

Preface

PSYCHOLOGY IS FASCINATING, and so relevant to our everyday lives. Psychology's insights enable us to be better students, more tuned-in friends and partners, more effective co-workers, and wiser parents. With this new edition, we hope to captivate students with what psychologists are learning about our human nature, to help them think more like psychological scientists, and, as the title implies, to help them relate psychology to their own lives—their thoughts, feelings, and behaviors.

For those of you familiar with other Myers/DeWall introductory psychology texts, you may be surprised at how different this text is. We have created this very brief, uniquely student-friendly book with supportive input from hundreds of instructors and students (by way of surveys, focus groups, content and design reviews, and class testing). Compacting our introduction of psychology's key topics keeps both the length and the price manageable. And we write with the goal of making psychology accessible to all students, regardless of their personal or academic backgrounds. It has been gratifying to hear from instructors who have been delighted to find that this affordable, accessible text offers a complete, college-level survey of the field that they can offer proudly to their students.

What's New in the Fourth Edition?

In addition to thorough updating of every chapter, with new infographic “Thinking Critically About” features, this fourth edition offers exciting new activities in the teaching package.

Hundreds of New Research Citations

Our ongoing scrutiny of dozens of scientific periodicals and science news sources, enhanced by commissioned reviews and countless e-mails from instructors and students, enables integrating our field's most important, thought-provoking, and student-relevant new discoveries. Part of the pleasure that sustains this work is learning something new every day! See MacmillanLearning.com/PEL4eContent for a chapter-by-chapter list of significant **Content Changes**.

“Thinking Critically About” Infographic features

We worked with an artist to create infographic critical thinking features. (In many cases, these new infographics replace a more static boxed essay in the previous edition.) Several dozen instructors reviewed this feature, often sharing it with their students, and they were unanimously supportive. Students seem to enjoy engaging this visual tool for thinking critically about key psychological concepts (parenting styles, gender bias, group polarization, introversion, lifestyle changes, and more). A picture can indeed be worth a thousand words! (See **FIGURE 1** for an example.)

“Assess Your Strengths” Activities for LaunchPad

With the significantly revised **Assess Your Strengths** activities, students apply what they are learning from the text to their own lives and experiences by

considering key “strengths.” For each of these activities, we [DM and ND] start by offering a personalized video introduction, explaining how that strength ties in to the content of the chapter. Next, we ask students to assess themselves on the strength (critical thinking, quality of sleep, self-control, relationship-building, healthy belonging, hope, and more) using scales developed by researchers across psychological science. After showing students their results, we offer tips for nurturing that strength in students' own lives. Finally, students take a quiz to help solidify their learning.

These activities reside in **LaunchPad**, an online resource designed to help achieve better course results. LaunchPad for *Psychology in Everyday Life*, Fourth Edition, also includes **LearningCurve** formative assessment and the “Immersive Learning: How Would You Know?” activities described next. For details, see p. xxii and LaunchPadWorks.com. For this new edition, you will see that we've offered callouts from the text pages to especially pertinent, helpful resources elsewhere in LaunchPad. (See **FIGURE 2** for a sample.)

“Immersive Learning: How Would You Know?” Research Activities

We [ND and DM] created these online activities to engage students in the scientific process, showing them how psychological research begins with a question, and how key decision points can alter the meaning and value of a psychological study. In a fun, interactive environment, students learn about important aspects of research design and interpretation, and develop scientific literacy and critical thinking skills in the process. I [ND] have enjoyed taking the lead on this project and sharing my research experience and enthusiasm with students. Topics include: “How

LOQ 10-5 So, does stress cause illness?

Thinking Critically About: Stress and Health

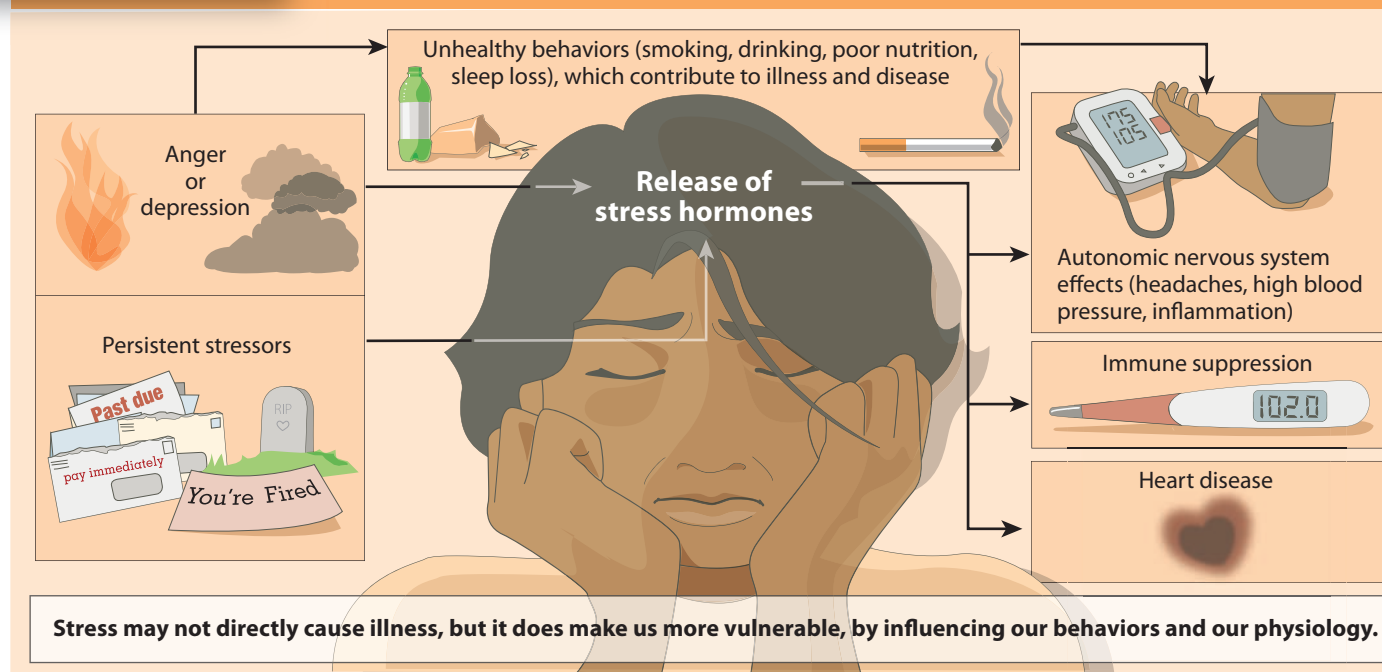


FIGURE 1 Sample “Thinking Critically About” infographic from Chapter 10



To review the classic conformity studies and experience a simulated experiment, visit LaunchPad’s *PsychSim 6: Everybody’s Doing It!*

FIGURE 2 Sample LaunchPad callout from Chapter 1

Would You Know If a Cup of Coffee Can Warm Up Relationships?; “How Would You Know If People Can Learn to Reduce Anxiety?; and “How Would You Know If Schizophrenia Is Inherited?”

