

FIFTH EDITION

ADJUSTMENT & GROWTH IN A CHANGING WORLD



VINCE NAPOLI • JAMES M. KILBRIDE • DONALD E. TEBBS

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P R E F A C E

FOCUS

To lead an effective and fulfilling life, a person must do two things—*adjust* and *grow*. This book deals with adjustment and growth on two levels—the level of people in general and the level of *you* in particular. The material that deals with people in general tends to be theoretical, although specific devices have been used to ground this theoretical material in reality. The material that deals with you in particular is practical; it should help you in your own adjustment and growth.

Adjustment and Growth in a Changing World, Fifth Edition, is a text on the psychology of adjustment. It is concerned with the practical application of psychological principles to everyday life.

The book is organized on one level in a topical progression from a consideration of the individual to a consideration of interpersonal relationships. On another level a second organizational pattern is interwoven with the first: a progression from personal awareness to evaluation to change. This developmental pattern—from awareness to evaluation to change—is consistent with the general pattern of problem solving. That is, first we become aware of a problem; then we decide what to do about it; and finally we design and carry out specific action plans geared to solve the problem. Hence, the book helps you first to become aware of and to evaluate your own patterns of adjustment and growth, and then to make changes as you deem necessary or desirable.

ORGANIZATION

The book contains introduction and five major parts. The introduction is particularly useful because it deals with a topic that can be applied to any textbook you might use: study techniques. In addition, the introduction shows how a distinctive approach to learning, the SQ3R study method, has been employed in this book. We suggest that you read the introduction carefully before moving to Part I.

Part I presents an overview of the psychology of adjustment. It includes considerations of the processes of adjustment and growth, personality theories, and the concept of self-esteem. Part II surveys health psychology by examining stress and the influences of the physical, thinking, feeling, and social aspects of your well being. Part III considers adjustment and growth in interpersonal relationships. This section should help you to understand the impact of intimacy on your personal growth, as well as to understand your communication style. Life management and the world of work are the subjects of Part IV. Here you will consider the processes of goal setting and decision making, and the impact of career decisions and choices on your life. Part V focuses on a variety of factors involved when things go wrong for the individual. It includes a survey of mal-adjustive responses and of approaches that may be used to facilitate a return to healthy functioning.

MAJOR CHANGES IN THIS EDITION

We have made several major changes in the fifth edition, and all have received positive critical reviews from both students and teachers. Changes in organiza-

tion and topic coverage including the following: The chapter on stress and health is now included with chapters on physical self, thinking self, feeling self, and social self in a part on health psychology, and the chapter on the world of work is now paired with the chapter on life management. The chapter on self-esteem contains a new section on parenting skills. The chapter on stress and health has new material on personal coping and the power of positive thinking. New information on aging, the exaggeration of sex differences, and energy and enzymes in fat reduction appears in the chapter on the physical self. The chapter on the thinking self has a new section on deductive and inductive reasoning and the use of heuristics in adjustment. The discussion of depression has been extended and new information on happiness and anger has been added to the chapter on the feeling self. The chapter on the social self contains a new section on the life cycle, and the chapter on the world of work has a new section on human relations skills in the workplace. Finally, the chapter on problems in adjustment has new sections on mood disorders and eating disorders, and the entire chapter has been rewritten to conform with DSM-IV. We have updated research and statistics throughout the book and attempted to retain the quality and level of writing of the fourth edition.

A new feature, Cultural Crosscurrents, has been added to each chapter. It is designed to emphasize the role of culture in the psychology of adjustment and to stimulate student interest. Also new is the inclusion of “warm up” questions to the Critical Review questions. These are intended to prime the student for the recall and critical thinking required to answer the Critical Review questions. Both of these new features have been enthusiastically received by reviewers.

ANCILLARY MATERIALS

There are two companion pieces to *Adjustment and Growth in a Changing World*—one for the student and one for the instructor. The *Study Guide to Accompany Adjustment and Growth in a Changing World*, written by the text authors, includes a listing of the major terms and concepts from each chapter and several exercises, including short quizzes, designed to help students master the concepts. We have found that students who complete these exercises tend to make relatively good class grades (C or better); therefore, we recommend the use of the study guide.

