

CHAPTER 1 ADJUSTING TO MODERN LIFE

LEARNING OBJECTIVES

The Paradox of Progress

- Describe three examples of the paradox of progress.
- Explain what is meant by the paradox of progress and how theorists have explained it.

The Search for Direction (APA Goals 4, 5, 6)

- Provide some examples of people's search for direction.
- Describe some common problems with self-help books and what to look for in quality self-help books.
- Summarize the philosophy underlying this textbook.

The Psychology of Adjustment (APA Goal 1)

- Describe the two key facets of psychology.
- Explain the concept of adjustment.

The Scientific Approach to Behavior (APA Goals 2, 3)

- Explain the nature of empiricism and the advantages of the scientific approach to behavior.
- Describe the experimental method, distinguishing between independent and dependent variables and between experimental and control groups.
- Distinguish between positive and negative correlation, and explain what the size of a correlation coefficient means.
- Describe three correlational research methods.
- Compare the advantages and disadvantages of experimental versus correlational research.

The Roots of Happiness: An Empirical Analysis (APA Goals 5, 9)

- Identify the various factors that are surprisingly unrelated to happiness.
- Describe the factors that are somewhat or very important to happiness.
- Summarize conclusions about the determinants of happiness.

Application: Improving Academic Performance (APA Goal 4)

- List three steps for developing sound study habits.
- Discuss some strategies for improving reading comprehension and getting more out of lectures.
- Describe various study strategies that can aid memory.

CHAPTER OUTLINE

- I. The Paradox of Progress
 - A. Examples of paradox
 1. Time: Time savings from technology versus not enough time
 2. Choices: Appeal versus overload and regret
 3. Technology: Progress versus devastation
 - B. Technological advances have not led to perceptible improvement in collective health and happiness
 1. Overwhelming cultural change
 2. Complex and confusing demands of modern life
 3. Weakened social ties, insecurity
 4. Obsession with self-improvement undermines security and identity
 5. Time spent with technology results in intimacy deficit
 - C. The basic challenge of modern life has become the search for meaning, direction, and personal philosophy
- II. The Search for Direction
 - A. "Self-realization" programs
 1. Experts characterize many of these programs as intellectually bankrupt
 2. Most are harmless scams that may give an illusory sense of purpose or temporary boost in self-confidence
 3. Some of these programs are even harmful, for example, the fatal "spiritual warrior" retreat
 4. *Cults*, or unorthodox religious groups, attract people by promising simple solutions to complex problems
 - B. Self-help books
 1. The value of self-help books
 - a. Some excellent books offer authentic insights and sound advice
 - b. But many books offer little real value to the reader
 2. Main shortcomings of self-help books
 - a. Dominated by "psychobabble"
 - b. Advice provided is generally not based on solid, scientific research
 - c. Usually don't provide explicit directions about how to change behavior
 - d. Many of the books encourage a self-centered approach to life, or *narcissism*, a personality trait marked by an inflated sense of importance, a need for attention and admiration, a sense of entitlement, and a tendency to exploit others
 3. What to look for in self-help books
 - a. Clarity in communication
 - b. Don't promise too much in the way of immediate change
 - c. Check out the author's credentials and reviews of the book yourself
 - d. Mention of the theoretical or research basis for their program
 - e. Provide explicit directions about how to alter behavior
 - f. Focus on a particular topic

C. The approach of this textbook

1. Based on premise that accurate knowledge about psychological principles can be of value in everyday life
2. Attempts to foster a critical attitude about psychological issues and to enhance critical thinking skills
3. This text should open doors
4. Assumes that the key to effective adjustment is to take charge of your own life

III. The Psychology of Adjustment

- A. *Psychology*: the science that studies behavior and the physiological and mental processes that underlie it; it is the profession that applies the accumulated knowledge of this science to practical problems
 1. *Behavior*: any overt (observable) response or activity by an organism
 2. *Clinical psychology*: the branch of psychology concerned with the diagnosis and treatment of psychological problems and disorders
- B. *Adjustment*: the psychological processes through which people manage or cope with the demands and challenges of everyday life