What Continues in the Fourth Edition?

Eight Guiding Principles

Despite all the exciting changes, this new edition retains its predecessors’ voice, as well as much of the content and or-

ganization. It also retains the goals—the guiding principles—that have animated all of the Myers texts:

Facilitating the Learning Experience

1. **To teach critical thinking** By presenting research as intellectual detective work, we illustrate an inquiring, analytical mind-set. Whether students are studying development, cognition, or social behavior, they will become involved in, and see the rewards of, critical reasoning. Moreover, they will discover how an empirical approach can help them evaluate competing ideas and claims for highly publicized phenomena—ranging from ESP and alternative therapies to group differences in intelligence and repressed and recovered memories. Our new “Thinking Critically About”

infographic features help engage students in this learning.

2. **To integrate principles and applications** Throughout—by means of anecdotes, case histories, and the posing of hypothetical situations—we relate the findings of basic research to their applications and implications. Where psychology can illuminate pressing human issues—be they racism and sexism, health and happiness, or violence and war—we have not hesitated to shine its light. Our newly revised “Assess Your Strengths” activities invite students to apply important concepts to their own lives, and to learn ways to develop key personal strengths.
3. **To reinforce learning at every step** Everyday examples and rhetorical questions encourage students to process the material actively.

Concepts presented earlier are frequently applied, and reinforced, in later chapters. For instance, in Chapter 1, students learn that much of our information processing occurs outside of our conscious awareness. Ensuing chapters drive home this concept. Numbered Learning Objective Questions, Retrieve + Remember self-tests throughout each chapter, a marginal glossary, and Chapter Review key terms lists and self-tests help students learn and retain important concepts and terminology.

Demonstrating the Science of Psychology

4. **To exemplify the process of inquiry** We strive to show students not just the outcome of research, but how the research process works. Throughout, the book tries to excite the reader's curiosity. It invites readers to imagine themselves as participants in classic experiments. Several chapters introduce research stories as mysteries that progressively unravel as one clue after another falls into place. Our new "Immersive Learning: How Would You Know?" activities in LaunchPad encourage students to think about research questions and how they may be studied effectively.
5. **To be as up-to-date as possible** Few things dampen students' interest as quickly as the sense that they are reading stale news. While retaining psychology's classic studies and concepts, we also present the discipline's most important recent developments. In this edition, 619 references are dated 2013–2016. Likewise, new photos and new everyday examples are drawn from today's world.
6. **To put facts in the service of concepts** Our intention is not to fill students' intellectual file drawers with facts, but to reveal psychology's major concepts—to teach students how to think, and to offer psychological ideas worth thinking about. In each chapter, we place emphasis on those concepts we hope students will carry with

them long after they complete the course. Always, we try to follow Albert Einstein's purported dictum that "everything should be made as simple as possible, but not simpler." Learning Objective Questions and Retrieve + Remember questions throughout each chapter help students focus on the most important concepts.

Promoting Big Ideas and Broadened Horizons

7. **To enhance comprehension by providing continuity** Many chapters have a significant issue or theme that links subtopics, forming a thread that ties the chapter together. The Learning chapter conveys the idea that bold thinkers can serve as intellectual pioneers. The Thinking, Language, and Intelligence chapter raises the issue of human rationality and irrationality. The Psychological Disorders chapter conveys empathy for, and understanding of, troubled lives. Other threads, such as cognitive neuroscience, dual processing, and cultural and gender diversity, weave throughout the whole book, and students hear a consistent voice.
8. **To convey respect for human unity and diversity** Throughout the book, readers will see evidence of our human kinship in our shared biological heritage—our common mechanisms of seeing and learning, hungering and feeling, loving and hating. They will also better understand the dimensions of our diversity—our individual diversity in development and aptitudes, temperament and personality, and disorder and health; and our cultural diversity in attitudes and expressive styles, child raising and care for the elderly, and life priorities.

The Writing

As with the third edition, we've written this book to be optimally accessible. The vocabulary is sensitive to students' widely varying reading levels and backgrounds. (A Spanish language *Glosario* at the back of the book offers additional as-

sistance for ESL Spanish speakers.) And this book is briefer than many texts on the market, making it easier to fit into one-term courses. *Psychology in Everyday Life* offers a complete survey of the field, but it is a more manageable survey, with an emphasis on the most humanly significant concepts. We continually asked ourselves while working, "Would an educated person need to know this? Would this help students live better lives?"

No Assumptions

Even more than in other Myers/DeWall texts, we have written *Psychology in Everyday Life* with the diversity of student readers in mind.

- **Gender:** Extensive coverage of gender roles and gender identity and the increasing diversity of choices men and women can make.
- **Culture:** No assumptions about readers' cultural backgrounds or experiences.
- **Economics:** No references to backyards, summer camp, vacations.
- **Education:** No assumptions about past or current learning environments; writing is accessible to all.
- **Physical Abilities:** No assumptions about full vision, hearing, movement.
- **Life Experiences:** Examples are included from urban, suburban, and rural/outdoor settings.
- **Family Status:** Examples and ideas are made relevant for all students, whether they have children or are still living at home, are married or cohabiting or single; no assumptions about sexual orientation.

Four Big Ideas

In the general psychology course, it can be a struggle to weave psychology's disparate parts into a cohesive whole for students, and for students to make sense of all the pieces. In *Psychology in Everyday Life*, we have introduced four of psychology's big ideas as one possible way to make connections among all the concepts. These ideas are presented in Chapter 1 and gently integrated throughout the text.

1. Critical Thinking Is Smart Thinking

We love to write in a way that gets students thinking and keeps them active as they read. Students will see how the science of psychology can help them evaluate competing ideas and highly publicized claims—ranging from intuition, subliminal persuasion, and ESP to alternative therapies, attention-deficit/hyperactivity disorder, and repressed and recovered memories.

