

# HUMAN ADJUSTMENT



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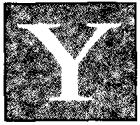
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# YOUR STUDY SKILLS

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ou have taken courses in history, math, English, and science, but have you taken a course in study skills? Have you ever seriously sat down and mapped out a time management program for yourself? Have you ever studied how to improve your memory, then tried the techniques to see if they work? Have you ever had an organized plan to “attack” a textbook? Before you begin reading the specific content of this book, take time to read this section on how to improve your study skills. You will be motivated to think about ways to manage your time, to improve your concentration, to memorize more effectively, and to function more efficiently in the classroom. You will learn skills to understand this and other books more clearly, and you will discover how to prepare for and take exams.

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## MANAGING YOUR TIME

A student named Tom came to one of the authors’ office about 2 weeks before the final exam in an introductory psychology course. He had a *D* average in the course and wanted to know what was causing him to get such a low grade. It turned out that he wasn’t doing well in any of his classes, so we talked about his background. Eventually the conversation turned to his study techniques and what he could do to get better grades on his final exams. I asked Tom to put together a study schedule for the four final exams he was getting ready to take in 2 weeks. He planned to study a total of 4 hours for his psychology exam; only 1 of those hours was scheduled for the night before the exam, and no study time was allotted to the morning before the exam (the exam was in the late afternoon).

I told Tom that, although the psychology exam probably was not the most difficult one he would ever take in college, I thought the material would require more than 4 hours of study time if he wanted to improve his grade for the course. As we talked further, it became evident that Tom was a terrible manager of time. True, he had a part-time job in addition to the 12 credit hours he was taking, but, as we mapped out how he used his time during the day, Tom quickly became aware that he was wasting big chunks of it.

A week is made up of 168 hours. A typical college student sleeps 50 hours, attends classes 19 hours, eats 11 hours, and studies 20 hours per week. For Tom, we allotted 15 hours a week for his part-time job and 6 hours a week for transportation to and from school, work, and home. Subtracting the 20 hours of study time, Tom found that his main activities accounted for 101 of the week’s 168 hours, suggesting that, even though he works, he still has 67 hours in which to find time for studying.

You may find it helpful to fill out a weekly schedule of your activities to see where your time goes. Figure SS.1 on page xvi provides an example of one student’s daily time schedule, along with comments about how and where time could have been used more effectively. Some students are afraid that a schedule will make them too rigid; however, successful students usually follow organized schedules and manage their time efficiently. If you waste less time, you actually will have much more free time for personal activities, and, in managing your time effectively, you will feel a sense of control over your life. Try taking 5 minutes every morning to chart your plan for the day. Before you go to bed at night, re-

view your day to see how well you met your schedule. After you have done this for several weeks, it should become routine.

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## STUDY SKILLS

Given that you manage your time efficiently, how can you effectively use the study time you have? First, you need to concentrate on *really* studying in the time set aside for that purpose. Second, you can use a number of memory techniques to help you recall information. Third, you can discover strategies for learning more effectively from textbooks, such as this one. Fourth, you can reduce your study time by functioning more effectively during class. Fifth, you can learn some important tips in preparing for and taking exams. Let’s consider each of these.

### Concentration

There are many distractions that keep you from studying or remembering what you have studied. Select your place of study carefully. Most individuals need a desk—a place where pens, paper, and a book can be placed. Use your desk *only* for studying. If you nap or daydream while you are at your desk, the desk can act as a cue for napping or daydreaming. Use your desk as a cue for studying. When you want to nap or daydream, go somewhere else. Be sure the area where you study is well lighted and does not have glare. Do your utmost to find a place that is quiet when you study. If the library is the right place for you, then go there, especially if there are people in the dorm or at home who distract you. Noise is one of the main distractions to effective studying. For the most part, it is a good idea to turn off the stereo, radio, or television while you are studying.

So far we have talked about the physical aspects of the environment that may help or hinder your ability to concentrate on what you are studying. Psychological and personal situations may also interfere with your ability to concentrate. Daydreaming is one way to avoid hard work. Even though daydreaming may seem pleasant at the time we are doing it, we pay the consequences later, possibly with a poor grade on a test or in a course. Everyone has personal relationships that may intrude on study time. Force yourself to put personal relationships and problems out of your mind during the time you have set aside for studying. Tell yourself you will deal with them after you have finished studying.

