



PSYCHOLOGY
IN EVERYDAY LIFE
THIRD EDITION



David G. Myers
C. Nathan DeWall

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How Does Psychology Apply to YOUR Everyday Life? This text is full of hundreds of applications of psychology's fascinating findings. Our student reviewers helped us select their 50 favorites, shown here, and continued on the inside of the back cover.

How do biological, psychological, and social-cultural factors contribute to psychological disorders? (Chapter 13) How are near-death experiences similar to LSD "trips"? (p. 387) How many college students have experienced depression in the last year? (p. 390)

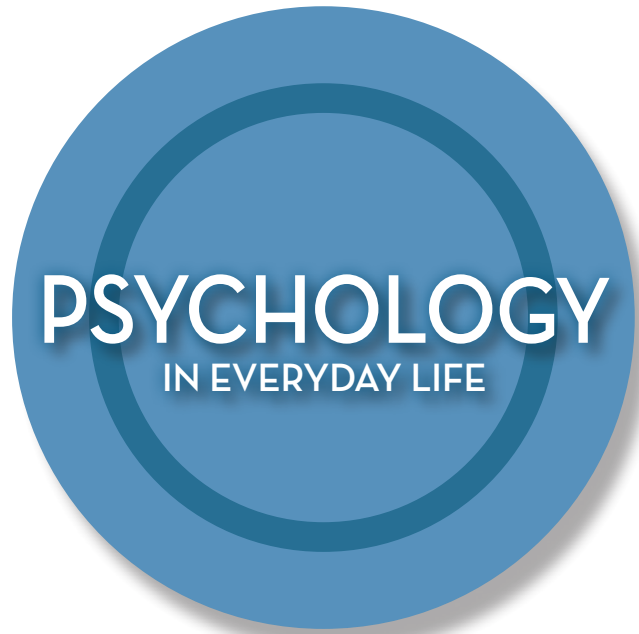
How does heredity affect the risk of bipolar disorder? depression? anxiety? schizophrenia? anorexia? (pp. 394-395) How can we alter our thinking in stressful situations so that we feel less anxious? (p. 418) What should a person look for when selecting a therapist? (p. 424) How, by adopting

a healthier lifestyle, might people find some relief from depression? (pp. 430-431) What may help prevent psychological disorders? (pp. 431-432)

What psychological factors affect our feelings of hunger? (pp. 260-261)

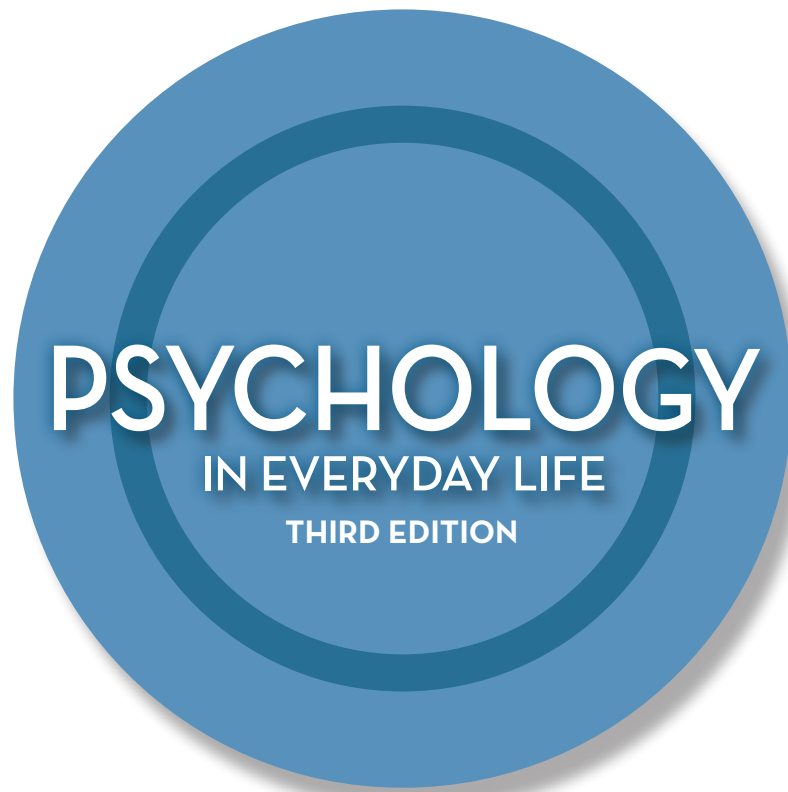
How do sleep, friends, and genetics affect weight? (pp. 261-262) Why does it feel so painful to be excluded, ignored, or shunned? (pp. 263-266)

- What are the **social** and emotional **effects** of all of our online social networking? (pp. 266-268)
- How do women and men **differ** at reading others' nonverbal emotions? (p. 275)
- How do our facial expressions and movements **affect** the way we feel? (pp. 277-278)
- How does the **stress** of life changes (leaving home, divorcing, death in the family, etc.) affect our **health**? (pp. 284-285)
- What **are** some appropriate ways of **coping** with stress? (p. 291)
- How is our health affected by social support? (pp. 294-296)
- Does **aerobic** exercise work as a **therapy** for depression and **anxiety**? (p. 297)
- What are some predictors of **happiness**? (p. 305)
- Are there personality differences among **dogs**? (p. 323)
- What is the **best** predictor of a person's future behavior? (p. 328)
- Is it true that most of us have a *self-serving bias*? (pp. 330-331)
- What are some tips for becoming **happier**? (p. 306)
- Would a toddler peering over a steep cliff **perceive** the dangerous drop-off and draw back? (pp. 146-147)
- Could we adjust if special glasses turned our **world** upside down and backwards? (pp. 150-151)
- In what ways can we control **pain**? (pp. 155-157)



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IN EVERYDAY LIFE
THIRD EDITION

David G. Myers

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For Alexandra Corinne Myers,
beloved granddaughter

For my mother, Beverly DeWall (1950–2011),
an educator who provided love, support, and inspiration

About the Authors



Hope College Public Relations

David Myers received his psychology Ph.D. from the University of Iowa. He has spent his career at Hope College, Michigan, where he has taught dozens of introductory psychology sections. Hope College students have invited him to be their commencement speaker and voted him “outstanding professor.”

His research and writings have been recognized by the Gordon Allport Intergroup Relations Prize, by a 2010 Honored Scientist award from the Federation of Associations in Behavioral & Brain Sciences, by a 2010 Award for Service on Behalf of Personality and Social Psychology, by a 2013 Presidential Citation from APA Division 2, and by three honorary doctorates.

With support from National Science Foundation grants, Myers’ scientific articles have appeared in three dozen scientific periodicals, including *Science*, *American Scientist*, *Psychological Science*, and the *American Psychologist*. In addition to his scholarly writing and his textbooks for introductory and social psychology, he also digests psychological science for the general public. His writings have appeared in four dozen magazines, from *Today’s Education* to *Scientific American*. He also has authored five general audience books, including *The Pursuit of Happiness* and *Intuition: Its Powers and Perils*.

David Myers has chaired his city’s Human Relations Commission, helped found a thriving assistance center for families in poverty, and spoken to hundreds of college and community groups. Drawing on his experience, he also has written articles and a book (*A Quiet World*) about hearing loss, and he is advocating a transformation in American assistive listening technology (see www.hearingloop.org). For his leadership, he received an American Academy of Audiology Presidential Award in 2011, and the Hearing Loss Association of America Walter T. Ridder Award in 2012.



Kathleen Paulsson

He bikes to work year-round and plays daily pickup basketball. David and Carol Myers have raised two sons and a daughter, and have one granddaughter, with whom he is shown here, and to whom he dedicates this book.

Nathan DeWall is professor of psychology and director of the Social Psychology Lab at the University of Kentucky. He received his bachelor's degree from St. Olaf College, a master's degree in social science from the University of Chicago, and a master's degree and Ph.D. in social psychology from Florida State University. DeWall received the 2011 College of Arts and Sciences Outstanding Teaching Award, which recognizes excellence in undergraduate and graduate teaching. In 2011, the Association for Psychological Science identified DeWall as a "Rising Star" for "making significant contributions to the field of psychological science."

DeWall conducts research on close relationships, self-control, and aggression. With funding from the National Institutes of Health and the National Science Foundation, he has published over 120 scientific articles and chapters. DeWall's research awards include the SAGE Young Scholars Award from the Foundation for Personality and Social Psychology, the Young Investigator Award from the International Society for Research on Aggression, and the Early Career Award from the International Society for Self and Identity. His research has been covered by numerous media outlets, including *Good Morning America*, *Newsweek*, *Atlantic Monthly*, *New York Times*, *Los Angeles Times*, *Harvard Business Review*, and National Public Radio. DeWall blogs for *Psychology Today*. He has lectured nationally and internationally, including in Hong Kong, China, the Netherlands, England, Greece, Hungary, and Australia.

Nathan is happily married to Alice DeWall. He enjoys playing with his two golden retrievers, Finnegan and Atticus. In his spare time, he writes novels, watches sports, and runs and runs and runs—including in 2013 a half marathon, two marathons, three 50-mile ultramarathons, and one 100-mile ultramarathon.



Alice DeWall



Brian Connors Manke

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Preface

PSYCHOLOGY IS FASCINATING, and so relevant to our everyday lives. Psychology's insights enable us to be better students, more tuned-in friends and partners, more effective co-workers, and wiser parents. With this new edition, we hope to captivate students with what psychologists are learning about our human nature, to help them think more like psychological scientists, and, as the title implies, to help them relate psychology to their own lives—their thoughts, feelings, and behaviors.

For those of you familiar with other Myers introductory psychology texts, you may be surprised at how very different this text is. We have created this uniquely student-friendly book with the help of input from thousands of instructors and students (by way of surveys, focus groups, content and design reviews, and class testing).

New Co-Author

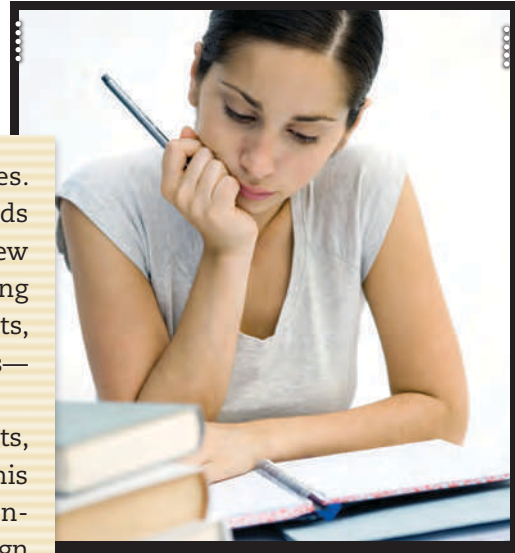
For this new edition I [DM] welcome my new co-author, University of Kentucky professor Nathan DeWall. (For more information and videos that introduce Nathan DeWall and our collaboration, see www.worthpublishers.com/myersdewall.) Nathan is not only one of psychology's "rising stars" (as the Association for Psychological Science rightly said in 2011), he also is an award-winning teacher and someone who shares my passion for writing—and for communicating psychological science through writing. Although I continue as lead author, Nathan's fresh insights and contributions are already enriching this book, especially for this third edition, through his leading the revision of Chapters 4, 10, 11, and 14. But my fingerprints are also on those chapter revisions, even as his are on the other chapters. With support from our wonderful editors, this is a team project. In addition to our work together on the textbook, Nathan and I enjoy co-authoring the Teaching Current Directions in Psychological Science column in the *APS Observer*.

What Else Is New in the Third Edition?

In addition to the long, chapter-by-chapter list of Content Changes that follows this preface, other significant changes have been made to the overall format and presentation of this new third edition.

NEW Study System Follows Best Practices From Learning and Memory Research

The new learning system harnesses the *testing effect*, which documents the benefits of actively retrieving information through self-testing (FIGURE 1). Thus, each chapter now offers 12 to 15 new **Retrieve + Remember** questions interspersed throughout (FIGURE 2). Creating these *desirable difficulties* for students along the way optimizes the testing effect, as does *immediate feedback* (via inverted answers beneath each question).



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In addition, each main section of text begins with numbered questions that establish **learning objectives** and direct student reading. The Chapter Review section repeats these questions as a further self-testing opportunity (with answers in the Complete Chapter Reviews appendix). The Chapter Review section also offers a page-referenced list of **Terms and Concepts to Remember**, and new **Chapter Test** questions in multiple formats to promote optimal retention.

Each chapter closes with **In Your Everyday Life** questions, designed to help students make the concepts more personally meaningful, and therefore more memorable. These questions are also



David Myers

FIGURE 1 Testing effect For suggestions

of how students may apply the testing effect to their own learning, watch this 5-minute YouTube animation: www.tinyurl.com/HowToRemember



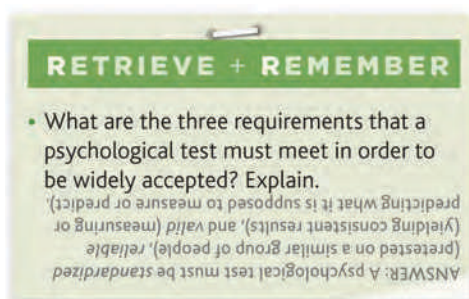


FIGURE 2 Sample of Retrieve + Remember feature

designed to function as excellent group discussion topics. The text offers hundreds of interesting **applications** to help students see just how applicable psychology's concepts are to everyday life.

These new features enhance the Survey-Question-Read-Retrieve-Review (SQ3R) format. Chapter outlines allow students to *survey* what's to come. Main sections begin with a learning objective question (now more carefully directed and appearing more frequently) that encourages students to *read* actively.

Periodic Retrieve + Remember sections and the Chapter Review (with repeated Learning Objective Questions, Key Terms list, and complete Chapter Test) encourage students to test themselves by *retrieving* what they know and *reviewing* what they don't. (See Figure 2 for a Retrieve + Remember sample.)