In *Psychology in Everyday Life*, students have many opportunities to learn or practice critical thinking skills. (See **TABLE 1** for a complete list of this text's coverage of critical thinking topics.)

- *Chapter 1 takes a unique, critical thinking approach to introducing students to psychology's research methods.* Understanding the weak points of our everyday intuition and common sense helps students see the need for psychological science. Critical thinking is introduced as a key term in this chapter (page 8).
- *"Thinking Critically About . . ." infographic features* are found in each chapter. This feature models for students a critical approach to some key issues in psychology. For example, see "Thinking Critically About: The Stigma of Introversion" (Chapter 12)

or "Thinking Critically About: The Internet as Social Amplifier" (Chapter 11).

- *Detective-style stories* throughout the text get students thinking critically about psychology's key research questions. In Chapter 8, for example, we present as a puzzle the history of discoveries about where and how language happens in the brain. We guide students through the puzzle, showing them how researchers put all the pieces together.
- *"Try this" and "think about it" style discussions and side notes* keep students active in their study of each

TABLE 1 Critical Thinking

Critical thinking coverage can be found on the following pages:

A scientific model for studying psychology, pp. 174–175	Does meditation enhance health?, pp. 300–301	Human curiosity, pp. 2, 3	Religious involvement and longevity, pp. 301–302
Are intelligence tests biased?, pp. 251–252	Effectiveness of alternative psychotherapies, p. 428	Humanistic perspective, evaluating, p. 359	Scientific attitude, p. 3
Are personality tests able to predict behavior?, p. 362	Emotion and the brain, pp. 37, 39–42	Hypnosis: dissociation or social influence?, pp. 157–158	Scientific method, pp. 12–14
Attachment style, development of, pp. 83–86	Emotional intelligence, p. 240	Importance of checking fears against facts, p. 225	Sexual desire and ovulation, p. 116
Attention-deficit/hyperactivity disorder (ADHD), p. 377	Evolutionary science and human origins, pp. 128–129	Interaction of nature and nurture in overall development, p. 68	Similarities and differences in social power between men and women, pp. 109, 110
Can memories of childhood sexual abuse be repressed and then recovered?, p. 214	Extrasensory perception, pp. 162–163	Is dissociative identity disorder a real disorder?, pp. 407–408	Stress and cancer, p. 290
Causation and the violence-viewing effect, pp. 189–190	Fear of flying vs. probabilities, p. 225	Is psychotherapy effective?, pp. 426–427	Stress and health, p. 292
Classifying psychological disorders, pp. 379–380	Freud's contributions, pp. 355–357	Is repression a myth?, p. 356	Subliminal sensation and persuasion, p. 136
Confirmation bias, p. 223	Gender bias in the workplace, p. 110	Limits of case studies, naturalistic observation, and surveys, p. 16	Technology and "big data" observations, p. 15
Continuity vs. stage theories of development, pp. 68–69	Genetic and environmental influences on schizophrenia, pp. 403–404	Limits of intuition, pp. 10–12	The divided brain, pp. 48–50
Correlation and causation, pp. 16–17, 87, 92, 101	Group differences in intelligence, pp. 248–252	Nature, nurture, and perceptual ability, pp. 151–152	Therapeutic lifestyle change, p. 431
Critical thinking defined, p. 8	Hindsight bias, pp. 11–12	Overconfidence, pp. 12, 226	The stigma of introversion, p. 361
Critiquing the evolutionary perspective on sexuality, pp. 126–127	How do nature and nurture shape prenatal development?, pp. 70–72	Parenting styles, p. 87	The Internet as social amplifier, p. 326
Discovery of hypothalamus reward centers, p. 42	How do twin and adoption studies help us understand the effects of nature and nurture?, pp. 74–75	Posttraumatic stress disorder (PTSD), pp. 382–383	Using more than 10 percent of our brain, p. 46
Do lie detectors lie?, p. 276	How does the brain process language?, pp. 234–235	Powers and limits of parental involvement on development, pp. 93–94	Using psychology to debunk popular beliefs, p. 8
Do other species have language?, pp. 236–237	How much is gender socially constructed vs. biologically influenced?, pp. 111–115	Powers and perils of intuition, pp. 227–228	Values and psychology, pp. 21–23
Do other species share our cognitive abilities?, pp. 230–231	How valid is the Rorschach inkblot test?, p. 355	Problem-solving strategies, pp. 222–223	What does selective attention teach us about consciousness?, pp. 51–53
Do video games teach, or release, violence?, p. 334		Psychic phenomena, pp. 3, 162–163	What factors influence sexual orientation?, pp. 121–124
		Psychology: a discipline for critical thought, pp. 11, 14, 16	What is the connection between the brain and the mind?, p. 38
			Wording effects, pp. 15–16

chapter. We often encourage students to imagine themselves as participants in experiments. In Chapter 11, for example, students take the perspective of participants in a Solomon Asch conformity experiment and, later, in one of Stanley Milgram's obedience experiments. We've also asked students to join the fun by taking part in activities they can try along the way. Here are two examples: In Chapter 5, they

try out a quick sensory adaptation activity. In Chapter 9, they test the effects of maintaining different facial expressions.

- **Critical examinations of pop psychology** spark interest and provide important lessons in thinking critically about everyday topics. For example, Chapter 5 includes a close examination of ESP, and Chapter 7 addresses the controversial topic of repression of painful memories.

2. Behavior Is a Biopsychosocial Event

Students will learn that we can best understand human behavior if we view it from three levels—the biological, psychological, and social-cultural. This concept is introduced in Chapter 1 and revisited throughout the text. Readers will see evidence of our human kinship. Yet they will also better understand the dimensions of our diversity—our *individual* diversity, our *gender* diversity, and our *cultural* diversity. **TABLE 2**

TABLE 2 Culture and Multicultural Experience

Coverage of *culture and multicultural experience* can be found on the following pages:

