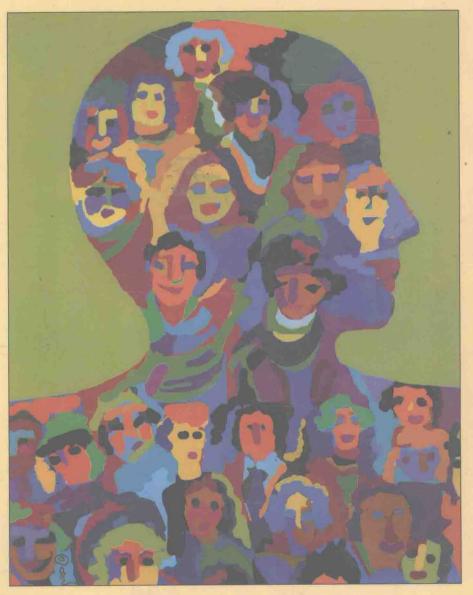
PSYCHOLOGY FOR LIVING



Adjustment, Growth, And Behavior Today
SIXTH EDITION

EASTWOOD ATWATER | KAREN GROVER DUFFY



Psychology for Living

Adjustment, Growth, and Behavior Today

Eastwood Atwater Karen Grover Duffy



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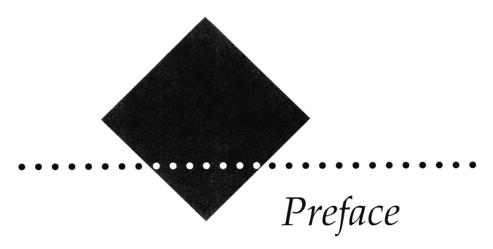
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To Eastwood Atwater, for the humanity and wisdom he so generously and kindly shared with us



This book is intended for those who are interested in applying psychological insights and principles to their own lives as a way of achieving a better understanding of themselves and living more effectively. To this end, we've included material from the major perspectives of psychology, including the psychodynamic, cognitive-behavioral, and humanistic viewpoints. Since a well-rounded text cuts across several branches of psychology, we've included contributions from clinical, personality, social, and developmental psychology, as well as from the important fields of cognitive, biological, and health psychology.

Throughout the book, we've often presented differing views on the same issue, along with questions, that are designed to stimulate the reader's critical thought. Our aim is to increase readers' understanding as well as their knowledge, in order that they may continue learning on their own.

Major features of this sixth edition are as follows.

New Content

We have made three significant changes in the book with regard to content and chapter ordering. First, the chapters on motivation and emotion have been combined. So as not to make this chapter too lengthy, some material from the last edition was moved to other chapters. For example, the material on sleeping and dreaming from the former chapter on motivation has been moved to the chapter on health. Second, we have removed the chapter on cultural diversity. Instead, information on cultural diversity, gender similarities and differences, and minorities is integrated throughout all other chapters. The third change is that a new chapter on groups is included in this edition. This chapter pertains to group dynamics, including group processes such as communication and social influence, leadership, and problems in groups such as conflict and groupthink.

Another new feature of this edition is increased use of cases to reify the material. Each chapter begins with a vignette about an individual. Whereas the vignettes are fictional, the individual described is based on a composite of several real persons. The case is fully worked into the text to better illustrate many of the main points. Where appropriate, other cases are also detailed. The cases, then, both make real and exemplify the material being discussed. We have also made a concerted effort to create diverse cases representing our diverse audience of readers.



Several features have been introduced to assist the student in making the best use of this book:

- A How to Study section at the beginning of the book provides suggestions for studying and taking tests.
- Chapter outlines at the beginning of each chapter give students an overview of what will be covered.
- Learning objectives identify what students are expected to attain in regard to knowledge, understanding, and application.
- * A glossary at the end of the book defines key terms in the text.
- End-of-the-chapter summaries, arranged by major headings, help the reader to grasp the main points of the chapter.
- Self-tests, consisting of 10 multiple-choice questions, help students to assess their understanding of the material covered.

APPLICATIONS

- One or two self-scoring inventories in each chapter enable students to apply the concepts and principles covered in the text to themselves.
- End-of-the-chapter exercises heighten the student's involvement in the material.
- Questions for self-reflection encourage students to relate the material in the text to themselves.

