

# **PENSUMLISTE**

## **VÅR 2019**

### **INSTITUTT FOR PSYKOLOGI**

Årsstudium i psykologi

Bachelorprogram i psykologi

**Masterprogram i psykologi:**

Master i psykologi, studieretning arbeids- og  
organisasjonspsykologi

Master i psykologi, studieretning læring – hjerne, atferd,  
omgivelser

**NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET**  
Fakultet for samfunns- og utdanningsvitenskap



## **PSY1010 PSYKOLOGIENS HISTORIE (7,5 STUDIEPOENG HØST)**

Karl Halvor Teigen (2004). En psykologihistorie, Fagbokforlaget. Bergen

Wilhelm Wundt (1896/1897). Outlines of Psychology i følgende utdrag:

### **INTRODUCTION:**

1. **PROBLEM OF PSYCHOLOGY:**  
<http://psychclassics.yorku.ca/Wundt/Outlines/sec1.htm>
2. **GENERAL THEORIES OF PSYCHOLOGY:**  
<http://psychclassics.yorku.ca/Wundt/Outlines/sec2.htm>
3. **METHODS OF PSYCHOLOGY:**  
<http://psychclassics.yorku.ca/Wundt/Outlines/sec3.htm>
4. **GENERAL SURVEY OF THE SUBJECT:**  
<http://psychclassics.yorku.ca/Wundt/Outlines/sec4.htm>

John B. Watson (1913). Psychology as the Behaviorist Views it. First published in Psychological Review, 20, 158-177. <http://psychclassics.yorku.ca/Watson/views.htm>

### ***Forslag til fordypningslitteratur:***

Roger Smith (2013). Between mind and nature: A history of psychology, London: Reaktion Books

## **PSY1011 PSYKOLOGIENS METODOLOGI (7,5 STUDIEPOENG HØST)**

Psykologisk forskningsmetode; en innføring i kvalitative og kvantitative tilnæringer av Darren Langdridge (2006) <http://www.adlibris.com/no/product.aspx?isbn=8251920485>

### ***Utvalgte artikler:***

Helseforskningsloven (ca. 4 sider): <http://lovdata.no/dokument/NL/lov/2008-06-20-44>

Forskningsetiske retningslinjer for samfunnsvitenskap, humaniora, juss og teologi. (30 sider)

[https://www.etikkom.no/Documents/Publikasjoner-som-PDF/Forskningsetiske%20retningslinjer%20for%20samfunnsvitenskap,%20humaniora,%20juss%20og%20teologi%20\(2006\).pdf](https://www.etikkom.no/Documents/Publikasjoner-som-PDF/Forskningsetiske%20retningslinjer%20for%20samfunnsvitenskap,%20humaniora,%20juss%20og%20teologi%20(2006).pdf)

Reid, K., Flowers, P, Larkin, M (2005). Exploring lived Experience. The Psychologist, 18, 20-23

## **PSY1012 COGNITIVE PSYCHOLOGY 1 (7,5 STUDIEPOENG VÅR)**

Sternberg & Sternberg: Cognition (nyeste versjon).

### **PSY1013 BIOLOGISK PSYKOLOGI 1 (7,5 STUDIEPOENG HØST)**

Discovering Behavioral Neuroscience, An introduction to Biological Psychology, 3rd edition, Laura A. Freberg ISBN-13: 978-1305088702

Siste del av kapittel 8, side 263-276, i læreboka «Neuroscience – exploring the brain», av MF Bear, BW Connors, MA Paradiso, 3rd ed. ISBN-13: 978-0-7817-6003-4.

### **PSY1014 SOSIALPSYKOLOGI 1 (7,5 STUDIEPOENG VÅR)**

Gilovich, T; Keltner, D.; Chen, S., & Nisbett, R.E. (2019). Social Psychology (Fifth Edition). W. W. Norton & Company. ISBN-13: 978-0393667707

### **PSY1015 UTVIKLINGSPSYKOLOGI 1 (7,5 STUDIEPOENG VÅR)**

Keenan, Evans & Crowley (2016). An introduction to child development. Third edition. Sage publications ltd.

I tillegg: Utvalgte artikler som gjøres tilgjengelig ved kursstart.

### **PSY1016 PERSONLIGHETSPSYKOLOGI 1 (7,5 STUDIEPOENG VÅR)**

Larsen, Buss & Wismeijer. (2013). Personality Psychology: Domains of knowledge about human nature. Kap 1-9, 11-12, 14, 16-17, 19).

### **PSY1018 – PSYKISKE LIDELSER (7,5 STUDIEPOENG HØST)**

Hagen, R. & Kennair, L. E. O. (2016). Psykiske lidelser. Oslo: Gyldendal Akademisk. (hele boken)

### **PSY2012 COGNITIVE PSYCHOLOGY 2 (7,5 STUDIEPOENG HØST)**

Christiá, A., Seidl, A. (2014). The hyperarticulation hypothesis of infant-directed speech. *Journal of Child Language*, 41(4), 913-34.

Bear, A., & Rand, D. G. (2016). Intuition, deliberation, and the evolution of cooperation. *Proceedings of the National Academy of Sciences of the United States of America*, 113(4), 936-941. doi:10.1073/pnas.1517780113

Dunning, D. Johnson, K., Ehrlinger, J. and Kruger, J. (2003). Why people fail to recognize their own incompetence. *Current Direction in Psychological Science*, 12(3), 83-87.

Frank, R. H. (1988). *Passions Within Reason*. P. 43-80. New York, London: W. W. Norton & Company.

- Gray, S. J., & Gallo, D. A. (2016). Paranormal psychic believers and skeptics: a large-scale test of the cognitive differences hypothesis. *Memory & Cognition*, *44*(2), 242-261. doi:10.3758/s13421-015-0563-x
- Oaksford, M., & Hall, S. On the Source of Human Irrationality. *Trends in Cognitive Sciences*, *20*(5), 336-344. doi:10.1016/j.tics.2016.03.002
- Pennycook, G., Fugelsang, J. A., & Koehler, D. J. (2015). What makes us think? A three-stage dual-process model of analytic engagement. *Cognitive Psychology*, *80*, 34-72. doi:10.1016/j.cogpsych.2015.05.001
- Singer, T., Seymour, B., O'Doherty, J. P., Stephan, K. E., Dolan, R. J. and Frith, C. (2006). Empathic neural responses are modulated by the perceived fairness of others. *Nature*, **436**, 466-469.
- Stanovich, K. E. (2009). Distinguishing the reflective, algorithmic and autonomous minds: Is it time for a tri-process theory? In *In two minds: Dual processes and beyond* . J. S. B. T. Evans and K Frankish (Eds.), Oxford University Press: Oxford, UK.
- Wolf, M., van Doorn, G. S., Leimar, O., & Weissing, F. J. (2007). Life-history trade-offs favour the evolution of animal personalities. *Nature*, *447*(7144), 581-584. doi:10.1038/nature05835
- Bruce, V., Green, P.R., and Georgeson, M.A. (2003). Visual Perception: Physiology, Psychology, and Ecology, 4<sup>th</sup> Edition (or later). New York: Psychology Press, Part IV, pp. 405-419.
- Anthony Chemero (2003) An Outline of a Theory of Affordances, *Ecological Psychology*, *15*:2, 181-195, DOI: 10.1207/S15326969ECO1502\_5
- Zatorre, R. J., Chen, J. L., & Penhune, V. B. (2007). When the brain plays music: auditory–motor interactions in music perception and production. *Nature reviews neuroscience*, *8*(7), 547-558.
- Peretz, I. (2006). The nature of music from a biological perspective. *Cognition*, *100*(1), 1-32.

