PREFACE TO THE FIFTH EDITION

Loyalty is a fine trait that we both value. We appreciate the loyalty of our readers in asking for a revision to a fifth edition, and we appreciate the loyalty of Pearson in actively pursuing and supporting this enterprise. Way back when we wrote the first edition of this book it was because we saw a need for a resource for our students—a resource that was not available elsewhere (demonstrating, once again, that necessity is the mother of invention). Our goal for this fifth edition continues to be to provide strategies for success that will allow students to achieve their career goals, whatever they may be. Also, we wanted to provide some fundamental tips and advice that can be useful to all students, but especially useful for psychology majors.

Thanks to colleagues and students around the country, the book has been modestly successful, and thus there was an opportunity for a fifth edition. With the continuing growth in the popularity of psychology, a chance to update the resources and statistics is always welcome. Also, a revision gives us a chance to continue to add to our collective knowledge base about these topics, hopefully making this book more valuable to the students and to our colleagues.

Our basic approach to writing this book was to provide immediately useful and helpful information to students majoring in psychology or thinking about majoring in psychology. The approach of this book is applied—to provide students with practical, timely, up-to-date information that helps them. This text standardizes and catalogs much of the practical advice that professors often give to students on a one-to-one basis—this book does not replace that interaction, but it helps to supplement it. We hope this will be a one-stop shop for advice about the psychology major, discipline, job market, and employment strategies. We provide tips on how to do well in all classes, how to find research ideas, and how to write papers in APA format. Also, the book contains up-to-date career information that faculty might not normally have at their fingertips, including the latest salary figures for a number of psychology-related jobs and occupations. Other benefits include the coverage of ethics for undergraduate students, sections on self-reflection, and an overview of disciplines related to psychology. These features are important perspectives that may not often be shared with the new or prospective psychology major.

- We continue to update the book thoroughly as new information becomes available. Consider the reference section. For the fifth edition, we added 85 new references, with two-thirds of these new citations being 2010 or later. We try to stay on top of this rapidly changing landscape so that faculty and students don’t have to.
- We kept the best of the previous four editions, but we also reread every word of the manuscript and worked hard to improve readability where needed and continue to provide solid, useful advice wherever possible.

This book will be helpful for: (1) any course that requires students to conduct research and write papers in APA format, (2) any course that discusses potential careers and earnings in psychology, and (3) any course that covers the opportunities for psychology majors and the ethical implications for being a psychologist. This might be one of the first books that an undergraduate student keeps for his or her own professional library. Specifically, this book makes a good supplemental text for research methods/experimental psychology courses, any capstone course, introductory courses, careers courses, etc. The unique mix and coverage of topics makes this text useful in a variety of teaching situations.

Projects such as this one do not occur in a vacuum. We would like to thank Jessica Mosher and Stephen Frail at Pearson for seeing the value and potential in a fifth edition of the book. We thank Crystal McCarthy for her exceptional
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patience as we waded through seas of permissions. We also want to thank our colleagues who have helped shape the direction of this fifth edition—whether through formal reviews, e-mails, conversations at conferences, etc.—you have greatly helped confirm the value and necessity of such a book. We would like to thank the following reviewers: Douglas Engwall, Central Connecticut State University; Erinn Green, Wilmington College; Katherine Hooper, University of North Florida; Andrea Lassiter, Minnesota State University, Mankato; Greg Loviscky, Penn State; Mary Anne Taylor, Clemson University; and Patti Tolar, University of Houston & UH-Downtown.

Finally, we dedicate this book to our students—past, present, and future—our students are the reason we wrote the book, and it continues to be our honor and privilege to teach and profess in a manner that positively influences others’ lives. Thank you for allowing us to maximize the opportunity.

R.E.L. & S.F.D.