Psychology Applied to Modern Life

Adjustment in the 21st Century

Weiten | Dunn | Hammer

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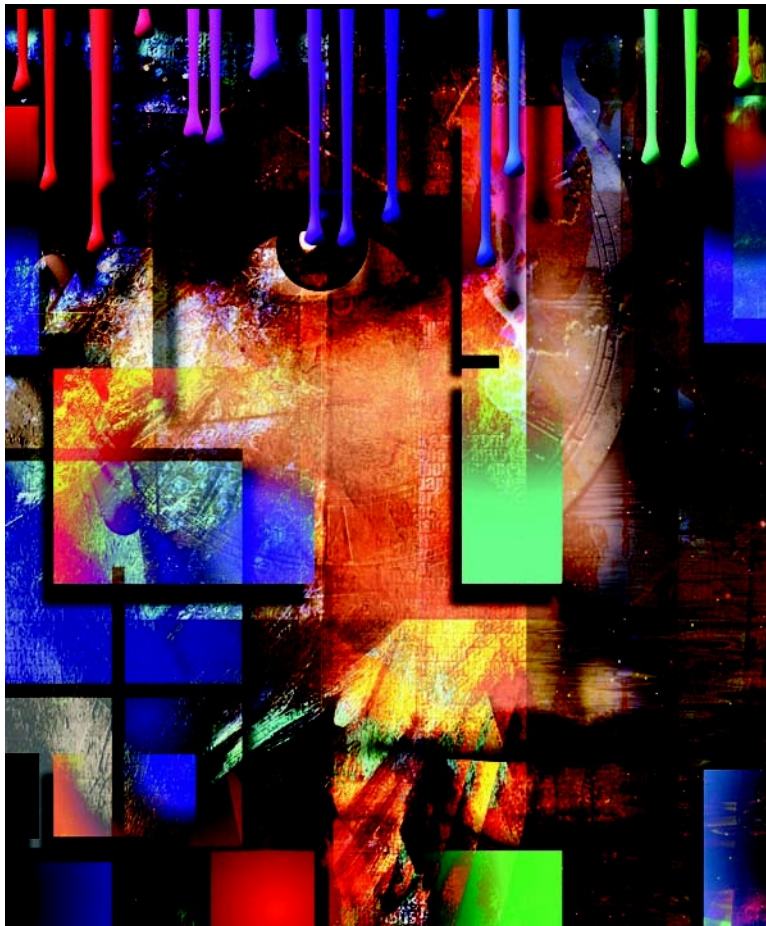**TWELFTH EDITION**

Psychology Applied to Modern Life

ADJUSTMENT IN THE 21ST CENTURY

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To two pillars of stability in this era
of turmoil—my parents
W.W.

To the memory of my mother,
Dah Kennedy Dunn, and brother,
James L. Dunn, Jr.
D.S.D.

To Elliott, of course
E.Y.H.

About the Authors

WAYNE WEITEN is a graduate of Bradley University and received his Ph.D. in social psychology from the University of Illinois, Chicago, in 1981. He has taught at the College of DuPage and Santa Clara University, and currently teaches at the University of Nevada, Las Vegas. He has received distinguished teaching awards from Division Two of the American Psychological Association (APA) and from the College of DuPage. He is a Fellow of Divisions 1, 2, and 8 of the American Psychological Association and a Fellow of the Midwestern Psychological Association. In 1991, he helped chair the APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology. He is a former president of the Society for the Teaching of Psychology and the Rocky Mountain Psychological Association. In 2006, one of the six national teaching awards given annually by the Society for the Teaching of Psychology was named in his honor. Weiten has conducted research on a wide range of topics, including educational measurement, jury decision making, attribution theory, pressure as a form of stress, and the technology of textbooks. He is also the author of *Psychology: Themes & Variations* (Cengage, 2017, 10th edition). Weiten has created an educational CD-ROM titled *PsykTrek: A Multimedia Introduction to Psychology*, and he recently coauthored a chapter on the introductory psychology course for *The Oxford Handbook of Undergraduate Psychology Education* (Weiten & Houska, 2015).

DANA S. DUNN earned his B.A. in psychology from Carnegie Mellon and received his Ph.D. in social psychology from the University of Virginia. He is currently professor of psychology at Moravian College in Bethlehem, Pennsylvania. He chaired the psychology department at Moravian for six years. A Fellow of the Association for Psychological Science (APS) and the American Psychological Association (Divisions 1, 2, and 22), Dunn served as president of the Society for the Teaching of Psychology in 2010. A frequent speaker at national and regional disciplinary conferences, Dunn has written numerous articles, chapters, and book reviews concerning his areas of research interest: the teaching of psychology, social psychology, rehabilitation psychology, and educational assessment. He is the author or editor for thirty books, including *Pursuing Human Strengths: A Positive Psychology Guide* (2016), *The Social Psychology of Disability* (2015), and *The Oxford Handbook of Undergraduate Psychology Education* (2015). In 2013, Dunn received the Charles L. Brewer Award for Distinguished Teaching of Psychology from the American Psychological Foundation.

ELIZABETH YOST HAMMER earned her B.S. in psychology from Troy State University and received her Ph.D. in experimental social psychology from Tulane University. She is currently the Kellogg Professor in Teaching in the Psychology Department and Director of the Center for the Advancement of Teaching and Faculty Development (CAT+) at Xavier University of Louisiana in New Orleans. Her work in CAT+ includes organizing pedagogical workshops and faculty development initiatives. She is a Fellow of Division Two of the American Psychological Association and is a past president of Psi Chi, the International Honor Society in Psychology. She has served as the treasurer for the Society for the Teaching of Psychology. She is passionate about teaching and has published on collaborative learning, service learning, the application of social psychological theories to the classroom, and mentoring students.

To the Instructor

Many students enter adjustment courses with great expectations. They've ambled through their local bookstores, and in the "Psychology" section they've seen numerous self-help books that offer highly touted recipes for achieving happiness for a mere $15.95. After paying far more money to enroll in a college course that deals with the same issues as the self-help books, many students expect a revelatory experience. However, the majority of us with professional training in psychology or counseling take a rather dim view of self-help books and the pop psychology they represent. Psychologists tend to see this literature as oversimplified, intellectually dishonest, and opportunistic and often summarily dismiss the pop psychology that so many students have embraced. Instructors try to supplant pop psychology with more sophisticated academic psychology based on current scholarship, which is more complex and less accessible.

In this textbook, we have tried to come to grips with the problem of differing expectations between student and teacher. Our goal has been to produce a comprehensive, serious, research-oriented treatment of the topic of adjustment that also acknowledges the existence of popular psychology and looks critically at its contributions. Our approach involves the following:

- In Chapter 1 we confront the phenomenon of popular self-help books. We take students beneath the seductive surface of such books and analyze some of their typical flaws. Our goal is to make students more critical consumers of this type of literature by encouraging them to focus on substance, not on trendy claims.
- While encouraging a more critical attitude toward self-help books, we do not suggest that all should be dismissed. Instead, we acknowledge that some of them offer authentic insights. With this in mind, we highlight some of the better books in this genre in Recommended Reading boxes sprinkled throughout the text. These recommended books tie in with the adjacent topical coverage and show the student the interface between academic and popular psychology.
- We try to provide the student with a better appreciation of the merits of the empirical approach to understanding behavior. This effort to clarify the role of research, which is rare for an adjustment text, appears in the first chapter.
- Recognizing that adjustment students want to leave the course with concrete, personally useful information, we end each chapter with an Application section. The Applications are "how to" discussions that address everyday problems students encounter. While they focus on issues that are relevant to the content of the particular chapter, they contain more explicit advice than the text proper.

In summary, we have tried to make this book both challenging and applied. We hope that our approach will help students better appreciate the value and use of scientific psychology.

Philosophy

A certain philosophy is inherent in any systematic treatment of the topic of adjustment. Our philosophy can be summarized as follows:

- We believe that an adjustment text should be a resource book for students. We have tried to design this book so that it encourages and facilitates the pursuit of additional information on adjustment-related topics. It should serve as a point of departure for more learning.
- We believe in theoretical eclecticism. This book will not indoctrinate your students along the lines of any single theoretical orientation. The psychodynamic, behavioral, and humanistic schools of thought are all treated with respect, as are cognitive, biological, cultural, evolutionary, and other perspectives.
- We believe that effective adjustment requires taking charge of one's own life. Throughout the book we try to promote the notion that active coping efforts are generally superior to passivity and complacency.

Changes in the Twelfth Edition

One of the exciting things about psychology is that it is not a stagnant discipline. It continues to progress at what seems a faster and faster pace. A good textbook must evolve with the discipline. Although the professors and students who used the earlier editions of this book did not clamor for change, we have made countless content changes to keep up with new developments in psychology—adding and deleting some topics, condensing and reorganizing others, and updating everything (there are more than 1200 new references). A brief overview of some of these changes, listed chapter-by-chapter, can be found on pages viii–xii following this preface.

The most significant change in this edition is the addition of a feature we call *Spotlight on Research*. Each chapter has one Spotlight on Research, which provides a detailed but brief summary of a particular piece of research. Showing research methods in action should improve students' understanding of the research process.

