

# **PENSUMLISTE**

## **HØSTEN 2015**

# **PSYKOLOGI**

Årsstudium  
Bachelorgrad  
Mastergrad  
Emner

**NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET**  
Fakultet for samfunnsvitenskap og teknologiledelse



# **Pensumplaner ved Psykologisk institutt.**

## **Samleoversikt**

### **Årsstudium ~ Bachelorgrad ~ Mastergrad**

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

Karl Halvor Teigen (2015) 2. utgave. *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

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

*Psykologisk forskningsmetode*; en innføring i kvalitative og kvantitative tilnærminger 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

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### **PSY1012 KOGNITIV PSYKOLOGI I (7,5 STUDIEPOENG VÅR)**

Sternberg, R. J. (2011). *Cognitive Psychology*. Belmont, CA: Wadsworth.

|  |                 |
|--|-----------------|
| Chapter 1: Introduction to Cognitive Psychology                                  | <b>40 pages</b> |
| Chapter 2: Perception  | <b>51 pages</b> |
| Chapter 3: Cognitive Neuroscience, pages 94-115                                  | <b>21 pages</b> |
| Chapter 4, Attention   | <b>51 pages</b> |
| Chapter 5, Memory: Research and Models:  | <b>40 pages</b> |
| Chapter 6, Memory Processes:   | <b>37 pages</b> |
| Chapter 8, Representation and Organisation of Knowledge in Memory, pages 322-340 | <b>17 pages</b> |
| Chapter 9, Language: Nature and Acquisition:                                     | <b>36 pages</b> |
| Chapter 10: Language in context, pages 403-426                                   | <b>23 pages</b> |
| Chapter 11: Problem solving and Creativity:                                      | <b>59 pages</b> |

Engle, R. W. (2002). Working memory capacity as executive attention. *Current Directions in Psychological Science* 11(1), 19-23.

Halford, G. S., Baker, R., McGredden, J. E. and Bain, J. D. (2005). How many variables can humans process? *Psychological Science* 16(1), 70-76.

Total: ca. **400 pages**

In addition, you will read original papers, from peer-reviewed scientific journals, that are relevant to the projects. Some of the papers will be provided, some you will have to find yourself. You will get instruction on how to do that.

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

Discovering biological Psychology, Laura A. Freberg (2<sup>nd</sup>. Edition) ISBN-13: 978-0-324-82961-7

Nobel lecture by R. Axel, 2004: "Scents and Sensibility: A Molecular Logic of Olfactory Perception". Relevant link: <http://onlinelibrary.wiley.com/doi/10.1002/anie.200501726/epdf>

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

Aronson, Wilson & Akert (2013), *Social psychology* (8th ed.) Pearson Education.

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

Keenan & Evans (2009), *An introduction to child development* (2nd ed.) Sage. 350s. ISBN: 978-1-4129-1115-3

I tillegg: Utvalgte artikler som gjøres tilgjengelig ved kursstart.

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

Larsen & Buss (2013) *Personality Psychology: Domains of knowledge about human nature*. 4th ed. (Kap: 1-3, 5-9, 11-13, 15-16, 18).  
Antall sider: 438

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## **PSY1017 – ABNORMAL PSYKOLOGI (7,5 STUDIEPOENG HØST)**

Nolen-Hoeksema, S. (2014). *Abnormal psychology. International Edition. 6th Edition.* McGraw-Hill. Kap. 1-15.

Kennair, L. E. O. (2012). Evolutionary Clinical Psychology. In V. S. Ramachandran (Ed.), *Encyclopedia of Human Behavior (Second Edition)* (pp. 94-102). San Diego: Academic Press.

Morin, C. and Benca, R. (2012) Chronic insomnia. *The Lancet*, 379, 1129-1141.

[http://dx.doi.org/10.1016/S0140-6736\(11\)60750-2](http://dx.doi.org/10.1016/S0140-6736(11)60750-2)

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## **PSY2010 ARBEIDS- OG ORGANISASJONSPSYKOLOGI**

**Utgått emne, er erstattet med PSY2019** (15 STUDIEPOENG HØST/VÅR)

Arnold, J. & Randall, R. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th edition). Harlow, Essex: Pearson Education.

Saksvik, P. Ø (2011). *Arbeids- og organisasjonspsykologi – aktuelle tema til inspirasjon for et bedre arbeidsliv*. Oslo. Cappelen Akademisk Forlag.

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## **PSY2011 MEDIENES PUBLIKUM (15 STUDIEPOENG VÅR)**

Utgått emne, er erstattet med PSY2021

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. (206 s.)

Kompendiet:

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.

Gentikow, Barbara (1999): "I. Mediebruk, publikum, påvirkning. Kapittel 1: Kartlegging av et felt." I: Barbara Gentikow og Helge Østbye (1999): *Bind 3: Medier og brukere*. Bergen: Fagbokforlaget. s.11-34.

