

# Pensumlister - Institutt for psykologi – vår 2025

## PSY1110/PSYK4110 Psykologiens historie og akademisk formidling - V 2025

### Obligatorisk

Teigen, K. H. (2015). *En psykologihistorie* (2. utg.). Fagbokforl.

Teigen, K. H. (2004). *En psykologihistorie*. Fagbokforl.

### Anbefalt

American Psychological Association (forfatter). (2020). *Publication manual of the American Psychological Association : the official guide to APA style* (Seventh edition). American Psychological Association.

## INTRODUCTION TO COGNITIVE PSYCHOLOGY (PSY 1122/PSYPRO 4122/PSY 1502) - V 2025

### Litteratur

Gilhooly, K. J., Lyddy, F. M., Pollick, F., & Buratti, S. (2022). *Cognitive psychology* (Second edition). McGraw-Hill.

## PSY1123 Innføring i biologisk psykologi og genetikk V 2025

### Pensum

Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). *Neuroscience : exploring the brain* (Enhanced fourth edition). Jones & Bartlett Learning.

Laura Freberg. (u.å.). *Discovering Behavioral Neuroscience - An Introduction to Biological Psychology*.

## Pensum PSY2019 V 2025 Arbeids- og organisasjonspsykologi

### Obligatorisk

Anders Skogstad (1954-) (redaktør). (2021). *Det gode arbeidsmiljø : krav og utfordringer* (3. utgave). Fagbokforlaget.

Saksvik-Lehouillier, I., & Vaag, J. R. (2020). *Praktisk organisasjonspsykologi* (1. utgave). Gyldendal.

FROST, P. J. (2004). Handling Toxic Emotions:: New Challenges for Leaders and their Organization. *Organizational dynamics*, 33(2), 111–127.  
<https://doi.org/10.1016/j.orgdyn.2004.01.001>

Nissley, N., & Seiffter, H. (2010). Arts-based learning at work: economic downturns, innovation upturns, and the eminent practicality of arts in business. *The Journal of business strategy*, 31(4), 8–20. <https://doi.org/10.1108/02756661011055140>

Maria Løberg og Stine Vintervoll. (2024). *Jobbsjokket: Guiden til en god karrierestart*. <https://jobbsjokket.no/>

## **PSY2107/PSYK4417 Sosial-, samfunns- og kulturpsykologi**

### **Books**

Orford, J. (2008). *Community psychology: challenges, controversies, and emerging consensus* (1st ed., Bd. 9). John Wiley & Sons. <https://doi.org/10.1002/9780470773154>

### **Selected chapters**

Heine, S. J. (2020). *Cultural psychology* (Fourth edition). W.W. Norton & Company.

Riemer, M., Prilleltensky, I. (Eds. ), Riemer, M., Prilleltensky, I., Reich, S. M., Evans, S. D., & Nelson, G. (2020). *Community psychology : in pursuit of liberation and wellbeing* (3rd edition). Red Globe press.

Steg, L., Rothengatter, T. (Eds. ), Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (2017). *Applied social psychology : understanding and managing social problems* (Second edition). Cambridge University Press.

### **Articles**

Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes : a journal of fundamental research and theory in applied psychology*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)

Van Lange, P., Kruglanski, A., Higgins, E., & Ajzen, I. (2012a). The Theory of Planned Behavior. *Handbook of Theories of Social Psychology*, 1, 438–459. <https://doi.org/10.4135/9781446249215.n22>

Altarriba, J., & Basnight-Brown, D. (2022). The Psychology of Communication: The Interplay Between Language and Culture Through Time. *Journal of cross-cultural psychology*, 53(7–8), 860–874. <https://doi.org/https://doi.org/10.1177/00220221221114046>

Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: a model of care. *Journal of transcultural nursing*, 13(3), 181–184. <https://doi.org/10.1177/10459602013003003>

Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American journal of community psychology*, 41(3–4), 327–350. <https://doi.org/10.1007/s10464->

008-9165-0

Holt-Lunstad, J., Smith, T. B., Baker, M., Harris, T., & Stephenson, D. (2015). Loneliness and social isolation as risk factors for mortality: a meta-analytic review. *Perspectives on psychological science : a journal of the Association for Psychological Science.*, 10(2), 227–237. <https://doi.org/10.1177/1745691614568352>

Kross, E., Berman, M. G., Mischel, W., Smith, E. E., & Wager, T. D. (2011). Social rejection shares somatosensory representations with physical pain. *Proceedings of the National Academy of Sciences of the United States of America*, 108(15), 6270–6275. <https://doi.org/10.1073/pnas.1102693108>

Lewis, C. C., Frank, H. E., Cruden, G., Kim, B., Stahmer, A. C., Lyon, A. R., Albers, B., Aarons, G. A., Beidas, R. S., Mittman, B. S., Weiner, B. J., Williams, N. J., Powell, B. J., Fernandez, M. E., Masyuko, S., Pullmann, M., Saldana, L., Wagner, A. D., Walsh-Bailey, C., & Stirman, S. W. (2024). A research agenda to advance the study of implementation mechanisms. *Implementation science communications.*, 5(1). <https://doi.org/10.1186/s43058-024-00633-5>

Mehus, G., Bongo, B. A., Engnes, J. I., & Moffitt, P. M. (2019). Exploring why and how encounters with the Norwegian health-care system can be considered culturally unsafe by North Sami-speaking patients and relatives: a qualitative study based on 11 interviews. *International journal of circumpolar health*, 78(1), 1612703-. <https://doi.org/10.1080/22423982.2019.1612703>

Mihalic, S. F., & Irwin, K. (2003). Blueprints for Violence Prevention: From Research to Real-World Settings—Factors Influencing the Successful Replication of Model Programs. *Youth violence and juvenile justice.*, 1(4), 307–329. <https://doi.org/10.1177/1541204003255841>

Tanyanyiwa, T. A., & Chimhutu, V. (2022). Strengthening cultural competence in health professionals through partnerships: a case study of a health collaborative exchange between Malawi and Norway in trauma care and emergency medicine. *INQUIRY: The Journal of Health Care Organization, Provision, and Financing*, 59. <https://doi.org/10.1177/00469580221115263>

Cultural competencies: for psychologists registered under the health practitioners competence assurance act (2003) and those seeking to become registered. (u.å.). *New Zealand Psychologists Board*. <https://psychologistsboard.org.nz/wp-content/uploads/2023/08/NZPB-Cultural-Competencies-CURRENT-NL-310111.pdf>

Nilsen, P. (2015). Making sense of implementation theories, models and frameworks. *Implementation science : IS.*, 10(1). <https://doi.org/10.1186/s13012-015-0242-0>

Olweus, D., Solberg, M. E., & Breivik, K. (2020). Long-term school-level effects of the Olweus Bullying Prevention Program (OBPP). *Scandinavian journal of psychology*, 61(1), 108–116. <https://doi.org/10.1111/sjop.12486>

Sha, Mandy. (2020). The Effect of Language of Survey Administration on the Response Formation Process. *The Essential Role of Language in Survey Research*, 3–22. <https://doi.org/https://doi.org/10.3768/rtipress.bk.0023.2004.1>

Precht, L., & Krems, J. F. (2017). Identifying the main factors contributing to driving errors and traffic violations—Results from naturalistic driving data. *Transportation research part F: traffic psychology and behaviour*, 49, 49–92. <https://doi.org/https://doi.org/10.1016/j.trf.2017.06.002>

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. <https://doi.org/10.3233/DEV-1312114>

Paul C. Stern, T. D. (1999). A Value-Belief-Norm Theory of Support for Social Movements: The Case of Environmentalism. *Human Ecology Review*, 6(2), 81–97.

van der Werff, E., & Steg, L. (2015a). One model to predict them all: Predicting energy behaviours with the norm activation model. *Energy research & social science.*, 6, 8–14. <https://doi.org/10.1016/j.erss.2014.11.002>

Williams, K. D. (2007). Ostracism. *Annual review of psychology*, 58(1), 425–452. <https://doi.org/https://doi.org/10.1146/annurev.psych.58.110405.085641>

### **Suggested readings**

Ansary, N. S., Elias, M. J., Greene, M. B., & Green, S. (2015). Guidance for Schools Selecting Antibullying Approaches: Translating Evidence-Based Strategies to Contemporary Implementation Realities. *Educational researcher : a publication of the American Educational Research Association.*, 44(1), 27–36. <https://doi.org/10.3102/0013189x14567534>

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466(7302), 29–29. <https://doi.org/https://doi.org/10.1038/466029a>

Dickson, T., Wilkinson, T., Hegedus, E. J., & Gisselman, A. S. (2022). Transforming the patient experience: moving beyond cultural competence to cultural safety. *Physical therapy : journal of the American Physical Therapy Association*, 102(6). <https://doi.org/10.1093/ptj/pzac034>

Garran, A. M., & Werkmeister Rozas, L. (2013). Cultural competence revisited. *Journal of ethnic & cultural diversity in social work.*, 22(2), 97–111. <https://doi.org/10.1080/15313204.2013.785337>

Kusi, J. (2020). Visual art: a tool for facilitation of cultural competence and antiracism when training helping professionals. *Educational Psychology Research and Practice*, 6(1), 1–9. <https://doi.org/10.15123/ucl.8911x>

### **Readings for the Seminars - Environment**

Van Lange, P., Kruglanski, A., Higgins, E., & Ajzen, I. (2012b). The Theory of Planned Behavior. *Handbook of Theories of Social Psychology*, 1, 438–459. <https://doi.org/10.4135/9781446249215.n22>

O'Cathain, A., Croot, L., Duncan, E., Rousseau, N., Sworn, K., Turner, K. M., Yardley, L., & Hoddinott, P. (2019). Guidance on how to develop complex interventions to improve health and

healthcare. *BMJ open.*, 9(8), e029954-. <https://doi.org/https://doi.org/10.1136/bmjopen-2019-029954>

Stern, P. C. (2000). New environmental theories: toward a coherent theory of environmentally significant behavior. *Journal of social issues.*, 56(3), 407–424. <https://doi.org/10.1111/0022-4537.00175>

van der Werff, E., & Steg, L. (2015b). One model to predict them all: Predicting energy behaviours with the norm activation model. *Energy research & social science.*, 6, 8–14. <https://doi.org/https://doi.org/10.1016/j.erss.2014.11.002>

### **Readings for the Seminars - Hate Speech**

Cervone, C., Augoustinos, M., & Maass, A. (2021). The Language of Derogation and Hate: Functions, Consequences, and Reappropriation. *Journal of language and social psychology.*, 40(1), 80–101. <https://doi.org/https://doi.org/10.1177/0261927X20967394>

### **Readings for the Seminars - Traffic behaviour**

Deffenbacher, J., Stephens, A., & Sullman, M. (2016). Driving anger as a psychological construct: Twenty years of research using the Driving Anger Scale. *Transportation research : an international journal*, 42, 236–247. <https://doi.org/https://doi.org/10.1016/j.trf.2015.10.021>

Hasan, R., Watson, B., Haworth, N., & Oviedo-Trespalacios, O. (2022). A systematic review of factors associated with illegal drug driving. *Accident analysis & prevention : an international journal*, 168, 106574-. <https://doi.org/10.1016/j.aap.2022.106574>

Hezaveh, A. M., Zavareh, M. F., Cherry, C. R., & Nordfjærn, T. (2018). Errors and violations in relation to bicyclists' crash risks: Development of the Bicycle Rider Behavior Questionnaire (BRBQ). *Journal of transport & health.*, 8, 289–298. <https://doi.org/https://doi.org/10.1016/j.jth.2017.11.003>

Papadimitriou, E., Lassarre, S., & Yannis, G. (2017). Human factors of pedestrian walking and crossing behaviour. *Transportation research procedia.*, 25, 2002–2015. <https://doi.org/https://doi.org/10.1016/j.trpro.2017.05.396>

Precht, L., Keinath, A., & Krems, J. F. (2017). Identifying the main factors contributing to driving errors and traffic violations—Results from naturalistic driving data. *Transportation research : an international journal*, 49, 49–92. <https://doi.org/https://doi.org/10.1016/j.trf.2017.06.002>

Useche, S. A., Gonzalez-Marin, A., Faus, M., Alonso, F., & Aghayan, I. (2022). Environmentally friendly, but behaviorally complex? A systematic review of e-scooter riders' psychosocial risk features. *PloS one.*, 17(5), e0268960-. <https://doi.org/10.1371/journal.pone.0268960>

### **Readings for the Seminars - Self-censorship**

Bar-Tal, D. (2017). Self-Censorship as a Socio-Political-Psychological Phenomenon: Conception and Research. *Political psychology : journal of the International Society of Political*

*Psychology*, 38(S1), 37–65. <https://doi.org/https://doi.org/10.1111/pops.12391>

### **PSY2108 Fordypning i personlighetspsykologi**

Kun anbefalt

### **PSY2910 Bacheloroppgave i psykologi - V 2025**

#### **Litteratur**

Norman, E. (2023). *Oppgaveskriving for psykologistudenter*. Universitetsforlaget.

