

INFORMATION AGE PUBLISHING

# PSYCHOLOGY 2017

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# RECENT TITLES

## ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT



### Cultural Psychology of Musical Experience

Sven Hroar Klempe, Norwegian University of Science and Technology

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2016. Paperback 9781681234847 \$45.99. Hardcover 9781681234854 \$85.99. eBook 9781681234861 \$65.

This book forms a basis and a starting point for a closer dialogue between musicologists, anthropologists and psychologists to achieve a better understanding of the cultural psychology of musical experience. This is done by arranging a meeting point or an arena in which different aspects of psychology and musicology touch and encounters each other due to how the two fields might be defined today. In line with this the book consists of a group of scholars that have their feet solidly grounded in psychology, social science or musicology, but at the same time have a certain interest in uniting them. On this basis it is divided into five parts, which investigates musical sensations, musical experiences, musical transformations, musical fundamentals and the notion of a cultural psychology of music. Thus another aim of this book is to prepare the basis for a further growth of a cultural psychology that is able to include the experiences of music as a basis for understanding the ordinary human life. Thus this book should be of interest for those who want to investigate the mysterious intersection between music and psychology.

#### ENDORSEMENTS

*"Near a century ago, Alfred North Whitehead, a philosopher sensitive to the natural vitality of human intelligence, warned against the restriction of awareness by 'products of logical discernment'. This book makes a bold and much needed effort to recover an appreciation of the creative agency in music of all kinds, which supports mastery of all domains of cultural intelligence, including language, and 'artificial intelligence'. We need to replace a rational psychology of musical form with appreciation of impulses of 'musicality' in the life of every human society. From birth, and before, a human mind is eager to share the rhythms and tones of awareness-with-feeling in body movement, elaborated in song, instrumental performance or dance. The scholastic disciplines of psychology, anthropology, musicology and ethnomusicology, separated by artificial conventions, need to recover this common ground by 'a project that aims at assembling disciplines that have been separated and developed individually for almost hundred years ... to achieve a better understanding of the cultural psychology of musical experience.' This collection of papers boldly meets this challenge, with skillful respect for the complicated history of our understanding."*

Colwyn Trevarthen

Professor (Emeritus) of Child Psychology and Psychobiology,

School of Philosophy, Psychology and Language Sciences, The University of Edinburgh

*"This book is an important marker in the next wave of interdisciplinary socio-musical study. Culture, individual experience, and social forces converge here and are addressed, and sometimes redressed, through musical means. Bravo!"*

Tia DeNora

Professor, Sociology, Philosophy & Anthropology (SPA)

Exeter University EX4 4RJ, UK

*"Klempe has crafted a fascinating collection of discussions that is accessible and inspiring. Both students and experts will find this book invaluable."*

Fathali Moghaddam,

Professor of Psychology Director of the Interdisciplinary Program in Cognitive Science,

Georgetown University



### Making of The Future

#### The Trajectory Equifinality Approach in Cultural Psychology

Tatsuya Sato, Ritsumeikan University; Naohisa Mori, Sapporo Gakuin University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2016. Paperback 9781681235462 \$45.99. Hardcover 9781681235479 \$85.99. eBook 9781681235486 \$65.

Making of the Future is the first English-language coverage of the new methodological perspective in cultural psychology—TEA (Trajectory Equifinality Approach) that was established in 2004 as a collaboration of Japanese and American cultural psychologists. In the decade that follows it

has become a guiding approach for cultural psychology all over the World. Its central feature is the reliance on irreversible time as the basis for understanding of cultural phenomena and the consideration of real and imaginary options in human life course as relevant for the construction of personal futures.

The book is expected to be of interest in researchers and practitioners in education, developmental and social psychology, developmental sociology and history. It has extensions for research methodology in the focus on different sampling strategies.



## Healthcare and Culture Subjectivity in Medical Contexts

Maria Francesca Freda, University of Naples Federico II; Raffaele De Luca Picione, University of Naples Federico II

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*  
2017. Paperback 9781681236445 \$45.99. Hardcover 9781681236452 \$85.99. eBook 9781681236469 \$65.

The book deals with current issues, pertinent every healthcare relationship. Changes in medicine as well as some constant aspects over time arise within a cultural ground and generate new questions and issues that are not only purely medical, but also bioethical, social, political, economic and psychological of course.

On the one hand, changes in medicine generate new questions for society, on the other hand, the society poses new questions to the medicine, new challenges, and in some cases they can conflict with consolidated models and practices. Never the progress of Western medicine and its therapeutic practices have been as significant as in the last decades but the increase of specific competence and effectiveness of medical treatments are not linearly translated into an increase of consensus, dialogue and alliance between medicine and society. How does psychology take on a position of interlocutor towards medicine and its transformations? How does Cultural Psychology, Health Psychology, Clinical Psychology confront themselves with the processes of meaning making generated by medicine?

The interest of the book is aimed to grasp the construction of processes of cultural, relational and subjective meaning in the dialogical encounter between medicine and society, between doctor and patient. The book intends to focus in particular on two specific plans: on the one hand, to present a reflection and analysis on contemporary medicine and its on-going transformations of the healthcare relationship; on the other hand, to present and discuss experiences of intervention and possible models of intervention addressed to healthcare and doctor-patient relationships during its crucial steps (consultation, formulation and communication of diagnosis, therapy, conclusion). The book's purposes are aimed to discuss crucial and current issues on the borders between medicine and psychology: consensus and sharing, decision-making and autonomy, subjectivity and narration, emotions and affectivity, medical semeiotics and cultural semiotics, training of physicians, and epistemological, theoretical and methodological issues.