IV. The Scientific Approach to Behavior

- A. The commitment of empiricism
 1. *Empiricism*: the premise that knowledge should be acquired through observation
 2. Conclusions are based on systematic observation rather than reasoning, speculation, traditional beliefs, or common sense
 3. Scientists complete a series of tasks
 - a. Formulate testable hypotheses
 - b. Gather data (make observations)
 - c. Use statistics to analyze data
 - d. Report results to public and other scientists
- B. Advantages of the scientific approach
 1. Clarity and precision
 2. Relative intolerance of error
- C. Experimental research
 1. *Experiment*: a research method in which an investigator manipulates one (independent) variable under carefully controlled conditions and observes whether any changes occur in a second (dependent) variable as a result
 2. Independent and dependent variables
 - a. *Independent variable*: a condition or event that an experimenter varies in order to see its impact on another variable
 - b. *Dependent variable*: the variable that is thought to be affected by the manipulations of the independent variable
 3. Experimental and control groups
 - a. *Experimental group*: consists of the subjects who receive some special treatment in regard to the independent variable
 - b. *Control group*: consists of similar subjects who do not receive the special treatment given to the experimental group

- c. Logic of the experimental method rests on the assumption that the experimental and control groups are alike, except for their different treatment in regard to the independent variable
 4. Advantages and disadvantages
 - a. Main advantage is that it allows scientists to draw conclusions about cause-and-effect relationships between variables
 - b. One disadvantage is that some variables cannot be manipulated because of ethical concerns or practical realities
- D. Correlational research
 1. *Correlation*: a correlation exists when two variables are related to each other
 2. Measuring correlation
 - a. *Correlation coefficient*: a numerical index of the degree of relationship that exists between two variables
 - b. Kinds of relationships
 - 1) Positive
 - 2) Negative
 - c. Strength of the relationship
 - 1) The absolute value of the correlation coefficient indicates the strength of the relationship
 - 2) The closer the correlation coefficient is to either -1.00 or +1.00, the stronger the relationship is
 - 3) Correlation coefficients near zero indicate little or no relationship between the variables
 3. Naturalistic observation
 - a. *Naturalistic observation*: a researcher engages in careful observation of behavior without intervening directly with the subjects
 - b. Method is naturalistic because behavior is allowed to occur naturally
 4. Case studies
 - a. *Case study*: an in-depth investigation of an individual subject
 - b. Generally used in clinical settings to diagnose and treat a psychological problem
 - c. Case study research typically involves investigators analyzing a collection of case studies to look for patterns and general conclusions
 5. Surveys
 - a. *Surveys*: structured questionnaires designed to solicit information about specific aspects of participants' behavior
 - b. Frequently used to study attitudes and other aspects of behavior that are difficult to observe directly
 6. Advantages and disadvantages of correlational research
 - a. An advantage is that it broadens the scope of phenomena that psychologists can study
 - b. The primary disadvantage is that correlational research cannot demonstrate that two variables are causally related
- V. The Roots of Happiness: An Empirical Analysis
 - A. *Subjective well-being*: individuals' personal assessments of their overall happiness or life satisfaction
 - B. What isn't very important?
 1. Money

- a. Correlation between income and subjective feeling of happiness is positive, but surprisingly weak
 - b. Rising income contributes to escalating material desires
- 2. Age
- 3. Gender
- 4. Parenthood
- 5. Intelligence
- 6. Physical attractiveness

- C. What is somewhat important?
 - 1. Health
 - 2. Social activity
 - 3. Religion
 - 4. Culture

- D. What is very important?
 - 1. Love, marriage, and relationship satisfaction
 - 2. Work
 - 3. Genetics and personality
 - a. Best predictor of future happiness is past happiness
 - b. Genetic predispositions account for as much as 50% of the variation in happiness
 - c. Personality correlates of happiness include high extraversion and low neuroticism