The *Instructor's Manual* is given to each instructor who adopts the text. It includes a chapter overview, suggested teaching activities, questions for reflection/discussion, and suggested audiovisual materials for each chapter. It also includes a complete test bank, authored by Ed Lamp, professor of Psychology at Terra Technical in Fremont, Ohio. The test bank is also available in computer disk form.

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This book is the product of the efforts of literally hundreds of people. Many students and teachers have helped us by offering constructive criticism. We also have been helped by many in the editorial and production departments of West Publishing. We thank all of you for your help.

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INTRODUCTION

STUDYING TO UNDERSTAND, CHALLENGE AND REMEMBER

How much will you have to adjust your schedule to meet the demands of this course on adjustment? Your answer will depend on the level of your **study skills**. Below are four definitions of studying. Check the one that best describes your present approach. Studying is:

1. _____ Reading the pages over and over until the information sinks in.
2. _____ Reading the text until I understand what I am reading.
3. _____ Reading the chapter and underlining the important parts.
4. _____ Using my mind to acquire knowledge.

The goal of using special study techniques is to learn as much as possible in the shortest time and to retain what is learned. Let's look at how psychologists evaluate the definitions listed above in light of that goal.

1. **Reading and rereading.** Passive reading—simply looking at the words while “waiting for good things to happen.” (Locke, 1975)—is of little help in learning. Repeating the process simply adds frustration and wastes time.
2. **Reading for understanding.** The task of learning is to understand and remember what you read so that you are able to explain it to others or to apply it when necessary. Many college students confuse understanding what they are reading with being able to recall what they have read—a fatal error. We must go beyond what we read as we are reading it. We must literally make the new information a part of ourselves.
3. **Reading and underlining.** Underlining is perhaps the most used, and abused, study method. It is a useful tool for noting what is important to make learning and review easier. However, it is not learning. It is an I.O.U., a promise of future learning. “Underlining says, ‘Look, I’m picking out the real meat so I can concentrate on it—some other time’” (Elliott, 1966, p. 48).
4. **Using the mind to acquire knowledge.** This definition offers little specific help in teaching us how to study, but it does give us a starting point. We can use our minds to improve our ability to learn. We can learn good study methods, incorporate them into our system of study, and monitor our study behavior in terms of these methods until they become a part of us.

ELEMENTS OF A STUDY PLAN

The following suggestions can form the basis of a personal action plan for studying that can improve performance while allowing more time for activities other than studying. Samuel Smith (1970) reports that “students can save from one-quarter to one-third of their time if they systematize their efforts in accordance with the chief principles of learning.” Each element in this plan has merit, and each should be given consideration, *but the plan should not be used in a mechanical fashion*. Select from these elements and build a personal plan to meet your unique needs. Any plan is better than no plan at all.

Before Studying

I. **A time for study.** Robinson (1970) reports that “students may actually be strangers to their own relative abilities” (p. 5). Most students underestimate the time they need to learn, work, play, and in general enjoy whatever it is they are doing while they are attending college. Planning pays. (A Personal Action Plan on managing time can be found on page 18.)

II. **A place for study.** Study in a well-equipped workplace. Create a situation that will prompt you to go to work quickly, concentrate fully, and perform effectively. A suitable study place should provide:

A. Freedom from external distractions.

1. Low levels of noise and no unexpected noises. Even background music increases inattention and decreases performance. “For everyone, there’s a level of distraction which is too low to be noticed and identified as a distraction but high enough to interfere and make you feel bored.” (Laird, 1991) For this reason students who study in the library generally outperform those who study in the dorm.
2. Good lighting, free from glare or flicker. Invest in a study lamp—it will last for decades.
3. Infrequent interruptions. Choose a place away from the flow of traffic and out of eye contact with others.