## **PSY2013 BIOLOGISK PSYKOLOGI 2 (7,5 STUDIEPOENG VÅR)**

### ***Bok / Bokkapittel:***

Bear, Connors & Paradiso. Neuroscience, 4<sup>th</sup> ed (2015). Neuroscience. Wolters Kluwer.

Kapittel 2: Neurons and Glia.

Kapittel 3: The Neuronal Membrane at Rest.

Kapittel 4: The Action Potential.

Kapittel 5: Synaptic transmission.

Kapittel 6: Neurotransmitter Systems.

Kapittel 9: The Eye.

Kapittel 10: The Central Visual System.

Kapittel 11: The Auditory and Vestibular Systems.

Kapittel 15: Chemical Control of the Brain and Behaviour.

Kapittel 18: Brain Mechanisms of Emotion.

Kapittel 19: Brain Rhythms and Sleep.

Kapittel 20: Language.

Kapittel 21: The Resting Brain, Attention and Consciousness.

Kapittel 23: Wiring the Brain.

Kapittel 24: Memory Systems.

Kapittel 25: Molecular Mechanisms of Learning and Memory.

### ***Artikler:***

Cohen, M. X. (2011). It's about time. *Frontiers in human neuroscience*. Vol 5 Art 2.

Colgin, L., L., Moser, E., I. (2010). Gamma oscillations in the hippocampus. *Physiology*, vol 25.

Fries, P. (2005). A mechanism for cognitive dynamics: neuronal communication through neuronal coherence. *Trends in cognitive sciences*, Vol 9, no 10.

Fries, P., Nikolic, D., Singer, W. (2007). The gamma cycle. *Trends in neurosciences*. Vol 30, no 7.

Harris, K., D., Mrsic-Flogel, T., D., (2013). Cortical connectivity and sensory coding. *Nature*, vol 503.

Lett T A, Voineskos A N, Kennedy J L, Levine B & Dalaskies Z L (2014). Treating Working Memory Deficits in Schizophrenia. *Biological psychiatry*, vol 75.

Menon V. (2015). Salience Network. In: Arthur W Toga, ed. *Brain Mapping: An Encyclopedic Reference*, vol 2. Academic Press, Elsevier.

Moser, E.I., Moser, M-B. (2013). Grid cells and neural coding in high-end cortices. *Neuron* (80).

Pittman-Polletta B, Kocsis B, Vijayan S, Whittington M A & Kopell N J (2015). Brain Rhythms Connect Impaired Inhibition to Altered Cognition in Scizophrenia. *Biological psychiatry*, vol 77.

Poeppel, D., Emmorey, K., Hicok, G., Pylkkänen, L. (2012). Towards a new neurobiology of language. *The journal of neuroscience*, 32.

Raichle, M. E. (2015). The restless brain. *Philosophical Transactions*, 370.

Sherman, S., M. (2007). The thalamus is more than just a relay. *Current opinion in neurobiology*, 17.

Singer W (2009) Consciousness and neuronal synchronization. The neurology of consciousness, chapter 4, 43-52.

## **PSY2014 SOCIAL PSYCHOLOGY 2 (7,5 STUDIEPOENG SPRING)**

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179 – 211.

Cialdini, R. B. (1995). Principles and techniques of social influence. In Abraham Tesser (Ed.), *Advanced Social Psychology*, Chapter 7 (pp.257-281). New York: McGraw-Hill.

Crocker, J., Major, B., & Steele, C. (1998). Social stigma. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (4th ed., Vol. II, pp. 504-553). Boston, Massachusetts: McGraw Hill.

Gabriel, U., Gygax, P. M., & Kuhn, E. A. (2018). Neutralising linguistic sexism: Promising but cumbersome? *Group Processes & Intergroup Relations*, 21(5), 844–858.  
<https://doi.org/10.1177/1368430218771742>

Gabriel, U., & Gygax, P. (2016). Gender and Linguistic Sexism. In H. Giles & A. Maass (Eds), *Advances in and Prospects for Intergroup Communication*. New York, NY: Peter Lang.

Gilovich, T. D., & Griffin, D. W. (2010). Judgment and decision making. In Susan T. Fiske, Daniel T. Gilbert and Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 1, pp. 542-588). Hoboken, New Jersey: John Wiley & Sons, Inc.

Gonsalkorale, K., & Williams, K. D. (2007). The KKK won't let me play: ostracism even by a despised outgroup hurts. *European Journal of Social Psychology*, 37, 1176-1186.

Hackman, J. R., & Katz, N. (2010). Group behavior and performance. In Susan T. Fiske, Daniel T. Gilbert and Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th edition, Vol. 2, pp. 1208-1251). Hoboken, New Jersey: John Wiley & Sons, Inc.

Krauss, R. M., & Fussel, S. R. (1996). Social psychological models of interpersonal communication. In E. Tory Higgins and Arie W. Kruglanski (Eds.), *Social Psychology. Handbook of Basic Principles* (pp. 655-701). New York: The Guilford Press.

Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In Susan T. Fiske, Daniel T. Gilbert and Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 1, pp. 3-50). Hoboken, New Jersey: John Wiley & Sons, Inc.

Ruggieri, S., Bendixen, M., Gabriel, U., & Alsaker, F. (2013). Do victimization experiences accentuate reactions to ostracism? An experiment using cyberball. *International Journal of Developmental Sciences*, 7(1), 25-32. doi:10.3233/DEV-1312114

Stern, P. C., Abel, T., Guagnano, G. A., & Kalof, L. (1999). A value-belief-norm theory of support for social movements: The case of environmentalism. *Research in Human Ecology*, 6, 81 – 97.

Swann, W. B., & Bossom, J. K. (2010). Self and identity. In Susan T. Fiske, Daniel T. Gilbert and Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 1, pp. 589-628). Hoboken, New Jersey: John Wiley & Sons, Inc.

Tyler, T. R., & Smith, H. J. (1998). Social justice and social movement. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (4th ed., Vol. II, pp. 595-629). Boston, Massachusetts: McGraw Hill.