American Psychological Association (forfatter). (2020). *Publication manual of the American Psychological Association : the official guide to APA style* (Seventh edition). American Psychological Association.

### **Psy3121 Forskning og prosjektutvikling - V 2025**

#### **Litteratur**

Meltzoff, J., & Cooper, H. M. (2018). *Critical thinking about research : psychology and related fields* (Second edition). American Psychological Association.

Ioannidis, J. P. A. (2005). Why most published research findings are false. *Getting to Good: Research Integrity in the Biomedical Sciences*, 2(8), 0696–0701. <https://doi.org/10.1371/journal.pmed.0020124>

Joseph P Simmons, Leif D Nelson, & Uri Simonsohn. (2014). Data from Paper “False-Positive Psychology: Undisclosed Flexibility in Data Collection and Analysis Allows Presenting Anything as Significant”. *Journal of open psychology data*, 2(1), e1–e1. <https://doi.org/10.5334/jopd.aa>

Goodman, S. and G. (2007). Assessing the unreliability of the medical literature: A response to “Why most published research findings are false. *Johns Hopkins University, Department of Biostatistics*. <https://biostats.bepress.com/jhubiostat/paper135/>

### **PSY3122 Individual and society - V 2025**

#### **Introduction to societal challenges: critical and cultural psychology**

Apicella, C., Norenzayan, A., & Henrich, J. (2020). Beyond WEIRD: A review of the last decade and a look ahead to the global laboratory of the future. *Evolution and human behavior*, 41(5), 319–329. <https://doi.org/10.1016/j.evolhumbehav.2020.07.015>

Chu, W., Wippold, G., Becker, K. D., & Borden, K. A. (2022). A Systematic Review of Cultural Competence Trainings for Mental Health Providers. *Professional psychology, research and practice*, 53(4), 362–371. <https://doi.org/10.1037/pro0000469>

Nadan, Y., & Korbin, J. (2018). Cultural Context, Intersectionality, and Child Vulnerability.

*Childhood vulnerability journal*, 1(1–3), 5–14. <https://doi.org/10.1007/s41255-019-00003-7>

O’Cathain, A., Croot, L., Duncan, E., Rousseau, N., Sworn, K., Turner, K. M., Yardley, L., & Hoddinott, P. (2019). Guidance on how to develop complex interventions to improve health and healthcare. *BMJ open*, 9(8), e029954–e029954. <https://doi.org/10.1136/bmjopen-2019-029954>

## **Evolutionary Psychology**

Bendixen, M. (2014). Evidence of Systematic Bias in Sexual Over- and Underperception of Naturally Occurring Events: A Direct Replication of Haselton (2003) in a more Gender-Equal Culture. *Evolutionary psychology*, 12(5), 1004–1021.

<https://doi.org/10.1177/147470491401200510>

Bendixen, M., & Kennair, L. E. O. (2017). Advances in the understanding of same-sex and opposite-sex sexual harassment. *Evolution and human behavior*, 38(5), 583–591.

<https://doi.org/10.1016/j.evolhumbehav.2017.01.001>

Bendixen, M., Kennair, L. E. O., & Buss, D. M. (2015). Jealousy: Evidence of strong sex differences using both forced choice and continuous measure paradigms. *Personality and individual differences*, 86, 212–216. <https://doi.org/10.1016/j.paid.2015.05.035>

Botnen, E. O., Bendixen, M., Grøntvedt, T. V., & Kennair, L. E. O. (2018). Individual differences in sociosexuality predict picture-based mobile dating app use. *Personality and individual differences*, 131, 67–73. <https://doi.org/10.1016/j.paid.2018.04.021>

Buss, D. M. (2017). Sexual Conflict in Human Mating. *Current directions in psychological science : a journal of the American Psychological Society*, 26(4), 307–313.

<https://doi.org/10.1177/0963721417695559>

Buss, D. M., & Schmitt, D. P. (1993). Sexual Strategies Theory: An evolutionary perspective on human mating. *Psychological review*, 100(2), 204–232. <https://doi.org/10.1037/0033-295X.100.2.204>

Kennair, L. E. O., Grøntvedt, T. V., & Bendixen, M. (2021). The Function of Casual Sex Action and Inaction Regret: A Longitudinal Investigation. *Evolutionary psychology*, 19(1),

1474704921998333–1474704921998333. <https://doi.org/10.1177/1474704921998333>

Walter, K. V., Conroy-Beam, D., Buss, D. M., Asao, K., Sorokowski, P., Aavik, T., Akello, G., Alhabaha, M. M., Alm, C., Amjad, N., Anjum, A., Atama, C. S., Duyar, D. A., Ayebare, R., Batres, C., Bendixen, M., Bizumic, B., Boussena, M., Butovskaya, M., ... Zupančič, M. (2021). Sex differences in human mate preferences vary across sex ratios. *Proceedings of the Royal Society. B, Biological sciences*, 288(1955), 20211115–20211115.

<https://doi.org/10.1098/rspb.2021.1115>

## **Community Psychology**

Carlquist, E., Nafstad, H. E., & Blakar, R. M. (2007). Community Psychology in a Scandinavian Welfare Society: The Case of Norway. I I. Prilleltensky, S. M. Reich, M. Riemer, & M. Montero

(Red.), *International Community Psychology* (s. 282–298). Springer US.  
[https://doi.org/10.1007/978-0-387-49500-2\\_14](https://doi.org/10.1007/978-0-387-49500-2_14)

Crowley, M., & Jones, D. (2017). Valuing Our Communities: Ethical Considerations for Economic Evaluation of Community-Based Prevention. *American journal of community psychology*, 60(3–4), 309–315. <https://doi.org/10.1002/ajcp.12200>

Kloos, B., Hill, J., Thomas, E., Case, A. D., Scott, V. C., & Wandersman, A. (2021). *Community psychology: linking individuals and communities* (Fourth edition). American Psychological Association.

Syvertsen, A. K., Wu, C., Boat, A., & Roskopf, J. (2021). Opportunity Reboot: A Community-Based Evaluation Focused on Opportunity Youth. *American journal of community psychology*, 68(3–4), 371–384. <https://doi.org/10.1002/ajcp.12532>

Morote, R., Las Hayas, C., Izco-Basurko, I., Anyan, F., Fullaondo, A., Donisi, V., Zwiefka, A., Gudmundsdottir, D. G., Ledertoug, M. M., Olafsdottir, A. S., Gabrielli, S., Carbone, S., Mazur, I., Królicka-Deręgowska, A., Knoop, H. H., Tange, N., Kaldalóns, I. V., Jónsdóttir, B. J., González Pinto, A., & Hjemdal, O. (2022). Co-creation and regional adaptation of a resilience-based universal whole-school program in five European regions. *European educational research journal EERJ*, 21(1), 138–164. <https://doi.org/10.1177/1474904120947890>

## **Environmental Psychology**

Shanahan, D. F., Astell-burt, T., Barber, E. A., Brymer, E., Cox, D. T. C., Dean, J., Depledge, M., Fuller, R. A., Hartig, T., Irvine, K. N., Jones, A., Kikillus, H., Lovell, R., Mitchell, R., Niemelä, J., Nieuwenhuijsen, M., Pretty, J., Townsend, M., Heezik, Y. van, ... Gaston, K. J. (2019). Nature-based interventions for improving health and wellbeing: The purpose, the people and the outcomes. *Sports (Basel)*, 7(6), 141-. <https://doi.org/10.3390/sports7060141>

Shanahan, D. F., Bush, R., Gaston, K. J., Lin, B. B., Dean, J., Barber, E., & Fuller, R. A. (2016). Health Benefits from Nature Experiences Depend on Dose. *Scientific reports*, 6(1), 28551–28551. <https://doi.org/10.1038/srep28551>

Abrahamse, W., Steg, L., Vlek, C., & Rothengatter, T. (2005). A review of intervention studies aimed at household energy conservation. *Journal of environmental psychology*, 25(3), 273–291. <https://doi.org/10.1016/j.jenvp.2005.08.002>

Schultz, P. W., Nolan, J. M., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2007). The Constructive, Destructive, and Reconstructive Power of Social Norms. *Psychological science*, 18(5), 429–434. <https://doi.org/10.1111/j.1467-9280.2007.01917.x>

Sophie M. C. Davison 1, 2. (2023). *Concern about the human health implications of marine biodiversity loss is higher among less educated and poorer citizens: Results from a 14-country study in Europe*. 10. <https://doi.org/10.3389/fmars.2023.949263>

## **Learning and Development skills**

Elnes, M., & Sigmundsson, H. (2023). The General Flow Proneness Scale: Aspects of Reliability and Validity of a New 13-Item Scale Assessing Flow. *SAGE open*, 13(1).  
<https://doi.org/10.1177/21582440231153850>

Ann Dowker, D. S. (2018). Gender Gaps in Letter-Sound Knowledge Persist Across the First School Year. *Frontiers in Psychology* | [www.frontiersin.org](http://www.frontiersin.org), 9(9), 301-.  
<https://doi.org/10.3389/fpsyg.2018.00301>

Sunde, K., Furnes, B., & Lundetræ, K. (2020). Does Introducing the Letters Faster Boost the Development of Children's Letter Knowledge, Word Reading and Spelling in the First Year of School? *Scientific studies of reading*, 24(2), 141–158.  
<https://doi.org/10.1080/10888438.2019.1615491>

Sigmundsson, H., Haga, M., & Hermundsdottir, F. (2020). Passion, grit and mindset in young adults: Exploring the relationship and gender differences. *New ideas in psychology*, 59, 100795-  
. <https://doi.org/10.1016/j.newideapsych.2020.100795>

Hermundur Sigmundsson a, b. (2021). Passion, grit and mindset: Exploring gender differences. *New Ideas in Psychology*, 63, 100878-  
. <https://doi.org/10.1016/j.newideapsych.2021.100878>

Sigmundsson, H., Dybendal, B. H., & Grassini, S. (2022). Motion, Relation, and Passion in Brain Physiological and Cognitive Aging. *Brain sciences*, 12(9), 1122-  
<https://doi.org/10.3390/brainsci12091122>

Sigmundsson, H., & Hauge, H. (2024). I CAN Intervention to Increase Grit and Self-Efficacy: A Pilot Study. *Brain sciences*, 14(1), 33-  
. <https://doi.org/10.3390/brainsci14010033>

### **PSY3123 Hjerne og kognisjon**

Niv, Y. (2021). The Primacy of Behavioral Research for Understanding the Brain. *Behavioral Neuroscience*, Vol. 135(5), 601-609.

