

FIFTH EDITION

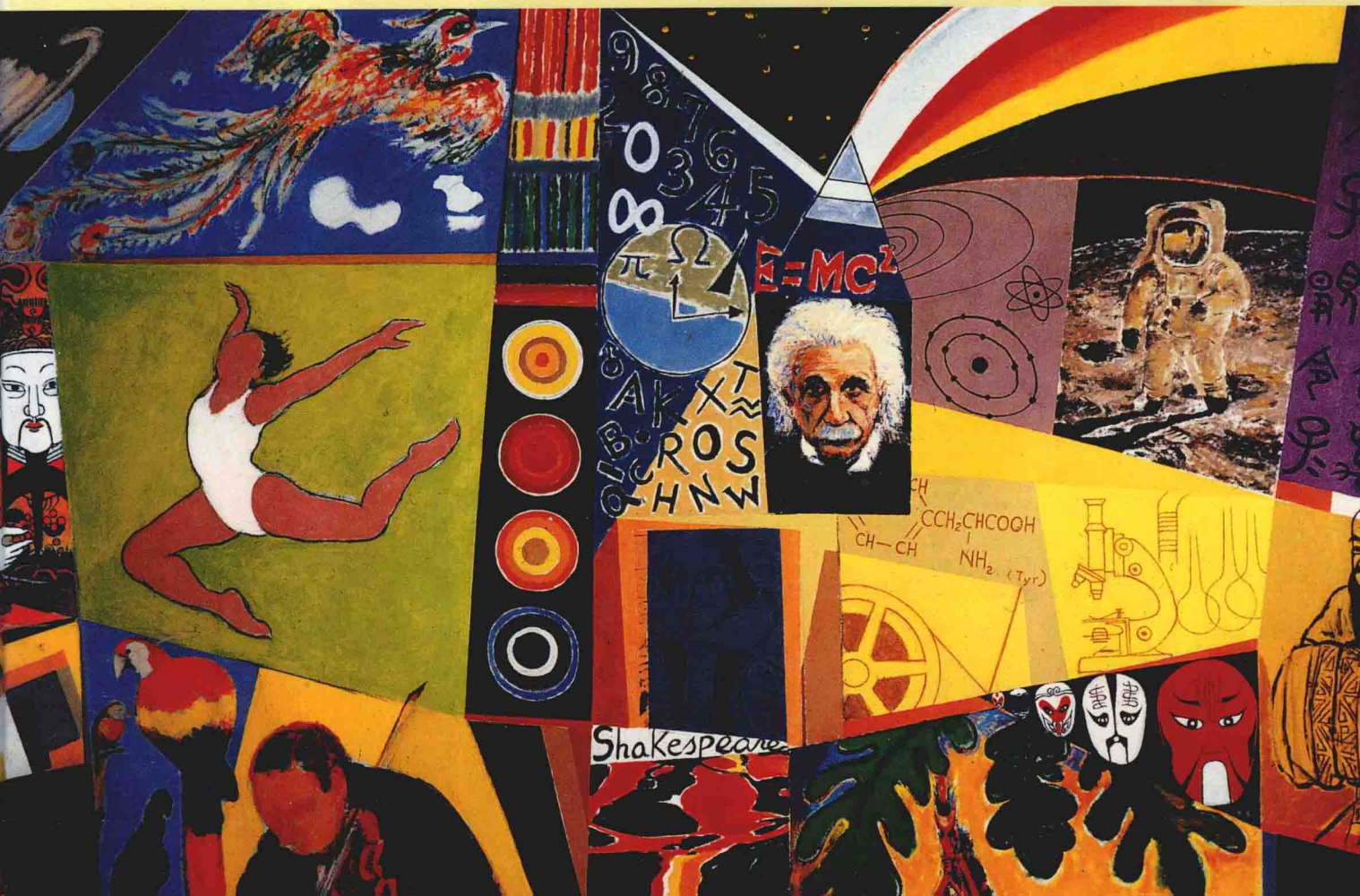
Psychology

in Action

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Preface

This time, like all times, is a very good one, if we but know what to do with it.