In addition to this new feature, we have strived to enhance the pedagogical value of our photo program by pairing each photo with an explanatory caption and eliminating photos that were largely decorative. To increase the clarity of the book's organization, we now number all the major headings in the chapters. Moreover, we made a concerted effort to achieve more succinct writing. The manuscript length of each chapter (in words) has been reduced by 10% to 17%.

This reduction in length allowed us to move to a dramatically different book design, which for the first time is mostly a

single-column design. This approach results in a much cleaner, open, student-friendly look. Instructors who know the book will notice that quite a few new figures have been added and that many familiar ones have been updated to resonate with the book's new look.

As already noted, we incorporated many new research citations into this edition in order to represent the expansion of the psychological literature since the previous edition went to print. At the same time, we were mindful about the problem posed to student readers when they are confronted with too many citations. Thus, at the same time that we added new references, we carefully culled many older ones to control the density of citations. So, even though we have added more than 1200 new references, the total number of citations in the chapters has declined by an average of 20%.

The online version of the text housed in MindTap features a variety of other changes. In MindTap, each chapter begins with an enticing engagement activity in which students attempt to answer questions about four common myths about behavior related to the chapter content. MindTap also incorporates twenty-six new Concept Clips, which are entertaining, animated, graphic overviews of important concepts, complete with audio narration. We are confident your students will greatly enjoy this new pedagogical aid. Furthermore, for each chapter, MindTap now provides three multiple-choice tests that can be assigned as Practice Tests or scored as low-stakes tests. Students' scores on these tests can automatically flow into instructors' electronic grade books. The MindTap version of the text also includes two other valuable features—the Appendix on Sustainability and the Reel Research boxes, which were formerly found in the print book.

Writing Style

This book has been written with the student in mind. We have tried to integrate the technical jargon of our discipline into a relatively informal and down-to-earth writing style. We use concrete examples extensively to clarify complex concepts and to help maintain student interest. Although we now have three authors, the original author of this book (Wayne Weiten) continues to do the final rewrite of all sixteen chapters to ensure stylistic consistency.

Features

This text contains a number of features intended to stimulate interest and enhance students' learning. These special features include the aforementioned Spotlights on Research, Applications, Recommended Reading boxes, Learn More Online boxes, Practice Tests, a didactic illustration program, cartoons, and the *Personal Explorations Workbook*.

Spotlights on Research

In each Spotlight on Research, an interesting study is presented in the conventional purpose-method-results-discussion format

seen in journal articles, followed by critical thinking questions. The intent is to foster understanding of how empirical studies are conducted and to enhance students' ability to think critically about research while also giving them a painless introduction to the basic format of journal articles. The Spotlights on Research are fully incorporated into the flow of discourse in the text and are *not* presented as optional boxes. Some examples of the topics covered include:

- Stress-induced eating
- Hugs and social support
- Autism and vaccinations
- Internet therapy
- The effects of red clothing on attraction
- Oxytocin and fidelity

Applications

The end-of-chapter Applications should be of special interest to most students. They are tied to chapter content in a way that should show students how practical applications emerge out of theory and research. Although some of the material covered in these sections shows up frequently in adjustment texts, much of it is unique. Some of the Applications include the following:

- Understanding Intimate Violence
- Improving Academic Performance
- Understanding Eating Disorders
- Getting Ahead in the Job Game
- Building Self-Esteem
- Enhancing Sexual Relationships
- Boosting One's Own Happiness

Recommended Reading Boxes

Recognizing students' interest in self-help books, we have sifted through hundreds of them to identify some that may be especially useful. These books are featured in boxes that briefly review some of the higher-quality books, several of which were published recently. These Recommended Reading boxes are placed where they are germane to the material being covered in the text. Some of the recommended books are well known, whereas others are less so. Although we make it clear that we don't endorse every idea in every book, we think they all have something worthwhile to offer. This feature replaces the conventional suggested readings lists that usually appear at the ends of chapters, where they are almost universally ignored by students.

Learn More Online

The Internet is rapidly altering the landscape of modern life, and students clearly need help dealing with the information explosion in cyberspace. To assist them, we have come up with some recommendations regarding websites that appear to provide reasonably accurate, balanced, and empirically sound information. Short descriptions of these recommended Learn More Online websites are dispersed throughout the chapters, adjacent to related topical coverage. Because URLs change frequently,

we have not included them in the book. Insofar as students are interested in visiting these sites, we recommend that they do so by using a search engine such as Google to locate and access the URLs.

Practice Tests

Each chapter ends with a ten-item multiple-choice Practice Test that should give students a fairly realistic assessment of their mastery of that chapter and valuable practice in taking the type of test that many of them will face in the classroom (if the instructor uses the Test Bank). This feature grew out of some research on students' use of textbook pedagogical devices (see Weiten, Guadagno, & Beck, 1996). This research indicated that students pay scant attention to some standard pedagogical devices. When students were grilled to gain a better understanding of this perplexing finding, it quickly became apparent that students are pragmatic about pedagogy. Essentially, their refrain was "We want study aids that will help us pass the next test." With this mandate in mind, we added the Practice Tests. They should be very realistic, given many of the items came from the Test Banks for previous editions (these items do not appear in the Test Bank for the current edition).

Didactic Illustration Program

The illustration program is once again in full color, and as already noted, many new figures have been added along with extensive redrawing of many graphics. Although the illustrations are intended to make the book attractive and to help maintain student interest, they are not merely decorative: They have been carefully selected and crafted for their didactic value to enhance the educational goals of the text.

Cartoons

A little comic relief usually helps keep a student interested, so we've sprinkled numerous cartoons throughout the book. Like the figures, these have been chosen to reinforce ideas in the text.

Personal Explorations Workbook

As mentioned earlier, the *Personal Explorations Workbook* can be found in the very back of the text. It contains experiential exercises for each text chapter, designed to help your students achieve personal insights. For each chapter, we have included one Self-Assessment exercise and one Self-Reflection exercise. The self-assessments are psychological tests or scales that students can take and score for themselves. The self-reflections consist of questions intended to help students think about themselves in relation to issues raised in the text. These exercises can be invaluable homework assignments. To facilitate assigning them as homework, we have printed the workbook section on perforated paper, so students can tear out the relevant pages and turn them in. In addition to providing easy-to-use homework assignments, many of these exercises can be used in class to stimulate lively discussion.

Learning Aids

A number of learning aids have been incorporated into the text to help the reader digest the wealth of material:

- The *outline* at the beginning of each chapter provides the student with a preview and overview of what will be covered.
- *Headings* are used extensively to keep material well organized.
- To help alert your students to key points, *learning objectives* are distributed throughout the chapters, after the main headings.
- *Key terms* are identified with **blue italicized boldface** type to indicate that these are important vocabulary items that are part of psychology's technical language.
- An *integrated running glossary* provides an on-the-spot definition of each key term as it is introduced in the text. These formal definitions are printed in **blue boldface** type.
- An *alphabetical glossary* is found in the back of the book, as key terms are usually defined in the integrated running glossary only when they are first introduced.
- *Italics* are used liberally throughout the text to emphasize important points.
- A *chapter review* is found at the end of each chapter. Each review includes a concise summary of the chapter's key ideas, a list of the key terms that were introduced in the chapter, and a list of important theorists and researchers who were discussed in the chapter.

Supplementary Materials

A complete teaching/learning package has been developed to supplement *Psychology Applied to Modern Life*. These supplementary materials have been carefully coordinated to provide effective support for the text. This package of supplementary materials includes the *Instructor's Manual, Cognero®,* online PowerPoints, and MindTap.

Instructor's Manual

The *Instructor's Manual* is available as a convenient aid for your educational endeavors. It provides a thorough overview of each chapter and includes a wealth of suggestions for lecture topics, class demonstrations, exercises, and discussion questions, organized around the content of each chapter in the text.

Cengage Learning Testing Powered by Cognero®

Cengage Learning Testing Powered by Cognero® is a flexible, online system that allows you to import, edit, and manipulate content from the text's Test Bank or elsewhere, including your own favorite test questions; create multiple test versions in an instant; and deliver tests from your Course Management System, your classroom, or wherever you want.

The content, revised by Jeremy Houska of Centenary College, is made up of an extensive collection of multiple-choice questions for objective tests, all closely tied to the learning objectives found in the text chapters. We're confident that you will find this to be a dependable and usable test bank.

Online PowerPoints

Vibrant Microsoft® PowerPoint® lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.

MindTap

MindTap® is the digital learning solution that helps instructors engage and transform today's students into critical thinkers. Through paths of dynamic assignments and applications that you can personalize, real-time course analytics, and an accessible reader, MindTap helps you turn cookie-cutter into cutting-edge, apathy into engagement, and memorizers into higher-level thinkers.

As an instructor using MindTap, you have at your fingertips the right content and a unique set of tools curated specifically for your course, all in an interface designed to improve workflow and save time when planning lessons and course structure. The control to build and personalize your course is all yours, focusing on the most relevant material while also lowering costs for your students. Stay connected and informed in your course through real-time student tracking that provides the opportunity to adjust the course as needed based on analytics of interactivity in the course.

Highlights of Content Changes in the Twelfth Edition

To help professors who have used this book over many editions, we are providing an overview of the content changes in the current edition. The following list is not exhaustive, but it should alert faculty to most of the major changes in the book.