FOR FURTHER INFORMATION

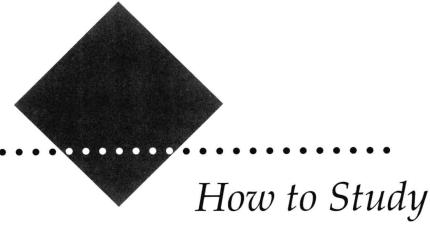
A new feature at the end of each chapter is a list of ways to explore topics electronically. One of the points the text establishes is that we have moved into a technological information age. World Wide Web sites as well as usenet information are available.

Also included are a half-dozen recommended readings, together with a brief description of their contents, intended for those who wish to pursue a given topic in greater depth.

INSTRUCTOR'S MANUAL

A separately bound Instructor's Manual is also available. Each chapter in the learning aids section includes a chapter overview, class activities, discussion questions, lecture suggestions, and audiovisual resources. For each chapter in the test item section, there are representative multiple-choice questions, essay questions, short-answer questions, and true-false items.

The following reviewers are acknowledged for their helpful comments: Susan O. Bolman, Norwalk Community Technical College; Emory Holland, Montgomery County Community College; Diane Kawagoe, California State University-Fresno; Cheryl S. McFadden, York Technical College; Robert J. Mitchell, Waukesha County Technical College; Douglas J. Narby, Louisiana State University-Eunice; Cary Schawel, Oakton Community College; and David Wright, Brigham Young University.



Students have many excuses about why they haven't done well on a test. Occasionally, they will admit outright, "I just didn't study." But more often, they will say, "I really *studied* for that test. I can't understand why I did so poorly." A common problem is waiting until the last minute to study. But in many instances, students just don't know *how to study*. Whether or not you fall into this category, chances are you could improve your studying habits by applying one of the following time-honored methods of studying.



The PQ4R Method

The PQ4R method gets its name from the six overlapping stages for studying material such as textbook chapters—preview, question, read, reflect, recite, and review. Extensive experience has shown that this method can improve your understanding and memory, and thus your test performance.

PREVIEW

It's a good idea to look over the chapter as a whole before you begin it. When you read a novel, you usually start at the beginning and read straight through so as not to spoil the surprise ending. But with concepts and factual material, it's just the opposite. Here, it's important to get an idea of the material as a whole so you can put the details in context as you read.

- First, look over the table of contents.
- Next, skim through the chapter, looking at the headings and subheadings.
- Then, read the chapter summary.
- * Finally, decide how much you want to read at a sitting.

QUESTION

Once you've looked over the chapter, you may be curious about the material. A help-ful technique is to ask yourself questions about the material. Then read the chapter with the aim of finding the answers to your questions. One way to do this is to turn each boldfaced heading and subheading into a question. For example, the first major heading and subheadings in Chapter 4 are

¹E. L. Thomas and H. A. Robinson, *Improving Memory in Every Class; A Sourcebook for Teachers* (Boston: Allyn & Bacon, 1972).

Understanding Stress
Meaning of Stress
Measuring Stress
Personal, Situational Factors

Now use these headings and subheadings to think up some questions. Here are some examples: What does the term *stress* mean? Does stress refer to external forces or to something within? What are the most stressful events in our lives? Why do some individuals find the same event more stressful than others? Your use of such questions may prove even more effective if you jot them down, and then, as you read, write down your answers.

READ

Make it a point to understand what you're reading, digesting the material in one section before proceeding to the next. Skimming through material without comprehending it leads to superficial understanding at best, but more often, to downright confusion. In contrast, when you take the time to understand what you read, you'll also retain it better. If you're not clear about the meaning of a word, check the glossary of terms at the end of the book. If you can't find the word in the glossary, look it up in one of the better dictionaries such as *Webster's New World Dictionary*. Also, feel free to make explanatory notes to yourself in the margins of the pages of your textbook.

REFLECT

A good way to improve your understanding of something is to pause periodically and reflect on it. Ask yourself: Do I really understand this material? Could I explain it to someone else? If the answer is no, reread the material.

It's also helpful to mark or underline key passages in the chapter. This makes you an active participant in reading and provides you with key passages to review for tests. Some students prefer to mark or underline as they read. Others prefer to read through the material, and then to go back and highlight the most important points. We prefer the latter approach, because we usually have a better idea of the key passages after we've read through the material. Here are some suggestions for marking or underlining:

- Read through each section before marking or underlining.
- Mark only key passages or ideas.
- Use a marker or pen. Pencil often smears.

RECITE

Perhaps you've had this experience: You look up someone's telephone number, but no sooner have you closed the phone book than you've forgotten the number. You reopen the book and find the number again. But this time as you close the book, you repeat the number to yourself, either silently or audibly. You're improving your memory through *recitation*—the act of repeating or speaking aloud.

