

Can evolutionary insights into the brain's response to threat suggest different group interventions for perceived stress and burnout of teachers in high-risk schools?

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South African journal of psychology

2017; 47(3):401-415

ARTICLE IDENTIFIERS

DOI: 10.1177/0081246316675588

PMID: unavailable

PMCID: not available

JOURNAL IDENTIFIERS

LCCN: 76277426

pISSN: 0081-2463

eISSN: 2078-8208

OCLC ID: 01950667

CONS ID: not available

US National Library of Medicine ID: 8003648

This article was identified from a query of the SafetyLit database.