Beste, C. (2022) Overcoming the phenomenological Perpetuum mobile in clinical cognitive neuroscience for the benefit of replicability in research and the societal view on mental disorders. *Frontiers in Human Neuroscience*, Vol. 16. doi: 10.3389/fnhum.2022.1054714

Cowell, R.A., Huber, D.E. (2020) Mechanisms of memory: an intermediate level of analysis and organization, *Current Opinion in Behavioral Sciences*, 32:65–71,  
<https://doi.org/10.1016/j.cobeha.2020.01.019>

### **PSY3135 Organisering og ledelse (V 2024) - V 2025**

#### **Arbeid og arbeidsbegrepet**

Allvin, M. (u.å.). The individualisation of labour. I C. Garsten & K. Jacobsson (Red.), *Learning to be employable*. [https://www.researchgate.net/profile/Michael-Allvin/publication/259621846\\_The\\_Individualization\\_of\\_Labour/links/0deec52ced2300cd67000000/The-Individualization-of-Labour.pdf](https://www.researchgate.net/profile/Michael-Allvin/publication/259621846_The_Individualization_of_Labour/links/0deec52ced2300cd6700000/The-Individualization-of-Labour.pdf)

Allvin, M. (2008). New rules of work: exploring the boundaryless job. I *The Individual in the*

*Changing Working Life* (s. 19–45). Cambridge University Press.  
<https://doi.org/10.1017/CBO9780511490064.002>

Alvesson, M. (2004). *Knowledge work and knowledge-intensive firms [electronic resource]*. Oxford University Press.

Barley, S. R., & Kunda, G. (2001). Bringing Work Back In. *Organization science (Providence, R.I.)*, 12(1), 76–95. <https://doi.org/10.1287/orsc.12.1.76.10122>

Whiting, R., & Symon, G. (2020). Digi-Housekeeping: The Invisible Work of Flexibility. *Work, employment and society*, 34(6), 1079–1096. <https://doi.org/10.1177/0950017020916192>

Charalampous, M., Grant, C. A., Tramontano, C., & Michailidis, E. (2019). Systematically reviewing remote e-workers' well-being at work: a multidimensional approach. *European journal of work and organizational psychology*, 28(1), 51–73.  
<https://doi.org/10.1080/1359432X.2018.1541886>

### **Organisering av arbeid**

Rasmussen, B., & Håpnes, T. (2012). Permanent temporariness? Changes in social contracts in knowledge work. *Nordic journal of working life studies*, 2(1), 5–22.  
<https://doi.org/10.19154/njwls.v2i1.2349>

Rousseau, D. M., & Tijoriwala, S. A. (1998). Assessing psychological contracts: issues, alternatives and measures. *Journal of organizational behavior*, 19(S1), 679–695.  
[https://doi.org/10.1002/\(SICI\)1099-1379\(1998\)19:1+<679::AID-JOB971>3.0.CO;2-N](https://doi.org/10.1002/(SICI)1099-1379(1998)19:1+<679::AID-JOB971>3.0.CO;2-N)

Holt, H., & Hvid, H. (2014). Management and employee control in current industrial work. *Nordic journal of working life studies*, 4(4), 57-.

Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative science quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>

Edmondson, A., & Lei, Z. (2014). Psychological safety: the history, renaissance, and future of an interpersonal construct. *Annual review of organizational psychology and organizational behavior*.  
[https://www.researchgate.net/publication/275070993\\_Psychological\\_Safety\\_The\\_History\\_Renaissance\\_and\\_Future\\_of\\_an\\_Interpersonal\\_Construct](https://www.researchgate.net/publication/275070993_Psychological_Safety_The_History_Renaissance_and_Future_of_an_Interpersonal_Construct)

Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological Safety: A Meta-Analytic Review and Extension: PERSONNEL PSYCHOLOGY. *Personnel psychology*, 70(1), 113–165. <https://doi.org/10.1111/peps.12183>

### **Prosjektorganisering av arbeid**

Lundin, R. A., Arvidsson, N., Brady, T., Ekstedt, E., Midler, C., & Sydow, J. (2015a). Project organizing and industrial organization – transformation dilemmas. I *Managing and Working in Project Society* (s. 1–19). <https://doi.org/10.1017/CBO9781139939454.002>

Lundin, R. A., Arvidsson, N., Brady, T., Ekstedt, E., Midler, C., & Sydow, J. (2015b). Trends and theory implications. I *Managing and Working in Project Society* (s. 199–230).  
<https://doi.org/10.1017/CBO9781139939454.007>

### **Autonomi**

Mazmanian, M., Orlikowski, W. J., & Yates, J. (2013). The Autonomy Paradox: The Implications of Mobile Email Devices for Knowledge Professionals. *Organization science (Providence, R.I.)*, 24(5), 1337–1357. <https://doi.org/10.1287/orsc.1120.0806>

### **Holakrati**

Schell, S., & Bischof, N. (2022). Change the way of working. Ways into self-organization with the use of Holacracy: An empirical investigation. *European management review*, 19(1), 123–137.  
<https://doi.org/10.1111/emre.12457>

Ackermann, M., Schell, S., & Kopp, S. (2021). How Mercedes-Benz addresses digital transformation using Holacracy. *Journal of organizational change management*, 34(7), 1285–1299. <https://doi.org/10.1108/JOCM-12-2020-0395>

Robertsson, B. (2007). *Organization at the leading edge: Introducing Holacracy evolving organization*. <http://integralleadershippreview.com/5328-feature-article-organization-at-the-leading-edge-introducing-holacracy-evolving-organization/>

### **Selv-ledelse**

Lee, M. Y., Edmondson, A. C., Brief, A., & Staw, B. (2017). Self-managing organizations: Exploring the limits of less-hierarchical organizing. *Research in organizational behavior*, 37, 35–58.  
<https://doi.org/10.1016/j.riob.2017.10.002>

Stewart, G. L., Courtright, S. H., & Manz, C. C. (2011). Self-Leadership: A Multilevel Review. *Journal of Management*, 37(1), 185–222. <https://doi.org/10.1177/0149206310383911>

Harari, M. B., Williams, E. A., Castro, S. L., & Brant, K. K. (2021). Self-leadership: A meta-analysis of over two decades of research. *Journal of occupational and organizational psychology*, 94(4), 890–923. <https://doi.org/10.1111/joop.12365>

Neck, C. P., Houghton, J. D., & Neck, C. P. (2006). Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. *Journal of managerial psychology*, 21(4), 270–295. <https://doi.org/10.1108/02683940610663097>

### **Psykologisk eierskap**

Pierce, J. L., Kostova, T., & Dirks, K. T. (2001). Toward a theory of psychological ownership in organizations. *The Academy of Management review*, 26(2), 298–310.  
<https://doi.org/10.5465/AMR.2001.4378028>

Pierce, J. L., Kostova, T., & Dirks, K. T. (2003). The State of Psychological Ownership: Integrating and Extending a Century of Research. *Review of general psychology, 7*(1), 84–107. <https://doi.org/10.1037/1089-2680.7.1.84>

Chi, N.-W., & Han, T.-S. (2008). Exploring the linkages between formal ownership and psychological ownership for the organization: The mediating role of organizational justice. *Journal of occupational and organizational psychology, 81*(4), 691–711. <https://doi.org/10.1348/096317907X262314>

Renz, F. M., & Posthuma, R. (2023). 30 years of psychological ownership theory: a bibliometric review and guide for management scholars. *Journal of management history (2006), 29*(2), 179–204. <https://doi.org/10.1108/JMH-01-2022-0001>

### **Arbeidsidentitet**

Miscenko, D., & Day, D. V. (2016). Identity and identification at work. *Organizational psychology review, 6*(3), 215–247. <https://doi.org/10.1177/2041386615584009>

Ashforth, B. E., & Schinoff, B. S. (2016). Identity under construction: How individuals come to define themselves in organizations. *The annual review of organizational psychology and organizational behavior*. <https://www.annualreviews.org/doi/pdf/10.1146/annurev-orgpsych-041015-062322>

Ashforth, B. E., Rogers, K. M., & Corley, K. G. (2011). Identity in Organizations: Exploring Cross-Level Dynamics. *Organization science (Providence, R.I.), 22*(5), 1144–1156. <https://doi.org/10.1287/orsc.1100.0591>

### **Identitetsarbeid**

Brown, A. D. (2022). Identities in and around organizations: Towards an identity work perspective. *Human relations (New York), 75*(7), 1205–1237. <https://doi.org/10.1177/0018726721993910>

Brown, A. (2015). Identities and identity work in organizations. *International journal of management reviews*. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/ijmr.12035>

Alvesson, M., Lee Ashcraft, K., & Thomas, R. (2008). Identity Matters: Reflections on the Construction of Identity Scholarship in Organization Studies. *Organization (London, England), 15*(1), 5–28. <https://doi.org/10.1177/1350508407084426>

### **Ledelse**

Akerjordet, K., Furunes, T., & Haver, A. (2018). Health-promoting leadership: An integrative review and future research agenda. *Journal of advanced nursing, 74*(7), 1505–1516. <https://doi.org/10.1111/jan.13567>

Bell, B. S., & Hill, N. S. (2023). Leading virtually. *Annual Review of Organizational Psychology and Organizational Behavior; Annual review of organizational psychology and organizational*

*behavior.*, 10(1), 339–362. <https://doi.org/https://doi.org/10.1146/annurev-orgpsych-120920-050115>

Chen, W., & Zhang, J.-H. (2023). Does shared leadership always work? A state-of-the-art review and future prospects. *Journal of work-applied management.*, 15(1), 51–66. <https://doi.org/https://doi.org/10.1108/JWAM-09-2022-0063>

Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The leadership quarterly.*, 25(1), 63–82. <https://doi.org/https://doi.org/10.1016/j.leaqua.2013.11.004>

Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The leadership quarterly.*, 25(1), 36–62. <https://doi.org/https://doi.org/10.1016/j.leaqua.2013.11.005>

Edelmann, C. M., Boen, F., Stouten, J., Broek, G. V., & Fransen, K. (2023). The advantages and disadvantages of different implementations of shared leadership in organizations: A qualitative study. *Leadership.*, 19(6), 467–507. <https://doi.org/https://doi.org/10.1177/17427150231200033>

Eva, N., Howard, J. L., Liden, R. C., Morin, A. J., & Schwarz, G. (2024). An inconvenient truth: A comprehensive examination of the added value (or lack thereof) of leadership measures. *Journal of management studies.* <https://doi.org/https://doi.org/10.1111/joms.13156>

Gardner, W. L., Hanna, A. A., Noghani, F., & Cogliser, C. C. (2024). Leadership emergence: Answering the “how” and “why” questions by considering levels of analysis and form of emergence. *Annual Review of Organizational Psychology and Organizational Behavior; Annual review of organizational psychology and organizational behavior.*, 11(1), 139–164. <https://doi.org/https://doi.org/10.1146/annurev-orgpsych-110721-040430>

Haslam, S. A., Alvesson, M., & Reicher, S. D. (2024). Zombie leadership: Dead ideas that still walk among us. *The leadership quarterly.*, 35(3), 101770-. <https://doi.org/https://doi.org/10.1016/j.leaqua.2023.101770>

Jay, S. (n. d. ). (u.å.). *Your 9-guide to developing the right leadership competency mode*. AIHR. <https://www.aihr.com/blog/leadership-competency-model/>

Kotter, Inc. (2021). *8 steps to accelerate change in your organization*. <https://www.kotterinc.com/methodology/8-steps/>

Lundqvist, D., Wallo, A., & Reineholm, C. (2023). Leadership and well-being of employees in the Nordic countries: A literature review. *Work : a journal of prevention, assessment & rehabilitation.*, 74(4), 1331–1352. <https://doi.org/https://doi.org/10.3233/WOR-210063>

Northouse, P. G. (2022). *Leadership : theory and practice* (Ninth Edition). SAGE Publishing.