Recitation improves your memory in several ways. First, by focusing your attention on the page a bit longer, you can encode the material better, thereby ensuring accurate

storage of the material. Repeated practice may also help you to retrieve the material when you need it.

There are several ways to use recitation. First, the act of reflection, or asking questions about the material, mentioned earlier, is itself a form of recitation. Second, you may also recite by closing the book and mentally recalling what you've just read. A third way is to recite aloud, either by discussing the material with a classmate, or by sharing your reactions or asking questions about it in class. A fourth way is to make a written outline of what you've read. We highly recommend this method because it forces you to select the main ideas in the material. Occasionally, students attempt to escape the thinking process by simply copying down the headings and subheadings, including little else. Others include too much detail, which becomes distracting. Instead, be selective. You should be able to outline an entire chapter of this book in just several written pages, depending, of course, on how large you write. The entire process of selecting the major ideas and writing them down is an excellent form of recitation. It also provides you with a handy guide to review for the test.

The amount of time spent on recitation depends on the material covered. When you're trying to remember isolated bits of information, like names or numbers, up to 80 percent of your time should be spent in recitation. But when you're learning ideas or concepts that are highly meaningful and well-organized, perhaps you would spend only 20 percent of your time in recitation. Personal experience will help you to determine which method of recitation works best for you.

REVIEW

When you're ready to review, reread the summary at the end of the chapter to give your-self a sense of the material as a whole. Then look back over the material in the chapter, paying special attention to the key ideas you've marked or underlined under each heading and subheading. If you've made a written outline of the chapter, review this, too. Ideally, you should review the material periodically, to offset the rapid decline in retention once you've learned something. It's recommended that you review the material within 24 hours of the initial reading, and then again 72 hours later. After this, it's a good idea to review the material about once a week until you're tested on it.

When you're ready, do the self-test at the end of each chapter. Then check your responses against the list of correct answers provided in the back of this book. When you miss a question, it's important to go back and look up the correct answer. Otherwise, you may make the same mistake again. You may observe that the order of test items parallels the sequence of material in the chapter, thus facilitating your use of the self-test for study purposes.



Where and When to Study

Once the semester is under way, you're ready to plan your study schedule. Consider your class schedule, the workload in each course, and other commitments, such as a part-time job or family responsibilities. Be realistic. Don't try to study too much material at one time.

First, it's important to find a place to study that is free from distractions. Then use this place only for studying. In this way, you'll develop a set of associations that will strengthen your study habits. One of the worst places to study is on your bed. The bed

is associated with fatigue; thus, you may find yourself falling asleep rather than studying. When you find yourself daydreaming or worrying about something else, take a short break, and return when you're ready to study. When you finish studying, leave this place. By consistently doing this, you'll associate this place with studying and feel more like studying there.

It's also important to set aside particular times for study. You may wish to study for a given block of time and quit at the end of this period regardless of how much you've read. Or, you may want to study until you've covered a certain amount of material. Either way, it's best to study in reasonable blocks of time, about 1 to 3 hours. After a long stretch you may have difficulty concentrating on the material at hand. That's why it's a good idea to take a short break at least once an hour, or even on the half-hour when you're covering very difficult material. Also, you might select other things you enjoy doing, and make them contingent on completing your study goal for a given time slot. For instance, if you'd like to call a friend or watch television, do your studying first. Then make your call or watch TV as a reward to yourself.

Above all, don't procrastinate. Distribute your study times realistically so you don't try to absorb too much material at a time. For instance, if you must cover four chapters in this book for a test, plan to read no more than one chapter in a given time slot. Spacing out your study time cuts down on boredom and fatigue and also allows your memory time to consolidate the material. Your mind may continue absorbing the material in the intervals between study periods. This is especially important to keep in mind when you're learning complex or difficult material.



When taking a test, stay calm and reasonably relaxed. By keeping your anxiety at a mild to moderate level, you minimize its interference with your thinking process. If you encounter a question that makes you especially anxious, note this on the question sheet. Then proceed to do the remaining questions before returning to tackle the difficult question(s). Realizing that you've completed most of the test helps you to concentrate on the more difficult items.

Regardless of the type of test, take time to read the questions carefully. Make certain you understand what the instructor is asking. Don't read things into a question, making it more complicated than it is. If the item looks particularly confusing, raise your hand and ask the instructor to rephrase the item. Be sure also to read every single choice for multiple-choice questions before selecting the correct one.