Williams, K. D. (2007). Ostracism. *Annual Review of Psychology*, 58, 425-452.

Zajonc, R. B. (1998). Emotions. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (4th ed., Vol. 1, pp. 591-632). Boston, Massachusetts: McGraw Hill.

## **RECOMMENDED READINGS**

Lecture slides: these present and summarize only parts of the central contents of the literature.

Ajzen, I. (2011). The Theory of Planned Behavior. In Lange, Paul, A.M. Van, and Kruglanski, Arie W. *Handbook of Theories of Social Psychology*, Vol. 1. London, GBR: SAGE, 2011. ProQuest ebrary. Web. 7 October 2014. Pp. 438-459.

Ajzen, I. (1996). The social psychology of decision making. In E. Tory Higgins and Arie W. Kruglanski (Eds.), *Social Psychology. Handbook of Basic Principles* (pp. 297-325). New York: The Guilford Press.

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachment as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.

Baumeister, R. F. (1998). The self. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (Vol. I., 4th ed., Vol. 1, pp. 680-740). Boston, Massachusetts: McGraw Hill.

Bendixen, M., & Gabriel, U. (2013). Social judgment of aggressive language: Effects of target and sender sex on the evaluation of slurs. *Scandinavian Journal of Psychology*, 54, 236-242.

Cialdini, R.B. & Griskevicius, V. (2010). Social influence. In: Baumeister, Roy F., and Finkel, Eli J.. *Advanced Social Psychology : The State of the Science*. Cary, NC, USA: Oxford University Press, USA, 2010. ProQuest ebrary. Web. 7 October 2014, 394-426.

Cialdini, R. B., & Trost, M.R. (1998). Social influence: Social norms, conformity, and compliance. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (4th ed., Vol. II, pp. 151-192). Boston, Massachusetts: McGraw Hill.



Daws, R. M. (1998). Behavioral decision making and judgment. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (4th ed., Vol. I, pp. 497-548). Boston, Massachusetts: McGraw Hill.

Gygax, P. M., Garnham, A., & Doehren, S. (2016). What do true gender ratios and stereotype norms really tell us? *Frontiers in Psychology*, 7, article 1036. Open access. doi: 10.3389/fpsyg.2016.01036

Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass*, 2, 204-222.

## **PSY2015 UTVIKLINGSPSYKOLOGI 2 (7,5 STUDIEPOENG HØST)**

*Med unntak av Cassidy (2016), Fearon & Belsky (2016), Fivush & Zaman (2015) og McAdams & Zapata-Gietl (2015), som gjøres tilgjengelig via kompendium, består pensum av litteratur som er tilgjengelig online. Merk at det er hjemme-eksamen i dette emnet. Nærmere info blir oppgitt ved semesterstart.*

### **I. Perspektiver på utvikling**

Hartman, S. & Belsky, J. (2016). An Evolutionary Perspective on Family Studies: Differential Susceptibility to Environmental Influences. *Family Process*, 55, 700-712.

Miller, P. J., Wang, S-h., Sandel, T. & E. Cho, G. E. (2002). Self-Esteem as Folk Theory: A Comparison of European American and Taiwanese Mothers' Beliefs, *Parenting*, 2, 209-239.

Slagt, M., Dubas, J. S., Dekovic, M., & van Aken, M. A. (2016). Differences in sensitivity to parenting depending on child temperament: A meta-analysis. *Psychological Bulletin*, 142, 1068-1110.

### **II. Tilknytning, samspill og sosio-emosjonell utvikling**

Cassidy, J. (2016). The nature of the child's ties. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (3<sup>rd</sup> ed., pp. 3-24). New York: Guilford Press.

Fearon, P., & Belsky, J. (2016). Precursors of Attachment Security. In J. Cassidy, & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (3<sup>rd</sup> ed., 291-313). New York: Guilford Press.

Groh, A. M., Fearon, R. M. P., van Ijzendoorn, M. H., Bakermans-Kranenburg, M. J., & Roisman, G. I. (2017). Attachment in the early life course: Meta-analytic evidence for its role in socioemotional development. *Child Development Perspectives*, 11, 70-76.

Raby, K. L., Lawler, J. M., Shlafer, R. J., Hesemeyer, P. S., Collins, W. A., & Sroufe, A. L. (2015). The Interpersonal Antecedents of Supportive Parenting: A Prospective, Longitudinal Study from Infancy to Adulthood. *Developmental Psychology*, 51, 115-23.

Sroufe, L. A. (2005). Attachment and development: A prospective, longitudinal study from birth to adulthood. *Attachment & Human Development*, 7, 349-367.

Zeegers, M., Colonesi, C., Stams, G. J., & Meins, E. (2017). Mind matters: A three-level meta-analysis on parental mentalization and sensitivity as predictors of infant-parent attachment. *Psychological Bulletin*, 143, 1245.

### **III. Tenåringshjernen, risikoatferd, pubertet og seksualitet**

Kapetanovic, S., Skoog, T., Bohlin, M., & Gerdner, A. (in press). Aspects of Parent-Adolescent Relationships and Over Time Associations with Adolescent Risk Behaviors. *Journal of Family Psychology*.

Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

Shulman, E.P., Smith, A.R., Silva, K., Icenogle, G., Duell, N., Chein, J., & Steinberg, L. (2016). The dual systems model: Review, reappraisal, and reaffirmation. *Developmental Cognitive Neuroscience*, 17, 103–117.

Skoog, T., Bayram Ozdemir, S., & Stattin, H. (2016). Understanding the Link between Pubertal Timing in Girls and the Development of Depressive Symptoms: The Role of Sexual Harassment. *Journal of Youth and Adolescence*, 45, 316-327.

Ullsperger, J.M. & Nikolas, M.A. (2017). A meta-analytic review of the association between pubertal timing and psychopathology in adolescence: Are there sex differences in risk? *Psychological Bulletin*, 143, 903-938.

### **IV. Identitet og tilpasning**

Fivush, R. & Zaman, W. (2015). Gendered Narrative Voices: Sociocultural and Feminist Approaches to Emerging Identity in Childhood and Adolescence. In K. C. McLean & M. Syed (Eds). *Identity Development Across the Lifespan. The Oxford Handbook of Identity Development* (pp. 33-52). Oxford: Oxford University Press.

Fulgini, A. J., & Tsai, K. M. (2015). Developmental Flexibility in the Age of Globalization: Autonomy and Identity Development Among Immigrant Adolescents. *Annual Review of Psychology*, 66, 411-431.

McAdams, D. P., & Zapata-Gietl, C. (2015). Three Strands of Identity Development across the Human Life Course: Reading Erik Erikson in Full. In K. C. McLean & M. Syed (Eds). *Identity Development Across the Lifespan. The Oxford Handbook of Identity Development* (pp. 81-92). Oxford: Oxford University Press.

