Interactions Between Short-Term and Long-Term Memory in the Verbal Domain

Annabel Thom, University of Bristol, UK
Mike Page, University of Hertfordshire, UK (Eds.)

The relationship between short and long-term memory systems is an issue of central concern to memory theorists. The association between temporary memory mechanisms and established knowledge bases is now regarded as critical to the development of theoretical and computational accounts of verbal short-term memory functioning. However, to date there is no single publication that provides dedicated and full coverage of current understanding of the association between short- and long-term memory systems, focussing specifically on memory for verbal information.

Interactions Between Short-Term and Long-Term Memory in the Verbal Domain is the first volume to comprehensively address this key issue. The book comprises chapters covering current theoretical approaches, together with the very latest experimental work, from leading researchers in the field. Chapters contributed to the book draw on both cognitive and neuropsychological research and reflect both conceptual and computational approaches to theorising. The contributing authors represent current research perspectives from both sides of the Atlantic. By addressing this important topic head-on, Interactions Between Short-Term and Long-Term Memory in the Verbal Domain represents an invaluable resource for academics and students alike.

CONTENTS

Memory in the Real World

Third Edition
Gillian Cohen, Retired, Formerly The Open University, UK
Martin A. Conway, University of Leeds, UK (Eds.)

This book offers a comprehensive account of what is known about memory in real life. The list of authors is highly impressive, and in many cases the author of the chapter you are reading is also the leading researcher in that particular field. The overall result is a book of impressive range and detail, which makes it a key reference source for any student in this field. - David Groome, University of Westminster

“Before reading this book I listed the questions that people often ask me about memory. Most of these questions were answered even more thoroughly than I was hoping for. The breadth of research covered is impressive.” - Jackie Andrade, University of Plymouth

This fully revised and updated third edition of the highly acclaimed Memory in the Real World includes recent research in all areas of everyday memory. Distinguished researchers have contributed new and updated material in their own areas of expertise. The controversy about the value of naturalistic research, as opposed to traditional laboratory methods, is outlined, and the two approaches are seen to have converged and become complementary rather than antagonistic.

The editors bring together studies on many different topics such as memory for plans and actions, for names and faces, for routes and maps, life experiences and flashbulb memory, and eyewitness memory. Emphasis is also given to the role of memory in consciousness and metacognition. New topics covered in this edition include life span development of memory, collaborative remembering, deja-vu and memory
dysfunction in the real world.

Memory in the Real World will be of continuing appeal to students and researchers in the area.

CONTENTS


December 2007: 6⅓x9¾: 432pp

Everyday Memory

Svein Magnussen & Tore Helstrup (Eds.)
University of Oslo, Norway

"There are many books on memory, but I do not know of any that cover quite as much material in quite as much depth and quite as expertly as does this volume." – Robert H. Logie, Professor of Human Cognitive Neuroscience, University of Edinburgh

"Everyday Memory is very comprehensive, covering the major themes in memory research as well as topics of more recent focus; it will prove to be a leading source of information." – Lorna Goddard, Goldsmiths College, London

"An interesting and entertaining analysis of practical aspects of memory in everyday life, including popular beliefs about memory, combined with a thought-provoking discussion of limitations of current memory research." – Claus Bundesen, Professor of Cognitive Psychology, University of Copenhagen

This book presents an authoritative overview of memory in everyday contexts. Written by an expert team of international authors, it gathers together research on some of the more neglected but revealing areas of memory, to provide a comprehensive overview of remembering in real life situations.

Contributions from leading experts deal with a variety of important questions concerning everyday memory, from under-researched areas such as memory for odours, to more well known areas, like collective memory. Topics covered also include:

- Beliefs about memory and the metaphors used to discuss memory
- The relation between self-referent beliefs and actual memory performance
- The development of autobiographical memory.

Everyday Memory summarises current knowledge and presents new interpretations and hypotheses to be explored by future research. It discusses aspects of human memory which are frequently ignored or dealt with only very briefly by ordinary textbooks and as a result will have a broad appeal for researchers and students.

CONTENTS


January 2007: 6x9: 352pp
Human memory is not only the repository of our past but the essence of who we are. As such, it is an enduring fascination. We marvel at its resilience in some situations and its fragility in others. The origin of this extraordinary cognitive capacity in infancy and childhood is the focus of our relentless research and debate as we seek to understand the record of our earliest beginnings.

