

The GALE ENCYCLOPEDIA *of*
PSYCHOLOGY

FOURTH EDITION

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The GALE ENCYCLOPEDIA *of*
PSYCHOLOGY

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VOLUME

1

A-K

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**Gale Encyclopedia of Psychology,
Fourth Edition**

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CONTENTS

Please Read—Important Information	vii
Foreword	ix
Introduction.....	xiii
Alphabetical List of Entries	xv
Contributors	xxiii
Entries	
Volume 1: A-K	1
Volume 2: L-Z	685
Organizations	1311
Glossary	1327
Index	1363

PLEASE READ—IMPORTANT INFORMATION

The *Gale Encyclopedia of Psychology*, Fourth Edition is a health reference product designed to inform and educate readers about psychology. Gale believes the product to be comprehensive, but not necessarily definitive. It is intended to supplement, not replace, consultation with a psychologist or other healthcare practitioners. While Gale has made substantial efforts to provide information that is accurate, comprehensive, and up-to-date, Gale makes no representations or warranties of any kind, including without

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FOREWORD

Psychology has been and continues to be one of the most fascinating fields of study across the globe. It's hard to find anyone who isn't interested in understanding why people act the way they do, and the state of the world today makes this question more compelling than ever. Psychology remains, by far, the most popular of the social and behavioral sciences and one of the most appealing to those who are interested in knowing more about people and their behavior. In college and universities, psychology continues to be one of the most popular majors as it has been for over three decades, and students are more likely to take an elective course in psychology than one from any other field. Data from a large survey of over 150,000 college freshmen conducted in 2014 by the Cooperative Institutional Research Program found that psychology was by far the most popular major within the social sciences – this was true whether at a college or university, public, or private (source HERI, 2014). Not surprisingly, psychology has also become a popular high school offering. In fact, in 2011, the American Psychological Association revised the National Standards for High School Psychology Curricula in order to help teachers to develop an accurate, comprehensive, and developmentally appropriate curriculum for psychology courses offered in high schools. Many high schools now offer advanced placement (AP) courses in psychology, given the considerable interest in pursuing psychology as a college major.

Initially, psychology courses at the secondary school level tried to meet the needs of rapidly maturing adolescents who were interested in the changes they were experiencing in themselves and in their relationships with others—family, friends, the world of adults. We are living in times of dramatic social change. Each of us continually faces new challenges about how we will make our place in the world. As the discipline of psychology matured, adjustment courses gave way to substantive content courses that offered not just psychology's latest findings about developmental and identity issues, but also featured those more traditional areas of cognitive, experimental, physiological, and social

psychology. These courses were joined by newly developed offerings such as neuropsychology and psycholinguistics. The advances in the scientific side of psychology were paralleled by the remarkable growth of counseling, clinical, and school psychology.

To keep up with the rapidly expanding field, the newly revised fourth edition of the *Gale Encyclopedia of Psychology* has added new entries and biographies. Coverage includes the key concepts on which the science is built, as well as major theoretical advances in psychology. Clinical information is broadly covered, noting the various psychological theories and techniques currently in use and the scientific evidence that supports them. Biographical profiles of major figures in the field of psychology are included, ranging from the earliest historical pioneers to current clinicians. The rapidly developing field of neuroscience is examined as well as timely topics such as neuroimmunology, police and public safety psychology, and psychosocial isolation.

Psychology is one of our youngest sciences. People first looked at the stars to predict and control their destiny and the science of astronomy was born. Mathematics was necessary to count and measure, and eventually the physical sciences, such as physics, chemistry, and biology, emerged. The study of human psychology, however, developed later. It has only been a bit over a century since scientists and philosophers turned their eyes from the planets to people and tried to understand human behavior in a systematic, scientific way. In the late 19th century, philosophers and physiologists began to examine the ways people perceive and interact with the world around them. How do individuals use their senses of sight, hearing, and touch to make sense of the world? How do people remember what has happened to them or know how to plan for the future?

In the late second half of the 1800s, a number of young North American men and a few women traveled to Germany to study with Wilhelm Wundt, who had established a laboratory and the first graduate program of study in psychology at the University of Leipzig in

Germany. They returned to teach psychology and train other students in the major universities of this country with the intent of quantifying individual differences and important elements of human perception and memory.

