

PSYCHOLOGY APPLIED TO MODERN LIFE ■



ADJUSTMENT IN THE 21ST CENTURY ■ **ELEVENTH EDITION**

WEITEN ■ **DUNN** ■ **HAMMER** ■

ELEVENTH 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.

For Sarah
D.S.D.

*To Kristin Habashi Whitlock, one of my
favorite psychology teachers*
E.Y.H.

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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 currently teaches at the University of Nevada, Las Vegas. He has received distinguished teaching awards from Division 2 of the American Psychological Association (APA) and the College of DuPage, where he taught until 1991. He is a fellow of Divisions 1 and 2 of the American Psychological Association. In 1991, he helped chair the APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology and in 1996–1997 he served as president of the Society for the Teaching of Psychology. In 2006, one of the five 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, stress, and cerebral specialization. He is also the author of *Psychology: Themes & Variations* (Wadsworth, 2013) and the creator of *PsykTrek: A Multimedia Introduction to Psychology*.

DANA S. DUNN earned his B.A. in psychology from Carnegie Mellon University and received his Ph.D. in social psychology from the University of Virginia. He is currently professor of psychology and assistant dean for special projects at Moravian College in Bethlehem, PA. A past chair of Moravian's Psychology Department, Dunn is a fellow of Divisions 1, 2, and 22 of the American Psychological Association (APA) and the Association for Psychological Science (APS). Dunn served as the president of the Society for the Teaching of Psychology (APA Division 2) in 2010. A frequent speaker at national and regional disciplinary conferences, Dunn has written numerous articles, chapters, and book reviews concerning his research interests: the teaching of psychology, social psychology, rehabilitation psychology, and educational assessment. He is the author or editor of seventeen books, including *The Practical Researcher* (2013), *Research Methods for Social Psychology* (2013), and *A Short Guide to Writing about Psychology* (2011). Dunn was the 2013 recipient of the American Psychological Foundation's Charles L. Brewer Award for Distinguished Teaching of Psychology.

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 Kellogg Professor in Teaching in the Psychology Department and director of the Center for the Advancement of Teaching (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 2 of the American Psychological Association (APA) 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. Additional Recommended Reading boxes can be found in the CourseMate for this text (www.cengagebrain.com).
- 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 Eleventh 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 over 1100 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 what we call Reel Research, a box feature with a video link to psychological research related to each chapter's content. Using the publisher's vast video collection, we have made connections between studies captured on camera with important concepts in each chapter. The videos discuss relevant research topics, and the Reel Research feature includes a brief description of the study or studies and researchers involved, an explanation of how it relates to the chapter's concepts, and three discussion questions. Instructors can use these questions for class discussion or

as homework assignments. Students will be able to access the videos through the CourseMate for this text. Here are some of the Reel Research topics:

- Online Relationships
- Emotions, Cortisol, and Immune Response
- Resilience in Children
- Suspicion and the Minnesota Trust Game
- Sexual Prejudice in America
- Stereotype Threat and Test Performance
- Understanding Addiction

We believe that the topical research included in the Reel Research features will provide students with an engaging introduction to how psychological research related to adjustment issues is conducted.

This new edition also has a new look in terms of the book's design and layout. A new color scheme and graphic design have been created for the chapters. 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. A variety of new, eye-catching photos are also integrated into each chapter, where they are placed to reflect the subject matter reviewed in the text.

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 we added new references, we carefully culled many older ones to control the density of citations.

What hasn't changed? The ordering of the chapters in this edition matches the previous one. That said, we write our chapters to be largely self-contained so that you can assign them in virtually any order you like. The *Personal Explorations Workbook* again appears at the back of the text, following the references and indexes. Instructors have the option of having students complete workbook exercises and tear them out (they are printed on perforated paper) for submission as homework. The appendix on the timely issue of sustainability was also retained for this edition. It explains how sustainability depends on changes in individuals' behavior more than any other single factor. It focuses on the cognitive and behavioral processes that tend to impede environmentally responsible behavior, as well as the alterations in behavior that will be necessary to sustain the world's natural resources for future generations.

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 Reel Research boxes, Applications, Recommended Reading boxes, Learn More Online, Practice Tests, a didactic illustration program, and cartoons.

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 Partner Violence
- Improving Academic Performance
- Understanding Eating Disorders
- Getting Ahead in the Job Game
- Building Self-Esteem
- Enhancing Sexual Relationships
- Boosting Your 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, while 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 recruited web expert Vincent Hevern (Le Moyne College) to evaluate hundreds of psychology- and adjustment-related sites and to come up with some recommendations 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 through the CourseMate for this text at www.cengagebrain.com. Links to all the recommended websites are maintained there, and the Cengage webmaster periodically updates the URLs. Of course, students can also use search engines such as Google to locate the recommended websites.

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, as 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). Additional practice tests can be found in the CourseMate for this text at www.cengagebrain.com.

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, most of 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 level-1 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 but thorough 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.

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.

Test Bank

The *Test Bank*, revised by Joan Thomas-Spiegel of Los Angeles Harbor College, contains 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.

Cengage Learning Testing Powered by Cognero

Cengage Learning Testing Powered by Cognero is a flexible, online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions, create multiple test versions in an instant, and deliver tests from your LMS, your classroom or wherever you want.

CourseMate

Cengage Learning's CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. CourseMate includes an integrated eBook, glossaries, flashcards, quizzes, videos, and more—as well as EngagementTracker, a first-of-its-kind tool that monitors student engagement in the course. The accompanying instructor website, available through login.cengage.com, offers access to password-protected resources such as an electronic version of the instructor's manual, test bank files, and PowerPoint® slides. CourseMate can be bundled with the student text. Contact your Cengage sales representative for information on getting access to CourseMate.

Culture and Modern Life

Culture and Modern Life is a small paperback intended to help your students appreciate how cultural factors moderate psychological processes and how the viewpoint of one's own culture can distort one's interpretation of the behavior of people from other cultures. Written by David Matsumoto (San Francisco State University), a leading authority on cross-cultural psychology, this supplementary book should greatly enhance your students' understanding of how culture can influence adjustment. *Culture and Modern Life* can be ordered shrinkwrapped with the text.

