



Valgfagskatalog 4. og 6. semester BA psykologi AAU, 2016

Indholdsfortegnelse:

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Creativity

Module description

Module title, ECTS credits

*Elective, 5 ECTS §28 Bachelor programme in Psychology, 2016-curriculum:
The psychology of creativity*

Location

4./ 6. Semester

Module coordinator

*Module coordinator Vlad Glaveanu (vlad@hum.aau.dk)
Teachers: Vlad Glaveanu (assisted by Monica Neves and Asdrubal Sobrinho, University of Brasilia)*

Type and language

*Elective course
Language: English*

Objectives

This course aims to introduce students to the psychology of creativity. It covers the theory of creativity and its development, established approaches within the discipline (cognitive-personality and socio-cultural), as well as applications in particular domains such as science and art, organizations, and everyday life. The course ends with a discussion of how creativity can be 'educated' and enhanced in multiple settings. As such, students are introduced to a diversity of themes, both basic and applied, and will be capable, after covering the lectures and readings, to critically assess fundamental studies and theories of creativity.

The psychology of creativity is a growing field emerging mainly after the 1950s and covering individual, interpersonal, group and societal aspects of the phenomenon. It comprises a multitude of approaches (from psychoanalytical to socio-cultural) and research methodologies (from experiments and psychometric tests to case studies). This course will offer an overview of the discipline as well as focus on applied domains in order to illustrate different conceptualizations and models of the creative process. It invites students to reflect on the assumptions and consequences of each approach and develop a critical understanding of creativity as a multi-faceted, real-life phenomenon.

Students will thus learn:

Knowledge:

- 1) Psychological theory on the topic of creativity
- 2) Psychological research concerning creativity
- 3) Theoretical aspects within the psychology of creativity
- 4) Historical aspects related to the psychology of creativity

Skills:

- 1) To identify, explain, analyse and critically evaluate psychological aspects related to the expression of creativity by using general psychological theory
- 2) To abstract general psychological insights from everyday episodes of creativity

Competences:

- 1) To apply psychological knowledge and skills to everyday episodes of creativity
- 2) To think of research and intervention designs for creativity studies that go beyond an individual focus and consider the social and cultural context of the creative person

Academic content and conjunction with other modules and semesters

The course is aimed at providing theoretical and empirical knowledge about creativity research and its applications in a variety of contexts. The module relates to knowledge from general, social and cognitive psychology as well as the professional programme on cultural psychology and social practice. The course will combine theoretical concepts and empirical work on creativity, as well as methods used to foster creativity.

Scope and expected performance

Aktivitet	Timer
8 forelæsninger à 2 timer	16
Læsning og forberedelse	137,5

NB: lektioner tælles som timer.

Module activities (16 timer Vlad Glaveanu).

Plan	Duration	Subject	Readings
Day 1			
1	2 x 45 minutes	Creativity: Theory and methodology	Runco & Albert <i>Creativity research: A historical overview</i> Kozbelt, Beghetto & Runco <i>Theories of creativity</i>
2	2 x 45 minutes	The development of creativity	Glaveanu <i>Children and creativity: A most (un)likely pair?</i> Russ & Fiorelli <i>Developmental approaches to creativity</i> Beghetto <i>Creativity in the classroom</i>
Day 2			
3	2 x 45 minutes	Personality and cognitive approaches	Ward & Kolomyts <i>Cognition and creativity</i> Feist <i>The function of personality in creativity</i>
4	2 x 45 minutes	Social and cultural approaches	Sawyer <i>Individual and group creativity</i> Lubart <i>Cross-cultural perspectives on creativity</i> Glaveanu <i>Principles for a cultural psychology of creativity</i>
Day 3			
5	2 x 45 minutes	Creativity in science and art	Sawyer <i>Explaining creativity (Part 4 Creativity in the domains)</i>
6	2 x 45 minutes	Creativity in organizations	Mumford, Hester & Robledo <i>Creativity in organizations: Importance and approaches</i>
Day 4			
7	2 x 45 minutes	Creativity in everyday life	Richards <i>Everyday creativity: Process and way of life – four key issues</i> Willis <i>Common culture (Chapter 5 Everyday life and symbolic creativity)</i>
8	2 x 45 minutes	Educating and enhancing creative expression	Runco <i>Creativity. Theories and themes: (Chapter 10 Enhancement and the fulfillment of potential)</i> Sternberg & Kaufman <i>Constraints on creativity: Obvious and not so obvious</i>

Number of teams 1

Participants

The course is offered as an elective in the Bachelor's degree in psychology. It is - with prior approval by the study board - open to students in the master's program in psychology as well as for students of other courses.