About the same time (1896), Lightner Witmer established a Psychological Clinic at the University of Pennsylvania to help children who were having difficulty in school.

Being a psychologist, he assumed that his new profession—dedicated to learning and memory—would help him assist children who were having trouble reading, writing, spelling, and remembering information. Unfortunately, Witmer could find no help from the complex, theoretical notions within the experimental laboratories, and he turned to schoolteachers and social workers for practical advice.

Thus began the long struggle between the scientific study and practice of psychology, theory and action. Scientists want to know that the data that they gather in their experiments are valid and replicable (that is, others pursuing the same questions with appropriate methods would find the same results). They sometimes feel that clinicians, for example, use psychotherapy techniques that have not been proven to be useful and may even be harmful. Practitioners, on the other hand, faced with pressing and immediate problems of clients who are anxious, depressed, or psychotic, need immediate treatments to relieve suffering and may use methods that have not been fully proven in the laboratories.

The earliest psychologists worked primarily with children, usually those who were delinquent or having trouble in school. They were particularly taken with assessing intelligence and translated a test developed by a Frenchman, Alfred Binet, to quantify “mental age.” Unfortunately, they moved well beyond the limitations of the test that had been designed to identify children who were having trouble in school. They began testing soldiers recruited for the First World War and immigrants who wanted to come to this country. According to their tests, they found almost half of the young, white male recruits and some 80% of Eastern European immigrants to be “morons.” This led them to rethink the uses of intelligence tests, especially because of opinions like that of journalist Walter Lippman, who recommended that the “intelligence testers and their tests should be sunk without warning in the... sea.” But serious harm had been done. Some six million immigrants were denied entrance into this country, and intelligence testing laid the base for human eugenics laws that allowed individuals who were found “intellectually unfit” to be sterilized.

Nonetheless, psychology became something of a national mania in the 1920s. With the introduction of

psychoanalysis into this country, people wanted to “adjust” through self-examination and the probing of the unconscious. The scientific psychologists were dismayed at the excesses of pseudopsychologists, whose ranks included mind readers and charlatans. Psychological clinicians were concerned as well and took steps to develop a standard of ethics and ways of identifying appropriately trained psychologists.

With the advent of the Second World War, psychologists joined the military effort and were surprised themselves by how much they had to offer. Human factors psychologists designed airplane cockpits and the lighting on runways that we still use today. Gestalt psychologists taught American citizens how to identify enemy planes should they fly overhead. B. F. Skinner taught pigeons to guide missiles toward enemy targets. Psychologists worked for the Office of Strategic Services (which eventually became the CIA) to develop propaganda and disinformation. This group also developed assessments to determine who might be good officers (or spies). On the battlefield, clinicians were helping troops who were experiencing “traumatic neurosis,” originally called “shell shock” in the First World War and now known as post-traumatic stress disorder. When the soldiers returned home, they led therapy groups for wounded military personnel.

At the end of the Second World War, the National Research Council urged the American Psychological Association (APA) to heal the schism between scientists and clinicians and reorganize with full membership benefits for all doctoral psychologists. The Veteran's Hospitals, in particular, needed well-trained personnel to provide mental health services for their patients. A major 1949 conference held in Boulder, Colorado established standards of education and training for clinical psychologists. Their recommendations were that clinical psychologists should be trained as generalists who were both scientists and clinicians. Doctoral students would complete at least a year of internship and receive the Ph. D. (doctor of philosophy) degree. These standards are still in place today, although newer of training are available for students who want to place more emphasis on practice and less on doing research. In addition to university graduate programs, a large number of professional schools have been established, often offering a Psy. D (doctor of psychology) degree.

A 2020 report from the APA Center for Workforce Studies found that 127,330 psychology bachelor's degrees were awarded; 30,283 master's degrees were awarded; and almost 7,000 doctorates in psychology were awarded by U.S. institutions. The majority (74%) of these degrees were focused on research and the remainder as professional practice. Interestingly, 54% of these doctoral degrees were given in health service

psychology subfields, such as clinical or counseling psychology, child and family, forensic, and health psychology. The Affordable Care Act (ACA) has designated that patients receive “integrated care” – that is, physical health and mental health should be treated together by one team in a patient-centered medical home. The ACA specifically includes mental health and substance use disorder services as one of the ten categories of required “essential health benefits,” and the law requires parity between the mental and physical health benefits covered by health plans. The opportunities for psychologists have increased dramatically as healthcare systems implement models of integrated care and we are likely to see much better coordination in health settings between care for our bodies and for our minds.

