

PENSUMLISTE

Vår 2020

INSTITUTT FOR PSYKOLOGI

PROFESJONSSTUDIET I PSYKOLOGI

NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET
Fakultet for samfunns- og utdanningsvitenskap

PSYPRO4110 PSYKOLOGIENS HISTORIE (7,5 STUDIEPOENG HØST)

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

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

INTRODUCTION:

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

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

Forslag til fordypningslitteratur:

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

PSYPRO4111 PSYKOLOGIENS METODOLOGI (7,5 STUDIEPOENG HØST)

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

Utvalgte artikler:

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

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

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

Reid, K., Flowers, P, Larkin, M (2005). Exploring lived

Experience. The Psychologist, 18, 20-23

PSYPRO4112 COGNITIVE PSYCHOLOGY 1 (7,5 STUDIEPOENG VÅR)

Goldstein, E.B., Van Hooff, J.C (nyeste utgave):
Cognitive Psychology. Cengage Learning, UK.

Biegler, R. (2019). Bayes' theorem. (6 pages)

Ernst, M. O. and Banks, M. S. (2002). Humans integrate visual and haptic information in a statistically optimal fashion. *Nature*, 6870, 429-433.

PSYPRO4113 BIOLOGISK PSYKOLOGI 1 (7,5 STUDIEPOENG HØST)

“*Discovering Behavioral Neuroscience, An introduction to Biological Psychology*”, 4th edition, Laura A. Freberg ISBN7881337570930.

En spesifikk del som omhandler luktesystemet: Siste del av kapittel 8, side 278-292, i læreboka «*Neuroscience – exploring the brain*», av MF Bear, BW Connors, MA Paradiso, 4th edition, ISBN9781451109542.

PSY4114 SOSIALPSYKOLOGI 1 (7,5 STUDIEPOENG VÅR)

Gilovich, T; Keltner, D.; Chen, S., & Nisbett, R.E. (2019). *Social Psychology* (Fifth Edition). W. W. Norton & Company. ISBN: 9780393667745. Kapittel 1–10 og 12–14

Sutton, R. & Douglas, K. (2019). *Social psychology* (2nd Edition). Kapittel 11. Palgrave Macmillan. ISBN: 9781137526632. (kopi av kapittelet gjøres tilgjengelig for studentene på Blackboard)

Anbefalt tilleggslitteratur:

Gilovich, T; Keltner, D.; Chen, S., & Nisbett, R.E. (2019). *Social Psychology* (Fifth Edition). W. W. Norton & Company. Kapittel 11

Smith, J. R. & Haslam, S. A. (2017) *Social Psychology: Revisiting the Classic Studies* (2nd Edition). Sage. ISBN: 9781473978669

PSYPRO4115 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.

PSYPR4116 PERSONLIGHETSPSYKOLOGI 1 (7,5 STUDIEPOENG VÅR)

Larsen & Buss (2017) *Personality Psychology: Domains of knowledge*. Kap 1-9, 11-13, 15-16, 18

PSYPRO4118 – PSYKISKE LIDELSER (7,5 STUDIEPOENG HØST)

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

PSYPRO4201 KLINISK PRAKTIKUM 1 (7,5 STUDIEPOENG HØST)

Von der Lippe, A., Nissen-Lie, H.A., Oddli, H.W. (red). Psykoterapeuten. En antologi om terapeutens rolle i psykoterapi. (2014). Gyldendal Akademisk.

Odd Arne Tjersland, Gunnar Engen, Ulf Jansen: Allianser – verdier, teorier og metoder i sosialt arbeid, Gyldendal Akademiske 2010; kapittel 7 Kontakt og relasjonsutvikling.

PSYPRO4202 KLINISK PRAKTIKUM 2 (7,5 STUDIEPOENG VÅR)

Brautaset, H., Egebjerg, I., Johns, U.T. Terapeututvikling. I Svendsen, B., Brautaset, H., Egebjerg, I. (red). Utviklingsrettet intersubjektiv terapi med barn og unge (2012). Fagbokforlaget.

Heidi B. Grande mfl: Psykisk helsevern fra oss som kjenner det. Unge deler erfaringer og gir råd. (2019) Universitetsforlaget

PSYPRO4203 KLINISK PRAKTIKUM 3 (7,5 STUDIEPOENG HØST)

Essentials of WAIS-IV assessment 2nd ed./ Elizabeth O. Lichtenberger, Alan S. Kaufman, 2013

Trykt: Hoboken, N.J.: Wiley

ISBN: 1118419626, 9781118419625

Kap. 2-5. (s53-215) ebok, tilgjengelig for NTNU.

WISC-IV: Advanced Clinical Interpretation, 2006

Weiss, Lawrence G. Prifitera, Aurelio Saklofske, Donald H.

Publisher: Academic Press

Location: Burlington, MA, USA

eISBN: 9780080466118

ebok, tilgjengelig for NTNU.

<http://site.ebrary.com/lib/ntnu/docDetail.action?docID=10151398>

(Side 59-180)

Artikler:

Skre, I. (2007). Har vi fått skikk på skikketheten? Tidsskrift for Norsk psykologforening, Vol 44, nummer 6, 2007, side 792-793.

Helmikstøl, Ø. (2013). Sakkyndighet i barnevernssaker. Tidsskrift for Norsk psykologforening, Vol 50, nummer 4, 2013, side 337-347.

Imenes, A-K. (2013). Psykologkompetanse på ville veier. Tidsskrift for Norsk psykologforening, Vol 50, nummer 9, 2013, side 950-957.

Imenes, A-K. (2011). Lavterskelpspsykolog – ikke lightpsykolog. Tidsskrift for Norsk psykologforening, Vol 48, nummer 2, 2011, side 150-154.

PSYPRO4204 KLINISK PRAKTIKUM 4 (7,5 STUDIEPOENG VÅR)

Diagnose og anamneseintervju

Diagnostic Interviewing, 2010, Fourth Edition

Editors: Daniel L. Segal, Michel Hersen

ISBN: 978-1-4419-1319-7 (Print) 978-1-4419-1320-3 (Online)

ebok, tilgjengelig for NTNU.

