

Core Principles in Psychology

Applied Behavior Analysis

Abbreviated as “ABA,” the field of behavior analysis grew out of the scientific study of principles of learning and behavior. It has two main branches: experimental and applied behavior analysis. The experimental analysis of behavior is the basic science of this field and has over many decades accumulated a substantial and well-respected body of research literature. This literature provides the scientific foundation for applied behavior analysis, which is both an applied science that develops methods of changing behavior and a profession that provides services to meet diverse behavioral needs. Briefly, professionals in applied behavior analysis engage in the specific and comprehensive use of principles of learning, including operant and respondent conditioning, in order to address behavioral needs of widely varying individuals in diverse settings. Examples of these applications include: building the skills and achievements of children in school settings; enhancing the development, abilities, and choices of children and adults with different kinds of disabilities; and augmenting the performance and satisfaction of employees in organizations and businesses. Applied behavior analysis is a well-developed discipline among the helping professions, with a mature body of scientific knowledge, established standards for evidence-based practice, distinct methods of service, recognized experience and educational requirements for practice, and identified sources of requisite education in universities.

About the BACB. (2019). Retrieved from <https://www.bacb.com/about/>

APA Style

The American Psychological Association (APA) compiles its Publication Manual of the American Psychological Association (6th ed.). This is the authoritative manual instructing all psychology students and professionals in how to write papers and articles, how to use citations and references in their work that properly give credit to their sources so they avoid plagiarism, and how to prepare tables and charts summarizing research findings. All psychology students and professionals should own a copy of this, and need to make the basics of APA Style second nature in how they write. The APA has a great online tutorial for new users of APA Style.

Behavior

According to the APA, behaviors are the actions by which an organism adjusts to its environment. The psychological perspective of behavior is primarily concerned with observable behavior that can be objectively recorded and with the relationships of observable behavior to environmental stimuli.

Behavior. (2019). APA dictionary of psychology. Retrieved from <https://dictionary.apa.org/behavior>

Cognition

Processes of knowing, including attending, remembering, and reasoning; also the content of the processes, such as concepts and memories.

Cognition. (2019). APA dictionary of psychology. Retrieved from <https://dictionary.apa.org/cognition>

Forensic Psychology

Forensic psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system. The word “forensic” comes from the Latin word *forensis*, meaning “of the forum,” where the law courts of ancient Rome were held. Today forensic refers to the application of scientific principles and practices to the adversary process where especially knowledgeable scientists play a role. The practice of forensic psychology includes: Psychological evaluation and expert testimony regarding criminal forensic issues such as trial competency, waiver of Miranda rights, criminal responsibility, death penalty mitigation, battered woman syndrome, domestic violence, drug dependence, and sexual disorders. Testimony and evaluation regarding civil issues such as personal injury, child custody, employment discrimination, mental disability, product liability, professional malpractice, civil commitment and guardianship. Assessment, treatment, and consultation regarding individuals with a high risk for aggressive behavior in the community, in the workplace, in treatment settings, and in correctional facilities. Research, testimony, and consultation on psychological issues impacting on the legal process, such as eyewitness testimony, jury selection, children's testimony, repressed memories, and pretrial publicity. Specialized treatment service to individuals involved with the legal system. Consultation to lawmakers about public policy issues with psychological implications. Consultation and training to law enforcement, criminal justice, and correctional systems. Consultation and training to mental health systems and practitioners on forensic issues. Analysis of issues related to human performance, product liability, and safety. Court-appointed monitoring of compliance with settlements in class-action suits affecting mental health or criminal justice settings.

Mediation and conflict resolution American Board of Forensic Psychology. (2019). About. Retrieved from <https://abfp.com/about/>

Industrial/Organizational Psychology

Industrial/Organizational (I/O) psychology is the scientific study of the workplace. Rigor and methods of psychology are applied to issues of critical relevance to business, including talent management, coaching, assessment, selection, training, organizational development, performance, and work-life balance.

