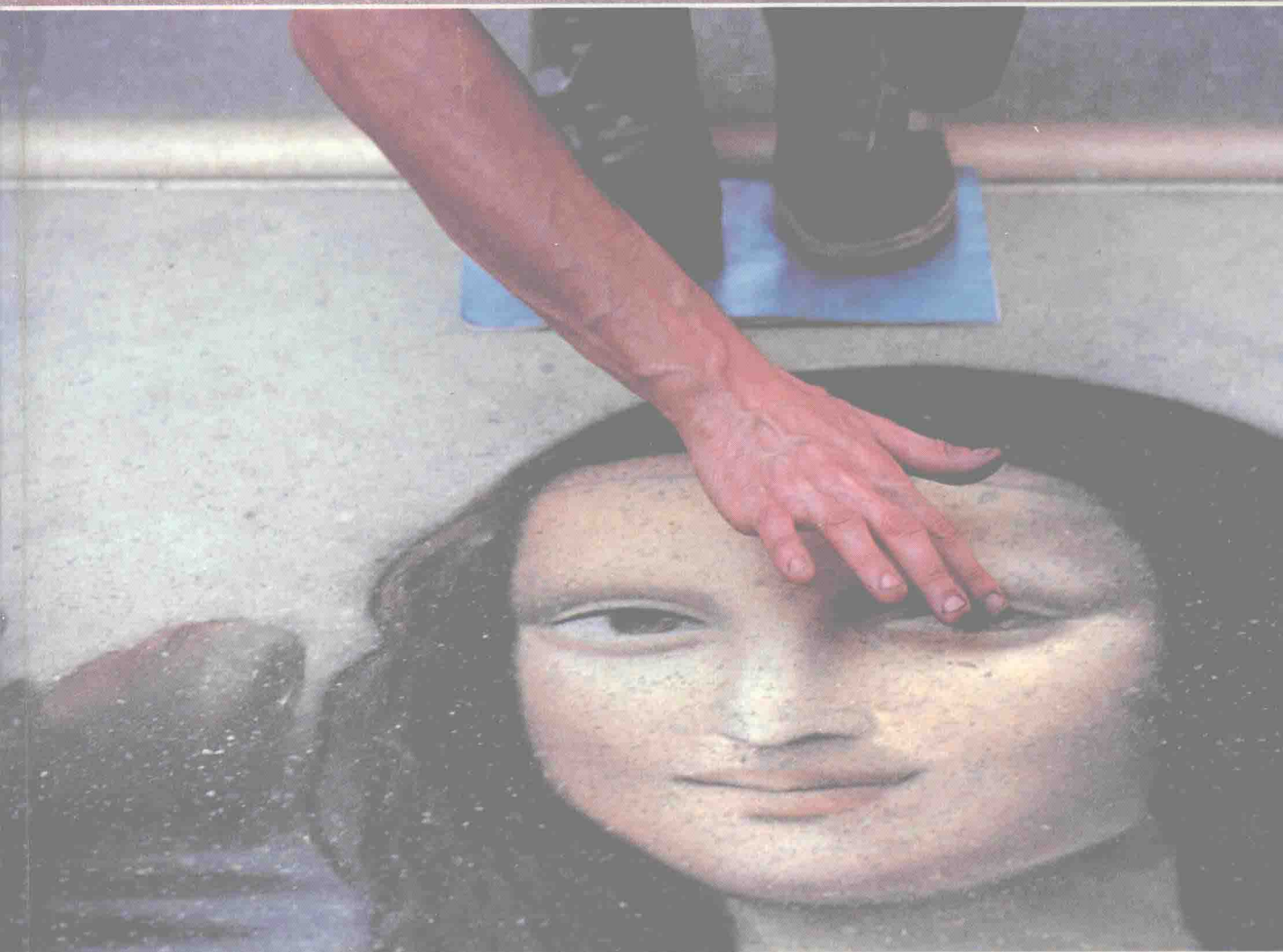


Contemporary Psychology and Effective Behavior



Seventh Edition

Charles G. Morris

Contemporary Psychology and Effective Behavior

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Charles G. Morris
The University of Michigan

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Preface

THIS revision of *Contemporary Psychology and Effective Behavior* has been especially challenging since previous editions have been so well received by faculty and students. For example, as I sat down to write this preface, a 1989 review of the last edition crossed my desk in which the reviewer noted that the Sixth Edition “. . . is one of the better adjustment books I have seen. . . . [It] is an easy-to-read and well-organized book. It is reader friendly. . . . The flow of ideas is good. In effect, it is a carefully crafted book” (Geoffrey Maruyama, *Contemporary Psychology*, August, p. 763). What, then, could be improved in this new edition of the text? Well, quite a lot, as it turns out!