Critical Thinking Exercises

A set of critical thinking exercises can be found in the CourseMate for this text at www.cengagebrain.com. Written by Jeffrey Ricker (Scottsdale Community College), these exercises are intended to introduce students to specific critical thinking skills, such as recognizing extraneous variables, sampling bias, and fallacies in reasoning. The exercises also challenge students to apply these skills to adjustment-related topics on a chapter-by-chapter basis.

Highlights of Content Changes in the Eleventh 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 7 Adjusting to Modern Life

- New discussion of Sherry Turkle's argument that our digital, networked world actually fosters isolation and deficits in intimacy
- New example of naturalistic observation research focusing on ethnic differences in sociability and illustrating an innovative, new way to conduct such research
- New example of case study research focusing on assessing the effectiveness of a specific therapy (IPT) for bulimic disorders
- New example of survey research showing how the amount of time people spend watching TV relates to social class and their health
- Revised discussion of the relationship between income and subjective well-being, including a recent study by Kahneman and Deaton (2010)
- Revised discussion of age and happiness, including new research reporting a U-shaped relationship between age and subjective well-being
- New research linking the depth of participants' daily conversations to their subjective well-being
- New research on the link between religiosity and happiness, which appears to be stronger in societies where life circumstances are more difficult and stressful
- Revised coverage of personality and happiness featuring new data on how extraversion and neuroticism can color people's evaluations of their experiences
- New findings on the importance of study habits to college success
- New research on how students' retrieval practice and question generation can enhance mastery of reading assignments
- New coverage of how the testing effect (on memory) generalizes to real-world educational settings and new theorizing on why this effect is so potent

CHAPTER 2 Theories of Personality

- New data on the relationship between the Big Five traits and socioeconomic class
- Revised critique of the five-factor model
- Expanded critique of Freudian theory
- New research on the ramifications of a repressive coping style
- New research on how reaction formation may underlie homophobia
- Updated discussion of self-efficacy
- New discussion of a proposed revision of Maslow's hierarchy of needs
- Condensed coverage of behavioral genetics research on the heritability of personality

New coverage of recent genetic mapping studies of specific genes and personality
New research testing evolutionary analyses of the origins of individual differences in extraversion
New findings on the neuroscience of personality
Revised critique of biological models of personality
Expanded description of those who score high in narcissism
New discussion of the social consequences of narcissism

CHAPTER 3 Stress and Its Effects

New discussion of APA's 2010 "Stress in America" survey results
Additional coverage of work-related pressure, coupled with academic pressure, as a source of stress
New material on poverty-related stress and mental and physical health outcomes
New discussion of the 2010 Hate Crime Statistics related to race
New data from Merz and colleagues demonstrating that stress disrupts memory for socially relevant information, such as people's names
New discussion of Keicolt-Glaser and colleagues' work on stress-induced chronic inflammation as the reason stress causes broad physical health problems
New findings from a 2010 meta-analysis of hardiness studies
New coverage of positive emotional style and enhanced immune response and longevity
Expanded coverage of choking under pressure to include research on attention and personality factors
New material on economic stress and its consequences
New findings from a recent meta-analysis on social support and mortality

CHAPTER 4 Coping Processes

Updated categorization and a new figure of coping techniques reflecting Charles Carver's recommended coping distinctions
New discussion of research on humor in the workplace as a stress reducer
New research on benefit finding as a form of appraisal-focused coping that helps deployed soldiers adjust to the challenges of war
Included discussion of circumstances in which social support is helpful in buffering the effects of stress
New illustrative story of Eva Mozes, who survived life-threatening experimentation at Auschwitz and yet chose to forgive the Nazis
New discussion concerning research examining some potentially negative aspects of forgiveness
Added discussion of how meditation enhances well-being and mental health by increasing positive emotions and favorable reappraisals of negative events
New discussion of how music can reduce stress through relaxation
New section on spirituality as an emotion-focused constructive coping technique
New application section on "Using Time More Effectively"
New discussion of interruptions as a cause of wasted time

Review of innovative research on procrastination on enjoyable tasks
New discussion regarding the importance of clarifying short-term goals as a time management technique
New research-based recommendation to "schedule relaxation time" to enhance time management

CHAPTER 5 Psychology and Physical Health

Updated historical overview of how causes of mortality have changed since the early 20th century
Additional discussion of how lifestyle changes following a heart attack can prevent subsequent cardiac events
New discussion of research indicating that anxiety, not hostility, is apt to be a greater source of heart disease in women
New review of evidence that hostility is not always a precursor to heart disease; rather, it likely serves as a risk factor only to some individuals or exerts an indirect influence
Addition of research emphasizing the fact no solid evidence for a type C or "cancer-prone" personality exists
New discussion of stress headaches as predictors of other health problems
Updated figure linking stress to a variety of chronic diseases
New information on the mortality rates linked to smoking, its discovery in the new world, and how the link between education and predisposition to smoke differs across some nations
Discussion of new finding that neither men nor women have an easier time quitting smoking
Discussion of new data on college students' alcohol consumption
New figure on recognizing drinking problems and alcohol abuse
New discussion of research linking lack of adequate sleep to obesity
New review of reduced mortality rates among people with AIDS as linked to new drugs, healthy lifestyles, and positive attitudes
Addition of material on stable rates indicating lack of adherence to medical regimens
Updated discussion linking cocaine use to cardiovascular problems

CHAPTER 6 The Self

New and expanded definition of the self-concept
Discussion of new research suggesting that competition (or the lack thereof) may be the basis for the better-than-average effect
Introduction of new self-concept research concerning frequency of peer praise in independent versus interdependent cultures
Expanded coverage of behaviors and psychological outlooks linked to high and low self-esteem
New findings highlighting domain-specific self-esteem as behaviorally more predictive than general self-esteem
New example of authoritative parenting as responsible for preventing problem behaviors during adolescence
New figure listing sources of internal and external attributions
New research discussion of alternative perspective explaining self-esteem differences between adolescent boys and girls

New discussion of the source and psychosocial consequences of the spotlight effect

New discussion concerning how the drive for self-verification can lead people to act in ways that confirm their identities

New finding linking downward social comparisons with strong self-protective processes

Additional material on the ubiquity of the self-serving bias and people's inability to recognize its influence in their judgments

New example of basking-in-reflected-glory (BIRG) in a political context

Expanded discussion of self-defeating behaviors as attractive due to their short-term benefits