Hagen, Ingunn (1993): "Den ambivalente sjåar – nyheitssjåing som plikt i folks kvardagsliv." I: Ingunn Hagen og Knut Helland (red): *Verda på skjermen. Om nyheiter og fjernsyn*. Oslo: Samlaget. S. 135-154.

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.

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

Høst, Sigurd (1998): *Daglig mediebruk*. Oslo: Pax. Innledning og kap. 3, s. 11-17 og s. 26-35.

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.

Kigilcim, Gönul (1993): "Eit framand blick på Dagsrevyen – tilliten til norske fjernsynsnyheiter hos ei gruppe tyrkiske innvandrara." I: Ingunn Hagen og Knut Helland (red.): *Verda på skjermen. Om nyheiter og fjernsyn*. Oslo: Samlaget. S. 154-170.

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.

Tingstad, Vebjørn (2006) "Barn og medier". I: *Barndom under lupen. Å vokse opp i en foranderlig mediekultur*. Oslo: Cappelen Akademisk forlag. s. 13-31.

Tønnessen, Elise Seip (2007): "Nye og gamle medier". I: Generasjon.com. Mediekultur blant barn og unge. Oslo: Universitetsforlaget.s 27-42.

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

"Pensum kan bli supplert ved semesterstart."

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

Christiá, A., Seidl, A. (2013). The hyperarticulation hypothesis of infant-directed speech. *Journal of Child Language*, 41(4), 913-34.

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.

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 two minds: Dual processes and beyond. J. S. B. T. Evans and K Frankish (Eds.), Oxford University Press: Oxford, UK.

Hampshire, A., Highfield, R. R., Parkin, B. L. and Owen, A. M. (2012). Fractionating human intelligence. *Neuron*, 1225-1237.

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

Anthony Chemero (2003) An Outline of a Theory of Affordances, *Ecological Psychology*, 15:2, 181-195, DOI: 10.1207/S15326969ECO1502\_5

Mechsner F. A psychological approach to human voluntary movement. *J Mot Behav*. 2004 Dec;36(4):355-70.

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

Bok:

Kandel, Schwartz, Jessell, Siegelbaum & Hudspeth. *Principles of Neural Science*, 5te utgave (2013).

Det vil bli trykt en spesialversjon av boka for kurset, som får redusert antall sider og redusert pris. Da vil kapiteltallet ikke stemme, men navnet til kapitlene vil være identiske. Oppdatert kapitelliste vil komme når forlaget er klare.

Kapittel 6: Membrane potential and the passive electrical properties of the neuron.

Kapittel 7: Propagated signalling: The action potential.

Kapittel 8: Overview of synaptic transmission.

Kapittel 11: Modulation of synaptic transmission: Second messengers.

Kapittel 12: Transmitter release.

Kapittel 13: Neurotransmitters.

Kapittel 15: The organization of the central nervous system.

Kapittel 16: The functional organization of perception and movement.  
Kapittel 22: The somatosensory system: Receptors and central pathways.  
Kapittel 23: Touch.  
Kapittel 24: Pain.  
Kapittel 26: Low-level visual processing: The retina.  
Kapittel 27: Intermediate-level visual processing and visual primitives.  
Kapittel 28: High-level visual processing: Cognitive influences.  
Kapittel 29: Visual processing and action.  
Kapittel 30: The inner ear.  
Kapittel 31: The auditory central nervous system.  
Kapittel 32: Smell and taste: The chemical senses.  
Kapittel 35: Spinal reflexes.  
Kapittel 37: Voluntary movement: The primary motor cortex.  
Kapittel 40: The vestibular system.  
Kapittel 42: The cerebellum.  
Kapittel 43: The basal ganglia.  
Kapittel 46: The modulatory functions of the brain stem.  
Kapittel 47: The autonomic motor system and the hypothalamus.  
Kapittel 48: Emotions and feelings.  
Kapittel 51: Sleep and dreaming.  
Kapittel 60: Language.  
Kapittel 62: Disorders of thought and volition: Schizophrenia.  
Kapittel 63: Disorders of mood and anxiety.  
Kapittel 64: Autism and other neurodevelopmental disorders affecting cognition.  
Kapittel 66: Cellular mechanisms of implicit memory storage and the biological basis of individuality.  
  
Kapittel 67: Prefrontal cortex, hippocampus and the biology of explicit memory storage.

ca 530 sider.

Artikler:

Karl J Friston, Andre M Bastos, Dimitris Pinotis, Vladimir Litvak: LFP and oscillations - what do they tell us? Current opinion in neurobiology, vol 31, april 2015, pp1-6.

Laura Lee Colgin: Mechanisms and functions of theta rhythms. Annual review of neuroscience, vol 36, juli 2013, pp295-312.

Pascal Fries: Neuronal gamma-band synchronization as a fundamental process in cortical computation. Annual review of neuroscience, vol 32, juli 2009, pp 209-224.

ca 25 sider.