Society for industrial organizational psychology. (2019, March 21). Retrieved from <http://www.siop.org/>

IQ

IQ means “intelligence quotient.” IQ can only be accurately measured using standardized intelligence tests administered 1:1 by a psychologist. Internet tests that say they are IQ tests are not valid. There are two main IQ tests — the Stanford-Binet and the Wechsler tests. The average human IQ is 100. More than half the people in the world have IQs of 100 or less. About half the people in the world have above-average IQs. Many researchers believe that IQ is influenced by genes inherited from one's parents, but life experiences and motivation can significantly raise or lower one's IQ. IQ scores are good predictors of GPA, job performance, and income. However, other factors, such as motivation, people skills, and physical appearance are also good predictors of the same successes in life. IQ tests are culturally biased, and therefore, when interpreting IQ for members of minority groups

in the USA, it is important to be aware that the IQ score itself may not be a valid measure of the person's true intelligence. Researchers' understanding of the complexities of the human brain has evolved, and so too has the notion of IQ, what it really means, and how it is most accurately captured.

IQ. (2019). APA dictionary of psychology. Retrieved from <https://dictionary.apa.org/iq>

Mindfulness

Mindfulness is an awareness of one's internal states and surroundings. The concept has been applied to various therapeutic interventions—for example, mindfulness-based cognitive behavior therapy, mindfulness-based stress reduction, and mindfulness meditation—to help people avoid destructive or automatic habits and responses by learning to observe their thoughts, emotions, and other present-moment experiences without judging or reacting to them.

Mindfulness. (2019). APA dictionary of psychology. Retrieved from <https://dictionary.apa.org/mindfulness>

Theoretical Perspectives in the Field of Psychology

Theories in Psychology

Numerous psychological theories are used to explain and predict a wide variety of behaviors. What exactly is the purpose of having so many psychological theories? These theories serve a number of important purposes. Theories provide a framework for understanding human behavior, thought, and development. By having a broad base of understanding about the how's and why's of human behavior, we can better understand ourselves and others. Theories create a basis for future research. Researchers use theories to form hypotheses that can then be tested. Theories are dynamic and always changing. As new discoveries are made, theories are modified and adapted to account for new information.

Cherry, K. The purpose of psychological theories. (2019, December 21). Retrieved from <https://www.verywellmind.com/what-is-a-theory-2795970>

Behavioral Perspective

Behaviorism is an approach to psychology, introduced in 1913 by John B. Watson. In contrast to Freud's ideas on the unconscious, Watson wanted to explore behavior based on the study of objective, observable facts (Behaviorism, 2019). He argued that subjective, qualitative processes, like emotions, motivation or consciousness could not be quantified or studied (Corey, 2012). With a goal of making psychology a naturalistic science, Watson collected data on quantitative events, like stimulus–response relationships, the results of learning and conditioning, and behavior that can be observed. Behaviorists believed that mind was could not be studied, only behavior, since mental processes are subjective and not independently verifiable. Other behaviorists, such as Ivan Pavlov and B.F. Skinner, studied learning and conditioning. Pavlov studied classical conditioning, which is a learning process that occurs through associations between an environmental stimulus and a naturally occurring stimulus. Skinner researched operant conditioning, which focused on the behaviors that are

reinforced (that result is a desirable outcome) will tend to continue, while behaviors that are punished (that result in a non-desirable outcome) will eventually cease (Catania & Laties, 1999). Behaviorist theory is a cornerstone of behavior modification today.

Behaviorism (2019). APA dictionary of psychology. Retrieved from <https://dictionary.apa.org/behaviorism>

Catania, A. C., & Laties, V. G. (1999). Pavlov and Skinner: Two lives in science (An introduction to BF Skinner's "some responses to the stimulus 'Pavlov'"). *Journal of the Experimental Analysis of Behavior*, 72(3), 455-461.

Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9 th ed.). New York, NY: Cengage Learning.

Humanistic/Client Centered Perspective

The theory of humanism is a psychological model that emphasizes an individual's phenomenal world and inherent capacity for making rational choices and developing to maximum potential. According to Corey (2012), of all the pioneers who have founded a therapeutic approach, Carl Rogers stands out as one of the most influential figures in revolutionizing the direction of counseling theory and practice. Rogers has become known as a "quiet revolutionary" who contributed to theory development and whose influence continues to shape counseling practice today (Cain, 2010; Rogers & Russell, 2002). As a proponent of the humanist philosophy and credited with creating client-centered therapy, Rogers believed that people are essentially trustworthy, that they have a vast potential for understanding themselves and resolving their own problems without direct intervention on the therapist's part, and that they are capable of self-directed growth if they are involved in a specific kind of therapeutic relationship. From the beginning, Rogers emphasized the attitudes and personal characteristics of the therapist and the quality of the client–therapist relationship as the prime determinants of the outcome of the therapeutic process. He consistently relegated to a secondary position matters such as the therapist's knowledge of theory and techniques. This belief in the client's capacity for self-healing is in contrast with many theories that view the therapist's techniques as the most powerful agents that lead to change (Bohart & Tallman, 2010). Rogers revolutionized the field of psychotherapy by proposing a theory that centered on the client as the primary agent for constructive self-change (Bohart & Tallman, 2010; Bozarth, Zimring, & Tausch, 2002). The client-centered perspective continues to be influential today.

Bohart, A. C., & Tallman, K. (2010). Clients: The neglected common factor in psychotherapy. In B. L. Duncan, S. D. Miller, B. E. Wampold, & M. A. Hubble (Eds.), *The heart and soul of change: Delivering what works in therapy* (pp. 83–111). Washington, DC: American Psychological Association.

Bozarth, J. D., Zimring, F. M., & Tausch, R. (2002). Client-centered therapy: The evolution of a revolution. In D. J. Cain (Ed.), *Humanistic psychotherapies: Handbook of research and practice* (pp. 147–188). Washington, DC: American Psychological Association.

Cain, D. J. (2010). *Person-centered psychotherapies*. Theories of psychotherapy series. Washington, DC: American Psychological Association.

Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9 th ed.). New York, NY: Cengage Learning.

Rogers, C. R., & Russell, D. E. (2002). *Carl Rogers: The quiet revolutionary, an oral history*. Roseville, CA: Penmarin Books.

Psychodynamic Perspective

Psychodynamic theories originated from the work of Sigmund Freud. He was a medical doctor in Vienna, Austria during the late 1800's and early 1900's who believed that unconscious mental forces and conflict caused neurosis (sadness, anxiety, anger). Freud developed the psychoanalytic approach while working with patients in his neurology practice (Corey, 2012). He found that people who talked about their deep rooted conflicts and pain began to feel better. He coined the term free association to describe a process during which a patient lies down on a couch and talks about everything that comes to mind (Westen, 1998). Using this technique, Freud found that patients often recalled painful memories and traumatic events from childhood. Freud argued that the psyche is like an iceberg, and it is mostly "under water", or hidden from conscious awareness. Treatment involving the "talking cure" - free association, dream interpretation and analysis of statements made in sessions would help the patient to retrieve and release memories from the unconscious. Freud called this process catharsis. Today, psychodynamic theory is a collection of theories of human functioning that are centered on the action of drives and other forces within the psyche. While its roots are in psychoanalytic theories developed by Sigmund Freud, others theorists who followed (i.e., Anna Freud, Carl Jung, and Melanie Klein) expanded and elaborated on Freud's ideas, adding a focus on patterns of relating and on change (Psychodynamic theory, 2019). This perspective continues to influence treatment today.

Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9 th ed.). New York, NY: Cengage Learning.