B. Freedom from internal distractions.

1. Internal distractions such as boredom, fear, or confusion may invade even the best workplace. (See IV: A climate for study.) “It’s not that boredom is the reason you can’t concentrate. Instead, feeling bored lets you know that you’re not concentrating the way you should be. It’s the way one part of the mind tells the rest of the mind it’s not doing a good job.” (Laird, 1991)
2. Do not complain about the lack of a “perfect place to study.” Just change what you can, and then try to study only at that place. Also, *only* study at that place: eat, daydream, and so on elsewhere.

III. **Equipment for study.** In addition to the text, keep the following on hand: calendar, clock, college dictionary and thesaurus, loose-leaf notebook and scratch paper, pen and pencil, reading stand (to hold your place and free your hands for note taking), bookshelf, and, if possible, typewriter and/or printer and personal computer. Do not allow the lack of needed supplies to become a source of distraction. Restock regularly.

IV. **A climate for study.** There is no substitute for high interest and motivation when it comes to learning something. A positive, confident, and determined attitude toward the task at hand produces a climate in which knowledge and personal satisfaction about.

The Personal Action Plans, as well as class discussions and activities, will give you opportunities to gain self-awareness, clarify values, set goals, and in general reduce the number and intensity of internal distractions that can be so destructive to study. Your skill in studying should grow as the course unfolds.

V. **A unit of study.** How many pages of text should you attempt to cover during one study effort? Some factors to consider when selecting the size of your study unit include the following:

- A. The amount attempted should be the most you can permanently learn in one continuous sitting. “The measure of study is the amount permanently learned” (Elliott, 1966).
 - B. Studying is not like reading; it is *work*. Therefore, fatigue, boredom, and memory span limit the amount of learning to be attempted.
 - C. Small units are more easily learned than large units.
 - 1. You can make each small unit a piece of a larger, meaningful unit, not an arbitrary chunk.
 - 2. You can overlearn small, manageable units. *Overlearning* means continuing to rehearse and review material that you understand and remember. *Overlearning* is good, because practicing material already learned reduces forgetting.
- Time yourself as you study to learn exactly how long it takes you to permanently learn a given number of pages of text. Ehrlich (1976) reports that ten pages an hour is not an uncommon rate.

During Study

Active study, involving your body as well as your mind, will help you to understand and remember what you read. The suggestions that follow are drawn from the work of many study theorists. In turn, all writers on effective study have been influenced by the pioneering work of F. P. Robinson. In 1941 Robinson introduced the famous SQ3R (survey, question, read, recite, review) study method:¹ Each of Robinson’s elements follow, along with suggestions that confirm and extend his system. **We encourage you to select from these elements and increase your range of study skills.** When you find yourself in your place of study at the appointed time, in a positive mood, surrounded by the proper equipment and supplies, and committed for a limited time to learn and remember a definite unit of work, you have already begun well. Here are some suggestions to help you complete your study task.

SQ3R TECHNIQUES

Steps in Studying

I. **Survey.** Complete the Critical Thinking Issue that appears in the beginning of the chapter. This material is designed to encourage *critical and creative thinking* and the application of *personal values* to the topic under study. Such emotional and mental *involvement* greatly aids retention. Next, read the chapter overview (at the beginning of each part—see page 1, for example), and then focus to learn the five or six major ideas of the chapter and to become involved with its contents. These few minutes provide you with knowledge of the major theme of the chapter, its important ideas, and how they flow together. This knowledge will give you a permanent framework of “tags” or “pegs” around which you can cluster the myriad details that are to come.

1. Now known as the PQ4R method. Survey has become Preview, and a fourth R, *relate*, has been added.

II. **Question.** This text has been carefully constructed to present meaningful “chunks” of information under three levels of headings. *Convert the heading into a question!* For example, the heading “Diseases of Adaptation” can be quickly turned into the question, What are the diseases of adaptation, and how do they come about? Such questions will direct your reading.

III. **Read.** Now, carefully read the information under the heading *with the intention of answering the question that you have just posed*. This step gives purpose and direction to your reading and makes it possible for you to be selective in what you commit to memory.

