

Mal for sensorveiledning

Emnekode	PSY3122
Emnenavn	Individ og samfunn
Emneansvarlig/oppgavegiver	Roxanna Morote
Kvalitetssikret av	Charlotte Fiskum
Semester, år	Vår 24
Vurderingsform, lengde	Oppgave
Tillatte hjelpemidler	Alle

Emnets læringsutbyttebeskrivelser angitt i kunnskaper, ferdigheter og generell kompetanse.	https://www.ntnu.no/studier/emner/PSY3122#tab=omEmnet
Pensum	<p>Pensum (texts available in Blackboard)</p> <p>Introduction to societal challenges: critical and cultural psychology.</p> <p>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. <i>Evolution and Human Behavior</i>, 41(5), 319-329. https://doi.org/10.1016/j.evolhumbehav.2020.07.015</p> <p>Carlquist, Erik, Hilde Eileen Nafstad, and Rolv Mikkel Blakar (2007). Community psychology in a Scandinavian welfare society: The case of Norway. In: <i>International community psychology: History and theories</i>. Chapter 13 (pp. 282-298). https://link.springer.com/chapter/10.1007/978-0-387-49500-2_14</p> <p>Degnan, A., Baker, S., Edge, D., Nottidge, W., Noke, M., Press, C., . . . Drake, R. (2018). The nature and efficacy of culturally-adapted psychosocial interventions for schizophrenia: A systematic review and meta-analysis. <i>Psychological Medicine</i>, 48(5), 714-727. https://doi.org/10.1017/S0033291717002264</p> <p>Nadan, Y., & Korbin, J. (2019). Cultural context, intersectionality, and child vulnerability. <i>Childhood vulnerability journal</i>, 1, 5-14. https://doi.org/10.1007/s41255-019-00003-7</p> <p>Evolutionary Psychology</p> <p>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. <i>Evolutionary Psychology</i>, 12(5), 1004-1021. http://dx.doi.org/10.1177/147470491401200510</p> <p>Bendixen, M., & Kennair, L. E. O. (2017). Advances in the understanding of same-sex and opposite-sex sexual harassment. <i>Evolution and Human Behavior</i>, 38(5), 583-591. doi: http://dx.doi.org/10.1016/j.evolhumbehav.2017.01.001</p> <p>Bendixen, M., Kennair, L. E. O., & Buss, D. M. (2015). Jealousy: Evidence of strong sex differences using both forced choice and continuous measure paradigms. <i>Personality and Individual Differences</i>, 86, 212-216. http://dx.doi.org/10.1016/j.paid.2015.05.035</p>

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*, 26(4), 307-313. <http://dx.doi.org/10.1177/0963721417695559>

Buss, D. M., & Schmitt, D. P. (1993). Sexual strategy theory - an evolutionary perspective on human mating. *Psychological Review*, 100(2), 204-232. <http://dx.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). <http://dx.doi.org/10.1177/1474704921998333>

Walter, K. V., Conroy-Beam, D., Buss, D. M., Asao, K., Sorokowska, A., Sorokowski, P., . . . Zupančič, M. (2021). Sex differences in human mate preferences vary across sex ratios. *Proceedings of the Royal Society B: Biological Sciences*, 288(1955), 20211115. <http://dx.doi.org/10.1098/rspb.2021.1115>

Community Psychology

Crowley, & 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>

Kivell, N., Sharma, R., Ranco, S., & Singh, A. K. (2023). Toward a community psychology transformative praxis: A descriptive review. *Journal of Community Psychology*, 51(4), 1669-1694. <https://doi.org/10.1002/jcop.22949>

Kloos, B., Hill, J., Thomas, E., Case, A. D., Scott, V. C., & Wandersman, A. (2020). Key Concepts in the Science of Prevention and Promotion (Chapter 10). In: *Community Psychology* (4th ed.). American Psychological Association. ISBN-13:978-1433830594

Kloos, B., Hill, J., Thomas, E., Case, A. D., Scott, V. C., & Wandersman, A. (2020). Program Development, Evaluation, and Improvement (Chapter 12). In: *Community Psychology* (4th ed.). American Psychological Association. ISBN-13:978-1433830594

Syvertsen, 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>

Environmental Psychology

Davison, S. M. C., White, M. P., Pahl, S., ... & Fleming, L. E. (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 [Original Research]. *Frontiers in Marine Science*, 10. <https://doi.org/10.3389/fmars.2023.949263>

Shanahan, D. F., Astell-Burt, T., Barber, E. A., Brymer, E., Cox, D. T., Dean, J., ... & Gaston, K. J. (2019). Nature-based interventions for improving health and wellbeing: The purpose, the people and the outcomes. *Sports*, 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), 1-10.