Psychodynamic theory (2019). *APA dictionary of psychology*. Retrieved from <https://dictionary.apa.org/psychodynamic-theory>

Westen, D. (1998). The scientific legacy of Sigmund Freud: Toward a psychodynamically informed psychological science. *Psychological Bulletin*, 124(3), 333.

Socio-cultural Perspective

The socio-cultural perspective was developed by Lev Vygotsky as a response to behaviorism (Miller, 2011). The basic foundation of the theory is that our mental abilities and perspectives are shaped by our interactions with others and the culture in which we live. Vygotsky argued that parents, family members, friends and society all have an important role in forming who we become. He felt that cognitive development is guided by adults as they engage with children. Cultural context decides how, where, and when these interactions occur (Corey, 2012). There continues to be a great deal of interest in the influences of social and cultural environments on behavior.

Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9th ed.). New York, NY: Cengage Learning.

Miller, R. (2011). *Vygotsky in Perspective*. Cambridge, UK: Cambridge University Press. Retrieved from <https://search-ebscohost-com.libauth.purdueglobal.edu/login.aspx?direct=true&db=nlebk&AN=366221&site=eds-live>

Treatment Modalities & Clinical Information

ABC Model

A popular technique in ABA involves the ABC model. The goal of a functional assessment of a client's behavior is to understand the "ABC" sequence. This model of behavior suggests that behavior (B) is influenced by some particular events that precede it, called antecedents (A), and by certain events that follow it, called consequences (C). Antecedent events cue or elicit a certain behavior. For example, with a client who has trouble going to sleep, listening to a relaxation tape may serve as a cue for sleep induction. Turning off the lights and removing the television from the bedroom may elicit sleep behaviors as well. Consequences are events that maintain a behavior in some way, either by increasing or decreasing it. For example, a client may be more likely to return to counseling after the counselor offers verbal praise or encouragement for having come in or for having completed some homework. A client may be less likely to return if the counselor is consistently late to sessions. In doing a behavioral assessment interview, the therapist's task is to identify the particular antecedent and consequent events that influence, or are functionally related to, an individual's behavior (Cormier, Nurius, & Osborne, 2013).

Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9th ed.) New York, NY: Cengage Learning.

Cormier, S., Nurius, P. S., & Osborne, C. J. (2013).

Interviewing and change strategies for helpers. New York, NY: Cengage Learning.

Active Listening

Active listening is a technique in which the therapist listens to a client closely, asking questions as needed, in order to fully understand what the client is feeling and expressing. The therapist will repeat or clarify what has been said to ensure that he or she understands what the client has said. Active listening is typically associated with humanistic/client-centered therapy.

Active Listening. (2019). *APA dictionary of psychology*. Retrieved from <https://dictionary.apa.org/active-listening>.

Assessment

Psychologists routinely conduct assessments to understand behavior, make decisions about people, manage risk, and develop treatment plans. Human beings have made efforts toward these goals for centuries, across civilizations and cultures. Psychology is a relatively new profession, but from its

earliest days, assessment of people to make decisions about them was one of its functions. Psychological assessment is concerned with the clinician who takes a variety of test scores, generally obtained from multiple test methods, and considers the data in the context of history, referral information, and observed behavior to understand the person being evaluated, to answer the referral questions, and then to communicate findings to the patient, his or her significant others, and referral sources (Meyer et al., 2001, p. 143). Learning how to administer, score, and interpret test results is a challenge in itself, and a psychologist needs to know a great deal more to conduct a psychological assessment. It is not a simple task, which can include the following: Test and measurement theory The specifics of administering, scoring, and interpreting a variety of tests Theories of personality, development, and abnormal behavior Details related to the purpose and context of the evaluation, such as legal issues in a forensic evaluation or special education regulations in an assessment for a school How to conduct an interview and mental status examination What to look for when observing the client's behavior The legal and ethical regulations governing their work.

