughout the text, our focus on social media includes the following in-text features:

- Are You A Facebook Extravert? Or A Twitter Narcissist?
- How Do I Shape Up on Facebook?
- Hey Mom, What's on Your Facebook Page?
- Does Facebook Pose a Risk to Your Mental Health?
- One Nation, Under Facebook, but Not for Everyone
- Is Facebook a Threat to Your Grades?

Comprehensive Updating

We continue to be amazed by the productivity of scholars and researchers in the field. New developments are reported at a dizzying pace. We continue to endeavor to bring the latest research findings and scientific developments to our readers in a way that makes them interesting and accessible. At the same time, we weave into the narrative thread many of the classical studies in the field. We also strive to present technical and complex material in a succinct and readable form that is accessible to students of different levels of preparation.

Pedagogical Features

The Modular Format: A Learning Style Suited to Today's Busy Students

We believe that a textbook should be more than a compendium of knowledge and information; it should be a tool for learning. We try to never lose sight of the fact that we are teachers, whether we are standing in front of a class or sitting at a computer screen and writing a textbook. As teachers, we face the challenge of assisting students in acquiring and retaining knowledge to help them succeed in today's learning environment.

We teachers are challenged as never before. Our students are changing, and we must develop new ways of meeting the challenges we face in the classroom and in preparing textbooks for students today. In our classrooms we find increasing numbers of returning students, nontraditional students, and students struggling to balance family, work, and academic responsibilities.

To help students handle their many responsibilities, we organized the text in a modular format that breaks down lengthy chapters into smaller, individualized study units. The modular approach helps students organize their study time by presenting information in more manageable units of instruction. Each module is a self-contained study unit that begins with a set of survey questions and ends with a review section in which students can test their knowledge of key concepts before moving ahead. With the modular format, students can nibble on individual modules rather than try to digest a whole chapter at a time.

A Closer Look

These boxed features provide profiles of fascinating individuals from the history of psychology and from several of our contemporaries. We discuss the challenges faced by such important figures as Sigmund Freud, B. F. Skinner, Erik Erikson, Carl Rogers, Stanley Milgram, and Aaron Beck. We also highlight important issues of diversity in personal accounts by our colleagues Beverly Greene, Rafael Javier, and the late Jayne Thomas.

My Personal Journal: Reflect/Reflect/Reflect

Journaling is an increasingly important tool for helping students relate course material to their own lives. There are many forms of journaling, including the traditional form of keeping a journal of daily experiences. We incorporate journaling in the form of writing assignments that direct students to reflect on how the text material relates to their personal beliefs and experiences. By encouraging students to focus on the personal relevance of text material, journaling fosters deeper processing that leads to more effective learning. Journaling and other forms of elaborative rehearsal in this text help strengthen new learning by encouraging students to work actively with the concepts presented in the text. Instructors may wish to assign these journaling activities for course credit (or extra credit).

The journaling writing assignment is presented at the end of each chapter in a feature called *My Personal Journal: Reflect/Reflect/Reflect*. We encourage students to write answers to a set of personally meaningful questions relating to material discussed in the chapter. Here is a sampling of these questions:

- How would you describe your own personality traits in terms of the Big Five personality traits? What are your most prominent traits? Would others who know you agree or disagree with your appraisal?

- Have you experienced any of the types of psychological conflicts described in the text? Which type of conflict was it? How did you resolve the conflict? (Or didn't you?)
- Based on your reading of the text, why is it important not to assume that someone who has passed out from drinking should be left to “sleep it off?” Did reading the text raise your awareness about the risks of alcohol overdose? Has it changed your own behavior or willingness to get involved if you were to encounter someone at risk of an alcohol overdose?
- The text discusses different stages of career development. In what “stage” of career development are you? Explain.

Journaling is among the many active learning features of this text. Throughout this text, we encourage active learning through personal writing, completing self-questionnaires, thinking critically about key issues, and applying material discussed in the chapters to one's personal experiences.

Adjustment and Modern Life

We continue to emphasize the important role of psychological science in helping us meet the many challenges of contemporary life. The *Adjustment and Modern Life* feature covers cutting-edge research in the field, contemporary issues, and challenges of adjustment we face in life today. We noted earlier how we use this feature to highlight the psychological effects of social media. Here is a sampling of other content found in our *Adjustment and Modern Life* feature:

- Multitasking: In a Word, When Studying, Don't (Chapter 1)
- Cell Phone Nation: Social Blessing or Curse? (Chapter 1)
- Are Our Traits Imprinted in Our Genes? (Chapter 2)
- Eating Right on Campus (Chapter 5)
- Binge Drinking on Campus (Chapter 5)
- Internet Addiction (Chapter 5)
- Your Self in Cyberspace: Which Self Is It? (Chapter 6)
- Why Are More Women Depressed? (Chapter 8)
- Twenty-First Century Dating: Matches Made in (Cyber) Heaven (Chapter 11)
- Emotional Intelligence: The Emotional Pathway to Success (Chapter 11)
- “Cybersex Addiction”—A New Adjustment Problem (Chapter 12)
- Careers: What's Hot, What's Not (Chapter 14)
- Challenges of a Changing Workplace (Chapter 14)

Integrated Coverage of Human Diversity

We cannot hope to understand human behavior without reference to the richness of human diversity. People differ not only as individuals but also in terms of culture, gender, age, sexual orientation, and other factors.

