

# PSYCHOLOGY APPLIED TO MODERN LIFE

*Adjustment in the 90s Third Edition*  
*Weiten/Lloyd/Lashley*



# PSYCHOLOGY APPLIED TO MODERN LIFE

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## *Adjustment in the 90s*

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## *Third Edition*

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

*For my mentors and my students*  
M.A.L.

*To the most inspiring people I know—my students*  
R. L. L.



# *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 \$4.95. After paying far more money to enroll in a collegiate 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. We tend to view this literature as oversimplified, intellectually dishonest, and opportunistic. Often we summarily dismiss the pop psychology that so many of our students have embraced. We then try to supplant it with our more sophisticated academic psychology, which is more complex and much less accessible.

In this textbook, we have tried to come to grips with this 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 try to take the student beneath the seductive surface of such books and analyze some of their typical flaws. Our goal is to make the student a more critical consumer of this type of literature.
- While encouraging a more critical attitude toward self-help books, we do not suggest that they should all be dismissed. Instead, we acknowledge that some of them offer authentic insights. With this in mind, we highlight some of the better books in Recommended Reading boxes sprinkled throughout the text. These recommended readings tie in with the adjacent topical coverage and show the student the interface between academic and popular psychology.
- We try to provide the student with a better appreciation of the merit of the empirical approach. 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 have ended each chapter with an application section. The Applications are "how to" discussions that address everyday problems. 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 rigorous and applied. We hope that our approach will

help students to better appreciate the value 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 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, and other perspectives.
- *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 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 THIRD 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 first two editions of this book did not clamor for change, there are some significant alterations.

### New Authorship

First and foremost is the addition of two coauthors. Margaret (Marky) A. Lloyd and Robin L. Lashley, who each have extensive experience teaching the adjustment course, will help to shepherd this book into the 21st century. In this edition, Marky took responsibility for the revision of Chapters 5, 6, 8, and 10, while Robin revised Chapters 9, 11, and 12. Wayne Weiten revised the remaining chapters and coordinated everyone's efforts to ensure consistency in content and style.

### New Content

To improve the book and keep up with new developments in psychology, we have made a variety of content changes—adding and deleting some topics, condensing and reorganizing others. The major alterations from the second edition include the following.

*Chapter 1: Adjusting to Modern Life.* Material on religious cults and the correlates of happiness has been dropped in favor of expanded coverage of research methods and (in the Application) improving memory.

*Chapter 2: Theories of Personality.* A discussion of biological perspectives on personality has been added to the coverage of psychodynamic, behavioral, and humanistic perspectives. There is also additional material on the theories of Adler, Skinner, and Bandura.

*Chapter 3: Stress and Its Effects.* The psychological effects of stress are discussed in more detail, and there is new coverage of optimism and sensation seeking as factors that moderate the impact of stress.

*Chapter 4: Coping Processes.* The material on self-control through behavior modification has been shortened, and a section on time management has been added. The chapter also includes a new taxonomy of coping strategies along with a revised analysis of the adaptive value of illusions.

*Chapter 5: Person Perception.* Attribution processes and stereotyping are discussed in more detail. New topics include identity and illusory correlation.

*Chapter 6: Interpersonal Communication.* The main addition to this chapter is a timely discussion of date rape, which serves as an example of how communication can go awry. The coverage of nonverbal communication includes new material on gender differences and the detection of deception.

*Chapter 7: Group Dynamics and Social Influence.* This is an entirely new chapter. It covers helping, productivity, and leadership in groups, as well as persuasion, conformity, and obedience.

*Chapter 8: Friendship and Love.* This chapter contains new material on the repulsion hypothesis, the rules of friendship, the triangular theory of love, and the theory that people relive their early attachment experiences in their romantic relationships.

*Chapter 9: Marriage and Intimate Relationships.* This chapter includes new data on marital adjustment and voluntary childlessness, as well as significant updates on gay relationships, cohabitation, and the effects of divorce.

*Chapter 10: Gender and Behavior.* The terminology in this chapter has been revised to reflect changes in the field, and the findings on gender differences in behavior have been extensively updated. The discussion of the relationship between biological factors and gender differences has been expanded, and new material has been added on gender-role transcendence.