The Research Perspective

There has been a concerted effort in this edition to give greater emphasis to research studies. In-depth descriptions of contemporary research studies have been added to every chapter, along with briefer descriptions of many others. Throughout the text there are more case studies and human interest stories to demonstrate important principles and concepts in real-life situations. Numerous self-tests and questionnaires have also been added to enliven the discussion of important concepts.

The Seventh Edition has also been extensively updated. As one measure of this effort, more than 200 of the references cited in the bibliography are new to this edition (many of them dated 1988 and 1989, with several others still in press as of this writing). Almost 40 percent of this edition's bibliography is new.

Summaries

The chapter summaries have been completely rewritten. More extensive than in previous editions, each provides an overview of all key points in its chapter.

Glossaries

The running glossary has been extensively revised: it is now devoted exclusively to technical terms, and many of the definitions have been rewritten. And for the first time, there is an alphabetical glossary at the end of the text to assist students as they work through the text and review for exams.

A Separate Self-Discovery Journal

A very popular and useful element in the Sixth Edition was the Self-Discovery exercise that closed each chapter. These exercises are now collected in a separate *Self-Discovery Journal*, along with a number of similar self-exploration activities. All are designed to accomplish two purposes: (1) to encourage individual self-awareness, and (2) to help students understand how the material in a given chapter applies to their own lives. There are three exercises in every chapter. The material moves from fairly structured exercises that often have definite closure, to the more personal, open-ended, exploratory work that was the singular strength of the original Self-Discovery exercises.

A Major Reorganization and Revision

The organization of the book has also changed significantly. The first seven chapters now cover the core concepts that form the heart of any course on the psychology of adjustment. The last seven emphasize the adjustive challenges of developmental tasks over the life span, with an extended discussion of adulthood.

Part One—Adjustment and the Individual

Chapters 1 and 2 lay the foundation for understanding human adjustment. A major effort has been made to make Chapter 1 more engaging and interesting through the use of new human interest stories, examples, and case studies, and by tightening the chapter's organization. The concept of adjustment (both adaptive and maladaptive) is now introduced in this chapter. New also is an in-depth discussion of research on the perceived vs. real dangers of various hazards.

Chapter 2 has been extensively reorganized and rewritten. A case study is presented at the start of the chapter and is then analyzed from the perspective of each theoretical model as the chapter progresses. For each model, new material explores how that model views healthy adjustment and evaluates the model's strengths and weaknesses.

Part Two—Stress: Its Nature, Effects, and Management

Building on this foundation, Chapters 3 through 7 discuss the basic principles of adjustment: the nature of stress, typical reactions to stressful events, coping more effectively with stress, maladaptive reactions to stress, and formal and informal therapies. New research covers such topics as the effects of stress on the immune system, urban stress, the stressfulness of AIDS, Type A personality and cardiovascular disorders, learned helplessness, social support and health, thought suppression, the prevalence of psychological disorders, and the genetic predispositions underlying some psychological disorders. Throughout these chapters, there is greater emphasis on such topics as perceived control, physiological reactions to stress, and the diathesis-stress model of disorders. The discussion of disorders has been revised to reflect DSM-III-R.

Part Three—Adjusting to Challenges over a Lifetime

The second half of the book examines in greater detail the most common adjustive challenges that arise during the course of life. Chapters 8 and 9 provide an overview of life-span adjustment: Chapter 8 examines common adjustive demands on infancy, childhood, and adolescence, while Chapter 9 focuses on adjustment in adulthood. Throughout, I have made a concerted effort to link these chapters to the first part of the book, by showing how major developmental tasks require the adjustment and adaptation techniques discussed in Chapters 1 through 7 and by deleting material peripheral to understanding life-span adjustment. Used throughout the last half of the book are the methods of effective coping discussed in Chapter 5, to demonstrate how people can reduce the stressfulness of inevitable adjustive challenges that arise in the course of living.

New material is included on the stressfulness of various childhood events (including a questionnaire that allows readers to try to predict the results of current research), physical and cognitive changes throughout adulthood, Gould and Levinson's studies of adjustment in adulthood, the mid-life transition, changing social relationships in adulthood, and adjustment in later adulthood.

