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Although eating problems--ranging from body dissatisfaction and dieting to anorexia nervosa or bulimia nervosa--can begin and typically have their roots in childhood, theory and research in developmental psychopathology and developmental psychology have not received substantial attention in eating disorders research. This book provides crucial background material from both fields, and then makes direct applications to numerous aspects of the field of eating disorders including theory, research, treatment, and primary prevention. This book was born out of a transaction between frustration and optimism. The frustrations reflected the limitations of current knowledge about eating problems and disorders. Etiological "causes" which are sensitive and specific to eating disorders have been elusive. Although there is some understanding of risk factors, little is known about protective factors. This has made prevention, among other things, difficult. Furthermore, the mechanisms underlying the association between risk factors and disordered eating are poorly understood. For example, it is known that women are at greater risk than men are, but clinicians are hard- pressed to get beyond gender-based speculations and demonstrate why this is true. The optimism grows from familiarity with the field of developmental psychopathology. It seems evident that this approach has much to offer the field of eating disorders. This book is an early step in the integration of developmental psychopathology into theorizing, research, treatment, and prevention of eating disorders. It addresses four specific goals: * to introduce the principles and methodologies of developmental psychopathology, * to review the work of developmental psychologists in several major areas of behavior relevant to understanding the causes, treatment, and prevention of eating disorders, * to apply developmental psychopathology principles to the area of eating disorders, both in the form of theoretical models and in specific areas/issues raised by developmental psychopathology, and * to discuss the implications of developmental approaches for prevention programs and treatments.

This eye-opening text brings together research from behavioral science, neuroscience, and other fields to make a cogent case for emotions acting as a practical framework for living our lives. A dozen basic emotions are analyzed in terms of what causes them, how they change thoughts and behaviors, and the functional value of these responses. Contrary to the common idea of emotions as fleeting occurrences, they are shown as having the potential for lasting impact on moods, thoughts, and behaviors. Intriguing findings assert that even negative emotions such as jealousy and anger can have positive results such as promoting positive goals, and can lead to successful outcomes in overarching domains such as cognition and well-being. Among the topics covered: · How fear and anxiety promote attention and protective behavior. · How sadness and depression promote analysis of complex problems in goal-pursuits. · How happiness promotes processing and attention. · How love promotes relationship development and goal attainment. · How pride promotes sense of self and identity. The Function of Emotions is a valuable resource for students, researchers, and clinicians interested in the psychology and neuroscience of emotions and their function in everyday life. It will attract an interested readership among professionals working in such fields as education, management and leadership, social work, and psychotherapy.

- Foreword - Editorial - Building for the future - Introduction: The Indicators and their Framework - Reader's Guide - Executive Summary - The education sustainable development goal - Indicator A1 To what level have adults studied? - Indicator A2 Who is expected to graduate from upper secondary education? - Indicator A3 Who is expected to graduate from tertiary education? - Indicator A4 To what extent does parents' education influence their children's educational attainment? - Indicator A5 How does educational attainment affect participation in the labour market? - Indicator A6 What are the earnings advantages from education? - Indicator A7 What are the financial incentives to invest in education? - Indicator A8 How are social outcomes related to education? - Indicator A9 How many students complete upper secondary education? - Indicator B1 How much is spent per student? - Indicator B2 What proportion of national wealth is spent on educational institutions? - Indicator B3 How much public and private investment on educational institutions is there? - Indicator B4 What is the total public spending on education? - Indicator B5 How much do tertiary students pay and what public support do they receive? - Indicator B6 On what resources and services is education funding spent? - Indicator B7 Which factors influence the level of expenditure on education? - Indicator C1 Who participates in education? - Indicator C2 How do early childhood education systems differ around the world? - Indicator C3 Who is expected to enter tertiary education? - Indicator C4 What is the profile of internationally mobile students? - Indicator C5 Transition from school to work: where are the 15-29 year-olds? - Indicator C6 How many adults participate in education and learning? - Indicator D1 How much time do students spend in the classroom? - Indicator D2 What is the student-teacher ratio and how big are classes? - Indicator D3 How much are teachers paid? - Indicator D4 How much time do teachers spend teaching? - Indicator D5 Who are the teachers? - Indicator D6 What are the national criteria for students to apply to and enter into tertiary education? - Characteristics of Education Systems - Reference Statistics - Sources, Methods and Technical Notes - Australia - Austria - Belgium - Canada - Chile - Czech Republic - Denmark - Estonia - Finland - France - Germany - Greece - Hungary - Iceland - Ireland - Israel - Italy - Japan - Korea - Latvia - Luxembourg - Mexico - Netherlands - New Zealand - Norway - Poland - Portugal - Slovak Republic - Slovenia - Spain - Sweden - Switzerland - Turkey - United Kingdom - United States - Argentina - Brazil - China - Colombia - Costa Rica - India - Indonesia - Lithuania - Russian Federation - Saudi Arabia - South Africa - Ibero-American countries

The Accountant IV Passbook(R) prepares you for your test by allowing you to take practice exams in the subjects you need to study. It provides hundreds of questions and answers in the areas that will likely be covered on your upcoming exam, including but not limited to: general accounting and auditing; understanding and interpreting written material; understanding and interpreting tabular material; preparing written material; administrative supervision; and more.

Because of its central place in the historiography of several Balkan countries, the Macedonian Question is an ideal topic for a comparative study. The value of this work is its balanced approach, drawing on Greek as well as Slavonic sources. Special attention is paid to population statistics.

This fully revised 3rd edition offers an introduction to optimal control theory and its diverse applications in management science and economics. It brings to students the concept of the maximum principle in continuous, as well as discrete, time by using dynamic programming and Kuhn-Tucker theory. While some mathematical background is needed, the emphasis of the book is not on mathematical rigor, but on modeling realistic situations faced in business and economics. The book exploits optimal control theory to the functional areas of management including finance, production and marketing and to economics of growth and of natural resources. In addition, this new edition features materials on stochastic Nash and Stackelberg differential games and an adverse selection model in the principal-agent framework. The book provides exercises for each chapter and answers to selected exercises to help deepen the understanding of the material presented. Also included are appendices comprised of supplementary material on the solution of differential equations, the calculus of variations and its relationships to the maximum principle, and special topics including the Kalman filter, certainty equivalence, singular control, a global saddle point theorem, Sethi-Skiba points, and distributed parameter systems. Optimal control methods are used to determine optimal ways to control a dynamic system. The theoretical work in this field serves as a foundation for the book, which the author has applied to business management problems developed from his research and classroom instruction. The new edition has been completely refined and brought up to date. Ultimately this should continue to be a valuable resource for graduate courses on applied optimal control theory, but also for financial and industrial engineers, economists, and operational researchers concerned with the application of dynamic optimization in their fields.

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