*Chapter 11: Development in Adolescence and Adulthood.* Reflecting increased interest in adult development, we have expanded the coverage of this topic from half a chapter to an entire chapter. New material on adolescence has been inserted, the coverage of adulthood has been expanded, and a section on effective parenting has been included as an Application.

*Chapter 12: Vocational Development and Work.* The coverage of vocations and work has also been increased from

a half chapter to a full chapter. There is new material on women in the workplace, motivation in the workplace, work-related stress, workaholics, and looking for a job.

*Chapter 13: Development and Expression of Sexuality.* New or expanded topics in our discussion of sexuality include the hormonal regulation of sexual behavior, media influences on sexuality, variations in sexual scripts, contraception, and sexually transmitted diseases.

*Chapter 14: Psychology and Physical Health.* As projected in the last edition of this book, health psychology is becoming a standard topic in adjustment texts. Our coverage includes new data on Type A behavior, smoking, obesity, exercise, and AIDS.

*Chapter 15: Psychological Disorders.* The terminology in this chapter has been revised to be consistent with DSM-III-R. The chapter presents expanded coverage of the epidemiology of mental illness and new insights regarding the etiology of anxiety disorders, mood disorders, and schizophrenic disorders.

*Chapter 16: Psychotherapy.* New or expanded topics in this chapter include cognitive therapy, the evaluation of insight therapy, social skills training, and biofeedback.

## Other Changes

As you look through this edition, you will see many other changes besides the shifts in content. The experiential exercises that were formerly found in the workbook have been moved into the text. Thus, at the end of each chapter, you will find a Questionnaire and a Personal Probe. To simplify students' reading task, we have deleted the Sidelight Boxes and replaced the running glossary in the margin with a running glossary that is integrated into the flow of the text. You'll also notice that we have significantly upgraded the illustration program to increase its instructional value.

## WRITING STYLE

This book has been written with the student reader in mind. We have tried to integrate the technical jargon of our discipline into a relatively informal and down-to-earth writing style. In this edition, we have attempted to streamline and simplify the writing. Most of the chapters are 10%–15% shorter than in the previous edition. Although we believe that readability formulas are overrated, in most chapters we have brought the reading level down about one grade level.

## FEATURES

This text contains a number of features intended to stimulate interest and enhance students' learning. These special features include Applications, Recommended Reading boxes, a didactic illustration program, Questionnaires, and Personal Probes.

## Applications

The 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 unusual Applications include the following:

- Monitoring Your Stress
- Seeing Through Social Influence Tactics
- Getting Ahead in the Job Game
- Building Self-Esteem
- Dealing with Conflict
- Understanding the Games Couples Play
- Enhancing Sexual Relationships
- Becoming an Effective Parent

## 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 are highlighted in boxes that briefly review the book and include a provocative excerpt or two. These Recommended Reading boxes are placed where they are germane to the material being covered in the text. Some of the recommended books are very well known, while others are obscure. 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.

We consider these boxes to be an important element of this book, and we invite your participation in suggesting self-help books to recommend in the next edition. If you have a self-help book that you and your students find exceptionally useful, please write to us about it in care of Brooks/Cole Publishing Company, Pacific Grove, CA 93950.

## Didactic Illustration Program

The illustration program is now in full color, and the number of photographs and figures has more than doubled in this edition. Although the illustrations are intended to make the book attractive and help maintain student interest, they are not merely decorative. They have been carefully selected for their didactic value to enhance the educational goals of the text.

## Cartoons

Because a little comic relief usually helps keep a student interested, numerous cartoons are sprinkled throughout the book. Like the figures, most of these have been chosen

to reinforce ideas in the text. Some of them do exceptional jobs of driving points home.

## Questionnaires and Personal Probes

At the end of each chapter there are experiential exercises designed to aid your students in achieving personal insights. The Questionnaires are psychological tests or scales that your students can administer and score for themselves. The Personal Probes consist of questions intended to help students think about themselves relative to issues raised in the text. Most students find these exercises interesting. They can also be fruitful in stimulating class discussion.

