

How to Write a Psychology Case Study

Examples, Tips, and Guidelines

By [Kendra Cherry](#) | Medically reviewed by [a board-certified physician](#) | Updated March 14, 2019

In This Article

- [Overview](#)
- [Types](#)
- [Methods](#)
- [Sources](#)
- [Case History](#)
- [Intervention](#)

[BACK TO TOP](#)

[More in Student Resources](#)

- [APA Style and Writing](#)
- [Study Guides and Tips](#)
- [Careers](#)

At some point in your study of psychology, you may be required to write a case study. These are often used in clinical cases or in situations when lab research is not possible or practical. In undergraduate courses, these are often based on a real individual, an imagined individual, or a character from a television show, film, or book.

The specific format for a case study can vary greatly. In some instances, your case study will focus solely on the individual of interest. Other possible requirements include citing relevant research and background information on a particular topic. Always consult with your instructor for a detailed outline of your assignment.

What Is a Case Study?

Psychology Case Study Paper Examples

Ian Pickup



Psychology Case Study Paper Examples:

Handbook of Psychology: Educational psychology Irving B. Weiner, Donald K. Freedheim, 2003 Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications and future course of major unresolved issues in the area *The Art of Persuasion: Decoding the Selling Mindset and Unleashing Emotional Triggers* Tony Gutierrez, The Art of Persuasion delves into the intricacies of the selling mindset and explores the power of emotional triggers revealing their hidden potential Through meticulous decoding this masterful guide reveals how to positively influence others and create persuasive interactions that leave a lasting impact With invaluable insights into the art of persuasion this book equips readers with the tools and techniques to navigate the complexities of human psychology enabling them to unlock the key to mutual understanding and achieve their desired outcomes *OCR Psychology* Philip Banyard, Cara Flanagan, 2013-09-05 OCR Psychology Third Edition is endorsed by OCR for use with the OCR AS Psychology specification This book prepares students for all elements of the OCR Psychology AS exam It covers both research methods and core studies giving the who what where and even the why of each study It also looks at some of the work that followed the studies Key features of the book include Psychological Investigations the first chapter of the book helps students to understand research methods in psychology useful support for the Psychological Investigations exam and for understanding the core studies themselves Core Studies each study is described first In a Nutshell followed by a detailed account of the aims method results and conclusions Guidance is given on how each study can be evaluated and a wealth of extra materials is provided for each study questions to assess understanding practical activities multiple choice and exam style questions further reading and video links Background to each core study is included in the Starters and Afters features information about related research before and after the study and biographical details of the researcher s Approaches perspectives issues and methods are considered in a brand new chapter to cover the themes of the course and prepare students for the long answer questions on the Core Studies exam Exam guidance each chapter ends with short and long answer exam style questions answered by students with teacher feedback The book is presented in colourful and well structured magazine style spreads to aid the learning process This 3rd edition has been completely revised and is now accompanied by a companion website featuring an extensive range of online resources for both teachers and students including answers to the questions posed in the book glossary flash cards and multiple choice test banks **Handbook of Demonstrations and Activities in the Teaching of Psychology** Mark E. Ware, David E. Johnson, 2013-09-05 For those who teach students in psychology education and the social sciences the Handbook of Demonstrations and Activities in the Teaching of Psychology Second Edition provides practical applications and rich sources of ideas Revised to include a wealth of new material 56% of the articles are new these invaluable reference books contain the collective experience of teachers who have successfully dealt with students difficulty in mastering important concepts about human behavior Each volume

features a table that lists the articles and identifies the primary and secondary courses in which readers can use each demonstration. Additionally, the subject index facilitates retrieval of articles according to topical headings, and the appendix notes the source as it originally appeared in *Teaching of Psychology*, especially useful for users needing to cite information. The official journal of the Society for the Teaching of Psychology, Division Two of the American Psychological Association, *Teaching of Psychology* is a highly respected publication devoted to improving teaching and learning at all educational levels. Volume II consists of 99 articles about teaching physiology, perception, learning, memory, and developmental psychology. Divided into eight sections, four devoted to developmental psychology and one for each of the other specialties, the book suggests ways to stimulate interest, promote participation, collect data, structure field experience, and observe and interact with patients.