Prerequisites for participation

None

Curriculum:

Course book:

Kaufman & Sternberg (Eds.) The Cambridge handbook of creativity (selections specified below)

Runco & Albert Creativity research: A historical overview (17 s)

Kozbelt, Beghetto & Runco Theories of creativity (28 s)

Plucker & Makel Assessment of creativity (26 s)

Russ & Fiorelli Developmental approaches to creativity (34 s)

Beghetto Creativity in the classroom (19 s)

Ward & Kolomyts Cognition and creativity (20 s)

Feist The function of personality in creativity: The nature and nurture of the creative personality (18 s)

Sawyer Individual and group creativity (15 s)

Lubart Cross-cultural perspectives on creativity (14 s)

Puccio & Cabra Organizational creativity: A systems approach (29 s)

Richards Everyday creativity: Process and way of life – four key issues (27 s)

Sternberg & Kaufman Constraints on creativity: Obvious and not so obvious (16 s)

Texts not in the course book:

Glaveanu Children and creativity: A most (un)likely pair? (9 s)

Glaveanu Principles for a cultural psychology of creativity (17 s)

Sawyer Explaining creativity: The science of human innovation (Part 4 Creativity in the domains) (89 s)

Mumford, Hester & Robledo Creativity in organizations: Importance and approaches (in Mumford, Handbook of organizational creativity) (14 s)

James & Drown Organizations and creativity: Trends in research, status of education and practice, agenda for the future (in Mumford, Handbook of organizational creativity) (22 s)

Willis Common culture: Symbolic work at play in the everyday cultures of the young (Chapter 5 Everyday life and symbolic creativity) (30 s)

Runco Creativity. Theories and themes: Research, development, and practice (Chapter 10 Enhancement and the fulfillment of potential) (56 s)

Examination

Active participation in the module's series of lectures and discussion sessions is required. Active participation is defined as reading of set literature, 75 per cent attendance of the module's series of lectures and discussion sessions, contribution to the module's discussion sessions through oral presentations and active participation in discussions.

If a student does not meet the requirements for active participation, the following exam will be undertaken:
An internal written exam in English: The exam is a take-home assignment on a topic approved by the module coordinator.

The assignment paper must comprise a minimum of five pages and a maximum of seven pages.
The assignment paper will be evaluated by the examiner.

Evaluation: pass/fail
Credits: 5 ECTS

Students who have failed are eligible for individual feedback from the examiner. Students can contact the study secretary Annette Christensen, annette@hum.aau.dk.

Refugees' lives: psychological experiences between narrative and imagination

Module description

Module title, ECTS credits

Elective, 5 ECTS §28 Bachelor programme in Psychology, 2016-curriculum:
Refugees' lives: psychological experiences between narrative and imagination

Location

4./ 6. Semester

Module coordinator

Module coordinator Luca Tateo (luca@hum.aau.dk)
Teachers: Luca Tateo, Pina Marsico, Sarah H Awad, Ignacio Brescó de Luna

Type and language

Elective course
Language: English

Objectives

The issues of migrants, refugees and asylum seekers is gaining more and more visibility in the European public arena. Nordic countries have a long and well-established tradition of hospitality and integration, but they too are facing a difficult challenge before the new phenomena of collective mobility from other areas of the world. Besides logistic, economic and employment problems, our societies and the single citizens are required to make-sense of these phenomena and deal with the dilemmas of preserving the continuity of culture copying with the ambivalences of dealing with otherness (namely minority groups) that generates uncertainty in a traditionally welcoming welfare state.

This course will try to provide psychology students with some theoretical and empirical tool to understand the social-psychosocial dimensions of people mobility from the perspective of cultural psychology.

The basic assumption is that we make sense of the current situation by processes of imaginative reconstruction of the past in function of an imagined future. Thus, imagination is related to the management of uncertainty towards escaping homeland to a new country, though today global communication provides more information about every country (i.e. European migrants in the 19 century didn't know anything about the United States or Latin America before travelling). On the other hand, collective memory and imaginative reconstruction of past is related to those migrants who try to keep a timeless way of living keeping their old traditions and language in the new country.

On the side of the host country, the culturally constructed categories of different forms of migration (refugees, migrants, asylum seekers) provide a framework to make sense of people mobility, legitimizing or de-legitimizing some kinds of migrants with respect to others. Besides, the construction of the otherness in form of migrants is strictly related to the construction of "we-ness" in terms of national identity and community spirit.

The course will discuss the socio-psychological processes through which these categories they are constructed and managed and with what effects.

Students will thus learn:

Knowledge:

- 5) The relationships between imaginative and mnemonic processes in cultural psychology
- 6) The system of social representations related to collective-future and collective-memory elaboration
- 7) How these processes can be related to the issue of psychological intervention in multicultural societies
- 8) The qualitative methodologies to study imaginative and memory process at both individual and collective levels.

Skills:

- 3) To analyze life trajectories, personal and collective narratives;
- 4) To analyze collective imaginary about migration and refugee phenomena;
- 5) To work with non-existing objects in psychology (e.g. imagination, reconstructive memory, future-oriented actions)

Competences:

To critically look at the social representation of migration phenomena
 To have a multicultural look at the different life trajectories;
 To work with products of imaginative and future-oriented psychological processes;
 To work in the field of refugees support with a more sensitive and in-depth understanding of life experiences.

Academic content and conjunction with other modules and semesters

The course is aimed at providing theoretical and empirical knowledge about the phenomenon of migration and the professional role of psychologists in this context. The module is in relation to the social psychology module and the qualitative methods semester. The course will combine theoretical concepts and empirical work on narrative processes (individual and collective), autobiographical memories, mythology of migration, future-oriented collective memory. The course will also focus on the empirical analysis of cultural products related to migration phenomena (novels, movies, news, visual arts).

Scope and expected performance

Aktivitet	Timer
8 forelæsninger à 2 timer	16
Læsning og forberedelse	137,5

NB: lektioner tælles som timer.

Module activities

(6 timer Luca Tateo; 4 timer Pina Marsico; 2 timer Sarah H Awad, 4 timer Ignacio Brescó de Luna).