If the problems seem overwhelming and you cannot avoid thinking about them, you may want to contact the student counseling service at your college or university. Most college and university counseling centers not only have counselors who help students with personal problems, but they often have study skills counselors who help students with such matters as time management and concentration.

Memory Techniques

At a certain point in this course and the other courses you are taking this semester, you will have to remember what you have heard in class and read in books. How can you remember more effectively?

First, make up your mind to remember. If you really want to improve your memory, you can, but you have to motivate yourself to improve it. Second, keep refreshing your memory. Almost everything tends to fade unless you periodically think about what it is you need to remember. Periodically rehearsing what you have heard in class or read in this book will help you store the information and retrieve it when you have a test. Third, organize, outline, or otherwise structure what you want to remember. Pick out the main points in the material you are studying and arrange them in a meaningful pattern or outline. Then recite and repeat them until you can recall them when needed. Select, organize, and repeat—these are time-tested steps for helping you remember.

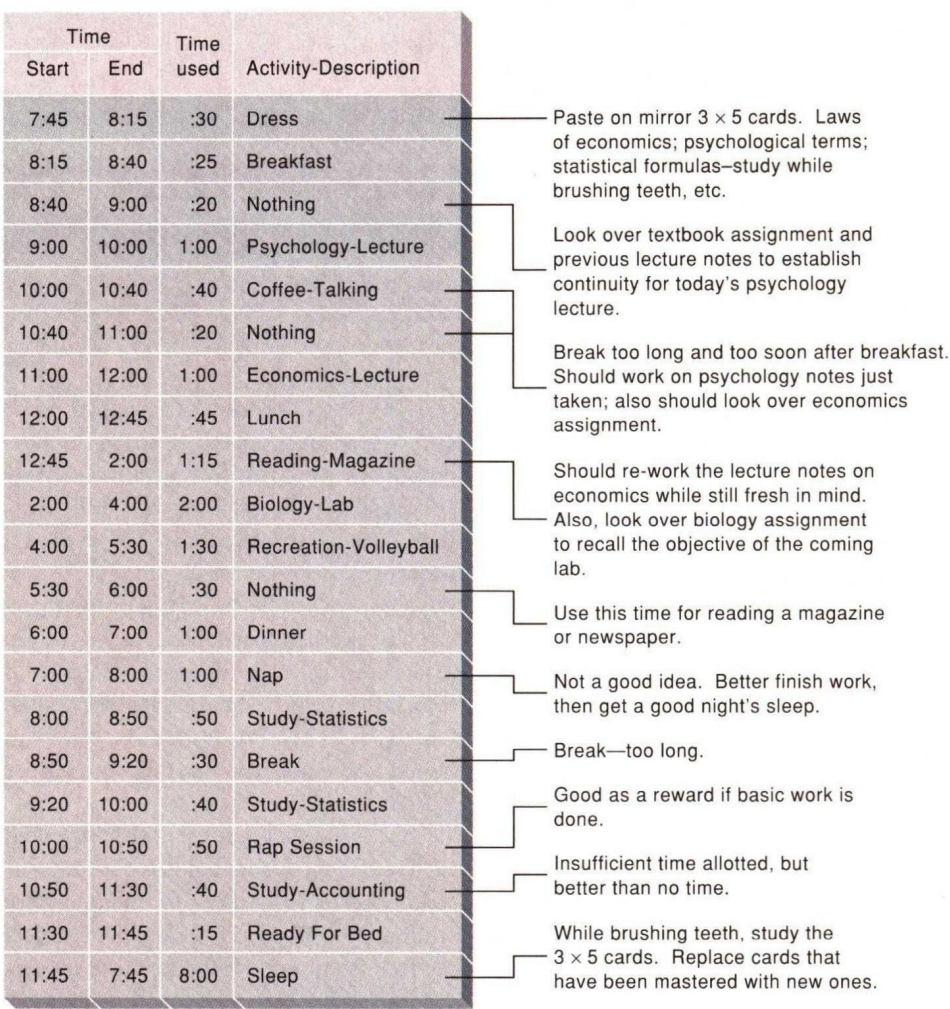


FIGURE SS.1

Record of One Day's activities and Suggestions for Better

A number of memory tricks also can be helpful. One memory trick is to relate what you have read to your own life. You will be encouraged to do so throughout this book. You can also use a number of organized systems to improve your memory. One such system involves using the first letter of each word in an ordered series to form a new name or sentence.