Academic achievement, pp. 249–251, 296	Dysfunctional behavior diagnoses, pp. 376–378	Language development, p. 234	Psychological disorders, pp. 376–378
Achievement motivation, p. B-4	Eating disorders, p. 378	Leadership, p. B-7	treatment of, p. 429
Adolescence, onset and end of, pp. 94–95	Enemy perceptions, p. 342	Life cycle, p. 68	Race-influenced perceptions, pp. 327–328
Aggression, pp. 332–333	Expressions of grief, p. 101	Marriage, pp. 338–339	Racial similarities, pp. 249–251
Animal learning, p. 231	Family environment, p. 92	Mating preferences, p. 126	Religious involvement and longevity, p. 301
Animal research, views on, p. 22	Family self, sense of, pp. 86–88	Mental disorders and stress, p. 378	Resilience, p. 438
Beauty ideals, p. 337	Father's presence	Mere exposure effect, p. 335	Risk assessment, p. 224
Biopsychosocial approach, pp. 7, 68, 111–115, 366, 378	pregnancy and, p. 120	Migration, p. 267	Scapegoat theory, p. 329
Body image, p. 406	violence and, p. 333	Motivation, p. 260	Schizophrenia, pp. 403–405
Child raising, pp. 86–88	Flow, pp. B-1–B-2	Naturalistic observation, pp. 14–15	Self-esteem, pp. 307, 367
Cognitive development of children, p. 82	Foot-in-the-door phenomenon, p. 316	Need to belong, pp. 266–267	Self-serving bias, p. 368
Collectivism, p. 319	Framing, and organ donation, p. 227	Obedience, p. 321	Separation anxiety, p. 84
Crime and stress hormone levels, p. 408	Fundamental attribution error, p. 314	Obesity, p. 264	Serial position effect, p. 207
Cultural values	Gender roles, pp. 110, 113–114	and sleep loss, p. 265	Sexual risk-taking among teens, pp. 119–120
child raising and, pp. 86–88	Gender	Optimism, p. 296	Social clock variation, p. 100
morality and, p. 90	aggression and, pp. 108–109	Ostracism, p. 267	Social influence, pp. 319, 321–322
psychotherapy and, p. 429	communication and, p. 109	Parent-teen relations, pp. 92–93	Social loafing, p. 324
Culture	sex drive and, p. 116	Partner selection, p. 337	Social networking, p. 268
defined, p. 9	General adaptation syndrome, p. 287	Peace, promoting, pp. 342–343	Social support, p. 302
emotional expression and, pp. 278–280	Growththink, pp. 325–326	Personal control, p. 294	Social trust, p. 86
intelligence test bias and, p. 251	Happiness, pp. 303, 305, 306–307	Personality traits, p. 360	Social-cultural psychology, p. 6
the self and, pp. 369–371	HIV/AIDS, pp. 118, 290	Phobias, p. 382	Stereotype threat, pp. 251–252
Deindividuation, p. 324	Homosexuality, attitudes toward, p. 121	Physical attractiveness, p. 337	Stereotypes, pp. 327, 329
Depression	Identity formation, pp. 91–92	Poverty, explanations of, p. 315	Substance use disorders, pp. 386–394
and suicide, p. 400	Individualism, pp. 314, 319, 324	Power differences between men and women, pp. 109, 110	rates of, p. 386
risk of, p. 397	ingroup bias, p. 329	Prejudice, pp. 327–330	<i>Susto</i> , p. 378
Developmental similarities across cultures, p. 68	moral development and, p. 90	automatic, pp. 327–328	<i>Taijin-kyofusho</i> , p. 378
Discrimination, pp. 327–328	Intelligence, p. 238	contact, cooperation, and, pp. 342–343	Taste preference, p. 263
Dissociative identity disorder, p. 407	group differences in, pp. 248–252	forming categories, p. 330	Terrorism, pp. 224, 225
Division of labor, p. 114	test scores, p. 249	group polarization and, p. 325	Trauma, pp. 356, 426
Divorce rate, p. 99	Intelligence testing, pp. 240–242	racial, pp. 316, 327–328	Universal expressions, p. 8
	Interracial dating, p. 327	subtle versus overt, pp. 327–328	Video game playing
	Job satisfaction, p. B-5	unconscious, Supreme Court's recognition of, p. 328	compulsive, p. 386
	Just-world phenomenon, p. 329	Prosocial behavior, pp. 188–189	effects of, p. 334
		Psychoactive drugs, pp. 393–394	Weight, p. 264
			Well-being, p. 307

provides a list of integrated coverage of the cross-cultural perspective on psychology. **TABLE 3** lists the coverage of the psychol-

ogy of women and men. Significant gender and cross-cultural examples and research are presented within the narra-

tive. In addition, an abundance of photos showcases the diversity of cultures within North America and across the globe. These photos and their informative captions bring the pages to life, broadening students' perspectives in applying psychological science to their own world and to others' worlds across the globe.

TABLE 3 Psychology of Women and Men

Coverage of the *psychology of women and men* can be found on the following pages:

Age and decreased fertility, p. 96	Human sexuality, pp. 116–120
Aggression, pp. 108–109, 331	Leadership styles, p. 110
testosterone and, p. 331	Learned helplessness, pp. 398–399
Alcohol use and sexual assault, p. 387	Love
Alcohol use disorder, p. 387	companionate, pp. 338–339
Alcohol, women's greater physical vulnerability, p. 387	passionate, p. 338
Attraction, pp. 335–339	Marriage, pp. 98–99
Beauty ideals, pp. 336–337	Motor development, infant massage and, p. 77
Bipolar disorder, p. 395	Mating preferences, pp. 125–126
Body image, p. 406	Maturation, pp. 88–89, 94
Brain scans, and sex-reassignment surgery, p. 115	Menarche, p. 88
Depression, pp. 396–400	Menopause, p. 96
among girls, p. 92	Pain, women's greater sensitivity to, p. 156
higher vulnerability of women, pp. 396–399	Physical attractiveness, pp. 336–337
seasonal pattern, p. 394	Posttraumatic stress disorder, p. 383
Eating disorders, p. 108	Puberty, pp. 88–89
Emotion, p. 277	early onset of, p. 88
ability to detect, p. 277	Relationship equity, p. 339
expressiveness, p. 277	Responses to stress, p. 288
identification of as masculine or feminine, p. 277	Schizophrenia, p. 402
Empathy, p. 277	Sex, pp. 8, 116–120
Father's presence	Sex and gender, p. 108
pregnancy rates and, p. 120	Sex chromosomes, p. 111
lower sexual activity and, p. 120	Sex drive, gender differences, pp. 117–118, 125
Freud's views on gender identity development, p. 352	Sex hormones, pp. 111, 116
Gender, pp. 8–10	Sex-reassignment, pp. 107, 113, 115
anxiety and, p. 396	Sexual activity and aging, p. 97
biological influences on, pp. 111–113	Sexual activity, teen girls' regret, p. 119
changes in society's thinking about, pp. 114, 128	Sexual arousal, gender and gay-straight differences, p. 123
social-cultural influences on, pp. 113–115	Sexual intercourse among teens, pp. 119–120
workplace bias and, p. 110	Sexual orientation, pp. 121–124
Gender differences, pp. 8–10, 108–111	Sexual response cycle, p. 116
rumination and, p. 399	Sexual response, alcohol-related expectation and, p. 387
evolutionary perspectives on, pp. 124–127	Sexual scripts, p. 333
intelligence and, pp. 248–249	Sexuality, natural selection and, pp. 125–126
sexuality and, p. 125	Sexualization of girls, p. 120
Gender discrimination, p. 328	Sexually explicit media, p. 333
Gender identity, development of, pp. 114–115	Sexually transmitted infections, p. 118
in transgender individuals, p. 115	Similarities and differences between men and women, pp. 108–111
Gender roles, p. 114	Social clock, p. 100
Gender schema theory, p. 114	Social connectedness, pp. 109–111
Gender similarities, pp. 108–111	Social power, p. 109
Gender typing, p. 114	Spirituality and longevity, p. 301
Generalized anxiety disorder, p. 381	Substance use disorder and the brain, p. 387
HIV/AIDS, women's vulnerability to, p. 118	Teen pregnancy, pp. 119–120
Hormones and sexual behavior, pp. 116–117	Violent crime, p. 108
	Vulnerability to psychological disorders, p. 108
	Women in psychology, pp. 2, 4