## Internationalizing the Teaching of Psychology

Grant J. Rich, Consulting Psychologist, Juneau, Alaska; Uwe Gielen, St. Francis College; Harold Takooshian, Fordham University

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*  
2017. Paperback 9781641130059 \$45.99. Hardcover 9781641130066 \$85.99. eBook 9781641130073 \$65.

"How can psychology professors in the USA and other nations make their courses more international?" This question is addressed in this indispensable new sourcebook, co-authored by 73 contributors and editors from 21 countries.

In recent decades psychology has evolved from an American-dominated discipline to a much more global discipline. Preliminary estimates by Zoma and Gielen (2015) suggest that approximately 76%-78% of the world's one million or so psychologists reside outside the U.S. However, most textbooks in the field continue to rely predominantly on research conducted in North America and Europe. Our book is intended to introduce psychology instructors to a variety of broad perspectives as well as specific suggestions that can support their efforts to internationalize their course offerings at both the undergraduate and graduate levels. In this way they can prepare their students to become more culturally sensitive and function more effectively as citizens and psychologists in the evolving globalized world. To achieve these ambitious goals the editors have assembled an international group of 73 distinguished contributors who, taken together, have taught and conducted research in all regions of the world.

The chapters in the book include both core areas of psychology and subdisciplines that represent rapidly expanding and internationally important areas such as cross-cultural psychology and the psychology of gender. The chapters cover key topics and areas included in the course offerings of psychology departments both in the United States and in other countries. In addition to a discussion of international perspectives relevant to a given area, all chapters include an annotated bibliography of pertinent books, articles, web-related materials, films, videos, and so on. Based on this information, both highly experienced and less experienced psychology instructors can add globally and culturally oriented dimensions to their respective courses. This is important because universities, departments, and accrediting agencies increasingly put pressure on instructors to broaden and internationalize their courses.

*"As a long-time international psychologist myself, I see this bold new volume as a great leap forward for international psychology. The 73 distinguished contributors and editors from 21 countries have carefully crafted a handbook that will be the go-to resource on the topic for years to come. For psychology to continue to be relevant in the 21st century it must become more international; I am grateful this book will help us accomplish this challenging but rewarding goal."* ~ Philip G. Zimbardo, Ph.D Past-President American Psychological Association

*"What could be more important than understanding human behavior and the thoughts and emotions that underlie it? By teaching psychology to the world, we offer the possibility of using our discipline to create a better future for all of us. The chapters in this excellent book help teachers of psychology move from an ethnocentric perspective to a global way of thinking about and telling about a truly international psychology."* ~ Diane F. Halpern, Ph.D Past-President of the American Psychological Association and Professor of Psychology

*"This is a brilliant, unprecedented collection of international scholarship that every psychology professor and student should read. The 21st century in the teaching of psychology has truly arrived with this book, creating a thoroughly needed international focus for our pedagogy."* ~ Frank Farley, Ph.D, L. H. Carnell Professor, Temple University; Former President, American Psychological Association (APA), International Council of Psychologists, American Educational Research Association (AERA), and the Society for International Psychology (Division 52 of APA)

*"Internationalizing Teaching of Psychology contains chapters authored by eminent psychologists of diverse cultural background, inclusive of different cultural perspectives on range of topics of contemporary importance. Thus, the volume integrates research emanating from varied cultural contexts facilitating development of a truly universal psychological science. The volume is a major resource for teaching courses on Cultural/Cross-cultural /Global psychology and in enhancing internationalization of psychology."* ~ Prof. Janak Pandey, University of Allahabad, India, Editor, Psychology in India: The State-of-the-Art

*"All involved in the training of psychologists will want to recommend this book, which thoroughly presents an international perspective on the teaching of psychology. Rich, Gielen and Takooshian consider the basic nature of psychology, at the same time emphasizing cultural differences and relating it all to real life. As expert, cross-cultural researchers, the contributors provide a much needed resource and up-to-date reference for psychologists and students, as well as for any scholar interested in our discipline around the globe."* ~ Laura Hernández-Guzmán, Ph. D. Professor of Psychology, Universidad Nacional Autónoma de México, Past-President of the Mexican Psychological Society

*"Since the mid-twentieth century the world has become an increasingly smaller place, at least in the figurative sense. And yet, Western psychology has been slow to grasp the culturally limited scope of much of our science. Although the movement toward a more culturally inclusive psychology had its roots at least as early as the 1960s, more recent meta-analyses have shown that a large percentage of the psychological literature has represented a small percentage of the world's population. In Internationalizing the Teaching of Psychology, Grant Rich, Uwe Gielen, and Harold Takooshian are making a noteworthy effort to inform and support teachers who would move the field toward a psychology of all people. From advice about getting involved in international psychology, to stand-alone international psychology courses, to the problems of culture-bound specialized courses, these well-traveled and experienced editors have assembled a resource that psychology teachers will find both interesting and valuable."* ~ Kenneth D. Keith, President, Society for the Teaching of Psychology, University of San Diego

*"This volume is a positive contribution to the internationalization of the psychology curriculum. Given the very large numbers of psychology undergraduate and graduate students across the world, such internationalization has significant potential to provide learners with opportunities to better understand the similarities and differences in the behavior of humans in different local, national and international contexts. Such understanding can lead to a greater appreciation of, and perhaps respect for and celebration of, these similarities and differences, thus potentially leading to actions that reduce global human suffering. This volume should become an indispensable tool for psychology educators interested in such outcomes."* ~ Jacquelyn Cranney, Psychology, UNSW Sydney, Australia