New discussion of how people's true selves can be revealed when they exert effort to create a favorable impression in the minds of others

CHAPTER 7 Social Thinking and Social Influence

New discussion of email content and tone as a nonverbal cue for person perception

New example of how strangers who look like familiar others we know and like trigger favorable snap judgments

New discussion of a strategy for reducing susceptibility to the confirmation bias

New example of how interpersonal warmth (or the lack thereof) represents a familiar and common source of self-fulfilling prophecy in daily life

New findings indicating that the ubiquity of self-fulfilling prophecy in psychological research may itself be a case of biased expectations

Expanded discussion of research on distinctiveness bias in social categorization

New discussion of a study on how imagining contact with a member of an outgroup can reduce people's propensity to respond using negative stereotypes

New example of religion as a cultural source of the fundamental attribution error

Broadened discussion of defensive attributions and how they can explain people's responses to random positive events

New Recommended Reading on *Whistling Vivaldi* by Claude M. Steele

New example of how trying to control prejudiced thinking can tax self-regulation ability

Additional examples linking the elaboration likelihood model of persuasion to positive health changes

New figure illustrating the continuum of social influence

New discussion of a recent study indicating that mimicking authority figure's actions can promote antisocial obedience

New materials introducing additional factors that can promote the persuasive power of the foot-in-the-door-technique

Additional examples of recent research demonstrating the door-in-the-face-technique of persuasion

New example of the scarcity principle of persuasion in action

CHAPTER 8 Interpersonal Communication

Expanded list of examples for electronically mediated communications

New research indicating that shy or introverted individuals rely on some electronically mediated communication modes more than others do

New research indicating that people reduce their personal space when they expect to interact directly with others, including strangers

New finding revealing that general crowding in commuter settings (e.g., trains) may be less stressful than perceptions of being physically close to and closed in by others

New finding arguing for anxiety as a seventh distinct and recognizable facial expression

New figure showing an anxious facial expression

Reporting of additional evidence that older people have greater difficulty decoding facial expressions than younger people do

New finding that children over age 6 can accurately decode people's mental and emotional states based on eye contact

New evidence demonstrating eye contact as a source of a self-serving bias

Recent consumer research revealing how interpersonal touching reduces liking toward products

New figure illustrating how well experts identify truth or lies

New discussion of deception research revealing that even married people cannot usually determine when a spouse is lying

New research indicating that when self-presentational skills become overtaxed, observers begin to suspect deception is operating

New data on reaction time for responses as an aid for detecting deceptive communications

Extended discussion of research on the consequences of self-esteem's link to self-disclosure in online venues

New discussion of social phobia as undermining self-disclosure and romantic relationship satisfaction

New detailed review of culture's impact on relationship mobility and problems associated with establishing and ending connections with others

Additional new material on communication apprehension as a problematic personality variable and as a cultural factor influencing social life

New suggestions for reducing communication apprehension in public venues

New recommendations for dealing with interpersonal conflict often grounded in family life

New discussion of assertiveness as occurring outside of face-to-face interactions

CHAPTER 9 Friendship and Love

Updated data on the annual number of cosmetic procedures in the United States from American Society for Aesthetic Plastic Surgery

New study cited that examines the effect of proximity on friendship development in a real-life context

New findings from a 2010 Internet survey of over 16,000 participants examining Sternberg's dimensions of love, personality, and relationship length

New discussion of sexual dissatisfaction as a correlate of adult attachment styles

New research showing that insecure people are especially good at reaching out to potential partners, presenting themselves as interesting, and conveying their positive qualities

New 2010 data on causes of relational boredom in dating and married couples

Section on Internet and Close Relationships revised to include subsections on developing close relationships online, building online intimacy, and moving beyond online relationships

New loneliness data from a national survey of individuals ages 57 to 85

CHAPTER 10 Marriage and Intimate Relationships

Expanded cross-cultural coverage on collectivist views on marriage

Added discussion of cross-cultural research on polygamy

New opening quote from a 2012 blogger for the Deciding to Marry section

New discussion of research comparing depressive symptoms of postpartum and adoptive mothers

Inclusion of a discussion of covenant marriages

Highlights the work of the late Judith Wallerstein, with a bulleted summary of her key findings

Inclusion of a new section of research titled Same-Sex Marriage

Revised and updated discussion of intimate partner violence based on the recommendations from the Rape, Abuse, and Incest National Network (RAINN)

Expanded coverage of key considerations regarding consent in intimate relationships

Updated data on rape and sexual assault from the Bureau of Justice Statistics

New discussion of RAINN's three stages of acquaintance rape

CHAPTER 11 Gender and Behavior

Introduction of inconsistency in the use of the terms *sex* and *gender*, suggesting that the distinction has become less meaningful over time

New discussion of a recent meta-analysis of over 200 studies and four national datasets indicating there are no longer gender differences in mathematical performance

New data and a new figure on the shrinking gap between genders on the high end of mathematical ability

Updated statistics on gender differences in violent crime

Added results of a recent meta-analysis on gender differences in sexual attitudes and behaviors

New discussion of gender differences in distortions of body image

New discussion of parental communication as a source of gender-role socialization

Added discussion of a 2010 content analysis of after-school commercials from Nickelodeon, the popular children's television network, revealing that gender stereotypes are common

Update of data on the gender wage gap in weekly earning for various occupational categories

Inclusion of Lakoff's classic model of gender communication and her observations that discrepancies in speaking style are responsible for gender inequalities

Expanded coverage of gender differences in nonverbal communication

CHAPTER 12 Development and Expression of Sexuality

Update of entire chapter with 2010 data from the National Survey of Sexual Health and Behavior (NSSHB), a nationally representative study of the sexual and sexual health-related behaviors of adolescents and adults in the United States

Added discussion of the term *queer* as a preferred term for lesbian, gay, bisexual, and transgendered communities

Updated statistics on sources of information about birth control among teens

Revised and updated summary of gender differences in sexual socialization based on a current review of the literature

Revised and updated Gender Differences in Sexual Socialization section, reflecting recent meta-analytic data from 2010 and 2011 including both individual samples and large national data sets

New discussion of terms *coming out* and *in the closet* with regard to disclosing sexual identity