<http://link.springer.com/book/10.1007%2F978-1-4419-1320-3>
(side 1- 59)

I tillegg deles ut SCID-I og SCID-II intervju i gruppeøvingene.

PSYPRO4312 COGNITIVE PSYCHOLOGY 2 (7,5 STUDIEPOENG HØST)

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

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

5p

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.

4p

Frank, R. H. (1988). *Passions Within Reason*. P. 43-80. New York, London: W. W. Norton & Company. 38 p

Gray, S. J., & Gallo, D. A. (2016). Paranormal psychic believers and skeptics: a large-scale test of the cognitive differences hypothesis. *Memory & Cognition*, 44(2), 242-261.

doi:10.3758/s13421-015-0563-x

18p

Oaksford, M., & Hall, S. On the Source of Human Irrationality. *Trends in Cognitive Sciences*, 20(5), 336-344. doi:10.1016/j.tics.2016.03.002 8p

Pennycook, G., Fugelsang, J. A., & Koehler, D. J. (2015). What makes us think? A three-stage dual-process model of analytic engagement. *Cognitive Psychology*, 80, 34-72.

doi:10.1016/j.cogpsych.2015.05.001

Only the first 8 pages!

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.

4 p

Stanovich, K. E.. (2009). Distinguishing the reflective, algorithmic and autonomous minds: Is it time for a tri-process theory? In *In two minds: Dual processes and beyond* . J. S. B. T.

Evans and K Frankish (Eds.), Oxford University Press: Oxford, UK.

26 p

Wolf, M., van Doorn, G. S., Leimar, O., & Weissing, F. J. (2007). Life-history trade-offs favour the evolution of animal personalities. *Nature*, 447(7144), 581-584.

doi:10.1038/nature05835

5p

Bruce, V., Green, P.R., and Georgeson, M.A. (2003). *Visual Perception: Physiology, Psychology, and Ecology*, 4th Edition (or later). New York: Psychology Press, Part IV, pp. 405-419.

Anthony Chemero (2003) An Outline of a Theory of Affordances, *Ecological Psychology*, 15:2, 181-195, DOI: 10.1207/S15326969ECO1502_5

Zatorre, R. J., Chen, J. L., & Penhune, V. B. (2007). When the brain plays music: auditory-motor interactions in music perception and production. *Nature reviews neuroscience*, 8(7), 547-558.

Peretz, I. (2006). The nature of music from a biological perspective. *Cognition*, 100(1), 1-32.

PSYPRO4313 BIOLOGISK PSYKOLOGI 2 (7,5 STUDIEPOENG VÅR)

Bok / Bokkapittel:

Bear, Connors & Paradiso. *Neuroscience*, 4th ed (2015). Neuroscience. Wolters Kluwer.

Kapittel 2: Neurons and Glia.

Kapittel 3: The Neuronal Membrane at Rest.

Kapittel 4: The Action Potential.

Kapittel 5: Synaptic transmission.

Kapittel 6: Neurotransmitter Systems.

Kapittel 9: The Eye.

Kapittel 10: The Central Visual System.

Kapittel 11: The Auditory and Vestibular Systems.

Kapittel 14: Brain Control of Movement.

Kapittel 15: Chemical Control of the Brain and Behaviour.

Kapittel 18: Brain Mechanisms of Emotion.

Kapittel 19: Brain Rhythms and Sleep.

Kapittel 20: Language.

Kapittel 21: The Resting Brain, Attention and Consciousness.

Kapittel 23: Wiring the Brain.

Kapittel 24: Memory Systems.

Kapittel 25: Molecular Mechanisms of Learning and Memory.

Artikler:

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

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

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

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

Hagoort, P (2017). The core and beyond in the language-ready brain. *Neuroscience and biobehavioral reviews*, vol 81.

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

Høydal, ØA., Skytøyen, ER., Andersson, SO., Moser, MB., Moser, EI (2019). Object-vector coding in the medial entorhinal cortex. *Nature*, 568.

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

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

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

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Schwartz, JRL., Roth, T. (2008). Neurophysiology of sleep and wakefulness. *Basic science and clinical implications. Current neuropharmacology*, 6.

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

PSYPRO4314 SOCIAL PSYCHOLOGY 2 (7,5 STUDIEPOENG SPRING)

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

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

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

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

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

Howard, J. A., & Renfrow, D. D. (2006). Social cognition. In John Delamater (Ed.), *Handbook of Social Psychology* (Chapter 11, pp. 259-281). New York, NY: Springer Science + Business Media, LLC.

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

Rosenstock, I. M. (1974). Historical origins of the health belief model. *Health education monographs*, 2(4), 328-335.

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

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

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

Webber, D., Babush, M., Schori-Eyal, N., Vazeou-Nieuwenhuis, A., Hettiarachchi, M., Bélanger, J. J., Moyano, M., Trujillo, H. M., Gunaratna, R., Kruglanski, A. W., & Gelfand, M. J. (2018). The road to extremism: Field and experimental evidence that significance loss-induced need for closure fosters radicalization. *Journal of Personality and Social Psychology*, 114, 270-285. <http://dx.doi.org/10.1037/pspi0000111>

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

SUGGESTED READINGS

See also lecture slides.