3. We Operate With a Two-Track Mind (Dual Processing)

Today's psychological science explores our *dual-processing* capacity. Our perception, thinking, memory, and attitudes all operate on two levels: the level of fully aware, conscious processing, and the behind-the-scenes level of unconscious processing. Students may be surprised to learn how much information we process outside of our awareness. Discussions of sleep (Chapter 2), perception (Chapter 5), cognition (Chapter 8), emotion (Chapter 9), and attitudes and prejudice (Chapter 11) provide some particularly compelling examples of what goes on in our mind's downstairs.

4. Psychology Explores Human Strengths as Well as Challenges

Students will learn about the many troublesome behaviors and emotions psychologists study, as well as the ways psychologists work with those who need help. Yet students will also learn about the *beneficial* emotions and traits that psychologists study, and the ways psychologists (some as part of the new *positive psychology* movement—see **TABLE 4**) attempt to nurture those traits in others. After studying with this text, students may find themselves living improved day-to-day lives. See, for example, tips for better sleep in Chapter 2, parenting suggestions throughout Chapter 3, information to help with romantic relationships in Chapters 3, 4, 11 and elsewhere, and tips for greater happiness in Chapter 10. Students may also find themselves doing better in their courses. See, for example, following this preface, “Time Management: Or, How to

TABLE 4 Examples of Positive Psychology

Coverage of *positive psychology* topics can be found in the following chapters:

Topic	Chapter
Altruism/compassion	3, 8, 11, 12, 14
Coping	10
Courage	11
Creativity	6, 8, 11, 12
Emotional intelligence	9, 11
Empathy	3, 6, 10, 11, 14
Flow	10, App B
Gratitude	9, 10
Happiness/life satisfaction	3, 9, 10, 11
Humility	11
Humor	10
Justice	3, 11
Leadership	11, 12, App B
Love	3, 4, 9, 10, 11, 12, 13, 14
Morality	3
Optimism	10, 12
Personal control	10
Resilience	3, 10, 11, 14
Self-discipline	3, 8, 9, 12, App B
Self-awareness	10
Self-efficacy	10, 12
Self-esteem	3, 4, 9, 11, 12
Spirituality	3, 4, 10
Toughness (grit)	8, App B
Wisdom	3, 8, 12

Be a Great Student and Still Have a Life”; “Use Psychology to Become a Stronger Person—and a Better Student” at the end of Chapter 1; “Improving Memory” in Chapter 7; and the helpful study tools throughout the text based on the documented testing effect. Students may learn to nurture their own strengths by completing the newly revised “Assess Your Strengths” activities in LaunchPad.

Everyday Life Applications

Throughout this text, as its title suggests, we relate the findings of psychology’s research to the real world. This edition includes:

- chapter-ending “In Your Everyday Life” questions, helping students

make the concepts more meaningful (and memorable).

- “Assess Your Strengths” personal self-assessments in LaunchPad, allowing students to actively apply key principles to their own experiences.
- fun notes and quotes in small boxes throughout the text, applying psychology’s findings to sports, literature, world religions, music, and more.
- an emphasis throughout the text on critical thinking in everyday life, including the “Statistical Reasoning in Everyday Life” appendix, helping students to become more informed consumers and even thinkers.
- added emphasis on clinical applications. *Psychology in Everyday Life* offers a great sensitivity to clinical issues throughout the text. For example, Chapter 13, Psychological Disorders, includes lengthy coverage of substance-related disorders with guidelines for determining substance use disorder. See TABLE 4 for a listing of coverage of clinical psychology concepts and issues throughout the text.

See inside the front and back covers (or at the beginning of the e-Book) for a listing of students’ top-rated applications to everyday life from this text.

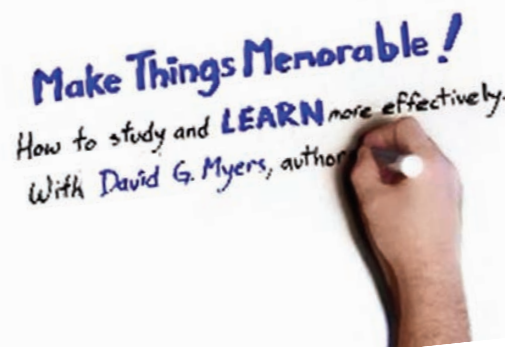
Scattered throughout this book, students will find interesting and informative review notes and quotes from researchers and others that will encourage them to be active learners and to apply their new knowledge to everyday life.

Study System Follows Best Practices From Learning and Memory Research

This text’s learning system harnesses the *testing effect*, which documents the benefits of actively retrieving

information through self-testing (**FIGURE 3**). Thus, each chapter offers 12 to 15 **Retrieve + Remember** questions interspersed throughout (**FIGURE 4**). Creating these *desirable difficulties* for students along the way optimizes the testing effect, as does *immediate feedback* (via answers that are available after attempting to answer each question).

In addition, each main section of text begins with a numbered question that establishes a **learning objective** and directs student reading. The Chapter Review section repeats these questions as a further self-testing opportunity.

**FIGURE 3** How to learn and remember

For a 5-minute animated guide to more effective studying, visit tinyurl.com/HowToRemember.

