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### Education

- 1. Ph.D. in Environmental Health Sciences, University of California, San Diego, 1997
- 2. M.S. in Environmental Health Sciences, University of California, San Diego, 1994
- 3. M.A. in Environmental Health Sciences, University of California, San Diego, 1992
- 4. Ph.D. in Environmental Health Sciences, University of California, San Diego, 1989

### Employment

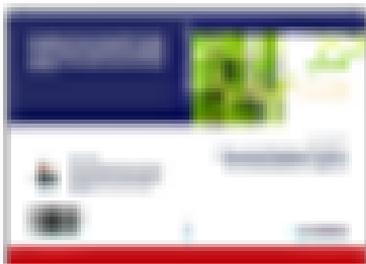
- 1. **University of California, San Diego, Environmental Health Sciences Center**, San Diego, CA, 1997-2000
- 2. **University of California, San Diego, Environmental Health Sciences Center**, San Diego, CA, 1994-1997
- 3. **University of California, San Diego, Environmental Health Sciences Center**, San Diego, CA, 1992-1994
- 4. **University of California, San Diego, Environmental Health Sciences Center**, San Diego, CA, 1989-1992
- 5. **University of California, San Diego, Environmental Health Sciences Center**, San Diego, CA, 1987-1989
- 6. **University of California, San Diego, Environmental Health Sciences Center**, San Diego, CA, 1985-1987
- 7. **University of California, San Diego, Environmental Health Sciences Center**, San Diego, CA, 1983-1985
- 8. **University of California, San Diego, Environmental Health Sciences Center**, San Diego, CA, 1981-1983

#### Key Points

1. **Knowledge Management (KM) is the systematic process of capturing, organizing, and sharing an organization's knowledge to improve performance.**



2. **Knowledge Management is a multidisciplinary field that draws on concepts from psychology, sociology, and information science.**



1. **What is the purpose of the 'Introduction' section in a research paper?**  
The purpose of the 'Introduction' section is to provide background information on the topic, state the research problem, and outline the objectives of the study.
2. **What is the purpose of the 'Literature Review' section in a research paper?**  
The purpose of the 'Literature Review' section is to summarize and analyze the existing research on the topic, identifying gaps and trends in the field.
3. **What is the purpose of the 'Methodology' section in a research paper?**  
The purpose of the 'Methodology' section is to describe the research design, data collection methods, and analysis techniques used in the study.
4. **What is the purpose of the 'Results' section in a research paper?**  
The purpose of the 'Results' section is to present the findings of the study, including statistical data and any significant observations.
5. **What is the purpose of the 'Discussion' section in a research paper?**  
The purpose of the 'Discussion' section is to interpret the results, discuss their implications, and compare them with the findings of other studies.
6. **What is the purpose of the 'Conclusion' section in a research paper?**  
The purpose of the 'Conclusion' section is to summarize the main findings of the study, state the overall conclusions, and suggest directions for future research.
7. **What is the purpose of the 'References' section in a research paper?**  
The purpose of the 'References' section is to list the sources of information used in the study, providing credit to the original authors and allowing readers to locate the sources.
8. **What is the purpose of the 'Appendix' section in a research paper?**  
The purpose of the 'Appendix' section is to provide additional information that supports the main text, such as raw data, detailed calculations, or supplementary figures.
9. **What is the purpose of the 'Bibliography' section in a research paper?**  
The purpose of the 'Bibliography' section is to list the sources of information used in the study, providing credit to the original authors and allowing readers to locate the sources.