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

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

- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachment as a fundamental human motivation. *Psychological Bulletin*, *117*, 497-529.
- Baumeister, R. F. (1998). The self. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (Vol. I., 4th ed., pp. 680-740). Boston, Massachusetts: McGraw Hill.
- Baumeister, R. F., & Landau, M. J. (2018). Finding the meaning of meaning: Emerging insights on four grand questions. *Review of General Psychology*, *22*, 1-10
- Bendixen, M., & Gabriel, U. (2013). Social judgment of aggressive language: Effects of target and sender sex on the evaluation of slurs. *Scandinavian Journal of Psychology*, *54*, 236-242.
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- Cialdini, R. B. (2001). *Influence: Science and practice* (4th ed.). Boston: Allyn & Bacon.
- Driscoll, D. (2018). Beyond organizational ties: foundations of persistent commitment in environmental activism, *Social Movement Studies*, *17*, 697-715.
DOI:10.1080/14742837.2018.1519412
- Fiske, S. T., & Taylor, S. (1991). Social categories and schemas. In Susan T. Fiske and Shelley E. Taylor (Eds.), *Social Cognition* (2nd ed., Chapter 4, pp. 96-141). New York: McGraw-Hill.
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- Gabriel, U., Gygas, P. M., & Kuhn, E. A. (2018). Neutralising linguistic sexism: Promising but cumbersome? *Group Processes & Intergroup Relations*, *21*(5), 844–858.
<https://doi.org/10.1177/1368430218771742>
- Gabriel, U. & Gygas, P. (2016). Gender and Linguistic Sexism. In H. Giles & A. Maass (Eds), *Advances in and Prospects for Intergroup Communication*. New York, NY: Peter Lang.
- Gonsalkorale, K., & Williams, K. D. (2007). The KKK won't let me play: ostracism even by a despised outgroup hurts. *European Journal of Social Psychology*, *37*, 1176-1186.
- Gygas, P. M., Garnham, A., & Doehren, S. (2016). What do true gender ratios and stereotype norms really tell us? *Frontiers in Psychology*, *7*, article 1036. Open access. doi: 10.3389/fpsyg.2016.01036

Hogg, M. A. (2010). Influence and leadership. In Susan T. Fiske, Daniel T. Gilbert and Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, Chapter 31, 1166-1207). Hoboken, N.J.: John Wiley & Sons.

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

Johansson, L.-O. (2005). Fairness of allocations among groups of unknown others. *Social Justice Research*, 18:1, 43-61. DOI: 10.1007/s11211-005-3392-4

Kleres, J., & Wettergren, Å. (2017). Fear, hope, anger, and guilt in climate activism. *Social Movement Studies*, 16, 507-519. <https://doi.org/10.1080/14742837.2017.1344546>

Landau, M. J., Johns, M., Greenberg, J., Pyszczynski, T., Martens, A., Goldenberg, J. L., & Solomon, S. (2004). A function of form: Terror management and structuring the social world. *Journal of Personality and Social Psychology*, 87, 190-210. DOI: 10.1037/0022-3514.87.2.190

Rosenstock, I. M., Strecher, V. J., & Becker, M. H. (1988). Social learning theory and the health belief model. *Health education quarterly*, 15(2), 175-183.

Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In Susan T. Fiske, Daniel T. Gilbert & Gardner 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 Sciences*, 7(1), 25-32. doi:10.3233/DEV-1312114

Vachon, D. D., Lynam, D. R., & Johnson, J. A. (2014). The (non)relation between empathy and aggression: Surprising results from a meta-analysis. *Psychological Bulletin*, 140:3, 751-773. DOI: 10.1037/a0035236

Van der Linden, S. (2014). On the relationship between personal experience, affect and risk perception: The case of climate change. *European Journal of Social Psychology*, 44, 430-440. DOI: 10.1002/ejsp.2008

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

PSYPRO4315 UTVIKLINGSPSYKOLOGI 2 (7,5 STUDIEPOENG HØST)

Belsky & Pluess (2016), Cassidy (2016), Fearon & Belsky (2016), Fivush & Zaman (2015) og McAdams & Zapata-Gietl (2015) gjøres tilgjengelig via elektronisk kompendium. Resterende pensum er også tilgjengelig online. Emnet har hjemme-eksamen. Nærmere info blir oppgitt ved semesterstart og på Blackboard.

Perspektiver på utvikling

Belsky, J., & Pluess, M. (2016). Differential susceptibility to environmental influences. In D. Cicchetti (Ed.), *Developmental psychopathology: Developmental neuroscience* (3rd ed., pp. 59-106). Hoboken, NJ, US: John Wiley & Sons Inc.

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

Samspill og tilknytning

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

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

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

Katz, L. F., Maliken, A. C., & Stettler, N. M. (2012). Parental Meta-Emotion Philosophy: A Review of Research and Theoretical Framework. *Child Development Perspectives*, 6, 417-422.

Viddal, K. R., Berg-Nielsen, T. S., Belsky, J., & Wichstrøm, L. (2017). Change in attachment predicts change in emotion regulation particularly among 5-HTTLPR short-allele homozygotes. *Developmental Psychology*, 53, 1316-1329.

Zeegers, M. A. J., Colonnese, C., Stams, G. J. M., & Meins, E. (2017). Mind matters: A meta-analysis on parental mentalization and sensitivity as predictors of infant-parent attachment. *Psychological Bulletin*, 143, 1245-1272.

Selvet, identitet og autonomi

Allen, J. P., & Loeb, E. L. (2015). The Autonomy-Connection Challenge in Adolescent–Peer Relationships. *Child Development Perspectives*. 9(2), 101-105.

Becht, A. I., Nelemans, S. A., van Dijk, M. P. A., Branje, S. J. T., Van Lier, P. A. C., Denissen, J. J. A., & Meeus, W. H. J. (2017). Clear Self, Better Relationships: Adolescents' Self-Concept Clarity and Relationship Quality with Parents and Peers Across 5 Years. *Child Development*, 88, 1823-1833.

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

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

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

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

Tenåringshjernen, pubertet og seksualitet

Golden, R. L., Furman, W., & Collibee, C. (2016). The risks and rewards of sexual debut. *Developmental Psychology*, *52*, 1913–1925.

