

Method

- Replication of [Petiska, 2023](#), but with manual coding of Google Scholar citations, as ChatGPT cannot give number of citations (don't know how Petiska managed to make ChatGPT regurgitate Google Scholar citation counts)
- I literally looked up every single reference from ChatGPT in order to manually put every little piece of metadata into a spreadsheet
- Just wanting to provide the data for any curious person out there, so no analyses or results
- Also, I wanted to provide the raw outputs from ChatGPT – They're starting at "*#1 Subdiscipline Summaries*" – Making this research as open as possible
- All of this took me from April 17th, up until April 26th, and it required a (stable) Internet connection, some nice 2000's R&B and patience to look things up

ChatGPT Prompts

- "Write the 10 most important subdisciplines of psychology"
- "Compose an introduction for a research article (commonly referred to as a "review article") about *Subfield*, ensuring that every statement within the introduction is supported by citations from relevant research articles. Include 25 references in total for this introduction"
- "Provide a list of all the 25 references used"
- "Continue" (used whenever ChatGPT stopped generating the full list of 25 references)

#1 Subdiscipline Summaries

1. **Clinical Psychology:** Clinical psychology is concerned with the diagnosis, treatment, and prevention of mental health disorders.
2. **Developmental Psychology:** Developmental psychology is the study of how individuals develop and change over their lifetime, including cognitive, emotional, and social development.
3. **Social Psychology:** Social psychology is the study of how people think, feel, and behave in social situations, including topics like conformity, obedience, and group dynamics.
4. **Cognitive Psychology:** Cognitive psychology is the study of mental processes, such as perception, attention, memory, and reasoning.
5. **Neuropsychology:** Neuropsychology is the study of how the brain and nervous system relate to behavior, including how brain damage or disease can affect cognitive function.
6. **Educational Psychology:** Educational psychology is the study of how people learn and the application of psychological principles to improve educational practices.
7. **Forensic Psychology:** Forensic psychology is the application of psychology to the legal system, including the assessment and treatment of offenders and the evaluation of eyewitness testimony.
8. **Industrial-Organizational Psychology:** Industrial-organizational psychology is the study of human behavior in the workplace, including employee motivation, job satisfaction, and organizational culture.
9. **Health Psychology:** Health psychology is the study of how psychological factors, such as stress and behavior, can impact physical health and illness.

10. Positive Psychology: Positive psychology is the study of positive emotions, traits, and experiences, with a focus on promoting happiness, well-being, and fulfillment.

#2 Subdiscipline Intros

Clinical Psychology

Clinical psychology is a diverse field that is focused on the diagnosis, assessment, and treatment of mental disorders and emotional distress (APA, 2017). The field of clinical psychology has a rich history that has evolved over time, with roots in both psychology and medicine (Norcross, Hogan, & Koocher, 2008). Clinical psychologists use a range of evidence-based therapies, including cognitive-behavioral therapy, psychodynamic therapy, and interpersonal therapy, to help individuals with mental health concerns (APA, 2017).

Research in clinical psychology has explored the efficacy of various treatments for different mental disorders, including depression, anxiety, and schizophrenia. For example, a meta-analysis of randomized controlled trials found that cognitive-behavioral therapy was an effective treatment for depression, with similar effectiveness to antidepressant medication (Cuijpers, van Straten, Andersson, & van Oppen, 2008). Research has also investigated the use of technology-based interventions, such as internet-delivered cognitive-behavioral therapy, for the treatment of mental health disorders (Andersson et al., 2014).

In addition to treatment research, clinical psychology has also focused on understanding the etiology of mental health disorders. For example, research has explored the role of genetics and environmental factors in the development of anxiety disorders (Smoller et al., 2018). Furthermore, clinical psychologists have contributed to the development of diagnostic criteria for mental health disorders, such as the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (APA, 2013).

Overall, clinical psychology is a dynamic field with a rich history of research and practice. This review article aims to provide an overview of the current state of research in clinical psychology, including recent advances in the understanding and treatment of mental health disorders.

Developmental Psychology

Developmental psychology is a subfield of psychology that focuses on the growth and change that occurs throughout a person's lifespan. The study of human development has been a prominent topic in psychology for over a century, and research in this field has yielded important insights into how people develop and change over time.

The study of human development can be broken down into several different areas of focus, including physical, cognitive, and social development. Physical development refers to the changes that occur in a person's body, such as changes in height, weight, and muscle mass. Cognitive development, on the other hand, refers to the changes that occur in a person's ability to think, reason, and understand the world around them. Finally, social development refers to the

changes that occur in a person's relationships with others, including their ability to form attachments, develop empathy, and engage in social interactions.

Research in developmental psychology has led to important discoveries about how children learn and develop, and has also informed interventions aimed at promoting healthy development. For example, research has shown that early childhood experiences can have a lasting impact on a person's social and emotional development (1). Additionally, developmental psychology has been used to inform interventions aimed at promoting healthy cognitive development, such as early childhood education programs (2).

One important area of research in developmental psychology has been the study of attachment. Attachment refers to the emotional bond that forms between a child and their caregiver, and research has shown that the quality of this attachment can have important implications for a child's social and emotional development (3). Another area of research has been the study of cognitive development, including how children acquire language and learn to reason about the world around them (4).

Despite the many important discoveries made in the field of developmental psychology, there is still much to learn about how people develop and change over time. Ongoing research in this field has the potential to lead to important insights into the nature of human development, and to inform interventions aimed at promoting healthy development across the lifespan.

Social Psychology

Social psychology is a field that examines the ways in which individuals interact with one another and the broader social context in which they exist. This field has been critical in advancing our understanding of human behavior, by exploring how social factors influence the way we think, feel, and behave towards others. As such, social psychology has broad implications for understanding many social phenomena such as prejudice, group dynamics, and interpersonal communication.

The study of social psychology has a rich history, dating back to the early 20th century when pioneering researchers such as Kurt Lewin began to explore the ways in which group dynamics and social norms influence individual behavior (Lewin, 1936). Over the years, this field has grown to encompass a broad range of topics, from the study of persuasion and attitude change (Petty & Cacioppo, 1986), to the exploration of social identity and the self (Tajfel & Turner, 1986).

One area of social psychology that has garnered considerable attention in recent years is the study of social cognition. This field examines how individuals process and make sense of the social world around them, including the way they perceive, remember, and interpret information about others (Fiske & Taylor, 1991). The study of social cognition has also played an important role in advancing our understanding of how stereotypes and biases shape our perceptions of individuals from different social groups (Devine, 1989).

Another area of social psychology that has been the focus of considerable research is the study of intergroup relations. This field examines the ways in which individuals from different social groups interact with one another, and how these interactions are shaped by social, cognitive, and emotional factors (Tajfel & Turner, 1979). The study of intergroup relations has contributed to our understanding of many social phenomena, including prejudice, discrimination, and conflict resolution (Allport, 1954).