Part Four—Interpersonal and Social Aspects of Adjustment

Following the overview in Chapters 8 and 9, Chapters 10 through 14 examine much more closely those areas of adult life that are the most frequent sources of major adjustive challenges: interpersonal relations (Chapter 10); love, marriage, and other intimate relations (Chapter 11); human sexuality (Chapter 12); work and leisure (Chapter 13); and living in groups (Chapter 14). New material is included on interpersonal attraction, effective listening, mate selection, the effect of employment of married women, the effects of divorce on couples and their children, AIDS, homosexuality, and specific techniques for coping with stress in the workplace.

As in previous editions, the closing Epilogue completes the circle by returning to the discussion of the importance of values to human life and adjustment, a discussion that appears in the first chapter and reappears throughout the book.

Acknowledgments

I continue to be indebted to the many distinguished scientists and writers and their publishers who granted me permission to quote from their works. I am also grateful to many people who contributed generously of their time to make this edition even better than the last. Thanks go to those professionals who reviewed the Sixth Edition and the manuscript for this new edition and who offered recommendations for improvement. I have benefitted greatly from their suggestions.

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Western Carolina University

Special thanks goes to Sandra Byers, of the University of New Brunswick, for her essay on Sex Roles and Gender Identification in Chapter 8, "Development and Adjustment in Childhood and Adolescence." Her contribution was a welcome addition on an important subject and enhanced the chapter overall.

New Authorship: *Instructor's Manual/Test Items and Student Study Guide*

I am also grateful to those who have worked on the ancillaries for the text. The completely revised *Instructor's Manual and Test Bank* was prepared by Professors Jeanne L. O'Kon and Dale McColskey of Tallahassee Community College. The completely revised *Student Study Guide* was authored by Professors Joan Rosen and Lois Willoughby of Miami Dade Community College.

Finally, thanks go to the professional staff at Scott, Foresman. In particular, my thanks to Gail Savage, who listened to all of my ideas and then gently guided my efforts in the most productive directions while politely ignoring some of my more bizarre proposals. The book is much stronger as a result of her contributions.

C.G.M.

To the Student

THIS book has been written with you in mind. It is a book about the psychology of adjustment—the personal meanings of psychology. In it you will find information relating the findings of psychology and other disciplines to your life.

Several objectives have guided my preparation of the Seventh Edition of *Contemporary Psychology and Effective Behavior*. First, I wanted this book to be scholarly and up-to-date but not dry. I also wanted this text to be helpful without being a rigid and inflexible “how-to” book. I have attempted to make explicit the idea that adjustment is an active process that extends throughout the life span. Adjustment is not simply a matter of adapting to one’s environment once and for all, but a continuing endeavor through which we shape our lives and our selves. Finally, I have tried to make you feel as though I am addressing you directly and personally. And it is my hope you will use material from this book to increase the understanding and satisfaction you get from life.

EFFECTIVE STUDY TECHNIQUES

. . . Much study is a weariness of the flesh.

Ecclesiastes XII, 12

Effective study is an active process. It does not mean passively reading some material; it does not mean cramming for exams; and it does not mean endless hours spent in a frustrated search for understanding. Rather, effective study involves actively “digging in” and mastering course material; it involves steady progress; it involves more efficient use of your study time and, possibly, a reduction in the time you devote to study. In short, effective study can reduce the “weariness of the flesh” and replace it with an exhilarating sense of competence, pleasure, and mastery.

Where to Study

Choosing appropriate study areas is the first step in an effective study program. Ideally, a study area should be free from distractions, well lit, and quiet.

Eliminating distractions is both a subtle and an obvious process. Some of the obvious distractors include telephone calls, friends or family stopping to chat, and so forth. The subtle distractors are often more numerous, but they can just as easily interrupt a study session. These subtle distractors can be a newspaper or magazine within easy reach, hobby materials such as records, photographs, and piles of unfinished projects in the study area. Even a textbook from another course can be a distractor. As you study for a particular course, the sight of another textbook reminds you how far behind you are in another course, and you begin to worry and daydream and become distracted. Once you become attuned to these distractions, you can eliminate them and improve your study skills.

Seeking a quiet and well-lit study area is equally important. A radio blaring in the background, a stereo playing next door, and the sounds of an interesting conversation are but a few of the factors that can disturb a study area.