Updated opinion data on Americans' attitudes toward same-sex marriage

Updated data on racial differences in attitudes toward homosexuality

Updated statistics on gender differences in the experience of orgasm

Updated statistics on the variety of sexual activities practiced by young adult American men and women

Discussion of the debate regarding whether oral sex counts as "having sex"

Added discussion of anal sex

Updated statistics on frequency of sex among married couples

New section on emergency contraception

CHAPTER 13 Careers and Work

New discussion of link between intelligence and job satisfaction

New discussion of why higher education is worth the cost and is of great interest to employers

New career option point emphasizing the importance of mobility

Additional material on postponing retirement due to concerns over the economy

New material on the popularity of job sharing in certain career paths

Updated figure concerning education's impact on income

Updated discussion of average lower compensation for women compared to men

New discussion of on-the-job discrimination as likely to be subtle and covert, not obvious

New evidence that affirmative action is embraced by groups of diverse women and men

New entries in figure illustrating common stressors among younger and older adults

New consideration of job stress as affecting employees whose personal philosophies conflict with company's views

New discussion of burnout as being linked to people-oriented professional positions

New entry in figure on common signs of employee burnout
Added discussion of vacations as having limited impact on employee burnout
New citation of evidence linking unemployment to suicide rates
New and updated material on workaholism as addictive and leading to interpersonal aggression
New figure containing typical questions asked during structured and unstructured interviews

CHAPTER 14 Psychological Disorders

New introductory vignette focusing on contemporary celebrities with obsessive-compulsive disorder
Discussion of psychodiagnosis introducing the concept of comorbidity
Description of the transition from DSM-IV to DSM-5
Explanation that OCD has been given its own category in DSM-5
New data on the most common types of phobic fears
Added discussion of how phobias can be acquired through observation or exposure to fear-inducing information
Added discussion of how agoraphobia was made a separate disorder in DSM-5, rather than just a complication of panic disorder
Explanation that depression and bipolar disorder were given their own categories in DSM-5
Discussion of major depression introducing the concept of anhedonia
New coverage of chronic depression
Expanded discussion of how mood swings tend to be patterned in bipolar disorders
New discussion of hormonal factors that contribute to depressive disorders
Explanation that the four subtypes of schizophrenic disorders were discarded in DSM-5
Updated coverage of neurochemical factors in the etiology of schizophrenia
New research on whether cannabis use may help precipitate schizophrenia in young people who are vulnerable to the disorder
New research linking childhood trauma to vulnerability to schizophrenia
New coverage of autism spectrum disorder, including recent findings on the dramatic increase in its prevalence
New discussion of the etiology of autism, including the autism-vaccination controversy

CHAPTER 15 Psychotherapy

New findings on the extent to which drug therapy has become the dominant mode of treatment for psychological disorders
New data on the demographics of who seeks treatment
New inclusion of marriage and family therapists in coverage of professions providing mental health services

New summary of the core features of modern psychodynamic therapies
In coverage of insight therapies, new section on couples/marital therapy
In coverage of insight therapies, new section on family therapy
New work distinguishing two groups that report recovered memories of abuse that differ in the likelihood of corroboration
New discussion of exposure therapies for anxiety disorders
Coverage of one-session treatment (OST) of phobias
New research on the value of antidepressants in relation to the severity of patients' depression
New findings on how often psychiatrists prescribe multiple medications to patients
Critique of drug therapy, mentioning new theory that in the long run psychiatric drugs may *increase* patients' vulnerability to psychological disorders
New evidence on ethnic disparities in mental health care
New discussion of the need to expand the delivery of clinical services to reduce the number of people who go untreated
New discussion of how therapy can be delivered via videoconferencing and telephone
New coverage of computerized treatments delivered via the Internet

CHAPTER 16 Positive Psychology

New material on the importance of juxtaposing the negative in life with the positive
Discussion of a new model of mental health emphasizing flourishing
A new figure showing a model conceptualizing flourishing
Consideration of the tension between the new positive psychology and established humanistic psychology
Review of new research linking faster thought speed with increased risk taking
Expanded description of the flow experience
New examples indicating when flow is likely to occur
Description of personality characteristics that increase or decrease the likelihood of experiencing flow
Additional examples indicating why mindfulness is beneficial to health and well-being
New discussion of ways that "pastoral breaks" with nature can promote mindfulness
New figure highlighting ways to cultivate resilience
Added section discussing the noncognitive trait known as "grit," which promotes perseverance in the face of challenge
A new figure listing the items found in the Grit Scale
New entries in list of benefits of religious and spiritual behaviors
New discussion of pro-social spending as promoting happiness, including activity suggestions, in the chapter's Application

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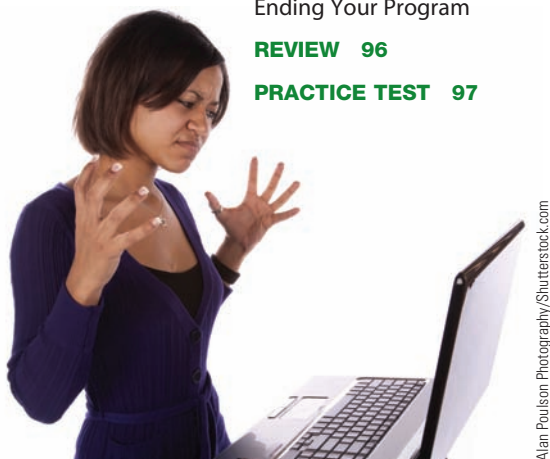
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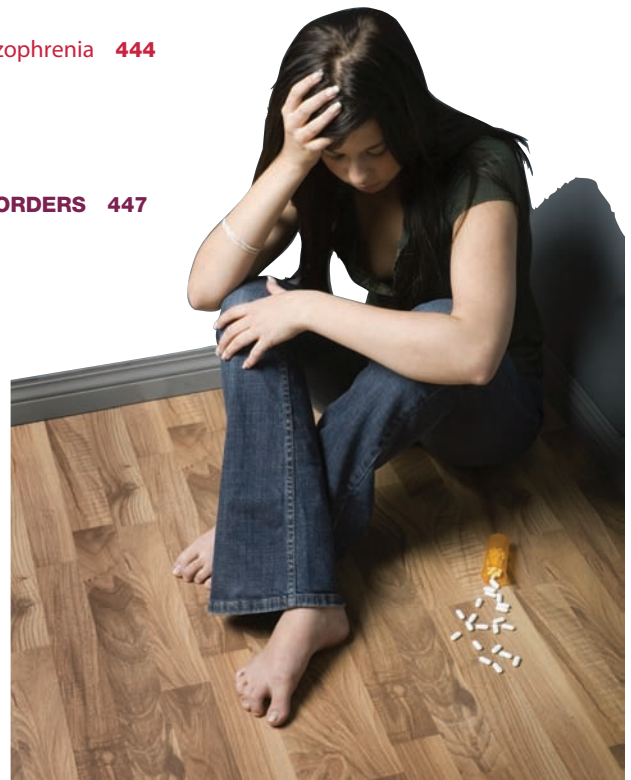
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TO THE STUDENT

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 level-1 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).