## LEARNING AIDS

Because this book is rigorous, substantive, and sizable, a number of learning aids have been incorporated into the text to help your students 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 employed very frequently to keep material well organized.
- *Key terms* are identified with **italicized boldface** type to alert students 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 **boldface** type.
- An *alphabetical glossary* is found in the back of the book, since key terms are usually defined in the integrated running glossary only when they are first introduced.
- *Italics* are used liberally throughout the book to emphasize important points.
- *Chapter summaries* are provided to give the student a quick review of the chapter's major points.
- A *Chapter Review* is found at the end of each chapter. Each review includes a list of learning objectives for the chapter, 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

An Instructor's Manual is available as a convenient aid for your educational endeavors. Written by Patrick Williams, it provides a brief overview of each chapter along with a list

of relevant films. It also includes questions for class discussion and/or essay exams. Most important, it contains an extensive collection of multiple-choice questions for objective tests. We're confident that you will find this to be a dependable and usable test bank.

## Study Guide

Written by Michael Sosulski, the Study Guide is designed to help students master the information contained in the text. For each chapter, it contains a brief overview, learning objectives, a programmed review, several other types of review exercises, and a self-test. We're confident that your students will find it very helpful in their study efforts.

## ACKNOWLEDGMENTS

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

The quality of a textbook depends greatly on the quality of the prepublication reviews by psychology professors around the country. The following persons have contributed to the development of this book by providing constructive reviews of various portions of the manuscript in this or earlier editions:

Marsha K. Beauchamp, Mount San Antonio College; John R. Blakemore, Monterey Peninsula College; Paul Bowers, Grayson County College; M. K. Clampit, Bentley College; Dennis Coon, Santa Barbara City College; Salvatore Cullari, Lebanon Valley College; Kenneth S. Davidson, Wayne State University; Richard Fuhrer, University of Wisconsin at Eau Claire; Lee Gillis, Georgia College; Robert Helm, Oklahoma State University; Robert Higgins, Central Missouri State University; Clara E. Hill, University of Maryland; Michael Hirt, Kent State University; Fred J. Hitti, Monroe Community College; Joseph Horvat, Weber State College; Walter Jones, College of DuPage; Wayne Joose, Calvin College; Susan Kupisch, Austin Peay State University; Barbara Hansen Lemme, College of DuPage; Harold List, Massachusetts

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Perceptive professional review has also been provided by Larry Wrightsman, the consulting editor on this project. Superlatives are in order for Claire Verduin, who has served as supervising editor through all three editions of this book. Claire has been a great source of encouragement and insight. Fiorella Ljunggren and Nancy Sjoberg have handled the production of the book with efficiency and enthusiasm. Manuscript editor John Bergez has done an excellent job helping us to sharpen our writing. John Odam deserves great credit for rising to the challenge of creating an attractive design for the book. Linda Rill (permissions and photo editor), Tom Gould (art coordinator for the chapter openings), and Susan Pendleton (proofreader) have also made significant contributions.

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*Wayne Weiten*  
*Margaret A. Lloyd*  
*Robin L. Lashley*

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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 overview of what will be covered.
- *Headings* are employed very frequently to keep material well organized.
- *Key terms* are identified with **italicized boldface** type to alert you 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 **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, since 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. You can also use the Subject Index to locate references to important terms and concepts.

- *Italics* are used liberally throughout the book to emphasize important points.
- *Chapter summaries* are provided near the end of each chapter (before the chapter's Application) to help you quickly review the chapter's major points.
- A *Chapter Review* is found at the end of each chapter. Each review includes lists of learning objectives, key terms, and important theorists and researchers. Reading over these review materials can help you ensure that you've digested the key points in the chapter.

### RECOMMENDED READING BOXES

This text should function as a resource book. To facilitate this goal, particularly interesting books on various topics are highlighted in boxes within the chapters. Each box provides a brief description of the book and a provocative excerpt. 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.