Many students erroneously believe that a radio playing softly in the background improves their study skills. Unfortunately, this belief is not supported by scientific data. If anything, the use of a radio increases the time spent in a study session because of the distracting, noise-producing characteristics of the radio.

Finally, a study area should be used only for studying, not for any other activity. This implies that you should not study while lying in bed. If you choose a desk to be your study area, you should only study while at the desk. Socializing should be conducted elsewhere. Talking on the telephone or listening to the stereo should be performed away from the desk. And when you find yourself daydreaming, you should get up and move away from the desk. In short, establishing a specific study area ensures that you will be mentally attuned to study when you sit in your study area.

When to Study

Two principles govern suggestions for deciding when to study. The first principle is that, for learning textual material, *continuous practice is better than massed practice*. We retain more information when we attempt to learn it in small, manageable packets than when we attempt to learn a great deal of material all at once. This implies that all-night study sessions just prior to an exam are less effective (and more exhausting!) than continuous, regular study sessions.

The second principle is an old one, repeatedly confirmed by research—*practice improves retention*. Reviewing course material on a regular basis facilitates the learning process. Adhering to a regularly scheduled study program has major benefits for remembering and retaining course material.

How to Study: The SQ3R Approach

The SQ3R method was devised to increase your involvement with text material. Although the SQ3R system appears to be somewhat involved and complex, it can

significantly increase your comprehension and understanding of the material, and so your ability to apply the material throughout the course.

The SQ3R method has five parts: Survey, Question, Read, Recite, and Review. Let us examine how to use each of these steps to help you increase your study efficiency.

Survey. Briefly survey the chapter; look at the chapter title, section headings, and so forth. Your aim here is not to go into detail but to develop a general idea of the structure and focus of the chapter.

The text is designed to help you with this step. You will notice that a chapter outline is placed at the beginning of each chapter. Look over this outline as you survey the chapter. Also, examine the chapter summary to get some idea of the material presented in the chapter. Remember, your goal in this part of your study is to become acquainted with the material to come.

Question. As you survey the chapter, write down several questions about the material you are about to learn. These questions should be relatively detailed and should cover the chapter. Portions of the outline may be written as questions.

The purpose of asking questions is to increase your involvement with the material and to give some purpose to your studying. By formulating questions, you are not simply reading the material, but you are trying to find answers to important issues. Also, you will focus on the more important material without becoming overwhelmed by details.

The text can help you formulate questions. The major headings of the chapter are printed in color and are excellent sources for generating questions. Additionally, key terms are printed in **boldface type**, and definitions for these terms can be found in the page margins.

Read. Now that you have formulated some questions, read the material in order to answer the questions. Write down the answers to the questions you have posed. It is important to read actively and with involvement, for this increases your understanding of the material. If you become tired or distracted, stop reading until you can devote your entire energies and attention to reading. Remember, your job here is not just to cover a number of pages but to “dig in” while you read.

Recite. Recitation is the part of the SQ3R method that most people find difficult (or embarrassing) to carry out. Look at your questions and try to answer your questions *aloud*. Listen to your responses. Are they complete? Are they correct? If not, reread the appropriate section and try again to answer your question. This form of rehearsal increases the likelihood that you will retain the material.

If you find it difficult to carry out this portion of the SQ3R method by yourself, enlist the cooperation of other members of your class. Form a small group and meet on a regular basis. Ask questions of each other, and answer these questions. Prepare short lectures on the material. (Be sure to stay on target and not let extraneous material enter into your study sessions.) If you make a mistake, briefly review the material and state aloud your corrected answer.

Review. On a regular basis, look over your notes. Answer the questions you have posed to yourself. Try to summarize the major points in the chapter. By making this rehearsal an active and a regular process, you again increase your chances of retaining the material.

In closing, I hope that you will benefit from the suggestions on improving your study skills. I also hope that reading this book will be as exciting, challenging, stimulating, and rewarding for you as preparing this new edition has been for me.