Number of teams 1**Participants**

The course is offered as an elective in the Bachelor's degree in psychology. It is - with prior approval by the study board - open to students in the master's program in psychology as well as for students of other courses

Prerequisites for participation

None

Module activities

Plan	Duration	Subject	Teacher
Day1			
1	2 x 45 minutes	The social and cultural psychology of migration and refugees	Luca Tateo
2	2 x 45 minutes	Social representations and collective memory	Ignacio Bresco
3	2 x 45 minutes	Analysis of border crossing in psychology	Pina Marsico
Day 2			

4	2 x 45 minutes	Social construction of migration and images	Sarah Awad
5	2 x 45 minutes	Methodology of analysis of narratives	Ignacio Bresco
6	2 x 45 minutes	The role of individual and collective imagination in migration	Luca Tateo
Day 3			
7	2 x 45 minutes	Ambivalences and resistances in migration phenomena	Luca Tateo
8	2 x 45 minutes	Psychological intervention in multicultural society	Pina Marsico

Curriculum:

Awad, S. H., & Wagoner, B. (2015). Agency and Creativity in the Midst of Social Change. In Constraints of Agency (pp. 229-243). Springer International Publishing. (14 pages)

Bresco de Luna, I., & Rosa Rivero, A. (2012). Memory, history and narrative: shifts of meaning when (re) constructing the past. *Europe's Journal of Psychology*. 301-310 (10 pages)

Jackson, M. (2002). In Extremis: refugees stories/refugees lives. In *The politics of storytelling: Violence, transgression, and intersubjectivity* (Vol. 3). Museum Tusulanum Press. Pp 87-128 (40 pages)

Marsico, G. (2016). The borderland. *Culture & Psychology*, 22(2), 206-215, 9 pages.

Märtsin, M., & Mahmoud, H. W. (2012). Never at Home? Migrants Between Societies. *The Oxford Handbook of Culture and Psychology*, 730-745. (16 pages)

Tateo, L. (2016). Toward a cogenetic cultural psychology. *Culture & Psychology* 22 (3), 433-447, doi:10.1177/1354067X16645297, 14 pages.

Tateo, L. (ed) (2015). Giambattista Vico and the Imagination. Special issue of *Culture & Psychology*. pp. 8-258, (250 pages)

Examination

Active participation in the module's series of lectures and discussion sessions is required. Active participation is defined as reading of set literature, 75 per cent attendance of the module's series of lectures and discussion sessions, contribution to the module's discussion sessions through oral presentations and active participation in discussions.

If a student does not meet the requirements for active participation, the following exam will be undertaken:
An internal written exam in English: The exam is a take-home assignment on a topic approved by the module coordinator.

The assignment paper must comprise a minimum of five pages and a maximum of seven pages.
The assignment paper will be evaluated by the examiner.

Evaluation: pass/fail
Credits: 5 ECTS

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Valgfag: Seksualitetens psykologi

Modulbeskrivelse

Seksualitetens psykologi /
Psychological approach to Sexuality
5 ECTS

Placering
4. og 6. Semester

Modulansvarlig
Bo Møhl

Type og sprog
kurset foregår på dansk

Mål

Beskrivelse: Målet med kurset er at formidle en basal indsigt i sexologi, således at den studerende både får en grundig viden om og forståelse af, samt evne til refleksion over sexologiske teorier og kliniske problemstillinger. Dette involverer indsigt i nyere forskning, i kliniske, begrebslige og metodiske forhold, samt videnskabsteoretiske og historiske perspektiver.

Fagindhold og sammenhæng med øvrige moduler/semestre

- *"Seksualitet er centralt menneskeligt aspekt gennem hele livet, der involverer køn, kønsidentitet og – roller, seksuel orientering, erotik, nydelse, intimitet og forplantning. Seksualitet opleves og udtrykkes gennem tanker, fantasier, lyster, tro, holdninger, værdier, adfærd, praktikker, roller og relationer.(...)"*
- *Seksualitet er under indflydelse af det stadige samspil mellem biologiske, psykologiske, sociale, økonomiske, politiske, kulturelle, etiske, legale, historiske, religiøse og spirituelle faktorer"*
- Sådan er det blevet formuleret af WHO (2006). Knap 90% af danskere gav i SOSY undersøgelsen (2005) udtryk for, at et godt seksualliv var vigtigt for dem, men 11% kunne berette, at de havde en egentlig seksuel dysfunktion og langt flere havde intermitterende seksuelle problemer. Man ved, at et godt og givende seksuelt liv er en sundhedsfaktor, samt at seksuelle problemer øger risiko for udvikling af bl.a. skadelig brug af rusmidler og psykiske lidelser.
- Kurset handler således om et stort og vigtigt emne, som alle psykologer får kontakt med i deres arbejdsliv, også selvom de vælger at arbejde med et område af vores fag, der ikke er direkte klinisk.
- I *Seksualitetens psykologi* bliver seksualitet forankret i et bio-psyko-socialt perspektiv. Vi vil reflektere over betydningen af sociale og kulturelle forhold fx for det seksuelle normalitetsbegreb, men fokus vil være på de klinisk psykologiske implikationer af en udfoldet eller dysfunktionel seksualitet. Specielt ætiologiske overvejelser over samt diagnostisering og behandling af seksuelle dysfunktioner og parafilier, vil være centralt i kurset. – Kurset vil berøre emneområder, som kunne være oplagte temaer for empiriske undersøgelser på 9. semester og senere specialeskrivning evt i relation til SeFo (Sexologisk Forskningsenhed på Aalborg Universitet).