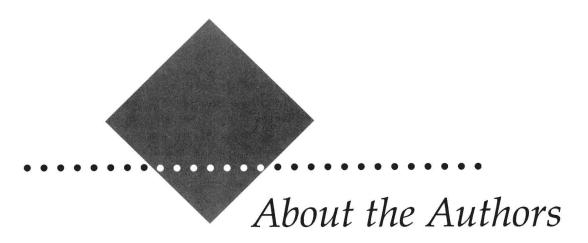
Before answering an essay question, take a few moments to jot down a brief outline on the back of a page. This helps to keep your thoughts on the subject while you write. If your test includes both multiple-choice and essay questions, first outline the essay question. Then complete the multiple-choice questions before writing out the essay answer.

After you've read a multiple-choice question and selected an answer, it's best to reread the question making certain your answer matches the question. This helps to avoid simple "forgetting" mistakes, because material stays in our short-term memory for only about 30 seconds. By the time you've decided on the correct answer, chances are you've forgotten the exact wording of the question. Consequently, it's helpful to reread the question before marking your answer. This time, read the answer choices in reverse order, too.

Learn to eliminate incorrect answers before settling on the correct one. For instance, if there are four possible answers, eliminate the two that are the least plausible. With only two remaining answers to choose from, you have a 50–50 chance of selecting the correct one. Answers containing words like *always, never, only, must,* and *totally* often imply sweeping assertions and can usually be eliminated early on.

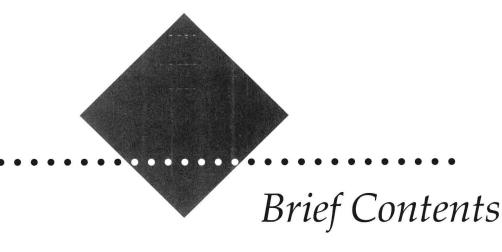
Should you ever change your answer? It all depends. If you have studied reasonably well and feel good about your answer, stick with it. However, if you have strong doubts about an answer, especially if you're not well informed on the subject, it might pay to reconsider. At the same time, a lot depends on the individual. In going over tests with students, we've found that anxious, impulsive students may initially choose an incorrect answer and would benefit from taking another look at their answer. On the other hand, students who lack self-confidence will often change a correct answer to an incorrect one because they distrust their own abilities. As a result, we suggest keeping track of the answers you change. Then go over each test, recording the number of answers you changed from wrong to right, and vice versa. Then take this information into consideration throughout future test taking.

Finally, there are other ways you can learn from your test results. If your instructor goes over the test in class, make it a point to attend that day. Find out what you missed, and, equally important, why. Were the questions different from what you expected, requiring, say, the understanding of concepts rather than factual information? If you didn't do well on an essay test, ask your instructor how you can do better next time. Try not to waste time making excuses or blaming your instructor or yourself. Find out what you need to do in order to improve your test performance next time. Then modify your study habits and test taking accordingly. Good luck!

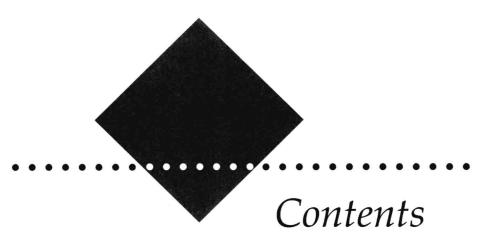


Eastwood Atwater was a professor of psychology at Montgomery County Community College and lectured at Gwynedd-Mercy College. He also conducted a private practice in psychology. His Ph.D. was from the University of Chicago, where he studied with Carl Rogers. Dr. Atwater belonged to several professional associations. He was also the author of several books, including two other textbooks: *Adolescence*, 4th edition, and *Human Relations*. Dr. Atwater died in 1996.

Karen Duffy is a Distinguished Service Professor at the State University of New York, College at Geneseo. She received her Ph.D. in social and personality psychology from Michigan State University. Dr. Duffy is a family mediator for the New York Unified Court System. She has also served on the executive committee for the New York State Employees Assistance Program, as well as on a board of directors for a shelter for domestic violence and an educational committee for a family planning agency, and she has consulted to a variety of work settings on stress management, EAPs, and other work issues. She is a member of the American Psychological Society and the Eastern Psychological Association. Dr. Duffy has authored several other books, including Community Mediation: A Handbook for Practitioners and Researchers and Community Psychology. She also edits the annual editions for Psychology and Personal Growth and Behavior.



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