Reel Research

We believe that good textbooks in psychology should both satisfy curiosity and encourage readers to learn more about disciplinary research. To this end, we have added a feature we call Reel Research to the book. Using the publisher's vast video collection, we created Reel Research to make connections between studies captured on camera and important concepts in each chapter. The box includes a brief description of the study or studies and researchers involved, an explanation of how it relates to the chapter's concepts, and three discussion questions. You will be able to access the videos through the CourseMate for this text. Watch the video to learn more about psychological studies and delve even deeper by responding to the discussion questions. For example, Chapter 1's video deals with a topic that ties directly to most readers' experiences: online relationships. Have you ever wondered whether people are more content with face-to-face encounters or those based on instant messaging (IM)? After reading the text and watching the video, you can reflect on the research implications of the work by thinking about the discussion questions.

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. You can find additional Recommended Readings in the CourseMate for this text at www.cengagebrain.com.

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. The recommended sites were selected by Vincent Hevern, the former Internet editor for the Society for the Teaching of Psychology. Professor Hevern sought out sites that are interesting, that are relevant to adjustment, and that provide accurate, empirically sound information. As with the Recommended Reading boxes, we cannot say that we agree with everything posted on these web pages, 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 do so through the website for this text (available at www.cengagebrain.com). Links to all the recommended websites are maintained there, and the Cengage webmaster periodically updates the URLs. Of course, you can also 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, 20 Davis Drive, Belmont, CA 94002. There is a form in the back of the book that you can use to provide us with feedback. Finally, let us wish you good luck. We hope you enjoy your course and learn a great deal.

Wayne Weiten
Dana S. Dunn
Elizabeth Yost Hammer

Psychology Applied to Modern Life

ADJUSTMENT IN THE 21ST CENTURY

Adjusting to Modern Life



THE PARADOX OF PROGRESS

REEL RESEARCH Online Relationships

THE SEARCH FOR DIRECTION

Self-Help Books

The Approach of This Textbook

THE PSYCHOLOGY OF ADJUSTMENT

What Is Psychology?

What Is Adjustment?

THE SCIENTIFIC APPROACH TO BEHAVIOR

The Commitment to Empiricism

Advantages of the Scientific Approach

Experimental Research: Looking for Causes

Correlational Research: Looking for Links

THE ROOTS OF HAPPINESS:

AN EMPIRICAL ANALYSIS

What Isn't Very Important?

What Is Somewhat Important?

What Is Very Important?

Conclusions

RECOMMENDED READING

Stumbling on Happiness by Daniel Gilbert

APPLICATION: IMPROVING ACADEMIC PERFORMANCE

Developing Sound Study Habits

Improving Your Reading

Getting More out of Lectures

Applying Memory Principles

REVIEW

PRACTICE TEST

The immense Boeing 747 lumbers into position to accept its human cargo. The passengers make their way on board. 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 scan 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 over three 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.

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, telephones, vacuum cleaners, dishwashers, photocopiers, and personal computers all save time. Today, cell phones with headsets allow people to talk to friends or colleagues while battling rush hour traffic. 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. Surveys suggest that a majority of people subjectively feel they have less and less time for themselves. Part of the problem is that in our modern society, work follows people home. Thus, Peter Whybrow (2005) comments, "Citizens find themselves tethered to their jobs around the clock by the same nomadic tools—cell phones, pagers, wireless email—that were heralded first as instruments of liberation" (p. 158).

To deal with this time crunch, more and more people are cutting back on their sleep as they attempt to juggle work, family, and household responsibilities. Sleep experts assert that American society suffers from an epidemic of sleep deprivation (Walsh, Dement, & Dinges, 2011). 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 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).



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.

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). Decision dilemmas can deplete mental resources and undermine self-control (Vohs et al., 2008). Furthermore, Schwartz (2004) argues that when decisions become more complex, errors are more likely. And he explains how having more alternatives 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. Consistent with this analysis, research data suggest that the incidence of depressive disorders has increased over the last 50 years (Hidaka, 2012). Average anxiety levels have also gone up substantially in recent decades (Twenge, 2000, 2011). It is hard to say whether choice overload is the chief culprit underlying these trends, but it is clear that increased freedom of choice has not resulted in enhanced tranquillity or improved mental health.

Point. *Modern technology has gradually provided us with unprecedented control over the world around us.* Advances in agriculture have dramatically increased food production, and biotechnology advocates claim that genetically modified crops will make our food supply more reliable than ever before. Elaborate water supply systems, made up of hundreds of miles of canals, tunnels, and pipelines, along with dams, reservoirs, and pumping stations, permit massive metropolitan areas to grow in inhospitable deserts. Thanks to progress in medicine, doctors can reattach severed limbs, use lasers to correct microscopic defects in the eye, and even replace the human heart.

Counterpoint. *Unfortunately, modern technology has also had a devastating negative impact on our environment.* It has contributed to global warming, destruction of the ozone layer, deforestation, exhaustion of much of the world’s fisheries, widespread air and water pollution, and extensive exposure of plants and animals to toxic chemicals. Many experts worry that in a few generations the earth’s resources will be too depleted to sustain an adequate quality of life. To most people, these crises sound like technical problems that call for technological answers, but they are also behavioral problems in that they are fueled by over-consumption and waste (Koger & Winter, 2010; see the appendix on sustainability in the back of this book). In North America and Europe, the crucial problem is excessive consumption of the world’s natural resources. As Kitzes et al. (2008) put it, “If everyone in the world had an ecological footprint equivalent to that of the typical North American or Western European, global society would overshoot the planet’s biocapacity three to five fold” (p. 468).