Omfang og forventet arbejdsindsats

5 ECTS svarer til 135 timers arbejdsindsats, og disse forventes fordelt på følgende måde:

Aktivitet	Timer
12 forelæsninger à 2 timer	24
Læsning og forberedelse	111

NB: lektioner tælles som timer. Det forventes, at pensum er læst før forelæsningerne samt, at der i et vist omfang er parathed til at fordybe sig i anbefalet litteratur.

Antal forelæsninger: 12 x 2 timer
Antal forelæsningshold: 1
Deltagere <i>Kurset henvender til studerende på 4. og 6. semester, men også kandidatstuderende er velkomne</i>
Deltagerforudsætninger <i>Det er en fordel, men ikke et krav, at kurser i psykiatri og klinisk psykologi er bestået.</i>
<p>Modulaktiviteter (kursusgange med videre)</p> <p>Sexologi i et bio-psyko-socialt perspektiv</p> <p>1. forelæsning v/ Bo Møhl</p> <p>Beskrivelse: I denne forelæsning gennemgås en grundlæggende model for at forstå seksualitet biologiske, psykologiske og sociale dimensioner. Fokus vil være på det moderne parforhold og det ændrede sexologiske normalitetsbegreb.</p> <p>Forelæsnings pensum:</p> <p>Christensen, B. S. Grønbæk, M Osler, M Pedersen, B. V. Graugaard, C Frisch M Sexual Dysfunctions and Difficulties in Denmark: Prevalence and Associated Sociodemographic Factors. In: Archives Sexual Behavior published online 19 feb 2010 (12 sider) **</p> <p>Graugaard, C. Hertoft, P. & Møhl, B: Sexualitet. Den Store Danske Encyklopædi. Gyldendal 2000 (72-77) **</p> <p>Lundberg, P.O. Sexualorganens anatomi och fysiologi. In: Lundberg, P.O. (red) Sexologi. Stockholm: Liber 2002 (59-77)**</p> <p>Møhl, B: Seksualitet. In: Friis-Hasché, E. Elsass, P. & Nielsen, T. (red) Klinisk Sundhedspsykologi. Munksgaard: København 2011 (226-231) **</p> <p>Weeks, J. 'Nature has nothing to do with it': the role of sexology. In: Weeks, J. : Sexuality and its Discontents. Meanings, myths & modern sexualities. London: Routledge & Kegan 1985 (61-95) **</p> <p>Forslag til yderligere læsning:</p> <p>Giddens, A. Intimitetens Forandring. Seksualitet, kærlighed og erotik i det moderne samfund. København: Hans Reitzels Forlag 1994</p> <p>Psykologiske teorier om seksualitetens funktion & udvikling.</p> <p>2. forelæsning v/ Bo Møhl</p> <p>Beskrivelse: De fleste mennesker, men ikke alle, udfolder deres seksualitet indenfor et parforholds rammer. Forelæsningen belyser, hvorfor vi vælger netop ham eller hende som partner, og ser på den rolle som seksualiteten spiller. Teoretisk er det objektrelationsteori, attachment teori og udviklingspsykopatologi, der står i fokus.</p>

Forelæsningens pensum:

Broberg, A. Grandqvist, P Ivarsson, T Mothander P.R. Tilknytning i voksenlivet. In: Broberg, A. Grandqvist, P Ivarsson, T Mothander P.R. Tilknytningsteori. København: Hans Reitzels Forlag 2008 (232-258) **

Jakobsen, P Parforhold. In: Hauge, L Brørup, M Psykologihåndbog. København: Gyldendal 2005 (210-229) **

Møhl, B. Kærlighed, Forelskelse og Sexualitet. In: Lunn, S Rosenberg, N Thielst, P Psykologi – en grundbog til et fag. København: Hans Reitzels Forlag 1990 (235-246) **

Scharff, D.E. Scharff, J. S. An Object Relations Approach to Intimacy and Sexuality. In: Scharff, D.E. Scharff, J.S. Object Relations Couple Therapy. London: Jason Aronson INC. (3-21) **

Sexuel udvikling

3. forelæsning v/ Bo Møhl

Beskrivelse: Forelæsningen omhandler sexuel udvikling fra barndom over ungdom og voksenalder til alderdom. Mennesket udvikler sig livslangt seksuelt, og hver fase har sine udfordringer og problemstillinger.

Forelæsningens pensum:

Boelsgaard Christensen, N Kaasing Nielsen, S Børns seksualitet – barnets eller den voksnes anliggende. In: Psyke&Logos. 1999, 20, 2: 345-363 (345-363) **

Graugaard, C Vokseværker. Et signalement af unge danskeres seksuelle liv. In: Psyke&Logos. 2010: 31: 232-256 (232-256) **

Munck, E Børns seksualitet – og unges. In: : Psyke&Logos. 1999, 20, 2: 414-435 (414-435) **

Møhl, B Ældre og seksualitet. In: Swane, C.E. Blaakilde, A. L. Amstrup, K Gerontologi. Livet som gammel. 2 udgave. København: Munksgaard 2007 169-188 (169-188) **

Seksuelle dysfunktioner

4. forelæsning v/ Bo Møhl

Beskrivelse: Forelæsningen fokuserer på "The Human Sexual Response Cycle" og bruger denne til at forstå de seksuelle dysfunktioner, som de beskrives i ICD 10. Hvordan viser de seksuelle dysfunktioner sig? - Hvad skaber seksuelle dysfunktioner? - og hvordan påvirker de parforholdet?