Overall, social psychology has had a profound impact on our understanding of human behavior, by examining the ways in which social factors shape the way we think, feel, and behave towards others. Through the study of topics such as social cognition, intergroup relations, and attitude change, social psychologists have made important contributions to our understanding of many social phenomena, and have helped to inform interventions aimed at promoting positive social change.

Cognitive Psychology

Cognitive psychology is the study of mental processes such as attention, perception, memory, and problem-solving. It seeks to understand how we think, perceive, and understand the world around us. Over the past several decades, cognitive psychology has made significant contributions to our understanding of the human mind and how it works.

One of the fundamental principles of cognitive psychology is that mental processes are information processors. According to this view, the mind can be thought of as a kind of computer that takes in information, processes it, and produces output. This information processing model has been used to explain a wide range of mental processes, including perception, memory, and problem-solving (Miller, 1956; Newell & Simon, 1972).

Perception, for example, involves the brain processing incoming sensory information in order to create a meaningful representation of the world. One influential theory of perception is the feature detection theory, which proposes that the brain processes sensory information in a hierarchical manner, with simple features (such as lines or edges) being detected first and more complex features being built up from these basic elements (Hubel & Wiesel, 1959).

Memory, another key topic in cognitive psychology, involves the encoding, storage, and retrieval of information. Research on memory has identified different types of memory, including sensory memory, short-term memory, and long-term memory (Atkinson & Shiffrin, 1968). One influential theory of long-term memory is the Levels of Processing framework, which suggests that information is more likely to be remembered if it is processed at a deeper level (Craik & Lockhart, 1972).

Problem-solving, another area of interest in cognitive psychology, involves finding solutions to complex or novel problems. The process of problem-solving has been studied extensively in cognitive psychology, with researchers identifying different strategies that people use to solve problems, such as trial-and-error and heuristic-based approaches (Newell & Simon, 1972; Gick & Holyoak, 1980).

Cognitive psychology has also made significant contributions to our understanding of language and its acquisition. For example, Chomsky's theory of generative grammar proposes that humans have an innate ability to understand and produce language, which is distinct from other cognitive abilities (Chomsky, 1957).

In summary, cognitive psychology is a broad and multifaceted field that seeks to understand the fundamental processes of the human mind. By studying how people think, perceive, and understand the world around them, cognitive psychologists aim to gain insights into the workings of the human brain and how we interact with our environment.

Neuropsychology

Neuropsychology is a rapidly growing field that focuses on the relationship between the brain and behavior. This interdisciplinary area of research combines principles from neuroscience, psychology, and clinical medicine to investigate how brain function and structure impact cognitive, emotional, and behavioral processes (Butler, 2020; Lezak et al., 2012; Nadel & Sinnott-Armstrong, 2019).

The study of neuropsychology has expanded our understanding of various neurological disorders, including Alzheimer's disease, traumatic brain injury, and stroke. It has also helped us to identify the neural underpinnings of normal cognitive functions, such as attention, memory, language, and perception (Kandel et al., 2013; Lezak et al., 2012; Price & Friston, 2002).

One area of focus in neuropsychology is the study of brain plasticity, or the brain's ability to change and adapt in response to environmental demands (Kolb & Wishaw, 2014; Merzenich et al., 2014). Recent research has shown that even in adulthood, the brain is capable of changing its structure and function in response to experience, learning, and rehabilitation (Draganski & May, 2008; Merzenich et al., 2014; Takeuchi & Izumi, 2013).

Another key area of study in neuropsychology is the relationship between brain activity and behavior. Advances in neuroimaging techniques, such as functional magnetic resonance imaging (fMRI), have allowed researchers to explore the neural correlates of cognitive processes and behaviors, providing new insights into the organization of the human brain (Buckner & Krienen, 2013; Price & Friston, 2002; Wandell & Smirnakis, 2009).

Despite the progress made in the field of neuropsychology, many questions remain unanswered, such as how different brain regions work together to support complex behaviors and how individual differences in brain structure and function impact cognitive and emotional processes (Buckner & Krienen, 2013; Kandel et al., 2013; Price & Friston, 2002). The exploration of these questions is essential for advancing our understanding of the brain-behavior relationship and for developing effective treatments for neurological and psychiatric disorders.

Educational Psychology

Educational psychology is a branch of psychology that studies human learning, development, and motivation in educational settings. It is concerned with understanding how individuals

acquire knowledge, skills, and attitudes, and how they can be best taught and assessed. This field has a rich history of research that has contributed significantly to our understanding of how people learn and how we can improve educational practices to facilitate effective learning outcomes.

One of the primary areas of focus in educational psychology is on learning theories. Researchers have explored various theories, including behaviorism, cognitive constructivism, social constructivism, and socio-cultural theory, to understand how individuals learn and how teachers can facilitate learning. Behaviorism, for example, emphasizes the role of reinforcement and punishment in shaping behavior, while cognitive constructivism highlights the importance of active learning and problem-solving. Social constructivism, on the other hand, emphasizes the social and cultural context in which learning takes place, while socio-cultural theory focuses on how culture and social interactions shape learning.

In addition to learning theories, educational psychologists have also investigated the role of motivation in learning. Researchers have explored various motivational theories, including self-determination theory, achievement goal theory, and social cognitive theory, to understand how motivation affects learning outcomes. Self-determination theory, for example, emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation, while achievement goal theory highlights the role of mastery and performance goals in shaping motivation.

Another important area of research in educational psychology is on assessment and evaluation. Researchers have explored various assessment techniques, including formative assessment, summative assessment, and authentic assessment, to determine how best to evaluate learning outcomes. Formative assessment, for example, emphasizes the importance of ongoing feedback to improve learning outcomes, while authentic assessment highlights the role of real-world tasks and contexts in evaluating learning.

Finally, educational psychology has also contributed significantly to our understanding of individual differences in learning. Researchers have explored various factors that influence learning, including intelligence, aptitude, learning styles, and motivation. For example, research has shown that individuals with higher levels of intelligence tend to have better learning outcomes, while individuals with different learning styles may benefit from different teaching strategies.

Overall, educational psychology is a broad and diverse field that has contributed significantly to our understanding of how people learn and how we can improve educational practices to facilitate effective learning outcomes. By exploring various learning theories, motivational theories, assessment techniques, and individual differences, educational psychologists have provided valuable insights into how we can optimize teaching and learning practices to promote successful outcomes for learners.

Forensic Psychology

Forensic Psychology is a field of study that applies psychological principles and methods to understand and address legal issues and criminal behavior (Bartol & Bartol, 2020). This interdisciplinary field encompasses a wide range of topics, including criminal profiling (Turvey, 2017), eyewitness testimony (Loftus & Palmer, 1974), and the evaluation of mental competency (Rogers & Shuman, 2000). The importance of forensic psychology has increased in recent years due to the growing need for expert testimony in court proceedings (Bersoff, 1999).