Overview

PART ONE

ADJUSTMENT AND THE INDIVIDUAL

- Chapter 1 The Human Dilemma
- Chapter 2 The Quest for Understanding

PART TWO

STRESS: ITS NATURE, EFFECTS, AND MANAGEMENT

- Chapter 3 Problems of Adjustment
- Chapter 4 Reactions to Stressful Events
- Chapter 5 Effective Methods of Coping with Stress
- Chapter 6 Maladaptive Behavior
- Chapter 7 Psychotherapy and Counseling

PART THREE

ADJUSTING TO CHALLENGES OVER A LIFETIME

- Chapter 8 Development and Adjustment in Childhood and Adolescence
- Chapter 9 Development and Adjustment in Adulthood

PART FOUR

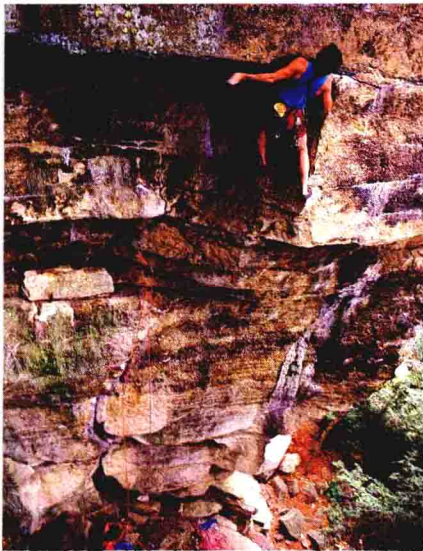
INTERPERSONAL AND SOCIAL ASPECTS OF ADJUSTMENT

- Chapter 10 Interpersonal Patterns and Relationships
- Chapter 11 Love, Marriage, and Intimacy
- Chapter 12 Sexual Attitudes and Behavior
- Chapter 13 Work and Leisure
- Chapter 14 Adjusting to Living in Groups

EPILOGUE

THE QUEST FOR VALUES

Contents



PART ONE

Adjustment and the Individual 1

CHAPTER 1 THE HUMAN DILEMMA 2

The Process of Adjustment 7

Adaptive and Maladaptive Adjustment / The Search for Understanding / The Search for Values

The Orientation of This Book 15

A Scientific Approach / A Humanistic Approach / Belief in the Individual's Dignity and Growth Potential

Looking Forward 21

Summary 23

Insight

The Paradoxes of Our Time 6

Progress and Expectations 8

Adaptation Among Non-humans 12

Three Key Questions 14

Psychology in Action

The Hazards of Modern Living 11

CHAPTER 2 THE QUEST FOR UNDERSTANDING 26

The Psychoanalytic Model 28

Freudian Psychoanalysis / Healthy Adjustment / Psychoanalytic View of Robert W. / Evaluation / Contemporary Psychoanalysis

The Humanistic Model 40

Rogers' Person-centered Humanism / Maslow's Humanistic Psychology /
Healthy Adjustment / Humanistic View of Robert W. / Evaluation

The Behavioral Model 49

Classical Conditioning / Operant Conditioning / Observational Learning and
Cognitive Behaviorism / Healthy Adjustment / Behavioral View of Robert W. /
Evaluation

Conflicting Views of Human Nature 58

Good or Evil / Rational or Irrational / Free or Determined

Summary 65

■ **Insight**

Are People Often Unaware of Their Real Motives? 36

The Existential Viewpoint 50

■ **Psychology in Action**

The Case of Robert W. 29

Adrift 31

Freudian Interpretation of a Dream 34

Portrait of an Artist: Victor S. 42



PART TWO

*Stress: Its Nature, Effects,
and Management 69*

CHAPTER 3 PROBLEMS OF ADJUSTMENT 70

The Nature of Stress 72

Stressors / Perceptions / Coping

Sources of Stress 75

Frustration / Conflict / Pressure / Change / Self-imposed Stress

Factors Influencing the Severity of Stress 90

Characteristics of the Adjustive Demand / Characteristics of the Individual /
Social Support Available to the Individual

Positive Stress 98

Summary 101

■ **Insight**

Unconscious Conflict 81

■ **Psychology in Action**

The Life Experiences Survey 86–88

The Effect of Exam Anxiety on Grandma's Health 92–93

Type A versus Type B Personality Test 97

Sensation Seeking Scale 100–01

CHAPTER 4 REACTIONS TO STRESSFUL EVENTS 104

Physiological Reactions to Stress 106

General Adaptation Syndrome / Psychophysiological Disorders

Emotional Reactions to Stress 117

Fear and Anxiety / Anger / Guilt / Grief, Depression, and Loneliness / L
Emotional Associations

Defense-oriented Reactions to Stress 122

Repression and Suppression / Denial / Fantasy / Rationalization / Projecti
Displacement / Regression / Compensation / Undoing / Emotional Insulat
Intellectualization