Goldfinger, K., & Pomerantz, A. M. (2014). *Psychological assessment and report writing*. Los Angeles, CA: SAGE.

Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., . . . Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, *56*(2), 128–165.

Cognitive Behavioral Therapy

Developed by Dr. Aaron T. Beck, cognitive therapy (CT), or cognitive behavior therapy (CBT), is a form of psychotherapy in which the therapist and the client work together as a team to identify and solve problems. Therapists use the cognitive model to help clients overcome their difficulties by changing their thinking, behavior, and emotional responses. Cognitive therapy has been found to be effective in more than 1,000 outcome studies for a myriad of psychiatric disorders, including depression, anxiety disorders, eating disorders, and substance abuse, among others, and it is currently being tested for personality disorders. It has also been demonstrated to be effective as an adjunctive treatment to medication for serious mental disorders such as bipolar disorder and schizophrenia. Cognitive therapy has been extended to and studied for adolescents and children, couples, and families. Its efficacy has also been established in the treatment of certain medical disorders, such as irritable bowel syndrome, chronic fatigue syndrome, hypertension, fibromyalgia, post-myocardial infarction depression, noncardiac chest pain, cancer, diabetes, migraine, and other chronic pain disorders.

Cognitive Behavior Therapy (CBT). (2019). APA dictionary of psychology. Retrieved from <https://dictionary.apa.org/cognitive-behavior-therapy>

Dialectical Behavioral Therapy

Dialectical Behavioral Therapy (DBT) is an offshoot of cognitive behavioral therapy. DBT was developed by Marsha Linehan to treat borderline personality disorder. Today, it is also used with other disorders, as well. DBT provides stage-based instruction in mindfulness (living in the present), healthy coping skills, emotion regulation, distress tolerance and communication/relationship skills. This treatment perspective combines principles of behavior therapy, cognitive behavior therapy, and

mindfulness. The goal of DBT is to assist people in accepting the reality of their lives, their situations and their own behaviors. At the same time, clinicians use DBT to help people make changes to dysfunctional reactions and behaviors.

Dialectical Behavior Therapy (DBT). (2019). APA dictionary of psychology. Retrieved from <https://dictionary.apa.org/dialectical-behavior-therapy>

DSM

The Diagnostic and Statistical Manual of Mental Disorders (DSM) is the standard classification of mental disorders used by mental health professionals in the United States. It is intended to be applicable in a wide array of contexts and used by clinicians and researchers of many different orientations (e.g., biological, psychodynamic, cognitive, behavioral, interpersonal, family/systems). The Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5) is the current edition and has been designed for use across clinical settings (inpatient, outpatient, partial hospital, consultation-liaison, clinic, private practice, and primary care), with community populations. It can be used by a wide range of health and mental health professionals, including psychiatrists and other physicians, psychologists, social workers, nurses, occupational and rehabilitation therapists, and counselors. It is also a necessary tool for collecting and communicating accurate public health statistics. The DSM consists of three major components: the diagnostic classification, the diagnostic criteria sets, and the descriptive text.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: American Psychiatric Publishing.

Ethics Code

The American Psychological Association (APA) is the large, national umbrella organization that many psychologists belong to. There are also state psychological associations in every state in the USA. The APA publishes the Ethical Principles of Psychologists and Code of Conduct (www.apa.org/ethics). The Ethical Code sets forth enforceable rules for the conduct of psychologists. The intent of the Ethics Code is to protect the patients, students, and others who interact with psychologists from any form of harm or exploitation. The Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. The Ethics Code applies to psychologists' activities conducted across a variety of contexts, such as in person, by telephone, over the internet, and via other electronic transmissions. 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 a defense against a charge of unethical conduct.