Reorganized Chapters and More Than 600 New Research Citations

Thousands of instructors and students have helped guide our creation of *Psychology in Everyday Life*, as have our reading and correspondence. The result is a unique text, now thoroughly revised in this third edition, which includes more than 600 new citations. Some of the most exciting recent research has happened

in the area of biological psychology, including cognitive neuroscience, dual processing, and epigenetics. See p. xxxiii for a chapter-by-chapter list of significant **Content Changes**. In addition to the new study aids and updated coverage, we've introduced the following organizational changes:

- Chapter 1 concludes with a new section, "Improve Your Retention—and Your Grades." This guide will help students replace ineffective and inefficient old habits with new habits that increase retention and success.
- Chapter 3, *Developing Through the Life Span*, has been shortened by moving the *Aging and Intelligence* coverage to Chapter 8, *Thinking, Language, and Intelligence*.

Scattered throughout this book, students will find interesting and informative review notes and quotes from researchers and others that will encourage them to be active learners and to apply their new knowledge to everyday life.

- Chapter 7, *Memory*, follows a new format, and more clearly explains how different brain networks process and retain memories. We worked closely with Janie Wilson, Professor of Psychology at Georgia Southern University

and Vice President for Programming of the Society for the Teaching of Psychology, on this chapter's revision.

- Chapter 10, *Stress, Health, and Human Flourishing*, now includes a discussion of happiness and subjective well-being, moved here from the *Motivation and Emotion* chapter.
- Chapter 11, *Personality*, offers more complete coverage of clinical perspectives, including improved coverage of modern-day psychodynamic approaches, which are now more clearly distinguished from their historical Freudian roots.
- The *Social Psychology* chapter now follows the *Personality* chapter.
- Chapter 13, *Psychological Disorders*, now includes coverage of eating disorders, previously in the *Motivation*

and *Emotion* chapter. This chapter has also been reorganized to reflect changes to psychiatry's latest edition of its diagnostic manual—the *DSM-5*.

- There are two new text appendices: *Statistical Reasoning in Everyday Life*, and *Subfields of Psychology*.

More Design Innovations

With help from student and instructor design reviewers, the new third edition retains the best of the easy-to-read three-column design but with a cleaner new look that makes navigation easier thanks to fewer color-distinguished features, a softer color palette, and closer connection between narrative coverage and its associated visuals.

Our three-column format is rich with visual support. It responds to students' expectations, based on what they have told us about their reading, both online and in print. The narrow column width eliminates the strain of reading across a wide page. Illustrations appear near or within the pertinent text column, which helps students see them in the appropriate context. Key terms are defined near where they are introduced.

key terms Look for complete definitions of each important term in a page corner near the term's introduction in the narrative.

In written reviews, students compared our three-column design with a traditional one-column design (without knowing which was ours). They unanimously preferred the three-column design. It was, they said, "less intimidating" and "less overwhelming" and it "motivated" them to read on.

In this edition, we've also adjusted the font used for research citations. In psychology's journals and textbooks, parenthetical citations appropriately assign credit and direct readers to sources. But they can also form a visual hurdle. An instructor using the second edition of *Psychology in Every-*

day Life suggested a new, less intrusive style, which has been encouraged by most of our reviewers. We've honored APA reference style with parenthetical citations (rather than, say, end notes), yet we've eased readability by reducing the strength of the citation font. The first instance of a citation is called out in Chapter 1 and explained to students who may be unfamiliar with the APA style for sourcing.

Dedicated Versions of Next-Generation Media

This third edition is accompanied by the new **LaunchPad**, with carefully crafted, prebuilt assignments, **LearningCurve** formative assessment activities, and **Assess Your Strengths** projects. This system also incorporates the full range of Worth's psychology media products. (For details, see p. xxiv.)

What Continues in the Third Edition?

Eight Guiding Principles

Despite all the exciting changes, this new edition retains its predecessors' voice, as well as much of the content and organization. It also retains the goals—the guiding principles—that have animated all of the Myers texts:

Facilitating the Learning Experience

1. **To teach critical thinking** By presenting research as intellectual detective work, we illustrate an inquiring, analytical mind-set. Whether students are studying development, cognition, or social behavior, they will become involved in, and see the rewards of, critical reasoning. Moreover, they will

discover how an empirical approach can help them evaluate competing ideas and claims for highly publicized phenomena—ranging from ESP and alternative therapies to hypnosis and repressed and recovered memories.

2. **To integrate principles and applications** Throughout—by means of anecdotes, case histories, and the posing of hypothetical situations—we relate the findings of basic research to their applications and implications. Where psychology can illuminate pressing human issues—be they racism and sexism, health and happiness, or violence and war—we have not hesitated to shine its light.
3. **To reinforce learning at every step** Everyday examples and rhetorical questions encourage students to process the material actively. Concepts presented earlier are frequently applied, and reinforced, in later chapters. For instance, in Chapter 1, students learn that much of our information processing occurs outside of our conscious awareness. Ensuing chapters drive home this concept. Numbered Learning Objective Questions at the beginning of each main section, Retrieve + Remember self-tests throughout each chapter, a marginal glossary, and Chapter Review key terms lists and self-tests help students learn and retain important concepts and terminology.

Demonstrating the Science of Psychology

4. **To exemplify the process of inquiry** We strive to show students not just the outcome of research, but how the research process works. Throughout, the book tries to excite the reader's curiosity. It invites readers to imagine themselves as participants in classic experiments. Several chapters introduce research stories as mysteries that progressively unravel as one clue after another falls into place.

5. **To be as up-to-date as possible** Few things dampen students' interest as quickly as the sense that they are reading stale news. While retaining psychology's classic studies and concepts, we also present the discipline's most important recent developments. In this edition, 250 references are dated 2011–2013. Likewise, the new photos and everyday examples are drawn from today's world.
6. **To put facts in the service of concepts** Our intention is not to fill students' intellectual file drawers with facts, but to reveal psychology's major concepts—to teach students how to think, and to offer psychological ideas worth thinking about. In each chapter, we place emphasis on those concepts we hope students will carry with them long after they complete the course. Always, we try to follow Albert Einstein's purported dictum that "everything should be made as simple as possible, but not simpler." Learning Objective Questions and Retrieve + Remember questions throughout each chapter help students focus on the most important concepts.

Promoting Big Ideas and Broadened Horizons

7. **To enhance comprehension by providing continuity** Many chapters have a significant issue or theme that links subtopics, forming a thread that ties the chapter together. The Learning chapter conveys the idea that bold thinkers can serve as intellectual pioneers. The Thinking, Language, and Intelligence chapter raises the issue of human rationality and irrationality. The Psychological Disorders chapter conveys empathy for, and understanding of, troubled lives. Other threads, such as cognitive neuroscience, dual processing, and cultural and gender diversity, weave throughout the whole book, and students hear a consistent voice.

8. **To convey respect for human unity and diversity** Throughout the book, readers will see evidence of our human kinship—our shared biological heritage, our common mechanisms of seeing and learning, hungering and feeling, loving and hating. They will also better understand the dimensions of our diversity—our individual diversity in development and aptitudes, temperament and personality, and disorder and health; and our cultural diversity in attitudes and expressive styles, child raising and care for the elderly, and life priorities.

The Writing

As with the second edition, we've written this book to be optimally accessible. The vocabulary is sensitive to students' widely varying reading levels and backgrounds. And this book is briefer than many texts on the market, making it easier to fit into one-term courses. *Psychology in Everyday Life* offers a complete survey of the field, but it is a more manageable survey. We strove to select the most humanly significant concepts. We continually asked ourselves while working, "Would an educated person need to know this? Would this help students live better lives?"

Culture and Gender—No Assumptions

Even more than in other Myers texts, we have written *Psychology in Everyday Life* with the diversity of student readers in mind.

- **Gender:** Extensive coverage of gender roles and gender identity and the increasing diversity of choices men and women can make.
- **Culture:** No assumptions about readers' cultural backgrounds or experiences.
- **Economics:** No references to back yards, summer camp, vacations.

- **Education:** No assumptions about past or current learning environments; writing is accessible to all.
- **Physical Abilities:** No assumptions about full vision, hearing, movement.
- **Life Experiences:** Examples are included from urban, suburban, and rural/outdoor settings.
- **Family Status:** Examples and ideas are made relevant for all students, whether they have children or are still living at home, are married or cohabiting or single; no assumptions about sexual orientation.

Four Big Ideas

In the general psychology course, it can be a struggle to weave psychology's disparate parts into a cohesive whole for students, and for students to make sense of all the pieces. In *Psychology in Everyday Life*, we have introduced four of psychology's big ideas as one possible way to make connections among all the concepts. These ideas are presented in Chapter 1 and gently integrated throughout the text.

1. Critical Thinking Is Smart Thinking

We love to write in a way that gets students thinking and keeps them active as they read. Students will see how the science of psychology can help them evaluate competing ideas and highly publicized claims—ranging from intuition, subliminal persuasion, and ESP to left-brained/right-brained, alternative therapies, and repressed and recovered memories.

In *Psychology in Everyday Life*, students have many opportunities to learn or practice their critical thinking skills:

- **Chapter 1 takes a unique, critical thinking approach to introducing students to psychology's research methods.** Understanding the weak points of our everyday intuition and common sense helps students see the need for

psychological science. Critical thinking is introduced as a key term in this chapter (page 6).

- **"Thinking Critically About . . ." boxes** are found throughout the book. This feature models for students a critical approach to some key issues in psychology. For example, see "Thinking Critically About: The Stigma of Introversion" (Chapter 11) or "Thinking Critically About: Do Video Games Teach, or Release, Violence?" (Chapter 12). "Close-Up" boxes encourage application of the new concepts. For example, see "Close-Up: Waist Management" in Chapter 9, or "Close-Up: Pets Are Friends, Too" in Chapter 10.
- **Detective-style stories** throughout the text get students thinking critically about psychology's key research questions. In Chapter 8, for example, we present as a puzzle the history of discoveries about where and how language happens in the brain. We guide students through the puzzle, showing them how researchers put all the pieces together.
- **"Try this" and "think about it" style discussions and side notes** keep students active in their study of each chapter. We often encourage students to imagine themselves as participants in experiments. In Chapter 12, for example, students take the perspective of participants in a Solomon Asch conformity experiment and, later, in one of Stanley Milgram's obedience experiments. We've also asked students to join the fun by taking part in activities they can try along the way. Here are a few examples: In Chapter 5, they try out a quick sensory adaptation activity. In Chapter 9, they try matching expressions to faces and test the effects of different facial expressions on themselves. Throughout Chapter 11, students are asked to apply what they're learning to the construction of a questionnaire for an Internet dating service.

- **Critical examinations of pop psychology** spark interest and provide important lessons in thinking critically about everyday topics. For example, Chapter 5 includes a close examination of ESP, and Chapter 7 addresses the controversial topic of repression of painful memories.

See TABLE 1 for a complete list of this text's coverage of critical thinking topics.

2. Behavior Is a Biopsychosocial Event

Students will learn that we can best understand human behavior if we view it from three levels—the biological, psychological, and social-cultural. This concept is introduced in Chapter 1 and revisited throughout the text. Readers

will see evidence of our human kinship. Yet they will also better understand the dimensions of our diversity—our *individual* diversity, our *gender* diversity, and our *cultural* diversity. TABLE 2 provides a list of integrated coverage of the cross-cultural perspective on psychology. TABLE 3 (turn the page) lists the coverage of the psychology of women and men. Significant gender and cross-cultural examples and research are presented within the narrative. In addition, an abundance of photos showcases the diversity of cultures within North America and across the globe. These photos and their informative captions bring the pages to life, broadening students' perspectives in applying psychological science to their own world and to the worlds across the globe.

3. We Operate With a Two-Track Mind (Dual Processing)

Today's psychological science explores our *dual-processing* capacity. Our perception, thinking, memory, and attitudes all operate on two levels: the level of fully aware, conscious processing, and the behind-the-scenes level of unconscious processing. Students may be surprised to learn how much information we process outside of our awareness. Discussions of sleep (Chapter 2), perception (Chapter 5), cognition and emotion (Chapter 9), and attitudes and prejudice (Chapter 12) provide some particularly compelling examples of what goes on in our mind's downstairs.