- E. Conclusions
 - 1. Because most of the data are correlational, we must be cautious in drawing inferences about the causes of happiness
 - 2. Evidence indicates that many popular beliefs about the sources of happiness are unfounded
 - 3. But some general conclusions can be drawn
 - a. Objective realities are not as important as subjective feelings.
 - b. When it comes to happiness, everything is relative
 - c. People are surprisingly bad at predicting what will make them happy. We assume that we know what is best for us. But research on *affective forecasting*—efforts to predict one’s emotional reactions to future events—suggests otherwise
 - d. People often adapt to their circumstances. *Hedonic adaptation*: occurs when the mental scale that people use to judge the pleasantness-unpleasantness of their shifts so that their neutral point, or baseline, for comparison is changed

VI. Application: Improving Academic Performance

- A. Developing sound study habits
 - 1. Set up a schedule for studying
 - 2. Find a place to study where you can concentrate
 - 3. Reward your studying

- B. Improving your reading
 - 1. Keys to improving reading
 - a. Preview reading assignments
 - b. Highlight selectively and review highlighted sections
 - c. Use a retrieval practice approach

- C. Getting more out of lectures
 - 1. Class attendance is important, even when the instructor is hard to follow
 - 2. Take thorough lecture notes
 - a. Use active listening procedures
 - b. Read ahead in textbook
 - c. Write down lecturer's thoughts in your own words
 - d. Look for clues about what the instructor considers to be important
 - e. Ask questions during lectures

- D. Applying memory principles
 - 1. Engage in adequate practice
 - a. Retention improves with repeated rehearsal
 - b. *Overlearning*: continued rehearsal of material after you first appear to master it
 - 2. Use distributed practice
 - 3. Organize information
 - 4. Emphasize deep processing
 - 5. Use mnemonic devices, which are strategies for enhancing memory
 - a. Acrostics and acronyms
 - b. Link method
 - c. Method of Loci

DISCUSSION QUESTIONS

1. Evaluate the degree to which technology has improved the quality of our lives by doing a “cost-benefit analysis” (weigh what society has gained against what you believe it has lost).
2. The paradox of progress suggests that technology and progress bring both enrichment and difficulties into our lives. What are ways that you have found that technology has saved you time but also put you in a time crunch? Given you many choices, but perhaps too many choices?
3. Why are self-help books so popular? List any self-help books that you have read. How helpful did you find these books to be? Did they have (or lack) any of the qualities listed in the chapter under what to look for in self-help books?
4. Has anyone you know been enthusiastic about a self-improvement program that you felt was worthless? Do you think this person might have experienced a placebo effect?
5. Adjustment involves the psychological processes through which people manage or cope with the demands and challenges of everyday life. What is one simple challenge you faced today, such as getting to class on time? What are all the coping behaviors that it took to meet this everyday challenge?
6. This chapter defines psychology. How does the chapter’s description of psychology vary from your initial impression of what psychology is or what psychologists do?
7. Empiricism is the premise that knowledge should be gathered through *observation*. However, this type of scientific observation is different than relying on one’s own personal observations of life. Can you explain how so?

8. If you were a psychological researcher, what types of research methods would you prefer to use, such as experimental research, correlational, naturalistic observation, case studies, or surveys? How might it depend on the research topic?
9. Can you recall any correlations reported recently in the news? (Hint: a common example correlates with various aspects of health). Was the correlation positive or negative? What are the various possible causal relationships related to this correlation?
10. What variables do you think have been influential in determining *your* happiness? Is your answer to this question consistent with the empirical findings discussed in the textbook?
11. Although there is only a weak correlation between income and feelings of happiness, many people believe that having more money will make them happy. Why do you think this is?
12. Have you tried any of the study techniques suggested in the textbook? If so, did these techniques seem to work for you? Do you use study techniques other than those discussed in the textbook?
13. Why do you think it is that so many students fail to use effective study techniques or note-taking strategies?