Ralph Waldo Emerson

Welcome to the new millennium, the year 2000, and the fifth edition of our text! Despite doomsayers' drastic predictions about Y2K, the state of the world, problems in higher education, and today's college students, we remain optimistic. We believe "this time, like all times, is a very good one." Today's students (and professors) *are* different, and our challenge is in knowing "what to do with" these differences.


What is the major difference between today's students and those in the past? Time—or the lack of it! Most students are working long hours at low-paying jobs, while also trying to go to college full- or part-time. Many are also parents of small children. They all complain about a perpetual lack of sleep and ongoing stress.


What can we do with these time pressure differences? In the instructor's manual that accompanies this text, we offer numerous tips and strategies for making both the student and professor's lives easier. In this fifth edition of *Psychology in Action*, we have developed several NEW features that make this edition the most time efficient ever.

NEW TO THIS EDITION

Tools for Student Success and Website Icons

Just as teaching is an art with skills and habits that can be perfected, so too is learning. All students, even those with high grades and few demands on their time, can improve and perfect the *art of learning*.

To help students become more efficient and successful, this fifth edition offers a new and special feature we call, "Tools for Student Success." Sprinkled throughout the text, you will find numerous student success sections (identified with this tool icon ). Beginning in Chapter 1, we offer a special end-of-chapter segment that includes tips for active reading, time management, and improving course grades. We also discuss several important resources for college success. This same tool icon also identifies areas in Chapters 5, 6, 7, 11, 12, and 15, which include strategies for reducing text anxiety, procrastination, and college-related stress. These sections also suggest ways to condition yourself toward success and offers tips for improving memory, performance, and overall achievement.

In addition to general tools for success, we also believe that computers and computer literacy are among the most essential tools for college success. In each chapter of the book, you will find specific website icons () located near topics that have important website resources. As a user of *Psychology in Action*, you will find your web




Tools for Student Success

TOOLS FOR STUDENT SUCCESS

This special feature in chapter 1 includes tips for overall college success, as well as success in this course. In addition, the 'tool' icon identifies additional sections in chapters 5, 6, 7, 11, 12, and 15 which address other strategies for dealing with test anxiety, improving memory, performance and overall achievement.

Congratulations! The fact that you are reading this section is an important first step to succeeding in college. We recognize that "student success skills" have a bad reputation and that many people reject such help because they think it's only for "nerds" or "problem students." But would these same individuals assume they could become top-notch musicians or athletes without mastering the "tools" of those trades? All students (even those who seem to get A's without much effort) can improve their "student tools."

In the next few pages we offer specific, well-documented tips and strategies guaranteed to make you a more efficient and successful college student. You'll learn about active reading, time management, and improving your grades. Finally, we'll point you towards some important resources for college success. We will revisit these topics as appropriate throughout the book, specifically as related to issues such as learning, memory, thinking, motivation, and stress. The paintbrush icon  will help you identify these passages.

RESEARCH HIGHLIGHT

Getting Old May Be Better Than You Think

Television, magazines, movies, and advertisements generally portray aging as a time of graying hair, balding pates, sagging parts, poor vision and hearing, and, of course, no sex life. Recent research, however, shows that getting old may be better than we think. For example, a group of Dutch scientists (Lamberts et al., 1997) believe the loss of muscle strength and physical frailty commonly seen in people as they age is neither inevitable nor irreversible. Their research suggests that hormone replacement treatment for both men and women can greatly offset the effects of osteoporosis, heart disease, Alzheimer's, and several other age-related diseases. The scientists do caution that hormone replacement therapy is still controversial, for now, and more studies

are needed on long-term risks and benefits.

Further encouraging news comes from studies of age-related changes in brain structure and function. The public—and most researchers—have long thought aging is accompanied by widespread death of neurons in the brain. While this decline does happen with degenerative disorders like Alzheimer's disease, researchers John Morrison and Patrick Hof (1997) found only modest declines in neuron counts and brain function during normal aging. They also emphasized that age-related memory problems are not on a continuum with Alzheimer's disease. That is, normal forgetfulness “does not reflect a predisposition for serious dementia.

What about people who have inherited genetic tendencies toward Alzheimer's and other serious diseases of old age? There is good news on this front too. Scientists Caleb Finch and Rudolf Tanzi (1997) have found that genes have a “relatively minor effect” on our well being in later years. They discovered that lifestyle and environmental factors (like exercise and good nutrition) “may profoundly influence the outcomes of aging.”