Forelæsningens pensum:

Almås, E Benestad, E Seksuelle Funktionsproblemer. In: Almås, E Benestad, E Sexologi i praksis. Oslo: Universitetsforlaget 2006 (268-289) **

Graugaard, C Møhl, B Hertoft, P. Krop, Sygdom og Seksualitet. In: Graugaard, C Møhl, B Hertoft, P. Krop, Sygdom og Seksualitet. København: Hans Reitzels Forlag 2006 (9- 36) **

Møhl, B Seksuelle Forstyrrelser. In: Simonsen, E Møhl, B Grundbog i Psykiatri. København: Hans Reitzels Forlag 2010 (491- 504) **

Møhl, B Sex er mere end sex! In: Opskrifter på Kærlighed. København: Lilly/Icos 2005 (12-16) **

Møhl, B Når patienten flirter og lægens grænser skrider. Om seksuelle relationer mellem læge og patient. Månedsskrift for Praktisk Lægegerning. August 2011, 607-617 (607-617) **

Scharff, D.E. The Sexual reklationship. An object relations view of sex and the family. Boston: Routledge & Kegan 1975 (1-36) **

Tiefer, L Historical, Scientific, Clinical, and Feminist Criticisms of the "the Human Sexual Response Cycle" Model. In: Tiefer, L Sex is not a natural act & other essays. San Francisco: Westview Press 1995 (41-58) **

Parafilier

5. forelæsning v/ Bo Møhl

Beskrivelse: Parafilier er defineret som sexuel afvigelse. Forelæsningen gennemgår de hyppigste former for seksuelle afvigelser og fokuserer på deres funktion som erotiseret konfliktløsning (R. Stoller 1975)

Forelæsningens pensum:

Bhugra D et al . Parahilias across Cultures: Contexts and Controversies . Journal of Sex Research, 2010 47(2-3), 242-256

Møhl, B Seksuelle Forstyrrelser. In: Simonsen, E Møhl, B Grundbog i Psykiatri. København: Hans Reitzels Forlag 2010 (491- 504) **

Møhl, B Pædoфиli – den ulykkelige perversion. In: Psyke&Logos. 1999, 20, 2: 456-470 (456-470) **

Schmidt, G Perversioner. In: Schmidt, G Hvad skete der med seksualiteten? Refleksioner over sex og afsexualisering. København: Hans Reitzels Forlag 1996 (58-68) **

Forlag til yderligere læsning:

Stoller, R Perversion: The Erotic Form of Hatred. Washington DC: American Psychiatric Press 1975

Behandling af seksuelle problemer. PLISSIT modellen og samlivsterapi

6. forelæsning v/ Bo Møhl

Beskrivelse: Forelæsningen handler om principper for behandling af seksuelle problemer. Det teoretiske grundlag, som er gennemgået i de tidligere forelæsninger forsøges her udmøntet i en praksisrelateret klinisk tilgang. PLISSIT modellen (Annon & Robinson 1978)

Forelæsnings pensum:

Annon, J.S. Robinson, C.H. In: Lopiccolo, J & (eds) Handbook of Sextherapy. New York: Plenum Press 1978 (35-56) **

Kaplan, H The New Sex Therapy. Active treatment of sexual dysfunctions. New York: Bruner/Mazel 1974 (201-234) **

Møhl B Psykoterapeutisk behandling af seksuelle dysfunktioner – samlivsterapi. In: Alberdi F, Rosenbaum B, Sørensen P. (red) Moderne Psykoterapi. Teorier og metoder. København: Hans Reitzel 2015 (435-457)

Samlet pensumliste

Almås, E Benestad, E Seksuelle Funktionsproblemer. In: Almås, E Benestad, E Sexologi i praksis. Oslo: Universitetsforlaget 2006 (268-289) **

Annon, J.S. Robinson, C.H. In: Lopiccolo, J & (eds) Handbook of Sextherapy. New York: Plenum Press 1978 (35-56) **

Bhugra D et al . Pharahilias across Cultures: Contexts and Controversies . Journal of Sex Research, 2010 47(2-3), 242-256

Boelsgaard Christensen, N Kaasing Nielsen, S Børns seksualitet – barnets eller den voksnes anliggende. In: Psyke&Logos. 1999, 20, 2: 345-363 (345-363) **

Broberg, A. Grandqvist, P Ivarsson, T Mothander P.R. Tilknytning i voksenlivet. In: Broberg, A. Grandqvist, P Ivarsson, T Mothander P.R Tilknytningsteori. København: Hans Reitzels Forlag 2008 (232-258) **

Christensen, B. S. Grønbæk, M Osler, M Pedersen, B. V. Graugaard, C Frisch M Sexual Dysfunctions and Difficulties in Denmark: Prevalence and Associated Sociodemographic Factors. In: Archives Sexual Behavior published online 19 feb 2010 (12 sider) **

