Psychology: Concepts and Applications is an introductory psychology textbook based on research about how students learn. This text is centered on a unique organizational framework that signals key concepts and divides chapter material into manageable units. It is an effective learning tool based on a comprehensive learning system derived from research on memory, learning, and textbook pedagogy, which incorporates four key elements of effective learning: engaging interest, encoding information, elaborating meaning, and evaluating progress

Concepts are developed and supported by the research literature of sport psychology, and examples are provided of how these concepts can be applied in exercise and sport settings. This updated edition now includes research application associated with women, youth sport athletes, and disabled athletes when ever possible and appropriate. The book is divided into ten chapters: introduction to sport psychology; personality and the athlete; attention in sport; anxiety and arousal in sport; arousal adjustment strategies; cognitive-behavioural intervention in sport; causal attribution in sport; motivation and self-confidence in sport; social psychology of sport; and, psychobiology of sport and exercise. Case studies and illustrations are drawn from North America.

She was the only girl to have ever asked questions about his obsessive interests — chemistry, libertarian politics, the small drone aircraft he was building in his kitchen — as though she actually cared to hear his answer. To Jack, who has a form of autism called Asperger syndrome, her mind was uncannily like his. She was also, he thought, beautiful.

So far they had only cuddled; Jack, who had dropped out of high school but was acing organic chemistry in continuing education classes, had hopes for something more. Yet when she smiled at him the next morning, her lips seeking his, he turned away.

“I don’t really like kissing,” he said.

Kirsten, 18, a college freshman, drew back. If he knew she was disappointed, he showed no sign.

On that fall day in 2009, Kirsten did not know that someone as intelligent and articulate as Jack might be unable to read the feelings of others, or gauge the impact of his words. And only later would she recognize that her own lifelong troubles — bullying by students, anger from teachers and emotional meltdowns that she felt unable to control — were clues that she, too, occupied a spot on what is known as the autism spectrum.

But she found comfort in Jack’s forthrightness. If he did not always say what she wanted to hear, she knew that whatever he did say, he meant. As he dropped her off on campus that morning, she replayed in her head the e-mail he had sent the other day, describing their brief courtship with characteristic precision.

“Is this what love is, Kirsten?” he had asked.

Only since the mid-1990s have a group of socially impaired young people with otherwise normal intelligence and language development been recognized as the neurological cousins of nonverbal autistic children. Because they have a hard time

grasping what another is feeling — a trait sometimes described as “mindblindness” — many assumed that those with such autism spectrum disorders were incapable of, or indifferent to, intimate relationships. Parents and teachers have focused instead on helping them with school, friendship and, more recently, the workplace.

Yet as they reach adulthood, the overarching quest of many in this first generation to be identified with Asperger syndrome is the same as many of their nonautistic peers: to find someone to love who will love them back.

The recent recognition that their social missteps arise from a neurological condition has lifted their romantic prospects, they say, allowing them to explain behavior once attributed to rudeness or a failure of character — and to ask for help. So has the recent proliferation of Web sites and forums where self-described “Aspies,” or “Aspergians,” trade dating tips and sometimes find actual dates. Lessons learned with the advent of social skills classes and therapies, typically intended to help them get jobs, are now being applied to the more treacherous work of forging intimacy.

The months that followed Jack and Kirsten’s first night together show how daunting it can be for the mindblind to achieve the kind of mutual understanding that so often eludes even nonautistic couples. But if the tendency to fixate on a narrow area of interest is sometimes considered a drawback, it may also explain one couple’s single-minded determination to keep trying.

Kirsten was first introduced to Jack in the fall of 2008 by her boyfriend at the time, who jumped up from their table at Rao’s Coffee in Amherst, Mass., to greet his friend, who was dressed uncharacteristically in a suit that hung from his lean frame.

Jack, it turned out, was on his way to court. A chemistry whiz, he had spent much of his adolescence teaching himself to make explosives and setting them off in the woods in experiments that he hoped would earn him a patent but that instead led the state police and the Bureau of Alcohol, Tobacco, Firearms and Explosives to charge him with several counts of malicious explosion.

By the following spring, he would be cleared of all the charges and recruited by the director of the undergraduate chemistry program at the University of Massachusetts, who was impressed by a newspaper account of Jack’s home-built laboratory. Kirsten’s boyfriend, a popular Amherst High senior, had offered to serve as a character witness for his former classmate, and the three spent much time together that year.

The boyfriend told Kirsten that Jack had Asperger syndrome: his condition may have blinded him to the possibility that the explosions, which he recorded and posted on YouTube, could well be viewed by law enforcement authorities as anything other than