Meeus, W., van de Schoot, R., Keijsers, L. & Branje, S. (2012). Identity Statuses as Developmental Trajectories: A Five-Wave Longitudinal Study in Early-to-Middle and Middle-to-Late Adolescents. *J Youth Adolescence*, 41, 1008-21.

Oudekerk, B., A., Allen, J., P., Hessel, E., T. & Molloy L., E. (2015). The Cascading Development of Autonomy and Relatedness, from Adolescence to Adulthood. *Child Development*, 86, 472-85.

Pittman, J. F., Keiley, M. K., Kerpelman, J. L., & Vaughn, B. E. (2011). Attachment, identity, and intimacy: Parallels between Bowlby's and Erikson's paradigms. *Journal of Family Theory & Review*, 3, 32-46.

Wexler, L. & Eglinton, K. A. (2015) Reconsidering Youth Well-Being as Fluid and Relational: A Dynamic Process at the Intersection of Their Physical and Social Geographies. In J. Wyn & H. Cahill (Eds), *Handbook of Children and Youth Studies* (pp. 1–9). Singapore: Springer.

#### **V. Anbefalt bakgrunns litteratur**

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Sameroff, A. J. (2009). The transactional model. In A. J. Sameroff (Ed.), *Transactional model of development: How children and contexts shape each other* (pp. 3-32). Washington DC: American Psychological Association.

Sroufe, L. A. (2013). The Promise of Developmental Psychopathology: Past and Present. *Development and Psychopathology*, 25, 1215-1224.

### **PSY2016 PERSONLIGHETSPSYKOLOGI 2 (640 sider) (7,5 STUDIEPOENG VÅR)**

#### **Pensum**

Kennair & Hagen (red). (2015). Personlighetspsykologi. Bergen: Fagbokforlaget.

Utvalgte artikler i kompendium (\*= kompendium)

#### **Anbefalt lesning**

John, O.P., Robins, R., Pervin, L. A. (2011). Handbook of personality: Theory and research. Guilford Press (herunder kapittel 2, 4,6, 8, 10- 11, 13-15, 19-23, 29)

#### **Pensum ordnet etter tema**

(\* refererer til artikler i kompendium)

#### **Trekkteori (96 sider)**

\*Block, J. (2001). Millennial Contrarianism: The Five-Factor Approach to Personality Description 5 Years Later. *Journal of Research in Personality* 35, 98–107 (9)

\*Clark, A. (2005). Temperament as unifying basis for personality and psychopathology. *Journal of abnormal Psychology*, 4, 505-521. (16)

\*Eysenck, H.J. (1992). Four ways five factors are not basic. *Personality and individual differences*, 13, 667-673. (7 sider)

\* McCrae, R.R (2010). The place of the FFM in personality psychology. *Psychological Inquiry*, 21, 57-64. (8 sider).

\* McCrae, R.R., & John, O.P. (1992). An introduction to the Five-Factor Model and its applications. *Journal of Personality*, 60, 175–215 (41 sider).

### **Kognitiv personlighetsteori (105 sider)**

\* Bandura, A. (1999). Social cognitive theory of personality. I Pervin & John (ed): *Handbook of personality. Theory and research* (2<sup>nd</sup> edition) (ss. 154-196) (43 sider)

\* Wells, A., & Matthews, G. (1996) Modelling cognition in emotional disorder: The S-REF model. *Behaviour Research and Therapy*, 34, 881-888 (8 sider).

### **Humanistisk teori (75 sider)**

\* Rogers, C. The necessary and sufficient conditions of therapeutic change. *Journal of Consulting Psychology*, 95-103 (19 sider).

### **Psykodynamisk teori (107 sider)**

\* Kernberg, O., & Caligor, E. (2005). A psychoanalytic theory of personality disorder. I Lenzenweger & Clarkin (ed). *Major theories of personality disorder* (ss. 114-156) (43 sider).

\* Wolfe, B. (1989) Heinz Kohut's self psychology. A conceptual analysis. *Psychotherapy*, 545- 554 (11 sider).

### **Evolusjonspsykologi og atferdsgenetikk (161 sider)**

#### **Evolusjonspsykologi**

\* Kennair, L.E.O.(2004). *Evolusjonspsykologi: En innføring i menneskets natur*. Trondheim. Tapir. Kapittel 3 (39 sider).

\* Buss, D.M. & Hawley, P.H. (2011). *The evolution of personality and individual differences*. New York. Oxford. Kapittel 1 og 2 (53 sider).

#### **Atferdsgenetikk**

\* Belsky, J. & Pluess, M. (2009). Beyond diathesis stress: Differential susceptibility to environmental influences. *Psychological Bulletin*, 135, 885-908 (24 sider)

\* Caspi, A., Roberts, B.W., & Shiner, R.L. (2005). Personality development : Stability and change. *Annual Review of Psychology*, 56, 453-484 (32 sider)

\* McGue, M. (2008). The end of behavioral genetics? *Behavior Genetics*, 40, 284-296 (13 sider)

\* Turkheimer (2000). The three laws of behavior genetics and what they mean. *Current Directions in Psychological Science*, 9, 160-164 (5 sider)

### **Personlighet og helse (90 sider)**

\*Watson D, Clark. L. A, Stasik, S. M (2011). Emotions and the emotional disorders: A quantitative hierarchical perspective. *International Journal of Clinical and Health Psychology*, 429-442 (14 sider)

### **PSY2017 STATISTIKK OG KVANTITATIVE FORSKNINGSMETODER (7,5 STUDIEPOENG HØST)**

Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th edition). Sage.

### **PSY2018 KVALITATIVE FORSKNINGSMETODER (7,5 STUDIEPOENG HØST)**

Smith, J. A. (2015). *Qualitative Psychology. A practical guide to research methods*. 3rd edition. Sage.

Corbin, J. & Strauss, A. (1990). Grounded Theory Research: Procedures, Canons, and Evaluative Criteria. *Qualitative Sociology*, 13, 4-21.

Creswell, J. W., & Miller, D. L. (2000). Determining Validity in Qualitative Inquiry, *Theory Into Practice*, 39, 124-130.

Smith, J. A., & Osborn, M. (2007). Pain as an assault on the self: An Interpretative phenomenological analysis of the psychological impact of chronic benign low back pain, *Psychology & Health*, 22, 517-534.

Rosenhan, D. L. (1973). On being sane in insane places. *Santa Clara Law review*, 13, 379-399.

Smith, J. A. (1996). Beyond the divide between cognition and discourse: Using interpretative phenomenological analysis in health psychology. *Psychology & Health*, 11, 261-271.

Meyrick, J. (2006). What is good qualitative research? A first step towards a comprehensive approach to judging rigour/quality. *Journal of Health Psychology*, 11, 799-808.

