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A widening interest in modeling and vicarious processes of learning has been apparent in recent years. Psychological Modeling highlights the most important work done in the subject and offers an extensive review of the major theories of learning by modeling. In his introductory essay, the editor identifies the most important controversial issues in the field of observational learning and reviews a large body of research findings.

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Psychological Modeling: Conflicting Theories - 1st Edition ...

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Psychological Modeling: Conflicting Theories, 1971 ...

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psychological modeling conflicting theories

Realistic conflict theory (initialized RCT), also known as realistic group conflict theory (initialized RGCT), is a social psychological model of intergroup conflict. The theory explains how intergroup hostility can arise as a result of conflicting goals and competition over limited resources, and it also offers an explanation for the feelings of prejudice and discrimination toward the ...

Realistic conflict theory - Wikipedia

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Humanistic Theories . Humanistic psychology theories began to grow in popularity during the 1950s. ?? While earlier theories often focused on abnormal behavior and psychological problems, humanist theories instead emphasized the basic goodness of human beings. Some of the major humanist theorists included Carl Rogers and Abraham Maslow.

Types of Psychological Theories - Verywell Mind

A widening interest in modeling and vicarious processes of learning has been apparent in recent years. Psychological Modeling highlights the most important work done in the subject and offers an extensive review of the major theories of learning by modeling. In his introductory essay, the editor identifies the most important controversial issues in the field of observational learning and reviews a large body of research findings.

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Psychological Modeling: Conflicting Theories by Albert ...

The Conflict Model draws from meta theories including Interpersonal Neurobiology (IPNB) and the Dynamic Maturational Model of Attachment and Adaptation (DMM). In many ways, the Conflict Model is the DMM-light, or a practical version of the DMM for professionals working with people who are involved in conflict, including lawyers and therapists.

The Conflict Model - Conflict Science Institute

Bandura, A. (1971) Psychological Modeling: Conflicting Theories. Aldine-Atherton, Chicago. has been cited by the following article: TITLE: The Relationship between Self-Esteem, Sense of Mastery and Humor as Personal Resources and Crisis-Coping Strategies in Three Generations. AUTHORS: Pnina Ron, Michal Rovner

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modeling conflicting theories by albert bandura editor starting at 808 psychological modeling conflicting theories has 3 available editions to buy at half price books marketplace humanistic theories humanistic psychology theories began to grow in popularity during the 1950s while earlier theories often focused on abnormal behavior and psychological problems humanist theories instead

The Classic Edition of this key text highlights seminal work done in the subject of learning by modeling and offers an extensive review of the major theories, edited by one of the most influential psychologists of his generation. In his introductory essay, Bandura identifies the most important controversial issues in the field of observational learning and reviews a large body of research findings, before carefully chosen articles, written by a team of expert contributors, tackle a range of key debates in the field. Topics explored include the role of reinforcement play in observational learning, the scope of modeling influences, the types of people most susceptible to modeling influences, and the relative effectiveness of models presented in live action, in pictorial presentations, or through verbal description. Written in a lively and engaging manner, this book will be of interest to all psychology students interested in psychological modeling, as well as educators and professionals working with children.

The phenomenon of learning has always been of fundamental interest to psychologists. Although much of the research in this area approaches the process of learning as a consequence of direct experience, this volume is principally concerned with learning by example. A widening interest in modeling and vicarious processes of learning has been apparent in recent years. Psychological Modeling highlights the most important work done in the subject and offers an extensive review of the major theories of learning by modeling. In his introductory essay, the editor identifies the most important controversial issues in the field of observational learning and reviews a large body of research findings. Among the questions debated in this volume are: How do observers form an internal model of the outside world to guide their actions? What role does reinforcement play in observational learning? What is the relative effectiveness of models presented in live action, in pictorial presentations, or through verbal description? What is the scope of modeling influences? What factors determine whether people will learn what they have observed? What types of people are most susceptible to modeling influences, and what types of models are most influential in modifying the behavior of others? This volume deals with an important problem area in a lively fashion. Its special organization makes it a stimulating adjunct to all courses in psychology - undergraduate and graduate - in which psychological modeling is discussed. It also provides a readable introduction for educators and other professionals seeking reliable information on the state of knowledge in this area.