One area of research within forensic psychology is the assessment of risk for violence and recidivism among criminal offenders. This area has been the subject of much debate and research, with some studies suggesting that structured risk assessments are effective in predicting violent behavior (Monahan, 1981), while others have found little to no predictive validity (Quinsey et al., 1998). Additionally, research has shown that specific risk factors, such as psychopathy and substance abuse, are strongly associated with violent behavior (Hare, 2003; Swanson et al., 2006).

Another important area of research in forensic psychology is the phenomenon of false confessions. False confessions occur when an individual confesses to a crime that they did not commit, and can be the result of a variety of factors, including coercion, suggestibility, and mental illness (Kassin & Gudjonsson, 2004). Research has shown that false confessions are more likely to occur in high-pressure interrogation situations (Leo, 1996) and that juveniles and individuals with intellectual disabilities are particularly vulnerable to making false confessions (Redlich et al., 2010).

In recent years, there has also been growing interest in the use of neuroscience in forensic psychology. Advances in brain imaging technology have allowed researchers to better understand the neural correlates of criminal behavior and to develop more accurate assessments of mental states, such as deception (Ganis et al., 2011). Additionally, research has shown that neurobiological factors, such as abnormalities in the prefrontal cortex, are associated with criminal behavior (Raine, 2013).

In conclusion, forensic psychology is a multifaceted field that has important implications for the legal system. Research in this area has provided insight into topics such as risk assessment, false confessions, and the neural correlates of criminal behavior. As the field continues to evolve, it is important for researchers to explore new avenues of inquiry and to integrate advances in technology and methodology into their work.

Industrial-Organizational Psychology

Industrial-Organizational Psychology (I-O Psychology) is a field of study that explores the behavior of individuals and groups in the workplace. It aims to improve productivity, job satisfaction, and overall organizational effectiveness by applying psychological principles and techniques (Spector, 2012). According to a study by Schneider, Hanges, Smith, and Salvaggio (2003), I-O Psychology is one of the fastest-growing fields in psychology, with a projected growth rate of 26% between 2002 and 2012.

One of the primary focuses of I-O Psychology is employee selection, which involves identifying individuals who possess the necessary skills and abilities to perform a job effectively (Goffin & Rothstein, 2016). Research has shown that using multiple selection methods, such as cognitive ability tests, personality assessments, and work sample tests, can increase the validity and fairness of employee selection (Schmidt & Hunter, 1998).

In addition to selection, I-O Psychology also examines the impact of job characteristics on employee well-being and job performance. Research has shown that job demands, such as workload and time pressure, can lead to negative outcomes, such as stress and burnout (Bakker & Demerouti, 2007). However, job resources, such as social support and autonomy, can buffer the negative effects of job demands and enhance employee well-being (Bakker, Demerouti, & Schaufeli, 2005).

I-O Psychology also focuses on leadership and its impact on employee outcomes. Transformational leadership, which involves inspiring and motivating employees to achieve their full potential, has been associated with higher job satisfaction and performance (Bass & Riggio, 2006). In contrast, abusive supervision, which involves the use of bullying and other forms of mistreatment, has been linked to negative outcomes, such as decreased job satisfaction and increased turnover (Tepper, 2000).

Finally, I-O Psychology also explores the impact of diversity and inclusion in the workplace. Research has shown that diversity can lead to positive outcomes, such as increased creativity and innovation (Harrison & Klein, 2007). However, diversity can also lead to conflict and other negative outcomes if not managed effectively (Cox, 1994).

In conclusion, I-O Psychology is a rapidly growing field that seeks to improve organizational effectiveness by applying psychological principles and techniques to the workplace. This review article will provide an overview of the current state of research in I-O Psychology, with a focus on employee selection, job characteristics, leadership, and diversity.

Health Psychology

Health psychology is an interdisciplinary field that focuses on the interaction between psychological factors and physical health. The field encompasses a range of topics, including the prevention and management of chronic illnesses, health behaviors, and the psychological factors that influence health outcomes. Health psychologists aim to understand how psychological factors, such as stress, emotions, and beliefs, can affect the onset and course of physical illnesses (Barrera et al., 2015; Chesney & Folkman, 1994; Taylor, 2015).

Research has shown that psychological factors play a crucial role in the development and maintenance of physical health. For instance, negative emotions, such as depression and anxiety, have been associated with an increased risk of cardiovascular disease (Carney & Freedland, 2017; Halaris, 2013; Lichtman et al., 2008), while positive emotions, such as optimism and resilience, have been linked to better physical health outcomes (Boehm & Kubzansky, 2012; Tindle et al., 2012; Tugade & Fredrickson, 2004).

Health behaviors, such as smoking, exercise, and diet, also play a significant role in physical health. Health psychologists have identified various factors that influence these behaviors, including social norms, self-efficacy, and motivation (Bandura, 2004; Dweck, 2017; Gollwitzer & Sheeran, 2006). Additionally, research has shown that interventions that target these factors can be effective in promoting positive health behaviors (Michie et al., 2011; Prochaska & Velicer, 1997; Webb & Sheeran, 2006).

The field of health psychology has also contributed to the development of interventions that target the psychological factors that influence health outcomes. For instance, cognitive-behavioral therapy has been shown to be effective in treating a range of physical illnesses, including chronic pain, irritable bowel syndrome, and diabetes (Eccleston & Crombez, 2007; Lackner et al., 2014; Lustman et al., 2000). Mindfulness-based interventions have also been shown to improve physical health outcomes, such as reducing symptoms of chronic pain and improving immune function (Black et al., 2015; Garland et al., 2015; Grossman et al., 2004).

Overall, the field of health psychology has made significant contributions to our understanding of the interaction between psychological factors and physical health. By identifying the psychological factors that influence health outcomes, health psychologists have developed interventions that can improve physical health outcomes and reduce the burden of chronic illnesses.

Positive Psychology

Positive Psychology is a rapidly growing field of study that focuses on human strengths, flourishing, and well-being, rather than on psychopathology and dysfunction. Over the past few decades, there has been a surge of interest in positive psychology research, and a growing body of literature has emerged on this topic. This review article aims to provide an overview of the key findings and current trends in positive psychology research, drawing on a wide range of relevant studies.

Research has consistently shown that positive emotions, such as joy, gratitude, and hope, have numerous benefits for individuals' physical and mental health (Fredrickson, 2001; Seligman et al., 2005; Lyubomirsky et al., 2005). In addition, research suggests that positive emotions can increase resilience, foster positive relationships, and enhance overall life satisfaction (Folkman & Moskowitz, 2000; Diener et al., 2009; Kashdan & Rottenberg, 2010).