These three reports, among others, present a generally positive outlook on aging. This is good news. Contrary to popular stereotypes of frail and dependent elderly, growing old, for most of us, will probably be better than expected—and, of course, far better than the alternative!

access card in the front of the text, which gives you the registration number to access your password to our John Wiley & Sons student resource website <http://www.wiley.com/college/wave/huffman-vernoy5e>. Should you be using a previously owned text and want to purchase access to the student resources, please go to <http://www.wiley.com/college/wave/huffman-vernoy5e/student> to do so. The site accompanying our text includes special online student tutorial quizzes and practice tests, active learning exercises, internet links to psychology related topics, internet activities, as well as other valuable features. Check us out!

Research Highlights

Psychology is one of the fastest growing of all scientific disciplines. Each day professors and students are bombarded with new information and research from the media, as well as from professional journals and texts. This “information explosion” is most acute in the introductory psychology course. In response to this problem, we carefully surveyed the literature, and in this edition we present a *new*, brief “Research Highlight” section in each chapter.

These recent, high interest topics are explored in enough detail to fully explain the topic, yet remain brief enough to maintain full reader attention. For example, in Chapter 2, we explore “The Search for Better Pain Killers;” Chapter 3, “Tracking Down the Gene for Deafness;” Chapter 7, “Electronic Brainstorming;” Chapter 8, “Getting Old is Better Than You Think;” Chapter 9, “Children Who Survive Despite the Odds;” and Chapter 15, “A Scientific Look at Therapeutic Touch.” Students may be particularly interested in topics like the one in Chapter 10, “The Art and Science of Flirting” or Chapter 16, “Juvenile Aggression and Mass Murder at Columbine High.”

Visual Summary for Chapter 2**The Neuron**

Neurons: individual nerve cells that transmit information throughout the body.
Nerve: bundle of axons from many neurons.

Basic Features

- **Dendrites:** receive information and send impulses to soma.
- **Soma:** cell body that integrates incoming information and nourishes neuron.
- **Axon:** transmits information from soma to other neurons.
- **Myelin:** fatty insulation that speeds up action potential.
- **Axon Terminal Buttons:** release neurotransmitters.

Basic Processes

- **Action Potential:** electrochemical impulse that travels down axon to axon terminal buttons.
- **All-or-nothing principle:** axon either fires an action potential or not (no gradations).
- **Resting Potential:** balanced (resting) state of axon membrane when nerve impulses are not being transmitted. High level of sodium ions outside axon and high level of potassium ions and protein molecules on inside. **Sodium-potassium pump** restores and preserves resting potential by continually moving sodium ions out of axon and potassium ions in.

Chemical Messengers**Nervous System Messengers**

Neurotransmitters: transmit information between neurons. Effects can be excitatory or inhibitory.
Synapse: junction between two neurons where neurotransmitters pass.

Endocrine System Messengers

Endocrine system glands produce hormones that are released into bloodstream. Function of most glands is to maintain body's steady state of normal functioning (**homeostasis**). **Hypothalamus** (“master endocrine gland”): tiny brain structure that links nervous system and endocrine system and regulates such drives as hunger, thirst, sex, and aggression.

Peripheral Nervous System

Includes all nerves going to and from brain and spinal cord.

Somatic Nervous System: carries afferent (incoming) sensory information and efferent (outgoing) motor information to and from the central nervous system, the sense organs, and the skeletal muscles.

Autonomic Nervous System: regulates automatic bodily functions (e.g., heart rate and breathing).

Parasympathetic Nervous System: normally dominates when person is relaxed.

Sympathetic Nervous System: normally dominates when person is under stress.

Visual Summaries

In addition to presenting condensed “Research Highlights” for each chapter, we also offer a new and unique study tool that visually summarizes and organizes the main concepts of each chapter. This **VISUAL SUMMARY** is a two-page spread located at the end of each chapter that can be used both as an overview “to get the big picture” before reading the chapter, and as a quick review after completing your reading. Our students are very excited by this feature and report finding it “extremely helpful” and “the best study tool ever invented!”

Streamlining and Reorganization

The American Association for the Advancement of Science (AAAS) and the National Research Council have advised all scientists to teach for depth of understanding rather than breadth of coverage. Adopting this goal, we have streamlined and condensed coverage to produce the fifth edition.