TABLE 1 Critical Thinking

Critical thinking coverage may be found on the following pages:

A scientific model for studying psychology, p. 172	Do video games teach, or release, violence?, pp. 358–359	How much is gender socially constructed vs. biologically influenced?, pp. 110–115	Problem-solving strategies, pp. 220–221
Are intelligence tests biased?, pp. 249–250	Does meditation enhance immunity?, pp. 298–299	How valid is the Rorschach inkblot test?, pp. 316–317	Psychic phenomena, p. 12
Are personality tests able to predict behavior?, p. 325	Effectiveness of “alternative” therapies, p. 422	Human curiosity, pp. 1–2	Psychology: a discipline for critical thought, pp. 3–4, 9–12
Are there parts of the brain we don't use?, p. 46	Emotion and the brain, pp. 40–42	Humanistic perspective, evaluating, p. 321	Religious involvement and longevity, pp. 299–301
Attachment style, development of, pp. 81–84	Emotional intelligence, p. 238	Hypnosis: dissociation or social influence?, pp. 156–157	Scientific method, pp. 12–13
Attention-deficit/hyperactivity disorder (ADHD), p. 371	Evolutionary science and human origins, p. 129	Importance of checking fears against facts, pp. 224–225	Sexual desire and ovulation, p. 115
Causation and the violence-viewing effect, p. 188	Extrasensory perception, pp. 161–162	Interaction of nature and nurture in overall development, pp. 85–86, 91	Similarities and differences in social power between men and women, p. 109
Classifying psychological disorders, pp. 374–375	Fear of flying vs. probabilities, pp. 224–225	Is dissociative identity disorder a real disorder?, pp. 402–403	Stress and cancer, pp. 288–289
Confirmation bias, p. 221	Freud's contributions, p. 318	Is psychotherapy effective?, pp. 420–421	Suggestive powers of subliminal messages, p. 136
Continuity vs. stage theories of development, pp. 93–94	Genetic and environmental influences on schizophrenia, pp. 398–400	Is repression a myth?, p. 318	The divided brain, pp. 47–49
Correlation and causation, pp. 16–17, 84, 90	Group differences in intelligence, pp. 246–249	Limits of case studies, naturalistic observation, and surveys, pp. 14–15	The powers and limits of parental involvement on development, p. 91
Critical thinking defined, p. 7	Hindsight bias, pp. 9–10	Limits of intuition, p. 9	Using psychology to debunk popular beliefs, p. 6
Critiquing the evolutionary perspective on sexuality, pp. 127–128	Hindsight explanations, pp. 127–128	Nature, nurture, and perceptual ability, p. 150	Values and psychology, pp. 22–23
Discovery of hypothalamus reward centers, pp. 41–42	How do nature and nurture shape prenatal development?, pp. 69–71	Overconfidence, pp. 10, 223	What does selective attention teach us about consciousness?, pp. 51–52
Do animals think and have language?, pp. 228–229	How do twin and adoption studies help us understand the effects of nature and nurture?, p. 72	Posttraumatic stress disorder (PTSD), pp. 378–379	What factors influence sexual orientation?, pp. 121–125
Do lie detectors lie?, p. 274	How does the brain process language?, pp. 232–233	Powers and perils of intuition, pp. 225–226	What is the connection between the brain and the mind?, p. 37
Do other species think and have language?, pp. 234–235			Wording effects, pp. 15

TABLE 2 Culture and Multicultural Experience

Coverage of culture and multicultural experience may be found on the following pages:

Academic achievement, pp. 247–249, 294	Developmental similarities across cultures, pp. 85–86	ingroup bias, p. 352	forming categories, p. 353
Achievement motivation, p. B-4	Discrimination, pp. 350–351	moral development and, p. 88	group polarization and, p. 348
Adolescence, onset and end of, p. 92	Dissociative identity disorder, p. 402	Intelligence, pp. 235–236	racial, p. 340
Aggression, p. 356	Division of labor, p. 113	group differences in, pp. 246–250	subtle versus overt, pp. 350–351
Animal learning, p. 229	Divorce rate, p. 98	Intelligence testing, p. 239	Prosocial behavior, p. 186
Animal research, views on, pp. 21–22	Dysfunctional behavior diagnoses, p. 372	Interracial dating, p. 350	Psychoactive drugs, pp. 381–382
Beauty ideals, pp. 360–361	Eating disorders, p. 374	Job satisfaction, p. B-4	Psychological disorders, pp. 371, 374
Biopsychosocial approach, pp. 6–7, 85–86, 110–115, 374, 389	Enemy perceptions, p. 365	Just-world phenomenon, p. 352	Racial similarities, pp. 248–249
Body image, p. 401	Exercise, p. 262	Language development, pp. 231–232	Religious involvement and longevity, p. 299
Cluster migration, p. 265	Expressions of grief, p. 101	Leadership, pp. B-6–B-7	Resilience, p. 432
Cognitive development of children, p. 80	Family environment, p. 90	Life satisfaction, p. 99	Risk assessment, p. 225
Collectivism, pp. 331–333, 338, 342, 343	Family self, sense of, p. 85	Male-to-female violence, p. 356	Scapegoat theory, p. 352
Contraceptive use among teens, p. 118	Father's presence	Mating preferences, pp. 126–127	Schizophrenia, p. 398
Crime and stress hormone levels, p. 404	pregnancy and, p. 119	Mental disorders and stress, p. 374	Self-esteem, p. 305
Cultural values	violence and, p. 356	Mere exposure effect, p. 359	Self-serving bias, p. 330
child-raising and, p. 85	Flow, p. B-2	Motivation, pp. 256–258	Separation anxiety, p. 83
morality and, p. 88	Foot-in-the-door phenomenon, p. 340	Naturalistic observation, p. 14	Serial position effect, p. 205
psychotherapy and, p. 423	Framing, and organ donation, p. 224	Need to belong, pp. 264–265	Social clock variation, p. 99
Culture	Fundamental attribution error, p. 338	Obedience, p. 345	Social influence, pp. 343, 345–346
defined, p. 7	Gender roles, pp. 113, 128	Obesity and sleep loss, p. 262	Social loafing, p. 347
emotional expression and, pp. 276–277	Gender	Optimism, p. 294	Social networking, p. 266
intelligence test bias and, pp. 249–250	aggression and, p. 109	Ostracism, p. 265	Social trust, p. 84
the self and, pp. 331–333	communication and, pp. 109–110	Parent-teen relations, p. 90	Social-cultural psychology, pp. 4, 6
Deindividuation, p. 348	sex drive and, pp. 125–126	Partner selection, p. 360	Stereotype threat, pp. 249–250
Depression	General adaptation syndrome, p. 285	Peer influence, p. 86	Stereotypes, pp. 350, 352
and heart disease, p. 290	Happiness, pp. 303–304, 305	on language development, p. 90	Stranger anxiety, p. 81
and suicide, p. 392	HIV/AIDS, pp. 117, 288	Personal control, p. 292	Substance abuse, p. 389
risk of, p. 393	Homosexuality, attitudes toward, p. 121	Personality traits, pp. 322–323	Substance abuse/addiction rates, p. 389
	Identity formation, pp. 89–90	Phobias, p. 381	Susto, p. 374
	Individualism, pp. 331–333, 338, 343	Physical attractiveness, pp. 360–361	Taijin-kyofusho, p. 374
		Poverty, explanations of, p. 339	Taste preference, pp. 260–261
		Power differences between men and women, p. 109	Terrorism, pp. 224–225, 393, 339, 352, 354, 393
		Prejudice, pp. 352–353	Trauma, pp. 318, 421
		automatic, pp. 351–352	Universal expressions, p. 7
		contact, cooperation, and, p. 366	Weight, p. 262

4. Psychology Explores Human Strengths as Well as Challenges

Students will learn about the many troublesome behaviors and emotions psychologists study, as well as the ways in which psychologists work with those who need help. Yet students will also learn about the *beneficial* emotions and traits that psychologists study, and the ways psychologists (some as part of the new *positive psychology* movement—turn the page to see **TABLE 4**) attempt to nurture those traits in others. After study-

ing with this text, students may find themselves living improved day-to-day lives. See, for example, tips for better sleep in Chapter 2, parenting suggestions throughout Chapter 3, information to help with romantic relationships in Chapters 3, 4, 12, and elsewhere, and “Close-Up: Want to Be Happier?” in Chapter 10. Students may also find themselves doing better in their courses. See, for example, following this preface, “Time Management: Or, How to Be a Great Student and Still Have a Life”; “Improve Your Retention—and Your Grades” at the end of Chapter 1; “Improving Memory”

in Chapter 7; and the helpful new study tools throughout the text based on the documented testing effect.

Enhanced Clinical Psychology Coverage, Including Thorough DSM-5 Updating

Compared with other Myers texts, *Psychology in Everyday Life* has proportionately more coverage of clinical topics and a greater sensitivity to clinical issues throughout the text. For example,

TABLE 3 Psychology of Women and Men

Coverage of the *psychology of women and men* may be found on the following pages:

Age and decreased fertility, pp. 94–95	anxiety and, p. 377	Learned helplessness, p. 395	Sexual intercourse among teens, p. 117
Aggression, pp. 108–109, 354	biological influences on, pp. 110–112	Life expectancy, p. 108	Sexual orientation, pp. 121–125
testosterone and, p. 354	changes in society's thinking about, pp. 107, 113, 128, 350	Love	Sexual response cycle, pp. 116–117
Alcohol use and sexual assault, p. 382	social-cultural influences on, pp. 6–7, 113–115	companionate, pp. 362–363	Sexual response, alcohol-related expectation and, p. 384
Alcohol use disorder, p. 383	widowhood and, p. 100	passionate, pp. 361–362	Sexual scripts, p. 357
Alcohol, women's greater physical vulnerability, p. 383	Gender differences, pp. 6–7, 108–110	Marriage, pp. 97–98	Sexuality, natural selection and, pp. 125–127
Attraction, pp. 358–363	rumination and, p. 395	Mating preferences, pp. 126–127	Sexualization of girls, p. 120
Beauty ideals, pp. 360–361	evolutionary perspectives on, pp. 125–128	Maturation, pp. 86–87, 94	Sexually explicit media, pp. 119, 357
Bipolar disorder, p. 392	intelligence and, pp. 246–247	Menarche, pp. 86, 92	Sexually transmitted infections, pp. 117–118
Body image, p. 401	sexuality and, pp. 125–126	Menopause, p. 95	Similarities and differences between men and women, pp. 108–110
Depression, p. 393	Gender discrimination, pp. 350–351	Obedience, p. 344	Social clock, p. 99
among girls, pp. 89–90	Gender identity, development of, pp. 113–115	Physical attractiveness, pp. 359–360	Social connectedness, pp. 109–110
higher vulnerability of women, p. 395	mismatch in transgendered individuals, p. 114	Posttraumatic stress disorder, p. 379	Social power, p. 109
seasonal patterns, p. 391	Gender roles, p. 113	Puberty, p. 86	Spirituality and longevity, p. 299
Eating disorders, p. 401	Gender schema theory, p. 114	early onset of, p. 92	Substance use disorder and the brain, p. 383
sexualization of girls and, p. 120	Gender similarities, pp. 108–110	Relationship equity, p. 362	Teen pregnancy, pp. 118–119
Emotional expressiveness, pp. 275–276	Gender typing, p. 114	Responses to stress, p. 286	Violent crime, pp. 108–109
Emotion-detecting ability, p. 275	HIV/AIDS, women's vulnerability to, p. 117	Schizophrenia, p. 398	Vulnerability to psychological disorders, p. 108
Empathy, p. 276	Hormones and sexual behavior, pp. 115–116	Sex, pp. 6, 115–117	Weight loss, p. 263
Father's presence	Human sexuality, pp. 115–121	Sex and gender, p. 110	Women in psychology, pp. 2–3
pregnancy rates and, p. 119	Leadership styles, p. 109	Sex chromosomes, p. 111	
lower sexual activity and, p. 119		Sex drive, gender differences, pp. 118, 125	
Freud's views on gender identity development, p. 314		Sex hormones, p. 110	
Gender, pp. 6–7		Sex-reassignment, p. 112	
		Sexual activity and aging, p. 96	
		Sexual activity, teen girls' regret, p. 119	
		Sexual arousal, gender and gay-straight differences, p. 123	

Chapter 13, Psychological Disorders, includes lengthy coverage of substance-related disorders, with guidelines for determining substance use disorder. The discussion of psychoactive drugs includes a special focus on alcohol and nicotine use. Clinical references, explanations, and examples throughout the text have been carefully updated to reflect DSM-5 changes. Chapter 13 includes an explanation of how disorders are now diagnosed, with illustrative examples throughout. See TABLE 5 for a listing of coverage of clinical psychology concepts and issues throughout the text.

Everyday Life Applications

Throughout this text, as its title suggests, we relate the findings of psychology's research to the real world. This edition includes:

- chapter-ending “In Your Everyday Life” questions, helping students make the concepts more meaningful (and memorable).
- fun notes and quotes in small boxes throughout the text, applying psychology's findings to sports, literature, world religions, and music.
- “Assess Your Strengths” personal self-assessments online in LaunchPad, allowing students to actively apply key principles to their own experiences.
- an emphasis throughout the text on critical thinking in everyday life, including the “Statistical Reasoning in Everyday Life” appendix, helping students to become more informed consumers and everyday thinkers.

See inside the front and back covers for a listing of students' favorite 50 of this text's applications to everyday life.

APA Assessment Tools

In 2011, the American Psychological Association (APA) approved the new **Principles for Quality Undergraduate Education in Psychology**. These broad-based principles and their associated recommendations were designed to “produce psychologically literate citizens who apply the principles of psychological science at work and at home.” (See www.apa.org/education/undergrad/principles.aspx.)

TABLE 4 Examples of Positive Psychology

Coverage of *positive psychology* topics can be found in the following chapters:

Topic	Chapter
Altruism/compassion	3, 8, 11, 12, 14
Coping	10
Courage	12
Creativity	7, 11, 12
Emotional intelligence	8, 12
Empathy	3, 6, 10, 12, 14
Flow	App B
Gratitude	9, 10, 12
Happiness/life satisfaction	3, 9, 10
Humility	12
Humor	10, 12
Justice	12
Leadership	9, 11, 12, App B
Love	3, 4, 9, 10, 11, 12, 13, 14
Morality	3
Optimism	10, 11
Personal control	10
Resilience	3, 10, 12, 14
Self-discipline	3, 9, 11
Self-efficacy	10, 11
Self-esteem	9, 11
Spirituality	10, 12
Toughness (grit)	8, 9
Wisdom	2, 3, 8, 11, 12

APA's more specific 2013 **Learning Goals and Outcomes**, from their *Guidelines for the Undergraduate Psychology Major*, Version 2.0, were designed to gauge progress in students graduating with psychology majors. (See www.apa.org/ed/precollege/about/psymajor-guidelines.pdf.) Many psychology departments use these goals and outcomes to help establish their own benchmarks for departmental assessment purposes.