This edition continues its exploration and celebration of the richness and diversity of American society today. We are a nation of many peoples of different heritages, nationalities, and ethnicities. The United States itself is a nation of hundreds of different ethnic and religious groups. This diversity extends to the global village of nearly 200 nations and to those nations' own distinctive subcultures.

Material on diversity is integrated directly in the chapters themselves rather than segregated in boxed features. Separating the material on diversity may give the mistaken impression that diversity is not part of mainstream psychology. We believe

that diversity is part and parcel of the study of psychology and should be integrated within the general discussion in the text.

We want students to consider how issues of diversity relating to culture, ethnicity, values, and lifestyle shape our adjustment to the world around us. By focusing on issues of diversity, students come to understand better not only how people differ but also how they are similar in many respects.

Self-Assessment Exercises

This textbook has long been recognized for its inclusion of many self-assessment questionnaires that allow students to go beyond merely reading about psychological concepts toward applying these concepts to themselves and their life experiences. To encourage students to use the online resources available to them, we have migrated some of our self-assessment questionnaires to *WileyPlus*. Online versions of self-assessment questionnaires are electronically scored and interpreted. We believe that providing online access to these materials makes them more convenient and accessible to students.

Emphasis on Positive Psychology

Positive psychology is a growing movement within psychology that focuses on human virtues and assets rather than human weaknesses and deficits. This movement studies many positive aspects of human experiences, such as love, happiness, friendship, optimism, helping behavior, and the building of self-esteem. We integrate content relating to positive psychology throughout the text, and we highlight this material through the use of a convenient icon (*Positive Psychology*).

Student-Oriented Features

As a tool for learning, we incorporate many student-centric, active learning features we believe will be of interest to students and help them succeed in the course.

Think About It

We encourage students to go beyond review and recitation by posing thought-provoking questions in the *Think About It* section in each module review. Here are some examples:

- Why is it incorrect to say biology is destiny?
- How might acculturation be something of a mixed blessing to immigrant groups? Explain.
- How is self-esteem developed? What advice would you give new parents about helping their children acquire self-esteem?
- If you were to advise college officials on ways of reducing prejudice and fostering tolerance on your campus, what steps would you suggest?
- How do cognitive therapists conceptualize the role of cognitions (thoughts and beliefs) in the development of emotional disorders?
- People who exercise are generally healthier than people who do not. Does this relationship between exercise and health show that exercise is a causal factor in good health? Why or why not?

Try This Out

This active learning feature encourages students to apply psychological concepts they learn about in the text to their own lives. Examples include the following:

- Testing Your Texting Skills
- Tips for Managing Your Time
- Taking It Off and Keeping It Off—Weight, That Is
- Examining Your Self-Concept
- Countering Persuasive Sales Tactics
- To Sleep, Perchance to Dream
- Get That Date!

“Did You Know That . . .” Chapter Openers

We begin each chapter with a set of “*Did You Know That . . .*” questions. These questions stimulate interest in the chapter material and encourage students to read further. They also help debunk common misconceptions, raise students’ awareness about important psychological and social issues, and draw students’ attention to recent research findings. Page numbers are provided so that students can quickly find the relevant information in the body of the chapter. We continually refresh this feature, adding to this edition the following “*Did You Know That . . .*” questions:

Did You Know That . . .

- People may respond positively to placebo drugs even when they know they are receiving a placebo?
- Having a strong sense of ethnic identity is linked to a better body image among Latina girls?
- Taking control of your thoughts is an important coping skill for dealing with chronic pain?
- Hypertension, a major risk factor for heart disease, remains poorly controlled in about one in two cases in the United States?
- People tend to eat more when food is served on larger plates?
- Despite what many people may think, if you want to get your point across to another person, you might want to pull back on direct eye contact?
- Study results showed that college students who used Facebook had lower grades and spent less time studying than nonusers?
- Men can read emotions in the eyes of other men better than they can decipher what a woman is feeling by looking at her eyes?
- People with a sunnier disposition tend to be more satisfied with their jobs than those with a sourer outlook?

