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Pa - professional article

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Dance culture, 1999/1/1, rea.
Dance drugs, 1998/4/5, rea.
Data collection, 2000/4/391, rea.
Data interpretation, 2004/3/239, cta.
Decision making, 1998/3/73, rea; 1998/3/93, rea.
Defensible space, 2001/4/445, cta.
Definition and contextualization of social pedagogic interventions, 1997/1/7, cta.
Development in adulthood, 1999/3/299, cta.
Development of educational programmes, 1998/1/4, cta.
Development of ethical work, 2000/2/149, pa.
Development, 1997/1/45, rea; 1999/3/207, cta; 2000/3/341, pa; 2001/4/413, cta; 2003/1/1, rea; 2003/3/315, cta.
Developmental model of supervision, 1997/3/9, cta.
Developmental phases, 2003/3/247, cta.
Developmental-educational model of supervision, 2000/3/237, cta.
Deviance, 2001/1/39, rea.
Diagnosis, 1999/1/67, pa.
Diagnostic interview, 2001/1/25, rea.
Diagnostic team, 2004/3/239, cta.
Diagnostics, 2004/3/275, cta.
Discriminatory discourse, 2002/1/83, pa.
Drug addiction, 1998/2/57, cta.
Drug dealers, 2004/1/1, cta; 2004/4/409, rea.
Drug dealing, 2003/4/407, cta; 2004/1/1, cta; 2004/4/409, rea.
Drug users, 2003/4/407, cta.
Drugs, 1998/3/93, rea; 2003/4/407, cta.
Dylan Dog, 2002/4/430, pa.
Ecological context, 2003/3/315, cta.
Ecological perspective, 2003/3/315, cta.
Ecstasy, 1999/1/1, rea.

Education and upbringing, 1998/1/45, cta.
Education, 1998/1/33, cta; 1998/4/37, cta; 1999/2/195, pa; 2001/1/75, cta; 2001/1/86, cta;
2001/3/341, pa; 2001/4/393, rea; 2002/1/1, cta; 2002/1/83, pa; 2002/2/183, cta.
Educational and remedial riding, 2001/3/341, pa.
Educational processes, 2003/4/431, pa.
Educational programme planning, 1999/4/445, rea.
Educational workshop, 1998/3/93, rea.
Educational-psychological interventions, 2001/3/341, pa.
Educator, 2002/1/1, cta; 2002/2/183, cta.
Eisner, 2002/4/430, pa.
Electronic music, 2001/2/107, rea.
Emotions, 2002/2/155, cta.
Employment, 2000/4/433, pa.
Entrepreneur of change, 2003/2/205, cta.
Erikson, 1999/3/227, cta.
Ethical code, 2000/2/149, pa.
Ethics in philosophy, 2000/2/149, pa.
Ethics, 1998/1/69, pa; 2000/1/47, cta; 2000/2/115, cta; 2002/2/183, cta; 2003/1/83, pa.
Ethnic organisation, 2004/2/121, cta.
Ethnic identity, 2004/2/121, cta.
Ethnographic field work, 2002/2/141, rea.
Evaluation of effectiveness, 1998/2/33, cta.
Everyday life, 2002/4/430, pa.
Evolutionary community, 2003/2/205, cta.
Experience, 1999/2/135, cta; 2002/1/47, pa.
Experiential learning theory, 1999/3/299, cta.
Experiential pedagogy, 1999/2/135, cta.
Experimental learning, 2000/3/353, pa.
Facilitating identity development, 1999/3/227, cta.
Faculty, 1998/1/79, pa.
Fairy-tale, 2002/1/21, cta.
Family forming, 2002/3/309, rea.
Family system, 2003/2/125, rea.
Family therapy, 1997/4/85, cta.
Family, 1997/2/25, rea; 1997/4/33, pa; 1997/4/85, cta; 1998/4/37, cta; 1998/4/83, pa; 1999/1/35, pa.
Fatherhood, 2001/4/413, cta.
Father's parental identity, 2001/4/413, cta.
Father's role, 2001/4/413, cta.
Fear of crime, 1999/2/99, cta; 2000/4/375, rea.
Feedback loop, 2003/4/391, cta.
Feminism, 2003/4/369, cta.
Fertility, 2002/3/309, rea.
Food-related concerns, 2002/3/279, rea.
Formal and informal education, 2004/1/65, cta.
Freedom, 2001/1/75, cta.
Future, 2000/2/115, cta.
