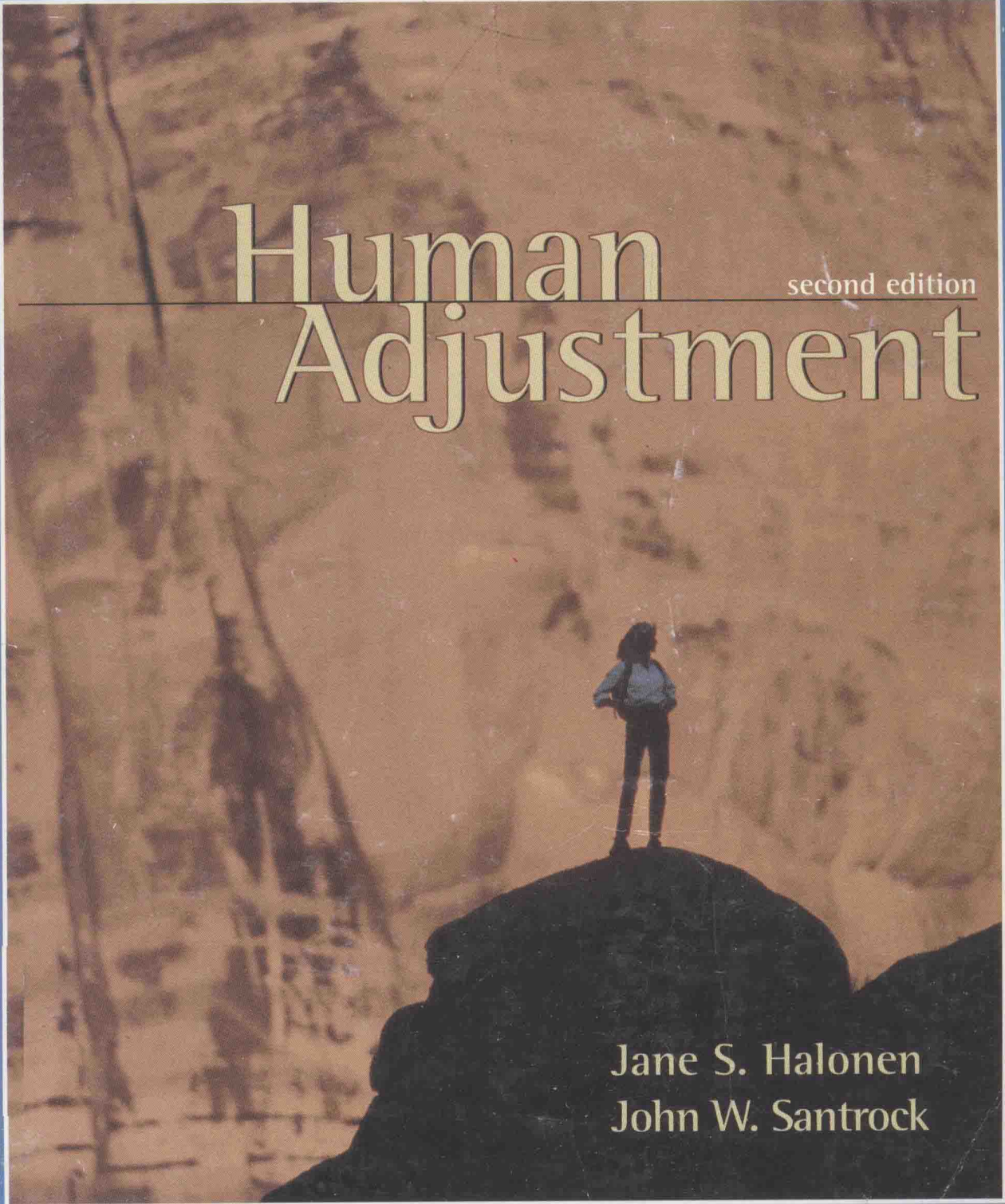


Student Study Guide

prepared by
Terry F. Pettijohn

A photograph of a person standing on the peak of a dark rock in a vast, arid desert canyon. The canyon walls are steep and eroded, with a warm, orange-brown color palette. The person is silhouetted against the bright background of the canyon.