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**PSY2014 SOCIAL PSYCHOLOGY II (7,5 STUDIEPOENG SPRING)**

- Ajzen, I. (2011). The Theory of Planned Behavior, in : Lange, Paul, A.M. Van, and Kruglanski, Arie W.. Handbook of Theories of Social Psychology, Volume 1. London, GBR: SAGE, 2011. ProQuest ebrary. Web. 7 October 2014. Pp. 438-459
- Al Ramiah, A., & Hewstone, M. (2013). Intergroup contact as a tool for reducing, resolving, and preventing intergroup conflict: Evidence, limitations, and potential. *American Psychologist*, 68(7), 527–542. doi:10.1037/a0032603
- Archer, J. (2004). Sex differences in aggression in real-world settings: a meta-analytic review. *Review of General Psychology*, 8, 291-322.
- Archer, J., & Coyne, S. M. (2005). An integrated review of indirect, relational, and social aggression. *Personality and Social Psychology Review*, 9, 212-230.
- Armitage, C. J., & Conner, M. (2001). Efficacy of the Theory of Planned Behaviour: A meta-analytic review. *British Journal of Social Psychology*, 40(4), 471–499. doi:10.1348/014466601164939
- 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.
- Campbell, A. (2013). The evolutionary psychology of women's aggression. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 368(1), 20130078. doi:10.1098/rstb.2013.0078
- 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
- Fleeson, W. (2004). Moving Personality Beyond the Person-Situation Debate The Challenge and the Opportunity of Within-Person Variability. *Current Directions in Psychological Science*, 13(2), 83–87. doi:10.1111/j.0963-7214.2004.00280.x
- Gawronski, B., & Bodenhausen, G. V. (2007). Unraveling the Processes Underlying Evaluation: Attitudes from the Perspective of the Ape Model. *Social Cognition*, 25(5), 687–717.
- Gawronski, B., LeBel, E. P., & Peters, K. R. (2007). What Do Implicit Measures Tell Us?: Scrutinizing the Validity of Three Common Assumptions. *Perspectives on Psychological Science*, 2(2), 181–193. doi:10.1111/j.1745-6916.2007.00036.x
- Haselton, M. G., & Nettle, D. (2006). The paranoid optimist: An integrative evolutionary model of cognitive biases. *Personality and Social Psychology Review*, 10, 47-66.
- Holtgraves, T. M., & Kashima, Y. (2008). Language, Meaning, and Social Cognition. *Personality and Social Psychology Review*, 12(1), 73 –94. doi:10.1177/1088868307309605
- Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass*, 2, 204-222

- Pyszczynski, T., Motyl, M., & Abdollahi, A. (2009). Righteous violence: killing for God, country, freedom and justice. *Behavioral Sciences of Terrorism and Political Aggression, 1*(1), 12–39. doi:10.1080/19434470802482118
- Rauthmann, J. F., Gallardo-Pujol, D., Guillaume, E. M., Todd, E., Nave, C. S., Sherman, R. A., ... Funder, D. C. (2014). The Situational Eight DIAMONDS: A Taxonomy of Major Dimensions of Situation Characteristics. *Journal of Personality and Social Psychology*, Advance Online Publication. doi:10.1037/a0037250 **PAGE 1-6 only**
- Rhodes, M., Leslie, S.-J., & Tworek, C. M. (2012). Cultural transmission of social essentialism. *Proceedings of the National Academy of Sciences, 109*(34), 13526–13531. doi:10.1073/pnas.1208951109
- Swart, H., Hewstone, M., Christ, O., & Voci, A. (2010). The Impact of Crossgroup Friendships in South Africa: Affective Mediators and Multigroup Comparisons. *Journal of Social Issues, 66*(2), 309–333. doi:10.1111/j.1540-4560.2010.01647.x
- Vaes, J., Leyens, J.-P., Paola Paladino, M., & Pires Miranda, M. (2012). We are human, they are not: Driving forces behind outgroup dehumanisation and the humanisation of the ingroup. *European Review of Social Psychology, 23*(1), 64–106. doi:10.1080/10463283.2012.665250
- Wang, Q., Shao, Y., & Li, Y. J. (2010). “My way or mom’s way?” The bilingual and bicultural self in Hong Kong Chinese children and adolescents. *Child Development, 81*(2), 555–567. doi:10.1111/j.1467-8624.2009.01415.x
- Williams, K. D. (2007). Ostracism. *Annual Review of Psychology, 58*, 425-452.