Gender differences, 2000/3/283, cta; 2000/4/421, cta.
Gender identity, 2002/2/141, rea.
Gender, 1998/2/43, rea; 2000/3/283, cta; 2004/4/437, rea.
Gestalt therapy, 2003/1/37, cta.

Gestalt, 2000/1/33, pa.
 Globalisation, 2000/2/115, cta; 2003/2/197, cta.
 Goal of professional work, 1999/1/67, pa.
 Graphic novels, 2002/4/430, pa.
 Group activity, 2001/3/367, pa.
 Group atmosphere, 2001/3/273, pa.
 Group dynamic model, 1997/2/5, cta.
 Group dynamic, 1997/3/71, cta.
 Group home, 1997/3/85, pa; 1998/4/57, pa; 1998/4/67, pa; 1998/4/75, pa.
 Group leader, 2001/3/273, pa.
 Group work, 1997/4/13, pa.
 Group, 1999/2/135, cta.
 Growing-up, 1997/1/27, cta.
 Guidelines for action, 2003/2/205, cta.
 Handicap, 2002/1/1, cta.
 Headteacher, 1998/4/57, pa.
 Helping professions, 2004/3/295, pa.
 Hermeneutic approach, 1999/1/47, pa; 2001/4/469, pa.
 Hermeneutical diagnosis, 1999/4/445, rea.
 History and development of psychoanalysis, 1997/2/47, cta.
 History of supervision, 1997/3/27, cta.
 Holistic and flexible sociopedagogical care, 2000/4/443, ot.
 Housing groups, 1998/3/37, rea.
 Human interaction, 2004/3/253, cta.
 Humanistic psychology, 2003/3/339, cta.
 Ideal self, 1998/1/45, cta.
 Identification, 1997/4/85, cta; 1998/1/45, cta.
 Identity development, 1997/2/25, rea; 2000/4/421, cta.
 Identity statuses, 1997/1/45, rea.
 Identity, 1997/1/45, rea; 1998/1/4, cta; 1998/1/23, cta; 1998/3/5, rea; 1998/3/73, rea; 2002/3/221, cta; 2004/2/121, cta.
 Ideology, 1998/1/33, cta.
 Illegal drugs, 2004/1/1, cta.
 Image, 2003/2/179, rea.
 Immigrants, 2002/2/111, rea; 2004/2/121, cta.
 Importance of fairy-tales, 2002/1/21, cta.
 Inclusion, 1999/4/357, cta; 2000/2/115, cta; 2000/4/433, pa.
 Individual care planning, 1999/4/323, rea.
 Individual educational planning, 2001/4/469, pa.
 Individual subjectivity, 1998/1/33, cta.
 Individual, 2002/1/1, cta; 2004/4/481, cta.
 Individualisation of treatment, 1998/2/33, cta.
 Individualisation, 2002/3/221, cta.
 Individualised care plan, 2004/3/331, pa.
 Individualised treatment, 1997/4/23, pa.
 Individuation, 2003/3/247, cta.
 Influence, 2002/4/395, pa.
 Institution, 2002/1/1, cta.
 Institutional discourse, 2004/3/253, cta.
 Institutions, 2001/2/169, rea.

Instruction, 2002/2/183, cta.
Integration into social environment, 1998/4/67, pa.
Integration, 1997/4/5, pa; 1997/4/23, pa; 1997/4/41, pa; 1999/3/299, cta; 1999/4/357, cta; 2000/4/433, pa.
Integrative development, 1997/3/9, cta.
Integrative therapy, 2000/2/181, pa.
Interacting experience of family members, 2002/4/369, cta.
Interactive games, 2001/3/255, pa; 2001/3/273, pa.
Interdisciplinary approach, 1997/4/23, pa.
International project Supervision workshops, 2003/1/105, pa.
Internet, 2000/4/391, rea; 2001/2/141, rea.
Interpersonal behaviour skills, 2001/1/1, rea.
Interpersonal communication, 2002/4/395, pa.
Interpersonal dynamics, 2000/3/309, pa.
Interpersonal interaction, 2001/1/25, rea.
Inter-pesonal skills, 2004/1/79, rea.
Interpreting, 2002/4/405, pa.
Interventions, 2003/1/1, rea.
Interview, 2004/3/253, cta.
Invalid persons, 2002/1/1, cta.
Junkieism, 2003/4/407, cta.
Juvenile delinquency, 2000/1/21, pa; 2002/2/111, rea.