The Development of Memory in Childhood documented the state-of-the-science of memory development a decade ago. This thorough update and expansion of the previous text provides updated reviews of that literature and offers new research on significant themes and ideas that have emerged since then. Topics include basic memory processes in infants and toddlers, the cognitive neuroscience of memory development, the cognitive and social factors that underlie our memory for implicit and explicit events, autobiographical memory and infantile amnesia, working memory, the role of strategies and knowledge in driving memory development, and the impact of stress and emotion on these basic processes. The book also includes applications of basic memory processes to a variety of real world settings from the courtroom to the classroom.

Including contributions from many of the best researchers in the field, this classic yet contemporary volume will appeal to senior undergraduate and graduate students of developmental and cognitive psychology as well as developmental psychologists who need a compendium of current reviews on key topics in memory development.

**CONTENTS:**


The Handbook of Aging and Cognition

Third Edition

Fergus Craik, University of Toronto, Canada
Timothy A. Salthouse, University of Virginia, USA (Eds.)

"The book is well-planned and consistently well-written by some of the most active and highly regarded researchers in the field, and promises to serve as a valuable reference source for many years to come." - Human Development

Cognitive aging is a flourishing area of research. A significant amount of new data, a number of new theoretical notions, and many new research issues have been generated in the past ten years. This new edition reviews new findings and theories, enables the reader to assess where the field is today, and evaluates its points of growth.

The chapters are organized to run from reviews of current work on neuroimaging, neuropsychology, genetics and the concept of brain reserve, through the "mainstream" topics of attention, memory, knowledge and language, to a consideration of individual differences and of cognitive aging in a lifespan context. This edition continues to feature the broad range of its predecessors while also providing critical assessments of current theories and findings.

CONTENTS

September 2007: 6x9; 632pp
Prospective Memory
Cognitive, Neuroscience, Developmental, and Applied Perspectives
Matthias Kliegel, University of Zurich, Switzerland; Mark A. McDaniel, Washington University in St. Louis, USA; Gilles O. Einstein, Furnham University, USA (Eds.)

Over the last decade, the topic of prospective memory – the encoding, storage, and delayed retrieval of intended actions – has attracted much interest, and this is reflected in a rapidly growing body of literature: 350 scientific articles have been published on this topic since the appearance of the first edited book in 1996. In addition to the quantity, the quality and diversity of approaches to research in the field has also developed rapidly.

Prospective Memory provides an accessible, integrated guide to the expanded literature on the topic. While many of the authors also contributed to the 1996 book and can be regarded as the founders of current prospective memory research, other contributions come from authors who are relatively new to the field and who are examining broader aspects of prospective memory and, as a result, extending our understanding of it. Besides more generally reviewing the expanded literature, all authors have been encouraged to consider future directions for research and to raise questions that they believe all researchers in this area will need to address.

The book is divided into four sections that together provide a broad and deep introduction to the cognitive, neuroscience, developmental, and applied aspects of prospective memory. Following the model of the first prospective memory volume, prominent memory researchers evaluate the papers in each section and comment more generally on the state of prospective memory research in the four major areas targeted.

CONTENTS

August 2007: 6x9: 416pp
Hb: 978-0-8058-5858-7 ISBN10: 0-8058-5858-X: £49.95

Memory and Mind
A Festschrift for Gordon H. Bower
Mark A. Gluck, Rutgers University, USA; John R. Anderson, Carnegie Mellon University, USA, Stephen M. Kosslyn, Harvard University, USA (Eds.)

A comprehensive overview of the current state of research on memory and mind, this book captures the career and influence of Gordon H. Bower (as told by twenty-two of his students and colleagues), showing how Bower’s research and mentoring of students has broadly and deeply affected modern research. In addition to many personal reminisces about Bower’s research and graduate training in the 1950s through 1990s, this book illustrates how Bower’s early research and ideas lay the groundwork for much of modern psychological studies of memory, expertise, psychological assessment, and mental imagery.

CONTENTS
Mind and Its Evolution
A Dual Coding Theoretical Approach
Allan Paivio, University of Western Ontario, Canada

This book updates the Dual Coding Theory of mind (DCT), a theory of modern human cognition consisting of separate but interconnected nonverbal and verbal systems. Allan Paivio, a leading scholar in cognitive psychology, presents this masterwork as new findings in psychological research on memory, thought, language, and other core areas have flourished, as have pioneering developments in the cognitive neurosciences. Mind and Its Evolution provides a thorough exploration into how these adaptive nonverbal and verbal systems might have evolved, as well as a careful comparison of DCT with contrasting “single-code” cognitive theories.