The Revised Standard Edition of the Complete Psychological Works of Sigmund Freud Mark Solms, 2024-06-04

The long-awaited Revised Standard Edition of the Complete Psychological Works of Sigmund Freud (RSE) is founded on the canonical Standard Edition (SE) translation from the German by James Strachey, while adding a new layer of revisions and translations. Conceptual and lexicographic ambiguities are clarified in extensive new annotations. Drawing on established conventions and intellectual traditions, the Revised Standard Edition supplements Freud's writing with substantial editorial commentaries addressing controversial technical terms and translation issues through the lens of modern scholarship, a living text in dialogue with itself and the reader. The RSE also includes 56 essays and letters which were not included in the SE. In the RSE text and footnotes, a subtle underlining distinguishes, in an easy and accessible way, Mark Solms's revisions and additions from the historical translation and commentaries of James Strachey's Standard Edition. Readers can examine what Strachey contributed before the revisions, in tandem with Solms's updates, new translations, annotations, and commentaries, collectively bringing Freud's text and Strachey's translation into dialogue with five decades of research, including the most recent developments in the field. Commissioned by the British Psychoanalytical Society and co-published by Rowman Littlefield, the Revised Standard Edition brings together decades of scholarly deliberation concerning the translation of Freudian technical terms while retaining the best of Strachey's original English translation. This landmark work will captivate a wide audience, from interested lay readers to practicing clinicians to scientists and scholars in fields related to psychoanalysis.

Special Features: New Freud material, including 56 notes, essays, and letters that were not included in the Standard Edition. They reveal new insights into Freud's views on such topics as homosexuality and religion. New content underlined to identify changes to the Standard Edition, including corrections of mistakes in the original translation, as well as new, clearer translations of many passages. New annotations in the margins providing the original German technical terms. New and updated editorial material and translation notes. New glossary concerning the translation of all key terms. New photographic illustrations. New and massively expanded Freud bibliography. Entirely revised 24th volume, a major scholarly work including a comprehensive index for the whole set. Cross-referencing to the earlier SE is facilitated by the addition of

page numbers in square brackets in the margins Journal of Educational Psychology ,1928 **Resources in Education** ,2001-04 **The SAGE Handbook of Qualitative Research in Psychology** Carla Willig,Wendy Stainton-Rogers,2012-07-23 The SAGE Handbook of Qualitative Research in Psychology provides comprehensive coverage of the qualitative methods strategies and research issues in psychology combining how to do it summaries with an examination of historical and theoretical foundations Examples from recent research are used to illustrate how each method has been applied the data analysed and insights gained Chapters provide a state of the art review take stock of what s been achieved so far and map trajectories for future developments As such the book will constitute a valuable resource for both experienced qualitative researchers and novices for many years to come The Handbook is divided into three main sections Part 1 Methods contains fourteen chapters on methodological approaches ranging from established ones like Ethnography and Grounded Theory to more recent ones such as Memory Work Part 2 Perspectives Techniques includes chapters on Ethical Issues in Qualitative Research key alternative standpoints such as Feminism the use of computer technologies and the internet in qualitative research Part 3 Applications reviews qualitative methods applied to13 sub disciplines ranging from Cognitive to Post colonial Psychology *XXX International Congress of Psychology: Abstracts* Michele Robert,2017-10-03 The abstracts of the XXX International Congress of Psychology July 2012 Cape Town are published as a supplement to Volume 47 of the International Journal of Psychology The published volume includes the abstracts of the invited addresses symposia oral and poster presentations numbering over 5 000 separate contributions and creating an invaluable overview of the discipline of psychological science around the world today *Gregorian and Old Roman Eighth-mode Tracts: A Case Study in the Transmission of Western Chant* Emma Hornby,2019-01-15 This title was first published in 2002 This text uses detailed analysis of the eighth mode tracts in addressing some of the still unresolved questions of chant scholarship The first question is that of the nature of the relationship between Old Roman and Gregorian chant the second of the relationship between oral and written modes of transmission in the ecclesiastical culture of the Middle Ages Also the Middle Ages saw a transition to a culture more dependent on writing The book investigates the effect this transition had on the way eighth mode tracts were understood by those who performed and notated them **Creative Performance in Extreme Human Environments: Astronauts and Space** Henderika (Herie) de Vries,Chris Welch,O. Hatamleh,2021-07-28 **Business Management for the IB Diploma Coursebook** Peter Stimpson,Alex Smith,2015-03-05 Designed for class use and independent study this coursebook is tailored to the thematic requirements and assessment objectives of the IB syllabus It features the following topics business organisation and environment human resources accounts and finance marketing operations management and business strategy A Detective's History of Psychology Diane Mello-Goldner,2024-07-22 Are you captivated by detective fiction and mystery stories Do you enjoy solving puzzles or explaining other people s behavior Have you ever thought Miss Marple would make a good therapist or Sherlock Holmes an excellent researcher If so you probably have already seen the