CHAPTER 1: Adjusting to Modern Life

New discussion of how leisure time and sleep have declined in our fast-paced modern society

Updated information on the likelihood of choice overload

New discussion of possession overload and compulsive buying syndrome

New coverage of escalating financial stress and how materialism undermines well-being

New coverage of "affluenza" and its societal repercussions

New Spotlight on Research provides an example of naturalistic observation focusing on how larger plate sizes lead to increased eating at real-world buffets

New example of case study research evaluating anxiety and depressive disorders as risk factors for dementia

New example of survey research describes a Danish study on age trends in the experience of hangovers after binge drinking

New example of how correlational methods broaden the scope of phenomena that can be studied

New discussion of how subjective well-being is predictive of important life outcomes

New research on how spending on experiences rather than material goods, and on others rather than oneself, are associated with greater happiness

New data on gender and happiness

Revised coverage of the association between social relations and subjective well-being

New coverage of the link between leisure activity and subjective well-being

New data on how many students embrace flawed models of how they learn and remember

New discussion of how students overestimate their ability to multi-task while studying

Revised discussion of the value of text highlighting in the coverage of study skills

New research on how surfing the Internet in class undermines academic performance and distracts fellow students

New research showing that taking notes on a laptop leads to shallower processing and reduced learning

New findings on test-enhanced learning

CHAPTER 2: Theories of Personality

New data on Big Five correlates of income, entrepreneurial activity, and longevity

New research relating reduced reliance on defense mechanisms to progress in therapy

New overview of empirical findings on the functions and health consequences of defensive behavior

New research on the effects of a repressive coping style

New discussion of how psychoanalytic theories depend too heavily on case studies

New summary of contradictory evidence related to Freudian theory

New research on the correlates of self-efficacy

New research supporting a key tenet of Maslow's hierarchy of needs

New meta-analytic findings on the heritability of personality

New findings on correlations between personality traits and reproductive fitness

New research relating narcissism to behavior on social media sites

New research relating narcissism to empathy, consumer preferences, and social class

New coverage of the distinction between grandiose narcissism and vulnerable narcissism

New findings on gender differences in narcissism

Revised assessment of the cross-cultural universality of the five-factor model

New data on the inaccuracy of perceptions of national character

New coverage of individualism versus collectivism in relation to self-enhancement

New featured study on individualism, collectivism, and the accuracy of self-perceptions

New, more favorable meta-analytic findings on the validity of Rorschach scoring

New discussion of the public exposure of the Rorschach inkblots on the Internet

CHAPTER 3: Stress and Its Effects

Revised to include a recent "Stress in America" survey from the American Psychological Association

New figure with recent national data on reported sources of stress

New data on physical health following Hurricane Katrina

New research on daily hassles and mortality in the elderly

New discussion of the stress mindset

New data on environmentally healthy neighborhoods and life satisfaction of residents

Expanded coverage of poverty as a source of stress

New research on antigay stigmas and health disparities

New coverage of the stress response and the ability to verbally characterize emotions

New data on positive emotional style and longevity

New discussion of stress and neurogenesis

New research on stress and memory improvement

New discussion of media exposure to trauma and PTSD symptoms

New discussion of the curvilinear relationship between lifetime adversity and mental health

New data on social support and inflammation

New discussion of superficial social interaction and well-being

New featured study on the role of hugs in social support

New cross-cultural data on optimism and health

CHAPTER 4: Coping Processes

Revised coverage of aggression and catharsis

New discussion of comfort foods and stress-induced eating

New Spotlight on Research on stress-induced eating

New discussion of stress-induced shopping

New description of the subtypes of Internet addiction

New cross-cultural research on the prevalence of Internet addiction

Expanded discussion of the correlates of Internet addiction

New discussion of research on the importance of timing when humor is used as a coping mechanism

New figure outlining the essential components of emotional intelligence

New discussion of research on mediation and compassion

New figure on the effect of meditation on helping behavior

New discussion of self-forgiveness as an emotion-based coping strategy

Two new websites profiled in the Learn More Online feature

CHAPTER 5: Psychology and Physical Health

New discussion of two causes of death that are not due to lifestyle factors—Alzheimer's and Parkinson's Diseases, respectively—that are linked instead to longer lifespan

New figure and discussion concerning leading causes of death linked to four ethnic groups in the United States

New discussion of other negative emotions beyond anger and hostility that are linked to heart disease

New, broader discussion of how lack of social support is a predictor of heart disease

New discussion of how working through anger constructively can prevent coronary incidents

New discussion of the very weak connections between psychosocial factors and cancer onset, and new focus on psychological interventions that improve cancer victims' quality of life

Updated figure illustrating the great variety of stress-linked health problems

New discussion of novel psychosocial factors, such as loneliness and social standing, which can compromise immune functioning

New research on college students' smoking habits, especially in relation to use of e-cigarettes and water pipes

New Spotlight on Research on whether smoking can be decreased via monetary incentives

New Recommended Reading profiling *The Longevity Project*

New information on the benefits of relatively modest amounts of exercise

New consideration of how walking is identified as a solid and beneficial form of exercise

New figure illustrates the declines in incidence, prevalence, and deaths from AIDS in the United States since the mid-1990s

New discussion of how to present medical instructions in order to increase adherence rates

New comparison of the term *narcotic*, which is seen as pejorative, with the term *opioid*, which is less recognized and understood by the public

New discussion of the context for legalization of marijuana for recreational and medicinal purposes in some locales, while highlighting benefits and liabilities of legalization

CHAPTER 6: The Self

New discussion of the fit between positive selves and situation contexts as a source of beneficial motivation

New Spotlight on Research on possible selves and late life depression

New review of social neuroscience work on social comparison theory, neural responses, and social status

New discussion of individualism and collectivism as being a part of social class differences within subcultures in the United States

Revised coverage of the correlates of self-esteem

New attention to the fact that a benefit of high self-esteem, such as task persistence following a negative evaluation, can come with interpersonal costs

New, extended discussion of the Dunning-Krueger effect and positive distortions in self-assessment

New examples of the better-than-average effect

New mention of how downward comparisons can be applied beneficially to oneself

New Recommended Reading profiling *The Marshmallow Test*

New studies revealing the benefits and risks of ingratiation as an impression management strategy

New figure illustrates the ways in which people use ingratiation and self-promotion in job interviews

New research indicating that self-promotion can be effective when an audience is cognitively busy during a presentation

New discussion of how people's high or low self-monitoring can be predicted reasonably well by their posts on Facebook

New suggestions on how to cultivate a new strength in the Application on building self-esteem

CHAPTER 7: Social Thinking and Social Influence

New discussion of an overlooked dimension of attributions: intentional versus unintentional behaviors

New discussion of research that reduces the incidence of the confirmation bias

New discussion indicating that older adults' health behaviors, which can be compromised by a crisis, are examples of health-related self-fulfilling prophecies

New and enhanced explanation of the costs of social categorization into groups

New explanation for the operation of the attractiveness stereotype

New fMRI study demonstrating that reliance on the fundamental attribution error is predictable based on activity in a particular part of the brain

New Spotlight on Research examining the influence of race and stereotypes on visual processing and behavior

New examples linking social dominance orientation to aggression in adolescence and efforts to maintain the status quo

New discussion of nationalism as a source of prejudice between groups

New Recommended Reading profiling *Blindspot: Hidden Biases of Good People*

New, broader discussion of social identity theory's influence on self-esteem as a source of aggression

New discussion of how imagined contact with stigmatized outgroup members can promote prejudice reduction

New figure listing most to least trustworthy occupational groups

New figure listing tactics for resisting persuasive appeals

New field study demonstrates a positive form of compliance in response to a prosocial request

CHAPTER 8: Interpersonal Communication

New Recommended Reading profiling *Clash! How to Thrive in a Multicultural World*

New Spotlight on Research on communicating social relationships by photo-messaging

New discussion of the lack of empirical evidence that online sources of social support lead to improved health or reduced negative outcomes

New material on why people sometimes fail to maintain privacy in online venues

New discussion of how the presence of rapid saccadic eye movements can nonverbally indicate when someone is lying

New discussion of research indicating closer personal distance can increase tipping by customers

New research on how the recognition of facial expressions is influenced by their frequency of occurrence

New material on display rules for emotion, which are discussed in terms of whether they occur in or outside of work, as well as whether they are influenced by the larger culture

New discussion of emoji, accompanied by a new graphic showing many emoji

New data on accuracy in detecting lies under high-stakes conditions

New coverage reviewing how higher assessed nonverbal sensitivity enables individuals to make more accurate judgments of others' personalities based on online profile information

New research concerning online self-disclosure as a predictor of honesty, intent, and whether status updates contain positive or negative content

New data linking laughter to self-disclosure

New discussion of how critical self-talk is associated with communication apprehension and anxiety regarding public speaking

New material on classroom layout as a means to enhance communication effectiveness as well as student comfort when presenting to others

New discussion of conversational rerouting and diversionary interrupting as forms of self-preoccupation associated with monopolizing conversations

New examples of aggressive, assertive, and submissive requests

CHAPTER 9: Friendship and Love

New research on the complexity of the link between familiarity and attraction

New coverage of the influence of red clothing on men's perceptions of women's attractiveness

New Spotlight on Research exploring limits to the link between the color red and attraction

New discussion of Montoya and Horton's two-dimensional model of attraction

New discussion of the relevance of reciprocal self-disclosure in establishing relationships