Yeo et al. In-depth Interviews. In Jane Ritchie, Jane Lewis, Carol McNaughton Nicholls and Rachel Ormston (eds.). (2014). *Qualitative Research Practice: A guide for social science students and researchers*. pp. 178 – 210. (Tilgjengelig på BlackBoard).

Howitt (2010). *Ethnography and participant observation. I Introduction to qualitative Methods in psychology*. (Tilgjengelig på BlackBoard).

Kenny, M., & Fourie, R. (2015). Contrasting Classic, Straussian, and Constructivist Grounded Theory: Methodological and Philosophical Conflicts. *The Qualitative Report*, 20, 1270 – 1289.

***Anbefalt ikke obligatorisk pensum:***

Nordfjærn, T., Rundmo, T., & Hole, R. (2010). Treatment and recovery as perceived by patients with substance addiction. *Journal of Psychiatric and Mental Health Nursing*, 17, 46 - 64.

Thornberg, R. (2012). Informed grounded theory. *Scandinavian Journal of Educational Research*, 56, 243 – 259.

Fairclough, N. Critical discourse analysis as a method in social scientific research. In: Ruth Wodak, and Michael Meyer (eds.). *Methods in Critical Discourse Analysis* (2001). pp. 121-139.

**PSY2019 ARBEIDS- ORGANISASJONPSYKOLOGI (7,5 STUDIEPOENG HØST)**

S. Einarsen og A. Skogstad (red.). *Det gode arbeidsmiljø. Krav og utfordringer*. 2. utgave. Bergen. Fagbokforlaget. Utvalgte kapitler

Kaufmann, G. & Kaufmann, A. (2015). *Psykologi i organisasjon og ledelse*. 5. Utgave. Bergen: Fagbokforlaget. Utvalgte kapitler.

**PSY2020 PSYKOLOGISKE PERSPEKTIVER PÅ LÆRING OG FERDIGHETSUTVIKLING**

(7,5 STUDIEPOENG HØST)

1. Sigmundsson, H. (red). (2008). *Læring og ferdighetsutvikling*. Tapir.
2. Sigmundsson, H. (red). (2014). *Læringsvansker*. Fagbokforlaget
3. Kleim, J.A., Jones, T.A. (2008). Principles of experience-dependent neural plasticity: implications for rehabilitation after brain damage. *Journal of Speech, Language, and Hearing Research*, 51, 225-239.
4. Sigmundsson, H., Trana, L. M., Polman, R.C.J., Haga, M. (2017). What is trained develops! Perspective on skill learning.. *Sports* 2017 ;Volum 5.(2). 10.3390/sports5020038
5. Rogoff, B (1998). Cognition as a collaborative process. I Damon W., Kuhn D. & Siegler R.S. (Eds), *Handbook of child psychology*, vol 2: cognition, perception, and language, s.679-744

## **PSY2021 MEDIENES PUBLIKUM (7,5 STUDIEPOENG VÅR)**

Bøker:

Hagen, Ingunn (2004/1998): Medias publikum. Frå mottakar til brukar? Oslo: Ad Notam Gyldendal (173 s.).

Hagen, Ingunn og Thomas Wold (2009): Mediegenerasjonen. Barn og unge i det nye medielandskapet. Oslo: Samlaget. (160 s.)

### **Kompendium:**

Boyle, Karen (2005): "The effects of violence in the media." Media and Violence. Gendering the Debates. London: Sage.

Bushman, Brad J; Anderson, Craig A (2001): Media Violence and the American Public: Scientific Facts Versus Media Misinformation. American Psychologist Vol. 56, no.6/7. 477-489.

Hall, Stuart (1980; 2002): "Encoding/Decoding." I: Stuart Hall, Dorothy Hobson, Andrew Lowe and Paul Willis (eds.). Culture, Media, Language. Birmingham: Routledge. s. 128-139.

Harris, Richard J. (1999): "Advertising: Food (and everything else) for thought." A Cognitive Psychology of Mass Communication. London: Lawrence Erlbaum Associates.

Höjjer, Birgitta (1992): "Socio-cognitive structures and television reception." Media, Culture and Society, Vol. 14, s. 583-603.

Jensen, Klaus B. And Karl Erik Rosengren (1990): "Five Traditions in Search of the Audience." European Journal of Communication, Vol. 5, No. 2-3, June 1990, s. 207-239.

Jewkes, Yvonne (2004): "Media Constructions of Children: 'Evil Monsters' and 'Tragic Victims'." Media and Crime. London: Sage.

Livingstone, Sonia & Leslie Haddon (2012): "Theoretical framework for children's internet use." In: Livingstone, Sonia; Leslie Haddon & Anke Görzig (Eds.): Children, risk and safety on the internet. Research and policy challenges in comparative perspective. London: The Policy Press.

Lull, James (1980): "The social uses of television." Human Communication Research, 6, s. 197-209.

Morley, David (1992): "Television audience research: a critical history." In: Television, Audiences & Cultural Studies. London and New York: Routledge. s.45-59.

Tuma, Regina M. (2013): «Media Psychology and It's History». In: Karen E. Dill (Ed.): The Oxford Handbook of Media Psychology. Oxford: Oxford University Press. P. 62-75.

Waldahl, Ragnar (2001): Mediepåvirkning. Oslo: Gyldendal. Kap. 6. s. 107-132.

## PSY2022 FORSKNINGSDSIGN (7,5 STUDIEPOENG VÅR)

Meltzoff, J., & Cooper, H. (2018). *Critical Thinking about Research: Psychology and Related Fields. (Second Edition)*. Washington, DC. American Psychological Association. 335 sider. ISBN: 978-1-4338-2710-5. Kindle version: <https://www.amazon.com/Critical-Thinking-About-Research-Psychology-ebook/dp/B075VKZDH7/>

### Artikler:

- Schwarz, N., Groves, R. M., & Schuman, H. (1998). Survey methods. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. 1, pp. 143-179). Boston, MA: The McGraw-Hill Companies, Inc.
- Schwarz, N., Knäuper, B., Oyserman, D., & Stich, C. (2008). The psychology of asking questions. In E. de Leeuw & J. Hox (Eds.), *International handbook of survey methodology* (pp. 18-34): Taylor & Francis.
- Tourangeau, R., & Yan, T. (2007). Sensitive questions in surveys. *Psychological Bulletin*, 133, 859-883.
- Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). The Art of Laboratory Experimentation. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 1, pp. 51-81). Hoboken, NJ: John Wiley & Sons, Inc.