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. Alvin Toffler (1980) attributes our collective alienation and distress to our being overwhelmed by rapidly accelerating cultural change. 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.” Tim Kasser (2002) speculates that excessive materialism weakens the social ties that bind us, stokes the fires of insecurity, and undermines our collective sense of well-being. 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. According to McGee, our “makeover culture” nourishes the belief that we can all reinvent ourselves as needed, but this assumption can create tremendous pressures on people that “foster rather than quell their anxieties” (p. 17). Sherry Turkle (2011) asserts that in our modern, digital, socially networked world, we spend more and more time with technology and less and less with each other. Although people pile up huge numbers of “friends” on Facebook, Americans report that they have fewer friends than ever before (Turkle, 2011). The resulting sense of loneliness and isolation just deepens people’s dependence on superficial communication in the online world, leaving an increasing number of people suffering from an intimacy deficit.



Online Relationships

Log on to CourseMate at www.cengagebrain.com to watch this video.



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Across the world, people are increasingly interacting in online environments. On average, Americans spend a whopping 120 hours per month online (New Media Trend Watch, 2012). Although technological advances produce many benefits for human interaction, Internet-mediated rather than face-to-face communication has its drawbacks. Melanie Green, a social psychologist from the University of North Carolina explains what she characterizes as “Internet good” versus “Internet bad” and investigates the relationship between human behavior and Internet use in this thought-provoking video.

The purpose of Green’s research is to examine how Internet use affects social interaction. In one study, participants complete a survey that includes questions about life satisfaction and Internet use. The results showed some interesting patterns: Participants who use instant messaging (IM) frequently have lower life satisfaction and also report they use the Internet too much and would like to use it less. In another study, participants fill out a mood survey followed by a conversation with another “student”—either face to face or via IM. The dialogue is the same in either environment, controlled by the “student” experimenter, and participants are told that the study measures eye movements. The

findings reveal an interesting paradox, as 64% of the participants felt that the face-to-face conversations were more meaningful than the IM conversations—even though those who interacted with the experimenter over IM were reportedly happier than those who interacted with her face to face.

Watch the *Online Relationships* video to learn more about research on Internet use and social relationships. Delve even deeper by responding to the following discussion questions.

DISCUSSION QUESTIONS

1. How is your daily life affected by the Internet? Record the time you spend in front of a screen—television, cell phone, or computer—for a week and explain why you should or shouldn’t change your Internet behavior based on the results.
2. Why would the researcher mislead the participants by placing fake cameras in the room and telling them that the study involved eye-movement measurements?
3. What are some benefits of Internet-based communication? What are some trade-offs?

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; Sagiv, Roccas, & Hazan, 2004). 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.

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, 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 “a critic of premarital and extramarital sex who’s indulged in both” (2005, p. 44). 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.

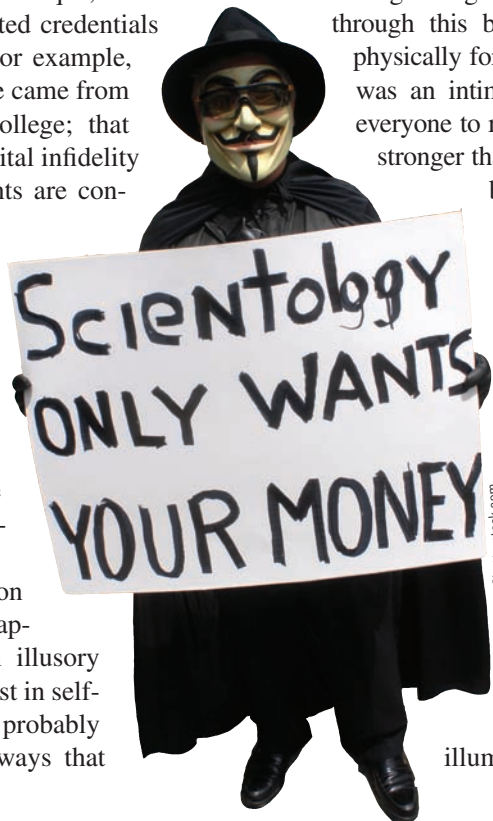
For the most part, self-realization programs are harmless scams that appear to give some participants an illusory sense of purpose or a temporary boost in self-confidence. But in some cases they probably lead people down ill-advised pathways that

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, many with serious injuries, 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 recently popular self-help guru whose website promises to teach people “how to trigger your Unconscious Mind to automatically increase your level of wealth and fulfillment.” Ray, who has written inspirational books and appeared on popular TV talk shows, has built a \$9-million-a-year self-help empire. The fifty to sixty people who participated in his ill-fated retreat paid over \$9,000 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 (Kraft, 2009).

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, telling them that the vomiting was good for them and saying, “You have to go through this barrier” (Doughtery, 2009). No one was physically forced to stay (and a few did leave), but Ray was an intimidating presence who strongly exhorted everyone to remain, so they could prove that they were stronger than their bodies. 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 have been illuminating. You might think that, after inad-





AP Photo/Yavapai County Sheriff's Office

The inside of the tarp-covered sweat lodge in Sedona that proved to be a death trap for three participants in an endurance challenge can be seen here. James Ray, the self-help guru who organized the event, was arrested in February 2010 and was subsequently convicted on three counts of negligent homicide.

vertently 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).

We could also discuss how a number of unorthodox religious groups—commonly called *cults*—have attracted countless converts who voluntarily embrace a life of regimentation, obedience, and zealous ideology. It is difficult to get good data, but one study suggested that more than 2 million young adults are involved with cults in the United States (Robinson, Frye, & Bradley, 1997). Most of these cults flourish in obscurity, unless bizarre incidents—such as the 1977 mass suicide of the Heaven’s Gate cult near San Diego—attract public attention. It is widely believed that cults use brainwashing and mind control to seduce lonely outsiders (Richardson & Introvigne, 2001), but in reality converts are a diverse array of normal people who are swayed by ordinary—albeit sophisticated—social influence strategies (Singer, 2003; Zimbardo, 2002). It appears that people join cults because these groups appear to provide simple solutions to complex problems, a sense of purpose and belongingness, and a structured lifestyle that reduces feelings of uncertainty (Coates, 2011; Zimbardo, 1992). According to Hunter (1998), alienation, identity confusion, and weak community ties make some people particularly vulnerable to seduction by cults.

