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## Chapter 1 : What is Validity in Psychology | Simply Psychology

*Clinical psychologists inevitably end up involved in research and focusing on publishing their work. An often-used technique for demonstrating the problems with eye-witness accounts is having an accomplice enter a classroom, pretend to shoot the professor, then leave.*

Threats to validity of Research Design Chong-ho Yu The books by Campbell and Stanley , Cook and Campbell , and Shadish, Cook, and Campbell, are considered seminal works in the field of experimental design. The following write-up is based upon their books with insertion of my examples and updated information. Problem and Background Experimental method and essay-writing Campbell and Stanley point out that adherence to experimentation dominated the field of education through the s Thorndike era but that this gave way to great pessimism and rejection by the late s. However, it should be noted that a departure from experimentation to essay writing Thorndike to Gestalt Psychology occurred most often by people already adept at the experimental tradition. Therefore, we must be aware of the past so that we avoid total rejection of any method, and instead take a serious look at the effectiveness and applicability of current and past methods without making false assumptions. Replication Lack of replicability is one of the major challenges in social science research. After replicating one hundred psychological studies, Open Science Collaboration OSC found that a large portion of the replicated results were not as strong as the original reports in terms of significance p values and magnitude effect sizes. Nonetheless, the preceding problem is not surprising because usually the initial analysis tends to overfit the model to the data. Needless to say, a theory remains inconclusive when replicated results are unstable and inconsistent. Multiple experimentation is more typical of science than a one-shot experiment! Experiments really need replication and cross-validation at various times and conditions before the theory can be confirmed with confidence. In the past the only option is to replicate the same experiments over and over. Nevertheless, today the researcher is allowed to virtually repeat the study using one single sample by resampling. Specifically, many data mining software applications have the features of cross-validation and bootstrap forest. In cross-validation the data set is partitioned into many subsets and then multiple analyses are run. In each run the model is refined by previous "training" and thus the end result is considered a product of replicated experiments. In a similar vein, bootstrap forest randomly selects observations from the data and replicate the analysis many times. The conclusion is based on the convergence of these diverse results. Cumulative wisdom An interesting point made is that experiments which produce or support opposing theories against each other probably will not have clear cut outcomes. In fact, different researchers might observe something valid that represents a part of the truth. Adopting experimentation in education should not imply advocating a position incompatible with traditional wisdom. Rather, experimentation may be seen as a process of refining or enhancing this wisdom. Therefore, cumulative wisdom and scientific findings need not be opposing forces. Factors Jeopardizing Internal and External Validity Please note that validity discussed here is in the context of experimental design, not in the context of measurement. Efficacy and effectiveness In medical studies, usually efficacy studies in experimental settings are conducted to address the issue of internal validity whereas effectiveness studies in naturalistic settings the "real" world are employed to examine the external validity of the claim. Usually patients in experimentation are highly selected whereas patients in the real world are not. For example, subjects in clinical trials usually have just the illness under study. Patients who have multiple health conditions are excluded from the study because those uncontrolled variables could muddle the research results. However, in the real world it is not unusual that patients have multiple illnesses. As a result, a drug that could work well in a lab setting may fail in the real world. Thus, medical researchers must take both internal validity and external validity into account while testing the goodness of a treatment. On one hand, efficacy studies aim to answer this question: Does the treatment work in a close experimental environment? On the other hand, effectiveness studies attempt to address a different issue: Does the treatment work in the real-life situation? Interestingly enough, the US drug

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approval and monitoring processes seem to compartmentalize efficacy and effectiveness. But after the drugs are on the market, it takes other agencies to monitor the effectiveness of the drugs. Contrary to the popular belief, FDA has no authority to recall unsafe drugs. Rather, FDA could suggest a voluntarily recall only. Several drugs that had been approved by FDA before were re-called from the market later e. This discrepancy between the results yielded from lab tests and the real world led to an investigation by the Institute of Medicine IOM. To close the gap between internal and external validity, the IOM committee recommended that the FDA should take proactive steps to monitor the safety of the approved drugs throughout their time on the market Ramsey, Indeed, there is a similar concept to "effectiveness" in educational research: Educational researchers realize that it is impossible for teacher to blocking all interferences by closing the door. Whether internal validity or external validity is more important has been a controversial topic in the research community. Campbell and Stanley stated that although ideally speaking a good study should be strong in both types of validity, internal validity is indispensable and essential while the question of external validity is never completely answerable. External validity is concerned with whether the same result of a given study can be observed in other situations. Like inductive inference, this question will never be conclusive. No matter how many new cases concur with the previous finding, it takes just one counter-example to weaken the external validity of the study. Cronbach is opposed to this notion. He argued that if a treatment is expected to be relevant to a broader context, the causal inference must go beyond the specific conditions. If the study lacks generalizability, then the so-called internally valid causal effect is useless to decision makers. In a similar vein, Briggs asserted that although statistical conclusion validity and internal validity together affirms a causal effect, construct validity and external validity are still necessary for generalizing a causal conclusion to other settings. Factors which jeopardize internal validity History: The economic recession is a good example. Due to the budget crisis many schools cut back resources. A treatment implemented around that period of time may be affected by a lack of supporting infrastructure. In other words, the pretest becomes a form of "treatment. It is also known as regression towards the mean. This phenomenon was first discovered by British statistician Francis Galton in the 19th century. Contrary to popular belief, Galton found that tall parents do not necessary have tall children. If the parent is extremely tall, the offspring tend to closer to the average. This pattern was re-discovered by Jewish-American psychologist Daniel Kahneman in his study about why rebuking pilots cannot explain flight performance. In the context of research design, the threat of regression towards the mean is caused by the selection of subjects on the basis of extreme scores or characteristics. If there are forty poor students in the treatment program, it is likely that they will show some improvement after the treatment. However, if the students are extremely poor and thus are unresponsive to any treatment, then it is called the floor effect. Randomization Random assignment of group membership is a counter-attack against this threat. However, when the sample size is small, randomization may lead to Simpson Paradox, which has been discussed in an earlier lesson. For example, in a Web-based instruction project entitled Eruditio, it started with subjects and only 95 of them completed the entire module. Those who stayed in the project all the way to end may be more motivated to learn and thus achieved higher performance. The hidden variable, intention to treat, might skew the result. John Henry effect and Hawthorne effect: John Henry was a worker who outperformed a machine under an experimental setting because he was aware that his performance was compared with that of a machine. The Hawthorne effect is similar to John Henry effect in the sense that the participants change their behaviors when they are aware of their role as research subjects. Between and 32 the Hawthorne Works sponsored a study to examine how lighting would influence productivity. Researchers concluded that workers improved their productivity because they were observed rather than better illumination. Hence, the Hawthorne effect is also known as the observer effect. Factors which jeopardize external validity Reactive or interaction effect of testing: Interaction effects of selection biases and the experimental variable Reactive effects of experimental arrangements: Three Experimental Designs To make things easier, the following will act as representations within particular designs:

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## Chapter 2 : Assessment: Reliability and validity

*A psychologist who is concerned primarily with how a person's genes, physiology, and brain anatomy are related to their personality The different approaches to studying personality \_\_\_\_\_ rather than \_\_\_\_\_ each other.*

Social influence Social influence is an overarching term given to describe the persuasive effects people have on each other. It is seen as a fundamental value in social psychology and overlaps considerably with research on attitudes and persuasion. The three main areas of social influence include: Social influence is also closely related to the study of group dynamics, as most principles of influence are strongest when they take place in social groups. The first major area of social influence is conformity. Conformity is defined as the tendency to act or think like other members of a group. The identity of members within a group, i. Individual variation among group members plays a key role in the dynamic of how willing people will be to conform. In the Asch conformity experiments , people frequently followed the majority judgment, even when the majority was objectively wrong. The second major area of social influence research is compliance. Compliance refers to any change in behavior that is due to a request or suggestion from another person. The foot-in-the-door technique is a compliance method in which the persuader requests a small favor and then follows up with requesting a larger favor, e. A related trick is the bait and switch. This is a prediction that, in being made, actually causes itself to become true. For example, in the stock market , if it is widely believed that a crash is imminent, investors may lose confidence, sell most of their stock, and thus actually cause the crash. Similarly, people may expect hostility in others and actually induce this hostility by their own behavior. Group dynamics A group can be defined as two or more individuals that are connected to each another by social relationships. They have a number of emergent qualities that distinguish them from aggregates: Implicit rules and expectations for group members to follow, e. Implicit rules and expectations for specific members within the group, e. Patterns of liking within the group, and also differences in prestige or status, e. Temporary groups and aggregates share few or none of these features, and do not qualify as true social groups. People waiting in line to get on a bus, for example, do not constitute a group. To a large extent, humans define themselves by the group memberships which form their social identity. The shared social identity of individuals within a group influences intergroup behavior, the way in which groups behave towards and perceive each other. These perceptions and behaviors in turn define the social identity of individuals within the interacting groups. The tendency to define oneself by membership in a group may lead to intergroup discrimination, which involves favorable perceptions and behaviors directed towards the in-group, but negative perceptions and behaviors directed towards the out-group. Groups often moderate and improve decision making ,[ citation needed ] and are frequently relied upon for these benefits, such as in committees and juries. A number of group biases, however, can interfere with effective decision making. For example, group polarization, formerly known as the "risky shift," occurs when people polarize their views in a more extreme direction after group discussion. More problematic is the phenomenon of groupthink. This is a collective thinking defect that is characterized by a premature consensus or an incorrect assumption of consensus, caused by members of a group failing to promote views which are not consistent with the views of other members. Groupthink occurs in a variety of situations, including isolation of a group and the presence of a highly directive leader. Janis offered the Bay of Pigs Invasion as a historical case of groupthink. Social facilitation, for example, is a tendency to work harder and faster in the presence of others. Social loafing is common when the task is considered unimportant and individual contributions are not easy to see. An important concept in this area is deindividuation , a reduced state of self-awareness that can be caused by feelings of anonymity. Deindividuation is associated with uninhibited and sometimes dangerous behavior. It is common in crowds and mobs, but it can also be caused by a disguise, a uniform, alcohol, dark environments, or online anonymity. This refers to all forces that lead people to like each other, establish relationships, and in some cases fall in love. Several general principles of attraction have been discovered by social psychologists, but many still continue to experiment and do research

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to find out more. One of the most important factors in interpersonal attraction is how similar two particular people are. The more similar two people are in general attitudes, backgrounds, environments, worldviews, and other traits, the more probable an attraction is possible. Later on, similarity and other compatibility factors become more important, and the type of love people experience shifts from passionate to companionate. Robert Sternberg has suggested that there are actually three components of love: According to social exchange theory, relationships are based on rational choice and cost-benefit analysis. This theory is similar to the minimax principle proposed by mathematicians and economists despite the fact that human relationships are not zero-sum games. With time, long term relationships tend to become communal rather than simply based on exchange. Careful attention to sampling, research design, and statistical analysis is important; results are published in peer reviewed journals such as the Journal of Experimental Social Psychology, Personality and Social Psychology Bulletin and the Journal of Personality and Social Psychology. Social psychology studies also appear in general science journals such as Psychological Science and Science. Experimental methods involve the researcher altering a variable in the environment and measuring the effect on another variable. An example would be allowing two groups of children to play violent or nonviolent videogames, and then observing their subsequent level of aggression during free-play period. A valid experiment is controlled and uses random assignment. Correlational methods examine the statistical association between two naturally occurring variables. For example, one could correlate the amount of violent television children watch at home with the number of violent incidents the children participate in at school. Note that this study would not prove that violent TV causes aggression in children: Observational methods are purely descriptive and include naturalistic observation, "contrived" observation, participant observation, and archival analysis. These are less common in social psychology but are sometimes used when first investigating a phenomenon. An example would be to unobtrusively observe children on a playground with a videocamera, perhaps and record the number and types of aggressive actions displayed. Whenever possible, social psychologists rely on controlled experimentation. Controlled experiments require the manipulation of one or more independent variables in order to examine the effect on a dependent variable. Experiments are useful in social psychology because they are high in internal validity, meaning that they are free from the influence of confounding or extraneous variables, and so are more likely to accurately indicate a causal relationship. However, the small samples used in controlled experiments are typically low in external validity, or the degree to which the results can be generalized to the larger population. There is usually a trade-off between experimental control internal validity and being able to generalize to the population external validity. Because it is usually impossible to test everyone, research tends to be conducted on a sample of persons from the wider population. Social psychologists frequently use survey research when they are interested in results that are high in external validity. Surveys use various forms of random sampling to obtain a sample of respondents that are representative of a population. This type of research is usually descriptive or correlational because there is no experimental control over variables. However, new statistical methods like structural equation modeling are being used to test for potential causal relationships in this type of data. David Sears, have criticized social psychological research for relying too heavily on studies conducted on university undergraduates in academic settings. Results need to be used to evaluate the hypothesis of the research that is done. These results should either confirm or reject the original hypothesis that was predicted. There are two different types of testing social psychologists use in order to test their results. For this reason, many social psychology experiments utilize deception to conceal or distort certain aspects of the study. Deception may include false cover stories, false participants known as confederates or stooges, false feedback given to the participants, and so on. Unfortunately, research has shown that role-playing studies do not produce the same results as deception studies and this has cast doubt on their validity. To protect the rights and well-being of research participants, and at the same time discover meaningful results and insights into human behavior, virtually all social psychology research must pass an ethical review process. At most colleges and universities, this is conducted by an ethics committee or Institutional Review Board. Furthermore, a process of informed consent is often