Zhu, J., Liao, Z., Yam, K. C., & Johnson, R. E. (2018). Shared leadership: A state-of-the-art review and future research agenda. *Journal of organizational behavior.*, 39(7), 834–852.

<https://doi.org/https://doi.org/10.1002/job.2296>

## Reading Resources List for PSY3138 (2025)

### Resources

#### Getting Started

McKinsey, & Company. (2023). *What is talent management?* .  
<https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-talent-management>

AIHR. (u.å.). *What is talent acquisition?* . <https://www.aihr.com/blog/talent-acquisition/>

Verlinden, N. (u.å.). People development: An essential guide for HR. *AIHR*.  
<https://www.aihr.com/blog/people-development/>

#### Technology and/or Artificial Intelligence in Personnel Psychology

Dawson, J. Y., & Agbozo, E. (2024). AI in talent management in the digital era – An overview. *Journal of Science and Technology Policy Management. Advance online publication.* .  
<https://doi.org/10.1108/JSTPM-06-2023-0104>

Landers, R. N. (u.å.). Fixing the industrial-organizational psychology-technology interface (IOPTI): Avoiding both IO/tech and tech/IO conflict. I D. H. R. T. M. Kantrowitz & J. C. Scott (Eds.) (Red.), *Talent assessment: Embracing innovation and mitigating risk in the digital age* (s. 202–216). <https://doi.org/10.1093/oso/9780197611050.003.0013> (accessible via Google Books)

Landers, R. N., & Marin, S. (2021). Theory and Technology in Organizational Psychology: A Review of Technology Integration Paradigms and Their Effects on the Validity of Theory. *Annual review of organizational psychology and organizational behavior*, 8(1), 235–258.  
<https://doi.org/10.1146/annurev-orgpsych-012420-060843>

Parent-Rochelleau, X., & Parker, S. K. (2022). Algorithms as work designers: How algorithmic management influences the design of jobs. *Human resource management review*, 32(3), 100838-. <https://doi.org/10.1016/j.hrmr.2021.100838>

Pereira, V., Hadjielias, E., Christofi, M., & Vrontis, D. (2023). A systematic literature review on the impact of artificial intelligence on workplace outcomes: A multi-process perspective. *Human resource management review*, 33(1), 100857-. <https://doi.org/10.1016/j.hrmr.2021.100857>

#### Talent Management

Caligiuri, P. M., & Lazarova, M. B. (2024). Global talent management: A critical review and research agenda for the new organizational reality. *Annual Review of Organizational Psychology and Organizational Behavior*, 11(1), 393–421. <https://doi.org/https://doi.org/10.1146/annurev->

orgpsych-111821-033121

## HR/People Analytics

Boatman, A. (u.å.). *Types of HR analytics: An overview*. <https://www.aihr.com/blog/types-of-hr-analytics/>

## Talent Acquisition and Assessment

Barrick, M. R., & Parks-Leduc, L. (2019). Selection for fit. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 171–193.

Black, J. S., & van Esch, P. (2020). AI-enabled recruiting: What is it and how should a manager use it? *Business horizons*, 63(2), 215–226. <https://doi.org/10.1016/j.bushor.2019.12.001>

*Design, implementation and evaluation of assessment and development centres: Best practice guidelines*. (u.å.). British Psychological Society. [https://cms.bps.org.uk/sites/default/files/2022-07/assessment\\_and\\_development\\_centres1.pdf](https://cms.bps.org.uk/sites/default/files/2022-07/assessment_and_development_centres1.pdf)

Dewberry, C. (2024). Assessment centers do not measure competencies: Why this is now beyond reasonable doubt. *Industrial and organizational psychology*, 17(2), 154–175. <https://doi.org/10.1017/iop.2024.5>

Hartwell, C. J., Harrison, J. T., & Campion, M. A. (2024). Social media profiling: The influence of personal and professional social media content on hiring ratings. *International journal of selection and assessment*. <https://doi.org/10.1111/ijsa.12502>

Jay, S. (u.å.). *What is a competency model? Expert guidance on developing yours*. AIHR. <https://www.aihr.com/blog/competency-model/>

Langer, M., Demetriou, A., Arvanitidis, A., Vanderveken, S., & Hiemstra, A. M. F. (2025). A quasi-experimental investigation of differences between face-to-face and videoconference interviews in an actual selection process. *Applied psychology*, 74(1). <https://doi.org/10.1111/apps.12558>

Mönke, F. W., Roulin, N., Lievens, F., Bartossek, M. T., & Schäpers, P. (2024). Validity of Social Media Assessments in Personnel Selection: A Systematic Review of the Initial Evidence. *European journal of psychological assessment : official organ of the European Association of Psychological Assessment*. <https://doi.org/10.1027/1015-5759/a000835>

Reznik, N., Krumm, S., Freudenstein, J., Heimann, A. L., Ingold, P., Schäpers, P., & Kleinmann, M. (2024). Does understanding what a test measures make a difference? On the relevance of the ability to identify criteria for situational judgment test performance. *International journal of selection and assessment*, 32(2), 210–224. <https://doi.org/10.1111/ijsa.12458>

Sackett, P. R., Zhang, C., Berry, C. M., & Lievens, F. (2023). Revisiting the design of selection systems in light of new findings regarding the validity of widely used predictors. *Industrial and organizational psychology*, 16(3), 283–300. <https://doi.org/10.1017/iop.2023.24>

Shakeri, I., & Lievens, F. (2024). A head-to-head comparison of situational judgment tests and assessment centers for measuring and predicting the same performance dimensions. *International journal of selection and assessment*. <https://doi.org/10.1111/ijisa.12503>

Wingate, T. G., Bourdage, J. S., & Steel, P. (2024). Evaluating interview criterion-related validity for distinct constructs: A meta-analysis. *International journal of selection and assessment*. <https://doi.org/10.1111/ijisa.12494>

Van Iddekinge, C. H., Lievens, F., & Sackett, P. R. (2023). Personnel selection: A review of ways to maximize validity, diversity, and the applicant experience. *Personnel psychology*, 76(2), 651–686. <https://doi.org/10.1111/peps.12578>

## **Personality**

Ones, D. S., Stanek, K. C., & Dilchert, S. (2024). Beyond change: Personality-environment alignment at work. *International journal of selection and assessment*. <https://doi.org/10.1111/ijisa.12507>

Roberts, B. W., & Yoon, H. J. (2022). Personality Psychology. *Annual review of psychology*, 73(1), 489–516. <https://doi.org/10.1146/annurev-psych-020821-114927>

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

McCrae, & Costa. (2010). *NEO Inventories. Professional Manual*. Psychological Assessment Resources.

## **Development and Engagement**

Armstrong, M. B., & Landers, R. N. (2018). Gamification of employee training and development. *International journal of training and development*, 22(2), 162–169. <https://doi.org/10.1111/ijtd.12124>

British Psychological Society. (u.å.). *Design, implementation and evaluation of assessment and development centres: Best practice guidelines*. [https://cms.bps.org.uk/sites/default/files/2022-07/assessment\\_and\\_development\\_centres1.pdf](https://cms.bps.org.uk/sites/default/files/2022-07/assessment_and_development_centres1.pdf)

Cannon-Bowers, J. A., Bowers, C. A., Carlson, C. E., Doherty, S. L., Evans, J., & Hall, J. (2023). Workplace coaching: a meta-analysis and recommendations for advancing the science of coaching. *Frontiers in psychology*, 14, 1204166–1204166. <https://doi.org/10.3389/fpsyg.2023.1204166>

Cidral, W., Berg, C. H., & Paulino, M. L. (2023). Determinants of coaching success: a systematic review. *International journal of productivity and performance management*, 72(3), 753–771. <https://doi.org/10.1108/IJPPM-07-2020-0367>

Deng, C., & Turner, N. (2024). Identifying key mentor characteristics for successful workplace mentoring relationships and programmes. *Personnel review*, 53(2), 580–604. <https://doi.org/10.1108/PR-08-2022-0535>

Eby, L. T., & Robertson, M. M. (2020). The psychology of workplace mentoring relationships. *Annual Review of Organizational Psychology and Organizational Behavior*, 7, 75–100. <https://doi.org/10.1146/annurev-orgpsych-012119-044924>

Noe, R. A., & Klein, H. J. (2014). Learning in the twenty-first-century workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 245–275. <https://doi.org/10.1146/annurev-orgpsych-031413-091321>

Parker, S. K., & Knight, C. (2024). The SMART model of work design: A higher order structure to help see the wood from the trees. *Human resource management*, 63(2), 265–291. <https://doi.org/10.1002/hrm.22200>

Peláez Zuberbuhler, J., Corbu, A., Christensen, M., & Salanova, M. (2024). The effectiveness of positive psychological coaching at work: a systematic review. *Coaching : an international journal of theory, research & practice*, 17(2), 163–188. <https://doi.org/10.1080/17521882.2023.2300822>

Richter, S., van Zyl, L. E., Roll, L. C., & Stander, M. W. (2021). Positive Psychological Coaching Tools and Techniques: A Systematic Review and Classification. *Frontiers in psychiatry*, 12, 667200–667200. <https://doi.org/10.3389/fpsy.2021.667200>

Saks, A. M., Gruman, J. A., & Zhang, Q. (2022). Organization engagement: a review and comparison to job engagement. *Journal of organizational effectiveness : people and performance*, 9(1), 20–49. <https://doi.org/10.1108/JOEPP-12-2020-0253>

Verduyn, M. (u.å.). *7 individual development plan examples plus ready-to-use templates*. AIHR. <https://www.aihr.com/blog/individual-development-plan-examples/>

## **Performance Management**

Aboramadan, M., Kundi, Y. M., & Becker, A. (2022). Green human resource management in nonprofit organizations: effects on employee green behavior and the role of perceived green organizational support. *Personnel review*, 51(7), 1788–1806. <https://doi.org/10.1108/PR-02-2021-0078>

Johnson, D. A., Johnson, C. M., & Dave, P. (2023). Performance Feedback in Organizations: Understanding the Functions, Forms, and Important Features. *Journal of organizational behavior management*, 43(1), 64–89. <https://doi.org/10.1080/01608061.2022.2089436>

Justin M.A, E., & Joy, M. M. (2022). Managing the most important asset: a twenty year review on the performance management literature. *Journal of management history (2006)*, 28(3), 428–451. <https://doi.org/10.1108/JMH-04-2021-0023>

Pulakos, E. D., & Arad, S. (2019). The evolution of performance management: Searching for value. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 249–271. <https://doi.org/10.1146/annurev-orgpsych-012218-015009>

Schleicher, D. J., Baumann, H. M., Sullivan, D. W., Yim, J., & Chen, G. (2019). Evaluating the Effectiveness of Performance Management: A 30-Year Integrative Conceptual Review. *Journal of applied psychology, 104*(7), 851–887. <https://doi.org/10.1037/apl0000368>

Sull, D., & Sull, C. (2018). With goals, FAST beats SMART. *MIT Sloan Management Review*. <https://sloanreview.mit.edu/article/with-goals-fast-beats-smart/>

Zacher, H., & Katz, I. M. (2023). Employee green behavior as the core of environmentally sustainable organizations. *Annu. Rev. Organ. Psychol. Organ. Behav, 10*, 465–494. <https://doi.org/10.1146/annurev-orgpsych-120920-050421>

## **Retention**

Hom, P. W., & Griffeth, R. W. (2020). *Employee retention and turnover: Why employees stay or leave*. Routledge.