Human Adjustment

second edition

Jane S. Halonen
John W. Santrock

Student Study Guide

to accompany

Human Adjustment

Second Edition

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Alverno College

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University of Texas at Dallas

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The Ohio State University, Marion Campus



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PREFACE

This *Student Study Guide* was developed to help you learn and understand the principles and applications in *Human Adjustment* (2nd ed.) by Jane Halonen and John W. Santrock. I have written this study guide to involve you actively in the learning process. It is meant to be used in a comprehensive study program to help ensure maximum benefit from your adjustment course.

Study Guide Features

In each chapter of this *Study Guide*, you will find the following features:

Chapter Outline. The comprehensive and detailed chapter outline provides a quick look at the relevant information in the textbook chapter. This can orient you to the chapter and prepare you for studying.

Learning Objectives. The learning objectives are very important in your study program. They highlight the major sections of the textbook chapter and provide a guide for your study efforts. The learning objectives form the structure for a number of other *Study Guide* features, including the Guided Review, Understanding Concepts, and Chapter Practice Tests.

Guided Review. To help you thoroughly master the principles presented in the textbook, the Guided Review covers the main ideas in the same order as the textbook. It is organized by learning objectives to further help you associate the key principles with the important details of each topic.

Key Terms. Psychology, like every discipline, has its own "language," which is important to master in order to completely understand the concepts being presented in the textbook. The Key Terms section allows you to recall definitions and to write examples of the concepts. This will prepare you for tests and help ensure that you can effectively communicate in the course.

Chapter Practice Tests. There are two 15-multiple-choice question tests (Test A and Test B) included for each chapter. Chapter Practice Test A is found earlier in the chapter to help you assess your preliminary knowledge of the material, and Chapter Practice Test B is found at the end of the chapter to provide a final check of your understanding. Answers for both tests are included at the end of the *Study Guide* chapter, along with the learning objectives and the textbook page numbers from where the tested material was taken.

Identifying Concepts. The Identifying Concepts section is designed to help strengthen your ability to recognize important theories, people, and concepts included in each chapter. This section is organized by themes, such as stages in a theory, types of a concept, or people working in an area of psychology. You are asked to identify the particular stage, theory, event, form, or person that is illustrated in each example.

Understanding Concepts. It is important to write about the principles you are learning, and thus the Understanding Concepts section gives you the opportunity to measure your progress at mastering the learning objectives for the chapter. Each question in this section focuses on one learning objective (for example, question 1 focuses on learning objective 1, and question 2 focuses on learning objective 2). If you need to review the textbook topic, refer to the corresponding learning objective for the particular question.

Applying Concepts. Learning about adjustment requires that you develop critical thinking skills to properly assess your adjustment as well as the adjustment of others. The Applying Concepts questions allow you to think about important issues raised in the textbook.

Answers to Chapter Questions. At the end of each chapter in this *Study Guide* are answers to the questions in the Guided Review, Chapter Practice Tests, Identifying Concepts and Understanding Concepts sections.

Study Skills for Today's Students

Adjustment is such an exciting and useful area of study that at times it can be somewhat overwhelming. There is a lot to learn and remember, and *Human Adjustment* (2nd ed.) was written with the student in mind. If you seriously incorporate the activities from this *Student Study Guide* into your study sessions, you will greatly improve your understanding of the principles of human adjustment (and likely also improve your course grade).

You will learn about adjustment from a number of sources. Classroom lectures and discussions provide insight into the important theories and principles of adjustment. The textbook provides an organized wealth of information. The *Student Study Guide* will help you integrate what you learn in class and your textbook, and will help you prepare for tests. A little effort on your part will result in significant understanding of this most exciting area of psychology.

Make good use of your time; use efficient study techniques: The textbook covers such topics as time management, coping skills, and learning, that you may want to read about before the chapters in which they are discussed are formally covered in class. You will find page references to these topics in the index of the textbook.

Here, I will discuss student study-skills in several overlapping sections: classroom learning-skills, textbook studying-skills, using this *Study Guide*, managing your study time, and test-taking skills. The most important point in studying is to *be prepared*. If you are prepared to take lecture notes, read and study your textbook, and prepare properly for your tests, you will have no difficulty in mastering the material from your adjustment course.