Study Aids

Most students who take the psychology of adjustment course are first- or second-year college students. For many of them, psychology of adjustment is their introductory course in psychology. To help them succeed in the course, we include the following pedagogical aids to foster more effective learning.

The SQ4R Study Method

Originally developed by educational psychologist Francis Robinson, the SQ3R study method is based on five key steps: (1) survey, (2) question, (3) read, (4) recite, and (5) review. Many textbook authors use variations of the SQ3R method and for good reason: It enhances learning by encouraging students to adopt a more active role in the learning process. This text makes full use of the SQ3R study method and adds an important additional “R” — *reflect*.

The chapter introduction and learning objectives at the start of each module introduce the student to the material they will be reading. We then encourage reflection, recitation, and review to help students master and retain the information they read.

1. *Survey and Question.* Each chapter opens with a numbered listing of the modules in the chapter. This helps students survey the material to be covered and see how it is organized in the chapter. Each module begins with a learning objective that highlights the important mastery of goals and objectives in the module.
2. *Read.* The writing style in this text was carefully developed to be clear, as well as accessible and engaging. We seek to grab and hold the reader’s interest because we recognize that explicit learning required in college courses requires focused attention. One of the ways we engage readers is by addressing them directly and encouraging them to evaluate how the material in the text relates to their personal experiences.
3. *Reflect.* Students learn more effectively when they reflect on what they are learning. Psychologists who study learning and memory refer to reflection as elaborative rehearsal. One way of reflecting on subject matter is to relate it to things one already knows about, whether it be related material or events or experiences in one’s own life. Reflection makes material meaningful and easier to remember. It also makes it more likely that students will be able to apply the information to their own lives. *Reflect* sections are integrated with the journaling feature we discussed earlier (i.e., *My Personal Journal: Reflect/Reflect/Reflect*).
4. *Recite and Review.* The module review section is structured in a fill-in-the-blanks style. This interactive approach challenges students to recite and review their knowledge of key concepts, rather than merely recognize the correct answer in a multiple-choice format. Recitation and review is further emphasized in the *Recite/Recite/Recite* summaries at the end of each chapter. Here, students can recite their answers to the learning objectives and then compare their own answers with the sample answers given in the text.

Running Glossary

Key terms are defined in the margins, at the points where they occur in the text. Many students do not make use of a glossary at the back of a book. Moreover, ready access to glossary items permits students to maintain their concentration on the flow of material in the chapter. Students need not flip back and forth between different sections of the book to decode the vocabulary. Key terms are boldfaced the first time they appear in the chapter to signal students that definitions are available.

The Ancillaries

The 13th edition of *Psychology and the Challenges of Life* is accompanied by an array of ancillaries that are intended to optimize learning and teaching.

WileyPLUS Learning Space

The factors that contribute to success—both in college and in life—aren't composed of intellectual capabilities alone. In fact, there are other traits, strategies, and even daily habits that contribute to the overall picture of success. Studies show that people who can delay instant gratification, work through tasks even if they are not immediately rewarding, and follow through with a plan have skills that are valuable not only in the classroom but also in the workplace and their personal lives.

A place where students can define their strengths and nurture these skills, *WileyPLUS Learning Space* transforms course content into an online learning community. *WileyPLUS Learning Space* invites students to experience learning activities, work through self-assessments, ask questions, and share insights. *WileyPLUS Learning Space* creates a personalized study guide for each student as they interact with the course content, peers, and their instructor.

As research shows, when students collaborate with each other, they make deeper connections to the content. When students work together, they also feel part of a community, allowing them to grow in areas beyond topics in the course. With *WileyPLUS Learning Space*, students are invested in their learning experience and can use their time efficiently as they develop skills such as critical thinking and teamwork.

Through a flexible course design, you can quickly organize learning activities, manage student collaboration, and customize your course—having full control over content as well as the amount of interactivity between students.

WileyPLUS Learning Space lets you:

- Assign activities and add your own materials
- Guide your students through what's important in the interactive e-textbook by easily assigning specific content
- Set up and monitor group learning
- Assess student engagement
- Gain immediate insights to help inform teaching

Defining a clear path to action, the visual reports in *WileyPLUS Learning Space* help both you and your students gauge problem areas and act on what's most important. With the visual reports, you can:

- see exactly where your students are struggling for early intervention.
- help students see exactly what they don't know so they can better prepare for exams.
- give students insight into their strengths and weaknesses so that they can succeed in your course.

Instructor's Supplements

The Instructor's Resource Guide, Lecture PowerPoint slides, Clicker questions in PowerPoint, Pre-Lecture Questions, Test Bank, Computerized Test Bank, Respondus Test Bank, Text Art PowerPoints, and an Image Gallery are available online at www.wiley.com/college/nevid.

Student's Supplements

The Self-Quizzes, Critical Thinking Questions, Discussion Questions, Student Web Resources are available online at www.wiley.com/college/nevid.