Learning from This and Other Textbooks

This textbook has a number of built-in devices to improve your learning. You can read about many of these in the preface. One extraordinary technique that can make your reading more efficient is called the SQ3R method, and it was developed by Dr. Frances

P. Robinson more than 40 years ago. S stands for Survey, Q represents Question, and 3R signifies Read, Recite, and Review.

To survey, glance over the headings in each chapter to find the main points that will be developed. The outline at the beginning of each chapter will help in this regard. This orientation will help you organize the ideas as you read them later.

To question, you may want to begin by turning each heading into a question. This will arouse your curiosity and should increase your comprehension. The question may help make important points stand out. Ask yourself questions as you read through the chapter. As you find information that answers your questions, underline or mark the material with a felt pen.



To accomplish the third step in the SQ3R method, you begin *reading* the book as you normally would. In the SQ3R method, though, your reading should be more efficient because you have already built a foundation for understanding the material by surveying and questioning.

The fourth step in the SQ3R method involves reciting information periodically as you go through a chapter. To help you use this strategy, reviews appear several times per chapter; they encourage you to recite what you have read in particular parts of the chapter. In many chapters, you will want to do this more than two or three times. Every several pages, you should stop, think about what you have just read, and briefly recite the main points.

After you have used the techniques suggested so far, you need to *review* the material you have read at least several times before you take a test. Do not think that, just because you have read a chapter, you will be able to recall all of its information. By reciting the information over and over and continuing to review the material, you will improve your test performance. At the end of each chapter in this book, you will find a summary outline that will help you in the review process.

## The Classroom Lecture

What goes on in your classroom is just as important as what is in this textbook. You would not skip a chapter in this book if you knew it was assigned for a test, so it is not a good idea to skip a class just to reach the allowable number of cuts or to cram for an exam. Some students feel that, because they go to class and listen passively to the lecture, they do not need to devote further time to it; however, by preparing for a lecture, using your learning skills during the lecture, and doing some follow-up work, you should be able to improve your performance on tests.

In preparing for a lecture, motivate yourself by telling yourself that it is important for you to stay alert, listen carefully to what is said, and take organized notes throughout the class period. During the lecture, record your notes in simple paragraph form. Strive to capture general ideas rather than minute details. Skip lines to

show the end of one idea and the beginning of another. Use abbreviations to save time to listen more. Write legibly so that, when you review, you will know what you have written. It also is a wise idea to consolidate your notes during your first free time after the class. At that time, you may want to underline key ideas with a felt-tip pen, just as you would in this book, and, just before the next class period, go over the notes to further improve your ability to recall the information and to prepare yourself for what will be said.

## How to Prepare for and Take Exams

In most cases, your grade in this course will depend on how well you do in 4 to 5 hours of exams spaced periodically throughout the semester or quarter. It is important to devote some time to thinking about how to prepare for and take exams.

All of your textbook reading should be completed several days before an exam. All of your classroom notes should be in order so you can review them easily. All term papers should be written and handed in. In the last few days before an exam, your mind should be free to concentrate on organizing and consolidating the information.

How can you arrive at this ideal state of affairs several days before an exam? Go back to the first day of class. If you have been following a routine of managing your time effectively, taking notes during every lecture, keeping up with textbook assignments, following the SQ3R method, and continuing to recite and review the material you have read and heard, you should be ready to summarize and consolidate what you have learned to prepare for the exam. You may want to develop a summary system, which would follow closely what you did for each chapter or lecture. Several days before the exam, you probably will have to review several chapters and a number of lectures. Try putting them together in an overall system the last day or so before the exam.

Should you cram for an exam? If you have not studied much until several days before the exam, you will probably have to do some cramming. However, be aware that cramming can never replace methodical, consistent study throughout the course.

To ensure success on an exam, you need to be physically and psychologically ready in addition to having the facts, ideas, and principles in your mind. First, you need to have enough rest; second, you need to feel confident. If you keep creating mountains of work for yourself, especially by not studying until the last minute, you will rob yourself of sleep, food, and exercise, probably leaving both your mind and your body in no shape to perform well on an exam. By following the advice given earlier about time management, concentration, memory techniques, the SQ3R method, the classroom lecture, and how to prepare for exams, you will feel confident going into the exam. You are less likely to panic and will have a positive attitude about taking the test.

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## FURTHER READING ABOUT STUDY SKILLS

We have briefly focused on some important ideas that will help you perform better in the courses you are taking. Several books go into much greater detail. If you want to read more about improving your study skills, your library probably has the following books.