Taking Notes in the Classroom

The first step is to make sure you are prepared for class by reading the assignment, reviewing your notes, and generally feeling comfortable about attending class. Your task in the classroom is to practice active listening. Have all of your needed materials ready, and be relaxed enough so that you can focus on the lecture topic. Avoid distractions. If you are obliged to be absent from class, make arrangements to get notes from another student.

Psychology of adjustment requires active note-taking by students. Many students have difficulty deciding what notes to take. Although there are individual differences, there are certain signals that often act as guides to what the instructor considers important. He or she will often pause to allow students to think, repeat major points, and write key concepts on the board. Make sure that the important concepts expressed by your instructor are recorded in your notebook.

It is important to have a system of notetaking that works for you. One effective way is to use a series of outlines to record the main ideas and important details. Make sure your notebook is large, and that you have enough paper. Consider leaving space in your notebook to also include notes from your textbook. One system is to write lecture notes on the right-hand pages, and write notes from the textbook on the left-hand pages. Then you have all of the information for any one topic together. Remember that the notes you take from the classroom provide a structure for learning, and they let you know what your instructor considers to be important.

Studying Your Textbook

Reading and studying your textbook is the core of a good study program. *Human Adjustment* (2nd ed.) is organized so it is easy to read, study, and learn from. Here are several ideas I want to mention about textbook study skills.

Many students read slowly. There are several things you can try to improve your reading speed and comprehension. First, practice reading faster. No matter how fast you normally read, you can increase the speed. Use your eyes to read thought units rather than only words. Read straight ahead and do not continually backtrack. And stop talking to yourself as you read. If you

improve your reading habits, you will learn more and enjoy the course.

The best known study technique is probably SQ5R. Originated by Francis Robinson (1970) and expanded by Walter Pauk (1984), it has proven extremely effective in a variety of situations. The steps to the SQ5R study technique include:

1. **Survey:** Always get the overall picture. When studying a chapter, glance at the chapter outline, skim through the pages noting the major sections, and look over the chapter review.
2. **Question:** As you are examining the chapter, ask yourself questions about the content. Questions force you to do active studying and to better prepare for tests. Your psychology textbook has a set of chapter objectives which make ideal questions, and correspond to the major chapter sections.
3. **Read:** Read for a purpose (to answer your own questions). Read carefully and completely (including tables and illustrations as well as the main text). Concentrate on getting the main ideas and the important details. After you have read the chapter, take brief notes on it. Keep topics organized, and include the main ideas and important details you want to remember. Keep the textbook notes with the lecture notes on the same topic. Use the notes as one way to review.
4. **Record:** Record the main ideas in each section. This encourages you to actively read the book to discover the important ideas contained in it. You can underline key words, write important points in the margin, or write a summary in your notebook. Keep your writing brief and focus on the really important ideas that you will need to remember for your test. Writing helps you remember the important concepts, and keeps you alert as you study.
5. **Recite:** Recitation is an important step. Try to recall the main ideas and important details. You may want to turn to the chapter objectives and write a brief response for each one. You can check them with the chapter review. Can you answer your questions without using the text? If you have any weak spots, here is the time to correct them.
6. **Review:** People easily forget what they learn if they do not review. Review shortly after first studying, and several different times before taking the test. This is an excellent opportunity to use your *Student Study Guide*, which was prepared to help you assess your understanding, and guide your review of the material.
7. **Reflect:** It is important to reflect on the main ideas that you have learned. This step allows you to think critically about the important issues raised in the chapter. It is important to take some time to organize the information you have recently learned. Here you can develop examples and applications of the major principles, and evaluate the various theories and viewpoints. This helps you remember and use the information more effectively.

Using Your Study Guide When Studying

Each chapter in this *Study Guide* has nine sections to help you learn and understand the textbook material. Following is my advice to help you make the most of your *Study Guide* when studying each chapter.

1. Before reading the textbook, examine the detailed *Chapter Outline* summary to preview the topics that you will read about. Note that the major headings are directly from the textbook, while the detailed summary statements provide a full picture of the textbook material. You can also use the Chapter Outline when you are studying but don't have your textbook with you, or during review sessions when you want to quickly go over the material you have already learned. You might want to write your own notes in the margin, and you could mark the points of the outlines emphasized by your instructor in class.
2. You should also read over the *Learning Objectives* prior to reading the textbook chapter. This list provides guidelines for mastery of the chapter material. The Learning Objectives should be referred to at the beginning of every study session to orient you toward your study goals. The Learning Objectives also make good study questions which can be used to assess your progress in mastering each chapter's material.