As authors and lifelong students of psychology, we naturally believe that *all* the details of our field are important, fascinating, and intrinsically useful. However, we also recog-

nize that if we are to teach for understanding rather than “coverage” we need to focus on the most important concepts.

In deciding which material could be omitted or shortened, we relied heavily upon the advice of our users and reviewers. The most common suggestion was to omit the final chapter—*Industrial/Organizational Psychology* (Chapter 17). All material in this chapter was completely updated and revised for the fifth edition, but we omitted it from the main text to save time and pages. (The chapter is available as a shrink-wrapped option.)

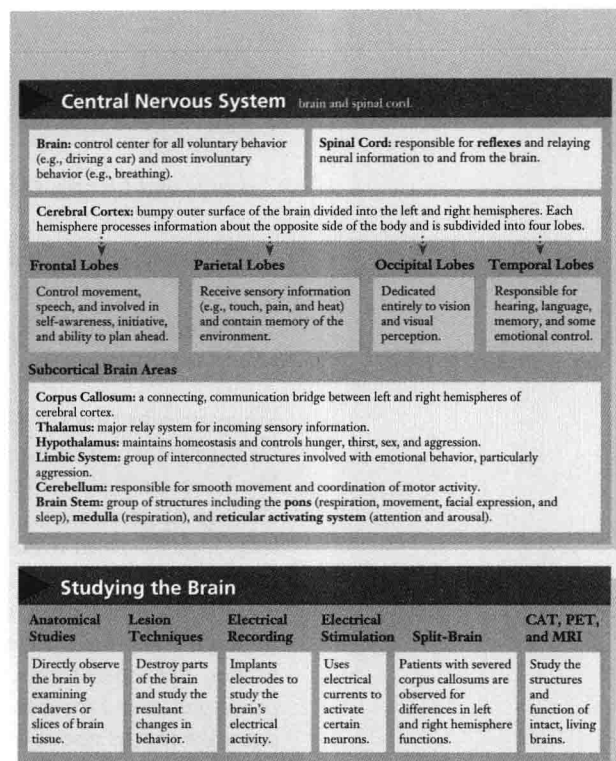
In addition to making Chapter 17 an optional chapter, we also streamlined the main text. Again, we listened to our users and reviewers and omitted all secondary and less essential topics. Chapter 16, *Social Psychology*, for example, has been completely revised and shortened. Rather than having seven separate major topics, it is condensed to fit three categories to match the general definition of social psychology (our thoughts about others, our feelings about others, and our actions toward others). It remains comprehensive, but is now more easily learned.

By limiting our coverage to only the most essential, *core concepts* of psychology, this streamlined fifth edition gives students more time for true mastery of the material. It also offers instructors greater flexibility in the classroom and more time for discussion of special topics.

Updating and Revising

The fifth edition of *Psychology in Action* includes over 900 new citations from 1997, 1998, and 1999. In addition to the new “Research Highlights” section in all chapters, other important updates include expanded coverage of evolutionary psychology (Chapter 1, 8, 9, 11, 16); new research on sensory and perceptual experiences in infants (Chapter 3); expanded coverage of false and repressed memories (Chapter 6); new research on binge drinking (Chapter 12); a new section “Explaining Drug Use,” discussing three common reasons for drug use and abuse (Chapter 4); an updated section on alcohol and pregnancy, fetal alcohol syndrome (FAS) and prenatal exposure to alcohol (PEA) and added coverage of long-term effects (e.g., lack of attachment) of children raised in horrible conditions in Romanian orphanages in Chapter 8; new research on how to reduce teen pregnancies and the impact of divorce on children and the divorcing couple (Chapter 9); an updated introductory incident with recent findings that the twin whose gender was originally assigned as a girl has since undergone transsexual surgery to recreate a penis and live as a man and a new cross-cultural research on sexuality, including a new section on female genital mutilation (Chapter 10); added evolutionary perspective support for “Big 5” with study of 100 chimpanzees and the finding that their personalities closely match the human Big 5, plus a “6th factor” of dominance (Chapter 13); updated research on the incidence of anxiety disorders, schizophrenia, mood disorders and their “comorbidity” with other disorders (Chapter 14); updated 1999 research regarding the authenticity of the classic case of DID—Sybil (Chapter 14); latest research on effectiveness of psychoanalysis, including modern psychodynamic therapies and cognitive therapies, including Ellis’s new emphasis on “demandingness” and “masturbation” (Chapter 15); and updated research on companionate love, including research on importance of positive illusions (Chapter 16).