## **Theories**

Adamovic, M. (2023). Organizational justice research: A review, synthesis, and research agenda. *European management review, 20*(4), 762–782. <https://doi.org/10.1111/emre.12564>

Almost, J., Wolff, A. C., Stewart-Pyne, A., McCormick, L. G., Strachan, D., & D'Souza, C. (2016). Managing and mitigating conflict in healthcare teams: an integrative review. *Journal of advanced nursing, 72*(7), 1490–1505. <https://doi.org/10.1111/jan.12903>

Andrade, L., Plowman, D. A., & Duchon, D. (2008). Getting past conflict resolution: A complexity view of conflict. *Emergence (Mahwah, N.J.), 10*(1), 23–38.

Bonebright, D. A. (2010). 40 years of storming: a historical review of Tuckman's model of small group development. *Human resource development international, 13*(1), 111–120. <https://doi.org/10.1080/13678861003589099>

Cronin, M. A., & Bezrukova, K. (2019). Conflict management through the lens of system dynamics. *The Academy of Management annals, 13*(2), 770–806. <https://doi.org/10.5465/annals.2017.0021>

Cropanzano, R., & Mitchell, M. S. (2005). Social Exchange Theory: An Interdisciplinary Review. *Journal of management, 31*(6), 874–900. <https://doi.org/10.1177/0149206305279602>

Euwema, M., & Alvarado-Alvarez, C. (u.å.). Conflict. I P. M. Bal (Ed.) (Red.), *Elgar encyclopedia of organizational psychology* (s. 91–96). <https://doi.org/10.4337/9781803921761.00019>

Fischhoff, B., & Broomell, S. B. (2020). Judgment and Decision Making. *Annual review of psychology, 71*(1), 331–355. <https://doi.org/10.1146/annurev-psych-010419-050747>

Jussim, L., & Honeycutt, N. (2024). Bias in Psychology: A Critical, Historical and Empirical Review. *Swiss Psychology Open, 4*(1). <https://doi.org/10.5334/spo.77>

Laguerre, R. A., & Barnes-Farrell, J. L. (2024). Bringing Self-Determination Theory to the Forefront: Examining How Human Resource Practices Motivate Employees of All Ages to Succeed. *Journal of business and psychology*. <https://doi.org/10.1007/s10869-024-09951-w>

Lewicki, R. J., Weiss, S. E., & Lewin, D. (1992). Models of conflict, negotiation and third party intervention: A review and synthesis. *Journal of organizational behavior*, 13(3), 209–252. <https://doi.org/10.1002/job.4030130303>

Marshall, J. D., Aguinis, H., & Beltran, J. R. (2024). Theories of Performance: A Review and Integration. *The Academy of Management annals*, 18(2), 600–625. <https://doi.org/10.5465/annals.2022.0049>

van Vianen, A. E. M. (2018). Person–environment fit: A review of its basic tenets. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 75–101. <https://doi.org/10.1146/annurev-orgpsych-032117-104702>

## **Ethics**

Alexander, L., Song, Q. C., Hickman, L., & Shin, H. J. (2024). Sourcing algorithms: Rethinking fairness in hiring in the era of algorithmic recruitment. *International journal of selection and assessment*. <https://doi.org/10.1111/ijsa.12499>

APA Task Force on Psychological Assessment and Evaluation. (2020). *APA guidelines for psychological assessment and evaluation*. American Psychological Association.

Canagasuriam, D., & Lukacik, E. (2024). ChatGPT, can you take my job interview? Examining artificial intelligence cheating in the asynchronous video interview. *International journal of selection and assessment*. <https://doi.org/10.1111/ijsa.12491>

Fisher, S. L., Connelly, C. E., & Bonaccio, S. (2024). Reactions of applicants with disabilities to technology-enabled recruitment and selection: A research agenda. *International journal of selection and assessment*, 32(2), 182–194. <https://doi.org/10.1111/ijsa.12456>

Henderson, K. E., & Welsh, E. T. (2024). Potential bias when using social media for selection: Differential effects of candidate demographic characteristics, race match, perceived similarity, and profile detail. *International journal of selection and assessment*, 32(1), 149–167. <https://doi.org/10.1111/ijsa.12454>

Langer, M., Roulin, N., & Oostrom, J. K. (2023). Diversity and technology—Challenges for the next decade in personnel selection. *International journal of selection and assessment*, 31(3), 355–360. <https://doi.org/10.1111/ijsa.12439>

Wingate, T. G., Rasheed, S., Risavy, S. D., & Robie, C. (2024). How does bias enter the employment interview? Identifying the riskiest applicant characteristics, interviewer characteristics, and sources of potentially biasing information. *International journal of selection and assessment*, 32(3), 399–420. <https://doi.org/10.1111/ijsa.12467>

**Sammenslätt - Psykiske lidelser PSY2101 PSYK4121 (2025 VÅR)**

## Litteratur

Gaebel, W., Stricker, J., & Kerst, A. (2020). Changes from ICD-10 to ICD-11 and future directions in psychiatric classification. *Dialogues in clinical neuroscience*, 22(1), 7–15.  
<https://doi.org/10.31887/DCNS.2020.22.1/wgaebel>

Aarre, T. F. (2022). *Hvis psykisk helsevern ikke fantes : psykiatri for ikke-psykiatere* (1. utgave). Fagbokforlaget.

Roger Hagen (1968-) (redaktør/forfatter), & Leif Edward Ottesen Kennair (1970-) (redaktør). (2016). *Psykiske lidelser*. Gyldendal akademisk.

## PSYK4302 Psykologrollen 2 - V 2025

### Obligatorisk

Dalen, N., & Dalen, K. (2019). *Profesjonsetikk for psykologar*. Samlaget.

Ryum, T. (2014). Terapeutkompetanse og personlige egenskaper. I L. E. Kennair & R. Hagen (Red.), *Psykoterapi : tilnærminger og metoder* (s. 49–69). Gyldendal akademisk.

### Anbefalt

Nissen- Lie, H. A. (u.å.). *Hva kjennetegner gode og mindre gode psykoterapeuter?*  
[https://www.researchgate.net/publication/233341700\\_Hva\\_kjennetegner\\_gode\\_og\\_mindre\\_gode\\_psykoterapeuterBetydning\\_av\\_terapeutens\\_selvforstaelse\\_for\\_prosess\\_og\\_utfall\\_av\\_psykoterapi](https://www.researchgate.net/publication/233341700_Hva_kjennetegner_gode_og_mindre_gode_psykoterapeuterBetydning_av_terapeutens_selvforstaelse_for_prosess_og_utfall_av_psykoterapi)

Yalom, I. D., & Kjell Olaf Jensen (1946-2016) (oversetter). (1997). *Kjærlighetens bøddel og andre fortellinger fra psykoterapien*. Pax.  
[https://www.nb.no/search?q=oaiid:"oai:nb.bibsys.no:999704009774702202"&mediatype=bøker](https://www.nb.no/search?q=oaiid:)

Tjersland, O. A., Todd-Kvam, M., Engen, G., & Jansen, U. (2022). *Allianser : verdier, metoder og teori i behandlings- og miljøorientert arbeid med barn, unge og deres familier* (3. utg.). Gyldendal.

Madsen, O. J. (2017). *Den terapeutiske kultur* (2. utg.). Universitetsforl.

Lauveng, A. (2014). *I morgen var jeg alltid en løve*. Cappelen Damm.

Jacobsen, K., & Svendsen, B. (2010a). *Emosjonsregulering og oppmerksomhet : grunnfenomener i terapi med barn og unge*. Fagbokforlaget.

Drugli, M. B., & Onsjøien, R. (2010a). *Vanskelige foreldresamtaler : gode dialoger*. Cappelen akademisk forl.

Leif Edward Ottesen Kennair (1970-) (redaktør). (2014). *Psykoterapi : tilnærminger og metoder*. Gyldendal akademisk.

Drugli, M. B., & Onsøien, R. (2010b). *Vanskelige foreldresamtaler : gode dialoger*. Cappelen akademisk forl.

Jacobsen, K., & Svendsen, B. (2010b). *Emosjonsregulering og oppmerksomhet : grunnfenomener i terapi med barn og unge*. Fagbokforlaget.

## **Pensumliste PSYK4304 Psykologrollen 4 - V 2025**

### **Litteratur**

Haavik, M., & Toven, S. (2020). *Ivaretagelse av hjelpere : er vi ikke betalt for å tåle dette?* Universitetsforlaget.

Segal, D. L., & Segal, D. L. (2019). *Diagnostic Interviewing* (Fifth edition.). Springer.  
<https://doi.org/10.1007/978-1-4939-9127-3>

*Lov om helsepersonell, kap. 8 («Dokumentasjonsplikt»)*. (u.å.).  
<https://lovdata.no/dokument/NL/lov/1999-07-02-64>

*Forskrift om pasientjournal*. (u.å.). <https://lovdata.no/dokument/SF/forskrift/2019-03-01-168>

Marit Råbu. (2023). *Også psykologer bør bade i sjøen av og til*. Norsk Psykologforening.  
<https://psykologtidsskriftet.no/debatt/2023/08/ogsa-psykologer-bor-bade-i-sjoen-av-og-til>

## **Pensumliste PSYK4421 - Ferdighetstrening i psykoterapi - Vår 2025**

### **Litteratur**

Husby, V. M. (2023). *Målbevisst ferdighetstrening øv på relasjonelle ferdigheter i psykoterapi* (1.). Gyldendal. <https://www.akademika.no/medisin-helse-og-psykologi/psykologi/malbevisst-ferdighetstrening/9788205572614>

## **PSYK4521 Forebygging, helsefremming, system og forvaltning 1**

### **1-2. Health concept and theories**

**Only 57-65 & 79-87 and only figures seen in the slides:** Bashmi, L., Cohn, A., Chan, S. T., Tobia, G., Gohar, Y., Herrera, N., Wen, R. Y., IsHak, W. W., & DeBonis, K. (2023). The Biopsychosocial Model of Evaluation and Treatment in Psychiatry. In W. W. IsHak (Ed.), *Atlas of Psychiatry* (pp. 57–89). Springer International Publishing. [https://doi.org/10.1007/978-3-031-15401-0\\_3](https://doi.org/10.1007/978-3-031-15401-0_3)

Huber, M., Knottnerus, J. A., Green, L., Horst, H. V. D., Jadad, A. R., Kromhout, D., Leonard, B., Lorig, K., Loureiro, M. I., Meer, J. W. M. V. D., Schnabel, P., Smith, R., Weel, C. V., & Smid, H. (2011). How should we define health? *BMJ*, 343(jul26 2), d4163–d4163.  
<https://doi.org/10.1136/bmj.d4163>

Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: A new method for characterising and designing behaviour change interventions. *Implementation Science*, 6(1), 42. <https://doi.org/10.1186/1748-5908-6-42>

### 3. Health promoting/risk behaviors

World Health Organization. (2018). **Chapter 2: What is physical activity?** In the *Global action plan on physical activity 2018–2030: More active people for a healthier world*. World Health Organization. <https://iris.who.int/handle/10665/272722>

**Intro and Discussion:** Clarsen, B., Nylenna, M., Klitkou, S. T., Vollset, S. E., Baravelli, C. M., Bølling, A. K., Aasvang, G. M., Sulo, G., Naghavi, M., Pasovic, M., Asaduzzaman, M., Bjørge, T., Eggen, A. E., Eikemo, T. A., Ellingsen, C. L., Haaland, Ø. A., Hailu, A., Hassan, S., Hay, S. I., ... Knudsen, A. K. S. (2022). Changes in life expectancy and disease burden in Norway, 1990–2019: An analysis of the Global Burden of Disease Study 2019. *The Lancet Public Health*, 7(7), e593–e605. [https://doi.org/10.1016/S2468-2667\(22\)00092-5](https://doi.org/10.1016/S2468-2667(22)00092-5)

**Discussion:** Murray, C. J. L., Aravkin, A. Y., Zheng, P., Abbafati, C., Abbas, K. M., Abbasi-Kangevari, M., Abd-Allah, F., Abdelalim, A., Abdollahi, M., Abdollahpour, I., Abegaz, K. H., Abolhassani, H., Aboyans, V., Abreu, L. G., Abrigo, M. R. M., Abualhasan, A., Abu-Raddad, L. J., Abushouk, A. I., Adabi, M., ... Lim, S. S. (2020). Global burden of 87 risk factors in 204 countries and territories, 1990–2019: A systematic analysis for the Global Burden of Disease Study 2019. *The Lancet*, 396(10258), 1223–1249. [https://doi.org/10.1016/S0140-6736\(20\)30752-2](https://doi.org/10.1016/S0140-6736(20)30752-2)

### 4. Health promotion and disease prevention

Gordon, R. S. (1983). An operational classification of disease prevention. *Public Health Reports (Washington, D.C.: 1974)*, 98(2), 107–109.