#### RECOMMENDED READINGS:

\*\*\* Lecture Slides \*\*\*

- Batson, C. D. (1998). Altruism and prosocial behaviour. In D. T. Gilbert, S. T. Fiske, and G. Lindzey *The Handbook of Social Psychology* Vol. II, 4<sup>th</sup> ed. (pp. 282-316). Boston Massachusetts: McGraw-Hill.
- Cialdini, R. B. (2006). *Influence: The psychology of persuasion* (Revised ed.). New York: Harper Business.
- Neuberg, S. L., Kenrick, D. T., & Schaller, M. (2010). Evolutionary social psychology. In S. T. Fiske, D. T. Gilbert & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 2, pp. 761-796). New Jersey: John Wiley & Sons, Inc.
- Oskamp, S., & Wesley Schultz, P. (2005). *Attitudes and Opinions*. 3<sup>rd</sup> ed. Chapters 10-11 (pp. 207-264). New York: Psychology Press, Taylor & Francis Group.
- Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In S. T. Fiske, D. T. Gilbert & G. Lindzey

(Eds.), *Handbook of Social Psychology* (5th ed., Vol. 1, pp. 3-50). 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 Science*, 7(1), 25–32. doi:10.3233/DEV-1312114

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

*Pensum består av en bok, et kompendium og litteratur som gjøres tilgjengelig via It's Learning. Obligatorisk pensum er innenfor normen (625 s.).*

<sup>b)</sup> bok

<sup>k)</sup> kompendium (som kan kjøpes hos Akademika Dragvoll hvis man er oppmeldt i emnet)

<sup>i)</sup> it's learning (tilgjengelig fra semesterstart)

<sup>n)</sup> nedlasting

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### **Samspill, selv-utvikling og tilknytning**

*Obligatorisk litteratur (ca 225 s.)*

<sup>i)</sup> Cassidy, J., Jones, J. D., & Shaver, P. R. (2013). Contributions of Attachment Theory and Research: A Framework for Future Research, Translation, and Policy. *Developmental Psychopathology*, 25, 1415-1434.

<sup>b)</sup> Hart, S., & Schwartz, R (2008) Fra interaksjon til relasjon. *Tilknytning hos Winnicott, Bowlby, Stern, Schore & Fonagy* (s.63-152 & 205-250). Oslo: Gyldendal Akademisk.

<sup>i)</sup> Keller, H. (2012). Attachment and Culture. *Journal of Cross-Cultural Psychology*.

<sup>i)</sup> 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(1).

<sup>i)</sup> Sroufe A., L. (2005). Attachment And Development: A Prospective, Longitudinal Study From Birth To Adulthood. *Attachment & Human Development*, 7:4, 349-367.

<sup>i)</sup> Zachrisson, H., D (2005). Stabilitet og forandring i tilknytningsmønster. *Nordisk Psykologi*, 57:4, 303-322.

<sup>i)</sup> Zachrisson, H., D (2009) Fører tidlig utrygg tilknytning til senere psykiske plager? *Impuls* 63 (2), 38-47.

#### *Anbefalt litteratur*

<sup>b)</sup> Wall, S., Ainsworth, M., D., S., Blehar, M., C & Waters, E (2015\*) *Patterns of Attachment: A Psychological Study of the Strange Situation*. (\*antatt utgivelse mai 2015)

<sup>n)</sup> NOU 2012: 5. *Bedre beskyttelse av barns utvikling — Ekspertutvalgets utredning om det biologiske prinsipp i barnevernet* (kap 3). <https://www.regjeringen.no/nb/dokumenter/nou-2012-5/id671400/?docId=NOU201220120005000DDDEPIS&q=&navchap=1&ch=4>

### **Temperament og personlighet**

#### *Obligatorisk litteratur (ca. 30 s.)*

<sup>k)</sup> Shiner, R., S. & DeYoung, C., G. The Structure of Temperament & Personality Traits: A Developmental Perspective. In P., D. Zelazo (2013). *The Oxford Handbook of Developmental Psychology, Vol 2: Self and Other*. Pp 113-14. New York: Oxford University Press.

### **Selvregulering**

#### *Obligatorisk litteratur (ca. 45 s.)*

<sup>k)</sup> Calkins, S., D. & Hill, A. Caregiver Influences on Emerging Emotion Regulation. Biological and Environmental Transactions in Early Development. In J., J. Gross (2007). *Handbook of Emotion Regulation*. Pp 229-248. New York: Guilford.

<sup>k)</sup> Rueda, M., R. & Posner, M., I. Development of Attention Networks. In P., D. Zelazo (2013). *The Oxford Handbook of Developmental Psychology, Vol. 1: Body and Mind*. Pp 683-705. New York: Oxford University Press.

#### *Anbefalt litteratur*

<sup>b)</sup> Jacobsen, K. & Svendsen, B. (2010). *Emosjonsregulering og oppmerksomhet. Grunnfenomener i terapi med barn og unge*. Bergen: Fagbokforlaget.

<sup>i)</sup> Loman, M. M., & Gunnar, M. R. et al. (2010). Early Experience And The Development Of Stress Reactivity And Regulation In Children. *Neuroscience and Biobehavioral Reviews* 34(6): 867-876.