American Psychological Association. (2017). Ethical principles of psychologists and code of conduct (2002, Amended June 1, 2010 and January 1, 2017). Retrieved from <http://www.apa.org/ethics/code/index.aspx>

Marriage and Family Therapy (MFT)

MFT is a type of psychotherapy that focuses on breakdowns in marital or family relationships. The

therapist explores the ways in which behaviors of all family members impact the family unit as a whole, as well as looking at relational patterns between individuals. The goal is to improve communication, reduce conflict and increase healthy, supportive interactions. MFT can also be referred to as couple and family therapy, couples counseling, marriage counseling, or family counseling.

American Association for Marriage and Family Therapy (n.d.). What is Marriage and Family Therapy? Retrieved from https://www.aamft.org/About_AAMFT/About_Marriage_and_Family_Therapists.aspx.

Psychoanalysis

Psychoanalysis is an approach to the mind, personality, psychological disorders, and psychological treatment originally developed by Sigmund Freud at the beginning of the 20th century. The hallmark of psychoanalysis is the assumption that much mental activity is unconscious and that understanding people requires interpreting the unconscious meaning underlying their overt, or manifest, behavior. Psychoanalysis (often shortened to analysis) focuses primarily, then, on the influence of such unconscious forces as repressed impulses, internal conflicts, and childhood traumas on the mental life and adjustment of the individual. The foundations on which classic psychoanalysis rests are (a) the concept of infantile sexuality; (b) the Oedipus complex; (c) the theory of instincts or drives; (d) the pleasure principle and the reality principle; (e) the threefold structure of the psyche into id, ego, and superego; and (f) the central importance of anxiety and defense mechanisms in neurotic reactions. By contrast, contemporary psychoanalysis and other forms, such as object relations theory, self psychology, and relational psychoanalysis, share a belief in a dynamic unconscious but with minimal or no attention directed to drives or to structural theory. Psychoanalysis as a therapy seeks to bring about basic modifications in an individual's personality by investigating his or her transference with the analyst or therapist and thereby eliciting and interpreting the unconscious conflicts that have produced the individual's neurosis. The specific methods used to achieve this goal are free association, dream analysis, analysis of resistances and defenses, and working through the feelings revealed in the transference and countertransference process.

Psychoanalysis. (2019). APA dictionary of psychology. Retrieved from <https://dictionary.apa.org/psychoanalysis>

Rational Emotive Behavioral Therapy (REBT)

Rational emotive behavioral therapy or REBT is an action-oriented psychotherapy that teaches individuals to identify, challenge, and replace their self-defeating thoughts and beliefs with healthier thoughts that promote emotional well-being and goal achievement. It is a form of CBT. REBT was developed in 1955 by Dr. Albert Ellis. Dr. Ellis has been considered one of the most influential psychotherapists in history. In a survey conducted in 1982 among approximately 800 American clinical and counseling psychologists, Albert Ellis was considered even more influential in the field than Sigmund Freud. Prior to his death in 2007, Psychology Today described him as the "greatest living psychologist." According to REBT, it is largely our thinking about events that leads to emotional and behavioral upset. With an emphasis on the present, individuals are taught how to examine and challenge their unhelpful thinking that creates unhealthy emotions and self-defeating/self-sabotaging behaviors. REBT is a practical approach to assist individuals in coping with and overcoming adversity as well as achieving goals. REBT places a good deal of its focus on the present. REBT addresses

attitudes, unhealthy emotions (e.g., unhealthy anger, depression, anxiety, guilt) and maladaptive behaviors (e.g., procrastination, addictive behaviors, aggression, unhealthy eating, sleep disturbance) that can negatively impact life satisfaction. REBT practitioners work closely with individuals, seeking to help identify their individual set of beliefs (attitudes, expectations, and personal rules) that frequently lead to emotional distress. REBT then provides a variety of methods to help people reformulate their dysfunctional beliefs into more sensible, realistic, and helpful ones by employing the powerful REBT technique called “disputing.” Ultimately, REBT helps individuals to develop a philosophy and approach to living that can increase their effectiveness and satisfaction at work, in living successfully with others, in parenting and educational settings, in making our community and environment healthier, and in enhancing their own emotional health and personal welfare.

