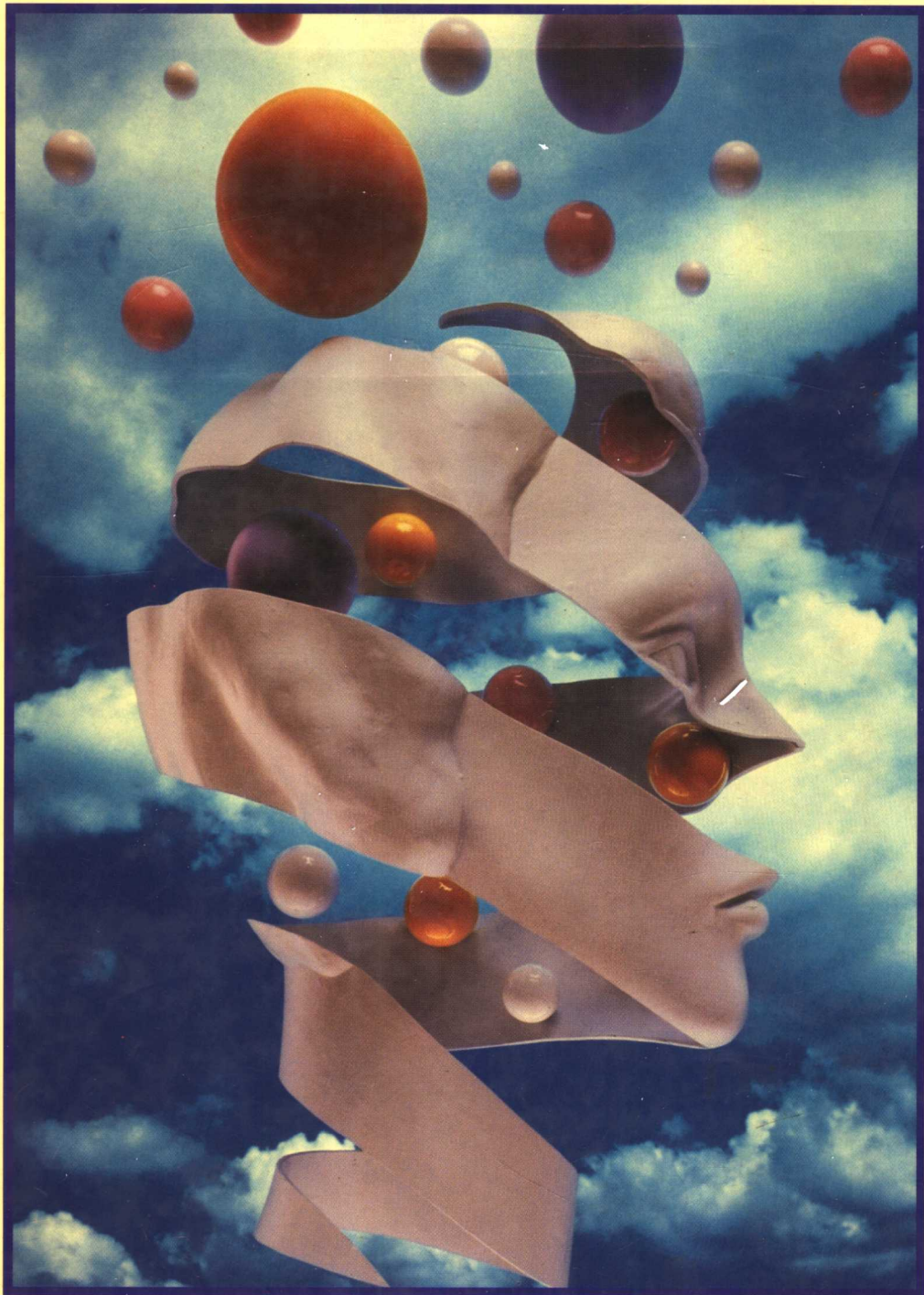# Psychology Applied to Modern Life

Adjustment in the 90s

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Weiten/Lloyd

Fifth Edition

*P*sychology Applied
to Modern Life

Adjustment in the 90s

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Margaret A. Lloyd is a graduate of the University of Denver and received her Ph.D. in psychology from the University of Arizona in 1973. She is the author of *Adolescence* (Harper & Row, 1985), is Past President of the Society for the Teaching of Psychology (Division 2 of the American Psychological Association), and currently serves as the Executive Director of the Society's Office of Teaching Resources in Psychology. She is Professor of Psychology at Georgia Southern University and a recipient of that institution's Award for Excellence for Contributions to Instruction. She has served as Chair of the psychology departments at Suffolk University (1980–1988) and Georgia Southern University (1988–1993) and is the organizer and Past Chair of the Council of Undergraduate Psychology Programs. Her scholarly interests lie in the areas of identity and gender roles.

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 $5.95. 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 see 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 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 end 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 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 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 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 Fifth 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 four editions of this book did not clamor for change, there are some significant alterations.