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PSYPRO4316 PERSONLIGHETSPSYKOLOGI 2 (640 sider)

(7,5 STUDIEPOENG VÅR)

Pensum

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

Utvalgte artikler i kompendium (*= kompendium)

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Pensum ordnet etter tema

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*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)

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

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

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

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

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Evolusjonspsykologi og atferdsgenetikk (161 sider)

Evolusjonspsykologi

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

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

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

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

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

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

PSYPRO4318 KVALITATIVE FORSKNINGSMETODER (7,5 STUDIEPOENG HØST)

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

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

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- Bouton, M. E. (2014). Why behaviour change is difficult to sustain. *Preventive Medicine*, 68, 29-36. doi: 10.1016/j.ypmed2014.06.010 **6p**
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Ramsbotham, D. and Gesch, B. (2009). Crime and nourishment. *Prison Service Journal*, 182, 3-9. **7p**

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240 pages

PSYPRO4413 ANVENDT OG KLINISK BIOLOGISK PSYKOLOGI:

NEVRALE SYSTEMER OG PSYKOFARMAOLOGI (7,5 STUDIEPOENG VÅR)

Bok / Bokkapittel:

Bear, Connors & Paradiso. *Neuroscience*, 4th ed (2015).

Kapittel 14: Brain control of movement.

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

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Kolb & Whishaw. *Fundamentals of Human Neuropsychology*. 6th ed (2009).

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

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PSYPRO4414 ANVENDT SOSIALPSYKOLOGI (7,5 STUDIEPOENG VÅR)

Literature list

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Oskamp, S., & Schultz, P.W. (2005). *Attitudes and Opinions* (3rd edition). Chapter 3: Explicit measures of attitudes (pp. 44-66). New Jersey: Lawrence Erlbaum Associates.

Schwarz, N., & Oyserman, D. (2001). Asking questions about behavior: Cognition, communication, and questionnaire construction. *American Journal of Evaluation*, 22, 127-160.

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SUGGESTED READINGS

See slides and notes from lectures, Blackboard, and note that those only give an overview or summary of contents of papers and chapters. See also literature from Social Psychology 2 (PSY2014/PSYPRO4314)

American Psychological Association (2010). *Publication Manual of the American Psychological Association*, 6th ed. Washington, D. C.: APA.

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Cacioppo, J. T., & Berntson, G. G. (1992). Social psychology contributions to the decade of the brain. *American Psychologist*, 47, 1019-1028.

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Ekman, P. (1993). Facial expression and emotion. *American Psychologist, 48*, 384-392.

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Fontanea, A., & Frey, J. H. (1994). Interviewing. The art of science. In N. K. Denzin and Y. S. Lincoln (eds.), *Handbook of Qualitative Research* (pp. 361-375). London: Sage.

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Nordfjærn, T., Simsekoglu, Ö., & Rundmo, T. (2014). The role of deliberate planning, car habit and resistance to change in public transportation mode use. *Transportation Research Part F: Traffic Psychology and Behaviour, 27*, 90-98.

Oskamp, S., & Schultz, P.W. (2005). *Attitudes and Opinions* (3rd edition). Chapter 4-5 (pp. 67-111). New Jersey: Lawrence Erlbaum Associates.

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Schwarz, N. (1999). Self-Reports. How the questions shape the answers. *American Psychologist, 54*, 93-105.

Schwarzer, R. (2008). Modeling health behavior change: How to predict and modify the adoption and maintenance of health behaviors. *Applied Psychology, 57*, 1-29.

PSYPRO4415 ANVENDT OG KLINISK UTVIKLINGSPSYKOLOGI

(7,5 STUDIEPOENG HØST)

Brandtzæg, I., Smith, L., & Torsteinson, S. (2011). Tilknytningsbasert terapi (kapittel 6, side 195-246)

Anbefalt litteratur:

Herbert, P., Ginsburg. Entering the Childs mind. (støttelitteratur til klinisk intervju)

Handbook of Attachment. (Støttelitteratur til Elisabeth Solheims forelesning om Circle of Security)

PSYPRO4416 ANVENDT OG KLINISK PERSONLIGHETSPSYKOLOGI

(7,5 STUDIEPOENG VÅR)

Bøker

Archer, R. P. & Smith, S. R. (2014). Personality assessment (480s)

Havik, O. E. (2010). MMPI-2: Kartlegging av psykopatologi og personlighet. Oslo: Universitetsforlaget (265 s)

Artikler/ bokkapitler/manualer

*Alden, L. E., Wiggins, J. S., & Pincus, A. L. (1990). Construction of circumplex scales for the Inventory of Interpersonal Problems. *Journal of Personality Assessment*, 55, 521-536.

*Benjamin, L. S., Rothweiler, J. C. & Critchfield, K. L. (2006). The use of structural analysis of social behaviors (SASB) as an assessment tool. *Annu. Rev. Clin. Psychol*, 2, 83 – 109.

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*McCullough, L. & Andrews, S. (2006). Assimilative integration: Short-term dynamic psychotherapy for treating affect phobias (16 s)

*Morey, L.C. (2007). The Personality Assessment Inventory professional manual. Lutz, FL: Psychological Assessment Resources.

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* blir lagt ut på Blackboard

** blir lånt ut og leveres tilbake etter eksamen

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Stroebe W. (2011). Social Psychology and Health. Buckingham: Open University Press. Alle kapitler.

Espnes GA & Smedslund G. (2009). Helsepsykologi. Oslo: Gyldendal, kap.9, 12, 15.

PSYPRO4502 ARBEIDS OG ORGANISASJONSPSYKOLOGI

(7,5 STUDIEPOENG HØST)

Saksvik, P. Ø. & Nytrø, K. (red) (2009). Klinisk Organisasjonspsykologi. Oslo. Cappelen Akademisk Forlag.

Reinecker, L. & Jørgensen, P. S. (2009). Den gode oppgaven. Fagbokforlaget.

APA-maualen 6. utgave.

Utvalgte artikler for å belyse egen problemstilling – 150 – 400 sider

PSYPRO4503 - SAMFUNNSPSYKOLOGI

(7,5 STUDIEPOENG HØST)

Nelson, Geoffrey B. & Prilleltensky, Isaac (2010, 2.ed. eller senere utgaver). Community Psychology: in pursuit of liberation and well-being. Basingstoke, Hampshire; New York; Palgrave Macmillan.