As you read:

A. **Actively challenge the material.** Each paragraph, at times each sentence, contains an idea you can support or question from your own background. According to Locke (1975), it is essential that you “make a habit of understanding each concept the first time you encounter it” (p. 23). Then, make an effort to learn the idea immediately. Classify the information, for example, in some way that is meaningful to you and related to the topic under study. Integrate it into what you already know. This creates a rich network of associations that makes the information easier to recall.

B. **Allow time to respond emotionally and intellectually to what you are reading.** What prior experience have you had with the ideas you have just read? Prior exposure often improves our ability to remember new information (Chawarski and Sternberg, 1993). How do you feel about it? What is its significance? What are its implications? Try to take a stand for or against the ideas under discussion. This will get your ego involved and make recall easier.

C. **Involve your whole body in active participation by marking your textbook.** Why mark up a textbook? Because if done correctly, marking identifies important ideas and makes reviewing easier. It is essential that you understand what is important before you mark up your text. *Do not underline as you read.*

1. Finish reading the entire passage before making any marks.
2. Wait a brief period to allow for your analysis and reaction.
3. Mark only the essential idea and its supporting detail.
4. When taking notes, use your own words, plus key phrases from the text. Symbols and abbreviations are useful, as are color codes. Use marginal notes to emphasize material that your professor has elaborated on in class.

IV. **Recite.** Stop reading at intervals and summarize what you have just read. “Say aloud the full idea in your own words,” advises Walter Pauk (1974). Then restate the same idea using the technical terminology of the text.

A. **Why recitation?** Because active responding is a form of self-test.

1. It keeps you focused on your task.
2. It gives you knowledge of your progress.
3. It reduces anxiety.
4. It allows you to reconstruct the new material, to make it a part of you.
5. It gives you helpful practice.

B. How much recitation? Spend at least half your total study time in active recitation (Pauk, 1974).

C. What should be recited? Everything you think important enough to be understood and remembered should be recited. Try to reproduce your recorded notes without looking at them.

D. What type of recitation? Every possible type of recitation, using as many of your faculties as possible, should be employed. Speak, write, and act. In your imagination, challenge yourself to recite accurately and completely by playing the role of a debater, teacher, or consultant. After reciting, *revise* your notes and underlinings to make later review more effective.

After Studying

V. Review. Do you quickly forget? Most of us forget as much as 50 percent of what we read immediately after reading. After completing your study unit, *critically review* the information you wish to remember. Review is most effective at three times: just after study, just before rest, and just before examinations.

Why is review so necessary? It is essential because:

- It takes a while after learning for information to be stored in our memories. Immediate recall prevents its being lost prior to storage.
- Mental review can effectively replace worrying and so reduce anxiety.
- Review is a form of practice, which promotes retention.
- Review helps you concentrate on your central task of understanding and remembering.
- Review gives you knowledge of what you still need to know, suggestions for revision of notes, and directions for rereading.

At the end of each unit of study:

A. Set high standards for your immediate recall. Do not try for perfect recall, but demand recall of the main idea and its supporting details. After all, you will never be able to remember what you did not commit to memory in the first place. *Do not confuse understanding what you read as you read it with knowing the material.*

B. Distribute your practice sessions. Space your reviews at intervals prior to exams. Eliminate cramming as your only review activity.

Consider these ideas when reviewing:

1. Use mnemonic devices. These are memory tricks. Making the first letters of the names of the Great Lakes into the word HOMES, for example is a mnemonic device for remembering the names of the lakes. You just think of the letter H in the word *home*, and Lake Huron comes to mind, and so on.
2. Use active recall. Do not engage in another session of passive reading or looking at your notes.
3. Practice first without notes, then with notes. Revise your notes and underlinings as needed.
4. Avoid mental mumbling. Recall specifics using complete sentences.
5. State the relationship among the details you have learned under each major topic, along with the main ideas you learned from the chapter overview.

At the end of the study session:

This is the time for you to reflect, to consolidate your progress and your approach by asking yourself two final questions:

A. What is the meaning of what I have just learned?

1. Does this new information challenge an existing belief that I hold?
2. Is this new information based on reliable sources and sound reasoning?
3. Is the required new belief consistent with my other beliefs?
4. Am I being fair-minded in evaluating this new information?