Rational emotive and cognitive behavior therapy (2019, March 21). The Albert Ellis Institute. Retrieved from <http://albertellis.org/rebt-cbt-therapy/>

Reality Therapy

Reality therapy is a client-centered form of cognitive behavioral psychotherapy. According to William Glasser’s reality therapy, since unsatisfactory or nonexistent connections with people we need are the source of almost all human problems, the goal of therapy is to help people reconnect. To create a connection between people, the reality therapy counselor, teacher, or manager will: Focus on the present and avoid discussing the past because all human problems are caused by unsatisfying present relationships. Avoid discussing symptoms and complaints as much as possible since these are the ways that counselees choose to deal with unsatisfying relationships. Understand the concept of total behavior, which means focus on what counselees can do directly — act and think. Avoid criticizing, blaming, and/or complaining and help counselees to do the same. Remain nonjudgmental and noncoercive, but encourage people to judge all they are doing. This approach is based on the idea that our most important need is to be loved, to feel that we belong, and that all other basic needs can be satisfied only by building strong connections with others. Reality therapy states that, although we do not have control of how we feel at times, we can control how we think and behave. The goal of reality therapy is to help people take control of improving their own lives by learning to make better choices.

Reality therapy. (2019). APA dictionary of psychology. Retrieved from <https://dictionary.apa.org/reality-therapy>

Positive Psychology

This psychological perspective was developed by Abraham Maslow and adapted by Martin Seligman. Historically, psychology had been focused on explaining the causes and symptoms of mental illnesses and emotional problems. In contrast, positive psychology emphasizes patterns of thinking, characteristics, behaviors, and situations that are healthy. The focus is on understanding what is working well, rather than what is not. Practitioners emphasize the benefits of exploring spirituality, optimism, resourcefulness, persistence, and self-determination. Positive psychologists help clients to explore and build their strengths, as opposed to trying to fix weaknesses. This perspective was developed to complement traditional forms of therapy, rather than to replace them.

Positive Psychology. (2019). APA dictionary of psychology. Retrieved from

<https://dictionary.apa.org/positive-psychology>.

School Psychology

School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. School psychologists are highly trained in both psychology and education, completing a minimum of a specialist-level degree program (at least 60 graduate semester hours) that includes a yearlong supervised internship. This training emphasizes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems. School psychologists must be certified and/or licensed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB). The National Association of School Psychologists (NASP) sets ethical and training standards for practice and service delivery.

National Association of School Psychologists. (2019, March 21). Who are school psychologists? Retrieved from <http://www.nasponline.org/about-school-psychology/who-are-school-psychologists>

Substance-Related and Addictive Disorders

In the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), the revised chapter of “Substance-Related and Addictive Disorders” includes substantive changes to the disorders grouped there plus changes to the criteria of certain conditions. Substance Use Disorder Substance use disorder in the DSM-5 combines the DSM-IV categories of substance abuse and substance dependence into a single disorder measured on a continuum from mild to severe. Each specific substance (other than caffeine, which cannot be diagnosed as a substance use disorder) is addressed as a separate use disorder (e.g., alcohol use disorder, stimulant use disorder), but nearly all substances are diagnosed based on the same overarching criteria. In this overarching disorder, the criteria have not only been combined, but strengthened. Whereas a diagnosis of substance abuse previously required only one symptom, mild substance use disorder in DSM-5 requires two to three symptoms from a list of 11. Drug craving will be added to the list, and problems with law enforcement will be eliminated because of cultural considerations that make the criteria difficult to apply internationally.

Addictive Disorders

The chapter also includes gambling disorder as the sole condition in a new category on behavioral addictions. The DSM-IV listed pathological gambling but in a different chapter. This new term and its location in the new manual reflect research findings that gambling disorder is similar to substance-related disorders in clinical expression, brain origin, comorbidity, physiology, and treatment.