Acknowledgments

Although this is the 13th edition of a well-established college text, we continue to approach our work with the same enthusiasm and vigor we brought to our first edition more than 30 years ago. We are invigorated in our efforts by our continued collaboration with the many talented people of John Wiley & Sons, Inc., who are dedicated to the highest level of professionalism in college publishing. We are especially indebted to our editor, Chris Johnson; our project specialist, Nichole Urban; our production editor, Bharathy Surya Prakash; and Erin Guendelsberger of **ansr**source for their many invaluable contributions throughout the production process.

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Finally, we invite your comments and suggestions. You may contact us at the following e-mail address: jeffnevid@gmail.com

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Psychology and the Challenges of Life



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CHAPTER

1

Psychology and the Challenges of Life

OUTLINE

- *Did you know that...*
- **Module 1.1:** Psychology and Adjustment
- **Module 1.2:** Human Diversity and Adjustment
- **Module 1.3:** Critical Thinking and Adjustment
- **Module 1.4:** How Psychologists Study Adjustment

■ APPLYING PSYCHOLOGY IN DAILY LIFE



MyLife, MyPsych: Becoming a Successful Student

CHAPTER REVIEW RECITE/RECITE/RECITE



MyLife, MyPsych MY PERSONAL JOURNAL REFLECT/REFLECT/REFLECT

Did you know that . . .

- Young people spend more time using electronic media—an average of about 7 hours daily—than they do in perhaps any other activity except sleeping? (p. 8)
- Genetics influences many psychological traits and even preferences for different types of occupations? (p. 10)
- Women once were not permitted to attend college in the United States? (p. 14)
- You could survey 20 million voters and still not accurately predict the outcome of a presidential election? (p. 24)
- People typically use happier words in Twitter messages early in the morning than later in the day? (p. 25)
- People may respond positively to placebo drugs even when they know they are receiving a placebo? (p. 28)
- Cramming for a test is less effective than spacing your study sessions? (p. 33)



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Beth, 22, a fourth-year chemistry major, has been accepted into medical school in Boston. She wants to do cancer research, but this goal means another seven or eight years at the grindstone. Kevin, her fiancé, has landed a solid engineering position in Silicon Valley, California. He wants Beth to come with him, take a year to start a family, and then go to medical school in California. But Beth hasn't applied to medical school in California, and there's no sure bet that she would "get in" there. If she surrenders her educational opportunity now, another one might not come along. Should she demand that Kevin accompany her to Boston, even though he hasn't been offered work there? Would he go? What if he gives up his golden opportunity and their relationship falters because of resentment? Also, she wonders how long she can safely put off childbearing. Though she thinks of herself as "a kid," her biological clock is ticking and she won't be finishing her medical training—assuming she goes to medical school—until she's past 30. And what if having children even then threatens to prevent her from getting established in her career? Beth has just been accepted into medical school—shouldn't she be happy?

John, 21, is a business student who is all business. Every day he reads the *Wall Street Journal* and the business pages of the *New York Times*. He is dedicated to his books and invests most of his energy in trying to construct a solid academic record so that he will get his career off on the right foot. He represents the first generation in his African American family to attend college, and he is determined to do college right. But sometimes he wonders why he bothers; he thinks of himself as one of those people who "just can't take tests." He begins to shake two days before a test. His thoughts become jumbled when the papers are distributed. He finds himself wondering if his professors will attribute poor grades to his ethnicity. By the time the papers are on his desk, his hand is shaking so badly that he can hardly write his name. His grades suffer.

Maria, 19, is a first-year college student. She has seen the TV talk shows and has gone to the R-rated films. She has read the books and the magazine articles about the new sexual openness, but her traditional Mexican American upbringing has given her a strong sense of right and wrong. Yet she perceives herself as well acculturated to the dominant, but more liberal, contemporary American culture. Despite the social and sexual pressures she finds in the dominant culture and her desire to fit in, she would prefer to wait for Mr. Right. At the very least, she is not going to allow social pressure to prevent her from carefully sorting out her values and her feelings. The young man she has been seeing, Mark, has been patient—from his point of view. But lately he's been pressuring Maria, too. He has told Maria they have more than a fly-by-night relationship and that other women are more willing to “express their sexual needs” with him. Maria's girlfriends say they understand her feelings. Yet they tell her they fear that Mark will eventually turn elsewhere. Quite frankly, Maria is concerned about more than virginity; she also thinks about sexually transmitted infections such as genital herpes and AIDS. After all, Mark is 22 years old and she doesn't know every place he's been. True, they can take precautions, but what is completely safe? In any event, Maria does not want to be pressured.