DEMONSTRATIONS AND ACTIVITIES

The Self-Help Book Review (APA Goals 3, 5): Have your students do a book review or critique of a popular self-help book. Students can present (either orally or in writing) a report that addresses a discussion of the shortcomings, as well as the positive contributions of the book, with an emphasis on the criteria discussed in the text for judging the quality of these books. Given the time and effort involved, this activity could be done as a term project, and students could present their conclusions during the last week or two of the term. Three to five students working together can also do the activity as a group project. Handout 1.1 may be used as a guide to facilitate this assignment.

The Psychologist as Scientist (APA Goal 2): Smith (1982) developed an exercise that can be used to illustrate the fact that people generally do *not* view psychology as a scientific discipline. First, ask your students to list five traits that are typical of a scientist. Then ask the students to list five traits that are typical of a psychologist. You can have your students share their descriptions with the class or collect the papers and read the descriptions yourself. Typically, the difference between the two sets of adjectives is striking; students generally see little similarity between the two terms. At this point, you can discuss the scientific basis of psychology and the emphasis in psychology on the empirical approach to studying behavior.

Smith, G.F. (1982). Introducing psychology majors to clinical bias through the adjective generation technique. *Teaching of Psychology*, 9, 238-239.

Get to Know the Expert (APA Goal 3): Assign students individually or in small groups to research the background of one of the following advice-giving experts. Ask the students to try to be objective. Have them list the training and qualities of the expert that would support the view that the expert would be a good source of information and support, and have them also list the qualities that would lead them to question the authority of the expert. Stress to students that they

need to look carefully at the actual qualifications and quality of the advice that these "experts" provide. Have each student or group deliver a five-minute summary of findings to the class. Here is a list of possible subjects for background research; you may know of others, local to you or nationally known, who would make good subjects as well.

Dr. Laura (Laura Schlessenger)

Dr. Joyce Brothers

Dear Abby (Abigail Van Buren)

Ann Landers

Dr. Phil (Philip McGraw)

John Gray (author of *Men Are from Mars, Women Are from Venus*)

Dr. James Dobson

Science versus Non-Science in Psychological Research (APA Goal 2): Ward and Grasha (1986) described an exercise that can be used to demonstrate the scientific approach and to introduce students to some of the basic terminology in psychological research. First, ask students familiar with astrology to suggest the assumptions they think astrologists make about human behavior. These responses generally focus on how astrologists assume that the position of the stars and planets influence our personalities and behavior. After a brief discussion of the nature of science, non-science, and the scientific method, place the students in small groups and ask them to generate a hypothesis based on an assumption they believe astrologists make about human behavior. If students have not mentioned it, you should suggest a hypothesis based on the assumption that our personalities are associated with certain zodiac signs. Then have the class test the accuracy of this hypothesis.

Then, give students a set of personality profiles based on personality traits that astrologers believe people with certain zodiac signs possess (cf. March & McEvans, 1982). Ask them to select the personality profile that best describes them and to mark the corresponding code letter on a piece of paper. After students make their choices, write the correct zodiac signs for each code letter on the board, and list the number of correct and incorrect choices for each zodiac sign.

You should point out that the number of correct and incorrect responses is the dependent variable and that if the hypothesis is valid, then the number of correct responses should exceed the number of incorrect choices. Depending on how many profiles are used (Ward and Grasha suggest using six profiles by dividing the class into two general categories based on whether their birthday falls in the first or second half of the year), the probability of selecting the correct profile can be found by dividing one by the total number of profiles considered by the students. Then you can compare this figure to the actual proportion of correctly identified profiles. Not surprisingly, the proportion of correct responses is generally quite similar to the probability based on random chance.

In addition to demonstrating the process of hypothesis testing, this exercise can be used as a basis for discussing the role of astrology in peoples' lives. Specifically, you can discuss how the search for a "sense of direction" frequently leads people to sources of popular psychology, such as astrology and self-help books.