American Psychiatric Association. (2013). Substance-related and addictive disorders. [Fact Sheet]. Retrieved from <https://www.psychiatry.org/psychiatrists/practice/dsm/educationalresources/dsm-5-fact-sheets>

Research Oriented Concepts

Experiment

A true experiment is a carefully designed and controlled study that attempts to isolate an exact cause-and-effect relationship through the following steps: Pose a question to be researched. Do background research. Construct a hypothesis (an educated guess to answer the research question). Test your hypothesis by doing an experiment. Analyze your data and draw a conclusion. Communicate your results. Every formal experiment has at least two variables. The independent variable is what the researcher arranges to allow a comparison of the participants' behavior under different conditions. The dependent variable is the measure of the specific behavior of interest that may (or may not) be related to the independent variable. In the simplest formal experiments, one group is placed in the condition that is hypothesized to influence the behavior of the participants and is called the experimental group. A second group receives none of the supposedly "active" condition of the independent variable and is called the control group. If the behavior of the participants in the experimental group differs from the behavior of the participants in the control group, the hypothesis that differences in the independent variable cause differences in the dependent variable is supported, but under only two circumstances: 1. Formal experiments are valid only when the participants are randomly assigned to the experimental or the control group. The experimenter must follow a random procedure, such as putting the names of all participants in a hat and drawing the names of the participants in the two groups without looking. 2. Formal experiments are valid only if all alternative explanations for the findings have been ruled out through strict experimental control.

Lahey, B. (2009). *Psychology: An introduction (10th ed.)*. New York, NY: McGraw Hill.

Case Study

A case study involves observation and data collection related to a single case. This often occurs over an extended period of time. This research method might include psychological testing, structured or unstructured interviews with the case study subject, and/or interviews with other involved individuals (e.g., family members, teachers, doctors, etc.). There is an opportunity to collect a great deal of information about an individual or small group. Since there is typically only one case involved, it is difficult to generalize information from the study to others in a population. Typically, case studies are conducted on people who have a unique situation, such as a rare disorder or unusual behaviors.

Lahey, B. (2009). *Psychology: An introduction (10th ed.)*. New York, NY: McGraw Hill.

Correlational Studies

A correlation is a relationship. The purpose of a correlational study is to determine if a link exists between two or more variables. For example, we might look for a correlation between social media use and anxiety. Perhaps high levels of anxiety result in increased social media use. On the other hand, maybe the social media use is what is causing the anxiety. It is also possible that another variable (such as lack of social support) could be causing both. With correlational research, there can be no assumptions of cause and effect. This form of research can be conducted relatively quickly and yields a good jumping off point for further research.

Lahey, B. (2009). *Psychology: An introduction (10th ed.)*. New York, NY: McGraw Hill.

Naturalistic Observation

Naturalistic observation is the study of behavior in a natural setting, without any attempt to intervene. The situation is not controlled or influenced by the researcher. This type of research observation of behavior exactly as it happens in the real world. Given this, those being observed are more likely to act naturally (i.e., their behavior is not modified by being in a laboratory or knowing someone is watching). Ethical considerations prevent the manipulation of some situations or variables, such as a researcher creating a traumatic event, but it may be ethical to observe the impact of one such naturally occurring event.

Lahey, B. (2009). *Psychology: An introduction (10th ed.)*. New York, NY: McGraw Hill.

Survey

Surveys are questionnaires used to gather information. These can be designed to provide insight into behavior or beliefs and attitudes. Some surveys are assessments that yield a diagnosis. Using this method, it is possible to gather large amounts of information in a relatively short time. Survey data is subject to bias or skewing, since participants are not always honest and forthcoming with information.

Lahey, B. (2009). *Psychology: An introduction (10th ed.)*. New York, NY: McGraw Hill.