



Human Relations: A Game Plan for Improving Personal Adjustment (5th Edition)

By Loren Ford, Judy A. Arter

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In this much-anticipated 5th edition, Loren Ford and Judith Arter present the fundamentals of human relations through interesting personal stories, anecdotes, and case studies. This is a book that truly captivates students by engaging them in questions and exercises designed to stimulate active learning and critical thinking.

The 5th edition features new content, a substantial number of updated references, and pedagogical tools like Learning Objectives, Big Ideas, and Review questions.

Learning Goals

Upon completing this book, readers should be able to:

- Understand the foundational psychological concepts relevant to Human Relations
- Apply the information learned in the course to one's own personal situation
- Clarify and express personal beliefs through self examination
- Communicate better with others

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Editorial Review

About the Author

Loren Ford earned his master's degree in psychology from California State University, Long Beach in 1974 and did additional graduate work in the 1980s at the Oregon Graduate School for Professional Psychology. He is a Licensed Professional Counselor (LPC) in Oregon with a private practice. In the past 30 years he has worked at several mental health facilities doing therapy with adolescents and families. From 1977 to 2011 he was on the faculty at Clackamas Community College in Oregon City, Oregon, teaching courses on personal development, human relations, college success, life-span human development, human sexuality, introduction to counselling, and history.

Judith Arter has degrees in mathematics (B.S., University of California, San Diego, 1971), and special education (Masters and Ph.D., University of Illinois, Champaign-Urbana, 1975 and 1976). After two years working in the research department of Phoenix Unified High School District, she spent 33 years (at Education Northwest and the Assessment Training Institute in Portland, Oregon) researching and training educators at all levels and in several countries on student assessment, focusing especially on using student assessment as an instructional methodology (formative assessment). She is the co-author of numerous publications and books including *Classroom Assessment for Student Learning: Doing It Right and Using It Well, 2e* (Pearson, in press), and *Creating and Recognizing Quality Rubrics* (Pearson, 2006).

Users Review

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