Lisa, 20, a hard-working college junior, is popular with faculty, dutiful with relatives. She works out regularly and is proud of her figure. But Lisa also has a secret. When she is sipping her coffee in the morning, she hopes that she won't go off the deep end again, but most of the time she does. She usually starts by eating a doughnut slowly; then she eats another, picking up speed; then she voraciously downs the remaining four in the box. Then she eats two or three bagels with cream cheese. If there is any leftover pizza from the evening before, that goes down, too. She feels disgusted with herself, but she hunts through her apartment for food. Down go the potato chips, down go the cookies. Fifteen minutes later she feels as though she will burst and cannot take in anymore. Half nauseated, she finds her way to the bathroom and makes herself throw up the contents of her binge eating. Tomorrow, she tells herself, will be different. But deep inside she suspects that she will buy more doughnuts and more cookies, and that tomorrow might be much the same. She worries that she may be bulimic and in need of professional help.

David, 32, is not sleeping well. He wakes before dawn and cannot get back to sleep. His appetite is off, his energy level is low, he has started smoking again. He has a couple of drinks at lunch and muses that it's lucky that any more alcohol makes him sick to his stomach—otherwise, he'd probably be drinking too much, too. Then he thinks, “So what difference would it make?” Sometimes he is sexually frustrated; at other times he wonders whether he has any sex drive left. Although he's awake, each day it's getting harder to drag himself out of bed in the morning. This week he missed one day of work and was late twice. His supervisor has suggested in a non-threatening way that he “do something about it.” David knows that her next warning will not be unthreatening. It's been going downhill since Sue walked out. Suicide has even crossed David's mind. He wonders whether he's going crazy.

Beth, John, Maria, Lisa, David—each of them is experiencing a challenge to adjustment and growth.

We face many challenges in life. For example, Beth is experiencing role conflict. She wants to attend medical school but also wants to maintain the relationship with Kevin and start a family. Although she might become a physician, she would probably retain the primary responsibility for childrearing. Even women who have become officers of their companies typically manage the household and childcare responsibilities. Kevin is not a chauvinist, however. As it turns out, he accompanies Beth to Boston and looks for work there.

John's challenge is test anxiety, plain but not so simple. Years of anxiety and fluctuating grades have led to a vicious cycle: He becomes so anxious that he often finds himself paying more attention to his bodily sensations and his troubled thoughts than to the test items themselves. His distraction then leads to poor grades and heightens his anxiety. His concerns have prevented him from performing up to his

full potential. Fortunately, there is a notice on a bulletin board that his college counseling center is offering a program to help students with test anxiety.

Maria's challenges also involve conflict—conflict with Mark and conflict within herself. She decides not to be pressured into a sexual relationship, and it happens that Mark turns elsewhere. It hurts, but Maria is confident that other men who are more sensitive to her values will understand and appreciate her.

Lisa faces the challenge of dealing with bulimia nervosa, an eating disorder discussed in Chapter 5. The causes of eating disorders are complex and not fully understood, but they seem to be related to social pressures young women in our society face in adhering to unrealistic standards of thinness. Lisa does seek treatment, but only after her dentist informs her that the enamel on her teeth has begun to decay as a result of repetitive vomiting. Treatment is helpful in reducing episodes of binge eating and vomiting, but she continues to experience occasional lapses. “I’m on the right track,” she says, “but I’ve still got a way to go.”

David faces the challenges posed by another type of psychological disorder, depression. Feelings of depression are normal following a loss, such as the end of a relationship, but David's feelings have lingered. His friends tell him that he should get out and do things, but David is so down that he hasn't the motivation. After much prompting, David consults a psychologist who, ironically, also pushes him to get out and do things—pleasant events of the sort described in Chapter 9. The psychologist also shows David that part of his problem is that he thinks of himself as a loser who is just destined to fail in all his endeavors.

Beth, John, Maria, Lisa, and David all need to make adjustments to cope with the challenges in their lives. The challenges of life touch us all at one time or another. That is what this book is about: adjusting to challenges as we get on with the business of living—growing, learning, building relationships, making sense of our value systems, establishing careers, making ends meet, and striving to feel good about ourselves. This book portrays our quest for self-development and brings psychological knowledge to bear on problems that may block self-development. Some of these problems, such as anxiety, depression, and obesity, are personal in nature. Some involve intimate relationships and sexuality. Others involve the larger social context—the workplace, prejudice and discrimination, environmental disasters, pollution, and urban life.

Stress may be a fact of college life, but it is taking a toll on the emotional health and adjustment of college students today. College freshmen responding to a recent national survey rated their emotional health at the lowest levels yet recorded since the surveys began in 1985 (Lewin, 2011). Only 52% of the students in the national survey reported their emotional health to be above average, compared with 64% in 1985. Women, on average, had a poorer view of their emotional health, and the gap between men and women had widened (see Figure 1.1).