Divided into four parts, this text begins with a general, systematic theory of modern human cognition as the reference model for interpreting the cognitive abilities of evolutionary ancestors. The first half of the book discusses mind as it is; the second half addresses how it came to be that way. Each half is subdivided into two parts defined by thematic chapters. Mind and Its Evolution concludes with evidence-based suggestions about nourishing mental growth through applications of DCT in education, psychotherapy, and health.

This volume will appeal to cognitive and evolutionary psychologists, as well as students in the areas of memory, language, cognition, and mind evolution specialists in psychology, philosophy, and other disciplines.

CONTENTS

November 2006: 6x9: 536pp

New!

Bridging Cognitive Science and Education
Learning, Memory and Metacognition
Lisa Son, Barnard College, New York, USA
André Vandierendonck, Ghent University, Belgium (Eds.)

Those in the fields of cognitive science and education have worked hard to discover effective principles of learning with the goal of improving educational achievement. And although each has made significant advances, there has been, until today, a gap between the two disciplines. This special issue brings together researchers aiming to bridge laboratory data with real world learning practices, each providing recent and crucial information concerning the improvement of learning. The readings will allow both researchers and educators to understand strategies that would most benefit students by improving learning as well as the ability of learning to learn – or what has been defined as metacognition.

CONTENTS

September 2007: 6x9: 224pp
A special issue of the European Journal of Cognitive Psychology
www.psyche.com/ecp
Working Memory and Neurodevelopmental Disorders

Tracy Packlam Alloway, University of Durham, UK
Susan E. Gathercole, University of York, UK (Eds.)

"It is really enjoyable to read an edited text where the theme is conceptual, rather than primarily "disorder-based". The central focus on working memory in the developmental context is topical, and highly relevant to the understanding of developmental disorders. To my knowledge there is no similar text available, and so this one makes a significant contribution. Methodologically, the text is strong, with all authors providing a strong empirical pace for their arguments." - Vicki Anderson, Professorial Fellow, Departments of Psychology & Paediatrics, University of Melbourne

Short-term or working memory - the capacity to hold and manipulate information mentally over brief periods of time - plays an important role in supporting a wide range of everyday activities, particularly in childhood. Children with weak working memory skills often struggle in key areas of learning and, given its impact on cognitive abilities, the identification of working memory impairments is a priority for those who work with children with learning disabilities.

Working Memory and Neurodevelopmental Disorders supports clinical assessment and management of working memory deficits by summarising the current theoretical understanding and methods of assessment of working memory. It outlines the working memory profiles of individuals with a range of neurodevelopmental disorders (including Down's syndrome, Williams syndrome, Specific Language Impairment, and ADHD), and identifies useful means of alleviating the anticipated learning difficulties of children with deficits of working memory.

This comprehensive and informative text will appeal to academics and researchers in cognitive psychology, neuropsychology and developmental psychology, and will be useful reading for students in these areas. Educational psychologists will also find this a useful text, as it covers the role of working memory in learning difficulties specific to the classroom.

CONTENTS


Memory and Society

Psychological Perspectives

Lars-Göran Nilsson, University of Stockholm, Sweden
Nobuo Ohta, University of Tsukuba, Japan (Eds.)

"Provides a good introduction to those in any field dealing with the subject of memory, whether in regard to the study of the self or of society as a whole. ... A good guide for those who wish to learn more about recent research on memory in regard to real-life examples. Any person who studies neurology, psychology, psychiatry, culture, society or their interaction would benefit from reading this book to learn more about how memory is examined in relation to the human experience." - Mark S. Gold and Dara L. Kolodner, in PsycCRITIQUES, October 2006

Memory and Society explores the social factors which influence human memory and our conceptualisation of memory. It examines the relationships between memory, society and culture and considers the relevance of theories of memory to real world issues.

The opening section deals with the topic of autobiographical memory. It looks at the role of the self; how the self is shaped by society but also how it is the self which encodes and constructs memories. The Reconstructive nature of episodic memory is considered and how the present acts as the basis for remembering the past, with the rememberer's beliefs, desires and interpretations playing a central role.

The middle section looks at the influence of the social environment on learning. It debates the relevance of the application of basic principles gained in laboratory settings to learning and memory in social settings. These principles are used to throw light on topics such as e-learning, eyewitness testimonies and optimal treatment and thinking. Moreover, these real world scenarios are themselves used to throw light on basic principles and how they can be improved.

The final section looks at the social consequences and costs of memory deficits, covering normal aging and pathological changes in old age, memory deficits related to dyslexia, working memory problems in everyday cognition, problems in executive functions in chronic alcoholics, and Korsakoff amnesics. It also examines methods of rehabilitation for everyday life.
Incorporating contributions from leading international authorities in memory research, as well as new data and ideas for the direction of future research, this book will be invaluable to psychologists working in the fields of memory and society.