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used to make sure that volunteers know what will happen in the experiment[ clarification needed ] and understand that they are allowed to quit the experiment at any time. Replication failures are not unique to social psychology and are found in all fields of science. However, several factors have combined to put social psychology at the center of the current controversy. Firstly, questionable research practices QRP have been identified as common in the field. Such practices, while not necessarily intentionally fraudulent, involve converting undesired statistical outcomes into desired outcomes via the manipulation of statistical analyses, sample size or data management, typically to convert non-significant findings into significant ones. Secondly, social psychology has found itself at the center of several recent scandals involving outright fraudulent research. Most notably the admitted data fabrication by Diederik Stapel [45] as well as allegations against others. However, most scholars acknowledge that fraud is, perhaps, the lesser contribution to replication crises. For example, the scientific journal *Judgment and Decision Making* has published several studies over the years that fail to provide support for the unconscious thought theory. Replications appear particularly difficult when research trials are pre-registered and conducted by research groups not highly invested in the theory under questioning. These three elements together have resulted in renewed attention for replication supported by Daniel Kahneman. Scrutiny of many effects have shown that several core beliefs are hard to replicate. A recent special edition of the journal *Social Psychology* focused on replication studies and a number of previously held beliefs were found to be difficult to replicate. The experimenter E persuades the participant T to give what the participant believes are painful electric shocks to another participant L , who is actually an actor. Many participants continued to give shocks despite pleas for mercy from the actor. The Asch conformity experiments demonstrated the power of conformity in small groups with a line length estimation task that was designed to be extremely easy. Seventy-five percent of the participants conformed at least once during the experiment. Additional manipulations to the experiment showed participant conformity decreased when at least one other individual failed to conform, but increased when the individual began conforming or withdrew from the experiment. Participants with three incorrect opponents made mistakes They were divided into 2 groups and given two different pay scales. They could only overcome that dissonance by justifying their lies by changing their previously unfavorable attitudes about the task.

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### Chapter 3 : APA Ethical Principles of Psychologists and Code of Conduct

*Psychology Questions Hi my name is Myriah and I'm a Highschool student in a Psychology class and our first assignment is to write 30 questions we would like to know about Psychology Cognitive Psychology Question This may take a little explaining - but obviously your mind is a powerful tool.*

The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code. Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct. The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record. The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur. The modifiers used in some of the standards of this Ethics Code e. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time. In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If the conflict is unresolvable via such

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means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work. This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose. Beneficence and Nonmaleficence Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work. Fidelity and Responsibility Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage. Integrity Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques. Justice Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices. Resolving Ethical Issues 1. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority. See also Standards 1. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist

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whose professional conduct is in question. See also Standard 1. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information. The services are discontinued as soon as the emergency has ended or appropriate services are available. See also Standards 2. See also Standard Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical. See also Standards 3. This clarification includes the role of the psychologist e. See also Standard 4. See also Standards 8. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons. See also Standard 6. Privacy And Confidentiality 4. See also Standard 2. See also Standard 3. Advertising and Other Public Statements 5. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated. Record Keeping and Fees 6. See also Standards 4. See also Standards Psychologists may barter only if 1 it is not clinically contraindicated, and 2 the resulting arrangement is not exploitative. Education and Training 7. See also Standard 5. This information must be made readily available to all interested parties. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. See also Standard 7. Information regarding the process is provided to the student at the beginning of supervision. Research and Publication 8. They conduct the research in accordance with the approved research protocol. They provide opportunity for the prospective participants to ask questions and receive answers. See also Standard 8. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. This does not preclude republishing data when they are accompanied by proper acknowledgment. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information. Requesting psychologists obtain prior written agreement for all other uses of the data.

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## Chapter 4 : Psychology Questions & Answers

*Psychologists who engage in assessment, therapy, teaching, research, organizational consulting, or other professional activities maintain a reasonable level of awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.*

It was invented by R. Fisher in b. Fisher in c. It was invented by Karl Pearson in d. None of the above It would be hard pressed for any computer scientist or statistician to accept that the above questions fulfill content validity. As a matter of fact, the memorization approach is still a common practice among instructors. Further, sampling knowledge from a larger domain of knowledge involves subjective values. For example, a test regarding art history may include many questions on oil paintings, but less questions on watercolor paintings and photography because of the perceived importance of oil paintings in art history. Content validity is sample-oriented rather than sign-oriented. A behavior is viewed as a sample when it is a subgroup of the same kind of behaviors. On the other hand, a behavior is considered a sign when it is an indicator or a proxy of a construct Goodenough, Construct validity and criterion validity, which will be discussed later, are sign-oriented because both of them indicate behaviors that are different from those of the test. When the focus of the test is on criterion validity, we draw an inference from test scores to performance. A high score of a valid test indicates that the test taker has met the performance criteria. Regression analysis can be applied to establish criterion validity. An independent variable could be used as a predictor variable and a dependent variable, the criterion variable. The correlation coefficient between them is called validity coefficients. For instance, the test scores of the driving test by simulation is considered the predictor variable while the scores of the road test is treated as the criterion variable. In other words, if the simulation test scores could predict the road test scores in a regression model, the simulation test is claimed to have a high degree of criterion validity. In short, criterion validity is about prediction rather than explanation. Predication is concerned with non-causal or mathematical dependence where as explanation is pertaining to causal or logical dependence. For example, one can predict the weather based on the height of mercury inside a thermometer. Thus, the height of mercury could satisfy the criterion validity as a predictor. However, one cannot explain why the weather changes by the variation of mercury height. Because of this limitation of criterion validity, an evaluator has to conduct construct validation. When construct validity is emphasized, as the name implies, we draw an inference from test scores to a psychological construct. Because it is concerned with abstract and theoretical construct, construct validity is also known as theoretical construct. According to Hunter and Schmidt, construct validity is a quantitative question rather than a qualitative distinction such as "valid" or "invalid"; it is a matter of degree. Construct validity can be measured by the correlation between the intended independent variable construct and the proxy independent variable indicator, sign that is actually used. For example, an evaluator wants to study the relationship between general cognitive ability and job performance. However, the evaluator may not be able to administer a cognitive test to every subject. In this case, he can use a proxy variable such as "amount of education" as an indirect indicator of cognitive ability. After he administered a cognitive test to a portion of all subjects and found a strong correlation between general cognitive ability and years of schooling, the latter can be used to the larger group because its construct validity is established. Rather the nature of construct validity is qualitative. There are two types of indicators: When an indicator is expressed in terms of multiple items of an instrument, factor analysis is utilized for construct validation. Test bias is a major threat against construct validity, and therefore test bias analyses should be employed to examine the test items Osterlind, The presence of test bias definitely affects the measurement of the psychological construct. However, the absence of test bias does not guarantee that the test possesses construct validity. In other words, the absence of test bias is a necessary, but not a sufficient condition. Construct validation as unification: The criterion and the content models tends to be empirical-oriented while the construct model is inclined to be theoretical. Nevertheless, all models of validity requires some form of interpretation: What is the test