### STUDY GUIDE

The Study Guide that accompanies this text is an excellent resource designed to assist you in mastering the information contained in the book. It includes a wealth of review exercises to help you organize information and a self-test for assessing your mastery. The Study Guide itself contains a much more detailed description of its features. You should be able to purchase it at your college bookstore. If it is not available there, you can obtain a copy by contacting the publisher (phone: 1-800-354-9706).

### 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, Brooks/Cole Publishing Company, Pacific Grove, California 93950. 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  
Margaret A. Lloyd  
Robin L. Lashley

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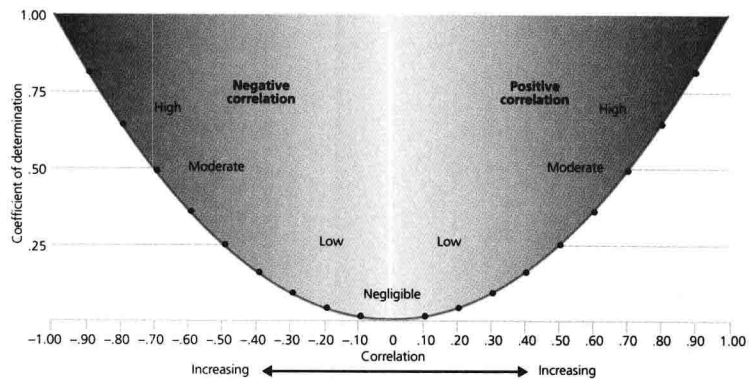
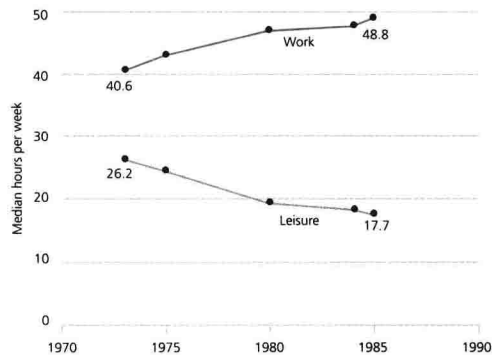
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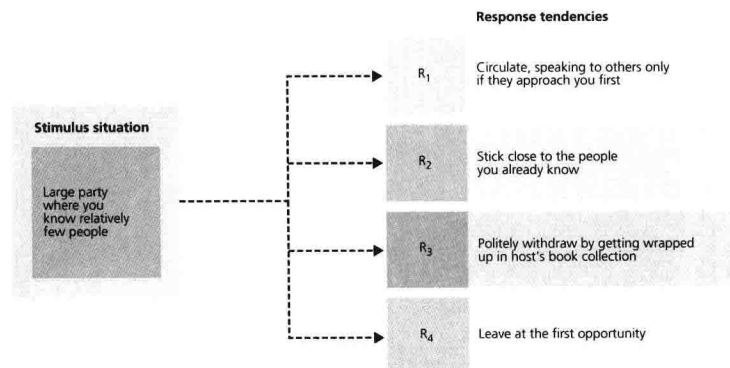
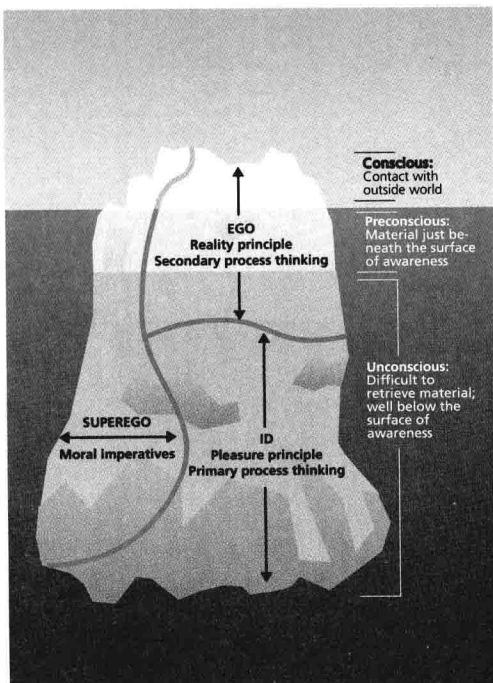
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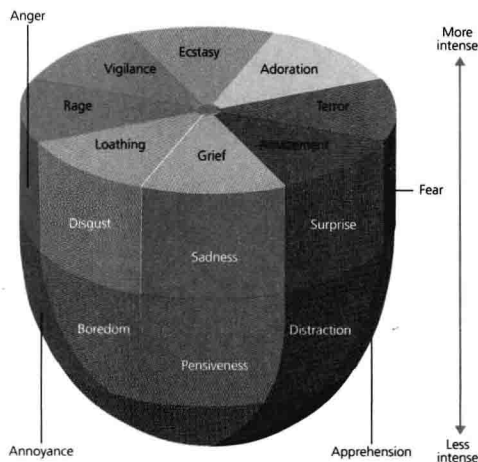
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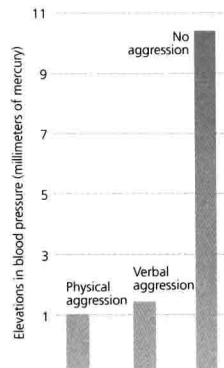
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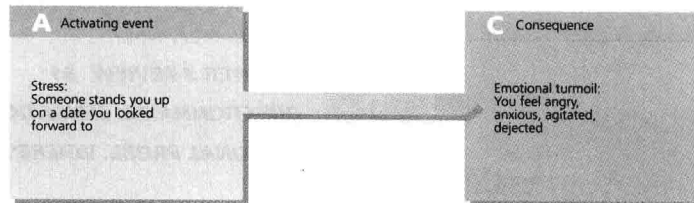
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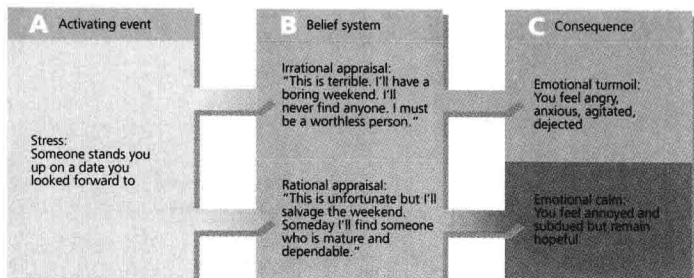
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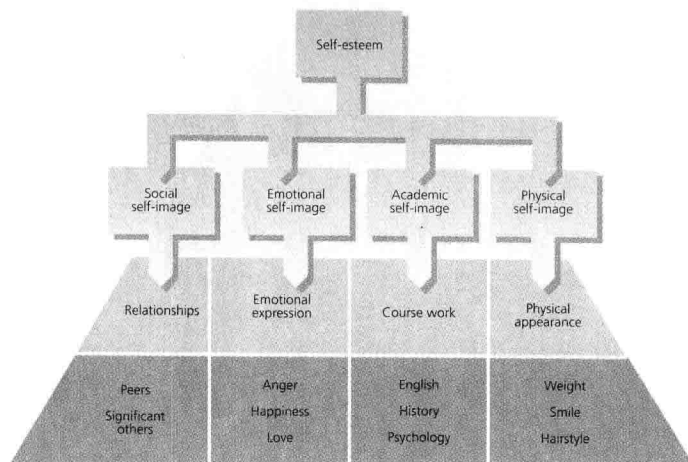
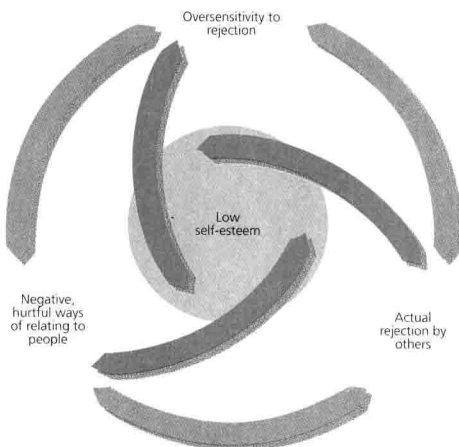
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