One important area of positive psychology research focuses on character strengths and virtues, which are defined as positive traits that are valued by individuals and cultures (Peterson & Seligman, 2004). Research has found that individuals who use their character strengths in their daily lives experience greater well-being and life satisfaction (Park et al., 2004; Wood et al., 2011). Furthermore, interventions that help individuals identify and use their character strengths have been found to increase happiness, resilience, and overall well-being (Seligman et al., 2005; Proyer et al., 2015).

Positive psychology research has also investigated the role of positive relationships in promoting well-being. Studies have found that social support and positive social interactions are associated

with numerous benefits, such as increased longevity, better physical health, and greater life satisfaction (Uchino et al., 1996; Ryff & Singer, 2008; Helliwell & Putnam, 2004). Additionally, interventions that promote positive social connections have been found to reduce stress, anxiety, and depression (Cohen & Wills, 1985; Kawachi et al., 1997; Cacioppo & Hawley, 2003).

Another important area of positive psychology research focuses on the role of mindfulness in promoting well-being. Mindfulness is defined as the ability to be fully present and engaged in the current moment, without judgment or distraction (Kabat-Zinn, 1990). Research has found that mindfulness-based interventions can increase well-being, reduce stress and anxiety, and improve cognitive functioning (Baer et al., 2006; Creswell et al., 2015; Davidson et al., 2003).

In summary, positive psychology research has identified numerous factors that promote well-being and flourishing, including positive emotions, character strengths, positive relationships, and mindfulness. The findings from this research have important implications for individuals, organizations, and society as a whole, and highlight the importance of promoting positive factors to enhance well-being and quality of life.

#3 References

Clinical Psychology

1. American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).
2. American Psychological Association. (2017). *Clinical psychology*. Retrieved from <https://www.apa.org/ed/graduate/specialize/clinical>
3. Andersson, G., Carlbring, P., Lindefors, N., Nyström, M., & Rozental, A. (2014). The Internet, cognitive-behavioral therapy, and psychiatry. *Harvard Review of Psychiatry*, 22(6), 341-349.
4. Cuijpers, P., van Straten, A., Andersson, G., & van Oppen, P. (2008). Psychotherapy for depression in adults: A meta-analysis of comparative outcome studies. *Journal of Consulting and Clinical Psychology*, 76(6), 909-922.
5. Norcross, J. C., Hogan, T. P., & Koocher, G. P. (2008). *Clinician's guide to evidence-based practices: Mental health and the addictions*. Oxford University Press.
6. Smoller, J. W., Kendler, K., Craddock, N., Lee, P. H., Neale, B. M., Nurnberger, J. I., ... & Sullivan, P. F. (2018). Identification of risk loci with shared effects on five major psychiatric disorders: A genome-wide analysis. *The Lancet Psychiatry*, 5(9), 818-827.
7. Hofmann, S. G., Asnaani, A., Vonk, I. J., Sawyer, A. T., & Fang, A. (2012). The efficacy of cognitive behavioral therapy: A review of meta-analyses. *Cognitive Therapy and Research*, 36(5), 427-440.
8. American Psychological Association. (2020). *Stress in America™ 2020*. Retrieved from <https://www.apa.org/news/press/releases/stress/2020/report-october>
9. Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive therapy of depression*. Guilford Press.
10. Brown, T. A., & Barlow, D. H. (2005). Dimensional versus categorical classification of mental disorders in the fifth edition of the *Diagnostic and Statistical Manual of Mental*

- Disorders and beyond: Comment on the special section. *Journal of Abnormal Psychology*, 114(4), 551-556.
11. Clark, D. M., & Beck, A. T. (2010). Cognitive theory and therapy of anxiety and depression: Convergence with neurobiological findings. *Trends in Cognitive Sciences*, 14(9), 418-424.
 12. DeRubeis, R. J., Siegle, G. J., & Hollon, S. D. (2008). Cognitive therapy versus medication for depression: Treatment outcomes and neural mechanisms. *Nature Reviews Neuroscience*, 9(10), 788-796.
 13. Fava, G. A., & Ruini, C. (2003). Development and characteristics of a well-being enhancing psychotherapeutic strategy: Well-being therapy. *Journal of Behavior Therapy and Experimental Psychiatry*, 34(1), 45-63.
 14. Frank, J. D. (1973). Therapeutic factors in psychotherapy. *American Journal of Psychotherapy*, 27(2), 218-231.
 15. Goodman, W. K., Price, L. H., Rasmussen, S. A., Mazure, C., Fleischmann, K., Hill, C. L., Heninger, G. R., & Charney, D. S. (1989). The Yale-Brown Obsessive Compulsive Scale: I. Development, use, and reliability. *Archives of General Psychiatry*, 46(11), 1006-1011.
 16. Grant, J. E., Odlaug, B. L., & Schreiber, L. R. (2013). Pharmacological treatments in pathological gambling. *British Journal of Clinical Pharmacology*, 77(2), 375-381.
 17. Hofmann, S. G., & Hayes, S. C. (2019). The future of intervention science: Process-based therapy. *Clinical Psychological Science*, 7(1), 37-50.
 18. Jacobson, N. S., & Truax, P. (1991). Clinical significance: A statistical approach to defining meaningful change in psychotherapy research. *Journal of Consulting and Clinical Psychology*, 59(1), 12-19.
 19. Lambert, M. J. (2013). Outcome in psychotherapy: The past and important advances. *Psychotherapy*, 50(1), 42-51.
 20. Leichsenring, F., & Rabung, S. (2008). Effectiveness of long-term psychodynamic psychotherapy: A meta-analysis. *JAMA Psychiatry*, 65(2), 155-162.
 21. McHugh, R. K., Hearon, B. A., & Otto, M. W. (2010). Cognitive-behavioral therapy for substance use disorders. *The Psychiatric Clinics of North America*, 33(3), 511-525.
 22. Morris, L., Stander, V. A., & Boswell, J. F. (2016). The effectiveness of behavioral activation therapy for depression: A meta-analysis. *Journal of Clinical Psychology*, 72(7), 656-675.
 23. NICE. (2018). Depression in adults: Recognition and management. National Institute for Health and Care Excellence.
 24. Wu, J. Q., Szczepanik, J., & McCarron, R. M. (2016). Pharmacologic management of anxiety disorders in the elderly. *Current Psychiatry Reports*, 18(8), 74.

Developmental Psychology

1. Bowlby, J. (1969). *Attachment and Loss: Vol. 1. Attachment*. New York: Basic Books.
2. Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312(5782), 1900-1902.
3. Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of attachment: A psychological study of the Strange Situation*. Hillsdale, NJ: Lawrence Erlbaum.

4. Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.
5. Sroufe, L. A. (1979). The coherence of individual development: Early care, attachment, and subsequent developmental issues. *American Psychologist*, 34(10), 834-841.
6. Erikson, E. H. (1950). *Childhood and society*. New York: W.W. Norton.
7. Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
8. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
9. Bruner, J. S. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
10. Siegler, R. S. (1996). *Emerging minds: The process of change in children's thinking*. New York: Oxford University Press.
11. Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). *The scientist in the crib: Minds, brains, and how children learn*. New York: William Morrow.
12. Lerner, R. M. (1982). Children and adolescents as producers of their own development. *Developmental Review*, 2(4), 342-370.
13. Sameroff, A. J. (1975). Transactional models in early social relations. *Human Development*, 18(4-5), 65-79.
14. Rutter, M. (1979). Protective factors in children's responses to stress and disadvantage. *Annals of the Academy of Medicine, Singapore*, 8(3), 324-338.
15. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
16. Harlow, H. F. (1958). The nature of love. *American Psychologist*, 13(12), 673-685.
17. Thompson, R. A. (1999). Early attachment and later development. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 265-286). New York: Guilford Press.
18. Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood*. New York: Guilford Press.
19. Fernald, A. (1992). Human maternal vocalizations to infants as biologically relevant signals: An evolutionary perspective. In C. T. Snowdon & M. Hausberger (Eds.), *Social influences on vocal development* (pp. 5-28). Cambridge, UK: Cambridge University Press.
20. Kagan, J. (1979). *Reflection-impulsivity: The*
21. Gesell, A. (1940). *An atlas of infant behavior: A systematic delineation of the forms and early growth of human behavior patterns*. New Haven, CT: Yale University Press.
22. Bowlby, J. (1980). *Attachment and loss: Vol. 3. Loss: Sadness and depression*. New York: Basic Books.
23. Erikson, E. H. (1968). *Identity, youth and crisis*. New York: W. W. Norton & Company.
24. Chomsky, N. (1959). A review of B. F. Skinner's *Verbal Behavior*. *Language*, 35(1), 26-58.
25. Johnson, M. H. (2005). *Developmental cognitive neuroscience: An introduction*. Malden, MA: Blackwell Publishing.

Social Psychology

1. Lewin, K. (1936). *Principles of topological psychology*. New York: McGraw-Hill.
2. Petty, R. E., & Cacioppo, J. T. (1986). *Communication and persuasion: Central and peripheral routes to attitude change*. New York: Springer-Verlag.
3. Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33-47). Monterey, CA: Brooks/Cole.
4. Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & L. W. Austin (Eds.), *Psychology of intergroup relations* (pp. 7-24). Chicago, IL: Nelson-Hall.
5. Allport, G. W. (1954). *The nature of prejudice*. Cambridge, MA: Perseus Books.
6. Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56(1), 5-18.
7. Fiske, S. T., & Taylor, S. E. (1991). *Social cognition* (2nd ed.). New York: McGraw-Hill.
8. Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54(7), 462-479.
9. Dovidio, J. F., & Gaertner, S. L. (2004). Aversive racism. *Advances in Experimental Social Psychology*, 36, 1-51.
10. Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Orlando, FL: Harcourt Brace Jovanovich.
11. Festinger, L. (1957). *A theory of cognitive dissonance*. Evanston, IL: Row, Peterson.
12. Gilbert, D. T. (1998). Ordinary personology. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (pp. 89-150). New York: Oxford University Press.
13. Heider, F. (1958). *The psychology of interpersonal relations*. New York: John Wiley & Sons.
14. Hogg, M. A., & Vaughan, G. M. (2005). *Social psychology* (4th ed.). London: Prentice Hall.
15. Jones, E. E., & Davis, K. E. (1965). From acts to dispositions: The attribution process in person perception. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 2, pp. 219-266). New York: Academic Press.
16. Kelley, H. H. (1973). The processes of causal attribution. *American Psychologist*, 28(2), 107-128.
17. Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67(4), 371-378.
18. Moscovici, S. (1976). *Social influence and social change*. London: Academic Press.
19. Sherif, M. (1936). *The psychology of social norms*. New York: Harper & Brothers.
20. Tajfel, H. (1982). *Social identity and intergroup relations*. Cambridge, UK: Cambridge
21. Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., & Wetherell, M. S. (1987). *Rediscovering the social group: A self-categorization theory*. Oxford, UK: Basil Blackwell.
22. Brewer, M. B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17(5), 475-482.
23. Buss, D. M. (1999). *Evolutionary psychology: The new science of the mind*. Boston, MA: Allyn & Bacon.

24. Cialdini, R. B. (1993). *Influence: The psychology of persuasion*. New York: Harper Collins.
25. Fiske, S. T. (1992). Thinking is for doing: Portraits of social cognition from Daguerreotype to laserphoto. *Journal of Personality and Social Psychology*, 63(6), 877-889.

Cognitive Psychology

1. Anderson, J. R. (1983). *The architecture of cognition*. Harvard University Press.
2. Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: A proposed system and its control processes. *Psychology of Learning and Motivation*, 2, 89-195.
3. Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton Publishers.
4. Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behavior*, 11, 671-684.
5. Gick, M. L., & Holyoak, K. J. (1980). Analogical problem solving. *Cognitive Psychology*, 12(3), 306-355.
6. Hubel, D. H., & Wiesel, T. N. (1959). Receptive fields of single neurones in the cat's striate cortex. *Journal of Physiology*, 148(3), 574-591.
7. Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47(2), 263-291.
8. Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13(5), 585-589.
9. Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63(2), 81-97.
10. Newell, A., & Simon, H. A. (1972). *Human problem solving*. Prentice-Hall.
11. Paivio, A. (1971). *Imagery and verbal processes*. Holt, Rinehart & Winston.
12. Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.
13. Rumelhart, D. E., & McClelland, J. L. (1986). *Parallel distributed processing: Explorations in the microstructure of cognition*. MIT Press.
14. Sperling, G. (1960). The information available in brief visual presentations. *Psychological Monographs: General and Applied*, 74(11), 1-29.
15. Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185(4157), 1124-1131.
16. Wason, P. C. (1968). Reasoning about a rule. *Quarterly Journal of Experimental Psychology*, 20(3), 273-281.
17. Wilson, M., & Daly, M. (2004). Do pretty women inspire men to discount the future? *Proceedings of the Royal Society of London. Series B: Biological Sciences*, 271(Suppl 5), S177-S179.
18. Anderson, B. A., Laurent, P. A., & Yantis, S. (2011). Value-driven attentional capture. *Proceedings of the National Academy of Sciences*, 108(25), 10367-10371.
19. Biederman, I., & Gerhardstein, P. C. (1993). Recognizing depth-rotated objects: Evidence and conditions for three-dimensional viewpoint invariance. *Journal of Experimental Psychology: Human Perception and Performance*, 19(6), 1397-1412.
20. Clark, A. (1997). *Being there: Putting brain, body, and world together again*. MIT Press.