Some instructors are eager to know whether a given text for the introductory course helps students get a good start at achieving these APA benchmarks. TABLE 6 on the next page offers a sample, using the first Principle, to illustrate how nicely *Psychology in Everyday Life*, Third Edition, corresponds to the 2011 APA Principles. (For a complete correlation guide to all five of the

TABLE 5 Clinical Psychology

Coverage of *clinical psychology* may be found on the following pages:

Abused children, risk of psychological disorder among, p. 172	Dissociative and personality disorders, pp. 401–403	Personality testing, pp. 316–317
Alcohol use and aggression, pp. 354–355	Dissociative identity disorder, therapist's role, p. 402	Phobias, pp. 377–378
Alzheimer's disease, pp. 33, 245, 262	Drug therapies, pp. 18, 424–427	Physical and psychological treatment of pain, pp. 155–156
Anxiety disorders, pp. 376–381	Drug treatment, p. 173	Posttraumatic stress disorder, pp. 378–379
Autism spectrum disorder, pp. 78–79, 108, 236	DSM-5, pp. 374–375	Psychiatric labels and bias, p. 375
Aversive conditioning, pp. 415–416	Eating disorders, pp. 389, 400–401	Psychoactive drugs, types of, pp. 424–427
Behavior modification, p. 416	Emotional intelligence, p. 238	Psychoanalysis, pp. 410–412
Behavior therapies, pp. 414–417	Evidence-based clinical decision making, p. 422	Psychodynamic theory, pp. 315–316
Bipolar disorder, pp. 391–392	Exercise, therapeutic effects of, pp. 296–297, 426, 430	Psychodynamic therapy, p. 412
Brain damage and memory loss, p. 206	Exposure therapies, pp. 414–415	Psychological disorders, pp. 371–404
Brain scans, p. 38	Generalized anxiety disorder, p. 377	are those with disorders dangerous?, p. 376
Brain stimulation therapies, pp. 427–429	Grief therapy, p. 101	classification of, pp. 374–375
Childhood trauma, effect on mental health, pp. 83–84	Group and family therapies, pp. 419–420	gender differences in, p. 108
Client-analyst relationship in psychoanalysis, p. 411	Historical treatment of mental illness, pp. 372, 410	preventing, and building resilience, pp. 431–432
Client-centered therapy, p. 413	Humanistic therapies, pp. 412–414	Psychotherapy, pp. 410–424
Client-therapist relationship, p. 320	Hypnosis and pain relief, pp. 156–157	effectiveness of, pp. 420–423
Clinical psychologists, p. 5	Intelligence scales and stroke rehabilitation, p. 240	Rorschach inkblot test, p. 316
Cognitive therapies, pp. 396, 417–419	Lifestyle change, therapeutic effects of, pp. 430–431	Savant syndrome, p. 236
eating disorders and, p. 417	Loss of a child, psychiatric hospitalization and, p. 101	Schizophrenia, pp. 397–400
Culture and values in psychotherapy, pp. 423–424	Major depressive disorder, pp. 390–391	parent-blaming and, p. 91
Depression:	Medical model of mental disorders, pp. 373–374	risk of, pp. 399–400
adolescence and, p. 89	Mood disorders, pp. 390–396	Self-actualization, p. 319
heart disease and, p. 290	Neurotransmitter imbalances and related disorders, p. 33	Self-injury, pp. 392–393
homosexuality and, p. 122	Nurturing strengths, p. 320	Sex reassignment surgery, p. 112
mood-memory connection and, p. 205	Obsessive-compulsive disorder, p. 378	Sleep disorders, pp. 58–60, 374
outlook and, pp. 395–396	Operant conditioning, pp. 416–417	Spanked children, risk for aggression and depression among, p. 178
self-esteem and, pp. 16–17, 89, 90–91, 178	Ostracism, pp. 265–266	Substance use and addictive disorders, pp. 381–390
sexualization of girls and, p. 120	Panic disorder, p. 377	Suicide, pp. 392–393
social exclusion and, pp. 90–91	Personality inventories, p. 324	Testosterone replacement therapy, pp. 115–116
unexpected loss and, pp. 100–101		Tolerance, withdrawal, and addiction, p. 382

2011 APA Principles, see <http://tinyurl.com/m62dr95>.) Turn the page to see TABLE 7, which outlines the way *Psychology in Everyday Life*, Third Edition, could help you to address the 2013 APA Learning Goals and Outcomes in your department.

In addition, an APA working group in 2013 drafted guidelines for **Strengthening the Common Core of the Introductory Psychology Course** (<http://tinyurl.com/14dsdx5>). Their goals are to “strike a nuanced balance providing flexibility yet guidance.” The group noted that “a

TABLE 6 Sample Correlation: *Psychology in Everyday Life*, Third Edition, Corresponds to the 2011 APA Principles for Quality Undergraduate Education in Psychology**Quality Principle 1: Students are responsible for monitoring and enhancing their own learning.**

APA Recommendations	Relevant Coverage or Feature From <i>Psychology in Everyday Life</i> , Third Edition
1. Students know how to learn.	• LaunchPad course management, with the acclaimed LearningCurve self-testing, guides students toward effective self-monitoring with personalized study plans.
2. Students assume increasing responsibility for their own learning.	• Time Management preface helps students learn to maximize their reading, studying, and exam preparation efforts. (p. xli)
3. Students take advantage of the rich diversity that exists in educational institutions and learn from individuals who are different from them.	• Powerful new study system adopts best practices from learning and memory research. Includes numbered Learning Objective Questions, periodic Retrieve + Remember questions, and Chapter Review self-tests including In Your Everyday Life questions.
4. Students are responsible for seeking advice for academic tasks, such as selecting courses in the approved sequence that satisfy the institution's requirements for the major and general education. They are also responsible for seeking advice about planning for a career that is realistic and tailored to their individual talents, aspirations, and situations.	• Improve Your Retention—and Your Grades section at the end of Chapter 1 teaches students how to apply the science of learning to their own studies. • Improving Memory section at the end of Chapter 7 teaches students how to use memory research findings to do better in this course and others. • LaunchPad's Assess Your Strengths feature allows students to apply psychology's principles to their own lives and experiences, and nurture key strengths in themselves.
5. Students strive to become psychologically literate citizens.	• The importance of understanding and respecting a diversity of people and perspectives is introduced in Chapter 1 and integrated throughout the text. (See also Tables 2 and 3 on pp. xxi and xxii for an overview of coverage.) • Appendix C introduces psychology's main subfields so that students may begin to consider realistic career options. Regularly updated Careers in Psychology information may be found at www.worthpublishers.com/MyersPEL3e . • Chapter 1 and Appendix A introduce the scientific attitude and the research methodology that students will need to understand to become psychologically literate. The importance of becoming psychologically literate is emphasized throughout the text and LaunchPad activities and quizzes.

mature science should be able to agree upon and communicate its unifying core while embracing diversity.”

MCAT Will Include Psychology Starting in 2015

Beginning in 2015, the Medical College Admission Test (MCAT) is devoting 25 percent of its questions to the “Psychological, Social, and Biological Foundations of Behavior,” with most of those questions coming from the psychological science taught in introductory psychology courses. From 1977 to 2014, the MCAT focused on biology, chemistry, and physics. Hereafter, reports the new *Preview Guide for MCAT 2015*, the

exam will also recognize “the importance of socio-cultural and behavioral determinants of health and health outcomes.” The exam’s new psychology section covers the breadth of topics in this text. For example, turn the page to see TABLE 8, which outlines the precise correlation between the topics in this text’s Sensation and Perception chapter and the corresponding portion of the MCAT exam. For a complete pairing of the new MCAT psychology topics with this book’s contents, see www.worthpublishers.com/MyersPEL3e.

Next-Generation Multimedia

Psychology in Everyday Life, Third Edition, boasts impressive multimedia options. For more information about any of these

choices, visit Worth Publishers’ online catalog at www.worthpublishers.com.

LaunchPad With LearningCurve Quizzing and Assess Your Strengths Activities

LaunchPad offers a set of prebuilt assignments, carefully crafted by a group of instructional designers and instructors with an abundance of teaching experience as well as deep familiarity with Worth content. Each LaunchPad unit contains videos, activities, and formative assessment pieces to build student understanding for each topic, culminating with a randomized summative quiz to hold students accountable for the unit. Assign units in just a few clicks, and find scores in your gradebook upon submission. LaunchPad appeals not only to instructors who have been interested in adding an online component to their

TABLE 7 *Psychology in Everyday Life, Third Edition, Corresponds to 2013 APA Learning Goals*

Relevant Feature from <i>Psychology in Everyday Life, Third Edition</i>	APA Learning Goals				
	Knowledge Base in Psychology	Scientific Inquiry and Critical Thinking	Ethical and Social Responsibility in a Diverse World	Communication	Professional Development
Text content	•	•	•	•	•
Four Big Ideas in Psychology as integrating themes	•	•	•		•
Thinking Critically boxes	•	•	•		•
Close-Up boxes	•		•		•
Learning Objective Questions previewing main sections	•	•		•	
Retrieve + Remember sections	•	•	•	•	•
In Your Everyday Life questions	•	•	•	•	•
“Try this”-style activities integrated throughout	•	•		•	•
Chapter Tests	•	•		•	
Statistics appendix		•		•	•
Psychology at Work appendix	•	•	•	•	•
Subfields of Psychology appendix, with Careers in Psychology online appendix	•		•		•
LaunchPad with LearningCurve formative quizzing	•	•	•	•	•
Assess Your Strengths feature in LaunchPad	•	•	•	•	•
Book Companion Site	•	•	•	•	•

course but haven't been able to invest the time, but also to experienced online instructors curious to see how other colleagues might scaffold a series of online activities. Customize units as you wish, adding and dropping content to fit your course. (See FIGURE 3.)

LearningCurve combines adaptive question selection, personalized study plans, immediate and valuable feedback, and state-of-the-art question analysis reports. Based on the latest findings from learning and memory research, LearningCurve's game-like nature keeps students engaged while helping them learn and *remember* key concepts.

With **Assess Your Strengths** activities, students may take inventories and questionnaires developed by researchers across psychological science. These



FIGURE 3 Sample from LaunchPad

TABLE 8 Sample MCAT Correlation With *Psychology in Everyday Life*, Third Edition

MCAT 2015	Myers, <i>Psychology in Everyday Life</i> , Third Edition, Correlations	
Sample Content Category 6e: Sensing the environment		Page Number
Sensory Processing	Sensation and Perception	132–165
Sensation	Basic Principles of Sensation and Perception	134–139
<i>Thresholds</i>	Thresholds	135–137
<i>Signal detection theory</i>	<i>Difference Thresholds</i>	136
<i>Sensory adaptation</i>	Sensory Adaptation	137–138
Sensory receptors transduce stimulus energy and transmit signals to the central nervous system.	From Outer Energy to Inner Brain Activity (<i>transduction</i> key term)	134–135
<i>Sensory pathways</i>	Vision	139–142
	Hearing	151–154
	Understanding Pain	154–155
	Taste	157–158
	Smell	158–159
	Body Position and Movement	159–160
<i>Types of sensory receptors</i>	The Eye	141–142
	Decoding Sound Waves	152–153
	Understanding Pain	154–155
	Taste	157–158
	Smell	158–158
	Body Position and Movement	159–160
	<i>Table 5.3, Summarizing the Senses</i>	160
The cerebral cortex controls voluntary movement and cognitive functions.	Functions of the Cortex	43–47
<i>Information processing in the cerebral cortex</i>	The Cerebral Cortex	42–47
	Our Divided Brain	47–50
Vision	Vision	139–151
Structure and function of the eye	The Eye	140–142
Visual processing	Visual Information Processing	142–143
<i>Visual pathways in the brain</i>	<i>Figure 5.15, Pathway from the eyes to the visual cortex</i>	143
<i>Parallel processing</i>	<i>Parallel processing</i>	143
<i>Feature detection</i>	<i>Feature detection</i>	142–143
Hearing	Hearing	151–154
Auditory processing	Hearing	151–154
<i>Auditory pathways in the brain</i>	<i>Sound Waves: From the Environment Into the Brain</i>	151–152
<i>Perceiving loudness and pitch</i>	<i>Sound Waves: From the Environment Into the Brain</i>	151–152
	<i>Figure 5.10, The physical properties of waves</i>	140
<i>Locating sounds</i>	<i>How Do We Locate Sounds?</i>	153–154
Sensory reception by hair cells	<i>Decoding Sound Waves</i>	152–153
	<i>Table 5.3, Summarizing the Senses</i>	160

TABLE 8 Sample MCAT Correlation With *Psychology in Everyday Life*, Third Edition (continued)

MCAT 2015	Myers, <i>Psychology in Everyday Life</i> , Third Edition, Correlations	
Sample Content Category 6e: Sensing the environment		Page Number
Other Senses	Touch, Taste, Smell, Body Position and Movement	154–160
Somatosensation	Touch	154–157
<i>Sensory systems in the skin</i>	Sensory Functions (of the cortex)	45
	Touch	154
<i>Tactile pathways in the brain</i>	<i>Somatosensory cortex</i>	44, 45
	<i>Table 5.3, Summarizing the Senses</i>	160
<i>Types of pain</i>	Pain	154–155
<i>Factors that influence pain</i>	<i>Understanding Pain</i>	154–155
	<i>Controlling Pain</i>	155–156
	<i>Hypnosis and Pain Relief</i>	156–157
Taste	Taste	157–158
<i>Taste buds/chemoreceptors that detect specific chemicals in the environment</i>	Taste	157–158
	<i>Table 5.3, Summarizing the Senses</i>	160
<i>Gustatory pathways in the brain</i>	<i>Figure 5.29, Taste, Smell, and Memory</i>	158
Smell	Smell	158–159
<i>Olfactory cells/chemoreceptors that detect specific chemicals in the environment</i>	Smell	158–159
	<i>Table 5.3, Summarizing the Senses</i>	160
<i>Pheromones</i>	<i>Smell of sex-related hormones</i>	123–125
<i>Olfactory paths in the brain</i>	<i>Figure 5.29, Taste, Smell, and Memory</i>	158
<i>Role of smell in perception of taste</i>	Sensory Interaction	160–161
Perception	Sensation and Perception	132–165
Bottom-up/Top-down processing	Basic Principles of Sensation and Perception (<i>bottom-up</i> and <i>top-down</i> processing key terms)	134
Perceptual organization (i.e., depth, form, motion, constancy)	Visual Organization: Form Perception, Depth Perception (including Relative Motion), Perceptual Constancy	145–150
	<i>Figure 5.16, Parallel processing (of motion, form, depth, color)</i>	143
Gestalt principles	Visual Organization: Form Perception (<i>gestalt</i> key term)	145–146

self-assessments allow students to apply psychology’s principles to their own lives and experiences. After taking each self-assessment, students will find additional information about the strength being tested (for example, personal growth initiative, sleep quality, empathizing/systemizing, intrinsic/extrinsic motivation, mindfulness, self-control, and hope), as well as tips for nurturing that strength more effectively in their own lives.