*"This book is a necessity, given the increasing mobility of psychologists, use of technology in psychology practice, and need to regulate the psychology profession globally. The content in this book will go a long way to improve psychological literacy in our East and Central Africa region. I chaired the first ever East and Central African Regional Psychology Conference in Uganda in 2013 and am on the Board of Directors of the International Association of Applied Psychologists (IAAP), so am keenly aware that the internationalization of scientific psychology knowledge and skills is an imperative."* ~ James Kagaari, Ph.D, President, Uganda Council of Psychologists

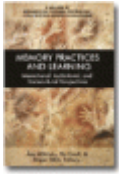
*"Teaching psychology in your own country—especially when it is a country as vast and diverse as the United States, where fewer than half its citizens hold a passport—makes it all too easy to give courses in which students come away with the impression that what psychological scientists have learned about behavior and mental processes at home applies equally in the rest of the world. That is not always the case, of course, and the chapters in this valuable volume serve not only to remind us of that fact, but to stimulate us to consider adjusting the content of our courses to make them, as they should be, more international in scope."* ~ Douglas Bernstein, Courtesy Professor of Psychology, University of South Florida USA

*"Bravo to this all-star cast of international contributors for showing us how to help students appreciate both our cultural diversity and our human kinship—and for providing us with accessible articles, books, media, and online materials for teaching every area of psychology from a more international perspective."* ~ David G. Myers, Hope College, co-author, Psychology 12th Edition and Social Psychology, 12th Edition

*"Imagine that you convened an invitation-only panel of 73 experts from around the world and asked that they guide the profession in internationalizing the teaching of psychology. This book would be the impressive result! Here's the definitive, how-to guide on adding global and cross-cultural perspectives to courses throughout the psychology curricula."* ~ John C. Norcross, Ph.D, ABPP, Distinguished Professor of Psychology at University of Scranton, Adjunct Professor of Psychiatry at SUNY Upstate Medical University

*"In today's increasingly interconnected world, the ever-emerging importance and impact of integrating psychology into education is powerfully presented in this book. The editors – themselves outstanding experts in the field – have assembled an exceptionally impressive collection of 28*

chapters by 73 expert contributors covering varied aspects of teaching psychology from an international and multicultural perspective. Educators, students, psychologists, as well as stakeholders in related disciplines will find the theories and practical guides as essential and useful resources." ~ Judy Kuriansky, PhD, United Nations NGO representative, the International Association of Applied Psychology; Department of Psychology, Columbia University Teachers College



## Memory Practices and Learning Interactional, Institutional and Sociocultural Perspectives

Åsa Mäkitalo, University of Gothenburg; Per Linell, University of Linköping, Sweden; Roger Säljö, University of Gothenburg

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2017. Paperback 9781681236193 \$45.99. Hardcover 9781681236209 \$85.99. eBook 9781681236216 \$65.

Memory and learning are seen as mental phenomena and generally studied as brain processes, for example, within various branches of psychology and neuroscience. This book represents a rather different tack, based on sociocultural theory, cultural psychology and dialogism. Authors from many different disciplines and countries study memory and learning as practices adopted by people in different interactional and institutional contexts. Studies range from detailed analyses of situated activities to broad sociohistorical studies of cultural phenomena and collective memories such as national narratives and physical symbols for commemorating events and traditions. By focusing on how people engage in remembering and learning, this book provides a necessary complement to currently popular neuroscientific approaches.



## The Subjectified and Subjectifying Mind

Min Han; Carla Cunha

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2017. Paperback 9781681236223 \$45.99. Hardcover 9781681236230 \$85.99. eBook 9781681236247 \$65.

Putting subjectivity back in psychology and in social sciences is the aim of this volume. Subjectivity is a core psychological dimension but frequently forgotten. Without a full understanding of the uniqueness of each human life our understanding of psychological life fails to reach its aim. This book explores precisely the field of subjectivity, offering the reader different and innovative views on this challenging theme. This book is an asset for all those interested in understanding how the mind operates as a subjectifying process and how this subjectifying mind is simultaneously the product and the content of feeling an unique and unrepeatable subjective life.

By bringing together renowned and emergent experts in the field, it provides a fresh new look on the human mind. The reader will find thought-provoking and challenging contributions of 26 different scholars, from 10 countries. It covers a wide range of perspectives and approaches, such as dialogical perspectives, cultural psychology approaches, developmental psychology, feminist perspectives, semiotics, and anthropology.

This volume will be very much recommended for all sorts of scholars and students in social and human sciences interested in the human mind and in subjectivity. It will be adequate for different levels of teaching, from undergraduate to master courses. It also meant to be understood for all readers interested in the topic.

## AFRICAN AMERICAN MALE SERIES: GUIDING THE NEXT GENERATION THROUGH MENTORING, TEACHING AND COUNSELING



### Counseling African American Males Effective Therapeutic Interventions and Approaches

Dr. William Ross, Prairie View A&M University

A volume in the series *African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling* 2016. Paperback 9781681235493 \$45.99. Hardcover 9781681235509 \$85.99. eBook 9781681235516 \$65.

There is no one method for doing culturally alert counseling. Instead, culturally alert counseling consists of intentionally adapting existing ways to help clients (1) understand their socially constructed worldviews through culture, (2) appreciate their various cultures, (3) to make choices about adherence to cultural norms, and (4) to recognize and respond to external bias relating to their cultural group membership.

## CURRENT PERSPECTIVES IN HOLISTIC EDUCATION



### Holistic Education and Embodied Learning

John P. Miller, University of Toronto; Kelli Nigh, The Living Institute

A volume in the series *Current Perspectives in Holistic Education* 2017. Paperback 9781681238401 \$45.99. Hardcover 9781681238418 \$85.99. eBook 9781681238425 \$65.