New introduction to the importance of relationship maintenance activities

New coverage of Hall's six friendship standards

New meta-analysis on gender differences in friendship expectations

New discussion of friendship maintenance strategies in response to conflict

New research on partner buffering to improve relational outcomes for individuals with insecure attachment

New discussion of the types of threats to relationships

New research on individual differences in adjustment after nonmarital breakups

New Recommended Reading profiling *Alone Together*

New discussion of advantages of online over face-to-face dating

New graphic on contemporary attitudes about online dating

New research finding a curvilinear relationship between the amount of communication in online dating and the quality of the initial face-to-face meeting

New coverage of the heritability of loneliness

New research on the link between loneliness and physical health

CHAPTER 10: Marriage and the Family

New discussion of the Supreme Court ruling that legalized same-sex marriage nationwide

Updated coverage of interracial couples

Updated data on voluntary childlessness, noting recent decline in rates

New discussion of postpartum depression as a "disease of modern civilization"

New research that challenges the view that nonparents are happier than parents

New Spotlight on Research comparing parents and nonparents in regard to positive emotions

New coverage of grandparents caregiving for children in later life

New research on division of labor among lesbian couples

New data on the financial practices of highly satisfied couples

New Recommended Reading profiling *The Seven Principles for Making Marriage Work*

New discussion of the "all-or-nothing" model of marriage

New section on same-sex marriages

New discussion of same-sex couples' stepfamilies

New data on the relationship between cohabitation motivation and relationship satisfaction

Updated data on the prevalence of date rape

CHAPTER 11: Gender and Behavior

New findings on the possible bases of gender disparities in spatial abilities

New discussion of gender differences in academic achievement in addition to cognitive abilities

Updated data from U.S. Department of Justice on female inmates (as an indicator of gender differences in aggression)

Introduced the concept of *neurosexism*

New discussion of the myth that hormones have a gender

New Spotlight on Research on the impact of gender-socialized play on career perceptions

New data on depictions of males and females in picture books

New discussion of how parents communicate gender messages while reading picture books

New discussion of the impact of the stereotype of the "underachieving male" in schools

Updated data from Neilsen Research Group on TV viewing habits of children

New research on how TV and video games promote gender stereotypes

New data on gender role distress and sexual risk taking in males

New coverage of transgendered identities

New coverage of gender fluidity

New Application on gender in the workplace

New discussion of benevolent sexism

Expanded coverage of the glass ceiling

New discussion of Queen Bees in the workplace

New coverage of who is likely to be a target of sexual harassment

New discussion of the mental and physical effects of sexism and sexual harassment

New information on ways a workplace can reduce sexism and sexual harassment

CHAPTER 12: Development and Expression of Sexuality

In discussion of sexual identity, added a definition for *asexuals*

New coverage of body image as a component of sexual identity

New recommended reading profiling *Sexual Intelligence*

New discussion of the effects of sexually explicit video games

New discussion of sexual fluidity in the coverage of sexual orientation

New discussion of how the belief that the vast majority of people are either straight or gay is a misleading oversimplification

New coverage of birth-order effects and sexual orientation

New data on attitudes toward homosexuality

New findings on the effects of others' reactions to one's coming out

New data on features of sexual fantasies

New data on the prevalence of hooking up among college students and outcomes of friends with benefits relationships

New discussion of sexting

New Spotlight on Research on the hormone oxytocin and its relationship to infidelity

Updated data on unintended and teen pregnancies

Updated data on HIV and HPV infections

CHAPTER 13: Careers and Work

Two new suggestions added to the discussion of the kinds of information one should pursue about specific occupations

New discussion of the value of job shadowing once potential professions are identified

New information on whether to pursue a job, a career, or a calling is discussed as an important consideration for planning one's future work

New data concerning women's participation in the labor force

New projections regarding the twenty occupations expected to grow the fastest between 2012 and 2022

New review of job quality dimensions where women lag behind men due to job segregation

New discussion of role overload as a source of workplace stress

New conclusion regarding how occupational stress can be reduced

New discussion of an experiment that reduced acceptance of myths regarding sexual harassment as well as the likelihood of engaging in harassment behaviors

New Spotlight on Research exploring how work-family conflict affects workers' quantity and quality of sleep

New discussion of how résumé-writing workshops can enhance students' skills at producing a good résumé

New information detailing questions an interviewee can ask during a job interview

New discussion of the importance of nonverbal cues in the job interview

CHAPTER 14: Psychological Disorders

Expanded discussion of how the stigma of mental illness is a source of stress and an impediment to treatment

New discussion of the exponential growth of the DSM system and its tendency to medicalize everyday problems

New Recommended Reading profiling *Saving Normal*

New discussion of how people with generalized anxiety disorder hope their worry will prepare them for the worst and its association with physical health problems

Agoraphobia covered as an independent disorder rather than a complication of panic disorder

Expanded description of agoraphobia, emphasizing the central role of fear that it will be difficult to escape threatening situations

Added discussion of whether people with OCD have insight into their irrationality and new information on the lack of gender differences in the prevalence of OCD

New research linking OCD to broad impairments in executive function

Added explanation of why multiple personality disorder was renamed dissociative identity disorder

Revised explanation of socio-cognitive views of dissociative identity disorder

New clarification that not all individuals with bipolar illness experience episodes of depression

Revised data on the prevalence and health consequences of depression

New data relating severity of depression and sense of hopelessness to suicidality

New research linking heightened reactivity in the amygdala to vulnerability to depression

New coverage of stormy social relations as a source of stress generation in the etiology of depression

New discussion of how stress becomes progressively less of a factor as people go through more recurrences of episodes of depression

New tabular overview of positive and negative symptoms in schizophrenia

New research linking low IQ to vulnerability to schizophrenia

New MRI data on schizophrenia linking it to reduced volume in the hippocampus, thalamus, and amygdala

Updated coverage of brain overgrowth as etiological factor in autism spectrum disorder

New Spotlight on Research on the myth that vaccines are a cause of autism

New section on personality disorders, including a table describing all ten DSM-5 personality disorder diagnoses

New coverage of antisocial personality disorder, narcissistic personality disorder, and borderline personality disorder

New discussion of the etiology of personality disorders

Streamlined coverage of eating disorders

New mention of peer influence and history of child abuse as etiological factors in eating disorders

Two new Learn More Online recommendations

CHAPTER 15: Psychotherapy

New findings on the importance of empathy and unconditional positive regard to therapeutic climate

New coverage of common factors as an explanation for the beneficial effects of therapy

New empirical effort to partition the variance in therapeutic outcomes to quantify the influence of common factors

Streamlined coverage of insight therapies

New data on prescription trends for antianxiety, antipsychotic, antidepressant, and mood-stabilizing drugs

New discussion of long-acting, injectable antipsychotic medications

Revised coverage of the side effects of SSRI antidepressants

New data on whether FDA warnings about antidepressants have impacted suicide rates

New data on antidepressant dosage levels in relation to suicide risk

New coverage of how the medicalization of psychological disorders has undermined the provision of insight therapy

New findings on relapse rates after ECT treatment

New research on ECT and autobiographical memory loss

New research on the effect of ethnic matching between therapist and client

New discussion of the need for culturally competent treatment of sexual minorities

New Spotlight on Research on whether Internet therapies are as effective as face-to-face therapies

CHAPTER 16: Positive Psychology

New figure allows readers to assess their current level of flourishing

New discussion of research pointing to clinical implications and interventions for increasing thought speed and positive mood

New research demonstrates that physical activity not only generates positive emotions but also builds psychosocial resource reserves, whereas sedentary behavior creates negative emotions and reduces psychosocial reserves

New discussion of flow's relationship to personality factors

New research linking mindfulness to the slowing of a progressively fatal disease

New figure enabling readers to assess the degree to which they savor their present moments

New Recommended Reading profiling *Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do, and Become*

New Spotlight on Research on awe and prosocial behavior

New research on the noncognitive trait known as grit

New research concerning gratitude

New review of the intellectual divide between humanistic psychology and positive psychology

New material in the Application regarding gratitude journaling, a viable alternative to writing a gratitude letter

New suggestions for ways to spend money to promote happiness

Acknowledgments

This book has been an enormous undertaking, and we want to express our gratitude to the innumerable people who have influenced its evolution. To begin with, we must cite the contribution of our students who have taken the adjustment course. It is trite to say that they have been a continuing inspiration—but they have.

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The quality of a textbook depends greatly on the quality of the prepublication reviews by psychology professors around the country. The reviewers listed on pages xiv–xv have contributed to the development of this book by providing constructive reviews of various portions of the manuscript in this or earlier editions. We are grateful to all of them.

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To the Student

In most college courses, students spend more time with their textbooks than with their professors. Given this reality, it helps if you like your textbook. Making textbooks likable, however, is a tricky proposition. By its very nature, a textbook must introduce a great many new concepts, ideas, and theories. If it doesn't, it isn't much of a textbook, and instructors won't choose to use it—so you'll never see it anyway. Consequently, we have tried to make this book as likable as possible without compromising the academic content that your instructor demands. Thus, we have tried to make the book lively, informal, engaging, well organized, easy to read, practical, and occasionally humorous. Before you plunge into Chapter 1, let us explain some of the key features that can help you get the most out of the book.