PSYPRO4504 - EKSTERN SAMFUNNSPSYKOLOGISK PRAKSIS

(7,5 STUDIEPOENG HØST)

Eventuelle artikler/støttelitteratur oppgis ved behov av kurslederne. Pensum i emnet PSYPRO4503 – Samfunnspsykologi må også anses som støttelitteratur.

PSYPRO4505 – RETTSPSYKOLOGI OG SAKKYNDIGHET

(7,5 STUDIEPOENG HØST/VÅR)

Rosenqvist og Rasmussen: Rettspsykiatri i praksis- 2. utg. Universitetsforlaget 2004. Kap. 1,2,3,4,6,7,8,9,12,13,14,15 og 16.

Digitalt kompendium i Rettspsykologi.

Anbefalt litteratur:

Lov om barneverntjenester.

Lov om barn og foreldre.

Forskrift om dommeravhør og observasjon m.m.

PSYPRO4601 - KLINISK PSYKOLOGI - BARN OG UNGDOM
(15 STUDIEPOENG VÅR/HØST)

Bøker – generell litteratur:

Mash E.J. & Wolfe, D. A. (2013). *Abnormal Child Psychology* (5th edition). Wadsworth, Cengage Learning: Belmont, CA. ISBN-13:978-0-495-50627-0. Kap. 5-14 (309 s).

Kendall, P. C. (Ed.) (2012). *Child and adolescent therapy. Cognitive behavioral procedures*. New York, NY: The Guildford Press. Kap. 3, 4, 6, 13 (136 s).

Anbefalt litteratur:

Rutter M., Bishop D., Pine D., Scott S., Stevenson J., Taylor E. & Thapar, A. (Ed.) (2008). *Rutter's Child and Adolescent Psychiatry*. Fifth edition. Blackwell Publishing.

Emnespesifikke kapitler og artikler:

Barneterapi:

Brandtzæg, I., Smith, L., Torsteinson, S. (2011). *Tilknytningsbasert terapi*. Brandtzæg, I., Smith, L., Torsteinson, S. (red). Mikroseparasjoner: Tilknytning og behandling. Kap. 6. s. 195-246. Oslo. Fagbokforlaget. (51s).

Fredriksen, A., Aune, T. og Aarseth, J. (2008). *Kognitiv terapi for barn og unge* i Berge, T. og Repål, A. Håndbok i kognitiv terapi. (s. 617-49). Oslo: Gyldendal Akademisk (32 s).

Morgan, A. (2000) *What is narrative therapy?* Dulwich Centre Publication: Adelaide. Kap. 1, 2, 3, 6, 7, 8, 9 og 14 (66 s).

Mufson, L. and R. Sills (2006). Interpersonal psychotherapy for depressed adolescents (IPT-A): An overview. *Nordic Journal of Psychiatry*. 60:431-437 (6 s).

Svendsen, B. (2010). *Implikasjoner for terapi*. I K. Jacobsen & B. Svendsen (red) Emosjonsregulering og oppmerksomhet. Kap. 3. s.41-61. Oslo: Fagbokforlaget (20 s).

Russ, S. W. (2004). *Play in child development and psychotherapy*. Toward empirically supported practice. New Jersey: Lawrence Erlbaum Associates. Kap. 3 & 4 (43 s).

Anbefalt litteratur:

Svendsen B., Johns U.T., Brautaset H. & Egeberg I. (red.) (2012). *Utviklingsrettet intersubjektiv psykoterapi med barn og unge*. Fagbokforlaget. Del 1: Kap. 1, 2. Del 2. Kap. 6, 7.

Haugvik, M. & Tanum Johns, U. (2006). Betydningen av felles fokus i tidsavgrenset psykoterapi med barn: En kvalitativ studie av psykoterapi med barn som opplever vanskelige familieforhold. *Tidsskrift for Norsk Psykologforening*, 1,43 s. 19-29.

Fonagy, P., Target, M. & Gergely G. (2006): *Psychoanalytic perspectives on developmental psychopathology*. In D.J. Cohen & D. Cichetti (Eds.). *Developmental Psychopathology*. Vol. 1: Theory and method (2nd ed.) (pp. 701-749). New Jersey: John Wiley & Sons.

Haavind, H. (1996). "Leken som virkemiddel i psykoterapi med barn", i S. Reichelt & H.Haavind (red) *Aktiv psykoterapi*. s. 245-280. Oslo: Gyldendal.

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

Jensen, T. K. (2007). Hvordan kan vi forstå og hjelpe barn og ungdom som har vært utsatt for traumer? I Haavind, H. & Øvreiede H. (Red.). *Barn og unge i psykoterapi. Samspill og forståelse*. (s.294-327). Oslo: Gyldendal.

Moe, V. (1996). *Selvutvikling og det affektive samspillet*. I M. Kjær (red) *Skjønner du? Kommunikasjon med barn*. s. 21-47. Oslo. Kommuneforlaget.

Røed Hansen, B. (2012). *I dialog med barnet. Intersubjektivitet i utvikling og i psykoterapi*. Oslo. Gyldendal Norsk Forlag AS.

Røed Hansen, B. (1991). *Betydningen av oppmerksomhet og samspill i psykoterapi med barn*. *Tidsskrift for Norsk Psykologforening*, 28, 9, 779-788.

Svendsen, B. (2007). *Utvikling av allianse i psykoterapi med barn*. I Haavind, H. & Øvreiede H. (Red.). *Barn og unge i psykoterapi. Samspill og forståelse*. (s.69-96). Oslo: Gyldendal.

Svendsen B., Johns U.T., Brautaset H. & Egeberg I. (red.) (2012). *Utviklingsrettet intersubjektiv psykoterapi med barn og unge*. Fagbokforlaget. Del 2: Kap. 9.

Lynch, T. R., Chapman, A. L., Rosenthal, M. Z., Kuo, J. R., Linehan, M. M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. *Journal of Clinical Psychology*, 62:459-480.