**From the beginning to health in the river of life, not including table 1:** Eriksson, M., & Lindstrom, B. (2008). A salutogenic interpretation of the Ottawa Charter. *Health Promotion International*, 23(2), 190–199. <https://doi.org/10.1093/heapro/dan014>

Holte, A. (2024). Strategi for et psykisk sunnere folk 2024. *Tidsskrift for Norsk psykologforening*, 61(10), 662–677. <https://doi.org/10.52734/WJKS5460>

### 5. Psychosocial determinants of health and health equity

Eikemo, T. A., & Øversveen, E. (2019). Social Inequalities in health: Challenges, knowledge gaps, key debates and the need for new data. *Scandinavian journal of public health*, 47(6), 593–597. <https://doi.org/10.1177/1403494819866416>

Fosse E. (2022). Norwegian policies to reduce social inequalities in health: Developments from 1987 to 2021. *Scandinavian journal of public health*, 50(7), 882–886. <https://doi.org/10.1177/14034948221129685>

### 6. Adjustment to chronic illness

**Only Discussion:** Reynolds, N., Mrug, S., Wolfe, K., Schwebel, D., & Wallander, J. (2016). Spiritual coping, psychosocial adjustment, and physical health in youth with chronic illness: A meta-analytic review. *Health Psychology Review*, 10(2), 226–243. <https://doi.org/10.1080/17437199.2016.1159142>

### 7. Cardiovascular disease

**Only Introduction and Discussion:** Richards, S. H., et al. (2018). Psychological interventions for coronary heart disease: Cochrane systematic review and meta-analysis. *European Journal of Preventive Cardiology*, 25(3), 247–259. <https://doi.org/10.1177/2047487317739978>

Sabih, A., Tadi, P., & Kumar, A. (2021). Stroke Prevention. In *StatPearls*. StatPearls Publishing. <http://www.ncbi.nlm.nih.gov/books/NBK470234/>

## 8. Cancer

**No tables.** Grimmett, C., Heneka, N., & Chambers, S. (2022). Psychological Interventions Prior to Cancer Surgery: a Review of Reviews. *Current anaesthesiology reports*, 12(1), 78–87. <https://doi.org/10.1007/s40140-021-00505-x>

Goddard, K. A. B., Feuer, E. J., Mandelblatt, J. S., Meza, R., Holford, T. R., Jeon, J., Lansdorp-Vogelaar, I., Gulati, R., Stout, N. K., Howlader, N., Knudsen, A. B., Miller, D., Caswell-Jin, J. L., Schechter, C. B., Etzioni, R., Trentham-Dietz, A., Kurian, A. W., Plevritis, S. K., Hampton, J. M., ... Castle, P. E. (2024). Estimation of Cancer Deaths Averted From Prevention, Screening, and Treatment Efforts, 1975-2020. *JAMA Oncology*. <https://doi.org/10.1001/jamaoncol.2024.5381>

## 9. Forebyggende helsearbeid i kommune

Hoffart, M. (2021). Toleransevindumodellen i skolen. *Tidsskrift for Norsk psykologforening*, 58(8), 689–693. [Toleransevindumodellen i skolen](#)

## 10. Folkehelsearbeid i kommunene 11.Hverdagsglede Skole - et helsefremmende tiltak i kommune

FHI. (2021, December 17). *Livskvalitet*. Folkehelseinstituttet. <https://www.fhi.no/he/folkehelse rapporten/samfunn/livskvalitet-i-norge/>

Only sections:

- Hva er livskvalitet?
- Livskvalitet i Norge: Nivå og fordeling
- Hvordan kan vi fremme livskvaliteten?
- Oppsummering og diskusjon

Kjerpeset, Ø. (2024). Den neglisjerte vidundermedisinen. *Tidsskrift for Den norske legeforening*. <https://doi.org/10.4045/tidsskr.24.0240>

Prydz, M. B. (2022). Fem grep for økt hverdagsglede. *Tidsskrift for Norsk psykologforening*, 59(7), 632–637.

## 12. Chronic pain

Ashar, Y. K., Gordon, A., Schubiner, H., Uipi, C., Knight, K., Anderson, Z., Carlisle, J., Polisky, L., Geuter, S., Flood, T. F., Kragel, P. A., Dimidjian, S., Lumley, M. A., & Wager, T. D. (2022). Effect of Pain Reprocessing Therapy vs Placebo and Usual Care for Patients With Chronic Back Pain: A

Randomized Clinical Trial. *JAMA psychiatry*, 79(1), 13–23.  
<https://doi.org/10.1001/jamapsychiatry.2021.2669>

## **PSYK4601 - Klinisk psykologi - barn og ungdom - V 2025**

### **Obligatorisk generell litteratur (667 sider)**

Martinsen, K., Hagen, R., Martinsen, K., & Hagen, R. (2021). *Håndbok i kognitiv atferdsterapi i behandling av barn og unge* (2. utgave). Gyldendal.

Hanne Haavind (1945-) (redaktør/forfatter av forord/forfatter), Haavind, H., & Øvreeide, H. (2016). *Barn og unge i psykoterapi Bind 1: Bd. Bind 1* (2. utg.). Gyldendal Akademisk.

Haldor Øvreeide (1944-) (redaktør/forfatter av forord/forfatter), Haavind, H., & Øvreeide, H. (2016). *Barn og unge i psykoterapi Bind 2: Bd. Bind 2* (2. utg.). Gyldendal Akademisk.

Mash, E. W. D. N. W. (2023). *Child Psychopathology* (8. utgave). Wadsworth Publishing Co Inc.  
<https://www.akademika.no/medisin-helse-og-psykologi/medisin-og-medisinske-disipliner/child-psychopathology/9780357796580>

### **Anbefalt generell litteratur**

Statens helsetilsyn. (1999). *ICD-10 : psykiske lidelser og atferdsforstyrrelser : kliniske beskrivelser og diagnostiske retningslinjer*. Universitetsforl. [http://urn.nb.no/URN:NBN:no-nb\\_digibok\\_2008100700090](http://urn.nb.no/URN:NBN:no-nb_digibok_2008100700090)

Jacobsen, K., & Svendsen, B. (2010). *Emosjonsregulering og oppmerksomhet : grunnfenomener i terapi med barn og unge*. Fagbokforlaget.

Brandtzæg et al. (2011). *Tilknytningsbasert terapi*.

Morgan, A. (2000). *What is narrative therapy?*

### **ADHD hos barn og unge - Obligatorisk pensum (70 sider)**

Attention-Deficit/Hyperactivity Disorder (ADHD). (2018). I E. J. Mash & D. A. Wolfe, *Abnormal Child Psychology*. Cengage.

Faraone, S. V., Banaschewski, T., Coghill, D., Zheng, Y., Biederman, J., Bellgrove, M. A., Buitelaar, J. K., Franke, B., Schellekens, A. F. A., Scheres, A. P. J., Glind, G. van de, Walitza, S., & Wang, Y. (2021). The World Federation of ADHD International Consensus Statement: 208 evidence-based conclusions about the disorder. *Neuroscience and biobehavioral reviews*, 789–818.  
<https://doi.org/10.1016/j.neubiorev.2021.01.022>

### **ADHD hos barn og unge - Anbefalt pensum**

Franke, B., Michelini, G., Asherson, P., Banaschewski, T., Bilbow, A., Buitelaar, J. K., Cormand, B., Faraone, S. V., Ginsberg, Y., Haavik, J., Kuntsi, J., Larsson, H., Lesch, K.-P., Ramos-Quiroga, J.

A., Réthelyi, J. M., Ribases, M., & Reif, A. (2018). Live fast, die young? A review on the developmental trajectories of ADHD across the lifespan. *European neuropsychopharmacology*, 28(10), 1059–1088. <https://doi.org/10.1016/j.euroneuro.2018.08.001>

Young, S., Adamo, N., Ásgeirsdóttir, B. B., Branney, P., Beckett, M., Colley, W., Cubbin, S., Deeley, Q., Farrag, E., Gudjonsson, G., Hill, P., Hollingdale, J., Kilic, O., Lloyd, T., Mason, P., Paliokosta, E., Perecherla, S., Sedgwick, J., Skirrow, C., ... Woodhouse, E. (2020). Females with ADHD: An expert consensus statement taking a lifespan approach providing guidance for the identification and treatment of attention-deficit/ hyperactivity disorder in girls and women. *BMC psychiatry*, 20(1), 404–404. <https://doi.org/10.1186/s12888-020-02707-9>

Banaschewski, T., Becker, K., Doepfner, M., Holtmann, M., Roesler, M., & Romanos, M. (2017). Attention-Deficit/Hyperactivity Disorder. *Deutsches Ärzteblatt international*, 114(9), 149–159. <https://doi.org/10.3238/arztebl.2017.0149>

Posner, J., Polanczyk, G. V., & Sonuga-Barke, E. (2020). Attention-deficit hyperactivity disorder. *The Lancet (British edition)*, 395(10222), 450–462. [https://doi.org/10.1016/S0140-6736\(19\)33004-1](https://doi.org/10.1016/S0140-6736(19)33004-1)

Schei, J., Nøvik, T. S., Thomsen, P. H., Lydersen, S., Indredavik, M. S., & Jozefiak, T. (2018). What Predicts a Good Adolescent to Adult Transition in ADHD? The Role of Self-Reported Resilience. *Journal of attention disorders*, 22(6), 547–560. <https://doi.org/10.1177/1087054715604362>

*ADHD Nasjonal faglig retningslinje.* (u.å.). <https://www.helsedirektoratet.no/retningslinjer/adhd>

Nøvik, T. S., Haugan, A.-L. J., Lydersen, S., Thomsen, P. H., Young, S., & Sund, A. M. (2020). Cognitive-behavioural group therapy for adolescents with ADHD: study protocol for a randomised controlled trial. *BMJ open*, 10(3), e032839–e032839. <https://doi.org/10.1136/bmjopen-2019-032839>

### **Angstlidelser og behandling av angst hos barn og unge - Obligatorisk pensum (69 sider)**

Kristin martinsen, S.-P. N. (2021). Kognitiv terapi ved angst hos barn. I K. Martinsen, R. Hagen, K. Martinsen, & R. Hagen, *Håndbok i kognitiv atferdsterapi i behandling av barn og unge* (2. utgave, s. 484 sider). Gyldendal.