Learning Aids

Mastering the content of this text involves digesting a great deal of information. To facilitate this learning process, we've incorporated a number of instructional aids into the book.

- *Outlines* at the beginning of each chapter provide you with both a preview and an overview of what will be covered. Think of the outlines as road maps, and bear in mind that it's easier to reach a destination if you know where you're going.
- *Headings* are used extensively to keep material well organized.
- To help alert you to key points, *learning objectives* are found throughout the chapters, immediately after the main headings.
- *Key terms* are identified with **blue italicized boldface** type to indicate that these are important vocabulary items that are part of psychology's technical language.
- An *integrated running glossary* provides an on-the-spot definition of each key term as it's introduced in the text. These formal definitions are printed in **blue boldface** type. It is often difficult for students to adapt to the jargon used by scientific disciplines. However, learning this terminology is an essential part of your educational experience. The integrated running glossary is meant to make this learning process as painless as possible.
- An *alphabetical glossary* is provided in the back of the book, as key terms are usually defined in the running glossary only when they are first introduced. If you run into a technical term that was introduced in an earlier chapter and you can't remember its meaning, you can look it up in the alphabetical glossary instead of backtracking to find the place where it first appeared.
- *Italics* are used liberally throughout the book to emphasize important points.
- A *chapter review* near the end of each chapter includes a thorough summary of the chapter and lists key terms and important theorists, with page references. Reading over these review materials can help ensure that you've digested the key points in the chapter.
- Each chapter ends with a ten-item *practice test* that should give you a realistic assessment of your mastery of that chapter and valuable practice taking multiple-choice tests that

will probably be representative of what you will see in class (if your instructor uses the test bank designed for this book).

Recommended Reading Boxes

This text should function as a resource book. To facilitate this goal, particularly interesting self-help books on various topics are highlighted in boxes within the chapters. Each box provides a brief description of the book. We do not agree with everything in these recommended books, but all of them are potentially useful or intriguing. The main purpose of this feature is to introduce you to some of the better self-help books that are available.

Learn More Online

To help make this book a rich resource guide, we have included Learn More Online boxes, which are recommended websites that can provide you with additional information on adjustment-related topics. As with the Recommended Reading boxes, we cannot say that we agree with everything posted on these websites, but we think they have some real value. The Learn More Online boxes are dispersed throughout the chapters, adjacent to related topical coverage. Because URLs change frequently, we have not included them for the Learn More Online boxes in the book. If you are interested in visiting these sites, we recommend that you use a search engine, such as Google, to locate the recommended websites.

Personal Explorations Workbook

The *Personal Explorations Workbook*, which can be found in the very back of the text, contains interesting, thought-provoking experiential exercises for each chapter. These exercises are designed to help you achieve personal insights. The Self-Assessment exercises are psychological tests or scales that you can take, so you can see how you score on various traits discussed in the text. The Self-Reflection exercises consist of questions intended to help you think about issues in your personal life in relation to concepts and ideas discussed in the text. Many students find these exercises to be quite interesting, even fun. Hence, we encourage you to use the *Personal Explorations Workbook*.

A Concluding Note

We sincerely hope that you find this book enjoyable. If you have any comments or advice that might help us improve the next edition, please write to us in care of the publisher, Cengage Learning, 500 Terry A. Francois Blvd., Second Floor, San Francisco, CA 94158. Finally, let us wish you good luck. We hope you enjoy your course and learn a great deal.

Wayne Weiten
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Adjusting to Modern Life

PIERRE VERDY/AFP/Getty Images

The immense Boeing 747 lumbers into position to accept its human cargo. The passengers make their way onboard. In a tower a few hundred yards away, air traffic controllers diligently monitor radar screens, radio transmissions, and digital readouts of weather information. At the reservation desk in the airport terminal, clerks punch up the appropriate ticket information on their computers and quickly process the steady stream of passengers. Mounted on the wall are video screens displaying up-to-the-minute information on flight arrivals, departures, and delays. Back in the cockpit of the plane, the flight crew calmly scans the complex array of dials, meters, and lights to assess the aircraft's readiness for flight. In a few minutes, the airplane will slice into the cloudy, snow-laden skies above Chicago. In a little more than four hours, its passengers will be transported from the piercing cold of a Chicago winter to the balmy beaches of the Bahamas. Another everyday triumph for technology will have taken place. ■

1.1 The Paradox of Progress

Learning Objectives
■ Describe three examples of the paradox of progress.
■ Explain what is meant by the paradox of progress and how theorists have explained it.

We are the children of technology. We take for granted such impressive feats as transporting 300 people over 1500 miles in a matter of hours. After all, we live in a time of unparalleled progress. Our modern Western society has made extraordinary strides in transportation, energy, communication, agriculture, and medicine. Yet despite our technological advances, social problems and personal difficulties seem more prevalent and more prominent than ever before. This paradox is evident in many aspects of contemporary life, as seen in the following examples.

Point. *Modern technology has provided us with countless time-saving devices.* Automobiles, vacuum cleaners, dishwashers, microwaves, personal computers, and communication via the Internet all save time. Today, smartphones allow people to fire off pictures or videos of what they are eating, doing, or seeing to friends who may be half a world away almost instantly. In a matter of seconds, a personal computer can perform calculations that would take months if done by hand.

Counterpoint. *Nonetheless, most of us complain about not having enough time.* Our schedules overflow with appointments, commitments, and plans. A recent survey of working parents revealed that a great many of them feel rushed, fatigued, and short on quality time with their family and friends (Pew Research Center, 2015). Part of the problem is that in our modern society, work follows people home or wherever they go, thanks to cell phones and email. Although work productivity has doubled since 1948, Mark Taylor (2014) points out that leisure time has declined steadily. Consistent with this observation, a recent *Time* magazine article reported that American workers are taking fewer and shorter vacations, leaving hard-earned paid vacation days on the table (Dickey, 2015). To deal with this time crunch, people have reduced their average sleep time from 8 hours a generation ago to just 6.5 hours a night (Crary, 2013). Sleep experts assert that American society suffers from an epidemic of sleep deprivation. Unfortunately, research indicates that chronic sleep loss can have significant negative effects on individuals' daytime functioning, as well as their mental and physical health (Banks & Dinges, 2011).

Point. *The range of life choices available to people in modern societies has increased exponentially in recent decades.* For example, Barry Schwartz (2004) describes how a simple visit to a local supermarket can require a consumer to choose from 285 varieties of cookies, 61 suntan lotions, 150 lipsticks, and 175 salad dressings. Although increased choice is most tangible in the realm of consumer goods and services, Schwartz argues that it also extends into more significant domains of life. Today, people tend to have unprecedented opportunities to make choices about how they will be educated (vastly more flexible college curricula are available, not to mention online delivery systems), how and where they will work (telecommuting presents employees with all sorts of new choices about how to accomplish their work), how their intimate relationships will unfold (people have increased freedom to delay

Barry Schwartz argues that people in modern societies suffer from choice overload. He maintains that the endless choices people are presented with lead them to waste countless hours weighing trivial decisions and ruminating about whether their decisions were optimal.

marriage, cohabit, not have children, and so forth), and even how they will look (advances in plastic surgery have made personal appearance a matter of choice).

Counterpoint. *Although increased choice sounds attractive, recent research suggests that an overabundance of choices has unexpected costs.* Studies suggest that when people have too many choices, they experience "choice overload" and struggle with decisions (White & Hoffrage, 2009). Having lots of choices does not *always* lead to choice overload, but it is a common phenomenon, especially when the choice set is complex, the decision task is difficult, and there is more uncertainty about one's preferences (Chernev, Böckenholt, & Goodman, 2015). Schwartz asserts that when choice overload occurs, it increases the potential for rumination, postdecision regret, and anticipated regret. Ultimately, he argues, the malaise associated with choice overload undermines individuals' happiness and contributes to depression. Interestingly, research data suggest that the incidence of depression has increased in recent decades (Twenge, 2014). Average anxiety levels have also gone up substantially (Twenge, 2011). It is hard to say whether choice overload is one of the chief culprits underlying these trends, but it is clear that increased freedom of choice has not resulted in enhanced tranquility or improved mental health.

Point. *Thanks in large part to technological advances, we live in an era of extraordinary affluence.* Undeniably, there are pockets of genuine poverty, but social critics argue convincingly that in North America and Europe the middle and upper classes are larger and wealthier than ever before (Easterbrook, 2003; Whybrow, 2005). Most of us take for granted things that were once considered luxuries, such as color television and air-conditioning. People spend vast amounts of money on expensive automobiles, computers, cell phones, and flat-screen TVs. Our homes bulge from "possession overload" even though the average size of new homes in the United States has doubled since the 1970s (de Graaf, Wann, & Naylor, 2014). The amount of money spent on luxury goods continues to increase at a rapid pace. Symptomatic of this trend, research suggests that many people in modern society are troubled by a *compulsive buying syndrome*, characterized by uncontrollable, impulsive, excessive shopping for things they don't need and often can't afford (Achtziger et al., 2015).