Juvenile delinquents, 1998/2/43, rea.
Juvenile gangs, 1998/3/5, rea.
Kempler, 2002/1/47, pa.
KER model, 2002/2/155, cta.
Kordej, 2002/4/430, pa.
Language, 2004/2/197, cta.
Late adolescence, 1997/1/45, rea.
Leadership styles, 2000/3/283, cta.
Learner, 1997/1/91, cta.
Learning and behaviour model, 1997/2/5, cta.
Learning, 2000/3/259, pa; 2002/4/395, pa; 2003/1/53, rea; 2004/2/197, cta.
Leisure time, 1999/2/109, cta.
Life context orientation, 2000/4/443, ot.
Life course transition, 2002/3/309, rea.
Life skills, 2004/1/97, pa.
Life span concept, 2000/1/47, cta.
Life span development perspective, 1999/3/215, cta; 2003/3/275, cta.
Life span learning, 1997/3/9, cta; 1999/3/299, cta.
Linguistic approach, 2004/3/253, cta.
Love, 2001/1/86, cta.
Mainstreaming, 1997/4/57, pa.
Management, 1999/2/135, cta.
Marketing web, 2004/1/29, cta.
Masculinity, 2004/4/437, rea.
MDMA, 1999/1/1, rea.
Measures, 1999/2/135, cta.
Media, 1999/2/135, cta.
Medical discourse, 1999/4/357, cta.

Mentorship, 1998/4/75, pa.
Meta-analysis, 2004/4/457, rea.
Methods and procedures of formulating hermeneutic diagnosis, 1999/1/47, pa.
Methods, 1998/1/79, pa.
Migration, 2000/4/375, rea; 2003/4/369, cta.
Mirroring, 2000/3/271, cta.
Modelling, 1999/3/273, cta.
Models of social pedagogical work, 2000/4/443, ot.
Moral panics, 2003/4/407, cta.
Motives, 2004/3/295, pa.
Motor development, 2004/2/153, cta.
Movement, 2004/2/153, cta.
Multicultural education, 2002/1/83, pa.
Multiperspective-cooperative model, 2004/3/275, cta.
Music activities, 2000/1/1, rea.
Music models, 2000/1/1, rea.
Music therapy, 2000/1/1, rea.
Music, 2000/1/1, rea.
Mutual process of accommodation, 2003/3/315, cta.
Nature, 2001/1/75, cta.
Needs of the institutionalised children, 1998/2/33, cta.
Needs, 2003/3/339, cta.
Neurobiology, 1998/2/57, cta.
Neurotransmitters, 1998/2/57, cta.
New capitalism, 2001/4/423, cta.
New poverty, 2000/2/115, cta; 2001/4/423, cta.
Non-material needs, 1999/2/185, pa.
North America, 2000/1/65, pa.
Nursery school, 1998/4/83, pa.
Object time, 2001/4/423, cta.
Objectivity and validity of the scientific data, 1999/4/407, rea.
Objectivity, 2004/3/239, cta.
Observational learning, 1999/3/273, cta.
Obstacles, 2003/2/227, pa.
Ontogenetic development, 1999/3/215, cta.
Opiates, 1998/2/57, cta.
Painting, 2001/3/293, pa.
Parallelism, 2000/3/271, cta.
Paraphrasing, 2002/4/405, pa.
Paraprofessional staff, 1998/3/37, rea.
Parents, 1997/4/33, pa.
Partially structured interview, 2004/3/353, pa.
Participant observation, 2003/2/179, rea.
Participation of users, 2001/2/213, ot.
Partnership, 1999/4/461, pa; 2002/3/309, rea.
Pedagogical discourse, 1999/4/357, cta.
Peer counselling, 2002/1/97, pa.
Peer models, 1999/3/273, cta.
Perceived self-efficacy, 2004/2/173, cta.
Perceiving the limits of one's autonomy, 2003/1/1, rea.

Perceptions of interactions, 2003/2/125, rea.
Personal and professional development, 2003/1/53, rea.
Personal unconscious, 2003/3/247, cta.
Personality development, 2000/1/1, rea.
Personality integration, 2000/3/341, pa.
Personality of the pedagogue, 1998/1/45, cta.
Phenomenology, 2000/2/167, pa.
Physical experience, 2004/2/153, cta.
Physical training, 2001/3/367, pa.
Physically disabled child, 2004/3/331, pa.
Play, 2001/3/319, pa.