3. After you have actively read the textbook chapter (and ideally have taken notes from it), you can then work on the *Guided Review*. This section of the *Study Guide* consists of completion statements that cover the main points and important details of the chapter. It is the most detailed studying task in each chapter and will help you master the detailed information you need to know for tests. Note that the Guided Review is organized by Learning Objectives to reinforce the goals of each section. You might want to complete sections of the Guided Review as the information is covered in class. If there are items that you cannot complete, make note of them and restudy those sections of the textbook. Answers to the Guided Review are provided at the end of each study guide chapter.

4. The *Key Terms* for the chapter are listed next. Space is provided for you to write in a brief definition in your own words. Try not to write the exact textbook definition, as this will not help you as much as when you put it into your own words. Also, make sure you give an example or application of each Key Term, as this will help you retain the concept and hopefully will prepare you to utilize the term in your studying and test taking. Page numbers are provided so that you can check your responses with the textbook and restudy the material if necessary. You are encouraged to mark your *Student Study Guide* to indicate your progress. For example, you might place a "?" if you are not sure of the term, an "X" if you cannot define it, and "I" when you have learned it. The list of Key Terms is also useful for reciting during your study session. And you can probably get a friend to ask you the terms as another form of assessment. Knowing the Key Terms helps you prepare for both multiple choice and essay exams.

5. *Chapter Practice Test A* provides feedback on your mastery of the chapter material up to this point. Each Practice Test contains fifteen multiple-choice questions that cover the main ideas of the textbook chapter. Some of the questions are straight forward factual ones, whereas others ask you to apply your knowledge. These multiple-choice tests are especially useful if your instructor uses this type of question on tests, although they also provide an excellent source of feedback about your knowledge as you are studying, irrespective of the testing format used. Of course, your instructor will use different questions on a test, but these will help prepare you. The answers, as well as the learning objectives and page numbers are included at the end of the *Student Study Guide* chapter. Use the outline of the Chapter Practice Tests to guide additional study of the textbook.

6. Now you are ready to study the concepts presented in the textbook. Use the *Identifying Concepts* exercises to ensure you understand the theories, people, and concepts included in the book. For each item, you need to write in the correct term. For instance, Chapter 2, Personality, includes defense mechanisms as a topic and for each description you need to identify the correct defense mechanism. Answers are included at the end of the study guide chapter.

7. It is important to practice writing answers to short answer and essay questions in an active study program. The *Understanding Concepts* activity gives you the opportunity to answer questions designed to help you master the main ideas in the chapter. Each question is based on a learning objective, and if you have difficulty with any questions, you need to restudy the material in that section of the chapter. Although your answers will vary, I have provided a brief suggested answer for each question at the end of the study guide chapter. These questions might also be appropriate to use in a group study session.

8. The *Applying Concepts* activity gives you the chance to discover adjustment applications and helps you develop critical thinking skills and mastery of the applications in the textbook. Although the answers to many questions can be found in the textbook, others do not have one simple answer. Some of these questions will focus on your personal adjustment and ask for personal examples, and others will ask you for your opinion on controversial issues. Some of the Applying Concepts ask for your reactions to activities in the chapter. These questions are designed to help you assess your opinion on issues that are important in human adjustment.

9. The last activity in each chapter is *Chapter Practice Test B*, another fifteen-item multiple-choice test. Here is one additional opportunity to measure your understanding of the chapter's material. It is important to realize that there often is not one correct response and that your

active involvement in critical thinking about the issues in adjustment is a goal of this exercise.

10. When you have completed all of the chapter's activities, you might want to read once more the Chapter Outline as a review of the chapter.

This study program should ensure that you are indeed prepared for the test, as well as you have mastered understanding human adjustment.

Managing Your Study Time

Are you a student who always ends up cramming the night before the test? Typing up your report just hours before its final deadline? One of the hardest tasks to accomplish is to manage your time in ways that will help you to be a successful student. It is useful to plot out a typical week's schedule so that you can see how your time is spent. Mark in your hours in which you will be in class (class attendance is significantly related to grade performance), and also mark in necessary time for sleep, meal preparation and eating, household and family responsibilities, exercise and leisure activities, employment hours, commuting time, and other built-in activities.

