

Preface

Students first.

If I were to use only a few words to summarize my goal for *Psychology and Your Life*, 2/e, as well as my teaching philosophy, that's what I would say. I believe that an effective textbook must be oriented to students—informing them, engaging them, exciting them about the field, and helping them to learn.

Luckily, psychology is a science that is naturally interesting to students. It is a discipline that speaks with many voices, offering a personal message to each student. Some students see the discipline as a way to better understand themselves, their family members, their co-workers, and people in general. For others, psychology offers information that can help prepare for a future career. Some students are drawn to the field simply because of their interest in psychological topics and how an understanding of psychology can improve their lives.

No matter what brings students into the introductory course and regardless of their initial motivation, *Psychology and Your Life*, 2/e is designed to draw students into the field by illustrating how psychology will affect them in their career—whether they are studying to become a medical assistant, a graphic designer, or a police officer, or enter any other program. The text integrates a variety of elements that foster students' understanding of psychology and its impact on their everyday lives.

Psychology and Your Life, 2/e was written to accomplish the following goals:

- To provide broad coverage of the field of psychology, introducing the basic concepts, theories, and applications that constitute the discipline.
- To build an appreciation of the relevance of psychology to everyday life, including learning to apply psychology to students' chosen areas of study.
- To maximize student learning of the material, helping students to think critically about psychological phenomena, particularly those that have an impact on their everyday lives.

The book and its ancillary materials include coverage of the traditional areas of psychology while also emphasizing applied topics. The flexibility of the book's organizational structure is considerable. Each chapter is divided into three or four manageable, self-contained modules, aiding students' reading and studying of the material and allowing instructors to choose and omit sections in accordance with their syllabus.

In addition, *Psychology and Your Life*, 2/e provides a complete framework for learning and assessment. Clear in-text learning outcomes, tied to each major section of the book, allow students to know exactly what it is they are supposed to learn. These learning outcomes also permit instructors to create assessments based on those outcomes. All the ancillary materials that accompany the text, including every test item in the Test Bank, are keyed to these learning outcomes and tied together by a comprehensive and easy-to-use Asset Map. The Asset Map, along with the rest of our comprehensive text package, is

a part of McGraw-Hill's commitment to connect content with users in new and innovative ways.

Furthermore, *Psychology and Your Life*, 2/e specifically takes into account the diverse population of students who are enrolled in college today. The book particularly is designed to address the needs of today's students who may work full- or part-time; who may be juggling their education, their families, and their jobs; who may be returning to school in search of a career change; or who are in a specific career-oriented program. I have taken great care to ensure students have an opportunity to explore why psychology is relevant to everyone—no matter what their background is and no matter what their area of study may be.

Psychology and Your Life, 2/e Promotes Student Success

Psychology and Your Life, 2/e includes many features designed to maximize students' success in their introductory course. Every chapter follows the same format, allowing students to feel comfortable with the book and be better able to master its content. The examples within the book are drawn from across the spectrum of life, including the worlds of work, family, and community. The vocabulary of the book has received particular focus in order to ensure clarity and ease of learning. Our glossary includes expanded definitions, where appropriate, to ensure that students of all reading levels can gain their fullest understanding of the key terms and their definitions.

Furthermore, *Psychology and Your Life*, 2/e is divided into 43 short modules grouped into 12 chapters covering the major areas of psychology. An advantage of the modular structure is it allows students to study material in smaller chunks, which psychological research has long found to be the optimal way to learn. The modular approach, therefore, makes already manageable chapters even easier to absorb. Moreover, instructors can customize assignments for their students by asking them to read only those modules that fit their course outline and in the sequence that matches their syllabus. In addition, the Asset Map helps instructors design lessons and assignments that are modular-specific by organizing ancillary material by learning outcome within each module.