Foreldrefokusert arbeid med barn:

Hafstad R. & Øvereide H. (red.) (2011). *Utviklingsstøtte. Foreldrefokusert arbeid med barn*. Høyskoleforlaget. Del 2: Kap. 5 og 7 (37 s).

Anbefalt litteratur:

Apeland, A. (2007). *De voksens allierte eller barnets? Parent Management Training – Oregonmodellen*. I Haavind, H. & Øvreiede H. (Red.). *Barn og unge i psykoterapi. Terapeutiske fremgangsmåter og forandring* (s.78-108). Oslo: Gyldendal.

Diamond, G. and A. Josephson. (2005). Family-based treatment research: A 10-year update. *Journal of the American Academy of Child and Adolescent Psychiatry*. 44:872-887.

Hanna, S. M. (2007). *The practice of family therapy: Key elements across models* (4th ed.). Belmont, CA: Thomson Brooks/Cole. Kapittel 1,2,5,7 og 8.

Mæhle M. (2000). "Bruk av barnespesifikk kunnskap i familierapi I". s.19-37. *Fokus* 1/2000.

Mæhle M. (2001). "Bruk av barnespesifikk kunnskap i familierapi II". s.3-21. *Fokus* vol. 29/2001.

Familieterapi:

Johnsen, A. & Torsteinsson, V.W. (2012). Lærebok i familierapi. Universitetsforlaget, Oslo. (287 s)

Anbefalt litteratur:

Minuchin, S, Nichols, M.P. & Lee, W.Y. (2007). *Assessing Families and Couples: From Symptom to System*. Pearson.

Change (Watzlawick & Weakland (reprint 2011). *Change: Principles of problem formation and problem resolution*).

Samoilow, D. & Gran, S. (2017). *Emosjonsfokusert parterapi*, I Næss, O. (Red) *Håndbok i Parterapi*. Fagbokforlaget, Oslo. Kap 26, s. 385-393

Behandlingsforskning:

Kazdin, A. (2003). Psychotherapy for children and adolescents. *Annual review of Psychology*, 54, 253-76.

Weisz JR, Sandler IN, Durlak JA, Anton BS. (2005). Promoting and protecting youth mental health through evidence-based prevention and treatment. *American Psychologist*, 60(6) :628-648 (20 s).

Weisz, J.R., C.A. McCarty, and S. M. Valeri. (2006). Effects of psychotherapy for depression in children and adolescents: A meta-analysis. *Psychological Bulletin*, 132:132-149 (17 s).

Førstelinjearbeid:

Jacobsen, K. (2010). *Kunnskap om oppmerksomhet og emosjonsregulering*. I K. Jacobsen & B. Svendsen (red) *Emosjonsregulering og oppmerksomhet*. Kap. 2. s.25-36. Oslo: Fagbokforlaget (11 s)

Jacobsen, K. & Bjerkan, B., (2010). Tidlig samspill med spedbarn med alvorlig psykisk utviklingshemming. I Vibeke Moe, Kari Slinning, Marit Bergum-Hansen, (red.) Håndbok i sped-og småbarns psykiske helse Kap. 24. Oslo: Gyldendal Akademisk.(10 s)

Jacobsen, K. & Bekk, M. (2005). Psykologisk forståelse av autisme – implikasjoner for behandling. Tidsskrift for Norsk Psykologforening nr. 42, s. 790-796. (6 s)

Anbefalt litteratur:

Elliot, J.G (1999): Practitioner Review: School Refusal: Issues of Conceptualisation, Assessment, and Treatment. *J. Child Psychol. Psychiat.* Vol 40, no. 7 pp 1001-1012.

Forebygging:

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 (6 s).

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82 (1), 405-432 (27 s).

Orpinas, P. & Horne, A. M. (2005). *Bullying Prevention: Creating a Positive School Climate and Developing Social Competence*. Washington, DC: American Psychological Association, 2006, kap 4 og 5 (ca 60 s).

Wilson, S.J. & Lipsey, M.W. (2007). School-Based Interventions for Aggressive and Disruptive Behavior. Update of a Meta-Analysis, *Am J Prev Med*, ;33, 130-143) (13 s)

Anbefalt litteratur:

Stice, E., Mazotti, L., Weibel, D., & Agras, W. S. (2000). Dissonance prevention program decreases thin-ideal internalization, body dissatisfaction, dieting, negative affect, and bulimic symptoms: A preliminary experiment. [Article]. *International Journal of Eating Disorders*, 27(2), 206-217.

Stice, E., Shaw, H., & Marti, C. N. (2007). A meta-analytic review of eating disorder prevention programs: Encouraging findings *Annual Review of Clinical Psychology* (Vol. 3, pp. 207-231). Palo Alto: Annual Reviews.

Barnevern:

Bunkholdt & Sandbæk (2008). *Praktisk barnevernsarbeid*. Gyldendal Akademisk. Kap. 6: Barnevernets generelle oppgaver, s. 150-173 (13 s)

Gilbert R, Widom CS, Browne K, Fergusson D, Webb E, Janson S. 2009. Burden and

consequences of child maltreatment in high-income countries. *Lancet*, 373: 68–81 (23 s).

Kvellido, Ø. (2010). *Barn i risiko*. Gyldendal Akademisk, Oslo. Kap 7: Barn som blir utsatt for omsorgssvikt, s. 198-211 (13 s) Kap 9: Barn som utsettes for fysisk avstraffelse, mishandling og vold, s. 272-311 (33 s)

Anbefalt litteratur:

Gilbert et al (2009). Recognising and responding to child maltreatment. *Lancet*; 373: 167–80

Kloppen et al (2015). Prevalence of Intrafamilial Child Maltreatment in the Nordic countries: A Review. *Child Abuse Review* Vol. 24: 51–66.

McCoy & Keen (2009). *Child Abuse and Neglect*. Psychology Press. Taylor & Francis Group, New York. I Kap. 7: Sexual Abuse, s. 105-129.

Traumer, vold og seksuelle overgrep:

Blindheim, A. (2011). *Kronisk traumatiserte barn*. I Heltne, U. & Steinsvåg, PØ (red.) Grunnlag for beskyttelse og hjelp. Kap. 6. 74-80. Oslo. Universitetsforlaget (7 s).