connection between detective fiction and the field of psychology This book introduces key concepts and theories of psychology through the lens of mystery fiction Designed for curious readers of all backgrounds it explores the crossroads of detective fiction and psychology Thought provoking activities and questions enhance readers inquisitiveness deductive reasoning critical thinking and psychological insights *Turtle Hypodermic of Sickenpods* David Solway,2000-11-21 A dominant theme that pervades this collection is the status of theory in the educational system Solway claims that nothing of genuine and productive import comes out of theories The manifold problems that bedevil the academy cannot be solved or even rectified by the usual onslaught of dogmas reforms and pseudo revolutionary postulates that are produced in the misguided attempt to find the single perfect pedagogical system Instead we must embark on a stringent re examination of the principles and assumptions on which our culture itself is predicated as reflected in contemporary practice To do this we need to develop an accurate killer heuristic to identify and monitor threats to our vocational well being and effectiveness This requires courage a horror of sentimental credulity and a willingness to learn from those in the educational trenches the reference librarian should be questioned about the fate of the book not the academic dean who has seldom read one the teacher who has weathered innumerable classes should be heard not the personnel director who is rarely in the building the department secretary who is about to lose her job should be heeded while a jaundiced eye is turned on the omnipresent school coordinator In almost every case Solway believes those who deal directly with students will tell you the truth about what is happening to education while administrators will shuffle and mislead The essays here are based on information from the trenches as well as from a significant minority of writers on educational and cultural themes *The Turtle Hypodermic of Sickenpods* will be must reading for anyone interested in the fate of students and the education system **Race, Racism and Psychology** Graham Richards,2003-09-02 Topics with racial implications have been hotly debated in the psychological literature for most of this century and are often in the news Graham Richards takes a historical look at how the concepts of race and racism emerged within the discipline and charts the underlying premises of some famous studies in their social and political contexts No one is allowed to be objective in this arena as opponents will always argue that they are not This account is bound therefore to be controversial and excite interest whether or not readers agree with Richards stance

Teaching Psychology Douglas A. Bernstein,Sue Frantz,Stephen L. Chew,2019-11-08 This thoroughly revised third edition of *Teaching Psychology* synthesizes the latest pedagogical research on effective teaching and translates it into recommendations for classroom application It also takes into account the many changes in the teaching landscape that have taken place in recent years Covering key topics such as planning a course choosing teaching methods assimilating technology and the integration of teaching into the rest of your academic life this book also includes an abundance of supportive supplementary content to guide and inform new teachers This content will also benefit seasoned teachers who wish to reevaluate their current teaching practices and explore new teaching ideas and techniques Presenting a