Content Changes

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 previous edition include the following.

Chapter 1: Adjusting to Modern Life. We have streamlined our discussion of the paradox of progress and compressed our coverage of the codependency movement. We have also added an excellent list of self-help books recommended by therapists and two new Recommended Reading boxes.

Chapter 2: Theories of Personality. This chapter tends to stay relatively stable, but we have managed to fit in coverage of Carl Jung, who was omitted from the previous editon. We have also expanded our discussion of self-efficacy and updated our coverage of the five-factor model.

Chapter 3: Stress and Its Effects. Besides the usual updating, we have compressed two major sections, on the nature of stress and on factors that moderate the relationship between stress and adaptational outcomes.

Chapter 4: Coping Processes. This chapter features a new overview of how to classify coping responses and new research on the benefits of meditation. The coverage of defense mechanisms and time management has been compressed.

Chapter 5: The Self. We now have an entire chapter devoted to the self, a topic that shared a chapter with material on the perception of others in the previous edition. The chapter features new discussions of self-complexity, coping with self-discrepancies, self-verification theory, and cultural influences on self-concept.

Chapter 6: Person Perception and Social Influence. Chapter 6 combines material from Chapters 5 and 7 in the previous edition. You will find new sections on culture and attribution, snap judgments versus systematic judgments, resisting social influence, and culture and social influence.

Chapter 7: Interpersonal Communication. The material found in Chapter 6 in the previous edition is now in Chapter 7. The chapter features new coverage of communication apprehension and a new discussion of the polygraph as a tool in detecting deception.

Chapter 8: Friendship and Love. Among the additions you'll find new material on culture and relationships, social skills training, and self-fulfilling prophecies in interpersonal interaction. We have also added a discussion of how evolutionary theory explains gender differences in mating preferences.

Chapter 9: Marriage and Intimate Relationships. The major change in this chapter is the new Application on violence in intimate relationships. Other changes include a streamlined discussion of the family life cycle and new coverage of stepfamilies. We have also expanded the discussion of gay relationships.

Chapter 10: Gender and Behavior. This chapter features new material on race and ethnicity as they relate to gender stereotypes, a new section on sociobiology's view of the origins of gender differences, and a new discussion of women's need to juggle multiple roles.

Chapter 11: Development in Adolescence and Adulthood. The coverage of adult development has been thoroughly revised and you will find new sections on the intensification of gender roles during adolescence and the day care–attachment controversy. A section on bereavement has been added, along with new cross-cultural material on death and dying.

Chapter 12: Work and Career Development. This chapter features a new section on diversity in the workplace, new material on repetitive strain injuries, and a new discussion of homicide under occupational hazards.

Chapter 13: Development and Expression of Sexuality. Our coverage includes new material on ethnicity as it relates to patterns of sexual behavior and a new section on

sex in the age of AIDS. The coverage of sexual orientation has been reorganized. It highlights new findings on the determinants of sexual orientation.

Chapter 14: Psychology and Physical Health. The greatly expanded coverage of drinking as a health risk represents the major change in this chapter. The discussion of Type A behavior has been updated significantly, and we have added seven new figures.

Chapter 15: Psychological Disorders. In this chapter, you will find a streamlined discussion of the medical model and a new discussion of cognitive factors in anxiety disorders. Of course, all the terminology has been updated to reflect the publication of DSM-IV.

Chapter 16: Psychotherapy. The highlight of this chapter is a new discussion of the repressed memories controversy as it relates to psychotherapy. We have also compressed our descriptions of psychoanalysis and cognitive therapy and updated our coverage of research on the efficacy of insight therapy.

Other Changes

As you look through this edition, you will see many other changes besides those in content. One of the more subtle changes is that we made a conscious effort to streamline the book. Judicious efforts to compress our writing allowed us to shorten the manuscript from 277,000 words to 236,000 words, a reduction of almost 15 percent. This streamlining allowed us to shift to a more open, inviting, one-column design. You may also notice that the learning objectives that were found at the end of each chapter in the previous edition have been moved into the interiors of the chapters, where they appear in the margin adjacent to the relevant material. We hope that this arrangement will make the learning objectives more salient and more useful to your students. The chapter summaries that used to appear at the end of the main body of the chapters, but before the Applications, have been incorporated into the reviews found at the ends of the chapters. This alteration shortens the chapters while making the summaries more thorough, as they include the material in the Applications.

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. We use concrete examples extensively to clarify complex concepts and to help maintain student interest.

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, and cartoons.

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 Applications include the following:

- Understanding Intimate Violence
- Monitoring Your Stress
- Seeing Through Social Influence Tactics
- Getting Ahead in the Job Game
- Building Self-Esteem
- 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 cov-

ered in the text. Some of the recommended books are very well known, whereas 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.

Didactic Illustration Program

The illustration program is once again in full color and we have added many new photographs and figures. Although the illustrations are intended to make the book attractive and to 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.