### **Angstlidelser og behandling av angst hos barn og unge - Anbefalt pensum**

Raggi, V. L., Samson, J. G., Felton, J. W., Loffredo, H. R., & Berghorst, L. H. (2018). *Exposure therapy for treating anxiety in children and adolescents : a comprehensive guide*. New Harbinger Publications Inc. [https://bibsys-almaprimo.hosted.exlibrisgroup.com/permalink/f/ejbr/BIBSYS\\_ILS71614374550002201](https://bibsys-almaprimo.hosted.exlibrisgroup.com/permalink/f/ejbr/BIBSYS_ILS71614374550002201)

Kendall, P. C., Martinsen, K., & Neumer, S.-P. (2006). *Mestringskatten (Coping Cat) : terapeutmanual : kognitiv adferdsterapi for barn med angst*. Universitetsforl.

Kendall, P. C. (2008). *Mestringskatten (Coping Cat) terapeutmanual : kognitiv adferdsterapi for barn med angst Gruppemanual*. Universitetsforl.

Kendall, P. C. (2006). *Mestringskatten (Coping Cat) terapeutmanual : kognitiv adferdsterapi for barn med angst Arbeidsbok*. Universitetsforl.

Mestringskatten (Coping Cat) (program). (2010). *Mestringskassen : KAT-verktøy for terapeutisk arbeid med barn og unge = Coping kit*.

### **Atferdsvansker - Obligatorisk pensum (61 sider)**

Apeland, A. (2016). Endres foreldrene endres barnet - Parent Management Training - Oregonmodellen. I H. Haavind & H. Øvreide, *Barn og unge i psykoterapi - bind 2* (Bd. 2016, s. 30–54). Gyldendal akademisk.

Mauseth, T. (2016). Den unges plass og betydning i Multisystemisk behandling av alvorlige atferdsforstyrrelser. I Haavind H., Øvreide H. (Red.), H. Haavind, & H. Øvreide, *Barn og unge i psykoterapi - Bind 1: Bd. Bind 1* (2. utg., s. 227–257). Gyldendal Akademisk.

Bjørseth, Å., & Wormdal, A. K. (2005). Parent-Child Interaction Therapy - Med terapeuten på øret. *Tidsskrift for Norsk Psykologforening*, 42, 693–699.

### **Atferdsvansker - Anbefalt pensum**

ALAN E. KAZDIN, PH. D. (2000). Therapeutic Changes in Children, Parents, and Families Resulting From Treatment of Children With Conduct Problems. *J. Am. Acad. Child Adolesc. Psychiatry*, 4, 414–420.

Kaminski, J. W., & Boyle, C. L. (u.å.). A meta-analytic review of components associated with parent training program effectiveness. *J Abnorm Child Psychology*, 36(4), 567–589.

Dagfinn Mørkrid Thøgersen, K. L. (2021). Kognitiv atferdsterapi ved atferdsforstyrrelser hos ungdom. I K. Martinsen, R. Hagen, K. Martinsen, & R. Hagen, *Håndbok i kognitiv atferdsterapi i behandling av barn og unge* (2. utgave, s. 484 sider). Gyldendal.

Conduct Problems. (2018). I E. J. Mash & D. A. Wolfe, *Abnormal Child Psychology*. Cengage.

### **Barnevern - Obligatorisk pensum (54 sider)**

Kvello, Ø. (2010a). *Barn i Risiko: Kapittel 7: Barn som blir utsatt for omsorgssvikt*.

Kvello, Ø. (2010b). *Barn i risiko: Kapittel 9: Barn som utsettes for fysisk avstraffelse, mishandling og vold*.

### **Barnevern - Anbefalt litteratur**

Ruth Gilbert, C. S. W. (2009). Series Child Maltreatment 1 Burden and consequences of child maltreatment in high-income countries. *www.thelancet.com Vol.*  
<https://doi.org/10.1016/S0140->

Ruth Gilbert, A. K. (2009). *Child Maltreatment 2 Recognising and responding to child maltreatment*. <https://doi.org/10.1016/S0140->

Kloppen, K., Maehle, M., Kvello, Ø., Haugland, S., & Breivik, K. (2015). Prevalence of Intrafamilial Child Maltreatment in the Nordic countries: A Review: Prevalence of Intrafamilial Child Maltreatment. *Child abuse review (Chichester, England : 1992)*, 24(1), 51–66. <https://doi.org/10.1002/car.2324>

Hein, T. C., & Monk, C. S. (2017). Research Review: Neural response to threat in children, adolescents, and adults after child maltreatment – a quantitative meta-analysis. *Journal of child psychology and psychiatry*, 58(3), 222–230. <https://doi.org/10.1111/jcpp.12651>

Agorastos, A., Pervanidou, P., Chrousos, G. P., & Baker, D. G. (2019). Developmental trajectories of early life stress and trauma: A narrative review on neurobiological aspects beyond stress system dysregulation. *Frontiers in psychiatry*, 10, 118–118. <https://doi.org/10.3389/fpsy.2019.00118>

Fry, D., Fang, X., Elliott, S., Casey, T., Zheng, X., Li, J., Florian, L., & McCluskey, G. (2018). The relationships between violence in childhood and educational outcomes: A global systematic review and meta-analysis. *Child abuse & neglect*, 75, 6–28. <https://doi.org/10.1016/j.chiabu.2017.06.021>

Norman, R. E., Byambaa, M., De, R., Butchart, A., Scott, J., Vos, T., & Tomlinson, M. (2012). The Long-Term Health Consequences of Child Physical Abuse, Emotional Abuse, and Neglect: A Systematic Review and Meta-Analysis. *PLoS medicine*, 9(11), e1001349–e1001349. <https://doi.org/10.1371/journal.pmed.1001349>

### **Depresjon, selvmord og selvskading - Obligatorisk pensum (85 sider)**

Annelise Fredriksen, J. A. (2021). Kognitiv atferdsterapi ved depresjon. I K. Martinsen, R. Hagen, K. Martinsen, & R. Hagen, *Håndbok i kognitiv atferdsterapi i behandling av barn og unge* (2. utgave, s. 484 sider). Gyldendal.

Mufson, L. and S. (2006). *Interpersonal Psychotherapy for depressed adolescents (IPT-A): An overview*. <https://doi.org/10.1080/08039480601022397>

Jeffrey A. Bridge, T. R. G. (2006). Adolescent suicide and suicidal behavior. *Journal of Child Psychology and Psychiatry*, 60, 372–394. <https://doi.org/10.1111/j.1469-7610.2006.01615.x>

Matthew K. Nock Mitchell J. Prinstein. (2005). Contextual Features and Behavioral Functions of Self-Mutilation Among Adolescents. *Journal of Abnormal Psychology*, 114, 140–146. <https://doi.org/10.1037/0021-843X.114.1.140>

Barbara Stanley, P., Gregory K. Brown, P., Lisa A. Brenner, P., Hanga C. Galfalvy, P., Glenn W. Currier, M., Kerry L. Knox, P., Sadia R. Chaudhury, P., Ashley L. Bush, M., & Kelly L. Green, P. (2018). Comparison of the Safety Planning Intervention With Follow-up vs Usual Care of Suicidal Patients Treated in the Emergency Department. *JAMA Psychiatry*, 75, 894–900. <https://doi.org/10.1001/jamapsychiatry.2018.1776>

## **Depresjon, selvmord og selvskading - Anbefalt pensum**

Sosial og helsedirektoratet. (2008). *Nasjonale retningslinjer for forebygging av selvmord i psykisk helsevern*.

Cusimano, M. D., & Sameem, M. (2011). The effectiveness of middle and high school-based suicide prevention programmes for adolescents: a systematic review. *Injury prevention*, 17(1), 43–49. <https://doi.org/10.1136/ip.2009.025502>

Miller, A. L., Rathus, J. H., & Linehan, M. M. (2007). *Dialectical behavior therapy with suicidal adolescents*. Guilford Press.

## **Familieterapi - Obligatorisk pensum (116 s)**

Johnsen, A., & Torsteinsson, V. W. (2012a). *Lærebok i familieterapi*. Universitetsforl.

## **Familieterapi - Anbefalt pensum**

Minuchin, S., Nichols, M. P., & Lee, W.-Y. (2010). *Vurdering af familier og par : fra symptom til system - en firetrinsmodel i to sessioner*. Dansk psykologisk forl.

Samoilow, D., & Gran, S. (2017). Emosjonsfokusert parterapi. I O. Næss & O. Ness, *Håndbok i parterapi* (s. 385–393). Fagbokforl.

Watzlawick, P., Weakland, J. H., & Fisch, R. (1974). *Change : principles of problem formation and problem resolution*. Norton.

Nilsson, M., Syverstad, A., & Torsteinsson, V. W. (2016). Jo flere vi er sammen - Flerfamilieterapi - hva er det? I H. Ø. ) Hanne Haavind, H. Haavind, & H. Øvreeide, *Barn og unge i psykoterapi Bind 1: Bd. Bind 1* (2. utg., s. 302 s.). Gyldendal Akademisk.

Johnsen, A., & Torsteinsson, V. W. (2012b). *Lærebok i familieterapi*. Universitetsforl.

## **Foreldrefokusert arbeid med barn - Obligatorisk pensum (42 sider)**

Hafstad, & Øvreeide. (2011). *Utviklingsstøtte. Foreldrefokusert arbeid med barn*.

## **Foreldrefokusert arbeid med barn - Anbefalt pensum**

Hanna, S. Midori. (2007). *The practice of family therapy : key elements across models* (4th ed.). Brooks/Cole Cengage learning.

Hafstad, R., & Øvreeide, H. (2011). *Utviklingsstøtte : foreldrefokusert arbeid med barn*. Høyskoleforl.

## **Førstelinjearbeid og forebygging - Obligatorisk litteratur (119 sider)**

Imenes, A.-K. (2018a). *Allmennpsykologi : psykisk helsehjelp i kommunen*. Gyldendal.

Havik, T. (2016). Skolevegring. I Edvin Bru (1957-) (redaktør/forfatter av forord/forfatter), E. Bru, E. C. Idsøe, & K. Øverland, *Psykisk helse i skolen* (s. 93–105). Universitetsforl.

### **Førstelinjearbeid og forebygging - Anbefalt litteratur**

Imenes, A.-K. (2018b). *Allmennpsykologi : psykisk helsehjelp i kommunen*. Gyldendal.

Joseph A. Durlak Roger P. Weissberg Allison B. Dymnicki and Rebecca D. Taylor Kriston B. Schellinger. (2011). *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

Olweus, D., & Limber, S. P. (2010). Bullying in School: Evaluation and Dissemination of the Olweus Bullying Prevention Program. *American journal of orthopsychiatry*, 80(1), 124–134. <https://doi.org/10.1111/j.1939-0025.2010.01015.x>

### **Psykodynamiske metoder for barn og unge - Obligatorisk pensum (110 sider)**

Unni Tanum Johns (1948-) (redaktør/forfatter), Johns, U. T., Landmark, A. F., & Stänicke, L. I. (2021a). *Lek og kreativitet : i psykoterapi med barn og ungdom* (1. utgave). Gyldendal.

Landmark, A. F., & Landmark, A. F. (2021). *Psykodynamisk terapi for barn* (1. utgave). Gyldendal.

### **Psykodynamiske metoder for barn og unge - Anbefalt litteratur**

Johns, U. T., & Svendsen, B. (2016). *Håndbok i tidsavgrenset intersubjektiv barneterapi (TIB) : kunnskapsgrunnlag, behandlingsprinsipper og eksempler*. Fagbokforlaget Vigmostad og Bjørke.