comprehensive and cutting edge teaching guide for psychology teachers this book is a vital resource for those who are training psychology instructors or undertaking a teaching psychology course It is also a useful text for more experienced faculty looking to update their current teaching practices *Power, Discrimination, and Privilege in Individuals and Institutions* Sonya Faber, Monnica T. Williams, Matthew D. Skinta, Bia Labate, 2024-04-01 Individuals and systems are rife with prejudices leading to discrimination and inequities Examples of this include rejection of stigmatized groups e g Black Americans Indigenous people in Canada Roma peoples in Europe structural racism e g inequitable distribution of resources for public schools disenfranchisement of women employees e g the glass ceiling barriers to higher education e g biased admissions requirements heterosexism economic oppression and colonization When we take a closer look we find the core of the problem is imbalance in the distribution of power and its misuse Experimental Psychology Douglas W. Matheson, Richard Loren Bruce, Kenneth L. Beauchamp, 1978 **Mapping the Field** Jane Martin, Marion Bowl, Gemma Banks, 2023-10-04 From its origins in the University of Birmingham s then Institute of Education in 1948 Educational Review has emerged as a leading international journal for generic educational research Seventy five years on Mapping the Field presents a detailed account of education theory and research policy and practice through the lens of some of the key articles published in the journal over this timespan The Foreword written by the journal s editors in Volume I presents a comprehensive account of the changing context for education scholarship and plots the key events in the development of the journal The articles in Part I discuss some of the underpinning theories and research methodologies which have guided education researchers and practitioners both past and present Parts II and III focus on politics and policymaking in education and on the challenges involved in managing educational practice The articles included in both volumes of Mapping the Field represent a careful selection from the work of scholars whose ideas have been and continue to be influential in the field of education Overall this major text covers a wide range of topics and offers original insights into educational policy provision processes and practice from around the world Phenomenology as Qualitative Research John Paley, 2016-08-12 Phenomenology originated as a novel way of doing philosophy early in the twentieth century In the writings of Husserl and Heidegger regarded as its founders it was a non empirical kind of philosophical enquiry Although this tradition has continued in a variety of forms phenomenology is now also used to denote an empirical form of qualitative research PQR especially in health psychology and education However the methods adopted by researchers in these disciplines have never been subject to detailed critical analysis nor have the methods advocated by methodological writers who are regularly cited in the research literature This book examines these methods closely offering a detailed analysis of worked through examples in three influential textbooks by Giorgi van Manen and Smith Flowers and Larkin Paley argues that the methods described in these texts are radically under specified and suggests alternatives to PQR as an approach to qualitative research particularly the use of interview data in the construction of models designed to explain phenomena rather than merely describe or

interpret them This book also analyses and aims to develop the implicit theory of meaning found in PQR writings The author establishes an account of meaning as an inference marker and explores the methodological implications of this view This book evaluates the methods used in phenomenology as qualitative research and formulates a more fully theorised alternative It will appeal to researchers and students in the areas of health nursing psychology education public health sociology anthropology political science philosophy and logic

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Table of Contents Psychology Case Study Paper Examples

1. Understanding the eBook Psychology Case Study Paper Examples
 - The Rise of Digital Reading Psychology Case Study Paper Examples
 - Advantages of eBooks Over Traditional Books
2. Identifying Psychology Case Study Paper Examples
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Psychology Case Study Paper Examples
 - User-Friendly Interface
4. Exploring eBook Recommendations from Psychology Case Study Paper Examples
 - Personalized Recommendations

- Psychology Case Study Paper Examples User Reviews and Ratings
- Psychology Case Study Paper Examples and Bestseller Lists
- 5. Accessing Psychology Case Study Paper Examples Free and Paid eBooks
 - Psychology Case Study Paper Examples Public Domain eBooks
 - Psychology Case Study Paper Examples eBook Subscription Services
 - Psychology Case Study Paper Examples Budget-Friendly Options
- 6. Navigating Psychology Case Study Paper Examples eBook Formats
 - ePub, PDF, MOBI, and More
 - Psychology Case Study Paper Examples Compatibility with Devices
 - Psychology Case Study Paper Examples Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Psychology Case Study Paper Examples
 - Highlighting and Note-Taking Psychology Case Study Paper Examples
 - Interactive Elements Psychology Case Study Paper Examples
- 8. Staying Engaged with Psychology Case Study Paper Examples
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Psychology Case Study Paper Examples
- 9. Balancing eBooks and Physical Books Psychology Case Study Paper Examples
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Psychology Case Study Paper Examples
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Psychology Case Study Paper Examples
 - Setting Reading Goals Psychology Case Study Paper Examples
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Psychology Case Study Paper Examples
 - Fact-Checking eBook Content of Psychology Case Study Paper Examples

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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