CONTENTS

February 2006: 6x9: 304pp

Young Children's Cognitive Development

Interrelationships Among Executive Functioning, Working Memory, Verbal Ability, and Theory of Mind

Wolfgang Schneider, University of Würzburg, Germany; Ruth Schumann-Hengsteler, Catholic University of Eichstatt-Ingolstadt, Germany; Beate Sodian, University of München, Germany (Eds.)

"This book integrates research on working memory, language acquisition, executive functions, and theory of mind pertaining to young children. Recommended." - Choice

A critical part of early childhood development is the development of "theory of mind" (ToM), which is the ability to take the perspective of another person. The main purpose of this book is to discuss and integrate findings from prominent research areas in developmental psychology that are typically studied in isolation, but are clearly related. Two examples are whether executive functions represent a precursor of ToM or whether ToM understanding predicts the development of executive functions, and to what extent children's level of verbal ability and their working memory are important predictors of performance on both executive functioning and ToM tasks. The chapters in this book give a detailed account of the major outcomes of this research. First, the state of the art concerning current understanding of the relevant constructs (working memory, ToM, executive functioning) and their developmental changes is presented, followed by chapters that deal with interactions among the core concepts. Its main focus is on theoretically important relationships among determinants of young children's cognitive development—considered to be "hot" issues in contemporary developmental psychology.

Based on presentations made at an international workshop, this book is divided into two parts. In the first part, five teams of researchers present theoretical analyses and overviews of empirical evidence regarding the core constructs of memory, executive functions, and ToM. The next part deals with the interplay among the core concepts outlined in Part I with developmental trends in the interaction.

CONTENTS

March 2006: 6x9: 328pp
Remembering the Times of Our Lives
Memory in Infancy and Beyond
Patricia J. Bauer, Duke University, USA
Developing Mind Series

“This masterly treatment of how memory develops is the most comprehensive and scholarly work on this subject available anywhere. It should be the authoritative reference for years to come as well as a wonderful source of information for anyone interested in what infants can learn, how they learn it, and what they can remember later.” - Larry R. Squire, Ph.D., UCSD and Veterans Affairs Medical Center

The purpose of Remembering the Times of Our Lives: Memory in Infancy and Beyond is to trace the development from infancy through adulthood in the capacity to form, retain, and later retrieve autobiographical or personal memories. It is appropriate for scholars and researchers in the fields of cognitive psychology, memory, infancy, and human development.

CONTENTS

August 2006: 6x9: 448pp
Hb: 978-0-8058-4040-7 ISBN10: 0-8058-4040-0: £59.95

Do Justice and Let the Sky Fall
Elizabeth F. Loftus and Her Contributions to Science, Law, and Academic Freedom
Maryanne Garry, Victoria University of Wellington, New Zealand
Harlene Hayne, University of Otago, New Zealand (Eds.)

“Captivating book of essays...chapters are deftly written, state-of-the-art summaries of research domains either launched or inspired by Loftus’s work...others are personal accounts written by her friends and colleagues.” - PsycCRITIQUES

For more than 30 years, renowned psychological scientist Elizabeth F. Loftus has contributed groundbreaking research to the fields of science, law, and academia. This book provides an opportunity for readers to become better acquainted with one of the most important psychologists of our time, as it celebrates her life and accomplishments. It is intended to be a working text—one that challenges, intrigues, and inspires all readers alike.

Do Justice and Let the Sky Fall collects research in theoretical and applied areas of human memory, provides an overview of the application of memory research to legal problems, and presents an introduction to the costs of doing controversial research. The first chapter gives a sketch of Loftus’ career in her own words, and the remaining chapters color in that sketch. The final chapters of the book are more personal, and put a human face on a person who is held in such high esteem.

This multipurpose volume is intended to serve as a valuable resource for established scientists, emerging scientists, graduate students, lawyers, and health professionals.

CONTENTS

October 2006: 6x9: 248pp
In Associative Illusions of Memory, David Gallo brings together a huge literature showing people misremembering events that are related to real events. The key memory distortion paradigm has been used with young and old, smart and not-so-smart, drunk and sober. We’ve learned a stunning amount about illusory recollection from this body of work, all meticulously and thoughtfully reviewed in one place. A bravura contribution to the memory field.” - Elizabeth Loftus, Distinguished Professor at University of California, Irvine, and author of Eyewitness Testimony

The last decade has seen a flurry of experimental research into the neurocognitive underpinnings of illusory memories. Using simple materials and tests (e.g., recalling words or pictures), methods such as the famed Deese-Roediger-McDermott (DRM) task have attracted considerable attention. These tasks elicit false memories of nonstudied events that are vivid, long lasting, and difficult to consciously avoid. Additional research shows that these memory illusions are fundamentally related to more complex memory distortions. As a result, this rapidly expanding literature has generated a great deal of excitement - and even some controversy - in contemporary psychology.