## **Identitet**

*Obligatorisk litteratur (ca. 60 s.)*

<sup>k)</sup> McLean, K., C. & Syed, M (eds) (2015). Identity Development Across The Lifespan. *Oxford Handbook of Identity Development* s. 33-94. Oxford: University Press.

## **Utvikling i ungdomsalderen**

*Obligatorisk litteratur (ca. 55 s.)*

<sup>k)</sup> Collins, W., A. & Steinberg, L. Adolescent Development in Interpersonal Context. In N. Eisenberg (2006). *Handbook of Child Psychology. Social, Emotional and Personality Development*. Vol 3. 6th ed. 1003-1049. New Jersey: Wiley.

<sup>k)</sup> 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(2):472-85.

*Anbefalt litteratur*

<sup>i)</sup> Fuligni, 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(1), 411-431.

<sup>i)</sup> Saewyc, E. M. (2011). Research on Adolescent Sexual Orientation: Development, Health Disparities, Stigma, and Resilience. *Journal of Research on Adolescence*, 21(1), 256-272.

## **Perspektiver på utvikling**

*Obligatorisk litteratur (ca. 85 s.)*

<sup>k)</sup> Belsky, J., & Pluess, M. (2013). Beyond Risk, Resilience, and Dysregulation: Phenotypic Plasticity and Human Development. *Development and Psychopathology*, 25 (25th Anniversary Special Issue 4pt2), 1243-1261.

<sup>k)</sup> Bronfenbrenner, U. (1977). Toward An Experimental Ecology of Human Development. *American Psychologist*, 32(7), 513-531.

<sup>k)</sup> Cicchetti, D. An Overview Of Developmental Psychopathology. In P., D. Zelazo (2013). *The Oxford Handbook of Developmental Psychology, Vol 2: Self and Other*. Pp 455-480. New York: Oxford University Press.

<sup>k)</sup> Masten, A. (2014). The Short List And Implicated Protective Systems. *Ordinary Magic. Resilience in Development*. Pp 147- 173. New York: Guilford.

#### *Anbefalt litteratur*

<sup>i)</sup> Meloni, M. (2014). The Social Brain Meets the Reactive Genome: Neuroscience, Epigenetics and the New Social Biology. *Frontiers in Human Neuroscience*, 8.

<sup>i)</sup> Kagan, J (2013). *The Human Spark* (kap 4). New York: Basic Books.

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

#### **Pensum**

John, O.P., Robins, R., Pervin, L. A. (2011). *Handbook of personality: Theory and research*. Guilford Press (herunder kapittel 3,5,7, 18, 24, 26, 28, 30, 31)

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, mens resten refererer til kapitler i ”Handbook of Personality”)

### **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)

Gailot, M. T., Mead, N. L., & Baumeister, R. E. (2011). Self-regulation. I John, Robins & Pervin (ed): *Handbook of personality. Theory and research* (3<sup>rd</sup> edition) (kap 18). (20 sider).

Mischel, W . & Shoda, Y. (2011). Toward a unified theory of personality: Integrating dispositions and processing dynamics within the cognitive- affective system. I John, Robins & Pervin (ed): *Handbook of personality. Theory and research* (3<sup>rd</sup> edition) (kap 7). (34 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).

Schultheiss, Oliver C. (2011). Implicit motives. I John, Robins & Pervin (ed): *Handbook of personality. Theory and research* (3<sup>rd</sup> edition) (kap 24) (31 sider).

Ryan, R. M. (2011). Self determination theory and the role of basic psychological needs in personality and the organization of behavior. I John, Robins & Pervin (ed): Handbook of personality. Theory and research (3<sup>rd</sup> edition) (kap 26) (25 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).

Westen, D., Gabbard, G. O., & Ortigo (2011). Psychoanalytic approaches to personality. I John, Robins & Pervin (ed): Handbook of personality. Theory and research (3<sup>rd</sup> edition) (kap 3) (53 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 Bullitin*, 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)

Gross, J.J. (2011). Emotion and emotion regulation: Personality processes and individual differences. I John, Robins & Pervin (ed): *Handbook of personality. Theory and research* (3<sup>rd</sup> edition) (kap 28) (24 sider).

Hampson S. E., Friedman, H. S.. (2011). Personality and health. A lifespan perspective. I John, Robins & Pervin (ed): *Handbook of personality. Theory and research* (3<sup>rd</sup> edition) (kap 31). (25 sider).

Widiger, T. A., & Smith, G. T. (2011). Personality and psychopathology. I John, Robins & Pervin (ed): *Handbook of personality. Theory and research* (3<sup>rd</sup> edition) ( kap 30) (27 sider).

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

Field, A. (2013). *Discovering statistics using IBM SPSS statistics (4<sup>th</sup> edition)*. Sage. (OBS: Nyere utgave enn 2014; de to artiklene faller bort).

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

Smith, J. A. (2015) *Qualitative Psychology: A Practical guide to research methods*. Sage.

### **Utvalgte artikler:**

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

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.