11. **Problem 11** (1990): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x) + f(y)$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = cx$  for some constant  $c \in \mathbb{R}$ .
12. **Problem 12** (1991): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x)f(y)$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = e^{cx}$  for some constant  $c \in \mathbb{R}$ .
13. **Problem 13** (1992): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x) + f(y) + xy$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = \frac{1}{2}x^2 + cx$  for some constant  $c \in \mathbb{R}$ .
14. **Problem 14** (1993): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x) + f(y) + f(xy)$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = cx$  for some constant  $c \in \mathbb{R}$ .
15. **Problem 15** (1994): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x) + f(y) + f(x^2y + xy^2)$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = cx$  for some constant  $c \in \mathbb{R}$ .
16. **Problem 16** (1995): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x) + f(y) + f(x^2y^2)$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = cx$  for some constant  $c \in \mathbb{R}$ .
17. **Problem 17** (1996): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x) + f(y) + f(x^2y + xy^2) + f(x^2y^2 + xy^2)$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = cx$  for some constant  $c \in \mathbb{R}$ .
18. **Problem 18** (1997): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x) + f(y) + f(x^2y^2) + f(x^2y^2 + xy^2)$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = cx$  for some constant  $c \in \mathbb{R}$ .
19. **Problem 19** (1998): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x) + f(y) + f(x^2y^2) + f(x^2y^2 + xy^2) + f(x^2y^2 + xy^2)$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = cx$  for some constant  $c \in \mathbb{R}$ .
20. **Problem 20** (1999): Let  $f: \mathbb{R} \rightarrow \mathbb{R}$  be a function satisfying  $f(x+y) = f(x) + f(y) + f(x^2y^2) + f(x^2y^2 + xy^2) + f(x^2y^2 + xy^2) + f(x^2y^2 + xy^2)$  for all  $x, y \in \mathbb{R}$ . Prove that  $f(x) = cx$  for some constant  $c \in \mathbb{R}$ .

- 6. **Explain the difference between a *strong* and a *weak* type.** How does the type system handle a *strong* type? How does it handle a *weak* type? (10 points)
- 7. **Explain the difference between a *strong* and a *weak* type.** How does the type system handle a *strong* type? How does it handle a *weak* type? (10 points)
- 8. **Explain the difference between a *strong* and a *weak* type.** How does the type system handle a *strong* type? How does it handle a *weak* type? (10 points)

### Answers

- 6. In a **strong** type, the type system enforces the type constraints at compile time. In a **weak** type, the type system does not enforce the type constraints at compile time. (10 points)
- 7. In a **strong** type, the type system enforces the type constraints at compile time. In a **weak** type, the type system does not enforce the type constraints at compile time. (10 points)
- 8. In a **strong** type, the type system enforces the type constraints at compile time. In a **weak** type, the type system does not enforce the type constraints at compile time. (10 points)
- 9. In a **strong** type, the type system enforces the type constraints at compile time. In a **weak** type, the type system does not enforce the type constraints at compile time. (10 points)
- 10. In a **strong** type, the type system enforces the type constraints at compile time. In a **weak** type, the type system does not enforce the type constraints at compile time. (10 points)

### Application Questions

- 1. **Explain the difference between a *strong* and a *weak* type.** How does the type system handle a *strong* type? How does it handle a *weak* type? (10 points)
- 2. **Explain the difference between a *strong* and a *weak* type.** How does the type system handle a *strong* type? How does it handle a *weak* type? (10 points)



4. **Wolke, D.** *Understanding Childhood: A Developmental Approach*. London: Sage, 2007. 300 pp. ISBN 978-0-7619-3444-1. Available in paperback for £12.99. Available in hardcover for £24.99.
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**Appendix 1**

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- 1. *Journal of Applied Psychology*, 1990, 75, 1, 1-10.
- 2. *Journal of Applied Psychology*, 1990, 75, 1, 11-20.
- 3. *Journal of Applied Psychology*, 1990, 75, 1, 21-30.
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- 5. *Journal of Applied Psychology*, 1990, 75, 1, 41-50.
- 6. *Journal of Applied Psychology*, 1990, 75, 1, 51-60.
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- 26. *Journal of Applied Psychology*, 1990, 75, 3, 51-60.
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- 35. *Journal of Applied Psychology*, 1990, 75, 4, 41-50.
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- 1. *Journal of Applied Psychology*, 1990, 75, 1, 1-10.



- **Intermittent Exotropia (Strabismic Deviation):** Characterized by alternating periods of strabismic deviation and periods of orthotropia. It is often associated with a large angle of deviation and may be associated with a history of strabismic amblyopia. It is often associated with a history of strabismic amblyopia.
- **Esotropia:** Characterized by inward deviation of the eyes. It is often associated with a history of strabismic amblyopia.
- **Exotropia:** Characterized by outward deviation of the eyes. It is often associated with a history of strabismic amblyopia.
- **Vertical Deviations:** Characterized by upward or downward deviation of the eyes. It is often associated with a history of strabismic amblyopia.
- **Convergence Insufficiency:** Characterized by difficulty with near vision, particularly with reading. It is often associated with a history of strabismic amblyopia.
- **Convergence Excess:** Characterized by difficulty with distance vision, particularly with driving. It is often associated with a history of strabismic amblyopia.
- **Accommodative Exotropia:** Characterized by outward deviation of the eyes that is associated with near vision. It is often associated with a history of strabismic amblyopia.
- **Accommodative Esotropia:** Characterized by inward deviation of the eyes that is associated with near vision. It is often associated with a history of strabismic amblyopia.
- **Accommodative Intropia:** Characterized by inward deviation of the eyes that is associated with distance vision. It is often associated with a history of strabismic amblyopia.
- **Accommodative Exotropia:** Characterized by outward deviation of the eyes that is associated with distance vision. It is often associated with a history of strabismic amblyopia.