Shaw, H. (1976). *30 ways to improve your grades*. New York: McGraw-Hill.

This is a fun book with interesting chapters such as "Taking Care of Your Body and Your Brain," "Learn to Listen While Listening to Learn," and "Put into Your Own Words What You Read and Hear." Twenty-seven other chapters provide valuable information about note taking, time management, thinking clearly, and many other aspects of study skills.

Walter, T., & Siebert, A. (1987). *Student success: How to succeed in college and still have time for your friends*. New York: Holt, Rinehart & Winston. This book covers the academic, social, and emotional aspects of meeting college's challenges; an extensive number of tips are provided that will help you study more effectively and still find enough time to enjoy yourself.

# PREFACE

**W**hat could be more important to us than our adjustment and well-being? We hope you find this book to be special in its approach to adjustment and well-being. You will discover some basic underlying philosophies in our discussion of adjustment: We believe human beings have the capacity to change, to adapt, and to effectively cope with stressful circumstances in their lives. We believe that knowledge, understanding, awareness, and insight are significant factors in adjustment. And we believe that adjustment takes effort, work, monitoring, and persistence. Media-hyped, quick-fix solutions for life's problems rarely work over any reasonable length of time.

In addition to these three underlying philosophies that characterize our approach to adjustment, this book is different from all other texts on adjustment in four main ways:

- Throughout the book you will read about how the sociocultural contexts in which we live influence our adjustment
- Self-understanding is emphasized as a key aspect of adjustment in every chapter
- This book is an extremely contemporary approach to adjustment with inclusion of many topics not covered in other texts
- The text has the most elaborate and effective pedagogical system of any adjustment text.

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## THE SOCIOCULTURAL CONTEXTS OF ADJUSTMENT— CULTURE, ETHNICITY, AND GENDER

Culture, ethnicity, and gender are important contexts of adjustment. The sociocultural approach provides a critical perspective for analyzing and helping us understand who we are and how we can live more effectively in today's world. Although we believe that adjustment textbooks are long overdue for a sociocultural overhaul, we also believe that, in its century-long existence, the mental health field has produced many theories and facts that should continue to be presented to students. Thus, basic theories and facts are described just as in many other adjustment texts, but where appropriate—in every chapter—how people adjust is described, analyzed, and probed through a sociocultural lens.

There is an old saying, "Don't throw out the baby with the bathwater." We didn't throw out the baby or person—we kept the basic theories and facts of adjustment that have withstood the test of time. However, we recognized that sometimes the person is Black, sometimes Hispanic, sometimes Asian, sometimes Native American, sometimes female, sometimes from another country and culture, sometimes gay or lesbian, and sometimes poor—and that these differences are often important.

How do we weave the sociocultural approach into adjustment? In chapter 1, we present the importance of considering

sociocultural contexts in understanding adjustment—you are briefly introduced to what culture, ethnicity, and gender are and how they can make a difference in adjustment. Every chapter includes a discussion of the sociocultural worlds in which we live and how they influence our adjustment. For example, chapter 3 contains an extensive discussion of the development of identity in ethnic minority individuals; chapter 4 has a lengthy exploration of the role of culture and ethnicity in stress; chapter 7 is completely devoted to gender and includes an exploration of women's issues, men's issues, and ethnicity and gender; and chapter 15 has a detailed presentation of therapy with ethnic minority and female clients. Also, boxed inserts—called Sociocultural Worlds—appear one or more times in every chapter. A brief sampling of the Sociocultural Worlds boxes reveals their special emphasis on culture, ethnicity, and gender: chapter 1 (Women's Struggle for Equality: An International Journey); chapter 4 (The Acculturative Stress of Ethnic Minority Group Individuals); chapter 8 (The Changing Forms of Prejudice), chapter 13 (Being Female, Ethnic, and Old), chapter 14 (Hispanic Women and Mental Health), and chapter 16 (Sociocultural Influences on Alcohol Abuse). Finally, an epilogue at the end of the book—Critical Thinking About Sociocultural Issues—provides an in depth examination of sociocultural issues in adjustment.

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## SELF-UNDERSTANDING

A second major theme of *Human Adjustment* is self-understanding. Virtually every adjustment text attempts to increase a student's self-understanding in some manner, but we systematically built in several components and exercises in every chapter that will help students increase their self-understanding. Four important self-understanding components and exercises in this book are: Self-Assessment, Critical Thinking About Adjustment, Self-Understanding, and Something to Think About.