How many college students today are struggling with mental health problems? The answer, unfortunately, is far too many. A 2015 Penn State report on the mental health needs of college students, which was based on polling students who sought help from college counseling centers, points to some disturbing trends, including reports by one in three students that they had seriously considered suicide (see Table 1.1).

Symptoms of depression are common among college students (Hill, Yaroslavsky, & Pettit, 2015). Rates of reported suicidal thoughts and self-injury among college students are also on the rise. Other surveys, including an online survey of students of students at 25 U.S. campuses paint a similar disturbing portrait of widespread depression (17%) (Eisenberg, Hunt, & Speer, 2013). A survey of more than 100,000 students



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Adjustment to College Life

Whether you are at a residential college or a commuter college, whether you are beginning college fresh out of high school or are a returning student, whether you are attending full time or part time, college life involves many changes that require adjustment. Many of the challenges of college life are academic and social, but some, such as athletics, fighting commuter traffic, or climbing flights of steps, can have a strong physical component.

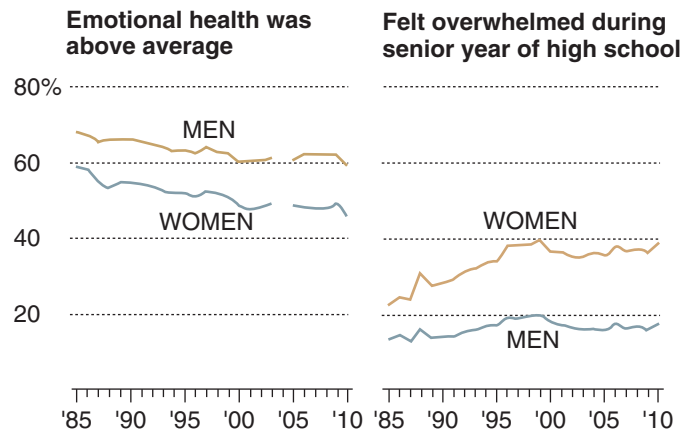
Figure 1.1
College Freshmen's Emotional Health

Students' own assessments of their emotional health in 2010 reached the lowest level yet recorded since annual surveys began in 1985.

Source: Adapted from T. Lewin, "Record Level of Stress Found in College Freshmen," *The New York Times*, January 26, 2011, A1. Based on data from the Higher Education Research Institute, University of California, Los Angeles.

College Freshmen's Emotional Health

Freshmen's self-assessment of their emotional health hit a 25-year low this year, according to an annual report. A much larger share of students said they had felt frequently overwhelmed with all they had to do as high school seniors. Women were twice as stressed as men.



at 129 colleges in the United States showed that about 12% had been diagnosed or treated for an anxiety disorder and about 11% for depression (Petersen, 2011). An online survey of college students at 25 campuses across the United States showed a high (disturbingly high!) rate of self-reported serious mental health problems, including about 17% for depression and 6% for suicidal ideation (Eisenberg, Hunt, & Speer, 2013). Overall, about one in three college students today seek counseling for mental health problems either before or during college, mostly for help dealing with anxiety and stress (Sieben, 2011).

Our task in this text is not only to explore the stresses that many of us face in college and throughout life but also to examine how we can apply principles of psychology in our daily lives to combat stress and enhance our emotional and physical health and well-being. But this text is about much more than facing the challenges of adjustment. The challenges we face in life offer us the opportunity not merely to adjust but also to grow. We can grow in many ways, such as expanding our interests, our knowledge and skills, our self-awareness, and our ways of coping with the challenges we face. In this book you will learn how you can apply psychological knowledge to help you meet the challenges you face in life as well as to grow in directions that help you enrich your life and relate more effectively to others. You also will learn about professional helpers

Table 1.1 ■ A Snapshot of College Students Seeking Mental Health Treatment
Proportion Reporting Who Have . . .

Taken a psychiatric medication	1 of 3
Seriously considered suicide	1 of 3
Intentionally harmed or injured themselves	1 of 4
Been hospitalized for psychiatric issues	1 in 10
Attempted suicide	Nearly 1 in 10
Been sexually assaulted	1 of 5
Experienced sexual harassment or abuse	1 of 3
Experienced a traumatic event	1 of 3

Note: These results are based on more than 100,000 college students seeking mental health treatment on 140 campuses in the United States.

Source: Adapted from "Annual Report Offers Snapshot of U.S. College Students' Mental Health, Needs," Press Release, February 5, 2015, Center for College Mental Health, Pennsylvania State University.

and when and how to seek their intervention. This knowledge is important because life in the new millennium has in many ways become more challenging than ever.