March, M.D., & McEvans, J. (1982). *The Only Way to Learn Astrology*. San Diego: Astro Computer Services.

Ward, R.A., & Grasha, A.F. (1986). Using astrology to teach research methods to introductory psychology students. *Teaching of Psychology*, 13, 143-145.

Exploring Correlational Research (APA Goals 2, 3): Using Handout 1.2 as a guide, lead students through this exercise in thinking critically about conclusions that can and cannot be made from correlational research.

ANSWERS for Handout 1.2

- 1a. FALSE
- 1b. FALSE
- 1c. FALSE
- 1d. FALSE
- 1e. TRUE
- 1f. TRUE
- 1g. TRUE

- 2a. FALSE
- 2b. FALSE
- 2c. FALSE
- 2d. FALSE
- 2e. TRUE
- 2f. FALSE

- 3. A, G
- 4. A, B
- 5. A, H

Understanding Experimental Research (APA Goals 2, 5): This exercise is designed to help students in understanding the components of experimental research. Handout 1.3 provides examples of experiments from which students are asked to identify the independent and dependent variables, and control and experimental groups. This worksheet may be completed by the class as a whole, in small groups, or by individual students. Expect that students will have questions about this material, even if they did not have questions during lecture. In follow-up discussion, you might ask the students how they think the results would turn out for each experiment; use this discussion as an opportunity to remind students that the only way to answer the questions empirically would be to actually complete the experiments in a properly controlled manner. Follow-up discussion might also cover additional aspects of experimental methods, such as extraneous variables, double-blind procedures, and ethical considerations.

ANSWERS for Handout 1.3 (correct wording may vary)

- 1a. Color of room
- 1b. Recovery time
- 1c. Patients are assigned to white room
- 1d. Patients are assigned to yellow room

- 2a. Type of textbook/math program
- 2b. Scores on a standardized geometry test
- 2c. Students use traditional textbooks
- 2d. Students use special textbooks

- 3a. Type of writing exercise
- 3b. Symptoms of PTSD
- 3c. Clients write ordinary journal entries

- 3d. Clients write “refunctional” writing exercises
- 4a. Medication
 4b. Performance on memory test
 4c. Individuals consume placebo pill
 4d. Individuals consume pill containing herbal supplement
- 5a. Type of reward program
 5b. Morale and productivity
 5c. Employees receive standard reward program
 5d. Employees receive frequent small rewards

Identifying Types of Research: Find a series of abstracts from published research that represent a variety of research types. It can be of use to choose research along a common theme (such as a particular psychological disorder or issue) to help students to see the diversity of research methods within a common area of inquiry. Abstracts are easily found online through sites such as Google Scholar (<http://scholar.google.com/>) or likely your institution’s library databases. Choose a variety of abstracts so that you will be able to guide students in identifying the following concepts:

- Experimental research (including independent and dependent variables, experimental and control groups)
- Correlational results (both positive and negative)
- Naturalistic observation
- Case study
- Survey

“What Makes You Happy?”: Have students list, in rank order, three to five factors that they think are important in their own happiness. Then, look over the lists before the next class meeting and prepare a summary of the factors that were cited most often by the students, in essence creating your own rank order of factors for the entire class. This exercise is useful as a springboard to a discussion of the subjective nature of happiness (or subjective well-being, as it is often referred to by social scientists). Additionally, the factors listed by the students can be compared to those identified by researchers (and discussed in the textbook) as being important determinants of happiness. As suggested in the textbook, many commonsense notions about happiness appear to be inaccurate when examined from an empirical standpoint.

Active Learning (APA Goal 1): As pointed out in "Application: Improving Academic Performance," many college students do not make use of effective study techniques. They often engage in passive strategies like skimming over the textbook or their notes rather than more active strategies. DeRosa (1987) designed an exercise, based on the levels of processing notion that shows students the value of active learning.