Now, is there any time left for studying? Ideally, you should have more studying time than classroom time (a common guideline is 2 hours of studying per hour of class time). Figure out which hours are good ones for you to study, and pencil them in. Are there other activities that need to be switched, reduced, or eliminated for awhile so that you can do your best as a student? Try to figure a practical and manageable time schedule.

If you are taking a full load of courses, and especially if you have family and work responsibilities, you will probably not be able to finish every project and reading assignment and learn all that you should in your courses. Instructors assign heavy assignments and there is an infinite amount that you could learn about and think about in every college course; therefore, it is important that you establish priorities in your studying. Too many students fail to analyze what aspects of each course are most important to spend time on. For example, if a term paper makes up 40 percent of one grade and a book report makes up 5 percent, it is crucially important to do an excellent term paper. It is also good to do an outstanding book report, but the payoff is not as large as it is for the term paper. If your time is limited, put the most effort into the term paper. Ideally, of course, you will put sufficient effort and talent into both projects.

Are you putting off studying, reading a certain textbook, or getting started on the term paper? Do you spend your time calling yourself lazy and stupid? Are there projects that you aren't starting because you fear that you cannot do them well? Or do you delay tasks because you aren't quite certain what is expected of you?

The number one cause of *procrastination* is perfectionism. You may want to do such a good job on a task that it becomes forbidding to get started. You must break through that perfect roadblock and just get started. Remind yourself that no one is perfect, and that you just need to begin and make revisions toward a better project as you get into it. It is helpful to break down a big test or project into more manageable, less threatening components.

Almost as important as when to study is where to study. If you are going to do some of your studying on campus, explore the campus for the best studying location. Are there study areas in the library? Are there areas that are relatively quiet where you can read while sipping coffee or cola? If you plan to do some small group studying, are there appropriate lounge, cafeteria, or classroom areas where this can be accomplished? Make some decisions, and try to keep some regularity in your time for studying on campus.

In your living space, explore whichever areas are best for encouraging serious studying. You may do best when studying at a desk or study table. You may prefer and do better in a soft chair that you come to associate only with studying. Some individuals can study in bed, but for many this is an inappropriate answer because they tend to fall asleep while studying. Some students do well studying at a kitchen table, but here environmental cues may lead to an increase in eating! If possible, choose a study area in which studying will be the only major activity done in that place. In that way, you will develop environmental cues that will help you become a more efficient student. Also provide yourself with the best level of lighting, sound, and temperature.

Preparing for and Taking Tests

The best way to prepare for a test is through regular review and self-testing by using your *Study Guide*. Review your lecture notes on a regular basis, glance at the chapter review before you begin a study session, and examine the chapter objectives to prepare your study time. Keep up to date on all of your assignments, and manage your time so you have opportunities for study.

Tests are an important aspect of any course, and part of your goal in your psychology course should be to earn good grades on them. Make sure you have a positive attitude about tests, and prepare carefully for them. Try to relax when taking tests, and work as carefully as possible. If you continue to use your *Study Guide* to help prepare yourself, you should not have any great difficulties on test days.

There are two general types of tests you might have. The first type is the objective test (such as multiple choice or completion). Notice that you have developed these skills in your *Study Guide* (in the Guided Review and Chapter Practice Tests) activities. When you take an objective test, first survey the test to determine how many questions you have, and how the grading system works. As you go through the questions, answer the easy questions first so as to build confidence, and, perhaps, obtain needed information for other questions. Read carefully the entire question. Especially on multiple choice questions, read and carefully consider each option. Think of multiple choice questions as a series of true/false questions. If you don't know an answer and there is no penalty for guessing, then guess. If later you think another answer is better, then change it. Use any time left in the period to go over your answers and make sure you have the ones you really intended.

The second type of test is the essay test (short answer or essay), which is based more on recall of information. This type of question is represented by the Key Terms, Identifying Concepts, Understanding Concepts, and Applying Concepts sections in this *Study Guide*. You need to plan your time and read directions carefully. You are being asked in each question to do a specific task, and it is important to follow directions exactly. For example, you may be asked to compare, define, describe, discuss, explain, state, or summarize. Each request requires a different response. On essay tests, organization counts, as does grammar and spelling. Give an example wherever you can to show you understand the application of the concept. Use any extra time to go over your answers and elaborate as necessary. Your main goal is to convince your teacher that you know the material.