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measuring? Can it measure what it intends to measure? In standard scientific inquiries, it is important to explicitly formulate an interpretative theoretical framework and then to subject it to empirical challenges. In this sense, theoretical construct validation is considered functioning as a unified framework for validity Kane, A modified view of reliability Moss, "There can be validity without reliability if reliability is defined as consistency among independent measures. Reliability is an aspect of construct validity. As assessment becomes less standardized, distinctions between reliability and validity blur. Rather it becomes an empirical puzzle to be solved by searching for a more comprehensive interpretation. Rather it would provide an impetus for dialog. Reliability is a unitless measure and thus it is already model-free or standard-free. It has been a tradition that multiple factors are introduced into a test to improve validity but decrease internal-consistent reliability. By blending psychometrics and Hermeneutics, in which a holistic and integrative approach to understand the whole in light of its parts is used the whole is more than the summation of its parts , Mislevy demanded psychometricians to think about what they intend to make inferences about. Off-the-shelf inferential technology e. Probability-based reasoning to complex assessments based upon cognitive science is necessary. A radical view of reliability Thompson et al, Reliability is not a property of the test; rather it is attached to the property of the data. Thus, psychometrics is datametrics. Tests are not reliable. It is important to explore reliability in virtually all studies. Reliability generalization, which is similar to meta-analysis, should be implemented to assess variance of measurement error across many studies. He asserted, "I no longer regard the formula of Cronbach Alpha as the most appropriate way to examine most data. Over the years, my associates and I developed the complex generaliability G theory" p. Discussion of the G theory is beyond the scope of this document. Nevertheless, Cronbach did not object use of Cronbach Alpha but he recommended that researchers should take the following into consideration while employing this approach: Standard error of measurement: It is the most important piece of information to report regarding the instrument, not a coefficient. Independence of sampling Heterogeneity of content How the measurement will be used: Decide whether future uses of the instrument are likely to be exclusively for absolute decisions, for differential decisions, or both. The very definition of a construct implies a domain of content. There is no sharp distinction between test content and test construct. Validity is not a property of the test or assessment, but rather it is about the meaning of the test scores. Rather, accountability should be tied to the misuser. Messick counter-argued that social consequences of score interpretation include the value implications of the construct, and this implication must be addressed by evaluating the meaning of the test score. While test developers should not be accountable to misuse of tests, they should still be cautious to the unanticipated consequences of legitimate score interpretation. This school of thought conceptualizes reliability as invariance and validity as unbiasedness. A sample statistic may have an expected value over samples equal to the population parameter unbiasedness , but have very high variance from a small sample size. Conversely, a sample statistic can have very low sampling variance but have an expected value far departed from the population parameter high bias. In this view, a measure can be unreliable high variance but still valid unbiased. Low reliability is less detrimental to the performance pretest. In the pretest where subjects are not exposed to the treatment and thus are unfamiliar with the subject matter, a low reliability caused by random guessing is expected. Low reliability is a signal of high measurement error, which reflects a gap between what students actually know and what scores they receive. Standards for educational and psychological testing. An essay on the history and future of reliability from the perspective of replications. Journal of Educational Measurement, 38, Educational Measurement 2nd Ed. American Council on Education. My current thoughts on Coefficient Alpha and successor procedures. Educational and Psychological Measurement, 64, In International Encyclopedia of Education. Its history, principles, and applications. Correcting error and bias in research findings. Current concerns in validity theory. Journal of educational Measurement, 38, A framework of text analysis methods. Journal of Management Information System, 11, The resolution of some paradoxes related to reliability and validity. Journal of Educational and Behavioral Statistics, 28,

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### Chapter 5 : Psychological testing | calendrierdelascience.com

*During periodic checking, respondents are sometimes asked not only about their own possible improper behavior (e.g., underringing in supermarkets), but also about their level of job satisfaction, intention to remain with the employer, and activities of their fellow employees ().*

Introduction Parents are among the most important people in the lives of young children. Society benefits socially and economically from providing current and future generations of parents with the support they need to raise healthy and thriving children Karoly et al. To ensure positive experiences for their children, parents draw on the resources of which they are aware or that are at their immediate disposal. In addition to biological and adoptive parents, main caregivers may include kinship e. Page 16 Share Cite Suggested Citation: Supporting Parents of Children Ages The National Academies Press. Resources may be close at hand e. They may be too expensive to access, or they may be substantively inadequate. Whether located in early childhood programs, school-based classrooms, well-child clinics, or family networks, support for parents of young children is critical to enhancing healthy early childhood experiences, promoting positive outcomes for children, and helping parents build strong relationships with their children see Box At the time of his birth and afterward, she had little knowledge of the community resources available to support her in her parenting role. In overcoming the challenges she faced over the next several years, she came to understand that parents need shared knowledge, access to resources and services, and strong community bonds. She believes these are essential components of a complex system of governmental and nongovernmental services, such as child care, that support parents. She found information through a program from which she learned the cost of child care for her son, was introduced to the supports and services available to her as a low-income parent, and was assisted in navigating the various services and programs. Her participation in a number of services required appointments in different areas of town. Without convenient transportation, she spent much of her time commuting on the bus with her son. Page 17 Share Cite Suggested Citation: Parents play a significant role in helping children build and refine their knowledge and skills, as well as their learning expectations, beliefs, goals, and coping strategies. Parents introduce children to the social world where they develop understandings of themselves and their place and value in society, understandings that influence their choices and experiences over the life course. However, consensus is lacking on the elements of parenting that are most important to promoting child well-being, and what is known about effective parenting has not always been adequately integrated across different service sectors to give all parents the information and support they need. Moreover, knowledge about effective parenting has not been effectively incorporated into policy, which has resulted in a lack of coordinated and targeted efforts aimed at supporting parents. Several challenges to the implementation of effective parenting practices exist as well. Many families in the United States are affected by such hardships, which include poverty, parental mental illness and substance use, and violence in the home. A second challenge is inadequate attention to identifying effective strategies for engaging and utilizing the strengths of fathers, discussed later in this chapter and elsewhere in this report. Despite acknowledgment of and attention to the importance of culture in Page 18 Share Cite Suggested Citation: In addition, the issue of poverty persists, with low-income working families being particularly vulnerable to policy and economic shifts. Although these families have benefited in recent years from the expansion of programs and policies aimed at supporting them discussed further below , the number of children living in deep poverty has increased Sherman and Trisi, Family structure also has grown increasingly diverse across class, race, and ethnicity, with fewer children now being raised in households with two married parents; more living with same-sex parents; and more living with kinship caregivers, such as grandparents, and in other household arrangements Child Trends Databank, b. Lastly, parenting increasingly is being shaped by technology and greater access to information about parenting, some of which is not based in evidence and much of which is only now being studied closely. Indeed, funding has increased for some programs designed to support children