<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, 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, 429-434. <https://doi.org/10.1111/j.1467-9280.2007.01917.x>

Learning and Development skills

	<p>Ericsson, A., & Pool, R. (2016). Peak: Secrets from the new science of expertise. Random House.</p> <p>Sigmundsson, H., Dybfest Eriksen, A., Ofteland, G. S., & Haga, M. (2018). Gender Gaps in Letter-Sound Knowledge Persist Across the First School Year. <i>Frontiers in psychology</i>, 9, 301. https://doi.org/10.3389/fpsyg.2018.00301</p> <p>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? <i>Scientific Studies of Reading</i>, 24, 141 - 158. https://doi.org/10.1080/10888438.2019.1615491</p> <p>Sigmundsson, H., Haga, M., & Hermundsdottir, F. (2020). Passion, grit and mindset in young adults: Exploring gender differences. <i>New Ideas in Psychology</i>, 59, 100795. https://doi.org/10.1016/j.newideapsych.2021.100878</p> <p>Sigmundsson H, Dybendal BH, Grassini S. Motion, Relation, and Passion in Brain Physiological and Cognitive Aging. <i>Brain Sciences</i>. 2022; 12(9):1122. https://doi.org/10.3390/brainsci12091122</p>
<p>Eventuelle formelle krav til besvarelsen</p>	<p>Information given and discussed with the students on the first class: Assignment: intervention project design.</p> <p>The assignment is the design of an intervention program, it can be done in groups of two or alone. The students will design a focused psychosocial intervention program in one of the four areas of the course: community, environmental, evolutionary, and learning and motivation psychology.</p> <p>The project should be supported by updated scientific literature, as well as other primary sources of information (e.g., original artwork, photographs, media, and social media, speeches, letters, memos, personal narratives, diaries, interviews, autobiographies, correspondence), and/or relevant secondary sources of information (interpret or review research works, histories, biographies, literary criticism, reviews of law and legislation, political analyses, and commentaries). The goal of including primary or secondary sources of information is to incorporate the beneficiaries' perspectives and experiences in a contextually relevant intervention design.</p> <p>The assignment will include:</p> <ul style="list-style-type: none"> • The description of a societal challenge to be addressed by the intervention, its psychosocial impacts, and how the intervention seeks to tackle its consequences. • A clearly defined target population (end-users, or beneficiaries) and relevant stakeholders, as well as their role in facilitating (or not) a planned intervention. Beneficiaries and stakeholders should be located in a specific context where a hypothetical intervention is designed. • Strategies to incorporate the beneficiaries' perspectives and experiences. • Clear goals and methods of a focalized psychosocial intervention: what is the intervention about? how could be implemented (steps, skills needed, etc)? • Strategies for evaluation (formative, summative, outcome evaluation).

	<p>The sessions in weeks 11 and 18 are designed as workshops, to discuss project design and to supervise the assignment's progress. Additionally, every group/project will schedule an individualized supervision meeting with the Teaching Assistant Elise Åkernes.</p> <p>Course evaluation</p> <p>The final assignment is a written text with the design of an intervention program. The text shall have a length not exceeding 5000 words (not less than 4000) and shall include: a literature review that supports the definition of the societal challenge, its consequences and plausible interventions, a description of the target group (beneficiaries or end-users), goals (and expected outcomes), detailed description and strategies of intervention, and evaluation strategies.</p>
<p>Hvordan de ulike oppgavene i eksamenssettet er vektlagt</p>	

Sensurveiledning:

SEMESTER ASSIGNMENT AND EVALUATION CRITERIA (Rubric)

Examination: Assignment 100/100. Grade: Letter grades

Assignment description: Intervention project design

The students will design a focused psychosocial intervention program in one of the four areas of the course: community, environmental, evolutionary, and learning and motivation psychology.

The project should be supported by updated scientific literature. In addition, it could include other primary sources of information (e.g., original artwork, photographs, media, and social media, etc.), and/or relevant secondary sources of information (e.g. interpret or review research works, reviews of law and legislation, political analyses, and commentaries). In line with the course description, in this assignment students are expected to reflect critically on relevant societal challenges and to show how psychological scientific knowledge can be applied to propose thorough, accountable, inclusive, and effective solutions.