Faculty Support and Student Resources

- **Faculty Lounge**—<http://psych.facultylounge.worthpublishers.com>—(see FIGURE 4 on the next page) is an online gathering place to find and share favorite teaching ideas and materials, including videos, animations, images, PowerPoint® slides and lectures, news stories, articles, web links, and

lecture activities. Includes publisher—as well as peer-provided resources—all faculty-reviewed for accuracy and quality.

- Instructor’s Media Guide for Introductory Psychology
- Enhanced Course Management Solutions (including course cartridges)
- e-Book in various available formats, with embedded Concepts in Action
- Book Companion Site

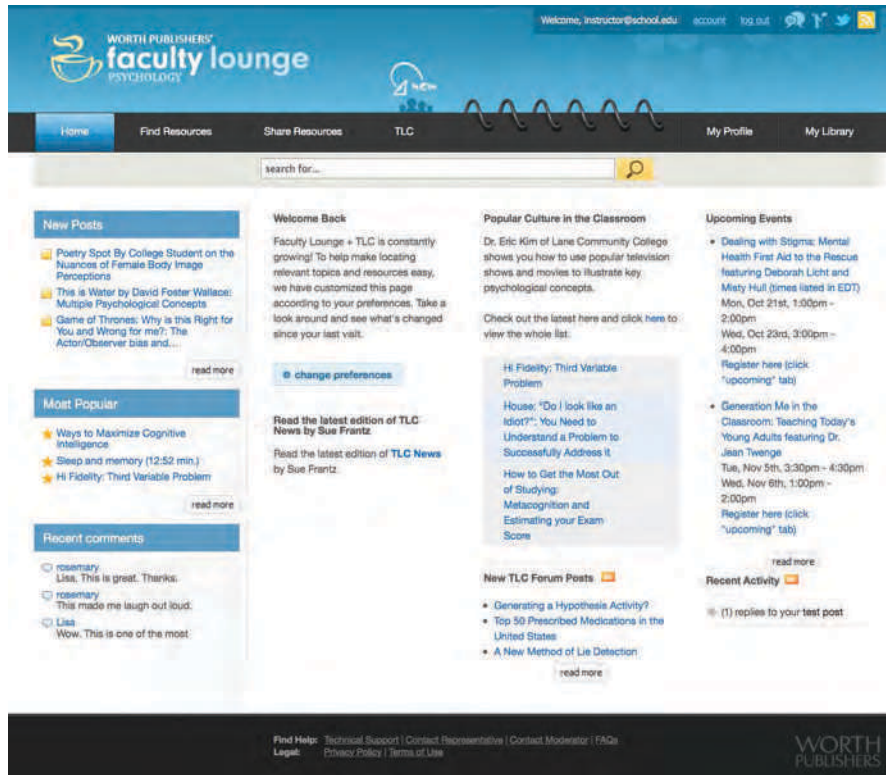


FIGURE 4 Sample from our Faculty Lounge site (<http://psych.facultylounge.worthpublishers.com>)



- *Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society*. This project of the FABBS Foundation brought together a virtual “Who’s Who” of contemporary psychological scientists to describe—in clear, captivating ways—the research they have passionately pursued and what it means to the “real world.” Each contribution is an original essay written for this project.

In Appreciation

Aided by input from thousands of instructors and students over the years, this has become a better, more effective, more accurate book than two authors alone (these authors at least) could write. Our indebtedness continues to the innumerable researchers who have been so willing to share their time and talent to help us accurately report their research.

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- LearningCurve summative quizzing
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Community College of Baltimore County

Florida International University
Millsaps College
Salt Lake Community College

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Although the information gathering is never ending, the formal planning began as the author-publisher team gathered for a two-day retreat. This happy and creative gathering included John Brink, Thomas Ludwig, Richard Straub, and me [DM] from the author team, along with my assistants Kathryn Brownson and Sara Neevel. We were joined by Worth Publishers executives Tom Scotty, Elizabeth Widdicombe, Catherine Woods, and Craig Bleyer; editors Christine Brune, Kevin Feyen, Nancy Fleming, Tracey Kuehn, Betty Probert, and Trish Morgan; artistic director Babs Reingold; sales and marketing colleagues Tom Kling, Carlise Stembridge, John Britch, Lindsay Johnson, Cindi Weiss, Kari Ewalt, Mike How-

ard, and Matt Ours; and special guests Amy Himsel (El Camino Community College), Jennifer Peluso (Florida Atlantic University), Charlotte vanOyen Witvliet (Hope College), and Jennifer Zwolinski (University of San Diego). The input and brainstorming during this meeting of minds gave birth, among other things, to the study aids in this edition, the carefully revised clinical coverage, the revised organization, and the refreshing new design.

Publisher Kevin Feyen is a valued team leader, thanks to his dedication, creativity, and sensitivity. Catherine Woods, Vice President, Editing, Design, and Media, helped construct and execute the plan for this text and its supplements. Elizabeth Block, Anthony Casciano, and Nadina Persaud coordinated production of the huge media and print supplements package for this edition. Betty Probert efficiently edited and produced the print supplements and, in the process, also helped fine-tune the whole book. Nadina also provided invaluable support in commissioning and organizing the multitude of reviews, mailing information to professors, and handling numerous other daily tasks related to the book's development and production. Charles Yuen did a splendid job of laying out each page. Robin Fadool, Bianca Moscatelli, and Donna Ranieri worked together to locate the myriad photos.

Tracey Kuehn, Director of Print and Digital Development, displayed tireless tenacity, commitment, and impressive organization in leading Worth's gifted artistic production team and coordinating editorial input throughout the production process. Senior Project Editor Jane O'Neill and Production Manager Sarah Segal masterfully kept the book to its tight schedule, and Art Director Barbara Reingold skillfully directed creation of the beautiful new design and art program. Production Manager Stacey Alexander, along with Supplements Production Editor Edgar Bonilla, did their usual excellent work of producing the many supplements.

As you can see, although this book has two authors it is a *team* effort. A special salute is due our two book development editors, who have invested so much in creating *Psychology in Everyday Life*. My [DM] longtime editor Christine Brune saw the need for a very short, accessible, student-friendly introductory psychology text, and she energized and guided the rest of us in bringing her vision to reality. Development editor Nancy Fleming is one of those rare editors who is gifted at "thinking big" about a chapter while also applying her sensitive, graceful, line-by-line touches. Her painstaking, deft editing was a key part of achieving the hoped-for brevity and accessibility. In addition, Trish Morgan joined our editorial team for both the planning and late-stage editorial work, and once again amazed me with her meticulous eye, impressive knowledge, and deft editing. And Deborah Heimann did an excellent job with the copyediting.

To achieve our goal of supporting the teaching of psychology, this teaching package not only must be authored, reviewed, edited, and produced, but also made available to teachers of psychology. For their exceptional success in doing that, our author team is grateful to Worth Publishers' professional sales and marketing team. We are especially grateful to Executive Marketing Manager Kate Nurre, Marketing Manager Lindsay Johnson, and National Psychology and Economics Consultant Tom Kling, both for their tireless efforts to inform our teaching colleagues of our efforts to assist their teaching, and for the joy of working with them.

At Hope College, the supporting team members for this edition included Kathryn Brownson, who researched countless bits of information and proofed hundreds of pages. Kathryn has become a knowledgeable and sensitive adviser on many matters, and Sara Neevel has become our high-tech manuscript developer, par excellence.

Again, I [DM] gratefully acknowledge the influence and editing assistance of

my writing coach, poet Jack Ridl, whose influence resides in the voice you will be hearing in the pages that follow. He, more than anyone, cultivated my delight in dancing with the language, and taught me to approach writing as a craft that shades into art.

After hearing countless dozens of people say that this book's supplements have taken their teaching to a new level, we reflect on how fortunate we are to be a part of a team in which everyone has produced on-time work marked by the highest professional standards. For their remarkable talents, their long-term dedication, and their friendship, we thank

John Brink, Thomas Ludwig, Richard Straub, and Jennifer Peluso.

Finally, our gratitude extends to the many students and instructors who have written to offer suggestions, or just an encouraging word. It is for them, and those about to begin their study of psychology, that we have done our best to introduce the field we love.

* * *

The day this book went to press was the day we started gathering information and ideas for the next edition. Your input will influence how this book continues to evolve. So, please, do share your thoughts.



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Content Changes

Psychology in Everyday Life, Third Edition, includes more than 600 new research citations, a new study system that reflects the latest in cognitive psychology research on retention, a revised chapter organization, a fresh new design, and many fun new photos and cartoons. In addition, you will find the following, significant content changes in this new third edition.

CHAPTER 1

Psychology's Roots, Big Ideas, and Critical Thinking Tools

- New illustration introduces *biopsychosocial perspective* more effectively.
- Chapter organization lightly modified and improved. (For example, naturalistic observation is now covered before surveys rather than after, and illusory correlations coverage removed.)
- Now introduces *basic research/applied research* distinction.
- Now introduces *health psychologists*; and new *forensic psychology* example and photo.
- Now includes discussion of Perceiving Order in Random Events, with World Cup photo example.
- New current event examples incorporated.
- New research support for *hindsight bias*.
- Scientific method now illustrated with theory about sleep's value for effective learning.
- New case study photo example of Freud's work with Little Hans.

- New survey data examples.
- New pornography experimental versus correlational study example.
- New research examples of the placebo effect in athletes and others.
- U.S. health insurance controversy used as new example of effect of wording on survey results.
- Now includes discussion of *confounding variables*.
- Discussion of experimental ethics expanded; new key terms *informed consent* and *debriefing*.
- Now closes with new section titled Improve Your Retention—And Your Grades detailing the *testing effect* and how to apply it effectively to learning with this text.

CHAPTER 2

The Biology of Mind and Consciousness

- New chapter introduction tells the story of a brain tumor changing a man's sexual behavior.
- New coverage of *glial cells*.
- New illustration of serotonin pathways in the brain.
- Expanded illustration of the functional divisions of the nervous system.
- Clarified discussion of *reflexes*. New research example of reflex speed and size of organism.
- New coverage of *oxytocin's* effects on physical and social responses.
- New example of woman with destroyed amygdala experiencing no fear.

- New neuroscience research suggesting that there is no one “God spot” in the brain that is activated during religious experiences.
- New photo series shows neural prosthetic in action.
- New research demonstrates the role of dopamine in pleasant experiences and memories.
- Coverage of language in the brain moved to Chapter 8.
- New coverage of brain plasticity in those who are blind or deaf.
- Brain plasticity and music therapy demonstrated with example of Gabrielle Giffords.
- Expanded coverage of conscious awareness, with several new research examples.
- *Selective attention* discussion expanded, with new research examples related to cell phones and driving.
- Additional research support for some level of awareness—via brain response—in noncommunicative patients.
- *Change blindness* is now a key term, with additional narrative coverage.
- This chapter adopts the new American Academy of Sleep Medicine classification of sleep stages (REM, NREM-1, NREM-2, and NREM-3).
- New art illustrates sleep times of various animals.
- New coverage of effects of sleep deprivation—reducing memory, athletic performance, driving safety, immune system functioning, and longevity, and increasing depression rates (in adolescents and adults) and cyberloafing.
- New, improved art for Stages in a Typical Night's Sleep, with new

graphs comparing sleep among older and younger adults.

- Improved, expanded sleep tips.
- New anatomical art shows physiological effects of sleep deprivation (in the brain, immune system, and stomach and reflected in blood pressure and weight).
- New table compares dream theories.

CHAPTER 3

Developing Through the Life Span

- David Myers' personal story now opens the chapter.
- New discussion of *epigenetics*, with new art, elaborates gene-environment interaction.
- Infant sensory abilities expanded with new research on smell, and long-term learned preferences.
- New discussion of *assimilation* and *accommodation*.
- Autism spectrum disorder discussion significantly revised to match DSM-5 update, with new research.
- Expanded discussion of value of the Harlow experiments.
- New research stories of devastating effects on children of Romanian and other poorly run orphanages, but value from quality orphanages in some communities, with new photo.
- Now includes epigenetics of child abuse effects.
- New coverage suggests trauma may boost *resilience*.
- Parenting Styles expanded with new cross-cultural research.
- New research explains emotional stability and agreeableness changes in late adolescence, and gender differences in adolescent challenges.

- New coverage of *moral intuition* and automatic moral responses.
- New research expands Emerging Adulthood discussion.
- New social networking research updates peer relationship discussion.
- New research on sexuality in middle adulthood.
- Aging and Intelligence moved to Chapter 8.
- New research explores many older adults' reluctance to embrace new technologies.
- New subsection on Sustaining Mental Abilities.
- New discussion of what maintains (exercise) and what wears down (aging, smoking, obesity, stress) the *telomeres*.
- New research, with new graph, suggests well-being relates to time spent socializing, for all ages.
- Dementia is now *neurocognitive disorder* (DSM-5 update).
- New research explains neuroscience of age-related moderating of emotional experiences, and overall more positive interpretations with age.
- Includes discussion of new research on persistence of personality traits throughout life, the link between self-control and less trouble later, and the connection between smiling school photos and later marriage success (with new illustrations).