There are also several new, additional “Try This Yourself” exercises in this 5th edition. For example, in Chapter 4 we’ve added four new exercises: “Morning Larks” versus “Night Owls” with self-test, “Recommended Ways to Reduce SIDS,” “Avoiding Jet Lag,” and a self-test asking “Are You Sleep Deprived?”



SPECIAL FEATURES AND LEARNING AIDS

Focus on Critical Thinking and Active Learning

I hear and I forget. I see and I remember. I do and I understand.
Chinese Proverb

The art of teaching is the art of assisting discovery.
Mark Van Dorem

Education is what survives when what has been learnt has been forgotten.
B. F. Skinner

Since ancient times, folk wisdom and philosophy have told us that the best learning takes place when the student is a critically thinking, active participant in the process. We have carefully designed our text to help students experiment, test, and apply psychological principles, and develop the ability to think critically, work through problems logically, and make connections with the real world—in short, to become active learners.

To promote both critical thinking and active learning, we include “Try This Yourself” activities in every chapter. These high-interest and simple-to-do experiments, demonstrations, and self-tests give students an opportunity to apply basic principles and concepts. In Chapter 14, for example, one “Try This Yourself” activity debunks myths about mental illness and another presents a checklist for recognizing serious depression.

In addition to “Try This Yourself” activities, each chapter also presents an in-depth “Active Learning Exercise” based on chapter content and devoted to developing specific critical thinking skills. For example, the “Active Learning Exercise” in Chapter 16 asks readers, “Would you have followed Milgram’s experimenters?” and aims to develop independent thinking as a critical thinking skill.

The student comments we have received indicate that both the “Try This Yourself” and “Active Learning Exercises” are enjoyable and educational. One student wrote, “I looked forward to the ‘Try This Yourself’ sections because they were a fun, quick, and an easy way to try out the ideas in the chapter.” Another student wrote: “The ‘Try This Yourself’ feature was always interesting to do. I especially liked the one about culture and the ‘proper’ ways to ride an elevator. My friends and I still have fun going into an elevator and facing toward the people instead of away from them.” As for the “Active Learning Exercises,” one student wrote that they “made me really think about what I was studying and how it pertained to my life” and another said they were “not only useful in this course, but could be applied to other courses and daily life as well.”

SQ4R Learning Activities

We have also tried to overcome the passive-learner syndrome by structuring our text around the SQ4R (Survey, Question, Read, Recite, Review, and “wRite”) method of learning:

Survey and Question

We begin each chapter with three survey techniques: a chapter outline, a vignette that introduces essential concepts, and an introductory paragraph that previews content and organization. We also present a fourth technique, a list of learning objectives, in question format, for each chapter. For reinforcement, we repeat these questions in the margin at the place in the chapter where they are discussed.

Read

Each chapter has been carefully evaluated for clarity, conciseness, and student reading level. To further facilitate comprehension, we do not have the boxed essays that are commonly found in other texts. Such boxes interrupt the continuity of the text narrative, and many students find it difficult to decide “what part is important to read.” Their complaints support our belief that setting off specific studies or applications from the main text narrative conveys the impression that these topics are less important. If something is worth discussing, we integrate it into our presentation.

Recite and Review

To encourage recitation and review, we offer a short interim “Check and Review” with multiple-choice, fill-in, and short answer questions after each major section. These sections provide another opportunity for active participation. To further encourage reviewing, each chapter concludes with a two page “Visual Summary” that visually organizes and connects essential concepts. Each chapter concludes with a list of important terms, topically organized and with page references.

wRite

As part of the fourth R to the SQ4R method, this book is also designed to incorporate writing as a way of improving student retention. In addition to the writing students do in the survey, question, and review sections, we encourage note taking in the margin of each page. We have attempted to keep the margins as clear as possible, and the Instructor’s Manual, which accompanies this text, describes a special “marginal marking” technique that can be easily taught to students.