Smith, J. A. (2011). Evaluating the contribution of interpretative phenomenological analysis. *Health Psychology Review*, 5, 9-27.

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

Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

Thornberg, R. (2012): Informed Grounded Theory, *Scandinavian Journal of Educational Research*, 56:3, 243-259

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

S. Einarsen og A. Skogstad (red.) (2012). *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.

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### **PSY2020 PSYKOLOGISKE PERSPEKTIVER PÅ LÆRING OG FERDIGHETSUTVIKLING (7,5 STUDIEPOENG HØST)**

Sigmundsson, H. (red.) (2005). *Ferdighetsutvikling. Utvikling av grunnleggende ferdigheter hos barn*. Universitetsforlaget.

Sigmundsson, H. (red.) (2014). *Læringsvansker*. Fagbokforlaget.

Sigmundsson, H., Pedersen, A.V. (2000). *Motorisk utvikling. Nyere perspektiver på barns motorikk*. Sebu forlag

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

#### **Bøker:**

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

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

#### **Kompendiet:**

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.

Höijer, 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.

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## **PSY2022 FORSKNINGSDESIGN (7,5 STUDIEPOENG VÅR)**

- *Research ethics. (16 pages)*

A og B, dvs. S. 5-20 fra: Forskningsetiske retningslinjer for samfunnsvitenskap, humaniora, juss og teologi. (gitt av Den nasjonale forskningsetiske komité for samfunnsvitenskap og humaniora (NESH). Retrieved from

<https://www.etikkom.no/Forskningsetikk/Etiske-retningslinjer/Samfunnsvitenskap-juss-og-humaniora/>

*Power analysis. (5 pages)*

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.

*Survey methods. (132 pages)*

Nardi, P. M. (2013). *Doing Survey Research - A Guide to Quantitative Methods* (3 ed.). London: Allyn and Bacon. Chp. 1 – 5

*Experimental methods. (135 pages)*

Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). The Art of Laboratory Experimentation. In *Handbook of Social Psychology*. John Wiley & Sons, Inc. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/9780470561119.socpsy001002/abstract>

Wilkinson, L. (1999). Statistical methods in psychology journals: Guidelines and explanations. *American psychologist*, 54(8), 594-604.

Bem, D. J. (2011). Feeling the future: Experimental evidence for anomalous retroactive influences on cognition and affect. *Journal of Personality and Social Psychology*, 100(3), 407–425. doi:10.1037/a0021524

Galak, J., Leboeuf, R. A., Nelson, L. D., & Simmons, J. P. (2012). Correcting the past: failures to replicate  $\psi$ . *Journal of Personality and Social Psychology*, 103(6), 933–948. doi:10.1037/a0029709

LeBel, E. P., & Peters, K. R. (2011). Fearing the future of empirical psychology: Bem's (2011) evidence of psi as a case study of deficiencies in modal research practice. *Review of General Psychology*, 15(4), 371–379. doi:10.1037/a0025172

***I tillegg kommer materialet fra forelesninger or workshop som legges ut i løpet av semesteret på its learning.***

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

Pensum avhenger av hvilket prosjekt man velger.

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

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2013). *A PRIMER ON PARTIAL LEAST SQUARES STRUCTURAL EQUATION MODELING (PLS-SEM)*. London: Sage.

Hamilton, L. C. (1992). *Regression with Graphics - A Second Course in Applied Statistics*. Belmont/California: Duxbury Press.

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

Mehmetoglu, M. (2004). Kvalitativ metode for merkantile fag. Bergen: Fagbokforlaget.

I tillegg:

Et sett med artikler som vil bli tilgjengeliggjort før undervisningsstart

---

## **PSY3110 LÆRING, ATFERD OG OMGIVELSER**

(7,5 STUDIEPOENG – HØST)

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**

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

Flaten, M.A. (2013). Placebo responses, Antagonistic Responses, and Homeostasis. In: Placebo and Pain. Elsevier.

Ingvaldsen, R.P., Loftesnes, J.M. (2004). Motorisk læring – når det butter imot. I Sigmundsson, H., Haga, M. (red.) Motorikk og samfunn. SEBU forlag.

Van der Meer, A.L.H. & Van der Weel, F.R. (2011). Auditory guided arm and whole body movements in young infants. In P. Strumello (Ed.), Advances in Sound Localization (pp. 297-314). InTech Open.

### ***Diverse vitenskapelige artikler.***

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

Diamond A. Executive functions. Annu Rev Psychol. 2013;64:135-68. doi: 10.1146

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.

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.

Lave, J. (1996) Teaching, as learning, in practice. *Mind, culture, and activity*, vol3, no 3, pp 149-164.

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.

Melby-Lervåg M, Hulme C. Is working memory training effective? A meta-analytic review. *Dev Psychol*. 2013 Feb;49(2):270-91. doi: 10.1037/a0028228.