To do the exercise, you need two lists of words, such as those below this description

Ask the students to rate the words that you read to them, using a 10-point scale of pleasantness, with 1 being *very unpleasant* and 10 being *very pleasant*. Ask them to concentrate on the task of rating the pleasantness of each word. Then read the words from List A at 5-second intervals. After finishing the list, wait for about one minute and then have the students recall as many words from the list as they can. When they have finished, you should go through List A again and have the students record the number of words they correctly recalled.

For List B, have students note the number of occurrences of the letter *e* in each word as you read through the list. If there is no *e*, they should skip the line. Again, you should ask them to concentrate on the task of counting every *e*. Read the words at 5-second intervals, wait for about one minute, and then have the students record their scores.

If you think that recalling the first list will give students a cue for performance on the second list, you could divide the class in half and give each half different instructions (i.e., rating pleasantness or counting every *e*) on a piece of paper. Another variation is to record the scores only after both lists have been read.

You will invariably find that students recall more words from the list that they process more actively (pleasantness ratings). Hyde and Jenkins (1969) found that participants recalled about twice as many of the words rated for pleasantness, regardless of whether the purpose of the task was stated ahead of time or not. Students are typically very impressed that they "learned" so many more words merely by processing them more actively.

<u>List A</u>		<u>List B</u>	
coin	skate	shade	desk
church	fork	money	pitch
trunk	pocket	garden	hammer
trail	flower	dress	horse
clock	bank	month	door
paint	time	belt	train
deep	bird	count	fire
sample	move	song	bureau
rain	pipe	foot	magic
fish	coat	short	motor
metal	travel	story	coal
grass	soap	dinner	monkey

DeRosa, D.V. (1987). How to study actively. In V.P. Makosky, L.G. Whittemore, & A.M. Rogers (Eds.), *Activities Handbook for the Teaching of Psychology: Vol. 2* (pp. 72-74). Washington, DC: American Psychological Association.

Hyde, T.S., & Jenkins, J.J. (1969). Differential effects of incidental tasks on the organization of recall of a list of highly associated words. *Journal of Experimental Psychology*, 82, 472-481.

Self-Reflection: What Are Your Study Habits Like? (APA Goal 9): Having your students answer these questions (see the Personal Explorations Workbook) *before* discussing the material on developing sound study habits is a useful technique for showing students how *ineffective* (at least in some cases) their study habits might be.

Self-Assessment: Narcissistic Personality Inventory (APA Goal 9): This exercise in the Personal Explorations Workbook provides your students with an opportunity to estimate their own level of narcissism, as discussed in the chapter, and to compare their own scores to norms.

VIDEOS

Barry Schwartz on the Paradox of Choice. Psychologist Barry Schwartz takes aim at a central tenet of western societies: freedom of choice. In Schwartz's estimation, choice has made us not freer but more paralyzed, not happier but more dissatisfied. TED DVD on Demand, 2005, 19 minutes.

Classic Studies in Psychology. This program brings to life five of psychology's most significant studies: Bandura's Bobo Doll Experiment, Milgram's Study of Obedience, Ainsworth's Strange Situation Experiment, Zimbardo's Stanford Prison Experiment, and Loftus's Eyewitness Testimony Experiment. Films for the Humanities and Sciences, 2007, 38 minutes.

Consumed: Identity and Anxiety in an Age of Plenty. This program looks at conclusions drawn by evolutionary psychologist Geoffrey Miller and other thought leaders in response to dramatic cultural and socioeconomic shifts emerging in the 21st century. Films for the Humanities and Sciences, 2011, 52 minutes.

Core Studies in Psychology. This three-part series offers three classic case studies in developmental, cognitive, and physiological psychology. Discussions include how theory of mind develops in people with autism, the link between gambling and cognitive bias, and a landmark study of neuroplasticity. Films for the Humanities and Sciences, 2010, 55 minutes.