At the beginning of each module, **Learning Outcomes** introduce the key concepts covered in the module. For convenience, the *Learning Outcomes* are mapped to Bloom's Taxonomy (levels of learning) in the instructor material to reassure instructors that the outcomes, activities, discussion questions, and assignments help students experience multiple types of learning, from understanding and defining concepts to experiencing and analyzing the overarching themes to each module. These key concepts are also the focus of activities available on the Online Learning Center for the text, www.mhhe.com/psychlife.

For example, consider the key concept of communication between neurons. The text presentation of this concept includes a verbal explanation and figures plus a text reference. Additionally, the Online Learning Center provides review exercises and links to other websites that offer further information relevant to the key concepts and content for that section.

To further help students learn the material, the book contains dozens of **Study Alerts**, located in the margins by key concepts. *Study Alerts* offer advice and hints for students, signaling them when critical concepts are presented and offering suggestions for learning those concepts effectively.

STUDY ALERT

Use the three steps of problem solving to organize your studying: preparation, production, and judgment (PPJ).



Another great feature that helps connect concepts with career realities is the **From the Perspective of . . .** feature. *From the Perspective of . . .* highlights how psychology impacts a variety of professions. Created to show the correlation between psychology and different professions, the feature helps students learn to comprehend what psychology means to their chosen program of study and answers the “why does psychology matter to me?” question. Whether students are in an allied health, nursing, criminal justice, technology, business, legal studies track, or any other program of study, they will have the chance to make connections between their area of study and their lives after completing their program.

From the perspective of . . .

A Medical or Dental Assistant

How would you handle a patient who is anxiously awaiting treatment and complaining that her pain is getting worse?

In addition, the book contains features designed to engage and excite students. **Try It!** exercises are experiential self-assessment quizzes that reinforce chapter concepts in a nonthreatening (even fun!) manner and enable students to consider, compare, and contrast their preferences, behaviors, and attitudes. Similar to quizzes in popular magazines, students can readily apply their own answers directly to the concepts they are learning—active learning at its best!

In the feature **Becoming an Informed Consumer of Psychology**, psychology concepts are discussed in the context of the student as a consumer. These real-life scenarios enable students to consider and even implement psychological concepts within the world around them and apply critical thinking skills to their personal and professional lives. This feature includes scenarios such as how to evaluate advertising, and how to determine if one should seek counseling.

Exploring Diversity features, strategically placed within the modules, address how diversity and perspective relate to the study of psychology. *Exploring Diversity* promotes critical thinking about psychology concepts through the discussion and assessment of cultural and ethnic differences in direct correlation to research, study, and our lives.

Try It!

Psychological Truths?

To test your knowledge of psychology, try answering the following questions:

1. Infants love their mothers primarily because their mothers fulfill their basic biological needs, such as providing food. True or false? _____
2. Geniuses generally have poor social adjustment. True or false? _____
3. The best way to ensure that a desired behavior will continue after training is completed is to reward that behavior every single time it occurs during training rather than rewarding it only periodically. True or false? _____
4. People with schizophrenia have at least two distinct personalities. True or false? _____
5. Parents should do everything they can to ensure children have high self-esteem and a strong sense that they are highly competent. True or false? _____
6. Children's IQ scores have little to do with how well they do in school. True or false? _____
7. Frequent masturbation can lead to mental illness. True or false? _____
8. Once people reach old age, their leisure activities change radically. True or false? _____
9. Most people would refuse to give painful electric shocks to other people. True or false? _____

BECOMING AN informed consumer OF PSYCHOLOGY

Improving Your Memory

Apart from the advantages of forgetting, say, a bad date, most of us would like to find ways to improve our memories. Among the effective strategies for studying and remembering course material:

- *The keyword technique.* If you are studying a foreign language, try the keyword technique of pairing a foreign word with a common English word that has a similar sound. This English word is known as the keyword. For example, to learn the Spanish word for duck (*pato*, pronounced *pot-o*), you might choose the keyword *pot*; for the Spanish word for horse (*caballo*, pronounced *cob-eye-yo*), the keyword might be *eye*. Once you have thought of a keyword, imagine the Spanish word “interacting” with