In this chapter we first define the science of psychology and see that it is well suited to gathering information about, and suggesting applications for, our own adjustment and growth. We explore the richness of human diversity—facets of ourselves that contribute to our uniqueness and enable us to experience a sense of cultural pride. We discuss critical thinking, a scientific approach to life that enables us to analyze the claims and arguments of others to determine what is true and what is false. Then we examine the scientific procedures that psychologists use in gathering knowledge. Finally, we explore what psychologists have learned about student success—how we can study effectively, how we can make use of time spent in class, how we can ace tests, and how we can manage time to fit in academic responsibilities and leisure activities.

The new millennium is challenging us in ways never envisioned by psychologists a few generations ago. Rapid changes in technology have changed the ways in which we engage the world and interact with others. Young adults today have no memory of a world without the World Wide Web, cell phones, or personal computers. These “digital natives” are an Internet-surfing, iPodding, texting, Googling, Facebooking, and IMing generation (Nevid, 2011). They have been plugged into one or another electronic device since they were toddlers. And so our study of adjustment would not be complete without examining the ways in which modern technology affects our daily lives. In this chapter we take a closer look at our cell phone culture and the challenges posed by multitasking. In other chapters we examine social networking, the creation of alternate online selves, online dating, and other ways in which our lives have been enriched in some ways and challenged in others by the advent of modern technology.



PhotoAlto/AlixMinder/Getty Images

Mental Health Problems on the Rise on College Campuses

College counseling centers are treating increasing numbers of students for mental health problems, most prominently anxiety disorders and depression. If you or someone you know suffers from a psychological problem, do you know where on campus you can turn for help?

Psychology and Adjustment

LO 1.1 Explain the differences between adjustment and personal growth and between the clinical approach and the healthy-personality approach to the psychology of adjustment.

The science of **psychology** is ideally suited to helping people meet the challenges of contemporary life. Psychology is the scientific discipline that studies behavior and mental processes. Psychologists traditionally attempt to understand or explain behavior in terms of the workings of the nervous system, the interaction of genetic and environmental influences (“nature” and “nurture”), the ways in which we sense and mentally represent the world, the roles of learning and motivation, and the nature of personality and social interaction.

Many psychologists are concerned with applying psychological knowledge in helping people adjust better to their work and social environments, overcome emotional problems, and develop healthier behaviors. But what, then, is adjustment? **Adjustment** is coping behavior that permits us to meet the demands we face in the environment. Sometimes the demands are physical. When we are cold, we can adjust by dressing warmly, turning up the thermostat, or exercising. Holding down a job to make ends meet, drinking to quench our thirst, meeting the daily needs of our children—these, too, are forms of adjustment necessary to meet the kinds of demands we face in our lives.

MODULE 1.1

■ **psychology** The science that studies behavior and mental processes.

■ **adjustment** Processes by which people respond to environmental pressures and cope with stress.



Adjustment and Modern Life

Cell Phone Nation: A Blessing or a Curse?

Cell phone use is nearly universal in our society. Consider that the average teenage girl receives or transmits some 4,000 text messages a month, which works out to more than 125 texts on average per day (Chansanchai, 2011). Overall, America's youth are spending more time using electronic media—an average of about 7 hours per day—than they do in perhaps any other activity except sleeping. A pediatrician told a *New York Times* reporter that use of electronic media devices had become as much a part of the environment of young people today as the air they breathe or the water they drink (cited in Lewin, 2010).

College students are especially heavy users of cell phones. According to a 2014 college survey, female students use their cell phones for an average of 10 hours a day, as compared with about 8 hours a day for male students (“Cellphone Addiction,” 2014; Roberts, Yaya, & Manolis, 2014). In this survey, 164 college students were asked to indicate how many minutes they spend on various cell phone activities. In decreasing order, the average time spent per day using a cell phone breaks down as follows (and note none of the top uses actually involves talking on the phone): texting (94.6 minutes/day); emailing (48.5 minutes); using Facebook (38.6 minutes); and surfing the Internet (34.4 minutes).

If your own cell phone use matches these averages, ask yourself whether your cell phone may be damaging your academic performance. In the college survey some 60% of college students said they were addicted to their cell phones, and some reported feeling agitated whenever their cell phones were not in sight. Many people would no sooner leave their homes or dorms without their cell phones than they would leave without getting dressed. Users form a psychological attachment to their phones, which helps explain the results of a 2015 study that found that students reported more anxiety and performed more poorly on a puzzle-solving task when they were physically separated from their cell phones than when their phones were in their possession (Clayton, Leshner, & Almond, 2015).