Learning often begins with an experience in the body. Our body can tighten or feel expansive depending on different learning contexts. This experience of learning in the body is crucial to holistic education. This book explores embodied learning from several perspectives.

This first section explores how psychology can inform us about embodied learning; for example, the work of Carl Jung and Wilhelm Reich devoted much of their thinking to how energy manifests itself in the body. Meditation and movement are also examined as ways of embodied learning; for example, Dalcroze, a form of movement education, is presented within the context of whole person education. The book also presents schools where embodied learning is nurtured. Waldorf education is discussed as well as a public school in Toronto where the body is central to holistic education. The book also presents visions of embodied learning. John Miller presents a holistic vision of teacher education and Tobin Hart, who has written extensively in this field, writes about the embodied mind.

Embodied learning is an emerging area of inquiry in holistic education and this book presents a variety of perspectives and practices that should be helpful to both scholars and practitioners.

## INTERNATIONAL ADVANCES IN SELF RESEARCH



### SELF - Driving Positive Psychology and Wellbeing

Frédéric Guay, Université Laval Québec; Herbert Marsh, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, Australian Catholic University

A volume in the series *International Advances in Self Research* 2017. Paperback 9781641130028 \$45.99. Hardcover 9781641130035 \$85.99. eBook 9781641130042 \$65.

Research on the Self relates to various phenomena including self-esteem, self-concept, self-verification, self-awareness, identity, self-efficacy, passion, self-determination, goals etc. that are predictive of optimal functioning and well-being. Such a research endeavor is consistent with the

positive psychology movement focusing on the scientific study of what makes people psychologically healthy, happy, and satisfied in their lives, as well as on their strengths and virtues. The positive psychology movement cultivates a sensible approach to optimal human functioning and well-being in various life contexts. Chapters in this volume will illustrate some of the best of the research on the interplay between the self and positive psychology, to show the potential of this research for transforming our societies.

SELF – Driving Positive Psychology and Well-being thus provides a unique insight into self and its fundamental role for well-being. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence of various phenomenon important for well-being. The scope of the volume is thus very broad, and provides a framework for the development of the chapter as authors see most appropriate.

## ISSUES IN THE RESEARCH, THEORY, POLICY, AND PRACTICE OF URBAN EDUCATION



### Teach & Thrive Wisdom from an Urban Teacher's Career Narrative

Kristina Valtierra, Colorado College

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*  
2016. Paperback 9781681235813 \$45.99. Hardcover 9781681235820 \$85.99. eBook 9781681235837 \$65.

Teacher burn out contributes to the epidemic of early career exit. At least half of all new K-12 teachers leave the profession by the time they reach their fifth year of teaching. Conversely, there are urban teachers who survive burn out and thrive as career- long educators. This book results from an in-depth qualitative study that explored one 40-year veteran teacher's career narrative, analyzing how she not only survived the burn out epidemic, but also thrived as a highly effective career-long urban teacher.

Part 1 of this book uses a critical socio-political lens is used to guide readers through the complexities of career thrival. Framed within the story of one new urban teacher's typical morning, the book begins with an overview of the socio-political forces that lead to urban teacher burn out. In spite of the obstacles, the more hopeful idea of urban teacher thrival is uncovered through narrative methodology. Part 2 is dedicated to the dynamic narrative of a veteran urban teacher career journey. This inspiring story is related to frameworks established in Part 1, as well as painting a picture of how public education has evolved over the last 40 years, and it's impact on the lives of teachers.

Part 3 takes a deeper dive into three salient themes that permeated throughout the participant's story. First hope springs eternal is the idea that sustaining hope supported the teacher's career thrival. Next, the extended education family is the notion that familial-like relationships at school nourished her longevity. The third theme, creative autonomy, reveals that by being empowered with opportunities for curriculum development and instructional decision-making the teacher maintained her passion. This book concludes with recommendations for teachers, educational leaders and teacher educators to develop and maintain thriving teachers.

## LANDSCAPES OF EDUCATION



### From Socrates to Summerhill and Beyond Towards a Philosophy of Education for Personal Responsibility

Ronald Swartz, Oakland University, Professor Emeritus

A volume in the series *Landscapes of Education*  
2016. Paperback 9781681235523 \$45.99. Hardcover 9781681235530 \$85.99. eBook 9781681235547 \$65.

In *From Socrates to Summerhill and Beyond: Towards a Philosophy of Education for Personal Responsibility*, Ronald Swartz offers an evolving development of fallible, liberal democratic, self-governing educational philosophies. He suggests that educators can benefit from having dialogues about questions such as these: 1.) Are there some authorities that can be consistently relied upon to tell school members what they should do and learn while they are in school? 2.) How should the imagination of social theorists be both used and checked in the development and implementation of innovative educational reforms? 3.) How can teachers in personal responsibility schools help their students learn? These questions are representative of problems that Swartz raises in his book.

Swartz identifies four educational programs as personal responsibility schools. These are Little Commonwealth (Homer Lane); Summerhill (A.S.Neill); Orphans Home (Janusz Korczak) and Sudbury Valley School (Daniel Greenberg). Swartz then suggests that these learning environments



create social institutions that are liberal, democratic, and self-governing and therefore endorse the policy of personal responsibility. This policy states: All school members, students included, are fallible authorities who should be personally responsible for determining their own school activities and many policies that govern a school. Schools which incorporate this policy can interchangeably be referred to as personal responsibility, self-governing, or Summerhill style schools.