CHAPTER 4

Gender and Sexuality

- New co-author Nathan DeWall led the revision of this chapter for the third edition.
- Revised introduction includes new gender diversity story.
- Gender and Social Power expanded and improved with new research

throughout, including gender inequality in advanced career positions.

- New research on gender differences in aggression, with *relational aggression* now a key term.
- New research on gender differences in size of social network.
- New key term *spermarche*.
- New research updates discussion of earlier puberty.
- Gender Development expanded with new research on evolution of pink and blue gender colors, and the discussion of *transgender*.
- New research details gender similarities in self-esteem.
- Gender and Social Connections includes new research on gender differences in texting behavior, on differences in vocational interests, and on changing gender-related attitudes for parents.
- The Nature of Gender updated with new research throughout, including relationship between prenatal testosterone exposure and later male-typical play and athletic success. Includes new section on Variations on Sexual Development.
- New research expands discussion of Hormones and Sexual Behavior.
- New research updates and expands discussion of changing gender roles in U.S. academia, and cross-cultural perspectives on women at work.
- Psychology of Sex updated with new research.
- New section on Sexual Dysfunctions and Paraphilias with DSM-5 updates; includes enhanced discussion of sexual disorders in women.
- Discussion of Sexually Transmitted Infections updated with new information about oral sex.
- Sexual Orientation statistics updated with new research.
- Biology and Sexual Orientation updated with new research.

- New research enhances coverage of Sex and Human Values.
- New research updates Natural Selection and Mating Preferences.

CHAPTER 5

Sensation and Perception

- Now includes explanation of *bottom-up* and *top-down processing* with new photo example.
- New coverage of the adaptation of emotion perception, with “try this” photo example.
- New research describes effects of motivation and emotion on our perceptions.
- New coverage of face recognition in the brain, with new anatomical art.
- Now includes complete coverage of color vision.
- New coverage of the experience of hearing loss; includes *sensorineural* and *conduction hearing loss* and new coverage of *cochlear implants*, with new art.
- New research on recent increased hearing loss among teens.
- New research-based discussion of gender, genetic, and environmental effects on experience of pain.
- Two new sports examples of the powerful effect of distraction on the experience of pain.
- New research on the effects of various smells on our attitudes and behaviors.
- New cognitive neuroscience research helps explain smell-cognition connection.
- Expanded coverage of Sensory Interaction is now its own section (previously mentioned within Taste) and now includes *embodied cognition*.

- New research expands discussion of gender differences in sensory experiences.
- New research on effects of action video games developing spatial skills.

CHAPTER 6

Learning

- New art illustrates operant conditioning.
- Now includes discussion of Thorndike’s *law of effect*, with new photos and graph.
- New research on subtle effects of learned associations.
- New research demonstrates process of learning healthy habits, and how long it takes to learn a habit.
- New research example suggests we generalize our dislike based on learned facial features.
- Now includes information on what happened to “Little Albert.”
- New research example of extinguishing a learned fear of flying.
- Improved table compares Ways to Decrease Behavior.
- Now includes coverage, with new neuroscience research, on *vicarious reinforcement* and *vicarious punishment* via observed models.
- New neuroscience research suggests we unconsciously synchronize behaviors with those we are observing; leads to cravings for smokers observing others’ smoking.
- New research suggests that observing risk-taking increases real-life risk-taking.
- New research examples update media violence viewing/violent behavior discussion.

CHAPTER 7

Memory

- Follows a new format, and more clearly explains how different brain networks process and retain memories. David Myers worked closely with Janie Wilson, Professor of Psychology at Georgia Southern University and Vice President for Programming of the Society for the Teaching of Psychology, in this chapter’s revision.
- New music recognition research example.
- Now includes separate section on memory in the brain, with new research and more detail on brain locations where memories are processed and retained.
- New research on persistence of emotion even in brain-damaged patients who cannot form new conscious memories.
- Atkinson-Shiffrin’s three-stage model de-emphasized in favor of more current theories.
- Levels of Processing reconceptualized and improved.
- Memory subsystems clarified and simplified as automatic versus effortful, with implicit/explicit differences presented within that simpler organization; details provided about brain areas for these differing memory functions.
- New section presents Measures of Retention.
- Coverage of *working memory* updated and expanded with new research and new art; includes new research on effects of multitasking at various ages.
- New discussion with new research on the *testing effect* and other study tips, including best times to study and effects of spacing on memory

over time. With link to Myers' explanatory YouTube animation.

- New research shows that learning increases synaptic number as well as efficiency, with new application examples.
- New research describes tunnel-vision memory, and our better memories of personal best experiences.
- New research example expands discussion of emotions and memory.
- Updated coverage of Henry Molaison's case, including new photo of those studying and preserving his brain.
- New discussion, with new research, of inaccurate autobiographical memories.
- Memory construction now demonstrated with Myers' personal experience at Loftus presentation.
- New coverage of effects of *priming* on negative and positive behaviors.
- New research and examples expand discussion of *misinformation effect* and its influence on attitudes and behaviors.

CHAPTER 8

Thinking, Language, and Intelligence

- Updated and improved discussion of why we fear the wrong things, with new research and new illustrations.
- New research and examples improve *framing* discussion.
- New research suggests value of employing *intuition* for complex decisions.
- Now includes more information about the development of creative traits in girls.
- New research suggests ways to develop creativity, including value of creativity-fostering environments.
- Animal cognition now covered at end of Thinking—separate from animal language. New photo examples and new research on animals' cognitive feats.
- Discussion of language development in the brain updated with new neuroscience research and moved here (from Chapter 2).
- New research updates discussion of *g* factor and cognitive abilities predicting later accomplishments.
- New research compares animal and human intelligence peaking in mid-life.
- New research suggests mastery (for example, of chess) requires 3,000–11,000 practice hours.
- New research suggests influence of intelligence on creativity.
- Narrative examples and explanation have been updated to 2008 version of the WAIS.
- New research updates SAT prediction strength.
- Aging and Intelligence moved here from Chapter 3, with *cross-sectional* and *longitudinal studies* as new key terms (repeated in Appendix A). New research supports strength of intelligence stability over time and explains resistance to new technologies in those with cognitive decline.
- New research suggests those with higher intelligence live healthier and longer.
- New research graph shows how word power changes with age.
- Grade inflation effects now included, with new research.
- New discussion, with new research, outlines interaction of schooling, intelligence, and motivation.
- Now includes coverage of the extremes of intelligence, including *intellectual disability*.

- New research updates discussion of twin studies and heritability of intelligence.
- New cross-cultural research supports impact of gender expectations on academic flourishing.
- New research suggests importance of establishing a *growth mind-set* for academic success.
- Gender differences in intelligence and vocation choices updated with new research.
- New research expands discussion of intelligence variation due to racial, ethnic, and socioeconomic differences.
- *Stereotype threat* discussion updated with new research and new explanations.

CHAPTER 9

Motivation and Emotion

- *Hunger Games* example now illustrates Maslow's hierarchy.
- Psychology of Hunger updated with new research.
- Eating Disorders moved to Chapter 13.
- Obesity section updated with new research on negative social, health, and memory effects; increased risk for late-life cognitive decline; and increasing rates worldwide.
- New section on *ecology of eating* covers effects of social factors, serving size, and food variety.
- New research on changing workplace, with most modern jobs not requiring physical activity.
- Now includes research suggesting value of joining a support group for weight loss.

- Benefits of Belonging updated with new research, including on value of *chain migration* for immigrants.
- The Pain of Being Shut Out updated with new research, including on prison suicides in solitary confinement, love as a natural painkiller, and effects of Tylenol on relieving social pain. New example from *Survivor* TV show.
- Social Networking section thoroughly updated.
- Theories of Emotion reorganized, consolidated, and improved.
- New coverage, with new anatomical art, of our two-track mind pathways for emotional reactions in the brain.
- New neuroscience research expands discussion of emotional experience, including gender differences.
- New research suggests no one except some police professionals are able to beat chance in accurately detecting deceiving expressions.
- New research on using brain scans for lie detection.
- Now includes coverage of importance of context for accurate detection of facial expressions, with new illustrations.
- Anger is no longer a separate section; coverage has been streamlined and integrated within other discussions.
- New facial feedback research updates discussion of Botox slowing others' interpretation of emotional expressions.
- Revised organization; now includes happiness and subjective well-being, moved here from Chapter 9.
- *Resilience* is now a key term here (as well as in Chapter 14).
- New research supports men's tendency to socially withdraw under stress, and women's tendency to *tend and befriend*.
- New research examples related to work and to pregnancy update discussion of harmful effects of stress, and new research supports value of low stress for effectiveness of vaccinations.
- New research updates stress reports in college students.
- New research expands coverage of oxytocin effects in relationships.
- New research updates Stress and AIDS.
- Stress and Heart Disease revised and updated with new explanation of role of *inflammation*. Now includes *Type D* personality (as well as *Type A* and *Type B*, with new research supporting *Type A*/heart disease link).
- New cross-cultural research suggests greater heart attack risk with work stress.
- Personal Control section revised and expanded with new research and photo examples.
- New research revises and expands discussion of *optimism/pessimism*.
- Social Support revised and updated with new research and new examples, including effect of friend clusters on promoting positive or negative health behaviors going out to three degrees of separation.
- Finding Meaning expanded with new research and explanations.
- More new research supports effects of exercise on preventing or reducing depression and anxiety, and new cross-cultural research supports exercise/life satisfaction link.
- Relaxation and Meditation section revised and updated with new research and examples, showing decrease in depression and anxiety due to meditation.
- New subsection on meditation and mindfulness; includes explanation of neurological changes prompted by practicing mindfulness.
- New research supports longevity/religiosity link, with new information about possible contributions of self-control, smoking, and other behaviors.
- Huge new Facebook study tracks positive versus negative posts across days of the week.
- New research shows higher happiness levels when buying shared experiences rather than stuff.
- New research suggests happiness value of meaningful conversations over small talk, and of having an income that is *comparatively* high.
- New research argues for considering psychological well-being when debating policies and planning neighborhoods.
- New research supports protective health benefits of happiness.
- New research suggests happiness levels affect marital success, and that we feel happier after spending money on others rather than ourselves.

CHAPTER 10

Stress, Health, and Human Flourishing

- New co-author Nathan DeWall led the revision of this chapter for the third edition.

CHAPTER 11

Personality

- New co-author Nathan DeWall led the revision of this chapter for the third edition.
- Compelling new chapter introduction.
- Improved coverage of modern-day psychodynamic approaches, now

more clearly distinguished from historical Freudian roots.

- Freud's work now presented in context of Victorian era.
- New research expands discussion of *modern unconscious mind*.
- New research supports value of humanistic psychology's positive regard.
- More detailed introduction to Trait Theories.
- New critical thinking box on the Stigma of Introversion (replaces Astrology box).
- New section on Biology and Personality covers personality-related brain activity variation, and personality differences in animals.
- Big Five discussion expanded and updated with new research, including cultural changes over time, relation to brain structure/function, and actual prediction of behavior.
- New research suggests communication preferences vary with personality traits.
- New research shows music preferences, bedrooms, and offices give clues to personality traits.
- Social-Cognitive Theories revised and updated with new research; *self-efficacy* now a key term; expanded to include *heredity-environment interaction*.
- New subsections on Assessing Behavior in Situations, and Evaluating Social-Cognitive Theories.
- New table compares major perspectives on personality, including assumptions, assessment methods, and key proponents.
- New research outlines importance of positive goal-setting in considering *possible selves*.
- The Benefits of Self-Esteem and Self-Serving Bias subsections updated with new research.

- New research explains increase in U.S. *individualism*, including increase in distinctive baby names with new graph.
- New discussion of *collectivist* attitudes and elder respect.

CHAPTER 12

Social Psychology

- This chapter now follows Personality (rather than following Therapy, as in previous edition).
- New research shows power of priming in how attitudes affect actions.
- New research expands group pressure and conformity discussion, including Iraq and Afghanistan War research on factors that contribute to conformity.
- New research on use of classroom clickers to discuss controversial topics.
- New research in online communities supports *deindividuation* findings, with new photo example of 2011 British riots.
- New data, with new graph, on increased acceptance of interracial dating.
- New research and coverage of persisting subtle prejudice, including *implicit prejudice*.
- New research examples of *ingroup bias* in political partisanship.
- Forming categories discussion enhanced with new research on categorizing mixed-race people by their minority identity, with visuals from the research.
- New research updates Biology of Aggression section.
- Psychology of Aggression updated with new research and new explanations.

- Observing Models of Aggression updated with new research data and examples, including new research linking nonviolent pornography with aggression.
- New research updates discussion of Media Models for Violence.
- New graph tracks prejudice over time in various age groups.
- New research on contributors to aggression, including more information on alcohol consumption, external temperature, and prior provocation, with new graph of baseball research example.
- Discussion of effects of video games on violence updated with new research on prosocial effects of playing positive games, on violent video games increasing players' aggression and decreasing their compassion and altruism, and on increased game playing leading to more trouble at school.
- Expanded box on Online Matchmaking and Speed-Dating.
- Attraction section updated with new evolutionary psychology research, and research on beneficial effects of mutual self-disclosure.
- New biochemical research supports forming of companionate love.
- New research suggests emotional response to witnessing altruism; includes new research example demonstrating *reciprocity norm*; also new research showing link between religiosity and volunteer work and charitable giving.
- New research demonstrates positive effects of *contact* for heterosexuals' attitudes toward gay people.