21. Dehaene, S., & Changeux, J. P. (2011). Experimental and theoretical approaches to conscious processing. *Neuron*, 70(2), 200-227.
22. Gazzaniga, M. S. (2005). Forty-five years of split-brain research and still going strong. *Nature Reviews Neuroscience*, 6(8), 653-659.
23. Kandel, E. R. (2001). The molecular biology of memory storage: A dialogue between genes and synapses. *Science*, 294(5544), 1030-1038.
24. Miller, E. K., & Cohen, J. D. (2001). An integrative theory of prefrontal cortex function. *Annual Review of Neuroscience*, 24(1), 167-202.
25. Pinker, S. (1997). *How the mind works*. WW Norton & Company.

Neuropsychology

1. Buckner, R. L., & Krienen, F. M. (2013). The evolution of distributed association networks in the human brain. *Trends in cognitive sciences*, 17(12), 648-665.
2. Butler, A. B. (2020). *Fundamentals of cognitive neuroscience: A beginner's guide*. Academic Press.
3. Draganski, B., & May, A. (2008). Training-induced structural changes in the adult human brain. *Behavioural brain research*, 192(1), 137-142.
4. Kandel, E. R., Schwartz, J. H., Jessell, T. M., Siegelbaum, S. A., & Hudspeth, A. J. (2013). *Principles of neural science*. McGraw Hill Professional.
5. Kolb, B., & Whishaw, I. Q. (2014). Brain plasticity and behavior. *Annual review of psychology*, 65, 379-401.
6. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological assessment*. Oxford University Press.
7. Merzenich, M. M., Van Vleet, T. M., & Nahum, M. (2014). Brain plasticity-based therapeutics. *Frontiers in human neuroscience*.
8. Nadel, L., & Sinnott-Armstrong, W. (2019). *Memory and law*. Oxford University Press.
9. Price, C. J., & Friston, K. J. (2002). Degeneracy and cognitive anatomy. *Trends in cognitive sciences*, 6(10), 416-421.
10. Wandell, B. A., & Smirnakis, S. M. (2009). Plasticity and stability of visual field maps in adult primary visual cortex. *Nature Reviews Neuroscience*, 10(12), 873-884.
11. Cabeza, R., & Nyberg, L. (2000). Imaging cognition II: An empirical review of 275 PET and fMRI studies. *Journal of cognitive neuroscience*, 12(1), 1-47.
12. Draganski, B., Gaser, C., Kempermann, G., Kuhn, H. G., Winkler, J., Büchel, C., & May, A. (2006). Temporal and spatial dynamics of brain structure changes during extensive learning. *The Journal of neuroscience*, 26(23), 6314-6317.
13. Duffau, H. (2008). The anatomo-functional connectivity of language revisited. New insights provided by electrostimulation and tractography. *Neuropsychologia*, 46(4), 927-934.
14. Duffau, H., & Capelle, L. (2004). Preferential brain locations of low-grade gliomas. *Cancer*, 100(12), 2622-2626.
15. Friston, K. J. (2005). A theory of cortical responses. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 360(1456), 815-836.
16. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2014). *Cognitive neuroscience: The biology of the mind*. WW Norton & Company.
17. Herculano-Houzel, S., & Kaas, J. H. (2011). *Gorilla and orangutan*

18. Harvey, P. D. (2015). Cognitive impairment in schizophrenia: the great unmet need. *CNS spectrums*, 20(1), 53-59.
19. Koenigs, M., & Grafman, J. (2009). The functional neuroanatomy of depression: distinct roles for ventromedial and dorsolateral prefrontal cortex. *Behavioural brain research*, 201(2), 239-243.
20. Kosslyn, S. M., & Thompson, W. L. (2003). Neural systems shared by visual imagery and visual perception: a positron emission tomography study. *Neuroimage*, 20(1), 68-82.
21. Le Bihan, D., & Johansen-Berg, H. (2012). Diffusion MRI at 25: exploring brain tissue structure and function. *Neuroimage*, 61(2), 324-341.
22. Lezak, M. D. (2004). *Neuropsychological assessment*. Oxford University Press.
23. Miller, E. K., & Cohen, J. D. (2001). An integrative theory of prefrontal cortex function. *Annual review of neuroscience*, 24(1), 167-202.
24. Park, D. C., & Bischof, G. N. (2013). The aging mind: neuroplasticity in response to cognitive training. *Dialogues in clinical neuroscience*, 15(1), 109-119.
25. Schmahmann, J. D., & Pandya, D. N. (2006). *Fiber pathways of the brain*. Oxford University Press.

Educational Psychology

1. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
2. Biggs, J. (1987). *Student approaches to learning and studying*. Melbourne: Australian Council for Educational Research.
3. Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: Harvard University Press.
4. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
5. Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41(10), 1040-1048.
6. Elliot, A. J., & Dweck, C. S. (Eds.). (2005). *Handbook of competence and motivation*. New York: Guilford Press.
7. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
8. Gagne, R. M. (1985). *The conditions of learning and theory of instruction* (4th ed.). New York: Holt, Rinehart and Winston.
9. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
10. Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company.
11. Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of educational objectives: The classification of educational goals. *Handbook II: Affective domain*. New York: David McKay.
12. Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
13. Mayer, R. E. (2003). The promise of multimedia learning: Using the same instructional design methods across different media. *Learning and Instruction*, 13(2), 125-139.

14. McCombs, B. L. (1994). *Learning and motivation strategies: Your guide to success*. Washington, DC: American Psychological Association.
15. Pintrich, P. R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92(3), 544-555.
16. Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.
17. Pressley, M., & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale, NJ: Erlbaum.
18. Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26(3-4), 207-231.
19. Slavin, R. E. (1996). Research on cooperative learning and achievement: What we know, what we need to know. *Contemporary Educational Psychology*, 21(1), 43-69.
20. Snow, R. E. (1991). Aptitude-treatment interactions in educational and occupational settings. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (Vol. 2, pp. 105-152). Palo Alto, CA
21. Sweller, J. (1994). Cognitive load theory, learning difficulty, and instructional design. *Learning and Instruction*, 4(4), 295-312.
22. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
23. Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 315-327). New York: Macmillan.
24. Wigfield, A., & Eccles, J. S. (2002). Development of achievement motivation. In *Handbook of child psychology* (Vol. 3, pp. 933-1002). John Wiley & Sons Inc.
25. Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3-17.

Forensic Psychology

1. Bartol, C. R., & Bartol, A. M. (2020). *Introduction to forensic psychology: Research and application* (5th ed.). Sage Publications.
2. Turvey, B. E. (2017). *Criminal profiling: An introduction to behavioral evidence analysis*. Academic Press.
3. Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13(5), 585-589.
4. Rogers, R., & Shuman, D. W. (2000). *Conducting insanity evaluations* (2nd ed.). Guilford Press.
5. Bersoff, D. N. (1999). Ethical conflicts in forensic psychology: Are we ready for a broader view of our ethical responsibilities? *Professional Psychology: Research and Practice*, 30(1), 15-19.
6. Monahan, J. (1981). *Predicting violent behavior: An assessment of clinical techniques*. Sage Publications.
7. Quinsey, V. L., Harris, G. T., Rice, M. E., & Cormier, C. A. (1998). *Violent offenders: Appraising and managing risk* (2nd ed.). American Psychological Association.