In providing an historical and philosophical understanding of Summerhill style schools, Swartz suggests that these educational alternatives have intellectual roots in the ideas associated with Socrates as portrayed in Plato's *Apology*. Specifically, in personal responsibility schools teachers are not viewed as authorities who attempt to transmit wisdom to their students. Rather, self-governing schools follow the Socratic tradition which claims that teachers can be viewed as fallible authorities who attempt to engage students in dialogues about questions of interest to students. The interpretation of Plato's works used by Swartz can be found in Karl Popper's *The Open Society and Its Enemies*. Swartz has also been significantly influenced by the educational writings of Bertrand Russell and Paul Goodman. Goodman's *Compulsory Miseducation* makes it clear that schools which follow in the tradition of Summerhill compete with the educational programs that are an outgrowth of John Dewey's writings.

In summary, Swartz's book aims to engage educators in dialogues that will lead to improved educational theories and practices.

## NIELS BOHR PROFESSORSHIP LECTURES IN CULTURAL PSYCHOLOGY



### The Psychology of Imagination History, Theory and New Research Horizons

Brady Wagoner, Aalborg University; Ignacio Bresco de Luna, Aalborg University; Sarah H. Awad, Aalborg University

A volume in the series *Niels Bohr Professorship Lectures in Cultural Psychology*

2017. Paperback 9781681237091 \$45.99. Hardcover 9781681237107 \$85.99. eBook 9781681237114 \$65.

This book offers a new approach to imagination which brings its emotional, social, cultural, contextual and existential characteristics to the fore. Fantasy and imagination are understood as the human capacity to distance oneself from the here-and-now situation in order to return to it with new possibilities. To do this we use social-cultural means (e.g. language, stories, art, images, etc.) to conceive of imaginary scenarios, some of which may become real.

Imagination is involved in every situation of our lives, though to different degrees. Sometimes this process can lead to concrete products (e.g., artistic works) that can be picked up and used by others for the purposes of their imagining. Imagination is not seen here as an isolated cognitive faculty but as the means by which people anticipate and constructively move towards an indeterminate future. It is in this process of living forward with the help of imagination that novelty appears and social change becomes possible.

This book offers a conceptual history of imagination, an array of theoretical approaches, imagination's use in psychologist's thinking and a number of new research areas. Its aim is to offer a re-enchantment of the concept of imagination and the discipline of psychology more generally.

## STRESS AND QUALITY OF WORKING LIFE



### Stress and Quality of Working Life Conceptualizing and Assessing Stress

Ana Maria Rossi, International Stress Management Association; James A. Meurs, University of Calgary; Pamela L. Perrewé, Florida State University

A volume in the series *Stress and Quality of Working Life*

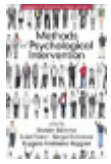
2017. Paperback 9781681239231 \$45.99. Hardcover 9781681239248 \$85.99. eBook 9781681239255 \$65.

Work-related stress is costly not only to employees, but also to organizations and society. For example, it is estimated that work-related stress, depression, and anxiety costs British employers £1,035 per employee and that workplace stress costs the US economy up to \$300 billion annually. However, elevated levels of stress often cannot be changed, and, if demands were not placed on employees, employee learning, organizational innovation, and societal economic growth would be hindered. Consequently, it is vital that occupational health practitioners, employees, employers and researchers strive to better understand and manage workplace stress, such that employee health and well-being can be improved.

This book can assist organizations and individuals as they encounter workplace stress. This edition highlights research done by 25 authors across 12

chapters that challenges how work stress is viewed and assessed. Additionally, a number of social and psychological influences on the stress experience are examined. Our beliefs and expectations of stress and its results, whether helpful or hurtful, can have a profound influence on our stress experiences. Also, the way that we approach our work (e.g., job crafting) or the treatment we receive from others (e.g., with dignity) can either mitigate or exacerbate any harmful or beneficial effects of stress. Moreover, how we assess the psychological (e.g., burnout and well-being) or physiological (e.g., cortisol) outcomes of stress are meaningful, and the proper diagnosis of stress (e.g., stress surveys) underlies our understanding. We hope that the findings reported in these chapters and the insights of these scholars will provide ways for you and/or your organization to improve the health and well-being of employees.

## YEARBOOK OF IDIOGRAPHIC SCIENCE



### Methods of Psychological Intervention

Gordon Sammut, University of Malta; Juliet Foster, University of Cambridge; Sergio Salvatore, University of Salento; Ruggiero Andrisano Ruggieri, University of Salerno

A volume in the series *Yearbook of Idiographic Science*

2017. Paperback 9781681237794 \$45.99. Hardcover 9781681237800 \$85.99. eBook 9781681237817 \$65.

Methods of Psychological Intervention provides a rich collection of chapters that provide an invaluable resource to scholars, researchers and practitioners in psychology. Psychological interventions are becoming increasingly popular in contemporary societies. This volume is intended to help psychologists and other professionals understand how general psychological knowledge can serve to guide local and particular interventions. The present volume helps bridge the gap between general knowledge in the psychological sciences and particular instances of human behavior as it takes place in everyday life.

The volume forms part of the series 'Yearbook of Idiographic Science'. Authors draw on principles of idiographic science to formulate interventions applicable to a broad diversity of settings and institutions, such as educational settings, organizations, and medical settings. It similarly deals with various psychological behaviours targeted for intervention, such as gambling, family therapy, and crime. The volume will be of interest to scholars, researchers and practitioners working in the fields of psychology, social work, counseling, family therapy, education, organizational behavior & criminal justice.