The assignment can be done in groups of two or alone. The evaluation criteria are the same in both cases, however deeper descriptions and more or better references are expected in an assignment written by two. The text shall have a length not exceeding 5000 words, not including the title page, references, and annexes (the minimum expected length is approx. 20% fewer words, 4000 words). If the assignment is completed in a group of two, it could include a brief description of the contribution of each member.

Contents and criteria: the written assignment should include:

1. **Title** (clear, concise), and **abstract** (max. 300 words, clear, well structured).
2. The description of a **societal challenge** to be addressed by the intervention, its psychosocial impacts, and how the intervention seeks to tackle its consequences.
3. A clear description of the **target group** (end-users, or beneficiaries) and relevant **stakeholders**, as well as **their role** in facilitating (or not) a planned intervention.
4. Strategies to incorporate the **beneficiaries' perspectives** and experiences.
5. Clear **goals** of the intervention, as well as expected outcomes and impacts of the intervention.
6. Clear **methods** (activities) of implementation or activities: a description of what is the intervention about; what/how will be developed or implemented.
7. Description of the strategies for **evaluation**: short-term outcomes and long-term impacts.
8. List of **references** quoted (APA style).

<p>A. An excellent performance, clearly outstanding.</p>	<p>Meets all criteria, including all contents described. Additionally, the assignment shows scientific rigor, creativity, social relevance, and strategies for including stakeholders, target groups, and to respond to the specific context described. Good analysis of the conditions needed for implementation and evaluation. References: >= 12, relevant, timely, and accurate. Plagiarism or AI: Not at all</p>
<p>B. A very good performance</p>	<p>Meets all criteria, including all contents. Title: clear, and concise; abstract: clear and structured. Clear and focused societal challenge, scientific and relevant rationale for the intervention; clear description of expected outcomes and impacts of the intervention. Clear description of the beneficiaries (and how their perspective is incorporated), and stakeholders (and their possible role in the implementation). Clear goals of the intervention (outcomes and impacts), description of what is the intervention about (methods of intervention or activities), and how it would be implemented (or adapted if needed) and evaluated (diverse evaluation levels or types). References: >= 12, relevant, timely, and accurate. Plagiarism or AI: Not at all.</p>
<p>C. A good performance</p>	<p>Includes a clear description of all contents. Title: clear, and concise; abstract: clear and structured. A focused societal challenge, scientific and relevant rationale for the intervention. Clear description of the beneficiaries and stakeholders. Clear goals of the intervention, clear outcomes and impacts of the intervention. A good description of what is the intervention about (methods of intervention or activities), how would it be implemented and evaluated. References: >= 10, relevant, timely, and accurate. Plagiarism or AI: Not at all</p>
<p>D. A satisfactory performance</p>	<p>Includes all contents described. The title and abstract are somewhat clear. A broad societal challenge is identified. The goals of the intervention are supported by a scientific relevant rationale. Broad description of beneficiaries and stakeholders. And a general description of expected outcomes and/or impacts of the intervention.</p>

	<p>Relevant but general methods of implementation and/or evaluation. Further development or adaptation is needed to make them relevant to the context described.</p> <p>References: ≥ 10, relevant. Plagiarism or AI: Not at all</p>
<p>E. Meets the minimum requirements</p>	<p>Not all the contents are included in the assignment (incomplete assignment).</p> <p>Has a title and an abstract but they are not self-explanatory, or/and has not a clear structure.</p> <p>Unprecise or too broad societal challenge; unprecise description of beneficiaries and/or stakeholders.</p> <p>Some goals with some supporting rationale (vague scientific arguments); unclear (not supported) impact and/or outcomes of the intervention.</p> <p>Unclear or not relevant methods of implementation or evaluation (not relevant for the context). Further development or adaptation is needed to make them relevant to the context described.</p> <p>References: ≥ 10, relevant but general or not relevant for the context.</p> <p>Plagiarism or AI: Not at all.</p>
<p>F. Fail</p>	<p>Not all the contents are included in the assignment (incomplete assignment).</p> <p>Unclear or no title, unclear or no abstract.</p> <p>Unclear or no societal challenge, or impact, or beneficiaries, or stakeholders of the intervention described. Unclear or no goals (impacts or outcomes), no rational methods of implementation, or description of the evaluation process.</p> <p>Inadequate or incomplete references. Plagiarism or AI (if any).</p>

Karakterskala som er benyttet

Bokstavkarakter: <https://innsida.ntnu.no/wiki/-/wiki/Norsk/Karakterskalaen>