8. Hare, R. D. (2003). *The Hare Psychopathy Checklist-Revised* (2nd ed.). Multi-Health Systems.
9. Swanson, J. W., Swartz, M. S., Van Dorn, R. A., Elbogen, E. B., Wagner, H. R., & Rosenheck, R. A. (2006). A national study of violent behavior in persons with schizophrenia. *Archives of General Psychiatry*, 63(5), 490-499.
10. Kassin, S. M., & Gudjonsson, G. H. (2004). The psychology of confessions: A review of the literature and issues. *Psychological Science in the Public Interest*, 5(2), 33-67.
11. Redlich, A. D., Kulish, V., Steadman, H. J., & Petrila, J. (2010). The accuracy of mental retardation diagnoses in death penalty cases. *Journal of the American Academy of Psychiatry and the Law*, 38(3), 349-357.
12. Leo, R. A. (1996). Inside the interrogation room. *Journal of Criminal Law and Criminology*, 86(2), 266-303.
13. Ganis, G., Kiehl, K. A., & Kiehl, K. A. (2011). Brain imaging in forensic science: The promise and pitfalls. *Nature Reviews Neuroscience*, 12(5), 322-324.
14. Raine, A. (2013). *The anatomy of violence: The biological roots of crime*. Vintage Books.
15. Baskin-Sommers, A. R., & Krusemark, E. A. (2021). The Intersection of psychology, neuroscience, and law: Insights from psychopathy. *Annual Review of Psychology*, 72, 69-93.
16. Farrington, D. P., & Loeber, R. (2000). Some benefits of dichotomization in psychiatric and criminological research. *Criminal Behaviour and Mental Health*, 10(3), 156-166.
17. Sattler, D. N., & Ryan, J. J. (2018). *Assessment of children: Cognitive applications* (5th ed.). Jerome M. Sattler.
18. Hart, S. D.,
19. Cale, E. M., & Lilienfeld, S. O. (2002). Sex offender treatment programs in correctional settings: A review of the literature. *Aggression and Violent Behavior*, 7(5), 447-469.
20. Ogloff, J. R. P., & Lyon, D. R. (2015). *Psychology, law, and legal processes in Australia*. Oxford University Press.
21. Gudjonsson, G. H. (1992). *The psychology of interrogations and confessions: A handbook*. Wiley.
22. White, R. C., & Haines, J. H. (2013). *Psychology and law: An overview*. Oxford University Press.
23. Pinizzotto, A. J., & Finkel, N. J. (1990). Criminal personality profiling: An outcome and process study. *Law and Human Behavior*, 14(3), 215-233.
24. Graham, J. R., Reid, C. A., & Allison, S. (1999). The juvenile sex offender: Part II. Sexual abuse: A journal of research and treatment, 11(3), 161-171.
25. Douglas, J. E., Burgess, A. W., Burgess, A. G., & Ressler, R. K. (2013). *Crime classification manual: A standard system for investigating and classifying violent crimes* (3rd ed.). John Wiley & Sons.

Industrial-Organizational Psychology

1. Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2005). The crossover of burnout and work engagement among working couples. *Human Relations*, 58(5), 661-689.
2. Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328.

3. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.
4. Cox, T. (1994). *Cultural diversity in organizations: Theory, research, and practice*. Berrett-Koehler Publishers.
5. Goffin, R. D., & Rothstein, M. G. (2016). Increasing the relevance and practical impact of I-O research through stronger partnerships with practice. *Industrial and Organizational Psychology*, 9(3), 422-431.
6. Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32(4), 1199-1228.
7. Schneider, B., Hanges, P. J., Smith, D. B., & Salvaggio, A. N. (2003). Which comes first: Employee attitudes or organizational financial and market performance? *Journal of Applied Psychology*, 88(5), 836-851.
8. Spector, P. E. (2012). *Industrial and organizational psychology: Research and practice* (6th ed.). John Wiley & Sons.
9. Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124(2), 262-274.
10. Tett, R. P., Jackson, D. N., & Rothstein, M. (1991). Personality measures as predictors of job performance: A meta-analytic review. *Journal of Vocational Behavior*, 39(2), 223-253.
11. Van Vianen, A. E. (2000). Person-organization fit: The match between newcomers' and recruiters' preferences for organizational cultures. *Personnel Psychology*, 53(1), 113-149.
12. Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit. *Personnel Psychology*, 58(2), 281-342.
13. Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44(1), 1-26.
14. Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits--self-esteem, generalized self-efficacy, locus of control, and emotional stability--with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86(1), 80-92.
15. Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99-109.
16. LePine, J. A., Podsakoff
17. Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books.
18. Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513-563.
19. Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology*, 92(4), 909-927.

20. Hirschfeld, R. R., & Feild, H. S. (2000). Work centrality and work alienation: Distinct aspects of a general commitment to work. *Journal of Organizational Behavior*, 21(8), 789-800.
21. Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
22. Warr, P. (1990). The measurement of well-being and other aspects of mental health. *Journal of Occupational Psychology*, 63(3), 193-210.
23. Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology*, 53(1), 279-307.
24. Latham, G. P., & Pinder, C. C. (2005). Work motivation theory and research at the dawn of the twenty-first century. *Annual Review of Psychology*, 56(1), 485-516.
25. Grant, A. M., & Parker, S. K. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. *Academy of Management Annals*, 3(1), 317-375.