The accompanying Student Study Guide discusses the SQ4R method in more detail.

Numerous Learning Aids

In addition to the SQ4R techniques, we have incorporated other learning aids that are known to increase comprehension and retention. New terms are put in **boldface type** and immediately defined in the text and in the margin. Calling out and defining key terms in the margin not only increases overall comprehension; it also provides a useful review tool. All terms are also gathered in a complete, cumulative glossary at the end of the text. We include tables, some containing important illustrations, such as the table on drug actions and neurotransmitters in Chapter 4. The tables that compare cross-sectional and longitudinal research designs in Chapter 8 and drug therapies in Chapter 15 also serve as important educational tools. In addition, the photo timeline on the front end papers of the text provides an overview of the history of psychology.

Gender and Cultural Diversity Coverage

For years, psychological research and introductory texts focused on white American and Western European males. But as communication and research have improved, more attention has been directed to the cultural and gender contexts of behavior. We reflect that welcome change in this edition in four ways.

First, the field of cultural psychology is introduced in Chapter 1 with a discussion of ethnocentrism, individualism–collectivism, and universal and culturally specific behaviors. Second, topic coverage routinely takes into account cultural and gender research. Third, photographs, figures, and physiological art were carefully selected or drawn to reflect both cultural and gender diversity. If photos (and illustrations) are truly “worth a thousand words,” then it is essential that they include women and members of diverse ethnic groups. Finally, every chapter includes one or more “Gender and Cultural Diversity” sections (identified by the  icon). These sections highlight particularly interesting or current topics. In all cases, though, the

material is embedded in the text narrative, not set off in boxes or a separate chapter. We hope this conveys to students the integral importance of gender equality and cultural diversity to the field of psychology and in everyday life.

Emphasis on the Science of Psychology

The pursuit of scientific understanding is among the noblest of all human goals. Like the pursuit of great art or the preservation of a beautiful wilderness, it is good in and of itself.

Randy Gallistel [cited in Loftus, E. (1999, January), Higher intolerance. *APS Observer*, 12(1), 3, 20.]

While attention to diversity is crucial to modern psychology, it is also important to recognize that a century of psychological research has advanced tremendously our understanding of human behavior. Therefore, in preparing this fifth edition, we have tried to enhance students' appreciation of psychology as an empirical study of human experience and to demonstrate the advantages of the scientific method over speculation and "common" sense.

In Chapter 1, we set the stage with a thorough discussion of the scientific method, bias in research, and types of correlation. In every chapter, we include extended research examples, both recent and classic. Students not only enjoy, but learn from, the detailed descriptions of experiments such as the one at University of California, Irvine, on state-dependent memory (Chapter 6) or the study on mild sleep deprivation, stress, and the immune system (Chapter 12).

Building on students' knowledge of the brain and nervous system from Chapter 2, we emphasize the biological perspective throughout. For example, in Chapter 4 we discuss how psychoactive drugs work as agonists or antagonists to the body's natural neurotransmitters, and in Chapter 7 we cover brain efficiency and neural pruning. Finally, all biological figures have been reviewed and when necessary redrawn to clarify difficult concepts, such as neurotransmitter reuptake at the synapse.

SUPPLEMENTS

Psychology in Action (fifth edition) is accompanied by a host of ancillary materials designed to facilitate active learning and teaching. Ordering information and policies may be obtained by contacting your local Wiley sales representative.

Instructor's Supplements

Test Bank

The Test Bank was prepared by Wendy Hunter, Palomar College. All test items have been meticulously proofread and reviewed. The nearly 2,000 test items include approximately 10 essay questions for each chapter and a variety of multiple-choice questions. Each multiple-choice question has been linked to the text's learning objective, coded "Factual" or "Applied," the correct answer indicated, and page-referenced to its source in the text. Also included are student learning objectives (page referenced to text), and numerous "humorous questions" that can be inserted in tests to reduce test anxiety. The test bank also includes questions from the student study guide and review questions from the textbook. These can be easily added to the test to reinforce student efforts or simply for the professor's reference. This Test Bank will be updated annually to provide you with a continuous source of new questions.