### Self-Assessment

We carefully selected self-tests for students to complete. Authors Jan Simons and Seth Kalichman are clinical psychologists who have had extensive training and practice in mental health assessment. Their expertise resulted in the inclusions of a number of self-assessment pieces that will enhance student understanding. The Self-Assessments are located at appropriate places within every chapter. How to score and interpret them is found at the end of every chapter. A look through any chapter reveals their special appeal and benefit to students: chapter 2 (Sensation Seeking), chapter 5 (Ways of Coping), chapter 9 (Argumentativeness), chapter 14 (Depression), and chapter 15 (Irrational Values). Many chapters have more than one Self-Assessment—for example, chapter 11, Love and Intimacy, has four: Computer Dating Questionnaire, Passionate Love, and Vulnerability in a Close Relationship.

### Critical Thinking About Adjustment

At the end of every chapter students will find a high involvement feature that includes questions and exercises related to the chapter's topics and is designed to encourage critical thinking about adjustment. Again, a look through any chapter reveals their special appeal and benefit to students: chapter 1 (Gaining Insight About Your Own Coping), chapter 11 (Reducing Loneliness), chapter 12 (Learning to Recognize

Domestic Violence When It Is Occurring), chapter 15 (Guidelines for Seeking Professional Help), and chapter 16 (Increasing Your Understanding of AIDS).

### Self-Understanding

Toward the end of each chapter is a section called Self-Understanding. This section consists of reviews and recommendations of self-help books related to the chapter's contents.

The Self-Understanding endpieces go far beyond what is included in other adjustment texts. Author John Santrock and his colleagues recently completed an extensive national study of clinical and counseling psychologists' ratings of self-help books in more than 30 different categories. The Self-Understanding piece in chapter 1 introduces students to self-help books, conveys the keys to selecting a good self-help book, and lists the 25 highest rated books in the recent national survey. Then, in every subsequent chapter, Self-Understanding consists of 4 or more recommended books related to the chapter's themes, including why the books can help students improve their self-understanding and adjustment.

### Something to Think About

Three times in every chapter students will come across a question or questions designed to encourage their critical thinking about the topic of adjustment being discussed at that particular point in the chapter. For example, in chapter 16, Health, the second Something to Think About piece is:

Some people actively seek information concerning their health but others will do everything they can to avoid finding out about their health status. What leads a person to avoid seeing a doctor and seeking a doctor?

In addition to these four important components of each chapter, the Epilogue at the end of the book further enhances self-understanding, in this case, about the important topic of sociocultural issues. Students initially are introduced to some important ideas about how to think critically, then they are stimulated to think critically about sociocultural issues in adjustment.

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## A VERY CONTEMPORARY APPROACH TO ADJUSTMENT WITH MANY TOPICS THAT ARE NOT COVERED IN OTHER TEXTS

We have worked hard to present the latest insights about adjustment and to explore the issues in adjustment that will help students cope more effectively with the challenges they face in today's world. Following is a sampling of the topics and issues in adjustment that appear in *Human Adjustment*:

### Chapter 1: The Nature of Adjustment

This chapter includes a discussion of what adjustment is and the science base of adjustment. We also evaluate sociocultural issues in adjustment and how to be wise consumers of information about psychology and adjustment.

### Chapter 2: Personality

This chapter gives students a firm grounding in psychological theories that serves as a foundation for understanding the nature of adjustment. Students will read about psychoanalytic, behavioral and social learning, phenomenological and humanistic, and trait and trait-situation perspectives.

### Chapter 3: The Self and Identity

Virtually all books on adjustment include a discussion of the self in some form or another. However, many do not devote a separate chapter to the self. Those that do rarely discuss identity, which we believe is an important dimension of adjustment especially when its sociocultural dimensions are considered.

### Chapter 4: Stress

Core topics we examine include the nature of stress and the following stress-related factors: biological, cognitive, emotional, environmental and sociocultural.



## **Chapter 5: Coping**

A chapter on coping is a special challenge because of the wide array of decisions that have to be made about what to include. Our decision presents a unique organization among adjustment texts. We describe the nature of coping including an emphasis on multiple coping strategies, developing self-efficacy, thinking positively and optimistically, increasing self-control, seeking social support, increasing disinhibition, engaging in enjoyable activities, using humor, and stress management.