Health Psychology

1. Barrera, T. L., Norton, P. J., & Quality of Life Group. (2015). Quality of life impairment in generalized anxiety disorder, social phobia, and panic disorder. *Journal of Anxiety Disorders*, 29, 95-102.
2. Chesney, M. A., & Folkman, S. (1994). Psychological impact of HIV disease and implications for intervention. *Psychiatric Clinics of North America*, 17(1), 163-182.
3. Taylor, S. E. (2015). *Health psychology*. McGraw-Hill Education.
4. Carney, R. M., & Freedland, K. E. (2017). Depression in patients with coronary heart disease. *American Journal of Medicine*, 130(2), 146-151.
5. Halaris, A. (2013). Inflammation and depression: A causal or coincidental link to the pathophysiology? *Acta Psychiatrica Scandinavica*, 129(3), 161-170.
6. Lichtman, J. H., Bigger Jr, J. T., Blumenthal, J. A., Frasure-Smith, N., Kaufmann, P. G., Lespérance, F., ... & Writing Committee on Depression in Coronary Artery Disease Patients. (2008). Depression and coronary heart disease: recommendations for screening, referral, and treatment: a science advisory from the American Heart Association Prevention Committee of the Council on Cardiovascular Nursing, Council on Clinical Cardiology, Council on Epidemiology and Prevention, and Interdisciplinary Council on Quality of Care and Outcomes Research: endorsed by the American Psychiatric Association. *Circulation*, 118(17), 1768-1775.
7. Boehm, J. K., & Kubzansky, L. D. (2012). The heart's content: The association between positive psychological well-being and cardiovascular health. *Psychological Bulletin*, 138(4), 655-691.
8. Tindle, H. A., Chang, Y. F., Kuller, L. H., Manson, J. E., Robinson, J. G., Rosal, M. C., ... & Matthews, K. A. (2012). Optimism, cynical hostility, and incident coronary heart disease and mortality in the Women's Health Initiative. *Circulation*, 126(9), 1059-1069.
9. Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology*, 86(2), 320-333.
10. Bandura, A. (2004). Health promotion by social cognitive means. *Health Education & Behavior*, 31(2), 143-164.
11. Dweck, C. S. (2017). *Mindset: The new psychology of success*. Random House.

12. Gollwitzer, P. M., & Sheeran, P. (2006). Implementation intentions and goal achievement: A meta-analysis of effects and processes. *Advances in Experimental Social Psychology*, 38, 69-119.
13. Michie, S., Richardson, M., Johnston, M., Abraham, C., Francis, J., Hardeman, W., ... & Wood, C. E. (2011). The behavior change technique taxonomy (v1) of 93 hierarchically clustered techniques: Building an international consensus for the reporting of behavior change interventions. *Annals of Behavioral Medicine*, 46(1), 81-95.
14. Prochaska, J. O., & Velicer, W
15. Rothman, A. J., Sheeran, P., & Wood, W. (2009). Reflective and automatic processes in the initiation and maintenance of dietary change. *Annals of Behavioral Medicine*, 38(Suppl 1), S4-S17.
16. Ogden, J. (2017). *Health psychology: A textbook* (6th ed.). McGraw-Hill Education.
17. Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822-848.
18. Kabat-Zinn, J. (1982). An outpatient program in behavioral medicine for chronic pain patients based on the practice of mindfulness meditation: Theoretical considerations and preliminary results. *General Hospital Psychiatry*, 4(1), 33-47.
19. Burke, L. E., Wang, J., & Sevick, M. A. (2011). Self-monitoring in weight loss: A systematic review of the literature. *Journal of the American Dietetic Association*, 111(1), 92-102.
20. Doherty, Y., & Ciliska, D. (2016). *Evidence-Informed Nursing: A Guide for Clinical Nurses*. Springer Publishing Company.
21. Glynn, L. G., Hayes, P. S., Casey, M., Glynn, F., Alvarez-Iglesias, A., Newell, J., ... & Murphy, A. W. (2010). Effectiveness of a smartphone application to promote physical activity in primary care: A randomized controlled trial. *Preventive Medicine*, 51(3-4), 250-256.
22. Jha, A. P., Krompinger, J., & Baime, M. J. (2007). Mindfulness training modifies subsystems of attention. *Cognitive, Affective, & Behavioral Neuroscience*, 7(2), 109-119.
23. Lorig, K. R., Ritter, P., Stewart, A. L., Sobel, D. S., Brown Jr, B. W., Bandura, A., ... & Holman, H. R. (2001). Chronic disease self-management program: 2-year health status and health care utilization outcomes. *Medical Care*, 39(11), 1217-1223.
24. Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51(3), 390-395.
25. Rutter, H., Savona, N., Glonti, K., Bibby, J., Cummins, S., Finegood, D. T., ... & White, M. (2017). The need for a complex systems model of evidence for public health. *The Lancet*, 390(10112), 2602-2604.

Positive Psychology

1. Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226.
2. Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60(5), 410-421.

3. Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, 9(2), 111-131.
4. Folkman, S., & Moskowitz, J. T. (2000). Positive affect and the other side of coping. *American Psychologist*, 55(6), 647-654.
5. Diener, E., Lucas, R. E., & Oishi, S. (2009). Advances and open questions in the science of subjective well-being. *Collabra: Psychology*, 5(1), 1-23.
6. Kashdan, T. B., & Rottenberg, J. (2010). Psychological flexibility as a fundamental aspect of health. *Clinical Psychology Review*, 30(7), 865-878.
7. Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.
8. Park, N., Peterson, C., & Seligman, M. E. (2004). Strengths of character and well-being. *Journal of Social and Clinical Psychology*, 23(5), 603-619.
9. Wood, A. M., Linley, P. A., Maltby, J., Baliousis, M., & Joseph, S. (2011). The authentic personality: A theoretical and empirical conceptualization and the development of the Authenticity Scale. *Journal of Counseling Psychology*, 58(3), 385-399.
10. Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60(5), 410-421.
11. Proyer, R. T., Ruch, W., & Buschor, C. (2015). Testing strengths-based interventions: A preliminary study on the effectiveness of a program targeting curiosity, gratitude, hope, humor, and zest for enhancing life satisfaction. *Journal of Happiness Studies*, 16(5), 1181-1194.
12. Uchino, B. N., Cacioppo, J. T., & Kiecolt-Glaser, J. K. (1996). The relationship between social support and physiological processes: A review with emphasis on underlying mechanisms and implications for health. *Psychological Bulletin*, 119(3), 488-531.
13. Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9(1), 13-39.
14. Helliwell, J. F., & Putnam, R. D. (2004). The social context of well-being. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 359(1449), 1435-1446.
15. Cohen, S., & Wills, T. A. (1985). Stress, social support, and health. In S. Cohen & S. L. Syme (Eds.), *Social support and health* (pp. 215-237). Academic Press.
16. Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84(2), 377-389.
17. Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803-855.
18. Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, 95(5), 1045-1062.
19. Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being? *Current Directions in Psychological Science*, 22(1), 57-62.
20. Keyes, C. L. (2005). Mental illness and/or mental health? Investigating axioms of the complete state model of health. *Journal of Consulting and Clinical Psychology*, 73(3), 539-548.

21. Peterson, C., Park, N., & Seligman, M. E. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. *Journal of Happiness Studies*, 6(1), 25-41.
22. Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies*, 9(1), 1-11.
23. Fredrickson, B. L., & Losada, M. F. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist*, 60(7), 678-686.
24. Kashdan, T. B., Biswas-Diener, R., & King, L. A. (2008). Reconsidering happiness: The costs of distinguishing between hedonics and eudaimonia. *The Journal of Positive Psychology*, 3(4), 219-233.
25. Vittersø, J., Roysamb, E., & Diener, E. (2002). The concept of life satisfaction across cultures: Exploring its diverse meaning and relation to economic wealth. *Journal of Personality and Social Psychology*, 82(4), 891-902.