B. Have I followed the process for studying that is best for me?

After an examination:

After each examination, review your study methods in light of their results so that your knowledge, understanding, and study skills will continue to grow. Learning is a lifelong joy that goes far beyond this textbook or this course.

ELEMENTS OF YOUR SQ3R TEXT

This text has been written with your study needs in mind. If you are aware of its unique style and structure, you can build its features into your study plan. Your SQ3R text includes:

1. **A table of contents** to provide you with an outline of the entire work and access to its parts.
2. **A preface and an introduction** to make you aware of the approach, general assumptions, and central values of the authors of the text.
3. **Sectional introductions** to help you focus on the major themes to be explored in the chapters that immediately follow.
4. **Fourteen individual chapters** to present major ideas, principles, and practices in the psychology of human adjustment.
5. **Critical Thinking Issues** at the beginning of each chapter to get you thinking about problems and issues early in your study of each subject area.
6. **Questionnaires** in each chapter to help you to understand yourself better and to give you examples of psychological measures and their application.
7. **Critical Reviews** at several points in each chapter to prime your recall of newly read information, and to encourage you to ask questions, summarize, and understand the material under review.
8. **Cultural Crosscurrents** to emphasize the important role that culture, the learned and shared portion of our existence, plays in our understanding of the psychology of adjustment.
9. **Personal Action Plans** in each chapter to allow you to put theory into practice in areas of your own personal growth. These exercises make it possible for you to actively direct your behavior toward a more satisfying and effective lifestyle. See “Managing Growth” in chapter 1 for an overview of the theory supporting the construction of these exercises.
10. **Selected readings** at the end of each chapter to provide you with resources for greater understanding of the concepts presented.

11. **A conclusion at the end of the text** to relate the information presented in the chapters to the text's central theme—adjustment and growth in a changing world.
12. **An index and a running glossary** to provide you with ready access to authors, subjects, and terms presented in the text. New terms appear in boldface type when introduced in the text, and definitions of all these terms appear in the margin.
13. **References** to give the sources of information cited in the text.
14. **Typefaces** of different colors and sizes to draw attention to important ideas or facts.
15. **Pictures, charts, and graphs** to depict visually information presented in the chapter.

A **Study Guide** is also available. This workbook provides behavioral objectives, questions for reflection/discussion, student response exercises, vocabulary lists, and practice tests. Students who elect to use the Study Guide have been found to outperform those who do not by significant margins. We strongly recommend its use.

CHAPTER FORMAT

Each chapter contains these elements of the SQ3R plan:

- | | |
|----------|---|
| SURVEY | 1. A critical thinking issue, focus , and a summary to interest and involve you in the topics to be presented. |
| QUESTION | 2. Headings designed to be converted into questions to give purpose and direction to your study. The summary is also drawn from the chapter headings, so that you can use it to turn each of the major portions of the chapter into questions for a final self-quiz. |
| READ | 3. Questionnaires, anecdotes and selected boxes to provide further insight into the psychology of adjustment. Each <i>anecdote</i> describes a fictional incident suggested by the text material, while each selected box is either: (a) a research-based example, (b) a real-life case study, or (c) an insight-provoking exercise. Cultural Crosscurrents to help you become more aware of the diversity of human nature and the limitations of single culture research. Selected readings are included to encourage you to read further in areas of interest developed in the body of the text. |
| RECITE | 4. Critical review questions are built into each major section to prime your memory and to encourage you to think reflectively as you study your text. Research on procedural memory has indicated that priming, a type of procedural memory, occurs whenever the perceptual processing of previously studied information is better than that of nonstudied information. Memory researchers have found that such prior exposure often improves people's performance on perceptual memory tasks (Chawarski & Sternberg, 1993). |
5. **Personal Action Plans** that allow you to apply your new understandings to your own individual concerns.

REVIEW 6. A **summary** to draw together the ideas and supporting facts presented in the chapter. **Illustrations** highlight important information or provide human interest.

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