## **Chapter 6: Gender**

Most adjustment texts have not included adequate information about the role of gender in adjustment. In *Human Adjustment*, we weave discussion of gender throughout the book and also consider a number of important aspects of gender in a single chapter—chapter 6. Our detailed exploration of gender's role in adjustment examines the following topics in much greater depth than other authors do: biological, social and cognitive influences; gender stereotypes, similarities and differences; emotion; gender-role classification; the feminist perspective; adjustment and therapy; men's issues; ethnicity; and self-help books.

## **Chapter 7: Sexuality**

We explore the following aspects of sexuality that are often covered in other adjustment texts as well: the human sexual response, sexual attitudes and behavior, psychosexual disorders, sex therapy, pornography, and sexually transmitted diseases. Our discussion of the following topics is unique among adjustment texts: sexual harassment, forcible sexual behavior, sexual knowledge, sociocultural dimensions of sexuality, improving communication about sexually transmitted diseases, and self-help books.

## **Chapter 8: Social Thinking and Behavior**

Our coverage includes attitudes and persuasion, social perception and attribution, conformity, group relations, gender's role in social thinking and behavior, and prejudice, ethnocentrism, and conflict, especially the changing worlds of prejudice.

## **Chapter 9: Interpersonal Communication**

Many texts, including ours, address what interpersonal communication is, various dimensions of verbal interpersonal communication, and nonverbal communication. Unique to our approach is exploration of the following topics in greater depth than other authors: gender and communication, including extensive coverage of Deborah Tannen's ideas on report talk and rapport talk, the meanings of nonverbal communication in ethnic minority individuals, and critical evaluation of self-help books on communication and assertiveness.

## **Chapter 10: Careers and Work**

We examine tomorrow's jobs and the changing faces and places of organizations, career development across the lifespan, career exploration, job satisfaction, work and leisure, developing a personalized, individualized career plan, women, careers and work, and ethnicity in the workplace.

## **Chapter 11: Love and Intimacy**

We discuss what attracts people to each other, the faces of love, destructive elements in close relationships, falling out of love, intimacy, loneliness, identity and intimacy, levels of relation maturity, and extensive evaluations of self-help books on love, intimacy, and loneliness.

## **Chapter 12: Marriage, Family, and Adult Life Styles**

This chapter's main themes include the functions of marriage and how people select a mate, the family life cycle and parenting, the dynamics of marital adjustment, divorce, remarriage, the diversity of adult life styles, including gays and lesbians, a number of marital and family

trends, and an extremely up-to-date discussion of gender, marital communication, and adjustment.

## **Chapter 13: Adult Development and Aging**

Among the main topics of this chapter are the nature of development, the transition from adolescence to adulthood, physical, cognitive, and social development in adulthood, adult stage theories of development, the life events approach, death and dying, a fascinating exploration of what the age to be is, and gender, culture, and adult development.

## **Chapter 14: Abnormal Behavior**

In this chapter we examine what abnormal behavior is, what causes it, and how it can be classified, anxiety disorders, somatoform disorders, dissociative disorders, mood disorders, schizophrenic disorders, personality disorders, substance abuse disorders, women and depression, Hispanic women and mental health, society's role in helping individuals with a mental disorder, and an evaluation and review of self-help books on depression and anxiety.

## **Chapter 15: Therapies**

Our coverage of therapies includes the nature of psychotherapy, psychodynamic therapies, humanistic therapies, behavior therapies, cognitive therapies, group therapies, how effective psychotherapy is, biomedical perspectives, therapy with ethnic minority individuals, and feminist therapies.

## **Chapter 16: Health**

Topics in this chapter include the scope of health psychology, exercise, smoking, nutritional behavior, psychoactive drugs, coping with illness, culture's role in health, and how to achieve a healthier life style.

## **Epilogue: Critical Thinking About Sociocultural Issues**

This extensive, timely exploration of critical thinking, sociocultural issues, and critical thinking about sociocultural issues in adjustment is not included in any other adjustment text.

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## PEDAGOGICAL SYSTEM

We have built an extensive pedagogical system into *Human Adjustment* that will help students learn the material more efficiently. This text was designed to enhance student comprehension and encourage critical thinking about adjustment. We want students to think, to analyze, and to understand the information we present. Topics are explored in sufficient depth to challenge students, and the complex nature of adjustment is presented to encourage critical thinking skills.