CHAPTER 13

Psychological Disorders

- Reorganized and thoroughly updated to reflect changes to psychiatry's latest edition of its diagnostic manual—the **DSM-5**. Includes integration of psychiatric diagnoses into mainstream medical practice, redefinition of disorders, new disorder categories, changes in labels, and new definition of *psychological disorder*.
- New, careful explanation of how care providers use DSM-5 criteria and codes for diagnosis and treatment, using insomnia disorder as illustrative example.
- New critical thinking box on ADHD, including controversies about diagnosis, and concerns about those seeking the “good-grade pills.”
- New mentions of controversial changes in the DSM-5 throughout the chapter, including the new disruptive mood dysregulation disorder, removal of the bereavement exception for depression, and loosened criteria for adult ADHD.
- New results of *field trials* on clinician agreement with DSM-5 for certain categories of disorder.
- New Close-Up box: Are People With Psychological Disorders Dangerous?
- New research updates PTSD statistics.
- Learning perspective on anxiety disorders, OCD, and PTSD updated with expanded coverage of observational learning; new subsection on cognitive learning includes role of *hypervigilance* and intrusive thoughts.
- New table outlines When Is Drug Use a Disorder?
- Updated *addiction* discussion now includes gambling and hoarding disorders, with mention of Internet gaming

disorder “for further study”; new definitions for *addiction* and *withdrawal*.

- New research on success of smoking cessation attempts.
- New research highlights how depression can have adaptive value.
- Suicide rates discussion updated to reflect higher fatal attempts in U.S. states with more gun ownership.
- New research updates discussion of depression, including statistics from college student populations, effects of natural disasters on rates, gender differences research (with updated graph), and new information on typical long-term prognosis.
- New coverage of *dysthymia*.
- Suicide section expanded with new research and explanations; now also covers *non-suicidal self-injury*.
- New discussion of *seasonal pattern* for depression and bipolar disorder.
- Detailed new table, Diagnosing Major Depressive Disorder.
- New graph illustrates heritability of various psychiatric disorders.
- Now includes *epigenetic effect* on experience of depression.
- New research emphasizes dangers of relentless, self-focused rumination.
- Understanding Mood Disorders updated with new research studies exploring genetic, biochemical, cognitive, and behavioral predictors.
- New research updates discussion of cognitive symptoms of schizophrenia; offers more information on typical prognosis.
- Now includes discussion of epigenetic factors in schizophrenia onset, with new genetics research updates.
- New cross-cultural and other research updates Eating Disorders (moved here from Chapter 9).
- Discussion of antisocial personality disorder updated and improved with new social psychological, develop-

mental, learning, biological, and genetics research.

CHAPTER 14

Therapy

- New co-author Nathan DeWall led the revision of this chapter for the third edition.
- New research updates Psycho-dynamic Therapy.
- Now includes key term *insight therapies*.
- Cognitive-behavioral therapy discussion updated with new research and information, including on Internet therapy; new research on importance of homework for client with new examples.
- New research suggests that certain psychotherapies work best for specific disorders.
- New table details Selected Cognitive Therapy Techniques.
- New explanation of personal differences for what we find rewarding, and how that affects cognitive therapy.
- Beck's Therapy for Depression has a new introduction and now includes concept of *catastrophizing*.
- Biomedical Therapy explains that primary care providers now do most prescription writing.
- New emphasis on importance of cultural match for therapeutic alliance, and APA efforts to achieve this.
- New case study example of successful use of *antipsychotics*.
- Clarified and updated explanation of *antidepressants*, with revised key term definition; includes idea that many professionals prefer the term SSRIs given their multiple treatment uses (not just for depression).
- New research explores placebo effect in ECT treatment.

- Psychosurgery updated with new research on value of micro-scale surgery in extreme cases.
- Therapeutic Lifestyle Change updated with new research suggesting value of time spent outdoors.
- New table compares psychotherapies and biomedical therapies by the way they understand the problems, their aims, and their techniques.
- New research suggests value of *deep-brain stimulation* for treating bipolar disorder and substance use disorders.
- New research supports concept of higher *resilience* in certain groups.
- New research suggests importance of *finding meaning* to foster posttraumatic growth after tragedy, and as a preventive mental health strategy.
- Now includes a brief conclusion to the text.

APPENDIX A

Statistical Reasoning in Everyday Life

- New appendix covers descriptive and inferential statistics.
- Includes measures of central tendency (*mean, median, mode*), measures of variation (*range, standard deviation, normal curve*), details on correlation (*correlation coefficient, scatterplot*), regression toward the mean, and reliability and significance of observed differences.

- Design methodology focuses on *cross-sectional* and *longitudinal studies* as key example of importance of understanding which method was used in a study.

APPENDIX B

Psychology at Work

- New research suggests busier, focused people are happier.
- New *grit* research on danger of getting “stuck in the middle” of projects (easy to start, hard to finish).
- New research explores success–morale relationship for employees.
- Expanded discussion of successful goal-setting from effective leaders, and value of *collective intelligence*.
- New research links feelings of empowerment at work with creativity.
- New example of employee-owned company and benefits of that level of employee engagement.

APPENDIX C

Subfields of Psychology

- New appendix focuses on educational requirements, type of work, and likely places to work for each of psychology’s main subfields.

APPENDIX D

Complete Chapter Reviews

- In an effort to encourage students to self-test, the Chapter Review section at the end of each chapter includes only a list of the Learning Objective Questions—repeated from within the chapter. “Answers” to those questions form the complete chapter review, which may be found here in Appendix D for students to check their answers or review the material.

APPENDIX E

Answers to the Chapter Test Questions

- Students may check their answers here for the new multiple-format questions found in a self-test at the end of each chapter and the first two appendices.

Time Management

OR, HOW TO BE A GREAT STUDENT AND STILL HAVE A LIFE

Richard O. Straub, University of Michigan, Dearborn



How Are You Using Your Time Now?



Design a Better Schedule

Plan the Term

Plan Your Week

CLOSE-UP: More Tips for Effective Scheduling



Make Every Minute of Your Study Time Count

Take Useful Class Notes

Create a Study Space That Helps You Learn

Set Specific, Realistic Daily Goals

Use SQ3R to Help You Master This Text

Don't Forget About Rewards!



Do You Need to Revise Your New Schedule?

Are You Doing Well in Some Courses But Not in Others?

Have You Received a Poor Grade on a Test?

Are You Trying to Study Regularly for the First Time and Feeling Overwhelmed?



Desislava Draganova/Alamy

We all face challenges in our schedules. Some of you may be taking midnight courses, others squeezing in an online course between jobs or after putting children to bed at night. Some of you may be veterans using military benefits to jump-start a new life. Just making the standard transition from high school to college can be challenging enough.

How can you balance all of your life's demands and be successful? Time management. Manage the time you have so that you can find the time you need.

In this section, I will outline a simple, four-step process for improving the way you make use of your time.

1. Keep a time-use diary to understand how you are using your time. You may be surprised at how much time you're wasting.
2. Design a new schedule for using your time more effectively.
3. Make the most of your study time so that your new schedule will work for you.
4. If necessary, refine your new schedule, based on what you've learned.



MGP/Getty images

How Are You Using Your Time Now?

Although everyone gets 24 hours in the day and seven days in the week, we fill those hours and days with different obligations and interests. If you are like most people, you probably use your time wisely in some ways, and not so wisely in others. Answering the questions in TABLE 1 can help you find trouble spots—and hopefully more time for the things that matter most to you.

The next thing you need to know is how you *actually* spend your time. To find out, record your activities in a *time-use diary* for one week. Be realistic. Take notes on how much time you spend attending class, studying, working, commuting, meeting personal and family needs, fixing and eating meals, socializing (don't forget texting, Facebooking, and gaming), exercising, and anything else that occupies your time, including life's small practical tasks, which can take up plenty of your 24/7. As you record your activities, take notes on how you are feeling at various times of the day. When does your energy slump, and when do you feel most energetic?

Design a Better Schedule

Take a good look at your time-use diary. Where do you think you may be wasting time? Do you spend a lot of time commuting, for example? If so, could you use that time more productively? If you take public transportation, commuting is a great time to read and test yourself for review.

Did you remember to include time for meals, personal care, work schedules,

family commitments, and other fixed activities?

How much time do you sleep? In the battle to meet all of life's daily commitments and interests, we tend to treat sleep as optional. Do your best to manage your life so that you can get enough sleep to feel rested. You will feel better and be healthier, and you will also do better academically and in relationships with your family and friends. (You will read more about this in Chapter 2.)

Are you dedicating enough time for focused study? Take a last look at your notes to see if any other patterns pop out. Now it's time to create a new and more efficient schedule.

Plan the Term

Before you draw up your new schedule, think ahead. Use your phone's calendar feature, or buy a portable calendar that covers the entire school term, with a writing space for each day. Using the course outlines provided by your instructors, enter the dates of all exams, term-paper deadlines, and other important assignments. Also be sure to enter your own long-range personal plans (work and family commitments, etc.). Keep your calendar up-to-date, refer to it often, and change it as needed. Through this process, you will develop a regular schedule that will help you achieve success.

Plan Your Week

To pass those exams, meet those deadlines, and keep up with your life outside of class, you will need to convert your long-term goals into a daily schedule. Be realistic—you will be living with this routine for the entire school term. Here are some more things to add to your calendar.

1. Enter your class times, work hours, and any other fixed obligations. Be thorough. Allow plenty of time for such things as commuting, meals, and laundry.

TABLE 1 Study Habits Survey

Answer the following questions, writing *Yes* or *No* for each line.

1. Do you usually set up a schedule to budget your time for studying, work, recreation, and other activities?

2. Do you often put off studying until time pressures force you to cram?

3. Do other students seem to study less than you do, but get better grades?

4. Do you usually spend hours at a time studying one subject, rather than dividing that time among several subjects? _____
5. Do you often have trouble remembering what you have just read in a textbook?

6. Before reading a chapter in a textbook, do you skim through it and read the section headings?

7. Do you try to predict test questions from your class notes and reading?

8. Do you usually try to summarize in your own words what you have just finished reading? _____
9. Do you find it difficult to concentrate for very long when you study? _____
10. Do you often feel that you studied the wrong material for a test?

Thousands of students have participated in similar surveys. Students who are fully realizing their academic potential usually respond as follows: (1) yes, (2) no, (3) no, (4) no, (5) no, (6) yes, (7) yes, (8) yes, (9) no, (10) no. Do your responses fit that pattern? If not, you could benefit from improving your time management and study habits.

2. Set up a study schedule for each course. Remember what you learned about yourself in the study habits survey (Table 1) and your time-use diary. Close-Up: More Tips for Effective Scheduling offers some detailed guidance drawn from psychology's research.
3. After you have budgeted time for studying, fill in slots for other obligations, exercise, fun, and relaxation.

Make Every Minute of Your Study Time Count

How do you study from a textbook? Many students simply read and reread in a passive manner. As a result, they remember the wrong things—the catchy stories but not the main points that show up later

in test questions. To make things worse, many students take poor notes during class. Here are some tips that will help you get the most from your class and your text.

Take Useful Class Notes

Good notes will boost your understanding and retention. Are yours thorough? Do they form a sensible outline of each lecture? If not, you may need to make some changes.

CLOSE-UP

More Tips for Effective Scheduling

There are a few other things you will want to keep in mind when you set up your schedule.

Spaced study is more effective than massed study. If you need 3 hours to study one subject, for example, it's best to divide that into shorter periods spaced over several days.

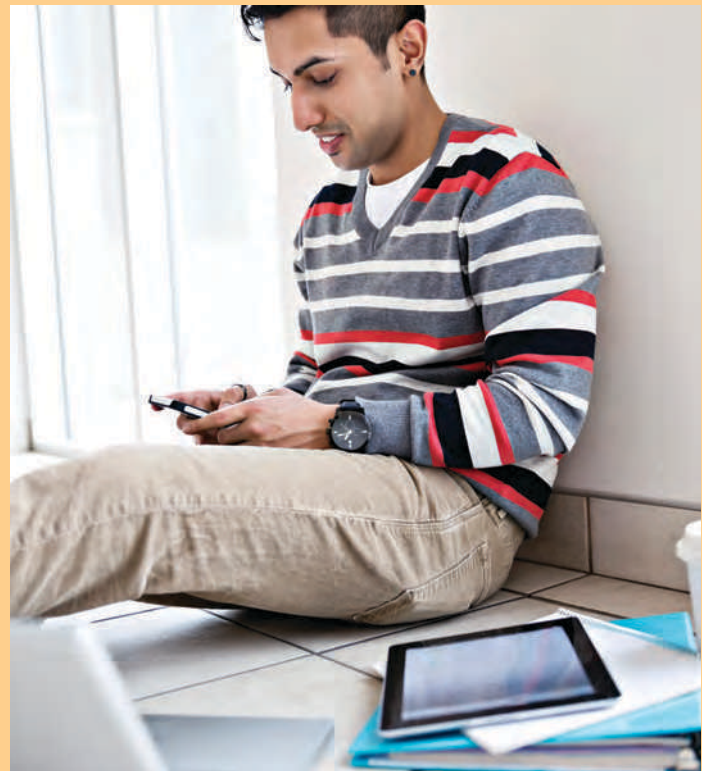
Alternate subjects, but avoid interference. Alternating the subjects you study in any given session will keep you fresh and will, surprisingly, increase your ability to remember what you're learning in each different area. Studying similar topics back-to-back, however, such as two different foreign languages, could lead to interference in your learning. (You will hear more about this in Chapter 7.)

Determine the amount of study time you need to do well in each course. The time you need depends on the difficulty of your courses and the effectiveness of your study methods. Ideally, you would spend at least 1 to 2 hours studying for each hour spent in class. Increase your study time slowly by setting weekly goals that will gradually bring you up to the desired level.

Create a schedule that makes sense. Tailor your schedule to meet the demands of each course. For the course that emphasizes lecture notes, plan a daily review of your notes soon after each class. If you are evaluated for class participation (for example, in a language course), allow time for a review just before the class meets. Schedule study time for your most difficult (or least motivating) courses during hours when you are the most alert and distractions are fewest.