Learning Aids

Because this book is rigorous, substantive, and sizable, a number of learning aids have been incorporated into the text to help the reader 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.
- To help alert your students to key points, *learning objectives* are sprinkled throughout the chapters, in the margins, near the relevant topical coverage.
- *Key terms* are identified with ***italicized boldface*** type to indicate 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 to emphasize important points.
- A *chapter review* is found at the end of each chapter. Each review includes a concise but thorough summary of the chapter's key ideas, 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 William Addison, it provides a thorough overview of each chapter, along with a list of relevant films. It also includes a wealth of suggestions for lecture topics, class demonstrations, exercises, and discussion questions, organized around the content of each chapter in the text.

Test Bank

Pat Slocum has taken on the task of revising the test bank. It contains an extensive collection of multiple-choice questions for objective tests. The questions are closely tied to the learning objectives found in the text chapters. We're confident that you will find this to be a dependable and usable test bank.

Study Guide

The study guide has been revised by William Addison, who has built on the outstanding work of Michael Sosulski, a dear friend and colleague who passed away. 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.

Culture and Modern Life

Culture and Modern Life is a small paperback that is intended to help your students appreciate how cultural factors moderate psychological processes and how the viewpoint of one's own culture can distort one's interpretation of the behavior of people from other cultures. Written by David Matsumoto, a leading authority on cross-cultural psychology, this supplementary book should greatly enhance your students' understanding of how culture can influence adjustment. *Culture and Modern Life* can be ordered shrinkwrapped with the text.

Personal Explorations Workbook

The *Personal Explorations Workbook* is a small booklet assembled by Wayne Weiten. It contains experiential exercises for each text chapter, designed to help your students achieve 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 in relation to issues raised in the text. Most students find these exercises interesting. They can also be fruitful in stimulating class discussion. The *Personal Explorations Workbook* can be ordered shrinkwrapped with the text.

Acknowledgments

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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 an overview of what will be covered.
- *Headings* are employed very frequently to keep material well organized.
- To help alert you to key points, *learning objectives* are sprinkled throughout the chapters, in the margins near the relevant topical coverage.
- *Key terms* are identified with ***italicized boldface*** type to indicate 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.
- *Italics* are used liberally throughout the book to emphasize important points.
- A *chapter review* is found at the end of each chapter. Each review includes a thorough summary of the chapter, a list of key terms, and a list of 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 self-help 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.

Self-Disclosure: The Key to Intimacy

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. 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

Brief Contents

Contents

Extraversion → Social activity → Happiness

Sometimes absent 8%
Often absent 8%
Always or almost always in class 84%
Successful students

Sometimes absent 8%
Often absent 45%
Always or almost always in class 47%
Unsuccessful students

2 Theories of Personality 34

Need for self-actualization
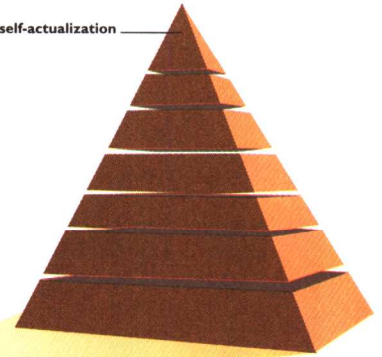
Superiority complex

Inferiority complex

Competence

Overcompensation, underdeveloped social interest

Normal growth

Social interest

Parental neglect

Pampering, spoiling

Compensation

Organic inferiority (illness, physical handicap)

Weakness, helplessness

a

Avoidance stronger than approach | Approach stronger than avoidance

Avoidance gradient

Approach gradient

Increasing strength of tendency to approach or avoid

Vacillation point

Near   Distance from goal   Far

Correlation with total index of psychological symptoms

.70
.60
.50
.40
.30
.20
.10
0

Pressure (PI)   Life change (SRRS)

+ Tennis
+ Pizza
+ Blue sweater
+ Racquetball
+ Spaghetti
+ Gray jacket

Approach-approach

− Unemployment
− Painful backache
− Degrading job
− Surgery

Avoidance-avoidance

+ Date with an attractiie person
− Rejection
+ Investment returns
− Loss of capital

Approach-avoidance

Step 1 — Specify your target behavior

Step 2 — Gather baseline data
- Identify possible controlling antecedents
- Determine initial level of response
- Identify possible controlling consequences

Step 3 — Design your program
- Select strategies to increase response strength
  or
- Select strategies to decrease response strength

Step 4 — Execute and evaluate your program

Step 5 — Bring your program to an end

Constructive coping tactics

Appraisal-focused strategies
- Detecting and disputing negative self-talk
- Rational thinking
- Using positive reinterpretation
- Finding humor in the situation
- Turning to religion

Problem-focused strategies
- Active, planful problem solving
- Seeking social support
- Enhancing time management
- Improving self-control
- Becoming more assertive

Emotion-focused strategies
- Releasing pent-up emotions
- Distracting oneself
- Meditating
- Using systematic relaxation procedures
- Emotional distancing