A field as broad as psychology, which stretches from the study of brain cells to that of prison cells, is an active, argumentative, and exciting adventure that offers opportunities in science, practice, and social policy. Most of the pressing economic and social issues of our generation, such as the environment, health needs, poverty, and violence, will only be alleviated if we understand the ways in which people create or creatively solve the problems that we bring upon ourselves.

Psychology is important now more than ever in our complex and ever-changing world. Major issues in the world today – the COVID-19 pandemic, climate change, terrorism, violence in the schools, public places, and against women, deaths from diseases such as COVID-19, cancer, and obesity, substance abuse crises that include opioid addiction – are addressed by psychologists who build on the classic foundations of psychology and use their expertise in both the clinical sphere and in research studies to tackle our most vexing world problems. The APA has 54 separate divisions which are interest groups

organized by psychologists to represent the subdisciplines of psychology (e.g., experimental, social, forensic, health, clinical) as well as topical areas of interest including our aging population, ethnic and racial diversity and health disparities among minorities, trauma and violence across the globe, LGBTQ individuals, and environmental psychology, just to name a few. Public health issues that affect so much of the world’s population are areas of great interest and study to psychologists. Across the globe we see increasing rates of addiction, depression, and suicide. Psychologists are at the forefront in conducting research to better understand how to prevent and treat addiction and depression, how to develop programs to decrease obesigenic behaviors, and how to help people understand and decrease the behavioral risk factors for cancer such as smoking and poor dietary habits. It is hard to find a place that psychology is not relevant. As our planet becomes warmer, our efforts at peace around the world falter, the people of our nations live longer, psychology has all the tools to help people address the many issues we face today.

The student who is interested in unraveling the secrets of the human brain to see the mind at work, who is fascinated about how children grow up and become competent adults, who is dedicated to bringing people together to resolve conflict, who is committed to helping people with physical, emotional, or behavioral difficulties, or who is challenged by the desire to develop social policy in the public interest is welcomed in psychology. We hope this encyclopedia will provide useful information that will help students and others understand this fascinating field and its opportunities.

Debra Franco, PhD
updated October 15, 2021

INTRODUCTION

The fourth edition of the *Gale Encyclopedia of Psychology* includes almost 850 entries on people and subjects important to the study of psychology. This easy-to-read encyclopedia defines key psychology concepts, theories, and terminology in language that general readers can understand, while still providing thorough coverage.

HOW TO USE THIS BOOK

The *Gale Encyclopedia of Psychology* has been designed with ready reference in mind.

- Straight **alphabetical arrangement** of topics allows users to locate information quickly.
- A brief definition of the entry term appears between the entry title and the full text of the entry.
- Length of entries ranges from brief explanations of a concept in one or two paragraphs to longer, more detailed entries on more complex topics.
- **See also terms** at the end of an entry direct the reader to related articles.
- **Cross-references** placed throughout the encyclopedia direct readers from alternate names and related topics to their intended entries.
- **Resources** sections at the end of entries direct readers to additional sources of information on a topic.

- A **glossary**, located at the end of volume 2, contains a list of all key terms, arranged alphabetically.
- Valuable **contact information** for organizations and support groups is included with most entries. All of the contact information is compiled in an appendix in the back of volume 2, arranged alphabetically.
- A comprehensive **general index** guides readers to all topics mentioned in the text.

CASE STUDIES

Forty-two entries in *Gale Encyclopedia of Psychology* contain case studies conducted by key psychologists in the field covered in the entry. These documents provide insight into the historical setting during which they were produced; they offer direct, firsthand witness to the events of their day or thoughts of important people in a particular activity or field; and, in many cases, they illustrate how key psychology concepts and theories are applied to help people today. Primary sources come from a wide spectrum of resources, and the definition of what constitutes a primary source depends a great deal on the course of study or the institution of higher learning offering the definition.

GRAPHICS

The *Gale Encyclopedia of Psychology* is enhanced by over 290 photographs, illustrations, and tables.

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