EXPLORING diversity

Teaching with Linguistic Variety: Bilingual Education

In New York City, one in six of the city's 1.1 million students is enrolled in some form of bilingual or English as a Second Language instruction. And New York City is far from the only school district with a significant population of non-native English speakers. From the biggest cities to the most rural areas, the face—and voice—of education in the United States is changing. More and more schoolchildren today have last names like Kim, Valdez, and Karachniocoff. In



Key terms and their definitions are easily identifiable (bolded and called out in the margins with definitions) within each module and are listed with page references at the end of every module. The glossary includes enhanced definitions—additional explanations of difficult or confusing terms using synonyms or expanded parenthetical definitions—allowing students to expand their knowledge of the terminology associated with psychology. Providing the most clear, accessible definitions helps students recognize, identify, define, and describe the terminology and definitions.

Recap/Evaluate/Rethink end-of-module activities are tied directly to the module's learning outcomes boosting students' opportunities to apply and analyze their knowledge beyond the definitions or simple explanations. These activities allow instructors to move students from memorization to application and analysis in a cohesive, logical manner through a variety of activities and exercises tied to the learning outcomes of the module. Instructors who are familiar with Bloom's Taxonomy or who want to provide activities for students with different learning styles will find a variety of exercises for homework or class discussion. The need to connect the modules with overarching chapter content is addressed in the **Looking Ahead/Looking Back** feature. *Looking Ahead* introduces the key concepts of every chapter; *Looking Back* summarizes content from the chapter as a whole to reinforce the learning outcomes of each module.

Psychology on the Web consists of various Web-based activities found at the end of every chapter to promote Internet research of key chapter concepts. This feature is great for active learning and increasing students' abilities to conduct Internet research and critique Internet resources within the context of their psychology class.

Found at the end of each chapter, **Case Studies** allow students to apply and analyze the chapter content and discuss what they have learned in the context of a story or situation. Students will analyze a situation through critical thinking, discussion, and interaction with other students whose perspectives may differ from their own. In addition, **Profiles of Success** offer short sketches of successful students who use the principles of psychology in their professional lives.

The **Full Circle** end-of-chapter concept maps identify the correlation of the overarching chapter key concepts. Visual learners will benefit from the chapter maps that "tie everything together" by revisiting and reinforcing the key concepts for every module within each chapter.

The **Online Learning Center** that accompanies the text offers a variety of resources to both instructors and students. This material will help create a dynamic and engaging learning environment.

The **Student Online Learning Center** includes quizzes, activities, and supplementary content to help reinforce key concepts within each chapter.

The **Instructor Online Learning Center** provides an extensive Test Bank, Instructor's Manual, and PowerPoint presentations. In addition, the OLC includes an Asset Map that breaks instructor material down by Learning Outcome.

McGraw-Hill's **Connect: Psychology** is a Web-based assignment and assessment platform that gives students the means to better connect with their coursework, with their instructors, and with the important concepts that they will need to know for success now and in the future. With *Connect: Psychology*, instructors can deliver assignments, quizzes, and tests easily online. Students can practice important skills at their own pace and on their own schedule. With *Connect: Psychology Plus*, students also get 24/7 online access to an e-book—an online edition of the text—to aid them in successfully completing their work, wherever and whenever they choose.

What's New in the Second Edition

The second edition of *Psychology and Your Life* contains a significant amount of new and updated content and features reflecting the advances in the field and the suggestions of reviewers. Chapter 3 (Sensation and Perception), Chapter 4 (States of Consciousness), and Chapter 9 (Personality and Individual Differences) have undergone particularly careful scrutiny. Hundreds of new citations have been added, and most of them refer to articles and books published in the last few years.

Psychology and Your Life, 2/e contains a new feature called *Profiles of Success*. These short profiles, found at the end of every chapter, are designed to spotlight the success of people similar to those reading this book and whose professions involve areas that are informed by the field of psychology.