## NO SERIES



### Applied Psychometrics using SPSS and AMOS

Holmes Finch, Ball State University; Brian F. French, Washington State University; Jason C. Immekus, University of Louisville

2016. Paperback 9781681235264 \$45.99. Hardcover 9781681235271 \$85.99. eBook 9781681235288 \$65.

The book will be designed primarily for graduate students (or advanced undergraduates) who are learning psychometrics, as well as professionals in the field who need a reference for use in their practice. We would assume that users have some basic knowledge of using SPSS to read data and conduct basic analyses (e.g., descriptive statistics, frequency distributions). In addition, the reader should be familiar with basic statistical concepts such as descriptive statistics (e.g., mean, median, variance, standard deviation), percentiles and the rudiments of hypothesis testing. They should also have a passing familiarity with issues in psychometrics such as reliability, validity and test/survey scoring. We will not assume any more than basic familiarity with these issues, and will devote a portion of each chapter (as well as the entire first chapter) to reviewing many of these basic ideas for those not familiar with them.

We envision the book as being useful either as a primary text for a course on applied measurement where SPSS is the main platform for instruction, or as a supplement to a more theoretical text. We also anticipate that readers working in government agencies responsible for testing and measurement issues at the local, state and national levels, and private testing, survey and market research companies, as well as faculty members needing a practical resource for psychometric practice will serve as a market for the book. In short, the readership would include graduate students, faculty members, data analysts and psychometricians responsible for analysis of survey response data, as well as educational and psychological assessments.

The goal of the book is to provide readers with the tools necessary for assessing the psychometric qualities of educational and psychological measures as well as surveys and questionnaires. Each chapter will cover an issue pertinent to psychometric and measurement practice, with an emphasis on

application. Topics will be briefly discussed from a theoretical/technical perspective in order to provide the reader with the background necessary to correctly use and interpret the statistical analyses that will be presented subsequently. Readers will then be presented with examples illustrating a particular concept (e.g., reliability). These examples will include a discussion of the particular analysis, along with the SPSS code necessary to conduct them. The resulting output will then be discussed in detail, focusing on the interpretation of the results. Finally, examples of how these results might be written up will also be included in the text. It is hoped that this mixture of theory with examples of actual practice will serve the reader both as a pedagogical tool and as a reference work.

To our knowledge, no book outlining psychometric practice using commonly available software such as SPSS currently exists. Given that many practitioners in academia, government and private industry use SPSS for statistical analyses of testing data, we believe that our book will fill an important niche in the market. It will contain very practical information regarding how to conduct a wide variety of psychometric analyses, along with tips on interpretation of results and the appropriate format for reporting these results. We believe that it will prove useful to individuals in educational measurement, psychometrics, and survey and market research.

Our text will add to the literature by providing users with a single reference containing the major ideas in applied psychometrics with instructions and examples for conducting the analyses in SPSS. In addition, we will provide original macros for estimating a variety of statistics and conducting analyses common in educational and psychological measurement.

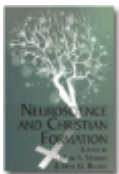


## Challenges and Innovations in Educational Psychology Teaching and Learning

M Cecil Smith, West Virginia University; Nancy DeFrates-Densch, Northern Illinois University

2016. Paperback 9781681233963 \$45.99. Hardcover 9781681233970 \$85.99. eBook 9781681233987 \$65.

Leading faculty members in educational psychology, who are expert classroom teachers, describe inherent difficulties encountered when teaching different subject matter in educational psychology to diverse populations of students, including undergraduate teacher candidates, psychology and child development majors, and graduate students in education and psychology. Educational psychology addresses subject matter as diverse as child and adolescent development, motivation, learning theories, student assessment, teacher expertise, and research methods and statistics. Drawing from their years of classroom experience, as well as their expertise in designing and conducting educational research, the contributing authors report their successful instructional efforts and innovations designed to increase student learning and knowledge of the discipline.



## Neuroscience and Christian Formation

Mark A. Maddix, Point Loma Nazarene University; Dean G. Blevins, Nazarene Theological Seminary

2016. Paperback 9781681236735 \$29.99. Hardcover 9781681236742 \$69.99. eBook 9781681236759 \$65.

Why a text on neuroscience and Christian formation? Simply put, we need one that represents the range of possible intersections for today and into the future. In recent years, neuroscience's various fields of study have influenced our understanding of the person, memory, learning, development, communal interaction, and the practice of education.

The book serves as an introductory textbook for Christian education/formation professors to use in Christian education or Christian formation courses at the College or Seminary level. The book is designed to provide an overview of how current research in neuroscience is impacting how we view Christian education and formation with particular attention given to faith formation, teaching, development, and worship. The first four chapters discuss how neuroscience broadly influences Christian education and formation. Chapters five through eight explore how neuroscience informs specific formational practices, from personal meditation, to intercultural encounter, to congregational formation and worship. The last four chapters explore various aspects of neuroscience along developmental lines. The book also moves from conceptual overviews to more empirical studies late in the text. Each chapter of this book can also be read and discussed individually. Each author has provided both discussion topics, suggestions for future reading within neuroscience, and discussion questions at the end of the chapter.



## Teaching ELLs Across Content Areas Issues and Strategies

Nan Li, Claflin University

2016. Paperback 9781681234878 \$45.99. Hardcover 9781681234885 \$85.99. eBook 9781681234892 \$65.

The book, *Teaching ELLs Across Content Areas: Issues and Strategies*, is a unique, useful text written for K–12 teachers. This book is the culmination of the professional knowledge, expertise, and experience from the distinguished authors who represent the entire range of the content areas, including: language arts, science, mathematics, technology, arts, psychology, and Hispanic studies.