Many students experience test anxiety when preparing for and taking tests. In order to overcome your test anxiety, you need to understand that it consists of three components. The physiological component includes bodily reactions to stress, such as increased heartrate and breathing, nausea, headache, and sweating. The emotional component includes feelings of fear, panic, and anxiety. And the cognitive component includes worry, and problems with thinking and memory.

To deal with the physiological components of test anxiety, you need to learn to relax. One suggestion is to develop an anxiety hierarchy and practice systematic desensitization (which is explained in chapter 15, "Therapies"). To deal with the cognitive and emotional components of anxiety, you need to work on cognitive restructuring (discussed in chapter 5, "Coping"). Modify your negative thoughts into positive ones. For instance, rather than thinking "I will never pass" before the exam, think "I will do my best"; rather than thinking "I am stupid" during the exam, think "I am prepared"; rather than thinking "I know I flunked" after the exam, think "It could have been worse." If you properly prepare for a test, you will feel more relaxed and you will be able to do your best.

Concluding Comments

Remember that *you have the ultimate responsibility* for learning the information presented in your course. Use your time wisely, concentrate on your objectives, set realistic goals, always be prepared, and learn to relax. Your reward will be good performance on tests and a better understanding of human adjustment as it is applied to everyday life.

I am most interested in hearing about your success in learning about the exciting field of psychology of adjustment. Please send me a note, via my publisher, about what you thought was especially useful in this *Student Study Guide*. Or send me an E-mail (Pettijohn.1@osu.edu) with your comments. Please also let me know what would make this *Student Study Guide* even better in helping students learn and understand human adjustment.

Acknowledgments

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chapter 1 The Nature of Adjustment

Chapter Outline

I. WHAT IS ADJUSTMENT?

Today people are exposed to overwhelming amounts of information.

We must understand other cultures to effectively cope with the world.

Knowledge of the adjustment process can help us meet challenges of today's world.

Psychology contributes to our knowledge about others and about coping.

A. DEFINING PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes in contexts.

As a science, psychology uses systematic methods to observe, describe, explain, and predict behavior and mental processes.

Some psychologists conduct scientific research, while others, such as clinical and counseling psychologists, help people cope with problems.

Contexts refer to the historical, economic, social, and cultural factors that influence mental processes and behavior.

B. DEFINING ADJUSTMENT IN A SOCIOCULTURAL CONTEXT

Adjustment is the psychological process of adapting to, coping with, and managing the problems, challenges, and demands of everyday life.

A sociocultural approach emphasizes that culture, ethnicity, and gender are essential to understanding adjustment.

Culture refers to the behavior patterns, beliefs, and other products of a particular group of people, including their values, work patterns, music, diet, and ceremonies, that are passed on from generation to generation.

Ethnicity is based on cultural heritage, nationality characteristics, race, religion, and language.

Sex refers to the biological dimension of being male or female, whereas gender is the sociocultural dimension of being male or female.

A special concern, from the sociocultural standpoint, is the prejudice and discrimination that many cultural and ethnic groups face.

II. CRITICAL THINKING AND ADJUSTMENT

Critical thinking is making appropriate decisions and developing competent strategies about what to do or believe about our own and other people's well-being.

A. DESCRIBING AND INTERPRETING BEHAVIOR CAREFULLY

Accurate behavioral description emphasizes verb-action words.

Good critical thinkers are precise in their descriptions of behavior and cautious in interpretations of behavior.

B. IDENTIFYING VALUES AND CHALLENGING ASSUMPTIONS ABOUT BEHAVIOR

Values are ideals that motivate our beliefs and choices.

We learn values from a variety of influences, including our parents, our peers, our schools and the mass media.

Good critical thinkers conscientiously examine the role that values and assumptions can play in influencing behavior.

A value conflict is a clash of beliefs about a problem that people are trying to solve.

C. EXAMINING THE INFLUENCE OF CONTEXT AND CULTURE ON BEHAVIOR

Sensitivity to context and culture enhances the critical thinker's ability to understand the behavior that occurs in a given context.