And, if you would like a mundane, everyday example of people’s search for direction, you need look no farther than your radio, where you will find that the hottest nationally syndicated personality is “Dr. Laura” Schlessinger,

who doles out advice to millions of listeners. Even though only seven or eight people get through to her during each show, an astonishing 75,000 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 than psychological framework. Unlike most therapists, she is confrontational, manifests little

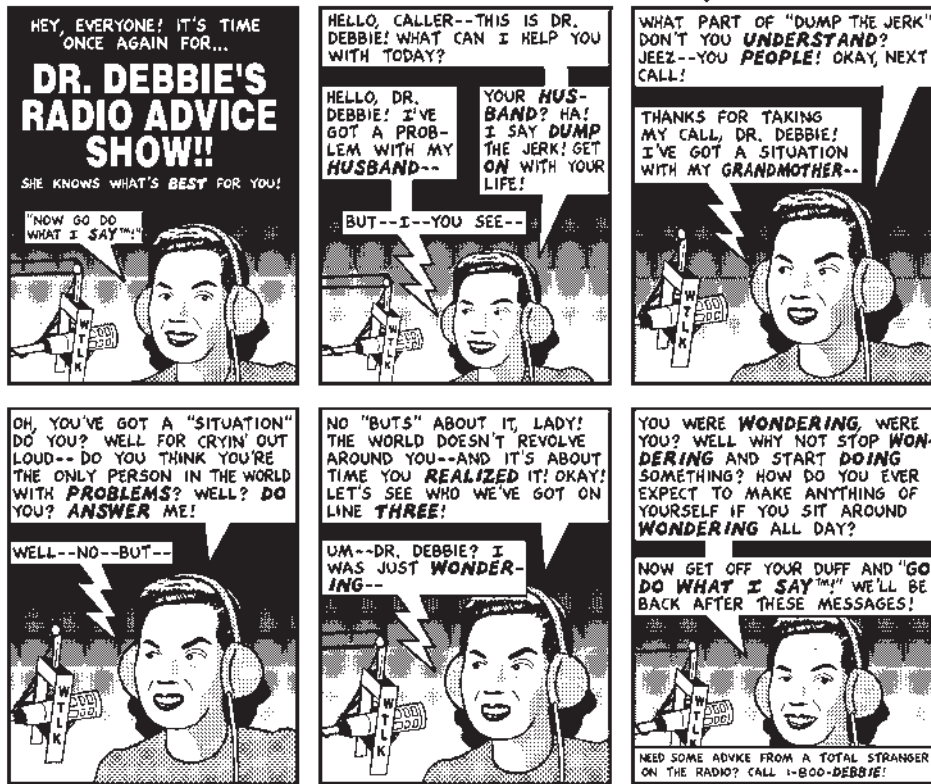


P.J. Heller/ZUMA/PRESS/Newscom

There are many manifestations of our search for a sense of direction, including the astonishing popularity of “Dr. Laura.”

THIS MODERN WORLD

by TOM TOMORROW



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empathy for her callers, and preaches to her audience about how they ought to lead their lives (Arkowitz & Lilienfeld, 2010). In many instances she is insulting to her callers, models intolerance, and provides questionable advice. In an editorial in *Psychology Today*, Robert Epstein (2001) concluded 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 we might choose to examine any of these examples of people’s search for a sense of direction, 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 roughly \$650 million annually on “self-help books” that offer do-it-yourself treatments for common personal problems (Arkowitz & Lilienfeld, 2006). According to a recent report by Marketdata Enterprises, if you include self-help audiotapes, CDs, DVDs, software, Internet sites, lectures, seminars, and life coaching, self-improvement appears to be a \$10 billion-a-year industry. 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), *The Seven Habits of Highly Effective People* (Covey, 1989), *Ageless Body, Timeless Mind* (Chopra, 1993), *Don’t Sweat the Small Stuff . . . and It’s All Small Stuff* (Carlson, 1997), *The Purpose Driven Life* (Warren, 2002), *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), and *You’re Stronger Than You Think* (Parrott, 2012).

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 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.

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Psychological Self-Help

Clinical psychologist and professor Clayton E. Tucker-Ladd spent over 30 years exploring how individuals can help themselves deal with personal issues and problems from a psychological perspective. Here you will find an online twelve-chapter self-help book that he wrote, grounded in up-to-date research, that complements this textbook extremely well.

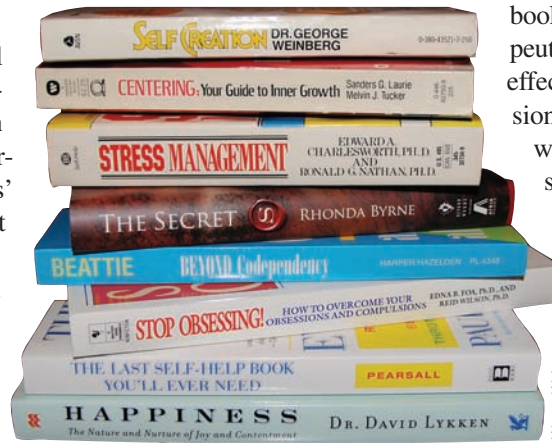
Note: The URLs (addresses) for the Learn More Online websites can be found on the website for this text (<http://www.cengagebrain.com>), or you can find them using a search engine such as Google.

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 (Norcross et al., 2003). Surveys exploring psychotherapists' opinions of self-help books suggest that there are some excellent books that offer authentic insights and sound advice (Starker, 1992). Many therapists encourage their patients to read carefully selected self-help books (Campbell & Smith, 2003). A few books have even been tested in clinical trials with favorable results (Floyd, 2003; Gregory et al., 2004), although the studies have often had methodological weaknesses (Arkowitz & Lilienfeld, 2006). 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 advice offered in these books is far too rarely based on solid, scientific research (Ellis, 1993; Paul, 2001; Rosen, 1993). Instead, the ideas are frequently based on the authors' intuitive analyses, which may be highly speculative. Even when



books are based on well-researched therapeutic programs, interventions that are effective in clinical settings with professional supervision may not be effective when self-administered without professional guidance (Rosen, Glasgow, & Moore, 2003). Moreover, even when responsible authors provide scientifically valid advice and are careful not to mislead their readers, sales-hungry publishers routinely slap outrageous, irresponsible promises on the books' covers, often to the dismay of the authors (Rosen et al., 2003).