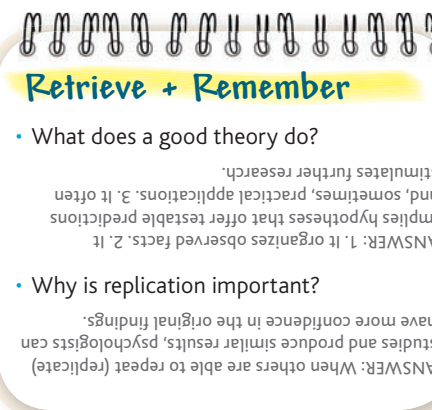
**FIGURE 4** Sample of Retrieve + Remember feature

TABLE 5 Clinical Psychology

Coverage of *clinical psychology* can be found on the following pages:

Abused children, risk of psychological disorder among, p. 174	Depression: adolescence and, p. 92	Hypnosis and pain relief, pp. 157–158	Psychoanalysis, pp. 416–418
Alcohol use and aggression, p. 332	heart disease and, pp. 291–292	Intelligence scales and stroke rehabilitation, p. 242	Psychodynamic theory, pp. 350–353
Alzheimer's disease, pp. 33, 195, 264	homosexuality and, p. 121	Lifestyle change, therapeutic effects of, p. 431	Psychodynamic therapy, pp. 417–418
Anxiety disorders, pp. 380–382	mood-memory connection and, p. 207	Loss of a child, psychiatric hospitalization and, p. 101	Psychological disorders, pp. 375–380
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(with answers a click away in the e-Book, or in the printed Appendix D, Complete Chapter Reviews). The Chapter Review section also offers a page-referenced list of **Terms and Concepts to Remember** (set up as a self-test in the e-Book), and **Chapter Test** questions in multiple formats to promote optimal retention.

Each chapter closes with **In Your Everyday Life** questions, designed to help students make the concepts more personally meaningful, and therefore

more memorable. These questions are also well designed to function as group discussion topics. The text offers hundreds of interesting **applications** to help students see just how applicable psychology's concepts are to everyday life.

These features enhance the Survey-Question-Read-Retrieve-Review (SQ3R) format. Chapter outlines allow students to *survey* what's to come. Learning objective *questions* encourage students to *read* actively. Periodic

Retrieve + Remember sections and the Chapter Review (with repeated Learning Objective Questions, Key Terms and Concepts list, and a complete Chapter Test) encourage students to test themselves by *retrieving* what they know and *reviewing* what they don't. (See Figure 4 for a Retrieve + Remember sample.)

Our LearningCurve formative quizzing in LaunchPad is built on these principles as well, allowing students to develop a personalized learning plan.

A Design Students Love

In response to unanimous support from students across previous editions, the new fourth edition retains the easy-to-read three-column design with a clean look that makes navigation easy. Our three-column format is rich with visual support. It responds to students' expectations, based on what they have told us about their reading, both online and in print. The narrow column width eliminates the strain of reading across a wide page. Illustrations appear near the pertinent text narrative, which helps students see them in the appropriate context. Key terms are defined near where they are introduced, and always in a corner of the page.

key terms Look for complete definitions of each important term in a page corner near the term's introduction in the narrative.

In written reviews, students have compared our three-column design with a traditional one-column design (without knowing which was ours). They have unanimously preferred the three-column design. It was, they said, “less intimidating” and “less overwhelming,” and it “motivated” them to read on.

Multimedia for Psychology in Everyday Life, Fourth Edition

Psychology in Everyday Life, Fourth Edition, boasts impressive multimedia options. For more information about any of these choices, visit our online catalog at MacmillanLearning.com/PEL4eContent.

LaunchPad

LaunchPad (LaunchPadWorks.com) was carefully designed to solve key chal-

lenges in the course (see **FIGURE 5**). LaunchPad gives students everything they need to prepare for class and exams, while giving instructors everything they need to quickly set up a course, shape the content to their syllabus, craft presentations and lectures, assign and assess homework, and guide the progress of individual students and the class as a whole.

- **An interactive e-Book** integrates the text and all student media, including the “Assess Your Strengths” activities, “Immersive Learning: How Would You Know?” activities, and *PsychSim 6* tutorials.
- **LearningCurve adaptive quizzing** gives individualized question sets and feedback based on each student's correct and incorrect responses. All the questions are tied back to the e-Book to encourage students to read
- the book in preparation for class time and exams.
- **PsychSim 6** has arrived! Tom Ludwig's (Hope College) fabulous new tutorials further strengthen LaunchPad's abundance of helpful student activity resources.
- The new **Video Assignment Tool** makes it easy to assign and assess video-based activities and projects, and provides a convenient way for students to submit video coursework.
- **LaunchPad Gradebook** gives a clear window on performance for the whole class, for individual students, and for individual assignments.
- A **streamlined interface** helps students manage their schedule of assignments, while **social commenting tools** let them connect with classmates, and learn from one another.

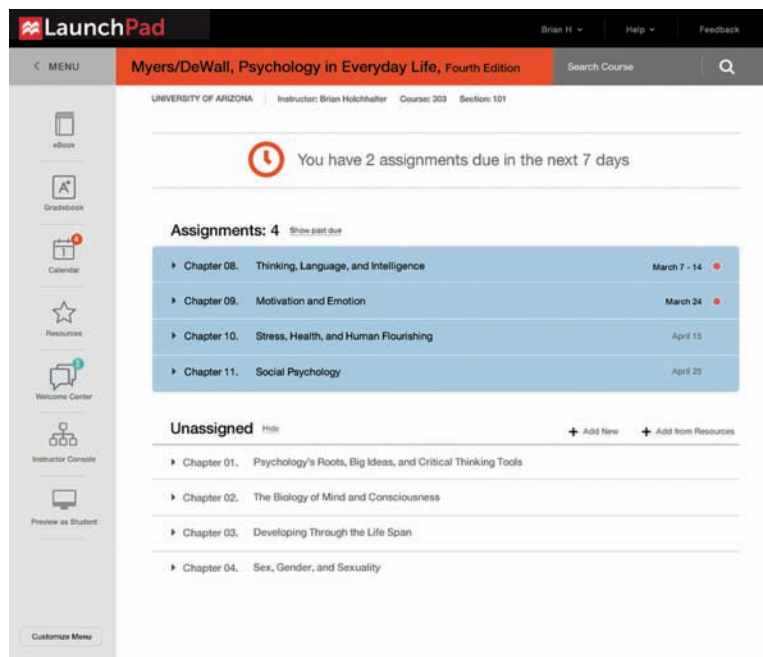


FIGURE 5 Sample from LaunchPad

24/7 help is a click away, accessible from a link in the upper right-hand corner.