### Om replikasjonskrisen i psykologien:

- Open Science Collaboration, *Science* 349, aac4716 (2015). doi: 10.1126/science.aac4716
- Gilbert, D. T., King, G., Pettigrew, S., & Wilson, T. D. (2016). Comment on "Estimating the reproducibility of psychological science". *Science*, 351(6277), 1037-1037. doi:10.1126/science.aad7243
- Earp, B. D., & Trafimow, D. (2015). Replication, falsification, and the crisis of confidence in social psychology. *Frontiers in Psychology*, 6(621). doi:10.3389/fpsyg.2015.00621

### Om beregning av Power:

- G-power (Statistical Power Analyses for Window and Mac); download from: <http://www.gpower.hhu.de/>
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155-159.

### Om forskningsetikk:

- Gjeldende lovverk knyttet til forskningsetikk studentene skal ha kjennskap til finnes her: [https://helseforskning.etikk.no/reglerogrutiner/loverogregler?p\\_dim=34770&\\_ikbLanguageCode=n](https://helseforskning.etikk.no/reglerogrutiner/loverogregler?p_dim=34770&_ikbLanguageCode=n)



**PSY2900 BACHELOROPPGAVE I PSYKOLOGI (STUDIEPOENG 22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

**PSY2901 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR ARBEIDS- OG ORGANISASJONSPSYKOLOGI (STUDIEPOENG 22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

**PSY2902 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR EVOLUSJONSPSYKOLOGI OG INDIVIDUELLE FORSKJELLER (STUDIEPOENG 22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

**PSY2903 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR UTVIKLINGSPSYKOLOGI (STUDIEPOENG 22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

**PSY2904 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR MILJØ, TRAFIKK OG FORBRUKERATFERD (STUDIEPOENG 22,5 VÅR)**

Klöckner, C. A. (2015). *The Psychology of Pro-Environmental Communication: Beyond Standard Information Strategies*. Palgrave Macmillan.

Steg, L., van den Berg, A. E., & De Groot, J. I. (Eds.). (2012). *Environmental psychology: An introduction*. John Wiley & Sons.

Pluss selvvalgt pensum etter valgt prosjekt

**PSY2905 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR LÆRING OG FERDIGHETSUTVIKLING (STUDIEPOENG 22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

**PSY2906 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR TALE, KOGNISJON OG SPRÅK (STUDIEPOENG 22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

## **PSY3100 FORSKNINGSMETODE – KVANTITATIV (STUDIEPOENG 7,5 HØST)**

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2016). A PRIMER ON PARTIAL LEAST SQUARES STRUCTURAL EQUATION MODELING (PLS-SEM). London: Sage.

Mehmetoglu, M., & Jakobsen, T. G. (2017). Applied Statistics Using Stata - A Guide for the Social Sciences. London: SAGE.

## **PSY3101 FORSKNINGSMETODE – KVALITATIV (STUDIEPOENG 7,5 HØST)**

Pensum (totalt 440 sider) (Selvvalgt pensum 60 sider)

### Hermeneutikk

Gadamer, H.-G. (2012). Sannhet og metode. Grunntrekk i en filosofisk hermeneutikk, Oslo, Pax (s.252-266)

Packer, M.J & R.B. Addison (1989). Entering the Circle. Hermeutic investigation in Psychology; Albanay NY, State University of New York Press (s.13-36)

### Fenomenologi

Giorgi, A. (1985). Phenomenology and Psychological Research, Pittsburg PA, Duquesne University Press (s. 1-22)

Husserl, E. (1935). The Vienna Lecture: Philosophy and the Crisis of European Humanity, I  
Husserls, E. (1970). The Crisis of European Sciences and Transcendental Phenomenology, Evanston, Northwestern University Press (s. 269-299)

Føllesdal, D. & Lars Walløe (1977). Argumentasjonsteori og vitenskapsfilosofi, Oslo, Universitetsforlaget: §46 Om definisjoner (s.152-162)

### Aksjonsforskning

Greenwood, D.J. & Levin, M. (2007). Introduction to action research : social research for social change, Thousand Oaks, Calif, Sage Publ. (s. 1-75)

### Grounded Theory

Glaser, B.G. & A.L. Strauss, (1967). The Discovery of Grounded Theory, New York, Aldine de Gruyter, (s.1-77.)

Charmaz, K. (2006). Constructing Grounded Theory. A Practical Guide through Qualitative Analysis, London, Sage (s. 1-71)

### Tematisk innholdsanalyse

Anderson, R. (2007). Thematic Content Analysis. Descriptive Presentation of Qualitative Data (4 s.)

### Narrativ analyse

Bamberg, M. (Ed.)(2007). Narrative. State of the Art, Amsterdam, J. Benjamins Pub. & co (s. 1-5, s. 165-173)

Diskursanalyse

Jørgensen, M og L. Philips (1999). Diskursanalyse som teori og metode, Fredriksberg, Roskilde Universitetsforl. (s.9-33)

Posisjoneringsteori

Moghaddam, F. M., R. Harré & N. Lee (Eds.)(2008). Global Conflict Resolution through Positioning Theories, Springer (s.3-20, 65-78, s. 293-294)

Intervjuer

Kvale, S. & S. Brinkmann (2009). Interviews. Learning the Craft of Qualitative Research Interviewing. Second Edition, Thousand Oaks/London, Sage, (s. 1-20)

Vitenskapsteori:

Henrich, J., S.J. Heine, A. Norenzayan (2010). Most people are not WEIRD, Nature, Vol. 466/1 July 2010 [1s.]

Klempe, S.H. (2014). Catalysis, Functional Explanations and Functionalism in Psychology, In Cabel & Valsiner (Eds) The Catalyzing Mind - Beyond Models of Causality. Annals of Theoretical Psychology Vol. 11, Springer (s. 71-92)

## **PSY3110 LÆRING, ATFERD OG OMGIVELSER (7,5 STUDIEPOENG – HØST)**

### **Relevant pensumlitteratur for PSY 3110 Læring, atferd og omgivelser**

Edelman, G..M.(1992). Bright air, brilliant fire: On the matter of the mind. New York: Basic Books.

Gottlieb, G. (1997) Synthesing nature and nurture. Lawrence Erlbaum Associates, Inc.

Sigmundsson, H. (red). (2008). Læring og ferdighetsutvikling. Tapir.

### **I tillegg kommer utvalgte artikler og bokkapitler**

#### **Bokkapitler**

Englund, K. (2014). Språkutvikling – ferdigheter, vansker og erfaring. I Sigmundsson, H. (2014). Læringsvansker . Akademia

Hernes, G. (2012). Hot Topic – Cold Comfort. Climate Change and Attitude Change, Kap. IV: Explanations of Attitude Change, Oslo, Nordforsk, s. 11-148

Morelli & Rothbaum (2007). Situating the child in context: Attachment relationships and self-regulation in different cultures. I Kitayama, S. & Cohen, D. Handbook of cultural psychology. London: The Guilford press, pp. 500-527

Rogoff, B., Correa-Chávez, M., & Navichoc Cotuc, M. (2005). A cultural/historical view of schooling in human development. In D. Pillemer & S.H. White (Eds.), *Developmental psychology and social change* (pp. 225-263). NY: Cambridge University Press.