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.** The term is based on the Greek myth of Narcissus, an attractive young man in search of love who saw himself

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Quackwatch

Stephen Barrett, a retired psychiatrist, has sought to alert the public to “health-related frauds, myths, fads, and fallacies” for over 30 years. 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.



Anton Gvozdikov/Shutterstock.com

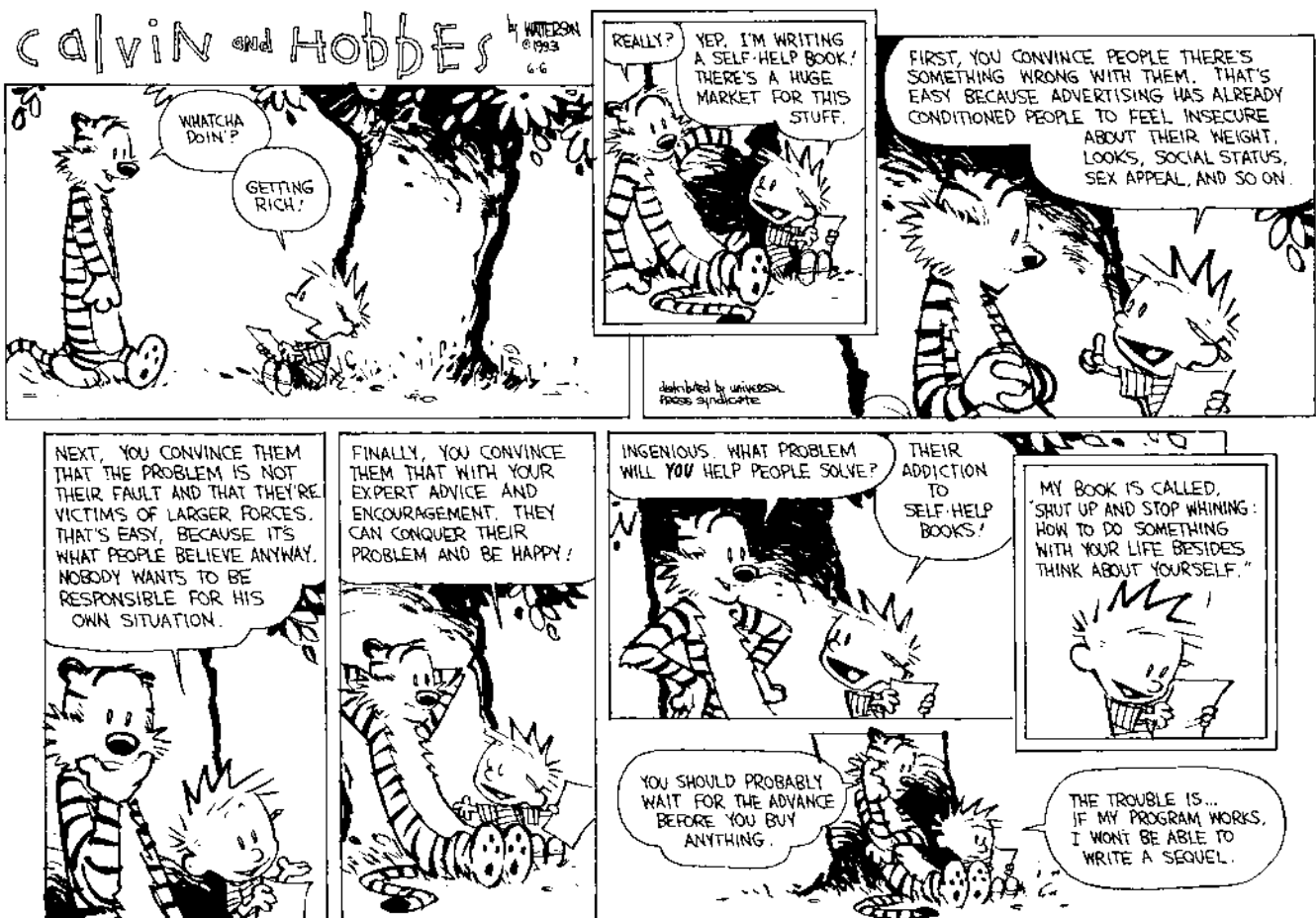
reflected in water and fell in love with his own image. Although there are plenty of exceptions, the basic message in many self-help books is “Do whatever you feel like doing, and don’t worry about the consequences for other people.” According to McGee (2005), this mentality began to creep into books 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 & Campbell, 2009; see Chapter 2). It is hard to say how much popular self-help books have fueled this rise, but surely they have contributed (the most widely used measure of narcissism is included in the *Personal Explorations Workbook* in the back of this text).

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:

1. Clarity in communication is essential. Advice won’t do you much good if you can’t understand it. Try to avoid drowning in the murky depths of psychobabble.
2. 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, p. 79) 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.”
3. 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.
4. 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



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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).

5. 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.

6. 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 are usually superficial and disappointing. Books that devote a great deal of thought to a particular topic 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, in spite of our impressive technological progress, we are a people beset by a great variety of personal problems. 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. It draws primarily, but not exclusively, from the science we call psychology.

This text deals with the same kinds of problems addressed by self-help books, self-realization programs, and popular media “therapists”: anxiety, stress, interpersonal relationships, frustration, loneliness, depression, self-control. However, it makes no boldly seductive promises about solving your personal problems, 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). Troubled individuals sometimes spend years in therapy without resolving their problems.

This reality does not mean that you should be pessimistic about your potential for personal growth. You most certainly can change your behavior. Moreover, you can often change it on your own without consulting a professional psychologist. 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. No mysterious secrets are about to be unveiled. 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? Critical thinkers try to avoid emotional reasoning and oversimplification. They also recognize that sometimes they have to tolerate uncertainty. 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.

4. *This text assumes that the key to effective adjustment is to take charge of your own life.* If you are dissatisfied with some aspect of your life, it does no good to sit around and mope about it. You have to take an active role in attempting to improve the quality of your life. Doing so may involve learning a new skill or pursuing a particular kind of help. In any case, it is generally best to meet problems head-on rather than trying to avoid them.

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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.