## Management

- **Observation:** For mild cases of strabismic deviation, observation may be appropriate.
- **Optical Correction:** Spectacles or contact lenses may be used to correct refractive errors.

## Prognosis

- **Good:** Many cases of strabismic deviation are successfully treated with observation or optical correction.

## Key Points for Management

- **Early Identification:** Early identification and treatment of strabismic deviation is crucial for optimal visual development.
- **Observation:** For mild cases, observation may be appropriate.
- **Optical Correction:** Spectacles or contact lenses may be used to correct refractive errors.
- **Strabismic Amblyopia:** Strabismic amblyopia is a common complication of strabismic deviation. It is characterized by reduced visual acuity in the amblyopic eye. It is often associated with a history of strabismic deviation.



- **Stressoren** sind alles, was die **Stressreaktion** auslöst
- **Stressoren** können **physisch** (z.B. Lärm, Hitze) oder **psychisch** (z.B. Zeitdruck, Konflikte) sein
- **Stressoren** können **akut** (z.B. Unfall) oder **chronisch** (z.B. Dauerstress) sein
- **Stressoren** können **individuell** (z.B. persönliche Ziele) oder **gesellschaftlich** (z.B. soziale Normen) sein
- **Stressoren** können **positiv** (z.B. Herausforderung) oder **negativ** (z.B. Bedrohung) sein
- **Stressoren** können **kontrollierbar** (z.B. Zeitmanagement) oder **unkontrollierbar** (z.B. Naturkatastrophen) sein
- **Stressoren** können **individuell** (z.B. persönliche Ziele) oder **gesellschaftlich** (z.B. soziale Normen) sein

## Stressreaktion

- **Stressoren** führen zu einer **Stressreaktion**, die **physiologisch** (z.B. erhöhte Herzfrequenz) und **psychologisch** (z.B. erhöhte Aufmerksamkeit) ist

## Stress

- **Stress** ist die **Stressreaktion** auf **Stressoren**
- **Stress** kann **akut** (z.B. Unfall) oder **chronisch** (z.B. Dauerstress) sein
- **Stress** kann **positiv** (z.B. Herausforderung) oder **negativ** (z.B. Bedrohung) sein
- **Stress** kann **kontrollierbar** (z.B. Zeitmanagement) oder **unkontrollierbar** (z.B. Naturkatastrophen) sein

## Stressoren und Stress

- **Stressoren** können **individuell** (z.B. persönliche Ziele) oder **gesellschaftlich** (z.B. soziale Normen) sein
- **Stressoren** können **positiv** (z.B. Herausforderung) oder **negativ** (z.B. Bedrohung) sein
- **Stressoren** können **kontrollierbar** (z.B. Zeitmanagement) oder **unkontrollierbar** (z.B. Naturkatastrophen) sein
- **Stressoren** können **individuell** (z.B. persönliche Ziele) oder **gesellschaftlich** (z.B. soziale Normen) sein

## Stressoren

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- **Stressoren** können **kontrollierbar** (z.B. Zeitmanagement) oder **unkontrollierbar** (z.B. Naturkatastrophen) sein

# BOSTON UNIVERSITY

THE BOARD OF COLLEGE DEANS HAS APPROVED THE GRANTING OF THE  
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AND CONFERS

**Edward John Gribble**

in the

**DEGREE OF MASTER OF ARTS**

FOR HIS THESIS AND DEFENSE OF THESIS

**THE EFFECTS OF THE POLYMERIZATION OF VINYL MONOMERS  
ON THE POLYMERIZATION OF VINYL MONOMERS**  
BY EDWARD JOHN GRIBBLE



*Edward J. Gribble*

*Edward J. Gribble*