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and families. At the state and federal levels, policy makers recently have funded new initiatives aimed at expanding early childhood education Barnett et al. Over the past several years, the number of states offering some form of publicly funded prekindergarten program has risen to 39, and after slight dips during the Great Recession of , within-state funding of these programs has been increasing Barnett et al. Department of Education, ; U. Department of Health and Human Services, Page 19 Share Cite Suggested Citation: Low-income children and families have been aided as well in recent years by increased economic support from government in the form of both cash benefits e. Department of Education, the Foundation for Child Development, the Heising-Simons Foundation, and the Substance Abuse and Mental Health Services Administration SAMHSA requested that the National Academies of Sciences, Engineering, and Medicine empanel a committee to conduct a study to examine the state of the science with respect to parenting knowledge, attitudes, and practices tied to positive parent-child interactions and child outcomes and strategies for supporting them among parents of young children ages The purpose of this study was to provide a roadmap for the future of parenting and family support policies, practices, and research in the United States. The committee was asked to assess the evidence and then make recommendations whose implementation would promote wide-scale adoption of effective strategies for enabling the identified knowledge, attitudes, and practices. Given the multi- and interdisciplinary nature of the study task, the member committee comprised individuals with an array of expertise, including child development, early childhood education, developmental and educational psychology, child psychiatry, social work, family engagement research, pediatric medicine, public and health policy, health communications, implementation science, law, and economics see Appendix D for biosketches of the committee members. Conceptions of who parents are and what constitute the best conditions for raising children vary widely. From classic anthropological and human development perspectives, parenting often is defined as a primary mechanism of socialization, that is, a primary means of training and preparing children to meet the demands of their environments and take advantage Page 20 Share Cite Suggested Citation:

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### Chapter 6 : Evolutionary Psychology (Stanford Encyclopedia of Philosophy)

*When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations.*

He introduces the convention to distinguish a particular research tradition Laudan from other approaches to the biology of human behavior. Evolutionary psychology rests upon specific theoretical principles presented in section 2 below not all of which are shared by others working in the biology of human behavior Laland and Brown ; Brown et al. For example, human behavioral ecologists present and defend explanatory hypotheses about human behavior that do not appeal to psychological mechanisms e. Behavioral ecologists also believe that much of human behavior can be explained by appealing to evolution while rejecting the idea held by evolutionary psychologists that one period of our evolutionary history is the source of all our important psychological adaptations Irons Developmental psychobiologists take yet another approach: Michel and Moore ; but see Bateson and Martin ; Bjorklund and Hernandez Blasi for examples of developmentalist work in an adaptationist vein. These theorists believe that much of our behavior can be explained without appealing to a suite of specific psychological adaptations for that behavior. Instead they emphasize the role of development in the production of various human behavioral traits. Paul Griffiths argues that evolutionary psychology owes theoretical debt to both sociobiology and ethology Griffiths ; Griffiths Evolutionary psychologists acknowledge their debt to sociobiology but point out that they add a dimension to sociobiology: Human behaviors are not a direct product of natural selection but rather the product of psychological mechanisms that were selected for. Evolutionary psychology is also related to cognitive psychology and the cognitive sciences. This overt cognitivism sets evolutionary psychology apart from much work in the neurosciences and from behavioral neuroendocrinology. In these fields internal mechanisms are proposed in explanations of human behavior but they are not construed in computational terms. Many neuroscientists and behavioral neuroendocrinologists work at the implementation level while cognitive psychologists work at the level of the computations that are implemented at the neurobiological level cf. Evolutionary psychologists sometimes present their approach as potentially unifying, or providing a foundation for, all other work that purports to explain human behavior e. This claim has been met with strong skepticism by many social scientists who see a role for a myriad of types of explanation of human behavior, some of which are not reducible to biological explanations of any sort. This discussion hangs on issues of reductionism in the social sciences. Little has a nice introduction to these issues. There are also reasons to believe that evolutionary psychology neither unifies nor provides foundations for closely neighboring fields such as behavioral ecology or developmental psychobiology. See the related discussion in Downes In other work, evolutionary psychologists present their approach as being consistent with or compatible with neighboring approaches such as behavioral ecology and developmental psychobiology. The truth of this claim hangs on a careful examination of the theoretical tenets of evolutionary psychology and its neighboring fields. The brain is a computer designed by natural selection to extract information from the environment. Individual human behavior is generated by this evolved computer in response to information it extracts from the environment. Understanding behavior requires articulating the cognitive programs that generate the behavior. The cognitive programs of the human brain are adaptations. They exist because they produced behavior in our ancestors that enabled them to survive and reproduce. The cognitive programs of the human brain may not be adaptive now; they were adaptive in ancestral environments. Natural selection ensures that the brain is composed of many different special purpose programs and not a domain general architecture. Tenet 1 emphasizes the cognitivism that evolutionary psychologists are committed to. It is these programsâ€™ psychological mechanismsâ€™ that are products of natural selection. While they are products of natural selection, and hence adaptations, these programs need not be currently adaptive. Samuels ; Samuels There is a lot packed into this tenet and we will