Experimental Research Methods in Psychology. Drawing upon laboratory and field experiments, this program compares and contrasts experimental research methods through an attractiveness study involving young adults. Films for the Humanities and Sciences, 2004, 28 minutes.

Happiness 101 with Tal Ben-Shahar. Dr. Tal Ben-Shahar, who taught one of Harvard's most popular classes, combines scientific studies, scholarly research, self-help advice, and spiritual enlightenment to teach viewers how to learn to be happy. PBS, 2009, 70 minutes.

How to Conduct an Experiment. Providing a step-by-step approach to conducting experiments, this program explains the scientific method and covers such concepts as unethical behavior, independent and dependent variables, random selection, avoiding bias, and graphing to evaluate results. Insight Media, 2002, 20 minutes.

Non-Experimental Research Methods in Psychology. Presents non-experimental research methods—questionnaires, interviews, and naturalistic observation—through three studies on the effects of cell phone use. Films for the Humanities and Sciences, 2006, 34 minutes.

Psychology Research in Context. This program clarifies selected principles of science by contextualizing them through easily comprehensible applications of psychological research. Films for the Humanities and Sciences, 2008, 28 minutes.

Research Design: Observational and Correlational Studies. This video looks at the characteristics of observational and correlational studies. It discusses the strengths and limitations of these studies and explains when to use field versus laboratory research. Insight Media, 2011, 35 minutes.

Steps in Planning and Conducting Research. The program examines the steps for conducting a research study. It differentiates among observational, correlational, and experimental research and

explains how to choose a topic, establish a hypothesis, and select dependent and independent variables. Insight Media, 2011, 38 minutes.

Why Study Human Behavior? Introducing the science of behavior and mental processes, this video examines the scope of the field of psychology by explaining the value of understanding why people think and act the way they do. Insight Media, 2001, 30 minutes.

HELPFUL WEBSITES

American Psychological Association. The homepage for the American Psychological Association includes links to various areas related to psychology and psychological research. Its coverage of various psychological topics can be a useful reference in introducing psychology as a broad and diverse field. <http://www.apa.org/>

Association for Psychological Science. This website includes links to various areas related to psychology in general and empirical research. The site is frequently updated with news of recent research findings in psychology. <http://www.psychologicalscience.org/>

The Basics of Effective Learning. This webpage provides a summary of strategy for effective learning by college students, enhanced with many links to additional sites. <http://faculty.bucks.edu/specpop/studyskills.htm>

The Encyclopedia of Psychology. This resource for introducing students to all aspects of the science provides an easy way to search for specific topics related to the current body of psychological knowledge. <http://www.psychology.org/>

Improving Memory, Concentration, and Motivation. The Dartmouth College Academic Skills Center webpage includes handouts, videos, and learning links on topics such as where and how to study. <http://www.dartmouth.edu/>

Methods for Behavioral Research. For your ambitious and curious students, this eBook has a great deal of detailed and current information on research designs, their strengths, and their weaknesses. <http://methods.fullerton.edu>

Quackwatch. An enormously helpful website, updated frequently, with the latest information on helpful, harmful, and useless therapies and treatments. <http://www.quackwatch.com>

ScienceDaily Psychology News. Updated daily, this site provides press-release-style summaries of recently published research including the category of “Mind and Brain”. <http://www.sciencedaily.com/>

Scientific American: Mind and Brain. Recent stories from the field of psychology and related disciplines appear on this webpage under the topic of mind and brain. <http://www.scientificamerican.com/>

Skeptic's Dictionary. “A Collection of Strange Beliefs, Amusing Deceptions, and Dangerous Delusions (and how to think critically about them)” includes reference to empirical investigation of areas of self-help, parapsychology, and pseudopsychology. <http://www.skeptdic.com/>

What Makes Us Happy. This collection of talks can be found on the TED website. Presentations are by several individuals, including Dan Gilbert, Mihaly Csikszentmihayli, and Daniel Kahneman. Each presenter addresses the question of what makes us happy? <http://www.ted.com/>