Computerized Test Bank (Diploma for Windows; Exam for Mac)

This easy to use computerized test bank contains the same questions as the printed test bank. You can customize exams by adding new questions and editing the existing ones. Diploma also offers two valuable features: Network-Based Testing and a Gradebook File.

Instructor's Resource Guide (available in hard copy and electronic form)

Prepared by Leon Khalsa, Palomar College, this comprehensive resource includes for each text chapter an outline, student learning objectives, outline/lecture organizer (page referenced to text), lecture lead-ins, supplemental lectures ("hot" topics), key terms (page-referenced to text), chapter summary/lecture organizer, discussion questions, suggested films and videos, activities section, three active learning/critical thinking exercises, and a writing project. This edition also includes a Cross-Cultural Focus (either an activity or a brief lecture) and numerous Active Learning Exercises specifically created for use with any size class.

Instructor's Resource CD-ROM

This CD includes digital slide shows comprised of 340 original lecture slides and over 150 art slides that can be sequenced and customized by instructors to fit any lecture. It also includes the complete *Instructor's Resource Guide*, the entire *Test Bank*, and the *Student Study Guide*.

Transparencies

One hundred full-color overhead transparencies are created from text illustrations, resized with bold type for use in large lecture halls.

The Psychology Web Site for Instructors

This Web site includes Active Learning exercises that can be used in the classroom, Web links that relate to topics within the text chapters, and a description of the changes to the fifth edition. This site will also contain the *Instructor's Manual*, *Test Bank*, *Student Study Guide*, *power point slides*, as well as a list of the *transparencies*, and the *Handbook for Non-Native Speakers*, all in a special instructors' section of the site. Instructors will also have access to WebCT, a powerful web site program that allows professors to set up an on-line course with chat rooms, bulletin boards, quizzing, and student tracking. The WebCT version will be fully loaded with our content for immediate use. WebCt consultants Nancy Simpson at Trident Technical College and Marsha Butler at Roane State Community College coordinated the preparation of the on-line course.

Videos


There are a number of videotapes available to adopters of the text that are new to this edition. Please contact your local Wiley representative for details about this exciting new program.

Student Supplements

Take Note!

This notebook contains the art illustrations in *Psychology in Action* that students will see in lecture from the transparencies. Students can easily take notes in class on the illustrations contained within the *Instructor's Resource CD-ROM* without having to bring their text to class, and then use this notebook to study for exams.

The Psychology Web Site for Students

Packaged with every text is a password that allows student access to the Web site. Students will be able to take self-quizzes that will be scored, they can participate in active learning exercises, and they can explore Web links (chosen by Mark Vernoy) that are identified in the text by use of the web icon ().

The *Handbook for Non-Native Speakers* will also be provided on the Web for use by students. Donna M. Brinton, the Coordinator of ESL service courses at UCLA, prepared this supplement. It provides students who need extra help with English with a wealth of background information on idiomatic expressions and cultural concepts that are not otherwise defined in *Psychology in Action*. Through readings, vocabulary, and skill-building exercises, this useful supplement provides background information students need to master the textbook and the student study guide.

The Introductory Psychology *On-Line Guide* will also be provided on the Web. It covers the basics of student use of the Internet and how to use search engines most efficiently to find the exact information wanted.

Studying *Psychology in Action* Study Guide (fifth edition)

Prepared by Karen Huffman, Palomar College, this valuable resource offers students an easy way to review and master textbook material. For each textbook chapter, students get eight tools for student success: Chapter Outline, Learning Objectives, Key Terms, Fill-In Exercises, Suggested Outside Readings, an additional Active Learning Exercise, and two Sample Tests (20 items each) with Answers.

Electronic Study Guide (IBM 3.5; Mac)

Prepared by Leslie Minor-Evans, Central Oregon Community College, this supplement offers students a straightforward, easy way of testing their knowledge and practicing their exam-taking skills. Designed for use on any level computer system, this program provides students with immediate feedback to the questions they answer and allows them to judge their mastery of course material.

Cyber-Psych TM (Version 2.0)

Prepared by Alastair Younger, University of Ottawa, and Lee Thompson, Case Western Reserve University, and developed by Interactive Edge, Inc., this CD-ROM transports students to a rich, exciting, three-dimensional world of Active Learning Exercises, multimedia quiz questions with critical-thinking feedback, and extensive case and research studies that empower the user and apply the concepts discussed in the text. Designed for game-like accessibility, while maintaining an academic texture, this CD makes learning fun.