Morelli. G. & Rotheim, F. (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

Siegel, S. (2005). Drug Tolerance, Drug Addiction, and Drug Anticipation. *Current Directions in Psychological Science*, 14, 296-300.

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.

Van der Meer, A.L.H. (2013). Tidlig diagnostisering av for tidlig fødte spedbarn. *Prematurposten*, 4, 21-30.

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

Goldstein EB. (ed.) *Blackwell Handbook of Sensation and Perception*. 2008. Blackwell Publishing. (Eksakte kapittel- og sidehenvisninger oppgis ved semesterstart.)

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## **PSY3112 ARTIKKELSEMINAR (7,5 STUDIEPOENG – VÅR)**

Costa, A. and Sebastián-Gallés (2014). How does the bilingual experience sculpt the brain? *Nature Reviews Neuroscience*, 15, 336-345. doi:10.1038/nrn3790

Gottlieb, J. (2012). Attention, learning and the value of information. *Neuron*, 76, 281-295. doi:10.1016/j.neuron.2012.09.034

Hoff, E. (2003). The Specificity of Environmental Influence: Socioeconomic status affects early vocabulary development via maternal speech. *Child Development*, 74(5), 1368-1378.

- Kuhl, P. K., Conboy, B. T., Coffey-Corina, S., Padden, D., Rivera-Gaxiola, M. and Nelson, T. (2008). Phonetic learning as a pathway to language: new data and native language magnet theory expanded (NLM-e). *Philosophical Transactions of the Royal Society B*, 363, 979-1000.
- Latsch, M., & Hannover, B. (2014). Smart girls, dumb boys!? How the discourse on “failing boys” impacts performances and motivational goal orientation in German school students. *Social Psychology*, 45(2), 112–126. doi:10.1027/1864-9335/a000167
- Lewkowicz, D. J. and Flom, R. (2014). The audiovisual temporal binding window narrows in early childhood. *Child Development*, 85(2), 685-694. doi:10.1111/cdev.12142
- Mercier, H. and Sperber, D. (2011). Why do humans reason? Arguments for an argumentative theory. *Behavioral and Brain Sciences*, 34, 57-111.
- Montague, P. R., Dolan, R. J., Friston, K. J. and Dayan, P. (2011). Computational psychiatry. *Trends in Cognitive Sciences*, 16(1), 72-80. doi:10.1016/j.tics.2011.11.018
- Payzan-LeNestour, E., & Bossaerts, P. (2011). Risk, unexpected uncertainty, and estimation uncertainty: Bayesian learning in unstable settings. *PLOS Computational Biology*, 7(1), 1-14. doi: 10.1371/journal.pcbi.1001048.
- Shepherd, G. M. (2006). Smell images and the flavor system in the human brain. *Nature*, 444, 316-321. doi:10.1038/nature05405

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

Pensum fastsettes i samarbeid med oppnevnt veileder

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

Pensum fastsettes i samarbeid med oppnevnt veileder

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

Handbook of Occupational Health Psychology, Second Edition  
Edited by James Campbell Quick, PhD, and Lois E. Tetrick, PhD

Utvalgte kapitler: 1,2,3,4,6,7,9,11,12,13,14,15,16

Pages: 441

ISBN: 978-1-4338-0776-3

Publication Date: August 2010

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

Pensum er selvvalgt ut fra semesteroppgavens problemstilling og innretning

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

**Obligatorisk**

1) Murphy, K. R. & Davidshofer C. O. (2005). Psychological Testing. Principle and Applications. Sixth Edition. Person Education Inc. New Jersey. Kap 1,2,3,4,5,6,7,8,9,og 11

13) Internasjonale retningslinjer for bruk av tester (2000). International test commission. (Norsk psykologforening).

**Valgfritt**

Costa, P. T. & McCrae (1991) NEO PI-R Professional Manual. Revised NEO Personality Inventory NEO PI-R NEO Five Factor Inventory (NEO FFI)

Lord W. (2007). NEO PI-R. A guide to interpretation and feedback in a work context.

***Fagetikk:***

11) Etske prinsipper for nordiske psykologer (1998). Norsk psykologforening.

23) Standard oversettelsesprosedyre. Norsk psykologforening.

29) Etske retningslinjer for master i psykologi,

***Metode***

Nordvik, H., & Langvik E. (2006). Metoder i personellutvelgelse. I Sakvik P. Ø. & Nytrø K. (Eds). Ny personalpsykologi for et arbeidsliv i endring. 2utgave. Cappelen Akademisk Forlag.

Nordvik, H., & Ulleberg P. (2000). *Teststatistikk. En oversikt over statistiske begreper og metoder knyttet til konstruksjon og bruk av psykologiske tester.* Psykologisk Institutt, NTNU: (Dette er et hefte som kan kjøpes på TAPIR).

***Jobbintervju***

36) Macan, T. (2009). The employment interview: A review of current studies and direction for future research. Human resource management review, 19, 203-218.