Police, 1997/2/71, cta; 1998/4/37, cta.
Politics, 2002/3/239, cta.
Post-adolescence, 2000/4/421, cta.
Post-modern society, 2001/4/393, rea.
Power, 2000/3/283, cta.
Prejunctive identification, 1997/4/85, cta.
Pre-school child, 2001/3/255, pa.
Pre-school, 2002/1/83, pa.
Prevention programmes, 2003/2/159, rea.
Prevention, 1998/4/37, cta.
Preventive work, 1997/4/13, pa.
Primary school, 1997/4/5, pa; 1997/4/13, pa; 1997/4/57, pa.
Problems in social integration, 2004/3/315, pa.
Process of change, 1998/4/57, pa.
Process of sociopedagogic decision making, 1999/1/35, pa.
Process of supervision, 2003/1/71, pa.
Process, 2003/1/37, cta.
Profession, 1997/2/71, cta; 2000/1/47, cta.
Profession, 1998/1/23, cta.
Professional accompaniment, 1998/3/73, rea.
Professional development, 1997/3/9, cta.
Professional ethics, 2000/1/65, pa.
Professional identity, 1997/3/97, pa; 2003/1/71, pa.
Professional understanding, 1999/4/323, rea.
Professionalisation of care work, 1998/2/5, cta.
Professionalisation of the field work, 1998/1/4, cta.
Professionalisation, 2000/1/65, pa; 2000/2/149, pa.
Prohibition, 2003/4/407, cta.
Pro-social behaviour, 2001/1/1, rea.
Protective factors of psychosocial development, 1999/3/215, cta.
Psychoanalysis, 1997/1/61, cta; 1997/2/47, cta.
Psychological games, 2000/3/309, pa.
Psychological types, 2003/3/247, cta.
Psychosocial development, 1997/2/25, rea; 1999/2/109, cta; 2000/4/421, cta.
Psychosocial model, 2004/3/275, cta.
Psychotherapy, 1998/1/45, cta.
Pupils with special needs, 1999/4/357, cta.
Qualitative analysis, 2004/3/353, pa.
Qualitative methodology, 1999/4/407, rea.

Qualitative research, 1999/4/377, rea.
Qualitative study, 2002/3/309, rea.
Quality of time, 1999/2/109, cta.
Quality, 1999/2/135, cta.
Quantitative methodology, 1998/4/5, rea.
Questioning, 2002/4/405, pa.
Rave, 1999/1/1, rea.
Reconstructive hermeneutic analysis, 1999/4/425, pa.
Reconstructive model, 2004/3/275, cta.
Redl's method LSI (Life space interview), 2002/2/201, pa.
Reflecting, 2002/4/405, pa.
Reflection, 2003/4/391, cta.
Refugees, 1998/4/83, pa; 2000/4/375, rea.
Relationship, 2002/1/47, pa.
Renewal of residential care, 2002/4/343, rea.
Research, 2000/4/391, rea.
Residential care homes, 1998/1/79, pa.
Residential care institution, 1998/4/57, pa; 2000/1/21, pa.
Residential treatment, 1998/2/43, rea.
Residential youth care, 1997/3/47, rea.
Resistances, 2003/2/227, pa.
Restriction, 2001/1/75, cta.
Rhetoric, 2002/4/395, pa.
Risk and protective factors, 1999/2/109, cta; 2004/3/315, pa.
Risk perception, 2002/3/279, rea.
Risk society, 1997/1/37, cta; 2000/2/115, cta; 2004/1/65, cta.
Role of supervisor, 2000/3/237, cta.
Roles of class teacher, 2002/1/47, pa.
Romani children, 2004/3/353, pa.
Romani people, 2002/1/83, pa.
Sampling, 2000/4/391, rea.
School activities, 1999/2/155, pa.
School counselling work, 1997/4/13, pa; 1997/4/63, pa.
School drop-out, 2004/1/65, cta.
School violence, 2004/4/437, rea.
School, 1997/1/91, cta; 1997/4/33, pa; 1999/2/155, pa; 2002/3/255, rea.
Science fiction, 1999/3/253, pa.
Second chance school, 2004/1/65, cta.
Second generation immigrants, 1998/3/5, rea.
Segregation of the society, 2001/4/423, cta.
Selection of candidates for helping professions, 2004/3/295, pa.
Self presentation of the adolescent, 2001/4/469, pa.
Self, 2003/3/247, cta.
Self-consciousness, 1999/3/299, cta.
