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Abraham H. Maslow

Abraham H. Maslow, in full Abraham Harold Maslow (born April 1, 1908, New York, New York, U.S.—died June 8, 1970, Menlo Park, California), American psychologist and philosopher best known for his self-actualization theory of psychology, which argued that the primary goal of psychotherapy should be the integration of the self.

Maslow studied psychology at the University of Wisconsin and Gestalt psychology at the New School for Social Research in New York City before joining the faculty of Brooklyn College in 1937. In 1951 he became head of the psychology department at Brandeis University (Waltham, Massachusetts), where he remained until his death.
An Online Kingdom Come

How Liberty U. became an unexpected model for the future of higher education
Groupthink refers to decision-making groups’ extreme concurrence seeking (conformity) that is hypothesized to result in highly defective judgments and outcomes. According to Irving Janis, the inventor of the groupthink concept, decision-making groups are most likely to experience groupthink when they operate under the following conditions: maintain high cohesion, insulate themselves from outsiders, perform limited search and appraisal of information, operate under directive leadership, and experience conditions of high stress with low self-esteem and little hope of finding a better solution than that favored by the leader or influential members.
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ARTICLE

Sattar Aboud, Middle East University for Graduate Studies, Jordan; Mamoun Al-Rahabaa, Al-al Bayt University, Jordan; Mohammad Al-Fayoumi, Middle East University for Graduate Studies, Jordan

IJET Volume 2, Number 4, Dec 04, 2007 ISSN 1863-0383 Publisher: Kassel University Press GmbH, Kassel, Germany

Readability of the Gates-McGinitie Reading Test
Trends in Academic Achievement Gaps in the Era of No Child Left Behind

Reardon, Sean F.; Greenberg, Erica; Kalogridis, Demetra; Shores, Kenneth A.; Valentino, Rachel A.
Society for Research on Educational Effectiveness

The authors' goals in this study are to use both the National Assessment of Educational Progress (NAEP) and state accountability test score data to (1) provide a detailed description of the magnitude and trends of state-level academic achievement gaps among cohorts of students entering school in the 1990s and 2000s; (2) investigate the extent to which patterns and trends in gaps vary among states; and (3) provide preliminary evidence regarding the impact of NCLB (No Child Left Behind) on achievement gaps. The authors use Main NAEP test score data for 4th- and 8th-graders in 1990-2009. They also use state-level categorical proficiency count data for students in grades 3-8 in 2001-2010, collected with the help of state department of education officials, as well as the Office of Educational Technology, Evaluation, and Policy Development at the U.S. Department of Education. The authors are primarily interested in white-black and white-Hispanic gaps, though they also report female-male achievement gaps. The findings to date indicate, first, that black-white and Hispanic-white achievement gaps have narrowed in the past 20 years or more. Male-female gaps appear largely unchanged over the same time period. Second, there is considerable variation across states in both the magnitude and trend of achievement gaps. Finally, although they do not suggest a strong effect of NCLB on achievement gaps, the tables and 3 figures provide useful information for policymakers.
Me, My Sex, and I: Disorders of Sexual Development

Deeply ingrained assumptions hold that every person should be designated either male or female, but some experts are now questioning whether that is correct. This program tells the stories of people born with ambiguous genitalia or what has often been called “intersex” anatomy. It is a condition long shrouded in shame and secrecy, even though DSDs, or disorders of sexual development, are estimated to be as common as twins or red hair, appearing in almost one in 50 births. Viewers are presented with powerful insights from people living with DSDs and from medical professionals at the forefront of the issue, including clinical psychologist Tiger Devore, whose own sex was ambiguous at birth. Contains mature subject matter. A BBC Production. (50 minutes)

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Achieving Health Equity by Design

Winston F. Wong, MD, MS; Thomas A. LaVeist, PhD; Joshua M. Sharfstein, MD

JAMA. Published online March 09, 2015. doi:10.1001/jama.2015.2434
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Evaluation of a Stress Management Training Program for Adults With ADHD—A Pilot Study