D. EVALUATING THE VALIDITY OF CLAIMS ABOUT BEHAVIOR

When confronted with a claim about behavior, good critical thinkers show a preference for believing claims that are supported by objective evidence from behavioral research.

E. SEEKING MULTIPLE POINTS OF VIEW AND ALTERNATIVE EXPLANATIONS

Seeking multiple perspectives is a hallmark of good critical thinkers.

F. APPRECIATING INDIVIDUAL AND GROUP DIFFERENCES

Critical thinkers are excited about the possibilities for learning from those with different life experiences and points of view.

G. PRACTICING ETHICAL SENSITIVITY AND CIVILITY TOWARD OTHERS

Critical thinkers enact appropriate ethical standards of behavior toward others, including behavior with integrity, honesty, compassion, and civility.

Civility is the practice of respectful behavior toward others.

H. APPLYING PSYCHOLOGICAL CONCEPTS TO ENHANCE ADAPTATION AND GROWTH

Psychology can be used to cope with everyday hassles and more complex problems, and can facilitate our psychological growth.

I. ENGAGING IN SELF-REFLECTION TO ENHANCE SELF-KNOWLEDGE

A course in adjustment gives you many opportunities to understand yourself better.

III. PSYCHOLOGY AND PSEUDOPSYCHOLOGY

Pseudopsychology is a nonscientific system that only superficially resembles psychology.

Astrology is the pseudopsychology that uses the position of stars and planets at the time of a person's birth to describe, explain, and predict their behavior.

Graphology is the pseudopsychology of using handwriting analysis to describe, explain, and predict a person's behavior.

Scientology is a pseudopsychology that states that people become socially programmed and respond too automatically to their world.

IV. BEING A WISE CONSUMER OF PSYCHOLOGICAL KNOWLEDGE

Not all psychological information presented for public consumption comes from professionals with excellent credentials.

A. SOME GUIDELINES

- 1. Don't Predict Individual Performance from Research Results Based on Groups**
- 2. Don't Overgeneralize from a Small Sample**
- 3. Don't Accept Results Based on a Single Study**
- 4. Don't Assume Causality When It Is Not Warranted**
- 5. Don't Assume Credibility from Questionable Sources**

B. EVALUATING SELF-HELP BOOKS

The self-help book market has mushroomed into a bewildering array of choices.

1. Guidelines for Selecting a Self-Help Book

Don't select a self-help book because of its cover, its title, its glitzy advertising, or because it's this year's so-called "breakthrough" book.

Select a book that makes realistic recommendations, not grandiose claims.

Examine the evidence reported in the book.

Select a self-help book that recognizes that a problem is caused by a number of factors and has alternative solutions.

A self-help book that focuses on a particular problem is better than one that is a general approach to solving all of your problems.

Don't be conned by psychobabble and slick writing.

Check out the author's educational credentials.

- Be wary of authors who complain about or reject conventional knowledge of mental health experts.
Don't rely only on self-help books for coping advice.
- 2. National Survey of Mental Health Professionals' Self-Help Book Recommendations**
Mental health professionals' advice for selecting self-help books is to be cautious.

Learning Objectives

After reading and studying this chapter, you should be able to:

1. Define psychology and describe what psychologists do.
2. Define adjustment and identify the sociocultural contexts in which it occurs.
3. Describe the critical thinking strategy of describing and interpreting behavior.
4. Describe the critical thinking strategy of identifying values and challenging assumptions about behavior.
5. Describe the critical thinking strategy of examining the influence of context and culture on behavior.
6. Describe the critical thinking strategy of evaluating the validity of claims about behavior.
7. Describe the critical thinking strategy of seeking multiple points of view and alternative explanations.
8. Describe the critical thinking strategy of appreciating individual and group differences.
9. Describe the critical thinking strategy of practicing ethical sensitivity and civility toward others.
10. Describe the critical thinking strategy of applying psychological concepts to enhance adaptation and growth.
11. Describe the critical thinking strategy of engaging in self-reflection to enhance self-knowledge.
12. Distinguish between psychology and pseudopsychology.
13. Identify several guidelines for being a wise consumer of psychological knowledge.
14. Identify several guidelines for evaluating self-help books.