Ehnholt KA, Yule W. (2006). Practitioner Review: Assessment and treatment of refugee children and adolescents who have experienced war-related trauma. *Journal of Child Psychology and Psychiatry*, 47(12):1197-1210 (13 s).

Jensen, T. et al. (2012). *Traumefokusert kognitiv atferdsterapi*. I Martinsen, K. & Hagen, R (red.) Håndbok i kognitiv atferdsterapi. I behandling av barn og unge. Kap. 6, s.169-196. Oslo. Gyldendal Norsk Forlag AS (27 s).

Robjant K & Fazel, M (2010). The emerging evidence for Narrative Exposure Therapy: A review, *Clin Psychol Rev*, 30 (8):1030-9 (9 s).

Ruf, M. et al (2010). Narrative Exposure Therapy for 7- to 16-year-olds: A Randomized Controlled Trial With Traumatized Refugee Children. *Journal of Traumatic Stress*, 23 (4), 437-445 (8 s).

Anbefalt litteratur:

Perrin S, Smith P. Yule W. (2000). Practitioner Review: The assessment and treatment of post-traumatic stress disorder in children and adolescents. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41(3):277-289.

Anstorp, T. Benum, K & Jakobsen, M. (2006). *Dissosiasjon og relasjonstraumer*. Oslo. Universitetsforlaget.

Dyregrov, A. (2000). *Barn og traumer*. Oslo. Fagbokforlaget.

Terr, L.C. (1991). *Childhood Traumas: An Outline and Overview*. American Journal of Psychiatry 148, 10-19.

Raundalen, M. (2011). *Vi må snakke med barn om volden*. I Heltne, U. & Steinsvåg, PØ (red.) Grunnlag for beskyttelse og hjelp. Kap. 14. s. 174-183. Oslo. Universitetsforlaget.

Barn i sorg og krise:

Reinfjell, T. Vikan, A. Diseth, T. H.(2014). Barns forståelse og tilpasning til alvorlig sykdom og død. *Omsorg; Nr. 4* s. 11-16 (5 s)

Dyregrov, A., & Dyregrov, K. (2013). Complicated Grief in Children. *OMEGA Journal of Death and Dying*, 67(3), 291–303 (12 s)

Anbefalt litteratur:

Dyregrov A, Raundalen M (1996). Sorg hos barn. Del 1. *Tidsskrift for Norsk Psykologforening*, 33: 510-20.

Dyregrov A, Raundalen M (1996). Sorg hos barn. Del 2. *Tidsskrift for Norsk Psykologforening*, 33: 641-650.

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

Reinfjell, T., Diseth, TH., Vikan, A. (2007). Barn og kreft: Barns tilpasning til og forståelse av alvorlig sykdom. *Tidsskrift for Norsk Psykologforening*, 44, s 724-734.

Bowlby, J. (2008). *Loss – Sadness and Depression: Attachment and loss*. Volum 3. Random House.

Bugge, K.E, Eriksen, H. og Sandvik, O. (red.) (2003) *Sorg*. Fagbokforlaget.

Dyregrov, A. (2006). *Sorg hos barn*. 2.utgave. Fagbokforlaget.

Dyregrov, A. (1994). Barns deltagelse i ritualer etter dødsfall. *Tidsskrift for Norsk Psykologforening*, 31, 678-686.

Grøholt, B.B. (2008). *Når krisen rammer barn og unge*. Kristiansand: Høgskoleforlaget.

Kubler-Ross, E. (1997). *On children and death*. Simon & Schuster.

Müller O. (1994). Sorgen som varer livet ut. *Tidsskrift for Norsk Psykologforening*, 31:131-8.

Barn med funksjonsnedsettelse:

Hintermair, M. (2014). Psychosocial development in deaf and hard-of-hearing children in the 21st century: Opportunities and challenges. Bilingualism and bilingual deaf education. M. Marschark, G. Tang and H. Knoors. New York, NY, Oxford University Press: 152-186 (34 s)

Halvorsen, M., et al. (2014). "Psykisk helse hos barn og unge med lavt evnenivå." Tidsskrift for norsk psykologforening 51: 210-215. (5 s)

Atferdsvansker:

Apeland, A (2007). De voksnes allierte eller barnets? Parent Management Training – Oregonmodellen. I Haavind, H. & Øvreide, H. (red.). *Barn og unge i psykoterapi. Terapeutiske fremgangsmåter og forandring* (s. 78-108). Oslo: Gyldendal (30 s).

Bjørseth, Å. & Wormdal, A. K. (2005). Parent-Child Interaction Therapy – Med terapeuten på øret. *Tidsskrift for Norsk Psykologforening*, 42, 693-699 (6 s).

Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. *J Abnorm Child Psychol*, 36(4), 567-589 (22 s)

Kazdin, A.E. & Wassell, G. (2000). Therapeutic changes in children and families resulting from treatment of children with conduct problems. *Journal of American Academic Child and Adolescents Psychiatry*, 39, 414-420. (6 s)

Depresjon, selvmord og selvskading:

Lynch, T. R., Chapman, A.L., Rosenthal, M.Z., Kuo, J.R. and Linehan, M.M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. *Journal of Clinical Psychology*, 62:459-480 (21 s).

Mufson, L. and Sills, R (2006). Interpersonal psychotherapy for depressed adolescents (IPT-A): An overview. *Nordic Journal of Psychiatry*, 60:431-437 (7 s).

Bridge, J. A., Goldstein, T.R. and Brent, D. A. (2006). Adolescent suicide and suicidal behavior. *Journal of Child Psychology and Psychiatry*, 47:372-394 (22 s).