Graugaard, C Vokseværker. Et signalement af unge danskeres seksuelle liv. In: Psyke&Logos. 2010: 31: 232-256 (232-256) **

Graugaard, C Møhl, B Hertoft, P. Krop, Sygdom og Seksualitet. In: Graugaard, C Møhl, B Hertoft, P. Krop, Sygdom og Seksualitet. København: Hans Reitzels Forlag 2006 (9- 36) **

Graugaard, C. Hertoft, P. & Møhl, B: Sexualitet. Den Store Danske Encyklopædi. Gyldendal 2000 (72-77) **

- Hertoft, P Sexuelle minoriteter. In: Hertoft, P Klinisk Sexologi. København: Munksgaard 1987 (261-325) **
- Jakobsen, P Parforhold. In: Hauge, L Brørup, M Psykologihåndbog. København: Gyldendal 2005 (210-229) **
- Kaplan, H The New Sex Therapy. Active treatment of sexual dysfunctions. New York: Bruner/Mazel 1974 (201-234) **
- Lundberg, P.O. Sexualorganens anatomi och fysiologi. In: Lundberg, P.O. (red) Sexologi. Stockholm: Liber 2002 (59-77)**
- Munck, E Børns seksualitet – og unges. In: : Psyke&Logos. 1999, 20, 2: 414-435 (414-435) **
- Møhl B Psykoterapeutisk behandling af seksuelle dysfunktioner – samlivsterapi. In: Alberdi F, Rosenbaum B, Sørensen P. (red) Moderne Psykoterapi. Teorier og metoder. København: Hans Reitzel 2015 (435-457)
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- Møhl, B Sex er mere end sex! In: Opskrifter på Kærlighed. København: Lilly/Icos 2005 (12-16) **
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- Møhl, B Sexuelle Forstyrrelser. In: Simonsen, E Møhl, B Grundbog i Psykiatri. København: Hans Reitzels Forlag 2010 (491- 504) **

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Schmidt, G Perversioner. In: Schmidt, G Hvad skete der med seksualiteten? Refleksioner over sex og afsexualisering. København: Hans Reitzels Forlag 1996 (58-68) **

Forlag til yderligere læsning:

Giddens, A. Intimitetens Forandring. Seksualitet, kærlighed og erotik i det moderne samfund. København: Hans Reitzels Forlag 1994

Stoller, R Perversion: The Erotic Form of Hatred. Washington DC: American Psychiatric Press 1975

Yderligere forslag vil blive nævnt i forbindelse med forelæsningserne

Tal i parentes angiver sideantal. Pensum udgør i alt 502 sider

Eksamen

Aktiv deltagelse i modulets foredrag og diskussioner er påkrævet. Aktiv deltagelse er defineret som læsning af litteratur, samt bidrag til modulets diskussioner gennem mundtlige oplæg og aktiv deltagelse i diskussioner.

Modulet afsluttes på enten 4. eller 6. semester med en intern skriftlig prøve. Prøven er en individuel hjemmeopgave på 5-7 sider. Afløsning: Prøven kan afløses ved tilfredsstillende aktiv deltagelse i kurset, hvilket indebærer 75 % tilstedeværelse samt indløsning af samtlige opgaver, som stilles i løbet af kurset.

Bedømmelsesform: Ved bedømmelsen gives bestået/ikke bestået. Besvarelsen bedømmes af eksaminator. Prøven skal demonstrere, at modulets mål er indfrie.

Studerende, der er dumpet, er berettiget til individuelt feedback fra eksaminator. De studerende kan rette henvendelse til studiesekretær Annette Christensen, annette@hum.aau.dk.

Valgfag: Lykke og livskvalitet – er det det samme?

Modulbeskrivelse

Modultitel

Lykke og livskvalitet – er det det samme?
Happiness and quality of life – is that the same?

5 ECTS

Placering

Valgfag er placeret på såvel 4. som 6. semester psykologi.

Modulansvarlig

Ane Søndergaard Thomsen

Type og sprog

§ 28 Modulet "Valgfag" i studieordning for bacheloruddannelsen i psykologi, september 2016.

Undervisningen foregår på dansk.

Mål

Den studerende skal kunne demonstrere:

Viden om og forståelse af

- begreber og tematikker inden for lykke og livskvalitetsforskning.

Færdigheder i at

- beskrive og redegøre for sammen begreber og tematikker
- beskrive og redegøre for de forskellige metodiske og analytiske tilgange i forhold emnerne lykke- og livskvalitet
- forholde sig kritisk til lykkeforskningens empiriske grundlag
- reflektere over ovenstående i konkrete afgrænsede sammenhænge og
- forklare sammenhænge, analysere og/eller udføre de konkrete procedurer under vejledning.

Kompetencer til at

- anvende ovenstående viden og færdigheder på en selvstændig, velargumenteret, nuanceret og kritisk måde.

Fagindhold

Danskerne er igen blevet kåret til verdens lykkeligste folk i rapporten "World Happiness Report 2016 Update", fra FN-rapport. Hvad betyder det?

Kurset omfatter en indføring i den videnskabelige forskning i lykke og livskvalitet som udgangspunkt for en diskussion af, hvorvidt lykke og livskvalitet er det samme. Kan man fx være lykkelig, hvis man lider af en alvorlig sygdom. Og hvordan, hvis overhovedet, hænger det sammen med mental sundhed?