- We [DM and ND] curated **optional pre-built chapter units**, which can be used as is or customized. Or choose not to use them and build your course from scratch.
- **Book-specific instructor resources** include PowerPoint sets, text-book graphics, lecture and activity suggestions, test banks, and more.
- LaunchPad offers **easy LMS integration** into your school's learning management system.

Faculty Support and Student Resources

- **Instructor's Resources** available in LaunchPad
- **Lecture Guides** available in LaunchPad
- **Macmillan Community** (Community. Macmillan.com) Created by instructors for instructors, this is an ideal forum for interacting with fellow educators—including Macmillan authors—in your discipline. Join ongoing conversations about everything from course prep and presentations to assignments and assessments to teaching with media, keeping pace with—and influencing—new directions in your field. Includes exclusive access to classroom resources, blogs, webinars, professional development opportunities, and more.
- Enhanced course management solutions (including course cartridges)
- e-Book in various available formats

Video and Presentation

- The **Video Collection** is now the single resource for all videos for introductory psychology from Worth Publishers. Available on flash drive

and in LaunchPad, this includes more than 130 clips.

- **Interactive Presentation Slides for Introductory Psychology** is an extraordinary series of PowerPoint® lectures. This is a dynamic, yet easy-to-use way to engage students during classroom presentations of core psychology topics. This collection provides opportunities for discussion and interaction, and includes an unprecedented number of embedded video clips and animations.

Assessment

- **LearningCurve** quizzing in LaunchPad
- Diploma Test Banks, downloadable from LaunchPad and our online catalog
- Chapter Quizzes in LaunchPad
- Clicker Question Presentation Slides now in PowerPoint®

Print

- *Study Guide*, by Richard O. Straub
- *Pursuing Human Strengths: A Positive Psychology Guide*, Second Edition, by Martin Bolt and Dana S. Dunn
- *Critical Thinking Companion*, Third Edition, by Jane S. Halonen and Cynthia Gray
- *FABBS Foundation's Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society*, Second Edition, edited by Morton Ann Gernsbacher and James R. Pomerantz
- *The Horse That Won't Go Away: Clever Hans, Facilitated Communication, and the Need for Clear Thinking*, by Scott O. Lilienfeld, Susan A. Nolan, and Thomas Heinzen
- *The Psychology Major's Companion: Everything You Need to Know to Get Where You Want to Go*, by Dana S. Dunn and Jane S. Halonen

- *The Worth Expert Guide to Scientific Literacy: Thinking Like a Psychological Scientist*, by Kenneth D. Keith and Bernard C. Beins
- *Collaboration in Psychological Science: Behind the Scenes*, by Richard Zweigenhaft and Eugene Borgida

APA Assessment Tools

In 2011, the American Psychological Association (APA) approved the new **Principles for Quality Undergraduate Education in Psychology**. These broad-based principles and their associated recommendations were designed to “produce psychologically literate citizens who apply the principles of psychological science at work and at home.” (See apa.org/education/undergrad/principles.aspx.)

APA's more specific **2013 Learning Goals and Outcomes**, from their *Guidelines for the Undergraduate Psychology Major*, Version 2.0, were designed to gauge progress in students graduating with psychology majors. (See apa.org/ed/precollege/about/psymajor-guidelines.pdf.) Many psychology departments use these goals and outcomes to help establish their own benchmarks for departmental assessment purposes.

Some instructors are eager to know whether a given text for the introductory course helps students get a good start at achieving these APA benchmarks. **TABLE 6** outlines the way *Psychology in Everyday Life*, Fourth Edition, could help you to address the 2013 APA Learning Goals and Outcomes in your department. In addition, the Test Bank questions for *Psychology in Everyday Life*, Fourth Edition, are all keyed to these APA Learning Goals and Outcomes.

An APA working group in 2013 drafted guidelines for **Strengthening the Common Core of the Introductory Psychology**



TABLE 6 *Psychology in Everyday Life*, Fourth Edition, Corresponds to 2013 APA Learning Goals

Relevant Feature from <i>Psychology in Everyday Life</i> , Fourth Edition	APA Learning Goals				
	Knowledge Base in Psychology	Scientific Inquiry and Critical Thinking	Ethical and Social Responsibility in a Diverse World	Communication	Professional Development
Text content	•	•	•	•	•
Four Big Ideas in Psychology as integrating themes	•	•	•		•
"Thinking Critically About" features	•	•	•		•
Learning Objective Questions previewing main sections	•	•		•	
Retrieve + Remember sections throughout	•	•	•	•	•
In Your Everyday Life questions at end of each chapter	•	•	•	•	•
"Try this"-style activities integrated throughout	•	•		•	•
Chapter Tests	•	•		•	
Statistical Reasoning in Everyday Life appendix		•		•	•
Psychology at Work appendix	•	•	•	•	•
Subfields of Psychology appendix, with Careers in Psychology online appendix	•		•		•
LaunchPad with LearningCurve formative quizzing	•	•	•	•	•
"Assess Your Strengths" feature in LaunchPad	•	•	•	•	•
"Immersive Learning: How Would You Know?" activities in LaunchPad	•	•	•	•	•

Course (tinyurl.com/14dsdx5). Their goals were to “strike a nuanced balance providing flexibility yet guidance.” The group noted that “a mature science should be able to agree upon and communicate its unifying core while embracing diversity.”

MCAT Now Includes Psychology

Since 2015, the Medical College Admission Test (MCAT) has devoted

25 percent of its questions to the “Psychological, Social, and Biological Foundations of Behavior,” with most of those questions coming from the psychological science taught in introductory psychology courses. From 1977 to 2014, the MCAT focused on biology, chemistry, and physics. Hereafter, reported the *Preview Guide for MCAT 2015*, the exam will also recognize “the importance of socio-cultural and behavioral determinants of health and health outcomes.” The exam’s new psychology section includes the breadth of topics in this text. For ex-

ample, see **TABLE 7**, which outlines the precise correlation between this text’s coverage of Emotion and of Stress, and the corresponding portion of the MCAT exam. To improve their MCAT preparation, I [ND] have taught premedical students an intensive course covering the topics that appear in this text. For a complete pairing of the new MCAT psychology topics with this book’s contents, see MacmillanLearning.com/PEL4eContent. In addition, the Test Bank questions for *Psychology in Everyday Life*, Fourth Edition, are keyed to the new MCAT.