Nock, M. K. and Prinstein, M. J. (2005). Contextual features and Behavioral functions of self-mutilation among adolescents. *Journal of Abnormal Psychology*, 114:140-146 (6 s)

Stanley, B., Brown, G.K., Brenner, L.A., Galfalvy, H.C., Curroer, G.W., Knox, K.L., Chaudhry, S.R., Bush, A.L. and Green, K.L. (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 (6 s)

Anbefalt litteratur:

Sosial og helsedirektoratet (2008). *Nasjonale retningslinjer for forebygging av selvmord i psykisk helsevern* (47 s).

Sosial og helsedirektoratet (2009). *Nasjonale retningslinjer for forebygging av depresjon i psykisk helsevern*.

Fredriksen, A. & Aarseth, J. (2012). *Depresjon*. I Martinsen, K. & Hagen, R (red.) Håndbok i kognitiv atferdsterapi. I behandling av barn og unge. Kap. 3, s. 86-113. Oslo. Gyldendal Norsk Forlag AS.

Kåver, A. & A. Nilsonne (2005). *Dialektisk atferdsterapi med emosjonell ustabil personlighetsforstyrrelse*. Gyldendal akademiske.

Spiseforstyrrelser:

Blessitt et al (2015). Family therapy for adolescent anorexia nervosa. *Current opinion in psychiatry*, 28 (6), 455-460 (5 s).

Pennesi et al (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 (17 s)

Zipfel et al (2015). Anorexia nervosa: aetiology, assessment, and treatment. *Lancet Psychiatry*, 2, 12, 1099-1111 (12 s)

Anbefalt litteratur:

Bulik, C.M., Berkman, N.D., Brownley, K.A., Sedway, J.A, Lohr, K.N. (2007). Anorexia nervosa treatment: A systematic review of randomized controlled trials. *International Journal of Eating Disorders*, 40(4):310-320.

Dancyger, I.F, Fornari , V. M. (2014). Evidence Based Treatments for Eating Disorders: Children, Adolescents, and Adults, 2nd edition. New York, NY: Nova Science Publishing Inc.

Lock & Fitzpatrick (2009). *Advances in Psychotherapy for Children and Adolescents with Eating Disorders*. American Journal of Psychotherapy, 63, 4, p. 287-303.

Shapiro, J.R., Berkman, N.D., Brownley, K.A., Sedway, J.A., Lohr, K.N., Bulik, C.M. (2007). Bulimia nervosa treatment: A systematic review of randomized controlled trials. *International Journal of eating disorders*, 40(4):321-336.

Komorbiditet:

Angold, A., Costello, E.J., Erkanli, A. (1999). Comorbidity. *Journal of child psychology and psychiatry and allied disciplines*, 40, 1, p. 57-87. (30 s)

PSYPRO4602 – PRAKTISK KLINISK TERAPIOPPLÆRING – BARN OG UNGDOM
(7,5 STUDIEPOENG VÅR/HØST)

Eventuelle artikler/støttelitteratur oppgis ved behov av kurslederne. Pensum i emnet PSYPRO 4601 KLINISK PSYKOLOGI – BARN OG UNGDOM, må også anses som støttelitteratur.

PSYPRO4603 – KLINISK PSYKOLOGI – VOKSEN (15 STUDIEPOENG VÅR/HØST)

Bøker:

Kennair, L.E.O. & Hagen, R. (2014). Psykoterapi: Tilnærminger og metoder. Gyldendal

McCullough, L. et al. (2003). Treating Affect Phobia: A Manual for Short-Term Dynamic Psychotherapy. Guilford Press New York.

Berge, T., & Repål, A. (2015). Håndbok i kognitiv terapi (2. utgave). Gyldendal.

Wells, A. (2011). Metacognitive therapy for anxiety and depression. Guilford Press London.

Anbefalt litteratur

Safran & Muran (2003) Negotiating the therapeutic alliance in psychotherapy. Guilford Press New York.

Almås & Benestad (2017). Sexologi i praksis (3. utgave). Universitetsforlaget.

Veileder på internklinikk vil også kunne foreslå ekstra litteratur.

PSYPRO4604 – PRAKTISK KLINISK TERAPIOPPLÆRING – VOKSEN

(7,5 STUDIEPOENG VÅR/HØST)

Eventuelle artikler/støttelitteratur oppgis ved behov av kurslederne. Pensum i emnet PSYPRO4603 KLINISK PSYKOLOGI – VOKSEN, må anses som støttelitteratur.

PSYPRO4605 - KLINISK NEUROPSYKOLOGI (7,5 STUDIEPOENG VÅR/HØST)

Bøker:

Knut Hestad og Jens Egeland: Nevropsykologisk undersøkelse av voksne pasienter (2010)

Anne-Grethe Urnes: Den interaktive hjernen hos barn og unge (2018)

Anbefalt litteratur

Strauss, E., Sherman, E.M.S., & Spreen, O. (2006). A Compendium of Neuropsychological Tests: Administration, Norms and Commentary. Oxford University Press

Brain Kolb, B., & Whishaw, I. (2009). Fundamentals of Human Neuropsychology. (Sixth Edition). World Publishers. (sid. 655-817)

Kap 25. – Plasticity, Recovery and Rehabilitation of the Adult Brain

Kap. 26 – Neurological Disorders

Grant, I., & Adams, K.M (Eds.). (2009). Neuropsychological Assessment of Neuropsychiatric and Neuromedical Disorders (Third ed.). New York: Oxford University Press.

Lichtenberger E.O., & Kaufman A.S. (2013). Essentials of WAIS-IV Assessment (Second ed.). New Jersey: John Wiley & Sons

Veileder i klinisk nevropsykologi:

http://nevropsyk.org/content/download/44613/746220/file/KliniskNevropsykologi_VEILEDER_2015.pdf

Fører kortveileder:

<https://www.psykologforeningen.no/medlem/foererkortveileder>

PSYPRO4606 – PRAKTISK OPPLÆRING I KLINISK NEVROPSYKOLOGI

(7,5 STUDIEPOENG VÅR/HØST)

Eventuelle artikler/støttelitteratur oppgis ved behov av kurslederne. Pensum i emnet PSYPRO4605 KLINISK NEVROPSYKOLOGI, må også anses som støttelitteratur