Self-efficacy, 1999/3/273, cta.
Self-esteem, 2002/3/255, rea.
Self-help groups, 1999/2/185, pa.
Self-image, 2001/3/255, pa.
Self-perception, 1999/4/323, rea.
Self-presentation by young person, 1999/1/47, pa.

Self-presentation, 1999/4/357, cta; 1999/4/377, rea; 2004/3/239, cta; 2004/3/253, cta.
 Self-realisation, 2000/3/341, pa.
 Self-regulation, 1999/3/273, cta.
 Seminar for drivers, 2001/2/193, pa.
 Sending and receiving messages effectively, 2002/1/69, pa.
 Sensitivity training, 1997/2/5, cta.
 Shadow, 2003/3/247, cta.
 Shift towards privacy, 2002/3/239, cta.
 Shopping awareness, 2001/4/423, cta.
 Shopping centres, 2001/4/423, cta.
 Sisyphus, 2000/3/353, pa.
 Situation and treatment outside family, 2001/2/213, ot.
 Situational crime prevention, 2001/4/445, cta.
 Skill, 2002/4/395, pa.
 Skinheads, 2003/2/179, rea.
 Skinner, 1999/3/253, pa.
 Slovenia, 1998/3/5, rea.
 Small group unit, 2002/4/343, rea.
 Small group, 1997/3/71, cta.
 Social capital, 2004/2/121, cta; 2004/4/481, cta.
 Social changes, 2004/1/29, cta.
 Social cognitive theory, 1999/3/273, cta; 2004/2/173, cta.
 Social construction, 2002/2/155, cta.
 Social context, 1999/2/155, pa.
 Social exclusion, 2000/2/115, cta.
 Social exclusion/inclusion, 2004/4/481, cta.
 Social gender, 2003/4/369, cta.
 Social gerontology, 1999/2/185, pa.
 Social learning theory, 1999/3/273, cta.
 Social learning, 1997/4/47, pa; 1999/3/273, cta.
 Social marketing, 2004/1/29, cta.
 Social networks, 2004/4/481, cta.
 Social pedagogical interventions, 1997/2/5, cta; 2000/1/47, cta; 2000/4/443, ot.
 Social pedagogue, 1997/1/91, cta; 1997/4/13, pa; 1997/4/23, pa; 1997/4/57, pa; 2002/4/395, pa;
 2003/1/71, pa; 2004/3/367, pa.
 Social pedagogue's functions and tasks, 1997/4/63, pa.
 Social pedagogy, 1997/1/7, cta; 1997/1/61, cta; 1997/2/5, cta; 1997/4/41, pa; 1997/4/47, pa;
 1997/4/63, pa; 1998/1/4, cta; 1998/1/23, cta; 1998/1/69, pa; 1999/4/425, pa; 1999/4/445, rea;
 2000/4/391, rea; 2001/1/39, rea; 2004/3/239, cta; 2004/4/481, cta.
 Social representations, 2001/1/39, rea.
 Social skill training programmes, 1997/2/5, cta; 1997/4/47, pa.
 Social system, 1997/4/5, pa.
 Social training, 2004/1/97, pa.
 Social welfare department, 2000/1/47, cta.
 Socialisation, 1997/1/27, cta; 2001/1/1, rea; 2001/1/75, cta.
 Society, 1998/4/37, cta; 2002/1/1, cta; 2002/1/83, pa; 2004/4/481, cta.
 Socio-economic status, 2002/2/111, rea.
 Sociology, 2003/2/197, cta.
 Socio-pedagogic care work, 1999/1/35, pa; 1999/2/155, pa.
 Socio-pedagogic diagnostics and care planning, 2004/3/353, pa.

Socio-pedagogic diagnostics, 1999/1/47, pa; 1999/4/323, rea; 2001/4/469, pa; 2004/3/239, cta;
 2004/3/253, cta; 2004/3/295, pa; 2004/3/315, pa; 2004/3/331, pa; 2004/3/367, pa; 2004/3/385, pa.
 Socio-pedagogic language, 2004/3/239, cta.
 Socio-pedagogical diagnostic and treatment programming, 1999/4/461, pa.
 Socio-pedagogical goals, 2002/4/343, rea.
 Sources of coping, 2003/3/275, cta.
 Special school, 1997/4/47, pa.
 Speech, 2002/4/395, pa.
 Spiegelman, 2002/4/430, pa.
 Statistical data on criminality, 2000/4/375, rea.