TABLE 7 Sample MCAT Correlation with *Psychology in Everyday Life*, Fourth Edition

MCAT 2015	<i>Psychology in Everyday Life</i> , Fourth Edition, Correlations	
Content Category 6C: Responding to the world		Page Number
Emotion	Emotion: Arousal, Behavior, and Cognition; Embodied Emotion; Expressed and Experienced Emotion	270–283
Three components of emotion (i.e., cognitive, physiological, behavioral)	Emotion: Arousal, Behavior, and Cognition	270–273
Universal emotions (e.g., fear, anger, happiness, surprise, joy, disgust, and sadness)	The Basic Emotions	273–274
	Culture and Emotion—including the universal emotions	278–279
Adaptive role of emotion	Emotion as the body's adaptive response	270
	Emotions and the Autonomic Nervous System	274
Theories of emotion		
<i>James-Lange theory</i>	<i>James-Lange Theory: Arousal Comes Before Emotion</i>	271
<i>Cannon-Bard theory</i>	<i>Cannon-Bard Theory: Arousal and Emotion Happen at the Same Time</i>	271
<i>Schachter-Singer theory</i>	<i>Schachter and Singer Two-Factor Theory: Arousal + Label = Emotion</i>	271–272
The role of biological processes in perceiving emotion	Emotions and the Autonomic Nervous System	274
<i>Brain regions involved in the generation and experience of emotions</i>	The Physiology of Emotions	274
	Zajonc, LeDoux, and Lazarus: Emotion and the Two-Track Brain	272–273
<i>The role of the limbic system in emotion</i>	<i>Emotions and the Autonomic Nervous System</i>	274
	<i>Physiological differences among specific emotions</i>	274–275
<i>Emotion and the autonomic nervous system</i>	Emotions and the Autonomic Nervous System	274
<i>Physiological markers of emotion (signatures of emotion)</i>	The Physiology of Emotions	274–276
Stress	Stress, Health, and Human Flourishing	284–311
The nature of stress	Stress: Some Basic Concepts	286–288
<i>Appraisal</i>	<i>Stress appraisal</i>	286
<i>Different types of stressors (i.e., cataclysmic events, personal)</i>	<i>Stressors—Things That Push Our Buttons</i>	286–287
<i>Effects of stress on psychological functions</i>	<i>Stress Reactions—From Alarm to Exhaustion</i>	287–288
Stress outcomes/response to stressors	Stress Reactions—From Alarm to Exhaustion	287–288
<i>Physiological</i>	Stress Reactions—From Alarm to Exhaustion	287–288
	Stress Effects and Health	288–292
<i>Emotional</i>	<i>Stress and Heart Disease—The Effects of Personality Type, The Effects of Pessimism and Depression</i>	290–292
	Coping With Stress	293–298
	Posttraumatic Stress Disorder	382–385
<i>Behavioral</i>	Stress Reactions—From Alarm to Exhaustion	287–288
	Coping With Stress	293–298
Managing stress (e.g., exercise, relaxation techniques, spirituality)	Managing Stress Effects—aerobic exercise, relaxation and meditation, faith communities	298–302



In Appreciation

Aided by input from thousands of instructors and students over the years, this has become a better, more effective, more accurate book than two authors alone (these authors at least) could write. Our indebtedness continues to the innumerable researchers who have been so willing to share their time and talent to help us accurately report their research, and to the hundreds of instructors who have taken the time to offer feedback.

Our gratitude extends to the colleagues who contributed criticism, corrections, and creative ideas related to the content, pedagogy, and format of this new edition and its teaching package. For their expertise and encouragement, and the gift of their time to the teaching of psychology, we thank the reviewers and consultants listed here.

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Hope College

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At Worth Publishers a host of people played key roles in creating this fourth edition.

Noel Hohnstine and Laura Burden coordinated production of the huge media component for this edition, including the fun Assess Your Strengths activities. Betty Probert effectively edited and produced print and media supplements and, in the process, also helped fine-tune the whole book. Katie Pachnos provided invaluable support in commissioning and organizing the multitude of reviews, e-mailing information to professors, and handling numerous other daily tasks related to the book's development and production. Lee McKevitt did a splendid job of laying out each page. Robin Fadool and Candice Cheesman worked together to locate the myriad photos. Art Manager Matthew McAdams coordinated our working with artist Evelyn Pence to create the wonderful new "Thinking Critically About" infographics.

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As you can see, although this book has two authors it is a *team* effort. A special salute is due to two of our book development editors, who have invested so much in creating *Psychology in Everyday Life*. My [DM] longtime editor Christine Brune saw the need for a very short, accessible, student-friendly introductory psychology text, and she energized and guided the rest of us in bringing her vision to reality. Development editor Nancy Fleming is one of those rare editors who is gifted at "thinking big" about a chapter—and with a kindred spirit to our own—while also applying her sensitive, graceful, line-by-line touches. Her painstaking, deft editing was a key part of achieving the hoped-for brevity and accessibility. Development Editors Trish Morgan and Danielle Slevens also amazed us with their meticulous focus, impressive knowledge, and helpful editing. And Deborah Heimann did an excellent job with the copyediting.

To achieve our goal of supporting the teaching of psychology, this teaching package not only must be authored, reviewed, edited, and produced, but also made available to teachers of psychology, with effective guidance and professional and friendly servicing close at hand. For their exceptional success in doing all this, our author team is grateful to Macmillan Learning's professional sales and marketing team. We are especially grateful to Executive Marketing Manager Kate Nurre, Senior Marketing Manager Lindsay Johnson, and Learning Solutions Specialist Nicki Trombley both for their tireless efforts to inform and guide our teaching colleagues about our efforts to assist their teaching, and for the joy of working with them.

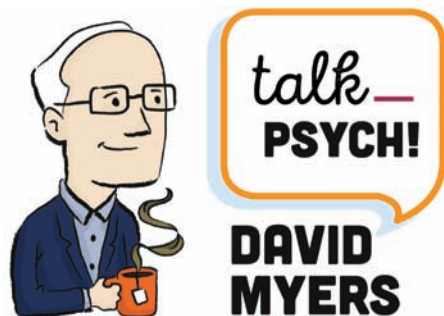
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exciting new findings, everyday applications, and observations on all things psychology.



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* * *

The day this book went to press was the day we started gathering information

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