Der bliver mulighed for selv at prøve nogle af de ofte anvendte metodikker.

Livskvalitet er et almenpsykologisk tema, der således henvender sig til 6. semester, samtidig med, at kurset i overensstemmelse med 4. semesters fokus på kvantitativ metode diskuterer de mange kvantitative måleinstrumenter.

PS. Der er ikke tale om et kursus i positiv psykologi.

Omfang og forventet arbejdsindsats

4 forelæsninger á 4 timer, dvs. 16 timer i alt.

Det forventes, at de studerende deltager aktivt i øvelser undervejs.

Deltagere

Valgfag er målrettet 4. og 6. semester på psykologiuddannelsen.

Ved forhåndsgodkendelse fra de pågældendes studienævn er kurset også åbent for andre.

Eksamen

Modulet afsluttes med en intern skriftlig prøve.

Prøven har form af en hjemmeopgave med en af den studerende valgt og af den kursusansvarlige underviser godkendt problemstilling i relation til pensum.

Pensumramme: 500 standardsider litteratur.

Der er tale om en individuel opgave på 5-7 sider.

Afløsning: Prøven kan afløses ved tilfredsstillende aktiv deltagelse i kurset, hvilket indebærer 75 % tilstedeværelse samt indløsning af samtlige opgaver, som stilles i løbet af kurset.

Bedømmelsesform: Ved bedømmelsen gives bestået/ikke bestået. Besvarelsen bedømmes af eksaminator.

Prøven skal demonstrere, at modulets mål er indfrie.

Se desuden "vigtige datoer" og "Formalia vedr. prøver".

Studerende, der er dumpet, er berettiget til individuelt feedback fra eksaminator. De studerende kan rette henvendelse til studiesekretær Annette Christensen, annette@hum.aau.dk.

De enkelte undervisningsgange

Kursusgang	Varighed	Tema/Emne	Forelæser	Litteratur
1	4x45 min.	Danmark - verdens lykkeligste land?	Ane Søndergaard Thomsen	Helliwell, Layard & Sachs (2016); Institut for lykkeforskning
2	4x45 min.	Livskvalitet	Ane Søndergaard Thomsen	Nørholm & Bech; WHO (1996, 1998)
3	4x45 min.	Evolutionær tilgang til livskvalitet	Ane Søndergaard Thomsen	Crosier, Webster & Dillon; Grinde; Grinde. & Patil; Stanca
4	4x45 min.	Er livskvalitet og lykke så det samme?	Ane Søndergaard Thomsen	-

1. kursusgang: Danmark - verdens lykkeligste land?

4 timer v/Ane Søndergaard Thomsen

Forelæsning giver en introduktion til lykkeforskning i FN, EU og på nationalt niveau. Hvad betyder det? Hvordan og hvad måler man?

Hvad betyder det i et psykologisk perspektiv?

I øvelsesdelen afprøver i metodikken i praksis.

Forelæsningens pensum:

Helliwell, J., Layard, R. & Sachs, J. (2016). *World Happiness Report 2016, Update (Vol. 1)*. New York: Sustainable Development Solution Network. Kan hentes på <http://worldhappiness.report/> [65 sider]

Institut for lykkeforskning & Danica Pension (). *Der er et lykkeligt land – en kortlægning af årsagerne til danskernes lykke*. <http://www.lykkeforskning.dk/> [64 sider]

The Happiness Research Institute (2015). *Happiness Equality Index Europe 2015*. <http://www.lykkeforskning.dk/> [15 sider]

Supplerende litteratur:

Helliwell, J., Layard, R. & Sachs, J. (Eds.) (2015). *World happiness report 2015*. Columbia: Columbia University, Earth Institute. Kan hentes på <http://www.lykkeforskning.dk/publikationer/4589303545> [173 sider]

OECD (2013), *OECD Guidelines on Measuring Subjective Well-being*. OECD Publishing. <http://dx.doi.org/10.1787/9789264191655-en>
Kan hentes på: <http://www.oecd.org/statistics/Guidelines%20on%20Measuring%20Subjective%20Well-being.pdf> [270 sider]

Link til World Database of Happiness, der drives af forskere ved Erasmus University Rotterdam i Holland:

<http://worlddatabaseofhappiness.eur.nl/>

2. kursusgang: Livskvalitet

4 timer v/Ane Søndergaard Thomsen

Også livskvalitet måles på forskellig vis. WHO har fx udviklet et spørgeskema, der i den korte version er valideret i Danmark.

Kursusgangen præsenterer forskningen og diskuterer bl.a. om, og evt. hvordan, man kan opleve stor tilfredshed, selvom man lever med et handicap?

I øvelsesdelen afprøver i metodikken i praksis.

PS. Underviser har tilladelse fra WHO til at anvende spørgeskemaet i forskningsprojekt.

Forelæsningens pensum:

- Nørholm, V. & Bech, P. (2001). The WHO Quality of Life (WHOQOL) Questionnaire: Danish validation study. *Nordic Journal of Psychiatry*, 55(4), 229-235. DOI: 10.1080/080394801681019075 [7 sider]
- World Health Organization (WHO) (1996). *WHOQOL-BREF: introduction, administration, scoring and generic version of the assessment*. Available from: http://www.who.int/mental_health/media/en/76.pdf [18 sider]
- World Health Organization. (WHO) (1998). Development of the World Health Organization WHOQOL-BREF Quality of Life Assessment. *Psychological Medicine*, 28(3), 551-558 [8 sider]

3. kursusgang: Evolutionær tilgang til livskvalitet

4 timer v/Ane Søndergaard Thomsen

Det evolutionære perspektiv antager, at mennesket er udviklet med henblik på at løse de problemer, vore forfædre mødte i bestræbelsen på at overleve og reproducere sig. Det har gennem tiden bl.a. krævet, at vi har lyst til at få børn.