37) McDaniel, M. A., Whetzel, D. L. Schmidt, F.L., & Maurer, S. D. (1994). The validity of Employment interviews: A comprehensive review and meta-analysis. *Journal of Applied psychology*, 79, 599-616.

38) Klehe, U.C., König, C. J., Richter, G. M., Kleinmann, M. & Melchers, K. G. (2008). Transparency in structured interviews: Consequences for construct and criterion –related validity. *Human performance*, 21, 107-137.

### ***Personlighet***

\*5) Barrick M. R., Mount, M. K. (1991). The Big Five personality dimensions and job performance: a meta analysis. *Personnel Psychology*, 44, 1-26.

\*6) Barrick M. R., Mount, M. K. and Judge, T. A. (2001). Personality and performance at the beginning of the new millennium: what do we know and where do we go next? *International Journal of Selection and Assessment*, 9, 9-30.

\*7) Barrick, M. R., Stewart, G. L., Neubert, M. J. & Mount, M. K. (1998). Relating Members Ability and Personality to Work-Team Processes and Team Effectiveness. *Journal of Applied Psychology*, 83, 377 -391.

8) Bono J.E. & Judge T.A (2004). Personality and Transformational and Transactional Leadership: A meta analysis. *Journal of applied Psychology*, 89, 901-910.

9) Driskell, J. E., Goodwin, G. F., Salas, E. & O’Shea, P.G. (2006). What makes a good team player? Personality and team effectiveness. *Group Dynamics: Theory, Research and Practice*, 10, 249-271.

\*10) Funder, D. D. (2006). Toward a resolution of the personality triad: Persons, situations and behaviors. *Journal of Research in Personality* 40, 21-34.

\*12) Griffin, B., Hesketh, B., & Grayson, D. (2004). Applicants faking good: evidence of item bias in the NEO PI-R. *Personality and Individual Differences* 36, 1545-1558.

14) Judge, T. A. Heller, D. & Mount, M. K. (2002). Five factor model of personality and job satisfaction: A meta analysis. *Journal of Applied Psychology*, 87, 330-341.

15) McAdams, D. P. & Pals, J. L. (2006). A new big five. *Fundamental Principles for an integrative science of personality*. *American Psychologist*, 6, 204-217.

16) McCrae R.R. & Costa Jr. P.T. (1989). Reinterpreting the Myers-Briggs Type Indicator from the perspective of the five-factor model of personality, *Journal of Personality*, 57, 17-40.

\*17) McCrae R.R & Costa, Jr. P. T. (1995). Trait explanation in personality psychology, *European Journal of Personality*, 9, 231-252.

\*18) McCrae R.R & Costa, Jr. P. T. (1997). Personality trait structure as a human universal, *American Psychologist*, 52, 509-516.

\*19) Nordvik, H. (2005). Personlighetstrekk: deres art og antall. *Tidsskrift for Norsk Psykologforening*, 42, 994-997.

\*Nordvik, H. (2006). Personlighet og yrke. I Sakvik P. Ø. & Nytrø K. (Eds). Ny personalpsykologi for et arbeidsliv i endring. 2utgave. Cappelen Akademisk Forlag.

26) Tett, R. P. Jackson, D. N., & Rothstein, M. (1994). Meta-analysis of personality-job performance relationship: a reply to Ones, Mount, Berrick and Hunter. *Personnel Psychology*, 47,157-172.

27) Tett R.P. & Burnett, D.D. (2003). A personality trait-based interactionist model of job performance, *Journal of Applied Psychology*, 88, 500-517.

31) Mischel, W. (2004). Toward an Integrative Science of the Person. *Annual Review of Psychology*, 55, 1-22.

### ***Emosjonell intelligens***

\*22) Pettrided, K.V., Furnham, A. & Frederickson, Emotional intelligence, *The psychologist*, 17, 574-577.

### ***Teamarbeid***

32) Belbin, R.M. (1993). A reply to the Belbin team-role self-perception inventory by Furnham, Steele and Pendleton. *Journal of Occupational and Organizational Psychology*, 66, 259-260

33) Furnham, A., Steele, H., & Pendleton, D. (1993).A psychometric assessment of the Belbin team-role self-perception inventory. *Journal of Occupational and Organizational Psychology*, 66, 245-257.

34) Furnham, A., Steele, H., & Pendleton, D. (1993). A response to Dr. Belbin's reply. *Journal of Occupational and Organizational Psychology*, 66, 261.

24) Stevens, M. J. & Campion M. A. (1994). The knowledge skill and ability requirement for teamwork: Implications for human resource management. *Journal of Management*, 20, 503-530.

25) Stevens, M. J. & Campion M. A. (1999). Staffing work teams: Development and validation of a selection test for teamwork setting. *Journal of Management*, 25, 207-228.

### ***Intelligens***

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Selvvalgt pensum

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\* Endringer kan forekomme

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