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examine this thesis in some detail below in section 3. In brief, evolutionary psychologists maintain that there is an analogy between organs and psychological mechanisms or modules. Organs perform specific functions well and are products of natural selection. There are no general purpose organs, hearts pump blood and livers detoxify the body. The same goes for psychological mechanisms; they arise as responses to specific contingencies in the environment and are selected for to the extent that they contribute to the survival and reproduction of the organism. Just as there are no general purpose organs, there are no general purpose psychological mechanisms. Finally, tenet 6 introduces the reductionist or foundational vision of evolutionary psychology, discussed above. There are numerous examples of the kinds of mechanisms that are hypothesized to underlie our behavior on the basis of research guided by these theoretical tenets: This one is a specifically male psychological mechanism. Singh claims that the detection and preference suite are adaptations for choosing fertile mates. What is important to note about the research guided by these theoretical tenets above is that all behavior is best explained in terms of underlying psychological mechanisms that are adaptations for solving a particular set of problems that humans faced at one time in our ancestry. Also, evolutionary psychologists stress that the mechanisms they focus on are universally distributed in humans and are not susceptible to much, if any, variation. They maintain that the mechanisms are a product of adaptation but are no longer under selection Tooby and Cosmides , 39” Barrett also expands the scope of evolutionary psychology and notes the addition of research methods developed since Cosmides and Tooby first set out the parameters for research in the field. Todd Shackelford and Viviana Weekes-Shackelford have just completed a huge compendium of work in the evolutionarily based psychological sciences. In this volume a vast array of different research methods are presented and defended and there are a number of entries comparing the merits of alternative approaches to evolutionary psychology. The methods for testing hypotheses in evolutionary psychology come mostly from psychology. Buss, Singh and other evolutionary psychologists emphasize the cross cultural validity of their results, claiming consistency in responses across a wide variety of human populations. But see Yu and Shepard ; Gray et al. For the most part standard psychological experimental methods are used to test hypotheses in evolutionary psychology. Shapiro and Epstein ; Lloyd ; Lloyd and Feldman A response profile may be prevalent in a wide variety of subject populations but this says nothing about whether or not the response profile is a psychological mechanism that arose from a particular selective regimen. The Massive Modularity Hypothesis Claims that the mind has a modular architecture, and even massively modular architecture, are widespread in cognitive science see e. Hirshfield and Gelman The massive modularity thesis is first and foremost a thesis about cognitive architecture. As defended by evolutionary psychologists, the thesis is also about the source of our cognitive architecture: Barrett and Kurzban ; Barrett Our cognitive architecture is composed of computational devices, that are innate and are adaptations cf. Samuels ; Samuels et al. This massively modular architecture accounts for all of our sophisticated behavior. Our successful navigation of the world results from the action of one or more of our many modules. Jerry Fodor was the first to mount a sustained philosophical defense of modularity as a theory of cognitive architecture Fodor His modularity thesis is distinct from the massive modularity thesis in a number of important ways. The modular detection systems feed output to a central system, which is a kind of inference engine. Fodor presents a large number of arguments against the possibility of modular central systems. Fodor draws a bleak conclusion about the status of cognitive science from his examination of the character of central systems: Carruthers is well aware that Fodor see e. Fodor does not believe that central systems can be modular but he presents arguments from evolutionary psychologists and others that support the modularity thesis for the whole mind. Perhaps one of the reasons that there is so much philosophical interest in evolutionary psychology is that discussions about the status of the massive modularity thesis are highly theoretical. Richard Samuels speculates that argument rather than empirical data is relied on, because the various competing modularity theses about central systems are hard to pull apart empirically. Carruthers exemplifies this approach as he relies heavily on arguments for massive modularity often at the expense of specific empirical results that tell in favor of the thesis. There are many arguments for the massive modularity

thesis. Some are based upon considerations about how evolution must have acted; some are based on considerations about the nature of computation and some are versions of the poverty of the stimulus argument first presented by Chomsky in support of the existence of an innate universal grammar. See Cowie for a nice presentation of the structure of poverty of the stimulus arguments. Myriad versions of each of these arguments appear in the literature and many arguments for massive modularity mix and match components of each of the main strands of argumentation. Here we review a version of each type of argument. Each of these organs arises as a result of natural selection and the organs, acting together, contribute to the fitness of the organism. The functional decomposition is driven by the response to specific environmental stimuli. Rather than natural selection acting to produce general purpose organs, each specific environmental challenge is dealt with by a separate mechanism. All versions of this argument are arguments from analogy, relying on the key transitional premise that minds are a kind of biological system upon which natural selection acts. The second type of argument makes no appeal to biological considerations whatsoever although many evolutionary psychologists give these arguments a biological twist. Call this the computational argument, which unfolds as follows: This type of argument is structurally similar to the biological argument as Carruthers points out. The key idea is that there is no sense to the idea of a general problem solver and that no headway can be made in cognitive science without breaking down problems into their component parts. Many evolutionary psychologists see e. Tooby and Cosmides appeal to the idea that there is neither enough time, or enough available information, for any given human to learn from scratch to successfully solve all of the problems that we face in the world. If we invoke this argument across the whole range of problem sets that humans face and solve, we arrive at a huge set of innate mechanisms that subserve our problem solving abilities, which is another way of saying that we have a massively modular mind. There are numerous responses to the many versions of each of these types of arguments and many take on the massive modularity thesis head on without considering a specific argument for it. I will defer consideration of responses to the first argument type until section 4 below, which focuses on issues of the nature of evolution and natural selection – topics in philosophy of biology. The second type of argument is one side of a perennial debate in the philosophy of cognitive science. Fodor , 68 takes this argument to rest on the unwarranted assumption that there is no domain-independent criterion of cognitive success, which he thinks requires an argument that evolutionary psychologists do not provide. Samuels responds to evolutionary psychologists that arguments of this type do not sufficiently discriminate between a conclusion about domain specific processing mechanisms and domain specific knowledge or information. The library model of cognition is not massively modular in the relevant sense but type two arguments support it. According to Samuels, evolutionary psychologists need something more than this type of argument to warrant their specific kind of conclusion about massive modularity. Buller introduces further worries for this type of argument by tackling the assumption that there can be no such thing as a domain general problem solving mechanism.

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### Chapter 7 : Social psychology - Wikipedia

*The MBTI assessment is used to help a person understand their psychological preferences so that they can find ways to utilize their strengths, develop their areas of challenge, and create a.*

Katzenberg and Whitman are basing their hypothesis on the surge in video viewed on smartphones. The theory is that people will happily pay for high-quality content. Will that be enough to defray its massive content and technology investment in the service? As MoviePass has shown us, people will flock to a high-value entertainment service “ but the critical problem is, the economics of the model have to be sustainable. Another proof point Katzenberg cites is the dramatic rise of premium streaming music services. In less than 10 years, Spotify has captured 83 million paying customers. So premium video can ride that same curve, right? The use cases for video versus music are pretty dramatically different. I can listen to music while driving, jogging or doing other things “ video requires your full attention. And are people going to stream a minute episode of a psychological drama or reality show on a treadmill, or while waiting at the checkout line? The comparison to music-streaming also falls down on another front: Spotify and Apple Music promise unlimited access to a catalog of virtually any song you want to listen to with exceptions, of course. Recall that Netflix had to build its base of streaming customers based on licensed TV shows and movies “ which, by the way, still account for the bulk of its viewing time “ before it launched into originals. Even with the rise of mobile video, most people still watch premium entertainment on the big screen. The mobile-entertainment opportunity Katzenberg is going after will continue to be in the context of everything else people pay for with their attention and their money. Can NewTV win mindshare amid the glut of over-the-top streaming video already out there? While NewTV may be the only player in the game today focusing totally on big-budget mobile TV, there are dozens of video services out there you can watch on mobile devices. Katzenberg and Whitman vow that NewTV will be unique: Netflix has already dabbled in shorter-form 15 minute episodic programming with comedy. To my mind, a subscription VOD service engineered around minute episodes is probably not really the kind of defensible, first-mover business Katzenberg thinks it is. NewTV will be looking for distribution deals with wireless operators and potentially other huge partners. The question is whether NewTV can get the stars to line up and deliver something truly interesting and affordable “ and worth tuning in to regularly instead of, say, checking your Instagram feed.