Counterpoint. *In spite of this economic abundance, research suggests that most people do not feel very good about their financial well-being.* For example, one recent survey found that almost three-quarters of Americans feel stressed about finances at least some of the time (APA, 2015). Another survey conducted by the Federal Reserve found that 47% of

respondents could not cover an emergency expense of $400 without borrowing money. A huge part of the problem is that recent decades have seen a dramatic increase in income inequality (Piketty, 2014; Stiglitz, 2012). Moreover, the tone of public discourse about inequality has taken a cruel turn, as those with great wealth are often idolized, whereas those in poverty are frequently demonized and blamed for their fate (Wise, 2015). Ironically, however, those who embrace materialism are not necessarily all that satisfied with their lives. A recent analysis of 151 studies revealed that people who score high in materialism tend to report somewhat lower levels of subjective well-being than others (Dittmar et al., 2014). Why might materialism undermine well-being? One line of thinking is that advertising helps foster an insatiable thirst for consumption that is difficult to satisfy, resulting in frustration. Another proposed explanation is that the pursuit of material success can crowd out other experiences (leisure activities, time with family, exercise, and so forth) that satisfy important psychological needs and contribute to well-being. Unfortunately, research suggests that materialism has been on the rise in recent decades (Twenge & Kasser, 2013).

All these apparent contradictions reflect the same theme: *The technological advances of the past century, impressive though they may be, have not led to perceptible improvement in our collective health and happiness.* Indeed, many social critics argue that the quality of our lives and our sense of personal fulfillment have declined rather than increased. This is the paradox of progress.

What is the cause of this paradox? Many explanations have been offered. Robert Kegan (1994) maintains that the mental demands of modern life have become so complex, confusing, and contradictory that most of us are "in over our heads." Micki McGee (2005) suggests that modern changes in gender roles, diminished job stability, and other social trends have fostered an obsession with self-improvement that ultimately undermines many individuals' sense of security and satisfaction with their identity. Edward Hallowell (2006) argues that people in modern societies tend to be "crazy busy" and so overwhelmed by information overload that many feel like they suffer from attention deficit disorder. Sherry Turkle (2011) asserts that in our modern, digital, socially networked world, we spend more and more time with technology and less and less time with one another. Although people pile up huge numbers of "friends" on Facebook, Americans report that they have fewer friends than ever before. The resulting sense of loneliness and isolation just deepen people's dependence on superficial communication in the online world, leaving an increasing number of people suffering from an intimacy deficit. John De Graaf, David Wann, and Thomas Naylor (2014) argue that people in modern consumer societies suffer from "affluenza," a compulsive need to accumulate more stuff, better stuff, and newer stuff. They assert that this unbridled consumerism fuels a pernicious cycle of overconsumption, snowballing debt, escalating stress and anxiety, and fractured social relations, which undermine individuals' physical health, as well as their emotional well-being.

Whatever the explanation, many theorists, working from varied perspectives, agree that *the basic challenge of modern life has become the search for meaning, a sense of direction, and a personal philosophy* (Dolby, 2005; Emmons, 2003; Herbert & Brandsma, 2015). This search involves struggling with such problems as forming a solid sense of identity, arriving at a coherent set of values, and developing a clear vision of a future that realistically promises fulfillment. Centuries ago, problems of this kind were probably much simpler. As we'll see in the next section, today it appears that many of us are foundering in a sea of confusion.

1.2 The Search for Direction

Learning Objectives

- Provide some examples of people's search for direction.
- Describe some common problems with self-help books and what to look for in quality self-help books.
- Summarize the philosophy underlying this textbook.

We live in a time of unparalleled social and technological mutation. According to a number of social critics, the kaleidoscope of change that we see around us creates feelings of anxiety and uncertainty, which we try to alleviate by searching for a sense of direction. This search, which sometimes goes awry, manifests itself in many ways.

For example, we could discuss how hundreds of thousands of Americans have invested large sums of money to enroll in "self-realization" programs such as Scientology,

For the most part, the principal goal of most self-realization programs is to make money for their creators, as this protester suggests.

Silva Mind Control, John Gray's Mars and Venus relationship seminars, and Tony Robbins's Life Mastery seminars. These programs typically promise to provide profound enlightenment and quickly turn one's life around. Many participants claim that the programs have revolutionized their lives. However, most experts characterize such programs as intellectually bankrupt, and book and magazine exposés reveal them as simply lucrative money-making schemes (Behar, 1991; Pressman, 1993). In a particularly scathing analysis of these programs, Steve Salerno (2005) outlines the enormous financial benefits reaped by their inventors, such as Tony Robbins ($80 million in annual income), Dr. Phil ($20 million in annual income), and John Gray ($50,000 per speech). In his critique, Salerno also attacks the hypocrisy and inflated credentials of many leading self-help gurus. For example, he asserts that John Gray's doctorate came from a nonaccredited correspondence college; that Dr. Phil has a history of alleged marital infidelity and that some of his video segments are contrived to a degree that would make Jerry Springer proud; and that Dr. Laura is highly critical of premarital and extramarital sex, even though she has engaged in both. More than anything else, the enormous success of these self-help gurus and self-realization programs demonstrates just how desperate some people are for a sense of direction and purpose in their lives.

For the most part, self-realization programs are harmless scams that appear to give some participants an illusory sense of purpose or a temporary boost in self-confidence. But in some cases they lead people down ill-advised pathways that prove harmful. The ultimate example of the potential for harm unfolded in October 2009 in Sedona, Arizona, where three people died and eighteen others were hospitalized after participating in a "spiritual warrior" retreat that required them to spend hours in a makeshift sweat lodge (Harris & Wagner, 2009). The retreat was run by James Ray, a popular self-help guru who has written inspirational books and appeared on popular TV talk shows. The fifty to sixty people who participated in his ill-fated retreat paid more than $9000 apiece for the privilege. After spending 36 hours fasting in the desert on a "vision quest," they were led into a tarp-covered sweat lodge for an endurance challenge that was supposed to show them that they could gain confidence by conquering physical discomfort. Unfortunately, the sweat lodge turned out to be poorly ventilated and overheated, so that within an hour people began vomiting, gasping for air, and collapsing. Undaunted, Ray urged his followers to persevere. No one was physically forced to stay, but Ray was an intimidating presence who strongly exhorted everyone to remain. Tragically, he pushed their bodies too far; by the end of the ceremony many of the participants were seriously ill. Yet, according to one account, "At the conclusion, seemingly unaware of the bodies of the unconscious lying around him, Ray emerged triumphantly, witnesses said, pumping his fist because he had passed his own endurance test" (Whelan, 2009).

Some of the aftermath of this event has also proven revealing. Consistent with the assertion that it really is all about the money, Ray provided a *partial* refund to the family of Kirby Brown, a participant who *died* in the sweat lodge (Martinez, 2009). And the reactions of some of Ray's followers after the sweat lodge tragedy were illuminating. You might think that, after inadvertently but recklessly leading people "over a cliff," Ray might be discredited in the eyes of his followers. But think again. Reporters working on this horrific story had no trouble finding Ray advocates who continued to enthusiastically champion his vision for self-improvement (Kraft, 2009). This unwavering faith in Ray's teachings provides a remarkable testimonial to the persuasive power of the charismatic leaders who promote self-realization programs. Nonetheless, in 2011 an Arizona jury deliberated for less than 12 hours before convicting Ray on three counts of negligent homicide (Riccardi, 2011).

If you would like a more mundane, everyday example of people's search for direction, you need look no farther than your satellite radio, where you will find the long-running, highly popular show of "Dr. Laura" Schlessinger, who doles out advice to tens of thousands of listeners. An astonishing tens of thousands of people call each day to seek her unique brand of blunt, outspoken, judgmental advice. Dr. Laura, who is not a psychologist or psychiatrist (her doctorate is in physiology), analyzes callers' problems in more of a moral

THIS MODERN WORLD

by TOM TOMORROW

HEY, EVERYONE! IT'S TIME ONCE AGAIN FOR...

DR. DEBBIE'S RADIO ADVICE SHOW!!

SHE KNOWS WHAT'S *BEST* FOR YOU!

"NOW GO DO WHAT *I SAY*™!"

HELLO, CALLER--THIS IS DR. DEBBIE! WHAT CAN I HELP YOU WITH TODAY?

HELLO, DR. DEBBIE! I'VE GOT A PROBLEM WITH MY *HUSBAND*--

YOUR *HUSBAND*? HA! I SAY *DUMP THE JERK*! GET *ON* WITH YOUR *LIFE*!

BUT--I--YOU SEE--

WHAT PART OF "DUMP THE JERK" DON'T YOU *UNDERSTAND*? JEEZ--YOU *PEOPLE*! OKAY, NEXT CALL!

THANKS FOR TAKING MY CALL, DR. DEBBIE! I'VE GOT A SITUATION WITH MY *GRANDMOTHER*--

OH, YOU'VE GOT A "SITUATION" DO YOU? WELL FOR CRYIN' OUT LOUD-- DO YOU THINK YOU'RE THE ONLY PERSON IN THE WORLD WITH *PROBLEMS*? WELL? *DO* YOU? *ANSWER* ME!

WELL--NO--BUT--

NO "BUTS" ABOUT IT, LADY! THE WORLD DOESN'T REVOLVE AROUND YOU--AND IT'S ABOUT TIME YOU *REALIZED* IT! OKAY! LET'S SEE WHO WE'VE GOT ON LINE *THREE*!