In attempting to understand and explain various behaviour, events, and phenomena in their field, psychologists have developed and enunciated an enormous number of 'best guesses' or theories concerning the phenomenon in question. Such theories involve speculations and statements that range on a potency continuum from 'strong' to 'weak'. The term theory, itself, has been conceived of in various ways in the psychological literature. In the present dictionary, the strategy of lumping together all the various traditional descriptive labels regarding psychologists 'best guesses' under the single descriptive term theory has been adopted. The descriptive labels of principle, law, theory, model, paradigm, effect, hypothesis and doctrine are attached to many of the entries, and all such descriptive labels are subsumed under the umbrella term theory. The title of this dictionary emphasizes the term theory (implying both strong and weak best guesses) and is a way of indication, overall, the contents of this comprehensive dictionary in a parsimonious and felicitous fashion. The dictionary will contain approximately 2,000 terms covering the origination, development, and evolution of various psychological concepts, as well as the historical definition, analysis, and criticisms of psychological concepts. Terms and definitions are in English. *Contains over 2,000 terms covering the origination, development and evolution of various psychological concepts *Covers a wide span of theories, from auditory, cognitive tactile and visual to humor and imagery *An essential resource for psychologists needing a single-source quick reference

This fully updated second edition is written specifically for health science and nursing students in Australia and New Zealand. Authored by the highly regarded Patricia Barkway, with a diverse range of expert contributors, this Elsevier e-book interprets psychology for nurses, as well as for students of paramedicine, occupational therapy, physiotherapy, public health, pharmacy, psychology, social work and midwifery. Psychology for Health Professionals 2e e-book examines essential psychological theories, placing them within a social context. Acknowledging increasing awareness that behaviour is influenced as much by external factors as biological and psychological ones, the book's first half outlines psychological, lifespan and social theories, then applies them to contemporary health issues in later chapters. A key focus of this leading psychology e-book is examining individual personality and psychological theory within the social context of people's lives. New content includes current, evidence-based research, references and clinical examples relevant to interdisciplinary, contemporary healthcare practice. Issues of cultural safety and awareness have been strengthened throughout; there is a new section on chronic illness and a focus on recovery. This introductory psychology e-book does not assume its readers will have prior 'psychology' knowledge, yet it can easily be used well beyond first-year university. Critical thinking questions Classroom activities Research focus boxes providing examples of current research and evidence-based practice Interdisciplinary case studies throughout Further resources and web links to provide further reading and research and up-to-date information, data and statistics

LEARNING AND BEHAVIOR, Seventh Edition, is stimulating and filled with high-interest queries and examples. Based on the theme that learning is a biological mechanism that aids survival, this book embraces a scientific approach to behavior but is written in clear, engaging, and easy-to-understand language. Available with InfoTrac Student Collections http://goengage.com/infotrac. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines. In addition, this comprehensive resource features school psychology, neuropsychology, reviews of new tests and curricula that have been developed since publication of the second edition in 1999, and new biographies of important figures in special education. Unique in focus, the Encyclopedia of Special Education, Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field.

Child Development: Thinking About Theories is one of the few texts to critically examine both modern and postmodern cotributions to theoretical development in child and adolescent psychology. The text has been written specifically taking into account the findings from a focus group of Honours psychology students to include pedagogical features such as an overview of theories linking the various schools of thought, ideas for further study and links to selected websites; as well as the latest developments in theoretical thinking including evolutionary theory, feminism and indigenous theory, and.

Providing a comprehensive exploration of the major developments of social psychological theories that have taken place over the past half century, this innovative two-volume handbook is a state of the art overview of the primary theories and models that have been developed in this vast and fascinating field. Authored by leading international experts, each chapter represents a personal and historical narrative of the theory's development including the inspirations, critical junctures, and problem-solving efforts that effected theoretical choices and determined the theory's impact and its evolution. Unique to this handbook, these narratives provide a rich background for understanding how theories are created, nurtured, and shaped over time, and examining their unique contribution to the field as a whole. To examine its societal impact, each theory is evaluated in terms of its applicability to better understanding and solving critical social issues and problems.

Originally published in 1977, these examples of research and scholarly argument were collected in honor of Professor Sidney W. Bijou. In the language of academics, they constitute a Festschrift: a festival of scholarly writing, performed to celebrate the career of a person who produced, and stimulated others to produce, exactly such contributions throughout a long, valuable, and productive professional history. Since 1955, Dr Bijou had worked almost exclusively within the approach variously labelled as the functional analysis of behavior, the experimental analysis of behavior, operant conditioning, or Skinnerian psychology. From his point of view, it seems clear, the first of these labels was the correct one. It was the principle of objective, direct, observable analysis that attracted him.