The ELL school population has reached 5.3 million with the increase rate of 51 percent from School Year 1998-1999 to 2008-2009 (NCELA, 2012). By 2025, one out of four K-12 students will be ELLs (NEA Policy Brief, 2013). The NEA data states that the ELLs are the fastest-growing student population group in our schools and providing them with high-quality services and programs is an important investment in America's future (NEA Policy Brief, 2013). With the fast growth of the ELLs in schools, basic information and strategies are needed by all K-12 teachers. This book provides useful information and strategies for all K-12 teachers in content classrooms. This book has three significances. First, the book provides the most needed information for K-12 teachers with issues and strategies that are important in content areas to help ELLs' success. With the fast growth of the ELLs in schools, K-12 teachers need this information in content classrooms. Second, the book fills the gap related to teaching ELLs in content areas. There are some existing books with titles on teaching ELLs across content areas; yet, these books provide general information with fewer books that really address specific content topics. This book is unique because it has the dedicated chapters for specific content areas, e.g., Language Arts, Science, Math, Social Studies with issues and strategies in these respective contents as well as general information, e.g., L2 theories for teachers to know and work with ELLs. Third, the book is reader-friendly with carefully crafted chapters. Each chapter begins with a scenario to catch the reader's attention, is followed by issues and strategies, and ends with a summary. A scenario begins with each chapter for teachers to get to know the ELLs with the content that focuses on the related information and teaching strategies. With the continued increase in the ELL school population, this book is intended helping all K-12 teachers in content areas have knowledge and strategies to better serve their ELLs.



## Computers, Cockroaches, and Ecosystems Understanding Learning through Metaphor

Kevin J. Pugh, University of Northern Colorado

2017. Paperback 9781681237763 \$45.99. Hardcover 9781681237770 \$85.99. eBook 9781681237787 \$65.

Of all the topics ever studied, surely one of the most compelling is human learning itself. What is the nature of the human mind? How do we understand and process new information? Where do new ideas come from? How is our very intelligence a product of society and culture?

*Computers, Cockroaches, and Ecosystems: Understanding Learning through Metaphor* brings to light the great discoveries about human learning by illuminating key metaphors underlying the major learning perspectives. Such metaphors include, among others, the mind as computer, the mind as ecosystem, and the mind as cultural tools. These metaphors reveal the essence of different learning perspectives in a way that is accessible and engaging for teachers and students. Each metaphor is brought to life through stories ranging from the humorous to the profound.

The book conveys scholarly ideas in a personal manner and will be a delight for teachers, university students, parents, business or military trainers, or anyone with an interest in learning.



## Creativity and Spirituality A Multidisciplinary Perspective

Maureen Miner, Excelsia College; Martin Dowson, Excelsia College

2017. Paperback 9781681236636 \$45.99. Hardcover 9781681236643 \$85.99. eBook 9781681236650 \$65.

The volume was developed to address conceptual, relational and formational questions around the phenomena of creativity and spirituality from a multidisciplinary perspective. We acknowledge the complexity of each phenomenon, and the need for multiple perspectives, in a number of ways. First, different chapters are written from psychological, theological or philosophical perspectives. Second, multiple research perspectives are considered across empirical and phenomenological methods of inquiry. Finally, multiple associations between creativity and spirituality are evaluated.

From such multiple perspectives the theme of this volume emerges. Both creativity and spirituality are important for individual and societal flourishing but we know little about fostering both in the 21st century. Some ways of fostering them are psychologically harmful and need to be avoided. New ways of protecting people as they engage in creative and spiritual endeavours are needed. In particular, formal training in both creativity and spirituality within the sphere of higher education should be developed in the light of current research. However, new research that integrates multiple perspectives and examines creativity and spirituality together is needed for training that avoids harm and promotes individual and social flourishing.

The book will be valuable for educators in all disciplines of higher education because it justifies and explicates training in creativity and spirituality within all areas of higher education. Further, it discusses how such training might best be included within andragogical practice. The book will be useful for researchers of creativity and spirituality because it gives an overview of contemporary research issues and findings, and proposes a new philosophical- theological perspective for integrative research in these areas. Students in fields of creativity, theology and spirituality will use the book as a synthesis of contemporary theories and research relating to both creativity and spirituality and for direction in post-graduate research. More broadly, Christians and others who appreciate the creative and performing arts will find much to challenge their thinking and deepen their awareness of spirituality within human creativity.



## Maribel's First Day

Irma L. Almager

2017. Paperback 9781681239859 \$25.99. Hardcover 9781681239866 \$37.5. eBook 9781681239873 \$65.

Maribel's First Day is a narrative description of the first day of school experience for a teenage Mexican American high school student. During this one school day, Maribel Rivera goes to five teachers' classrooms and describes what she sees, hears and determines how she will judge these experiences. She will assess and analyze the school, the staff, the teachers, and the instruction. As she discovers what is happening at the school for other students, she decides if the environment will contribute to her present search for identity and survival.

The purpose of this book is to offer insights for perceptions of school experiences through the lens of a Mexican American female student. The book provides vivid descriptions of teacher instruction and student interactions collected through a research study. Through the use of this student's narrative perspective, teachers, teacher leaders, instructional coaches, and campus administrators can create common language for building congruence in a culturally dissonant environment to impact relational and academic achievement for students of color and those from poverty.



## Metacognitive Knowledge Development, Application, and Improvement

Joke van Velzen

2017. Paperback 978-1-64113-022-6 \$45.99. Hardcover 978-1-64113-023-3 \$85.99. eBook 978-1-64113-024-0 \$65.

An important goal in contemporary educational psychology research is adolescent students' development of higher-order thinking, which includes, among other things, that these students become competent and independent learners and problem solvers. This goal comes forth from the notion of education for life that emphasizes that students can direct their learning and problem solving of their own accord. Especially high-school students can encounter difficulties in independent learning and problem solving when they make the transition to higher education. To counter this, these students need to possess, among other things, metacognitive knowledge, which they may have insufficiently.