UM--DR. DEBBIE? I WAS JUST *WONDERING*--

YOU WERE *WONDERING*, WERE YOU? WELL WHY NOT STOP *WONDERING* AND START *DOING* SOMETHING? HOW DO YOU EVER EXPECT TO MAKE ANYTHING OF YOURSELF IF YOU SIT AROUND *WONDERING* ALL DAY?

NOW GET OFF YOUR DUFF AND "*GO DO WHAT I SAY*™!" WE'LL BE BACK AFTER THESE MESSAGES!

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than psychological framework. Unlike most therapists, she is confrontational, manifests little empathy for her callers, and preaches to her audience about how they ought to lead their lives (Arkowitz & Lilienfeld, 2010). In an editorial in *Psychology Today*, Robert Epstein (2001) concludes that "no legitimate mental health professional would ever give the kind of hateful, divisive advice that Schlessinger doles out daily" (p. 5). Yet, the remarkable popularity of her highly prescriptive advice demonstrates once again that many people are eager for guidance and direction.

Although there are countless examples of people's search for a sense of direction that we could discuss, we will reserve our in-depth analysis for a manifestation of this search that is even more germane to our focus on everyday adjustment: the spectacular success of bestselling "self-help" books.

Self-Help Books

Americans spend hundreds of millions of dollars annually on "self-help books" that offer do-it-yourself treatments for common personal problems. This fascination with self-improvement is nothing new. For decades American readers have displayed a voracious appetite for self-help books such as *I'm OK—You're OK* (Harris, 1967), *Ageless Body, Timeless Mind* (Chopra, 1993), *Don't Sweat the Small Stuff . . . and It's All Small Stuff* (Carlson, 1997), *The Secret* (Byrne, 2006), *Become a Better You: Seven Keys to Improving Your Life Every Day* (Osteen, 2009), *The Power of Habit: Why We Do What We Do in Life and Business* (Duhigg, 2012), *You're Stronger Than You Think* (Parrott, 2012), and *Rising Strong* (Brown, 2015).

With their simple recipes for achieving happiness, the authors of these books have generally not been timid about promising to change the quality of the reader's life. Unfortunately, merely reading a book is not likely to turn your life around. If only it were that easy! If only someone could hand you a book that would solve all your problems! If the consumption of these literary narcotics were even remotely as helpful as their

Learn More Online

Psychological Self-Help

Clinical psychologist and professor Clayton E. Tucker-Ladd has spent many years exploring how individuals can help themselves deal with personal issues and problems from a psychological perspective. Here he has assembled an online twelve-chapter book, grounded in up-to-date research, that complements this textbook extremely well.

Note: Use a search engine such as Google to locate and access the URLs (addresses) for the Learn More Online websites.
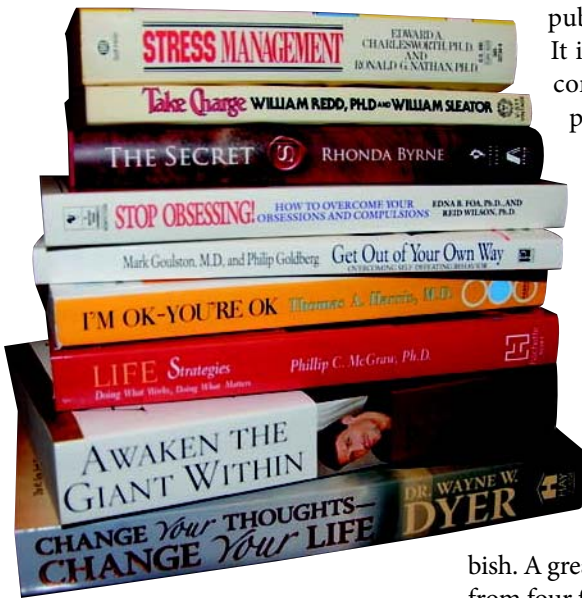
Self-help books have a long history, but their popularity began to spike back in the 1970s. Although they are especially big sellers in the United States, they are not a uniquely American phenomenon. Self-help books are widely read in many Western cultures.

Learn More Online

Quackwatch

Stephen Barrett, a retired psychiatrist, has sought to alert the public to "health-related frauds, myths, fads, and fallacies" for decades. This site offers no-holds-barred evaluations of Internet-based medical resources that Barrett and his board of scientific and technical advisers judge to be dubious, fraudulent, or dangerous to one's health.

publishers claim, we would be a nation of serene, happy, well-adjusted people. It is clear, however, that serenity is not the dominant national mood. Quite the contrary, as already noted, in recent decades the prevalence of anxiety and depression appear to have increased. The multitude of self-help books that crowd bookstore shelves represent just one more symptom of our collective distress and our search for the elusive secret of happiness.

The Value of Self-Help Books

It is somewhat unfair to lump all self-help books together for a critique because they vary widely in quality. Surveys exploring psychotherapists' opinions of self-help books suggest that there are some excellent books that offer authentic insights and sound advice (Bergsma, 2008). Many therapists encourage their patients to read carefully selected self-help books. Thus, it would be foolish to dismiss all these books as shallow drivel. In fact, some of the better self-help books are highlighted in the Recommended Reading boxes that appear throughout this text. Unfortunately, however, the gems are easily lost in the mountains of rubbish. A great many self-help books offer little of real value to the reader. Generally, they suffer from four fundamental shortcomings.

First, they are dominated by "psychobabble." The term *psychobabble*, coined by R. D. Rosen (1977), seems appropriate to describe the "hip" but hopelessly vague language used in many of these books. Statements such as "It's beautiful if you're unhappy," "You've got to get in touch with yourself," "You have to be up front," "You gotta be you 'cause you're you," and "You need a real high-energy experience" are typical examples of this language. At best, such terminology is ill-defined; at worst, it is meaningless. Clarity is sacrificed in favor of a jargon that prevents, rather than enhances, effective communication.

A second problem is that self-help books tend to place more emphasis on sales than on scientific soundness. The vast majority of these books are not based on solid, scientific research (Madsen, 2015). Even when books are based on well-researched therapeutic programs, interventions that are effective with professional supervision may not be effective when self-administered (Rosen et al., 2015). Moreover, even when responsible authors provide scientifically valid advice, sales-hungry publishers routinely slap outrageous, irresponsible promises on the books' covers, often to the dismay of the authors.

The third shortcoming is that self-help books don't usually provide explicit directions about how to change your behavior. These books tend to be smoothly written and "touchingly human" in tone. They often strike responsive chords in the reader by aptly describing a common problem that many of us experience. The reader says, "Yes, that's me!" Unfortunately, when the book focuses on how to deal with the problem, it usually provides only a vague distillation of simple common sense, which could be covered in 2 rather than 200 pages. These books often fall back on inspirational cheerleading in the absence of sound, explicit advice.

Fourth, many of these books encourage a remarkably self-centered, narcissistic approach to life (Justman, 2005). **Narcissism is a personality trait marked by an inflated sense of importance, a need for attention and admiration, a sense of entitlement, and a tendency to exploit others.** Although there are plenty of exceptions, the basic message in many self-help books is "Do whatever you feel like doing, and don't worry about the consequences for other people." According to McGee (2005), this mentality began to creep into books in the 1970s, as "bald proposals that one ought to 'look out for #1' or 'win through intimidation' marked a new ruthlessness in the self-help landscape" (p. 50). This "me first" philosophy emphasizes self-admiration, an entitlement to special treatment, and an exploitive approach to interpersonal relationships. Interestingly, research suggests that narcissism levels have increased among recent generations of college students (Twenge, Gentile, & Campbell, 2015; see Chapter 2). It is hard to say how much popular self-help books have fueled this rise, but they probably have contributed.

What to Look For in Self-Help Books

Because self-help books vary so widely in quality, it seems a good idea to provide you with some guidelines about what to look for in seeking genuinely helpful books. The following thoughts give you some criteria for judging books of this type (Norcross et al., 2013).

1. This may sound backward, but look for books that do not promise too much in the way of immediate change. The truly useful books tend to be appropriately cautious in their promises and realistic about the challenge of altering your behavior. As Arkowitz and Lilienfeld (2006) put it, "Be wary of books that make promises that they obviously cannot keep, such as curing a phobia in five minutes or fixing a failing marriage in a week" (p. 79).

2. Try to check out the credentials of the author or authors. Book jackets will often exaggerate the expertise of authors, but these days a quick Internet search can often yield more objective biographical information and perhaps some perceptive reviews of the book.

3. Try to select books that mention, at least briefly, the theoretical or research basis for the program they advocate. It is understandable that you may not be interested in a detailed summary of research that supports a particular piece of advice. However, you should be interested in whether the advice is based on published research, widely accepted theory, anecdotal evidence, clinical interactions with patients, or pure speculation by the author. Books that are based on more than personal anecdotes and speculation should have a list of references in the back (or at the end of each chapter).