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Our writing of this text has been a group effort involving the input and support of our families, friends, and colleagues. To each person we offer our sincere thanks. A special note of appreciation goes to Jay Alperson, Bill Barnard, Haydn Davis, Ann Haney, Herb Harari, Terry Humphrey, Teresa Jacob, Kandis Mutter, Bob Miller, Harriett Prentiss, Jeanne Riddell, Sabine Schoen, and Kate Townsend-Merino.

To the reviewers, focus group, and telesession participants who gave their time and constructive criticism, we offer our sincere appreciation. We are deeply indebted to the following individuals and trust that they will recognize their contributions throughout the text.

Student Reviewers

To help us verify that our book successfully shaped active learning, we asked introductory psychology students about their experience studying from *Psychology in Action*. Their reactions confirmed our belief that the book is an effective learning tool. We are grateful to the following students who took the time to share their honest opinions with us:

Idalia S. Carrillo
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From One Student to Another

I am twenty-one-years-old and a Licensed Practical Nurse. I work at a nursing home primarily with geriatric patients. I am a nursing major concentrating on making the transition from Licensed Practical Nurse to Registered Nurse. However, my lifelong goal has been to someday go to medical school to pursue my interest in psychiatry.

I started out taking general psychology because it is a prerequisite for the nursing program. I had talked with other nursing students before taking the class, and all I heard about general psychology is that there were a lot of terms to remember. So, I came into the class with some prejudgments and a whole lot of nervousness.

In my opinion, there are two main things that can make or break you when it comes to college courses. First, is the instructor and second, the course text book. In this particular course I had an excellent instructor, Dan Bellack, who knows how to keep the class attention while managing to get his point across, and a textbook that is actually written with the student in mind.

Psychology in Action is a unique text book that is able to capture the attention of the reader and keep it throughout each chapter. It does this because it is so easy to understand and it is set up in a fashion that enables the reader to move smoothly from one topic to the next. This text book has truly been my best asset this semester. I work full time and I am also a full time student with four other classes besides psychology. When I come home from work after a long day, the last thing I want to do is read the text for tomorrow's lesson. *Psychology in Action* has changed my way of thinking about reading assignments. I no longer dread having to read the book to pass the test.

To me, *Psychology in Action* is a textbook and study guide combined. From the time you open the book, you are presented with study aid techniques. The authors of this book encourage using the SQ4R method of studying. After reading the chapters assigned for my first test in this course, and seeing my test scores, I strongly recommend using this technique also. This book is set up so that this method can easily be incorporated into your reading and studying. For example, each chapter begins with an opening vignette followed by an introductory paragraph. The vignette captures your attention and at the same time gives you an idea of what the chapter is about. The introductory paragraph gives a survey of the material that will be covered. I especially like the review sections that come every few pages. This helps me review what I have learned over the past few pages. In many other texts the review questions are only at the end of the chapter. To me it is easy to forget pertinent information if I read the whole chapter before doing any review. By reviewing after each topic it keeps the information fresh in my mind and gives me an idea of what is important for me to remember.

A running glossary in the margins of the text is particularly helpful. This helps me with note taking and with studying key terms before a test. This structure is excellent for the busy student who does not have a lot of time to rummage through pages when trying to study.

For those of you who believe, as I do, that actions speak louder than words, the authors had you in mind when they wrote this book. An active learning exercise is included in each chapter. I find this helpful in improving my critical thinking skills, which help prepare me for the upcoming chapter tests. Also included in each chapter is a "try it yourself activity." This section is useful to me because it gives me the opportunity to apply what I'm learning to everyday life situations. For me, active learning has proven to increase my comprehension and retention of information.

This book has been a friend and a study partner to me. I have found myself pulling out this book to help me understand terms and topics covered in other classes. For example, I used chapter two to help me with the information we were covering in biology about the brain and spinal cord. This book especially helps me in the nursing profession. I am able to understand the underlying factors of why different people behave the way they do. It has taught me to think critically and evaluate every situation individually. Because I have seen how much this book has benefited me in the short while that I have been using it, I have decided that this is the one text book I will keep during book buy back at the end of the semester.



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