In addition, this edition incorporates a wide range of new topics. The following sample of new and revised topics provides a good indication of the book's currency:

Chapter 1

- New prologue on Gulf oil spill
- New figures on psychologists' work settings
- Simplified description of gestalt psychology
- Psychological approaches to the U.S. economic crisis
- Texting while driving

Chapter 2

- New prologue on deep brain stimulation
- Steroid use example
- TMS potential uses
- Optogenetics
- New Try It! on biofeedback
- Simplified vocabulary: replaced "docile" and "belligerent"

Chapter 3

- New prologue on super-recognizers
- Faceblindness
- Sound sensitivity and aging
- Sound sensitivity and ring tones
- Pheromones
- Decibels
- Umami
- Apparent movement

Chapter 4

- New prologue on alcoholism
- REM sleep relationship to learning and memory
- Physiological dependence
- Psychological dependence

- Red Bull added to caffeine figure
- Activation information modulation (AIM) explanation of dreaming
- Frequency of night terrors
- Sleepwalker myth
- Oxycodone
- Jet lag
- Circadian rhythm and work-related problems
- Methamphetamine use and prevalence
- Try It! on sleep issues

Chapter 5

- Blackberry addiction
- Classical conditioning and post-traumatic stress disorder
- Punishment and autism
- Consequences of punishment
- Violent video games and aggression
- Refined definition of spontaneous recovery
- Refined definition of stimulus generalization
- Conditioning of emotions and Watson
- Try It! on test-taking style

Chapter 6

- Hyperthymestic syndrome
- Heuristic definition refined
- Concept definition refined
- Bilingualism and brain organization

Chapter 7

- Self-determination theory
- High-fiber foods and weight loss
- Gender differences in need for power
- Intersex individuals

Chapter 8

- Emerging adulthood
- Disengagement theory clarified
- Midlife crisis debunked
- Video game play and cognitive improvement in late adulthood

Chapter 9

- Consistency in personality
- Situationism
- Cognitive-affective processing system (CAPS)
- Mental age definition
- Down syndrome
- Adaptive testing
- Fetal alcohol syndrome statistics

Chapter 10

- Type I and II schizophrenia treatment outcomes

- Autism prevalence increase
- Formal thought disorder
- Definition of obsessive-compulsive disorder refined

Chapter 11

- Ketamine in the treatment of depression
- Psychosurgery
- Cingulotomy
- Gamma knife surgery
- Humanistic therapy and self-actualization

Chapter 12

- Behavioral economics
- Social networks and Facebook
- Milgram obedience to authority replications
- Empathy
- Rewards-costs analysis of helping
- General Adaptation Model and cortisol secretion
- Resilience

Students First: The Bottom Line

Based on extensive feedback from reviewers in a variety of schools, I am confident that *Psychology and Your Life*, 2/e reflects what instructors want: a book that motivates students to understand, learn, and apply psychology in the context of their present and future careers. The book is designed to expose readers to the content—and promise—of psychology, and to do so in a way that will nurture students' excitement about psychology and keep their enthusiasm alive for a lifetime.

Acknowledgments

One of the central features of *Psychology and Your Life*, 2/e is the hands-on involvement of a wide array of professionals in the review process. The book has benefited substantially from the advice of instructors from a wide range of backgrounds and perspectives. From evaluating the table of contents to commenting on the design and cover, to providing insights on what instructor and student support are most beneficial, the development of this product is the best it can be because of the candid feedback and suggestions from everyone who was part of the development process.

I am extraordinarily grateful to the following reviewers who provided their time and expertise to help ensure that *Psychology and Your Life*, 2/e reflects the best that psychology has to offer:

Second Edition Development

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Although the nature of the University of Wisconsin, where I did my graduate work, could not have been more different from the much smaller Wesleyan, the excitement and inspiration were similar. Once again, a cadre of excellent teachers—led, especially, by the late Vernon Allen—molded my thinking and taught me to appreciate the beauty and science of the discipline of psychology.

I'm also grateful to the many students in my classes at the variety of schools at which I've had the privilege of teaching. They include students at career colleges, state colleges, and universities.

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Robert S. Feldman

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