Unni Tanum Johns (1948-) (redaktør/forfatter), Johns, U. T., Landmark, A. F., & Stänicke, L. I. (2021b). *Lek og kreativitet : i psykoterapi med barn og ungdom* (1. utgave). Gyldendal.

Fonagy, P., & Gergely G. (u.å.). Psychanalytic perspectives on developmental psychopathology. I D. J. Cohen & D. Cichetti (Eds.), *Developmental Psychopathology. Vol 1: Theory and method* (2nd ed., s. 701–749). [https://bibsys-almaprimo.hosted.exlibrisgroup.com/permalink/f/11qff65/BIBSYS\\_ILS71521623980002201](https://bibsys-almaprimo.hosted.exlibrisgroup.com/permalink/f/11qff65/BIBSYS_ILS71521623980002201)

Henriette Loeffler-Stastka, A. T. (2021). The Evidence-Base for Psychodynamic Psychotherapy With Children and Adolescents: A Narrative Synthesis. *Frontiers in Psychology* | [www.frontiersin.org](http://www.frontiersin.org) *Psychol*, 12. <https://doi.org/10.3389/fpsyg.2021.662671>

### **Sorg hos barn, unge og voksne - Obligatorisk pensum (41 sider)**

Reinfjell et al. (2014). *Barns forståelse og tilpasning til alvorlig sykdom og død*.

Mayra Delalibera 1 Joana Presa 2 Alexandra Coelho 2 António Barbosa 2 Maria Helena Pereira Franco 3. (2015). *Family dynamics during the grieving process: a systematic literature review*.

<https://doi.org/10.1590/1413-81232015204.09562014>

Boelen, P. A., Lenferink, L. I. M., & Spuij, M. (2021). CBT for Prolonged Grief in Children and Adolescents: A Randomized Clinical Trial. *The American journal of psychiatry*, 178(4), 294–304. <https://doi.org/10.1176/appi.ajp.2020.20050548>

Boelen, P. A., Spuij, M., & Lenferink, L. I. M. (2019). Comparison of DSM-5 criteria for persistent complex bereavement disorder and ICD-11 criteria for prolonged grief disorder in help-seeking bereaved children. *Journal of affective disorders*, 250, 71–78. <https://doi.org/10.1016/j.jad.2019.02.046>

### **Sorg hos barn, unge og voksne - Anbefalt pensum**

Dyregrov, A. (2006a). Komplisert sorg: teori og behandling. *Tidsskrift for Norsk Psykologforening*, 43, 779–786.

Reinfjell, T. (2007). Barn og kreft: Barns tilpasning til og forståelse av alvorlig sykdom. *Tidsskrift for Norsk Psykologforening*, 44. <https://psykologtidsskriftet.no/fagartikkel/2007/06/barn-og-kreft-barns-tilpasning-til-og-forstaelse-av-alvorlig-sykdom>

Dyregrov, A. (2006b). *Sorg hos barn : en håndbok for voksne* (2. utg.). Fagbokforl.

Kübler-Ross, E., & Kübler-Ross, E. (1997). *On children and death : how children and their parents can and do cope with death* (1st Touchstone edition). Simon & Schuster.

Bowlby, E. J. M. (2008). *Loss: sadness and depression* (Bd. 3). Vintage Digital.

### **Sped- og småbarn - Obligatorisk pensum (80 sider)**

Sjøvold, M. S., & Furuholmen, K. G. (2020). *De minste barnas stemme : sped- og småbarn utsatt for vold og omsorgssvikt* (2. utgave). Universitetsforlaget.

### **Sped- og småbarn - Anbefalt pensum**

Brean, A. V. (2020). *DC: 0-5 : diagnostisk klassifisering av psykisk helse og utviklingsforstyrrelser i sped- og småbarnsalderen* (1. utgave). Gyldendal.

Jacobsen, K., & Bjerkan, B. (2010). Tidlig samspill med spedbarn med alvorlig psykisk utviklingshemming. I K. Slinning, M. B. Hansen, V. Moe, & E. Smith, *Håndbok i sped- og småbarns psykiske helse* (s. 800 s.). Gyldendal akademisk.

Moe, V., Lindberg, A., Grette Moe, R., & Smith, L. (2016). Tidlig hjelp og utviklingsstøtte til sped- og småbarn. I H. Ø. ) Hanne Haavind, H. Haavind, & H. Øvreeide, *Barn og unge i psykoterapi - Bind 1: Bd. Bind 1* (2. utg., s. 216–291). Gyldendal Akademisk.

### **Spiseforstyrrelser - Obligatorisk pensum (17 sider)**

Dalle Grave, R., Eckhardt, S., Calugi, S., & Le Grange, D. (2019). A conceptual comparison of

family-based treatment and enhanced cognitive behavior therapy in the treatment of adolescents with eating disorders. *Journal of eating disorders*, 7(1), 42–42.  
<https://doi.org/10.1186/s40337-019-0275-x>

Mairs, R., & Nicholls, D. (2016). Assessment and treatment of eating disorders in children and adolescents. *Archives of disease in childhood*, 101(12), 1168–1175.  
<https://doi.org/10.1136/archdischild-2015-309481>

### **Spiseforstyrrelser - Anbefalt pensum**

Esther Blessitt, S. V. (2015). Family therapy for adolescent anorexia nervosa. *Current opinion in psychiatry*, 28(6), 455–460. <https://doi.org/10.1097/YCO.000000000000193>

Dancyger, I., & Fornari, V. M. (2014). *Evidence Based Treatments for Eating Disorders: Children, Adolescents and Adults*. Nova Science Publishers, Incorporated.

Jamie-Lee Pennesi, T. D. W. (2016). A systematic review of the existing models of disordered eating: Do they inform the development of effective interventions? *Clinical Psychology Review*, 43, 175–192. <https://doi.org/10.1016/j.cpr.2015.12.004>

(Prof S Zipfel MD, K. E. G. P., & Prof Stephan Zipfel, S. Z. (2015). Anorexia nervosa: aetiology, assessment, and treatment. *Lancet Psychiatry*, 2(12), 1099–1111.  
[https://doi.org/10.1016/S2215-0366\(15\)00356-9](https://doi.org/10.1016/S2215-0366(15)00356-9)

Ganci, M., & Torsteinsson, V. W. (2021). *Familiebasert terapi håndbok for foreldre med barn og ungdom som strever med anoreksi* (1. utgave). Fagbokforlaget.

Baudinet, J., Eisler, I., Dawson, L., Simic, M., & Schmidt, U. (2021). Multi-family therapy for eating disorders: A systematic scoping review of the quantitative and qualitative findings. *The International journal of eating disorders*. <https://doi.org/10.1002/eat.23616>

Thomas, J. J., Wons, O. B., & Eddy, K. T. (2018). Cognitive-behavioral treatment of avoidant/restrictive food intake disorder. *Current opinion in psychiatry*, 31(6), 425–430.  
<https://doi.org/10.1097/YCO.0000000000000454>

Loeb, K. L., Le Grange, D., Lock, J., Loeb, K. L., Le Grange, D., & Lock, J. (2015). *Family Therapy for Adolescent Eating and Weight Disorders: New Applications*. Routledge.  
<https://doi.org/10.4324/9781315882444>

### **Traumer, vold og seksuelle overgrep - Obligatorisk pensum (81 sider)**

Tine K. Jensen, L. B. G. (2021). Traumefokusert kognitiv atferdsterapi for barn og unge. I K. Martinsen, R. Hagen, K. Martinsen, & R. Hagen, *Håndbok i kognitiv atferdsterapi i behandling av barn og unge* (2. utgave, s. 484 sider). Gyldendal.

Katy Robjant a, \*. (2010). *The emerging evidence for Narrative Exposure Therapy: A review*. <https://doi.org/10.1016/j.cpr.2010.07.004>

Hailes, H. P., Yu, R., Danese, A., & Fazel, S. (2019). Long-term outcomes of childhood sexual abuse: an umbrella review. *The Lancet. Psychiatry*, 6(10), 830–839. [https://doi.org/10.1016/S2215-0366\(19\)30286-X](https://doi.org/10.1016/S2215-0366(19)30286-X)

de Haan, A., Landolt, M. A., Fried, E. I., Kleinke, K., Alisic, E., Bryant, R., Salmon, K., Chen, S.-H., Liu, S.-T., Dalgleish, T., McKinnon, A., Alberici, A., Claxton, J., Diehle, J., Lindauer, R., de Roos, C., Halligan, S. L., Hiller, R., Kristensen, C. H., ... Meiser-Stedman, R. (2020). Dysfunctional posttraumatic cognitions, posttraumatic stress and depression in children and adolescents exposed to trauma: a network analysis. *Journal of child psychology and psychiatry*, 61(1), 77–87. <https://doi.org/10.1111/jcpp.13101>

Mavranezouli, I., Megnin-Viggars, O., Daly, C., Dias, S., Stockton, S., Meiser-Stedman, R., Trickey, D., & Pilling, S. (2020). Research Review: Psychological and psychosocial treatments for children and young people with post-traumatic stress disorder: a network meta-analysis. *Journal of child psychology and psychiatry*, 61(1), 18–29. <https://doi.org/10.1111/jcpp.13094>

Nordanger D, & Braarud HC. (2014). Regulering som nøkkelbegrep og toleranse-vinduet som modell i en ny traumepsykologi. *Tidsskrift for norsk psykologforening*, 51(7), 530–536.

### **Traumer, vold og seksuelle overgrep - Anbefalt pensum**

Blindheim, A. (2011). *Kronisk traumatiserte barn*.

Dyregrov, A. (2000). *Barn og traumer : en håndbok for foreldre og hjelpere*. Fagbokforl.

Anstorp, T., Benum, K., & Jakobsen, M. (2006). *Dissosiasjon og relasjonstraumer : integrering av det splittede jeg*. Universitetsforl.

Raundalen, M. (2011). Vi må snakke med barna om volden. I U. Heltne, p. Ø. (Red.) Steinsvåg, P. Ø. Steinsvåg, & U. Heltne, *Barn som lever med vold i familien : grunnlag for beskyttelse og hjelp* (2011. utg., s. 174–183). Universitetsforl.

Breivik, H., Borchgrevink, P. C., Allen, S. M., Rosseland, L. A., Romundstad, L., Hals, E. K., Kvarstein, G., & Stubhaug, A. (2008). Assessment of pain. *British journal of anaesthesia*, 101(1), 17–24. <https://doi.org/10.1093/bja/aen103>

### **13. Obesity and eating problems**

Wadden, T. A., Webb, V. L., Moran, C. H., & Bailer, B. A. (2012). Lifestyle modification for obesity: new developments in diet, physical activity, and behavior therapy. *Circulation*, 125(9), 1157–1170. <https://doi.org/10.1161/CIRCULATIONAHA.111.039453>

## **PSYPRO4505 Rettspsykologi og sakkyndighet - H 2024**

### **Bok**

Langbach, T., & Langbach, T. (2021). *Om rettsmedisin og sakkyndighet en innføring* (1. utgave). Cappelen Damm akademisk.

## **Kompendium med utvalgte artikler**

*Digitalt kompedium. (u.å.).*

## **PSYPRO4605 Klinisk nevropsykologi - H 2024**

### **Anbefalt litteratur**

Jens Egeland (1957-) (red.). (2010). *Klinisk nevropsykologi : undersøkelse av voksne pasienter*. Tapir.

Anne-Grethe Urnes (1948-) (redaktør). (2018). *Den interaktive hjernen hos barn og unge : forståelse og tiltak ved nevroutviklingsforstyrrelser og nevropsykiatriske tilstander*. Gyldendal.