Associative Illusions of Memory provides an ambitious overview of this research area. Starting with the historical roots and major theoretical trends, this book exhaustively reviews the most recent studies by cognitive psychologists, neuropsychologists, and cognitive neuroscientists. The strengths and limits of various experimental techniques are outlined, and the large body of existing data is meaningfully distilled into a few core theoretical concepts.

This book highlights the malleability of memory, as well as the strategies and situations that can help us avoid false memories. Throughout the review, it is argued that these basic memory illusions contribute to a deeper understanding of how human memory works.

CONTENTS


August 2006: 6x9: 304pp
Memory

Memory

This journal publishes high quality papers in all areas of memory research. This includes experimental studies of memory (including laboratory-based research, everyday memory studies, and applied memory research), developmental, educational, neuropsychological, clinical and social research on memory. By representing all significant areas of memory research, the journal cuts across the traditional distinctions of psychological research. Memory therefore provides a unique venue for memory researchers to communicate their findings and ideas both to peers within their own research tradition in the study of memory, and also to the wider range of research communities with direct interest in human memory.

Manuscripts must be submitted online at: http://mc.manuscriptcentral.com/pmem
Find full instructions for authors at the journal’s website: www.psypress.com/memory

SPECIAL ISSUES

Issues devoted to a single topic are occasionally published in this journal. These are sent free to subscribers, and are also available to purchase separately as books for non-subscribers.

Autobiographical Memory and Emotional Disorder
Guest Editors: Tim Dalgleish and Chris Brewin
See the entry opposite.

Memory Editing Mechanisms
Guest Editors: James Michael Lampinen and Timothy N. Odegard
August 2006: 8x10½: 140pp

Short-term/Working Memory
Guest Editors: Ian Neath, Gordon D.A. Brown, Marie Poirier and Claudette Fortin
June 2005: 8x10½: 224pp

Mental Imagery and Memory in Psychopathology
Guest Editors: Emily Holmes and Ann Hackmann
July 2004: 8x10½: 160pp

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Autobiographical Memory and Emotional Disorder
Tim Dalgleish, Medical Research Council Cognition and Brain Sciences Unit, Cambridge, UK
Chris Brewin, University College London, UK (Eds.)

For those suffering from emotional disorders such as posttraumatic stress disorder (PTSD) or depression, aspects of the personal past can dominate conscious experience in tenacious and toxic ways. For example, memories of distressing autobiographical experiences can intrude into awareness as thoughts or images, as flashbacks or nightmares, each laden with unwanted and painful affect. This special issue of Memory focuses on two broad themes. The first is the nature of autobiographical remembering of the personal past — what are the characteristics of such memories? And to what extent are they phenomenologically distinct from other types of autobiographical remembering? The second theme concerns varieties of difficulties in remembering emotional experiences from complete amnesia to lack of specificity of autobiographical recall.

The special issue draws together the world’s leading theorists and researchers on these varied issues to provide a broad overview of the cutting edge work in this field.

CONTENTS

April 2007: 8x10½: 136pp
A special issue of the journal Memory
www.psypress.com/memory
Human Learning and Memory
Advances in Theory and Applications: The 4th Tsukuba International Conference on Memory
Chizuko Izawa & Nobuo Ohta (Eds.)
January 2005: 6x9: 282pp
Hb: 978-0-8058-4788-8

Cognitive Illusions
A Handbook on Fallacies and Biases in Thinking, Judgement and Memory
Rüdiger F. Pohl (Ed.)
October 2004: 6x9: 384pp
Hb: 978-1-84169-351-4
ISBN10: 1-84169-351-0: £39.95

Neuropsychology of Memory
Third Edition
Larry R. Squire & Daniel L. Schacter (Eds.)
July 2003: 7x10: 534pp
Hb: 978-1-57230-731-5
ISBN10: 1-57230-731-5: £60.00
Pb: 978-1-57230-898-5

Textbook
Attention, Perception and Memory
An Integrated Introduction
Elizabeth Styles
Psychology Focus Series
February 2005: 5½x8½: 392pp
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