 Stereotype of drug user, 2003/4/407, cta.
 Stigma, 1997/4/5, pa.
 Storytelling, 2002/1/21, cta.
 Street, 2003/4/431, pa.
 Student boarding home, 1998/3/73, rea.
 Student probationer, 1998/1/79, pa.
 Students, 2001/1/39, rea.
 Study of social pedagogy, 2001/1/39, rea.
 Subcultural scene of street racing, 2002/2/141, rea.
 Subculture, 2001/2/107, rea.
 Subculture, 2003/2/179, rea.
 Subjectivity, 2004/3/239, cta.
 Summarising, 2002/4/405, pa.
 Supervisant, 1997/3/47, rea.
 Supervisee, 1997/3/47, rea; 2000/3/259, pa.
 Supervision contract, 2000/3/219, cta.
 Supervision process, 2000/3/237, cta.
 Supervision relations, 2000/3/219, cta; 2000/3/237, cta; 2000/3/259, pa; 2000/3/271, cta.
 Supervision, 1997/3/5, pa; 1997/3/9, cta; 1997/3/27, cta; 1997/3/47, rea; 1997/3/71, cta; 1997/3/85,
 pa; 1997/3/97, pa; 2000/3/271, cta; 2000/3/283, cta; 2000/3/309, pa; 2000/3/341, pa; 2000/3/353,
 pa; 2003/1/1, rea; 2003/1/37, cta; 2003/1/53, rea; 2003/1/83, pa; 2003/1/105, pa; 2003/2/227, pa.
 Supervisor, 2000/3/219, cta; 2000/3/259, pa.
 Systemic approach, 2002/1/47, pa.
 Talents, 1999/2/135, cta.
 Teacher, 1997/1/91, cta; 1997/3/71, cta; 1997/4/33, pa; 2002/2/183, cta.
 Teaching, 2000/3/259, pa.
 Team supervision, 1997/3/85, pa.
 Team work, 1997/4/23, pa; 2002/4/343, rea; 2004/3/367, pa.
 Team, 1997/3/85, pa.
 Test of unfinished sentences, 2004/3/385, pa.
 The culture of being tough, 2003/2/179, rea.
 The Dutch concept of supervision, 1997/3/27, cta.
 The elderly, 1999/2/185, pa.
 The role of client, 2003/2/227, pa.
 The role of educator, 2001/4/393, rea.
 The role of supervisor, 2003/2/227, pa.
 The teacher's social status, 1997/4/41, pa.
 The world of subjective meaning, 1999/4/377, rea.
 Theatre, 2001/3/319, pa.
 Theme centred interaction, 1997/2/5, cta.

Theoretical foundations of social pedagogical interventions, 1997/1/7, cta.
 Theory of motivation, 2003/3/339, cta.
 Therapeutic riding, 2001/3/341, pa.
 Therapeutic story, 2002/1/21, cta.
 Therapy, 1997/3/97, pa.
 Thinking, 2004/2/197, cta.
 Traffic accident, 2001/2/193, pa.
 Traffic, 2001/2/193, pa.
 Transaction analysis, 2000/3/309, pa.
 Transfer, 1998/1/45, cta.
 Transitional cycle, 1999/3/207, cta.
 Transitions, 2002/3/221, cta.
 Treatment, 2000/1/21, pa; 2000/1/33, pa.
 Tutor, 1998/1/79, pa.
 Typology of drug use, 1998/4/5, rea.
 Uncertainty, 2002/3/221, cta.
 Unconsciousness, 1998/1/45, cta.
 Unpredictability, 2004/4/457, rea.
 Upbringing, 1999/2/195, pa; 2000/4/421, cta; 2001/1/75, cta; 2002/2/183, cta.
 Value changes, 2002/3/221, cta.
 Values, 2002/2/155, cta; 2004/1/29, cta.
 Vicarious experience, 2004/2/173, cta.
 Video as a technology, 2001/3/237, pa.
 Violator of road traffic regulations, 2001/2/193, pa.
 Violence legitimising norms of masculinity, 2002/2/111, rea.
 Violence, 2001/1/86, cta; 2002/2/111, rea; 2002/2/155, cta.
 Voluntary work, 1998/4/75, pa; 2002/1/97, pa.
 Walden two, 1999/3/253, pa.
 Women, 2003/4/369, cta.
 Work practice, 1998/1/79, pa.
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Code:	Type of article:
Rea	research/empirical article
Cta	comparative/theoretical article
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