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### Chapter 8 : Criminology: Explaining crime and its context | Sheldon Booyens - calendrierdelascience.com

*The "Top 20 Principles from Psychology for pre-K to 12 Teaching and Learning" were created by psychologists representing a wide range of divisions, including those focused on education, school, developmental, social, cognitive, psychometrics, media, counseling and clinical psychology, and were designed to apply psychological science broadly to pre-K to 12 teaching.*

A precursor to intimacy. Erikson and Psychobiography, Psychobiography and Erikson. Hispanic American boys and adolescent males. Erik Erikson and the American Psyche: Ego, Ethics, and Evolution. Generativity, social context, and lived experience: Narratives of gay men in middle adulthood. An integrative assessment model as a means of intervention with the grandparent caregiver. Identity formation, agency, and culture: A social psychological synthesis. Lawrence Erlbaum Associates Publishers. Nigrescence and ego identity development: Accounting for differential Black identity patterns. Selected theories of development. Identity and the Life Cycle. International Universities Press, Erikson, E. Identity and the life cycle. The life cycle completed: An experiential workbook 2nd ed. A developmental approach to ego mastery. State University of New York Press. Morality, ethics, spirituality, and prejudice in the writings of Erik H. Erikson on development in adulthood: New insights from the unpublished papers. Kazdin, Alan E Ed. Material incentives in childhood and adolescence. From mistrust to trust: Through a stage vertically. International Universities Press, Inc. Through the life cycle: Psychosocial thoughts on old age. Discussions on ego identity. Lawrence Erlbaum Associates, Inc. The relational roots of identity. Lesbian and gay male identities as paradigms. Case studies of midlife generativity: Analyzing motivation and realization. Identity formation and status across cultures: Exploring the cultural validity of Eriksonian theory. Identity development in adolescence and emerging adulthood: The interface of self, context, and culture. Towards an inclusive adult developmental theory: Predictable Crises of Adult Life. Ego development and the ethical voices of justice and care: The hermeneutics of life history: Personal achievement and history in Gadamer, Habermas, and Erikson. Identity as an aspect of optimal psychological functioning. Ages, stages, and stories. Papers Edit Altman, N. Theoretical integration and personal commitment: Commentary on Seligman and Shanok: Psychoanalytic Dialogues Vol 5 4 , Their relevance for contemporary identity development research. Analyses of the terms: Aletheia No 26 Jul-Dec , Review of A way of looking at things: Selected papers of Erik H. Reevaluating the identity status paradigm: Still useful after 35 years: Developmental Review Vol 19 4 Dec , Development of a status model: Developmental Review Vol 17 3 Sep , Discussion on Paper by Peter Kutter: Group Analysis Vol 19 3 Sep , Spirituality and psychosocial development in middle-age and older adults with vision loss: Journal of Adult Development Vol 9 1 Jan , Psychosocial development in the elderly: Journal of Aging Studies Vol 17 4 Nov , The decades of life: Pastoral Psychology Vol 53 1 Sep , The discovery of the other: The adolescence stage in the individuation process: Erikson, Piaget and Child Development: Da Graca Silva, M. Psychosocial development and anxiety in young people: Analise Psicologica Vol 23 2 Apr-Jun , Loneliness in children and adolescents: Applying theories of development: An exercise for teaching adolescent psychology: Teaching of Psychology Vol 21 4 Dec , Contributions of Erik Erikson: Psychoanalytic Review Vol 84 3 Jun , To Be and To Become: The Mortal Stage of late life: Social Behavior and Personality Vol 20 2 , A look at autonomy across the lifespan: Journal of Intergenerational Relationships Vol 4 2 , A metaphor for conceptualization the internship year: Research and Practice Vol 29 6 Dec , The prediction of ego integrity in older persons: Educational and Psychological Measurement Vol 56 6 Dec , Review of Erikson on Development in Adulthood: New Insights from Unpublished Papers: Journal of Phenomenological Psychology Vol 37 1 , Prelude and postlude to the self: Correlates of achieved identity: Differentiation of self and psychosocial development: An International Journal Vol 27 2 Jun , The Superiors Are Coming:

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### Chapter 9 : Jeffrey Katzenberg's Billion-Dollar NewTV Bet: 3 Big Questions "Variety

*Study Quiz and Exam Questions flashcards from Amy F functioning persons in their social context. address different sets of questions about human psychology.*

The aim of this research was to examine the construct validity of the concept of parental burnout and to provide researchers with an instrument to measure it. We conducted two successive questionnaire-based online studies, the first with a community-sample of parents using principal component analyses and the second with a community-sample of 1, parents using both principal component analyses and confirmatory factor analyses. We investigated whether the tridimensional structure of the burnout syndrome is. The results support the validity of a tri-dimensional burnout syndrome including exhaustion, inefficacy and emotional distancing with, respectively, Low to moderate correlations between parental burnout and professional burnout, parental stress and depression suggests that parental burnout is not just burnout, stress or depression. The results are discussed in light of their implications at the micro-, meso- and macro-levels. Introduction Imagine Cecilia, a nurse who used to be very engaged in her job. She was well aware of the importance of her mission and strove to provide good emotional and medical care to her patients. She gave the best she could each and every day. For years, she coped with the heavy workload, the tiring shift work schedule and the poor rewards for her efforts. But over recent months, she has had to work even harder: Her workload has increased drastically and her boss does not share the burden. She feels more and more exhausted. As she lacks the time to do her work properly, she keeps the care she provides to a strict minimum: As time passes, she is becoming less and less happy and people are starting to complain about her work. Most psychologists and general practitioners would detect that Cecilia is suffering from job burnout. She presents all three core symptoms of burnout: Now imagine Charlotte, a mother of three children who used to be there all the time for them. She was well aware of the importance of parenting and strove to provide them with optimal care and support in every way. For years, she looked after them, drove them to school and to extra-curricular activities, prepared meals, oversaw their homework, and was there for them in their happiness and sorrows. But over recent months, things have become difficult. Her eldest child has had an accident and needs physical therapy three times a week. Her youngest has entered primary school and is experiencing severe learning difficulties. Her workload as a mom has dramatically increased and her husband cannot share the burden. He comes back home late in the evening and frequently travels abroad. Charlotte feels more and more exhausted. She strives to maintain the routine: But she does not have the time or energy to spend quality time with the children, and still less to listen to or deal with their emotional difficulties. Is Charlotte suffering from parental burnout? The first is that parental burnout can be precisely defined and specifically measured. And the second is that Charlotte meets the criteria and scores above the clinical cut-off level. Neither of these conditions has been met so far. Although we know, thanks to seminal work by Pelsma and by Norberg et al. Moreover, although Pelsma paved the way by suggesting that the Maslach Burnout Inventory may be a good starting point to build a measure of parental burnout, we do not yet have a fully validated instrument for this purpose. Accepting the existence of parental burnout requires both proximity to and distinctiveness from job burnout. This may also be theoretically problematic for the construct of professional burnout. The third condition is to show that parental burnout is something other than just parental stress or depression. Because burnout is situated on a continuum between stress and depression Iacovides et al. We accumulated theoretical and empirical evidence in favor of the existence of parental burnout. Before presenting the empirical research and results, we shall briefly introduce the notion of job burnout. In addition to being helpful for readers who are not familiar with job burnout research, this will allow them to realize the parallels that can be drawn between job burnout and parental burnout. Another salient parallel with parental burnout is that the increasing prevalence of job burnout in the workplace since the 70s was preceded by a number of socio-cultural changes that resulted in fundamental transformations in the workplace and the nature of jobs Maslach and Leiter, ; Schaufeli et al. As