### **Diverse vitenskapelige artikler.**

Bendixen, M., Kennair, L.E.O. (2017). Advances in the understanding of same-sex and opposite-sex sexual harassment. *Evolution and Human Behaviour*,

Buhusi, C. V. & Meck, W.H. (2005). What makes us tick? Functional and neural mechanisms of interval timing. *Nature review. Neuroscience*, 6, 755-765.

Chavajay, P., & Rogoff, B. (2002). Schooling and traditional collaborative social organization of problem solving by Mayan mothers and children. *Developmental Psychology*, 38, 55-66.

Gottlieb, G. (1998). Normal occurring environmental and behaviour influences on gene activity: from central dogma to probabilistic epigenesis. *Psychological Review*, 83:215-234.

Haga, M., Pedersen, A.V., Sigmundsson, H (2008). Interrelationship among selected measures of motor skills. *Child: care, health and development*, 34, 245-248.

Iversen, Rundmo & Klempe (2005). Risk Attitudes and Behavior Among Norwegian Adolescents, *European Psychologist* 2005; Vol. 10(1):25–38

Kleim, J.A., Jones, T.A. (2008). Principles of experience-dependent neural plasticity: implications for rehabilitation after brain damage. *Journal of Speech, Language, and Hearing Research*, 51, 225-239.

Klempe & Rundmo (2006). Læringsstrategi og effektfulle holdningskampanjer. *Psyke & Logos*, 27, 601-626

Leveresen JSR, Haga M, Sigmundsson H (2012) From Children to Adults: Motor Performance across the Life-Span. *PLoS ONE* 7(6): e38830.

Mauk, M.D., & Buonomano, D.V. (2004). The neural basis of temporal processing. *Annu. Rev. Neurosci*, 27: 307-40.

Nosek, B. A., Smyth, F. L., Sriram, N., Lindner, N. M., Devos, T., Ayala, A., ... Greenwald, A. G. (2009). National differences in gender–science stereotypes predict national sex differences in science and math achievement. *Proceedings of the National Academy of Sciences*, 106(26), 10593–10597. <http://doi.org/10.1073/pnas.0809921106>

Sowell, E.R., Peterson, B.S., Thompson, P.M., Welcome, S.E., Henkenius, A. L., Toga, A.T. (2003). Mapping cortical change across the human life span. *Nature Neuroscience*, 6, 309-315.

Zhang, S., Schmader, T., & Hall, W. M. (2013). L’eggo My Ego: Reducing the Gender Gap in Math by Unlinking the Self from Performance. *Self and Identity*, 12(4), 400–412. <http://doi.org/10.1080/15298868.2012.687012>

Andre relevante vitenskapelige artikler som studenter finner ved litteratursøk.

**PSY3111 INDIVIDUELL UTVIKLING, GENER, NERVESYSTEM OG ATFERD**  
(7,5 STUDIEPOENG – HØST)

1. Vitenskapelige artikler/utvalgte bokkapitler (oppgis ved semesterstart).
2. Forelesningsnotater

**PSY3112 ARTIKKELSEMINAR**

(7,5 STUDIEPOENG – VÅR)

- Boisseau, R. P., et al. (2016). "Habituation in non-neural organisms: evidence from slime moulds." Proceedings of the Royal Society of London B: Biological Sciences **283**(1829).
- Bonnelle, V., Veromann, K. R., Heyes, S. B., Lo Sterzo, E., Manohar, S., & Husain, M. (2015). Characterization of reward and effort mechanisms in apathy. *Journal of Physiology-Paris*, *109*(1-3), 16-26. doi:10.1016/j.jphysparis.2014.04.002
- Fanelli, D. (2010). "'Positive' Results Increase Down the Hierarchy of the Sciences." Plos One **5**(3): 10.
- Gagliano, M., Renton, M., Depczynski, M., & Mancuso, S. (2014). Experience teaches plants to learn faster and forget slower in environments where it matters. *Oecologia*, *175*(1), 63-72. doi:10.1007/s00442-013-2873-7
- Jensen, O. and Colgin, L. L. (2007). Cross-frequency coupling between neuronal oscillations. *Trends in Cognitive Sciences*, *11*(7), 267-269.
- Jensen, O., Idiart, M. A. P. and Lisman, J. (1995). Physiologically realistic formation of autoassociative memory in networks with theta/gamma oscillations: role of fast NMDA channels. *Learning & Memory*, *3*, 243-256.
- Mercier, H., & Sperber, D. (2011). Why do humans reason? Arguments for an argumentative theory. *Behavioral and Brain Sciences*, *34*(2), 57-+. doi:10.1017/s0140525x10000968
- Schiermeier, Q. (2016). "Close inspection." Nature **533**: 279-281.
- Sigmundsson, H., Lorås, H. W. and Haga, M. (2017). Exploring task-specific independent standing in 3-5 month-old infants. *RFrontiers in Psychology*, *8*, 657. doi: 10.3389/fpsyg.2017.00657
- Trotier, D. (2011). Vomeronasal organ and human pheromones. *European Annals of Otorhinolaryngology, Head and Neck diseases*, *128*, 184-190.
- van der Meer, A. L. H. and F. R. R. van der Weel (2017). "Only Three Fingers Write, but the Whole Brain Works: A High-Density EEG Study Showing Advantages of Drawing Over Typing for Learning." Frontiers in Psychology **8**: 9.

Vilhelmsen, K., Agyei, S. B., van der Weel, F. R. and van der Meer, A. L. H. (2018). A high-density study of differentiation between two speeds and directions of simulated optic flow in adults and infants. *Psychophysiology*. doi: 10.1111/psyp.13281

Plus three papers to be announced.

**PSY3113 SPESIALISERING – LÆRING, ATFERD OG OMGIVELSER**  
(15 STUDIEPOENG – VÅR)

Pensum fastsettes i samarbeid med oppnevnt veileder

**PSY3114 SPESIALISERING – INDIVIDUELL UTVIKLING, GENER, NERVESYSTEM OG ATFERD**  
(15 STUDIEPOENG – VÅR)

Pensum fastsettes i samarbeid med oppnevnt veileder.

**PSY3130 ARBEIDSHELSEPSYKOLOGI (7,5 STUDIEPOENG HØST)**

Christensen, Marit; Saksvik, Per Øystein; Karanika-Murray, Maria. (2017) *The Positive Side of Occupational Health Psychology*. Springer. 2017. ISBN 978-3-319-66780-5.

Kapittel: 5, 9, 10

*Handbook of Occupational Health Psychology, Second Edition*  
Edited by James Campbell Quick, PhD, and Lois E. Tetrick, PhD  
Utvalgte kapitler: 1,2,3,4,6,9,11,12,14,16  
ISBN: 978-1-4338-0776-3

Saksvik, P.Ø., & Christensen, M. (2015). *Arbeidshelsepsykologi på norsk*. Bergen: Fagbokforlaget.