Cognitive Reactions to Stress 130

Summary 134

■ **Insight**

Are There Built-in Patterns for Coping with Tragedy? 121

■ **Psychology in Action**

Voodoo Death 113

Coping with Cancer 126

Reactions to the Stress of AIDS 132–33

CHAPTER 5 EFFECTIVE METHODS OF COPING WITH STRESS 138

Coping Effectively with Reactions to Stress 140

Built-in Coping Mechanisms / Coping with Physiological Reactions to Stress
Coping with Emotional Reactions to Stress / Coping with Cognitive Reactio
to Stress

Coping Effectively with Stressors 154

Evaluating the Stress Situation / Identifying Alternative Courses of Action /
Taking Positive Action / Utilizing Feedback

Using Stress for Personal Growth 165

Increasing Self-understanding / Increasing Understanding of Others / Devel
More Realistic Goals and Values / Increasing Competence and Stress Toler

Summary 169

■ **Insight**

Cognitive Self-statements Used in Stress Inoculation Training 155

■ **Psychology in Action**

Learning How to Relax 146–47

Time Management 159

Commercial Stress Management Programs 165

CHAPTER 6 MALADAPTIVE BEHAVIOR 172

Stress and Adjustment Disorders 176

Adjustment Disorder / Post-traumatic Stress Disorder

Anxiety-based Disorders 180

Panic Disorder / Simple Phobias / Obsessions and Compulsions / Somatoform Disorders / Other Anxiety-based Disorders / The Search for Causes

Mood Disorders 186

Mild to Moderate Mood Disorders / Severe Mood Disorders / The Search for Causes

Personality Disorders 192

Antisocial Personality Disorder / Borderline Personality Disorder / The Search for Causes

Substance Use Disorders 197

Frequently Abused Substances / The Search for Causes

Schizophrenic Disorders 204

Clinical Symptoms / Types of Schizophrenia / The Search for Causes

Summary 209

■ **Insight**

The Prevalence of Psychological Disorders 177

The DMS-III-R Clusters of Personality Disorders 193

■ **Psychology in Action**

Suicide Among College Students 189

“Lethality Scale” to Assess Suicide Potential 191

Early Warning Signs of Approaching Alcoholism 200

CHAPTER 7 PSYCHOTHERAPY AND COUNSELING 214

The Therapeutic Setting and Process 217

The Therapeutic Setting / Stages in the Therapeutic Process / Action- versus Insight-oriented Approaches / Initiating and Terminating a Therapeutic Relationship

Psychological Assessment 223

Types of Assessment Information / Methods of Assessment / Evaluation and
Integration of Assessment Data

Psychotherapy 228

Psychoanalytic Therapy / The Humanistic-Existential Therapies / Behavioral
Therapies / Sex, Marital, Family, and Group Therapy

Self-help Groups 246

Summary 248

■ **Insight**

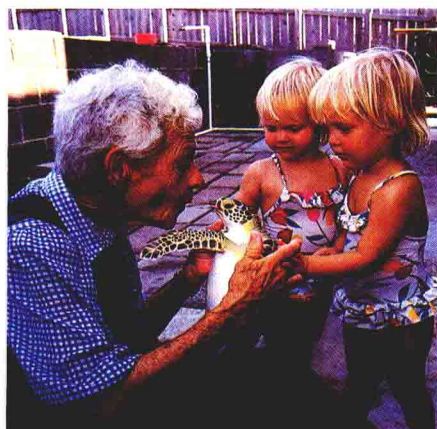
How Effective Is Psychotherapy? 222

Forms of Intensive Group Experience 245

Events in Encounter Groups 247

■ **Psychology in Action**

Myths and Realities in Hypnosis 230



PART THREE

*Adjusting to Challenges
Over a Lifetime* 253

**CHAPTER 8 DEVELOPMENT AND ADJUSTMENT IN
CHILDHOOD AND ADOLESCENCE** 254

The Process of Development 257

Developmental Tasks / Trends Toward Personal Maturity / Maturation and
Learning

Healthy and Faulty Development 260

The Problem of Defining Healthy Development / Psychological Conditions that
Foster Healthy Development / Forms of Faulty Development

Developmental Tasks in Infancy 269

Development of Motor Skills / Development of Cognitive Skills / Development of
Attachment / Development of Basic Trust / Development of Independence and
Autonomy

Developmental Tasks in the Preschool Years 274

Development of Motor Skills / Development of Cognitive Skills / Development of
Autonomy and Initiative / Mature Independence and Relations with Peers