we will explain in the section on parental burnout, these changes were mirrored in the parental context a few decades later, and it is no coincidence that parental burnout emerged in the s. Although cases of burnout were described and analyzed by Freudenberg , it is to Maslach that we owe the conceptualization of burnout that still prevails. After 10 years of qualitative and quantitative research, she proposed a conceptualization of job burnout as a psychological syndrome encompassing three key dimensions: The exhaustion component represents the core dimension of burnout. The component of reduced efficacy or accomplishment refers to feelings of incompetence and a lack of achievement and productivity at work Maslach et al. From Job Burnout to Parental Burnout The first traceable account of parental burnout dates from in the testimony of Edith Lanstrom, a Christian mother, in her book Christian parent burnout. That same year, a university professor specializing in educational leadership published a book together with a leadership consultant with whom he was conducting workshops on job burnout. The book, entitled Parent burnout, argued that parenting can lead to exhaustion to such a degree that it could be called burnout Procaccini and Kieffer, A few years later, Pelsma examined the validity of the Maslach Burnout Inventory for assessing parental burnout in a non-working mothers of young children. He found support for two of the three dimensions emotional exhaustion and lack of personal accomplishment but not for the third one depersonalization. The paper was published in but remained largely unnoticed. Apart from these three accounts, there was no other publication on the subject until the s. At that time, the topic of parental burnout did not seem to resonate in the target audience. While the job burnout wave hit the USA in the 70s, the parental burnout wave hit Europe in the s. Interestingly, the socio-cultural changes that occurred in the parenting domain in the 90s in Europe seemed to mirror the changes in the human services work domain in the USA in the 60s see Schaufeli et al. The changes in the human services work comprised five elements: Secondly, and relatedly, the increased state incursion in job descriptions: Thirdly, the weakened professional authority of human services workers doctors, nurses, teachers, police officers, etc. Fourthly, the expectations of empowered beneficiaries regarding care, service, empathy and compassion rose drastically see e. Fifthly, the economic crises of the s meant that people were trying to achieve these impossible goals with fewer resources in terms of equipment, personnel, etc. Firstly, the definition by the state authorities of a noble target Positive parenting, consisting of non-violent, warm, supportive and sensitive parenting valuing children as people in their own rights, as decreed by the Council of Europe in , Daly, , that was impossible to reach in practice it is impossible to apply all these principles at all times , leading to frustrated idealism. Secondly, and relatedly, the increased state incursion in parenthood: Fourthly, the expectations of empowered children in terms of attention, education, possessions and opportunities rose drastically Daly, It is therefore no coincidence that parental burnout emerged in Europe in the s. As was the case with job burnout, practitioners and journalists identified the importance of parental burnout before it became a focus of systematic study by researchers. It has not yet become a central focus for researchers, but research has started to emerge. In , Norberg assessed burnout using the Shiromâ€™Melamed Burnout Questionnaire SMBQ among 24 mothers and 20 fathers of childhood brain tumor survivors, and compared their scores to those of parents of children with no history of chronic or serious diseases Norberg, There was a non-significant tendency in the same direction for fathers. In , her team replicated these results on a sample of parents of children with Type 1 Diabetes Mellitus and 38 parents of children with Inflammatory Bowel Diseases, whose scores on the SMBQ were compared to that of randomly selected parents of healthy children. In their last study Lindahl Norberg et al. Burnout occurred more often among fathers of children who had undergone transplantation within the last 5 years than among fathers of children with no history of serious disease. Although these studies strongly suggest the existence of parental burnout, its existence cannot be formally ascertained yet, because the questionnaire used to measure burnout MSBQ contains 10 context-free items e. Therefore, these studies do not provide information about the validity and specificity of parental burnout or on the prevalence of this specific form of burnout in the general population. Aim of the Current Research The aim of this research was to examine the construct validity of the concept of parental burnout and, should it be deemed valid, to provide researchers with an instrument to measure it, as well as norms to

interpret scores in an exploratory way. To this end, we first investigated whether the tridimensional structure of the burnout syndrome i. BParent is a recent research program focusing on the nature, causes and consequences of parental burnout. Participants in the two studies were informed about this research program through social networks, websites, schools, pediatricians or by word of mouth. Inclusion criteria was to be parent and to have at least one child still leaving at home. In order to avoid self-selection bias, participants were not informed that the study was about parental burnout. Parents could participate in the studies only if they had at least one child still living at home. Participants were invited to complete an online questionnaire after giving informed consent. The informed consent signed by the participants allowed them to withdraw at any stage without having to give any justification. They were also assured that data would remain anonymous. Participants who wished to participate in the lottery had to provide their email address, but the latter was disconnected from their questionnaire. A potential measure of parental burnout was assessed in both studies. Eleven new items presented in the Table S2 were proposed relating to the concept of emotional distancing, which appeared to be more suited to parental context than depersonalization. Four questions had been prepared by the facilitators: Exactly the same idea i. Parental burnout was therefore reassessed in Study 2 using a set of 28 items, leading to a final item version assessing emotional exhaustion 8 items, emotional distancing 8 items and personal accomplishment 6 items. Factor and global scores were obtained by summing the appropriate item scores, with higher scores indicating greater burnout; the items of the personal accomplishment factor were therefore reverse-scored. Data Analyses The questionnaire was completed online with the forced choice option, ensuring a dataset without missing data. In the current paper, we provide evidence to support the internal structure of the PBI and its relations to other variables. With regard to the internal structure of the PBI, principal components analyses PCAs, parallel analyses Horn, , reliability estimates and assessment of normality were performed in the two studies with Factor Only factor loadings higher than 0. Parallel analyses based on random permutations of the original data were used in order to determine how many components to extract. These analyses were based on a comparison between eigenvalues from a factor analysis of the actual data and eigenvalues from a factor analysis of a random dataset. Assessment of normality was based on skewness and kurtosis values.