Alle kapitler. 235 sider. ISBN: 978-82-450-1631-4

**PSY3131 DET GODE ARBEIDSMILJØ (7,5 STUDIEPOENG HØST)**

Pensum er selvvalgt ut fra semesteroppgavens problemstilling og innretning

**PSY3132 PSYKOLOGISKE TESTER I ARBEIDSLIVET OG HUMAN FACTORS**  
(7,5 STUDIEPOENG - VÅR)

**Obligatorisk**

Murphy, K. R. & Davidshofer C. O. (2014). *Psychological Testing. Principle and Applications*. Sixth Edition. Person Education Inc. New Jersey. Kap. 1,2,3,4,5,6,7,8,9.

Iversen O.I. (2015). Rekrutterings- og intervjueteknikk. Om bruk av effektive rekrutteringsmetoder (hele boken 152 sider).

Internasjonale retningslinjer for bruk av tester (2000). International test Commission. (Finnes på nett).

McCrae & Costa (2010) NEO Inventories. Professional Manual. 145 sider. (Denne får studentene låne i kurset):

Lord W. (2007) NEO PI-R A guide to interpretation and feedback in a work context (99 sider). (Denne får studentene låne i kurset).

Wickens, D.C., Lee, J.D. Liu, Y. Becker, SE (2004). 2ed. An introduction to human factors, kap. 1,3,14,15

Stanton, Salmon, Rafferty, Walker, Baber and Jenkins (2013). Human factors methods. A practical guide for engineering and design. 2ed, Kap 1,2,3,6,8,10.

Forslag til valgfritt pensum (artikler) blir lagt ut på Blackboard.

### **PSY3133 PRAKSIS I BEDRIFTER OG VIRKSOMHETER (15 STUDIEPOENG – VÅR)**

Selvvalgt pensum

### **PSY3134 KOMMUNIKASJON I ORGANISASJONER OG MEDIEPSYKOLOGI**

(7,5 STUDIEPOENG – HØST)

Dill, Karen E. (Ed. 2013): "Introduction". The Oxford Handbook of Media Psychology. Oxford: Oxford University Press.

Simsic Brønn, Peggy og Jan Ketil Arnulf (red., 2014): Kommunikasjon for ledere og organisasjoner. Bergen: Fagbokforlaget.

Simsic Brønn, Peggy og Øyvind Ihlen (2008): Åpen eller innadvendt. Omdømmebygging for organisasjoner. Oslo: Gyldendal Akademisk.

von Feilitzen, Cecilia & Johanna Stenersen (Eds. 2014): Young People, Media and Health. Risks and Rights. Gothenburg: The International Clearinghouse on Children Youth and Media, Nordicom.

Utvalde artiklar vil bli gjort tilgjengelige elektronisk.

### **PSY3135 ORGANISERING OG LEDELSE (7,5 STUDIEPOENG – HØST)**

#### ***Arbeid, mening og organisering***

Alvesson, M. (2000) Social identity and the problem of loyalty in knowledge-intensive companies. Journal of management studies 37:8, s. 1101-1123

- Alvesson, M (2001) Knowledge work: Ambiguity, image and identity. *Human Relations* 54 (7), s. 863-886
- Berg, J.; Dutton, J. og Wrzesniewski, A. (2013) job crafting and meaningful work. I Dik, B. et al (eds). *Purpose and meaning in the workplace*. Washington, DC: American Psychological Association
- Czarniawska, B. (2008) Organizing: how to study it and how to write about it. *Qualitative research in organizations and management: an international journal*
- Kamp, A. (2012). The quest for the meaning of work: competing concepts of meaning. I Kamp, A. og Hvid, H. (eds) *Elderly care in transition – management, meaning and identity at work*. Copenhagen: Copenhagen Business School Press
- Kildal, N. (2005). Fra arbejdsbegrebets historie: aristoteles til Marx. *Rokkan-senteret, notat*, 3
- Musson, G. og Duberley, J. (2007). Change, change or be exchange: the discourse of participation and the manufacture of identity. *Journal of Management Studies*, vol. 44 (1), s. 143-164.
- Rasmussen, B. (2008) Kunnskapsorganisasjoner – postbyråkrati eller markedsstyrt? *Nordiske organisasjonsstudier*, nr 3 årgang 10
- Ravn, I (2008) Mening i arbeidslivet – definition og konseptualisering. *Tidsskrift for arbeidsliv*, nr 4
- Svenningsson, S. og Alvesson, M. (2003) Managing managerial identities: Organizational fragmentation, discourse and identity struggle. *Human Relations* 56(10), s. 1163-1193
- Watson, T. (2008). Managing identity: identity work, personal predicaments and structural circumstances. *Organization*, vol 15 (1), s. 121-143
- Watson, T. (2009). Narrative, life story and manager identity: a case study in autobiographical identity work. *Human Relations*, vol 62 (3), s. 425-452
- Wrzesniewski, A. og Dutton, J. (2001) Crafting a job: Revisioning Employees as Active crafters of their work. *Academy of management*, vol 26, no 2, s- 179-201
- Wrzesniewski, A.; LoBuglio, N.; Dutton, J. og Berg, J. (2013) Job crafting and cultivating positive meaning and identity in work. *Advances in positive organizational psychology*, vol 1, s. 281-302

### ***Ledelse***

- Barling, J., Christie, A., & Hopton, C. (2011). Leadership. In S. Zedeck (Ed.) *APA Handbook of Industrial and Organizational Psychology*. Vol. 1, Washington, DC: *American Psychological Association*. Pages 190-240.
- De Cremer, D., & van Knippenberg, D. (2002). How do leaders promote cooperation? The effects of charisma and procedural fairness. *Journal of Applied Psychology*, 87, 858-866.



Eagly, A.H. & Antonakis, J. (2015). Leadership. I Mikuliner, M. & Shaver, R (eds). *Apa Handbook of Personality and Social Psychology. American Psychological Association*, s. 571-592

Harms, P.D & Crede, M. (2010). Emotional intelligence and transformational and transactional leadership: A meta- analysis. *Journal of Leadership & Organizational Studies*, 17 (1), 5-17

Hunter, S. T., Bedell-Avers, K. E., & Mumford, M. D. (2007). The typical leadership study: Assumptions, implications, and potential remedies. *Leadership Quarterly*, 18, 435-446.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership. A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89, 755-768.

Judge, T. A., Colbert, A. E., & Ilies, R. (2004). Intelligence and leadership: A quantitative review and test of theoretical propositions. *Journal of Applied Psychology*, 89, 428-441.

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### **Konflikt og konflikthåndtering**

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