Schedule open study time. Life can be unpredictable. Emergencies and new obligations can throw off your schedule. Or you may simply need some extra time for a project or for review in one of your courses. Try to allow for some flexibility in your schedule each week.

Following these guidelines will help you find a schedule that works for you!



Keep Each Course's Notes Separate and Organized

Keeping all your notes for a course in one location will allow you to flip back and forth easily to find answers to questions. Three options are (1) separate notebooks for each course, (2) clearly marked sections in a shared ring binder, or (3) carefully organized folders if you opt to take notes electronically. For the print options, removable pages will allow you to add new information and weed out past mistakes. Choosing notebook pages with lots of space, or using mark-up options in electronic files, will allow you to add comments when you review and revise your notes after class.

Use an Outline Format

Use roman numerals for major points, letters for supporting arguments, and so on. (See FIGURE 1 for a sample.) In some courses, taking notes will be easy, but some instructors may be less organized, and you will have to work harder to form your outline.

Clean Up Your Notes After Class

Try to reorganize your notes soon after class. Expand or clarify your comments and clean up any hard-to-read scribbles while the material is fresh in your mind. Write important questions in the margin, or by using an electronic markup feature,

next to notes that answer them. (For example: “What are the sleep stages?”) This will help you when you review your notes before a test.

Create a Study Space That Helps You Learn

It's easier to study effectively if your work area is well designed.

Organize Your Space

Work at a desk or table, not on your bed or a comfy chair that will tempt you to nap.

Minimize Distractions

Turn the TV off, turn off your phone, and close Facebook and other distracting windows on your computer. If you must listen to music to mask outside noise, play soft instrumentals, not vocal selections that will draw your mind to the lyrics.

Ask Others to Honor Your Quiet Time

Tell roommates, family, and friends about your new schedule. Try to find a study place where you are least likely to be disturbed.

Set Specific, Realistic Daily Goals

The simple note “7–8 P.M.: Study Psychology” is too broad to be useful. Instead, break your studying into manageable tasks. For example, you will want to subdivide large reading assignments. If you aren't used to studying for long periods, start with relatively short periods of concentrated study, with breaks in between. In this text, for example, you might decide to read one major section before each break. Limit your breaks to 5 or 10 minutes to stretch or move around a bit.

Your attention span is a good indicator of whether you are pacing yourself successfully. At this early stage, it's important to remember that you're in training. If your attention begins to wander, get up immediately and take a short break. It is better to study effectively for 15

○	Sleep (Chapter 2)		<i>When is my daily peak in circadian arousal? Study hardest subject then!</i>
	I. Biological Rhythms		
	A. Circadian Rhythm (circa-about; diem-day)—24-hour cycle.		
	1. Ups and downs throughout day/night.		
	Dip in afternoon (siesta time).		
	2. Melatonin—hormone that makes us sleepy. Produced by pineal gland in brain. Bright light shuts down production of melatonin.		
	(Dim the lights at night to get sleepy.)		
	B. FOUR Sleep Stages, cycle through every 90 minutes all night! Aserinsky discovered—his son—REM sleep (dreams, rapid eye movement, muscles paralyzed but brain super active). EEG measurements showed sleep stages.		
○	1. NREM-1 (non-Rapid Eye Movement sleep; brief, images like hallucinations; hypnagogic jerks)		
	2. NREM-2 (harder to waken, sleep spindles)		
	3. NREM-3 (DEEP sleep—hard to wake up! Long slow waves on EEG; bedwetting, night terrors, sleepwalking occurs here; asleep but not dead—can still hear, smell, etc. Will wake up for baby.)		
	4. REM Sleep (Dreams...)		

FIGURE 1 Sample class notes in outline form Here is a sample from a student's notes taken in outline form from a lecture on sleep.

minutes and then take a break than to fritter away 45 minutes out of your study hour. As your endurance develops, you can increase the length of study periods.

Use SQ3R to Help You Master This Text

David Myers and Nathan DeWall organized this text by using a system called SQ3R (Survey, Question, Read, Retrieve, Review). Using SQ3R can help you to understand what you read, and to retain that information longer.

Applying SQ3R may feel at first as though it's taking more time and effort to "read" a chapter, but with practice, these steps will become automatic.

Survey

Before you read a chapter, survey its key parts. Scan the chapter outline. Note that main sections have numbered Learning Objective Questions to help you focus. Pay attention to headings, which indicate important subtopics, and to words set in bold type.

Surveying gives you the big picture of a chapter's content and organization. Understanding the chapter's logical sections will help you break your work into manageable pieces in your study sessions.

Question

As you survey, don't limit yourself to the numbered Learning Objective Questions that appear throughout the chapter. Jotting down additional questions of your own will cause you to look at the material in a new way. (You might, for example, scan this section's headings and ask "What does 'SQ3R' mean?") Information becomes easier to remember when you make it personally meaningful. Trying to answer your questions while reading will keep you in an active learning mode.

Read

As you read, keep your questions in mind and actively search for the answers. If

you come to material that seems to answer an important question that you haven't jotted down, stop and write down that new question.

Be sure to read everything. Don't skip photo or art captions, graphs, boxes, tables, or quotes. An idea that seems vague when you read about it may become clear when you see it in a graph or table. Keep in mind that instructors sometimes base their test questions on figures and tables.

Retrieve

When you have found the answer to one of your questions, close your eyes and mentally recite the question and its answer. Then write the answer next to the question in your own words. Trying to explain something in your own words will help you figure out where there are gaps in your understanding. These kinds of opportunities to practice *retrieving* develop the skills you will need when you are taking exams. If you study without ever putting your book and notes aside, you may develop false confidence about what you know.

With the material available, you may be able to recognize the correct answer to your questions. But will you be able to recall it later, when you take an exam without having your mental props in sight?

Test your understanding as often as you can. Testing yourself is part of successful learning, because the act of testing forces your brain to work at remembering, thus establishing the memory more permanently (so you can find it later for the exam!). Use the self-testing opportunities throughout each chapter, including the periodic Retrieve + Remember items. Also take advantage of the self-testing that is available through LaunchPad (www.worthpublishers.com/launchpad/pe13e).

Review

After working your way through the chapter, read over your questions and your written answers. Take an extra few

minutes to create a brief written summary covering all of your questions and answers. At the end of the chapter, you should take advantage of three important opportunities for self-testing and review—a list of the chapter's Learning Objective Questions for you to try answering before checking Appendix D (Complete Chapter Reviews), a list of the chapter's key terms for you to try to define before checking the referenced page, and a final self-test that covers all of the key chapter concepts (with answers in Appendix E).

Don't Forget About Rewards!

If you have trouble studying regularly, giving yourself a reward may help. What kind of reward works best? That depends on what you enjoy. You might start by making a list of 5 or 10 things that put a smile on your face. Spending time with a loved one, taking a walk or going for a bike ride, relaxing with a magazine or novel, or watching a favorite show can provide immediate rewards for achieving short-term study goals.

To motivate yourself when you're having trouble sticking to your schedule, allow yourself an immediate reward for completing a specific task. If running makes you smile, change your shoes, grab a friend, and head out the door! You deserve a reward for a job well done.

Do You Need to Revise Your New Schedule?

What if you've lived with your schedule for a few weeks, but you aren't making progress toward your academic and personal goals? What if your studying hasn't paid off in better grades? Don't despair and abandon your program, but do take a little time to figure out what's gone wrong.

You will hear more about SQ3R in Chapter 1.

Are You Doing Well in Some Courses But Not in Others?

Perhaps you need to shift your priorities a bit. You may need to allow more study time for chemistry, for example, and less time for some other course.

Have You Received a Poor Grade on a Test?

Did your grade fail to reflect the effort you spent preparing for the test? This can happen to even the hardest-working student, often on a first test with a new instructor. This common experience can be upsetting. “What do I have to do to get an A?” “The test was unfair!” “I studied the wrong material!”

Try to figure out what went wrong. Analyze the questions you missed, dividing them into two categories: class-based questions and text-based questions. How many questions did you miss in each category? If you find far more errors in one category than in the other, you’ll have some clues to help you revise your schedule. Depending on the pattern you’ve found, you can add extra study time to review of class notes, or to studying the text.

Are You Trying to Study Regularly for the First Time and Feeling Overwhelmed?

Perhaps you’ve set your initial goals too high. Remember, the point of time man-

agement is to identify a regular schedule that will help you achieve success. Like any skill, time management takes practice. Accept your limitations and revise your schedule to work slowly up to where you know you need to be—perhaps adding 15 minutes of study time per day.

I hope that these suggestions help make you more successful academically, and that they enhance the quality of your life in general. Having the necessary skills makes any job a lot easier and more pleasant. Let me repeat my warning not to attempt to make too drastic a change in your lifestyle immediately. Good habits require time and self-discipline to develop. Once established, they can last a lifetime.

REVIEW

Time Management: Or, How to Be a Great Student and Still Have a Life

1. How Are You Using Your Time Now?

- Identify your areas of weakness.
- Keep a time-use diary.
- Record the time you actually spend on activities.
- Record your energy levels to find your most productive times.

2. Design a Better Schedule

- Decide on your goals for the term and for each week.
- Enter class times, work times, social times (for family and friends), and time needed for other obligations and for practical activities.
- Tailor study times to avoid interference and to meet each course’s needs.

3. Make Every Minute of Your Study Time Count

- Take careful class notes (in outline form) that will help you recall and rehearse material covered in lectures.

- Try to eliminate distractions to your study time, and ask friends and family to help you focus on your work.
- Set specific, realistic daily goals to help you focus on each day’s tasks.
- Use the SQ3R system (survey, question, read, retrieve, review) to master material covered in your text.
- When you achieve your daily goals, reward yourself with something that you value.

4. Do You Need to Revise Your New Schedule?

- Allocate extra study time for courses that are more difficult, and a little less time for courses that are easy for you.
- Study your test results to help determine a more effective balance in your schedule.
- Make sure your schedule is not too ambitious. Gradually establish a schedule that will be effective for the long term.



Psychology's Roots

Psychological Science Is Born
Contemporary Psychology



Four Big Ideas in Psychology

Big Idea 1: Critical Thinking Is Smart Thinking

Big Idea 2: Behavior Is a Biopsychosocial Event

Big Idea 3: We Operate With a Two-Track Mind
(Dual Processing)

Big Idea 4: Psychology Explores Human Strengths
as Well as Challenges



Why Do Psychology?

The Limits of Intuition and Common Sense

The Scientific Attitude: Curious, Skeptical,
and Humble



How Do Psychologists Ask and Answer Questions?

The Scientific Method

Description

Correlation

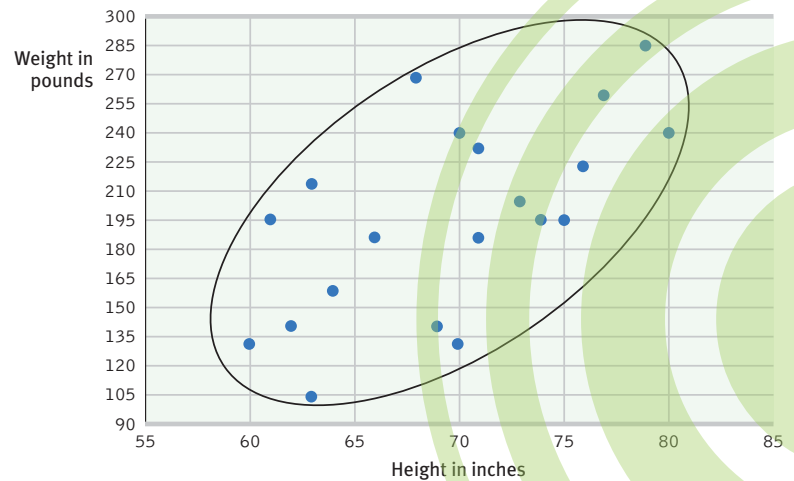
Experimentation



Frequently Asked Questions About Psychology



Improve Your Retention —and Your Grades



1 Psychology's Roots, Big Ideas, and Critical Thinking Tools

A note to our readers: I am delighted to welcome Nathan DeWalt as co-author for this edition of Psychology in Everyday Life. He led our shared revision work for Chapters 4, 10, 11, and 14.



Hoping to understand themselves and others, millions turn to psychology, as you now do. What do psychologists really know? “What’s it like being married to a psychologist?” people have occasionally asked my wife. “Does he use his psychology on you?”

“So, does your Dad, like, analyze you?” my children were asked many times by friends.

“What do you think of me?” asked one barber, hoping for an instant personality analysis after learning that I am a psychologist.

For these questioners, as for most people whose ideas about psychology come from the Internet and popular shows, psychologists analyze personality, examine crime scenes, and testify in court. They offer counseling and dispense ideas about parenting, the path to love and happiness, and even the meaning of dreams. Yet psychologists do much more. Psychology’s roots are broad, its ideas are big, and its investigations are scientific. Consider some of the questions psychologists study that you may also wonder about:

- Have you ever found yourself reacting to something as one of your biological parents would—perhaps in a way you vowed you never would—and then wondered how much of your personality you inherited? *How much are we shaped by our genes, and how much by our home and community environments?*
- Have you ever worried about how to act among people of a different culture, race, gender, or sexual orientation? *In what ways are we alike as members of the human family? How do we differ?*
- Have you ever awakened from a nightmare and, with a wave of relief, wondered why you had such a crazy dream? *How often, and why, do we dream?*
- Have you ever played peekaboo with a 6-month-old and wondered why the baby finds the game so delightful? The infant seems to think you actually disappear, only to reappear again like magic. *What do babies actually perceive and think?*
- What do you think leads to success in life? *Are some people just born smarter? Can we make it on intelligence alone? What about creativity and emotional intelligence? How about self-control?*
- Are people affected by the changing ways we communicate? *How do today’s electronic media influence how we think and how we relate to each other?*