Authors: Langer, Sylvia; Gremer, Anja; Koydemir, Serbda; Scholtz, Astrid
Source: Journal of Cognitive Psychotherapy, Volume 27, Number 2, 2013, pp. 96-110(15)

Abstract:
We conducted a pilot study to examine the feasibility, acceptability, and subjective effectiveness of a new stress management training program tailored to the needs of adults with attention deficit hyperactivity disorder (ADHD). After a baseline evaluation of perceived chronic stress and coping strategies, 18 adults with ADHD participated in four sessions of stress management training and completed posttests on chronic stress and additional measures. Participants rated the acceptance and effectiveness of the training as high. Positive effects were found with respect to perceptions of excessive demands at work, chronic worry, and general stress experience. The findings suggest that stress management training is a valuable adjunct for the treatment of ADHD in adults. Further development and evaluation of the intervention is desirable.

Keywords: ADULTS; ATTENTION DEFICIT DISORDER (ADD); ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD); COPING; STRESS; STRESS MANAGEMENT TRAINING PROGRAM

DOI: http://dx.doi.org.proxy1.ncu.edu/10.1891/0889-0391.27.2.96

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Citation Information: Journal of Homeland Security and Emergency Management. Volume 11, Issue 1, Pages 61-71, ISSN (Online) 1547-7355, ISSN (Print) 2194-6361, DOI 10.1515/jhsem-2013-0102, February 2014

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Autonomy or Control? Organizations' Attention to Stakeholders

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Pardis Moslemzadeh Tehrani, Nazura Abdul Manap, Hossein Taji

DOI: 10.1016/j.clsr.2013.03.011

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“Nothing is Absolute in Life”: Understanding Uncertainty in the Context of Psychiatric Genetic Counseling from the Perspective of those with Serious Mental Illness

Catriona Hippman, Zoe Lohn, Andrea Ringrose, Angela Inglis, Joanna Cheek, Jehannine C Austin

Abstract
Revenue of alcoholic beverages in the United States from 2002 to 2012, by beverage type (in billion U.S. dollars)

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Abstract

Decision makers considering policy or strategy related to the development of emerging technologies expect high quality data on the support for different technological options in order to track trends and allocate resources. A natural starting point would be R&D funding statistics. This paper explores the limitations of such aggregated data in relation to the substance and quantification of funding for emerging technologies. Using biotechnology as an illustrative case, we test the utility of a novel taxonomy to demonstrate the endemic weaknesses in the availability and quality of data from public and private sources. Using the same taxonomy, we consider the extent to which tech-mining presents an alternative, or potentially complementary, way to determine support for emerging technologies using proxy measures such as patents and scientific publications. We find that using proxy measures provides additional visibility of technological emergence and suggest these are a useful complement to financial data.

Keywords
science and technology and innovation policy studies, technology and innovation studies, science and technology indicators, emerging technologies, data mining, social shaping of technology

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The Role of Single-Sex Education in the Academic Engagement of College-Bound Women: A Multilevel Analysis

by Linda J. Sax, Tiffani A. Riggers & M. Kevin Eagan

Background/Context: As opportunities for public and private single-sex education have expanded, the debate surrounding this issue has become more heated. Recent reviews of research on single-sex education have concluded that the evidence is mixed, due in large part to the difficulty of attributing differences between single-sex and coeducational students specifically to the single-sex nature of their experience, as opposed to other differences between single-sex and coeducational schools and their attendees. This study comes at a time of renewed national interest in the value and appropriateness of single-sex education, especially as charges to Title IX have expanded the opportunities to establish single-sex classes and activities, and contributes new data with a focus exclusively on the academic engagement of female students from single-sex and coeducational high schools.

Purpose/Objective/Research Question/Focus of Study: This study addresses whether levels of academic engagement differ between single-sex and coeducational settings.

Research Design: The study uses self-reported survey data and multilevel modeling to address secondary school-level effects in a national sample of women entering college.
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