4. Look for books that provide detailed, explicit directions about how to alter your behavior. Generally, these directions represent the crucial core of the book. If they are inadequate in detail, you have been shortchanged.
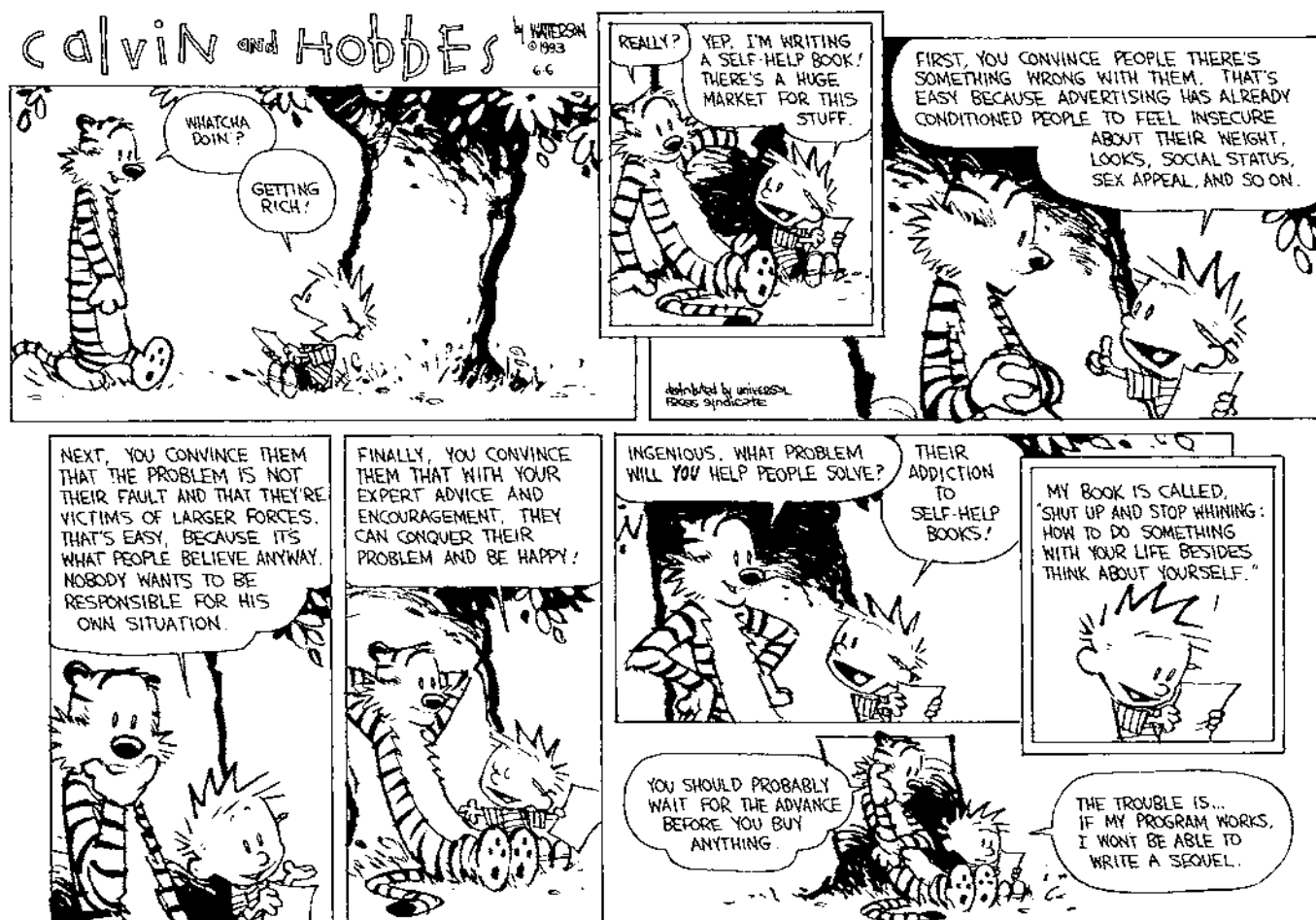
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5. More often than not, books that focus on a particular kind of problem, such as overeating, loneliness, or marital difficulties, deliver more than those that promise to cure all of life's problems with a few simple ideas. Books that cover everything and offer simple recipes for solving an endless list of problems tend to be the bestsellers (Bergsma, 2008), but they usually are superficial and disappointing. Books that devote a great deal of thought to a particular type of problem tend to be written by authors with genuine expertise on that topic. Such books are more likely to pay off for you.

The Approach of This Textbook

Clearly, living in our complex, modern society is a formidable challenge. This book is about that challenge. It is about you. It is about life. Specifically, it summarizes the scientific research on human behavior that appears relevant to the challenge of living effectively in contemporary society.

This text deals with the same kinds of problems addressed by self-help books, self-realization programs, and popular media "therapists." However, it makes no boldly seductive promises about turning your life around or helping you achieve tranquillity. Such promises simply aren't realistic. Psychologists have long recognized that changing a person's behavior is a difficult challenge, fraught with frustration and failure (Seligman, 1994).

That said, we would not be writing this text if we did not believe it could be beneficial to our readers. But it is important that you have realistic expectations. Reading this book will not be a revelatory experience. All this book can do is give you some useful information and point you in some potentially beneficial directions. The rest is up to you. In view of our criticisms of self-realization programs and self-help books, it seems essential that we explicitly lay out the philosophy that underlies the writing of this text. The following statements summarize the assumptions and goals of this book:

1. *This text is based on the premise that accurate knowledge about the principles of psychology can be of value to you in everyday life.* It has been said that knowledge is power. Greater awareness of why people behave as they do should help you in interacting with others as well as in trying to understand yourself.

2. *This text attempts to foster a critical attitude about psychological issues and to enhance your critical thinking skills.* Information is important, but people also need to develop effective strategies for evaluating information. Critical thinking involves subjecting ideas to systematic, skeptical scrutiny. Critical thinkers ask tough questions, such as: What exactly is being asserted? What assumptions underlie this assertion? What evidence or reasoning supports this assertion? Is there contradictory evidence? Are there alternative explanations? We have already attempted to illustrate the importance of a critical attitude in our evaluation of self-help books, and we'll continue to model critical thinking strategies throughout the text.

3. *This text should open doors.* The coverage in this book is broad; we tackle many topics. Therefore, in some places it may lack the depth or detail that you would like. However, you should think of it as a resource that can introduce you to other books or techniques or therapies, which you can then pursue on your own.

Learn More Online

Foundation for Critical Thinking

How can students best develop skills that go beyond merely acquiring information to actively weighing and judging information? The many resources of the Foundation for Critical Thinking at Sonoma State University are directed primarily toward teachers at every level to help them develop their students' critical thinking abilities.

Learning Objectives

- Describe the two key facets of psychology.
- Explain the concept of adjustment.

1.3 The Psychology of Adjustment

Now that we have spelled out our approach in writing this text, it is time to turn to the task of introducing you to some basic concepts. In this section, we'll discuss the nature of psychology and the concept of adjustment.

What Is Psychology?

Psychology **is the science that studies behavior and the physiological and mental processes that underlie it, and it is the profession that applies the accumulated knowledge of this science to practical problems.** Psychology leads a complex dual existence as both a *science* and a *profession*. Let's examine the science first. Psychology is an area of scientific study, much like biology or physics. Whereas biology focuses on life processes and physics focuses on matter and energy, psychology focuses on *behavior* and *related mental and physiological processes*.

Behavior **is any overt (observable) response or activity by an organism.** Psychology does *not* confine itself to the study of human behavior. Many psychologists believe that the principles of behavior are much the same for all animals, including humans. As a result, these psychologists often prefer to study animals—mainly because they can exert more control over the factors influencing the animals' behavior.

Psychology is also interested in the mental processes—the thoughts, feelings, and wishes—that accompany behavior. Mental processes are more difficult to study than behavior because they are private and not directly observable. However, they exert critical influence over human behavior, so psychologists have strived to improve their ability to "look inside the mind." Finally, psychology includes the study of the physiological processes that underlie behavior. Thus, some psychologists try to figure out how bodily processes such as neural impulses, hormonal secretions, and genetic coding regulate behavior.

The other facet of psychology is its applied side, represented by the many psychologists who provide a variety of professional services to the public. Although the profession of psychology is quite prominent today, this aspect of psychology was actually slow to develop. Until the 1950s psychologists were found almost exclusively in the halls of academia, teaching and doing research. However, the demands of World War II in the 1940s stimulated rapid growth in psychology's first professional specialty: clinical psychology. *Clinical psychology* **is the branch of psychology concerned with the diagnosis and treatment of psychological problems and disorders.** The emergence of clinical psychology gave the field of psychology a much more practical slant, which you will see reflected in this text.

What Is Adjustment?

We have used the term *adjustment* several times without clarifying its exact meaning. The concept of adjustment was originally borrowed from biology. It was modeled after the biological term *adaptation*, which refers to efforts by a species to adjust to changes in its environment. Just as a field mouse has to adapt to an unusually brutal winter, a person has to adjust to changes in circumstances such as a new job, a financial setback, or the loss of a loved one. Thus, *adjustment* **refers to the psychological processes through which people manage or cope with the demands and challenges of everyday life.**

The demands of daily life are diverse, so in studying the process of adjustment we will encounter a broad variety of topics. In our early chapters we discuss general issues, such as how personality affects people's patterns of adjustment and how individuals cope with stress. From there we move on to chapters that examine adjustment in an interpersonal context. We discuss topics such as prejudice, persuasion, friendship, love, gender roles, career development, and sexuality. Finally, toward the end of the book we discuss psychological disorders and their treatment, and delve into the newly developing domain of positive psychology. As you can see, the study of adjustment enters into nearly every corner of people's lives. Before we begin considering these topics in earnest, however, we need to take a closer look at psychology's approach to investigating behavior: the scientific method.