Guided Review

After you have read this chapter in the textbook, search it to find the appropriate words to complete these statements. Material is covered in the same order as the chapter, and is organized by learning objectives. Answers are provided at the end of the study guide chapter.

Learning Objective 1. Define psychology and describe what psychologists do.

1. The scientific study of behavior and mental processes is psychology.
2. As a science, psychology uses systematic methods to observe, describe, explain, and predict behavior and mental processes.
3. The historic, economic, social, and cultural factors that influence mental processes and behavior refer to contexts.

Learning Objective 2. Define adjustment and identify the sociocultural contexts in which it occurs.

4. The psychological process of adapting to, coping with, and managing the problems, challenges, and demands of everyday life is adjustment.

5. A sociocultural approach to adjustment emphasizes that culture, ethnicity, and gender are essential to understanding adjustment and behavior.

6. Ethnicity is based on cultural heritage, nationality characteristics, race, religion, and language.

7. Sex refers to the biological dimension of being female or male, whereas gender is the sociocultural dimension of being female or male.

Learning Objective 3. Describe the critical thinking strategy of describing and interpreting behavior.

8. In the context of adjustment, critical thinking is making appropriate decisions and developing competent strategies about what to do or believe about your own or other people's well-being.

Learning Objective 4. Describe the critical thinking strategy of identifying values and challenging assumptions about behavior.

9. A clash of beliefs about a problem that people are trying to solve is a _____.

Learning Objective 5. Describe the critical thinking strategy of examining the influence of context and culture on behavior.

10. Good critical thinkers recognize that many behaviors can more easily be understood when the _____ context is taken into account.

Learning Objective 6. Describe the critical thinking strategy of evaluating the validity of claims about behavior.

11. Good critical thinkers show _____, a reluctance to believe when confronted with a claim about behavior.

Learning Objective 7. Describe the critical thinking strategy of seeking multiple points of view and alternative explanations.

12. Critical thinkers consider _____ explanations to enhance understanding.

Learning Objective 8. Describe the critical thinking strategy of appreciating individual and group differences.

13. Critical thinkers are exhilarated by the _____ among people.

Learning Objective 9. Describe the critical thinking strategy of practicing ethical sensitivity and civility toward others.

14. The practice of respectful behavior toward others is _____.

Learning Objective 10. Describe the critical thinking strategy of applying psychological concepts to enhance adaptation and growth.

15. The small, everyday life events to which we adjust are called _____.

Learning Objective 11. Describe the critical thinking strategy of engaging in self-reflection to enhance self-knowledge.

16. Each chapter of the textbook contains self-assessments that will help you gain some _____ into your motives, values, preferences, and eccentricities.

Learning Objective 12. Distinguish between psychology and pseudopsychology.

17. A nonscientific system that only superficially resembles psychology is a _____.

18. Astrology, graphology, and scientology are all _____.

Learning Objective 13. Identify several guidelines for being a wise consumer of psychological knowledge.

19. Most psychological research is conducted at the level of the _____.

20. As a wise consumer of psychological knowledge, it is important to not _____ from a small sample.

21. When two or more factors are simply correlated with each other, _____ interpretations are not justified.

Learning Objective 14. Identify several guidelines for evaluating self-help books.

22. When evaluating a self-help book, it is important to select a book that makes _____ recommendations.

23. Self-improvement jargon, vague language that is not going to help people cope with their problems, is called _____.

24. When selecting self-help books, it is important to be leery of so-called experts who claim to have knowledge and insights that they really don't have, people called _____.

Key Terms

For each key term, briefly define it in your own words and provide an example or application that will help you retain the meaning of the concept. Textbook page numbers are provided.

1. psychology (p. 5)
2. behavior (p. 5)
3. inferences (p. 5)
4. mental processes (p. 5)
5. science (p. 5)
6. clinical and counseling psychology (p. 5)
7. psychiatry (p. 6)
8. contexts (p. 6)
10. adjustment (p. 6)
11. sociocultural approach (p. 7)
12. culture (p. 7)
13. ethnicity (p. 7)
14. ethnic identity (p. 7)
15. sex (p. 7)
16. gender (p. 7)
17. critical thinking (p. 8)
18. values (p. 8)
19. value conflict (p. 10)
20. skepticism (p. 11)