We wanted not only to encourage critical thinking skills, however, but to use textbook pedagogy effectively to help students learn. Thus, a carefully crafted pedagogical framework has been built into *Human Adjustment*. An **OUTLINE** at the beginning of each chapter shows the overall organization of the material. Following the outline is **IMAGES OF ADJUSTMENT**, a provocative, easy-to-read introduction designed to interest students in the chapter's contents. Next, **PREVIEW**, as its title indicates, provides students with a brief preview of what the chapter holds for them. **KEY TERMS** appear in boldfaced type, with their definition immediately following in *italics*. This provides students with a clear understanding of important adjustment concepts. The key terms are listed with page references at the end of each chapter and are defined in a page-referenced **GLOSSARY** at the end of the book.

Another important dimension of the learning system is the **REVIEW** sections that appear two to four times in each chapter. They are designed to activate students' memory and comprehension of the major topics or key ideas that have been discussed to that point. This allows students to get a handle on complex concepts and ideas and to understand how they are interrelated. Review sections provide a cognitive framework of the chapter's most important information in each of the chapter's sections.

The presentation of figures and tables has been carefully considered in *Human Adjustment*. Every chapter has many figures and tables that include both a description of important content information and photographs to illustrate the content. In many instances, these figures and tables represent summaries or reviews of important concepts. The combination of summary descriptions or information and carefully selected photographs in the form of **VISUAL FIGURES AND TABLES** presented periodically within each chapter enhances students' retention and makes the book a more attractive one to study.

At the end of each chapter, you will read **CONCLUSIONS**, which briefly presents the main topics discussed in the chapter, reminds you to go back and read the in-chapter reviews to get an overall summary of the chapter, and presents a preview of the next chapter. Finally, before students read the first chapter of *Human Adjustment*, they will come across a section called **YOUR STUDY SKILLS** that provides helpful strategies for improving time use, memory, exam taking, and more. These elements should help students learn more effectively, and in the process, improve their understanding of adjustment.

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## TEXT SUPPLEMENTS

We have tried to combine a student-oriented textbook with an integrated ancillary package designed to meet the unique needs of students and instructors in the adjustment course. Our goal has been to create a teaching package that is as enjoyable to teach with as it is to study from.

*The Instructor's Course Planner*, written by author Janet A. Simons, provides separate teaching units for each major topic in the textbook. Learning objectives, lecture suggestions, film suggestions, and much more information are provided, along with an array of suggested classroom activities and handouts. *The Instructor's Course Planner* is also available on disk for IBM, Apple, and Macintosh computers.

*The Test Item File*, by author Seth Kalichman, includes more than 1,000 multiple-choice items. Each item is keyed to the text and learning objectives and designated as factual, conceptual, or applied, using the first three levels of Benjamin Bloom's *Taxonomy of Educational Objectives*. Al Cohen, director of the Office of Testing and Evaluation Services at the University of Wisconsin-Madison, has provided valuable assistance in the development of this *Test Item File*. Dr. Cohen has worked directly with us to ensure that these questions are worded with precision and structured consistently.

*The Student Study Guide*, by authors Janet A. Simons and Seth Kalichman, offers a guided review and a substantial number of practice questions among its many features.

MicroTest III is a powerful but easy-to-use test generating program by Chariot Software Group. MicroTest is available for DOS, Windows, and Macintosh personal computers. With MicroTest, an instructor can easily view and select the *Test Item File* questions, then print a test and answer key. You can customize questions, headings, and instructions, you can add or import questions of your own, and you can print your test in a choice of fonts if your printer supports them. Diskettes are available through your local Brown & Benchmark sales representative or by phoning Brown & Benchmark's Educational Services Department at 800-338-5371. The package you receive will contain complete instructions for making up an exam.

A set of 40 full color *slides or transparencies*, featuring key visuals from the text, is available to adopters of *Human Adjustment*.

*The Critical Thinker*, by Richard E. Mayer and Fiona M. Goodchild, both of the University of California, Santa Barbara, uses excerpts from introductory psychology textbooks to encourage critical thinking. This 80-page booklet is available free to adopters.

The *Instructor's Course Planning System* is a convenient and flexible housing unit for all of your print ancillaries. The *Course Planner* can be arranged by chapter in separate hanging file folders, along with an unbound copy of each text chapter, your own notes, the *Student Study Guide*, and the *Transparency Sets*, allowing you to keep all of your classroom materials organized and at your fingertips.

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