As cell phones have become integrated into the fabric of our daily lives, they offer new opportunities for social connections as well as new challenges to our psychological adjustment. Social scientists have begun studying the effects of cell phones on our daily behavior. On a promising note, cell phones have the potential to increase social connections with others. For example, you may use cell phones to share information with your friends via text messaging, to keep in touch by calling them when you're on the go or away from home, or to send camera-phone snapshots of your life experiences. New cell phone applications may even allow you to know when your friends are in your vicinity or to text message them en masse. An “app” that

may become available by the time this book reaches your hands (woe to the textbook author trying to keep up with advances in technology!) will allow cell phone users to send anonymous text messages to people who happen to be in their vicinity and who share similar interests.

We anticipate a brave new social world emerging in which people armed with cell phone data banks scan their vicinities to find like-minded people to date or form friendships with. “Hey, I see you like early 90s music. Me too. Buzz me back if you want to discuss your favorites over a cup of coffee.” The recipient of such text alerts would need to respond “yes” to activate a personal communication.

On the other hand, cell phone use also has the potential to distract students from their academic and other responsibilities, as well as to create social friction and perhaps even interfere with sleep. Consider the rudeness associated with intrusive cell phone use in public places (“Can you ALL hear me now?”). Learning the ropes of cell phone etiquette has become as important a social learning experience as learning good manners. Some municipalities have even instituted fines for inappropriate cell phone use in public places.

Keeping your cell phone close to your bedside may also interfere with your sleep. A study of managers and other employees showed that those who regularly used their cell phones for business-related work tended to sleep more poorly and had more difficulty becoming engaged at work the following day—effects that were stronger than those associated with using a computer or watching TV late at night (Lanaj, Johnson, & Barnes, 2014). The researchers suspect the “always-on” nature of smartphones disrupts nighttime sleep patterns (“The Psychological Toll of the Smartphone,” 2014).



Ryan McVay/Stone/Getty Images, Inc.

Cell Phone Nation

Would you ever leave home or dorm without it? Cell phones have become as much a part of college life as textbooks and dormitory living, perhaps even more so.

Our understanding of the effects of cell phone use in our social lives is still emerging. Mobile communications allow us to expand our social networks as well as bring us closer to our friends and social contacts. Yet we wonder about the potential challenges that technology poses in our daily lives:

- Will we feel a need to escape from the increasing numbers of messages, phone calls, and alerts?
- How might our sense of privacy be affected by carrying a device that keeps us constantly in touch on a 24/7 basis?

- Might we retreat from face-to-face interactions as we come to increasingly depend on mobile communications?

Another college study linked greater cell phone use to more face-to-face interactions among students, not the reverse (Borae & Namkee, 2010). In this college sample the more face time students reported, the more cell phone calls they tended to make. This study suggests that students who make more phone calls also tend to interact more with the people they call. Perhaps cell phones are an addendum to maintaining relationships, not a substitute.

Touchpoints in Our Study of Adjustment

To get our bearings, let us address three core issues that underlie our study of adjustment.

Adjustment and Personal Growth: Two Aspects of the Psychology of Adjustment

Literally speaking, to adjust is to change so as to better conform to, or meet, the demands of one's environment. Adjustment is essentially reactive. It's like a tennis game: The environment serves up the balls, and we return them as best we can. When we adjust, we respond to pressures that require us to adapt. But the psychology of adjustment goes beyond adjusting to environmental demands. It also addresses issues of personal growth. Whereas adjustment is reactive, personal growth is proactive. Our study of the psychology of adjustment is based on the premise that people are not merely reactors to their environments. People are also actors. Things not only happen to us; we also make things happen. Not only does the environment affect us, but we also affect the environment. In fact, we create novel environments to suit our needs. We must extend the psychology of adjustment to accommodate the creative and active components of the human experience—the ability to grow or develop as a person. Not only do we react to stress, but we also act on our environment in meeting our needs and pursuing our goals.

To achieve psychological fulfillment, we need to act, not merely react. We need to fill our lives with meaning and expand ourselves in directions that may not even be known today. Personal growth is more of a journey than a final destination, a process of development in which we continually examine who we are, where we are going, and what we want our lives to become.

Nature versus Nurture: Is Biology Destiny?

Psychologists are concerned about the degree to which our traits and behavior patterns reflect our *nature*, or genetic factors, and our *nurture*, or environmental influences. Physical traits such as height, skin color, and eye color are biologically transmitted from generation to generation by **genes**. We have lungs rather than gills and arms rather than wings because of the genetic code embedded in our genes. Genes are segments of DNA (deoxyribonucleic acid), the stuff of which our **chromosomes** are composed. Genes give rise to our biological structures and physical traits, but how do they influence our psychological or behavioral traits? The answer is complex.

Genes play important roles in determining many psychological traits, including intelligence, shyness, aggressiveness, leadership potential, thrill-seeking behavior,

■ **genes** The basic unit of heredity, consisting of a segment of deoxyribonucleic acid (DNA).

■ **chromosomes** Strands of DNA that consist of genes. People normally have 23 pairs of chromosomes.