This book offers new insights about late adolescent students' understanding of their metacognitive knowledge regarding learning and problem solving. It offers a description of a research project conducted to obtain a better understanding of the students' abilities and views with respect to what their metacognitive knowledge encompasses, and how they attempt to develop, apply, and improve this knowledge regarding learning and the solving of mathematical and first-language problems in a more effective way of their own accord. Specifically, the results of the studies of the research project enable us to understand metacognitive knowledge better, in that it provides explanations about the students' development of this knowledge across domains. This book offers further details in terms of providing evidence for theory building regarding metacognitive knowledge.



## The Timing of Neural and Behavioral Events Its Relation to Human Experience

Rumjahn Hoosain, The University of Hong Kong

2017. Paperback 9781681237701 \$45.99. Hardcover 9781681237718 \$85.99. eBook 9781681237725 \$65.

This monograph reviews cognitive and neuroscience studies of the relations between timing of both neural and behavioral events and human experience. The historical roots of these discussions are traced to the beginning of modern psychology. In the beginning of experimental psychology in Leipzig, Wundt worked on how elements of sensation relate to consciousness. In later development of psychology, the timing of conscious and unconscious processing of information, the timing of events in learning including language learning, mental speed and intelligence, and the speed of cognition vis-à-vis emotion are all crucial questions.

Systematic consideration of neural times is complementary to conventional neuroscience research, such as the Blue Brain Project focusing on neural structure. The discussion of neural times in the literature tends to be fragmented, incidental to whatever is the subject matter. This book attempts to treat neural times in the whole range of basic psychological processes more systematically, and shows how they are germane to the understanding of many cognitive and behavioral phenomena. Neural times are related to the evolutionary development of the brain and the human experience. A crucial dynamic in the interaction of evolutionarily older and newer regions of the brain depends on timing. The interaction of the generally faster unconscious processes, including emotions, and more deliberate processes results in greater variation of experiences and behaviors which is central to free will and adaptive for humankind as a whole.

This monograph is intended for senior undergraduates, graduate students, and professionals interested in an in-depth look at the role of timing of neural and behavioral processes in affecting human experience. It is not a textbook as such. It is a complementary resource for students of cognitive psychology, learning, and evolutionary psychology.



## The Transformational Odyssey Finding Your Path to Personal Transformation and Self-Renewal

Robert Barner

2017. Paperback 9781681239828 \$45.99. Hardcover 9781681239835 \$85.99. eBook 9781681239842 \$65.

The Transformational Odyssey was written to help those individuals who are facing difficult life transitions, and who are attempting to successfully navigate tough life decisions and engage in deep self-discovery. Unlike other self-help books that attempt to provide readers with homespun advice for addressing difficult life challenges, The Transformational Odyssey shows readers how to take charge of their self-growth and development. It does this by providing readers with several applied techniques for engaging in deep self-learning in a more profound and fundamentally life-changing way.

The title, The Transformational Odyssey, reflects the book's integrative metaphor of transformational learning as a personal odyssey of self-discovery. The word "odyssey" connotes a long, and sometimes arduous and meandering journey. Although an odyssey may present the traveler with unexpected trials and challenges, in the end it may yield increased wisdom and knowledge. Building on this metaphor, The Transformational Odyssey introduces readers to eight passages that they will inevitably encounter during their own personal odysseys of self-discovery. Each of these passages involves a uniquely different learning challenge that, as it is successfully navigated, increases the reader's capacity for self-growth.

The Transformational Odyssey is written in a conversational style, as if the author were sitting down next to the reader to share my forty-plus years of experience as a personal coach and life transition counselor. Since different people learn in different ways, this book incorporates a variety of different learning methods, including actual cases, exercises, suggested actions, famous quotes, and metaphors. For those readers who would like to dig deeper on a given topic, at the end of each chapter the author has included a separate section that introduces readers to related cutting-edge research in the field of human psychology. The topics included in these sections cover such areas as mindfulness, meditation, narratives, and future selves.

### ENDORSEMENTS

"The Road to self-discovery is one that has been traveled before. The Transformational Odyssey explores this journey in a unique and different way, by beginning at the intersection of academic exploration and the examination of authentic experiences. Robert Barner finds ways to challenge his readers, while also guiding each person in a way that is most logical and emotionally transcendent to them. And he does so in an insightful, compelling way. I highly recommend this book to anyone who is ready to be vulnerable and wants to grow." ~ Kevin Beachum Jr. - *NFL Athlete, Investor, Speaker, Philanthropist*

"This is a dazzlingly ambitious book and it does not disappoint. Thought-provoking, compelling, and an extraordinary source of scientifically-based insight for anyone seeking to improve their lives." ~ Jim Loehr, *Best Selling Author, Co-Founder of The Human Performance Institute*

"The Transformational Odyssey enlists the reader in a powerful journey, grounded in their own creative imagination and wells of inspiration. This road of self-renewal is exciting and dangerous and the work is not for the timid. Robert Barner knows the territory intimately and is a guide you can both trust and enjoy." ~ *Charles J. Palus, Senior Fellow, Center for Creative Leadership*

"In *The Transformational Odyssey*, Dr. Robert Barner offers what few self-help books do a research-based journey into self-awareness leading to real and sustained change. In embarking on this journey, readers will become more attuned to their experiences, more open to others, and more effective leaders, partners, parents and friends. I highly recommend this book for those courageous enough to encounter transformational learning!" ~ *Jaime Goff, Certified Executive Coach and President, The Empathic Leader, LLC.*

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