Forelæsningen diskuterer, særlige elementer i vores tilfredshed, der kunne tænkes at have en evolutionær baggrund, herunder forældreskabets betydning.

Hvordan hænger det sammen med, at det nogle gange påstås i pressen, at "Lykken er ikke at få børn" mens det andre gange rapporteres, at "forældre er lykkeligere". Hvad er op og ned på dette dilemma? Det er et faktum at fødselsraten i Vesteuropa er så lille, at vi som art ikke reproducerer os selv (under 2 børn pr. kvinde).

Forelæsningens pensum:

- Crosier, B.S., Webster, G.D. Dillon, H.M. (2012). Wired to Connect: Evolutionary Psychology and Social Networks. *Review of General Psychology*, 16(2), 230-239. DOI: 10.1037/a0027919 [10 sider]
- Grinde, B. (2009) An evolutionary perspective on the importance of community relations for quality of life. *TheScientificWorldJOURNAL: TSW Child Health & Human Development* 9, 588–605. DOI 10.1100/tsw.2009.73 [18 sider]
- Grinde, B. & Patil, G.G. (2009). Biophilia: Does Visual Contact with Nature Impact on Health and Well-Being? *International Journal of Environmental Research and Public Health*, 6(9), 2332-2343. doi:10.3390/ijerph6092332 [12 sider]
- Stanca, L. (2016). The geography of parenthood and well-being: Do children make us, where and why? In Sachs, J., Becchetti, L. & Annett, A. (Eds.), *World Happiness Report 2016 (Vol II), Special Rome edition* Chapter 4, 88-102. Kan hentes på http://worldhappiness.report/wp-content/uploads/sites/2/2016/03/HR-V2Ch4_web.pdf [14 sider]

Supplerende litteratur:

- Workman, L. & Reader, W. (2008). *Evolutionary Psychology* (2th Ed.). Cambridge, UK: Cambridge University Press [328 sider]

4. kursusgang: Er livskvalitet og lykke så det samme?

4 timer v/Ane Søndergaard Thomsen

Den afsluttende forelæsning centrerer sig om resultaterne fra jeres øvelser. Hvad viser jeres arbejde om lykke og livskvalitet?

Kan vi som psykologer lære noget af dette eller er det blot målinger, der er gode som reklamekampagne for Danmark – verdens lykkeligste land?

Forelæsningens pensum:

Der er intet ny pensum til denne kursusgang.

Referencer

- Crosier, B.S., Webster, G.D. Dillon, H.M. (2012). Wired to Connect: Evolutionary Psychology and Social Networks. *Review of General Psychology*, 16(2), 230-239. DOI: 10.1037/a0027919 [10 sider]
- Grinde, B. (2009) An evolutionary perspective on the importance of community relations for quality of life. *TheScientificWorldJOURNAL: TSW Child Health & Human Development* 9, 588–605. DOI 10.1100/tsw.2009.73 [18 sider]
- Grinde, B. & Patil, G.G. (2009). Biophilia: Does Visual Contact with Nature Impact on Health and Well-Being? *International Journal of Environmental Research and Public Health*, 6(9), 2332-2343. doi:10.3390/ijerph6092332 [12 sider]
- Helliwell, J., Layard, R. & Sachs, J. (2016). *World Happiness Report 2016, Update (Vol. I)*. New York: Sustainable Development Solution Network. Kan hentes på <http://worldhappiness.report/> [65 sider]
- Helliwell, J., Layard, R. & Sachs, J. (Eds.) (2015). *World happiness report 2015*. Columbia: Columbia University, Earth Institute. Kan hentes på http://www.lykkeforskning.dk/publikationer/4589303545_173_sider
- Institut for lykkeforskning & Danica Pension (). *Der er et lykkeligt land – en kortlægning af årsagerne til danskernes lykke*. <http://www.lykkeforskning.dk/> [64 sider]
- OECD (2013), *OECD Guidelines on Measuring Subjective Well-being*. OECD Publishing. <http://dx.doi.org/10.1787/9789264191655-en>
Kan hentes på: <http://www.oecd.org/statistics/Guidelines%20on%20Measuring%20Subjective%20Well-being.pdf> [270 sider]
- Stanca, L. (2016). The geography of parenthood and well-being: Do children make us, where and why? In Sachs, J., Becchetti, L. & Annett, A. (Eds.), *World Happiness Report 2016 (Vol. II), Special Rome edition*, Chapter 4, 88-102. Kan hentes på http://worldhappiness.report/wp-content/uploads/sites/2/2016/03/HR-V2Ch4_web.pdf [14 sider]
- The Happiness Research Institute (2015). *Happiness Equality Index Europe 2015*. <http://www.lykkeforskning.dk/> [15 sider]
- Nørholm, V. & Bech, P. (2001). The WHO Quality of Life (WHOQOL) Questionnaire: Danish validation study. *Nordic Journal of Psychiatry*, 55(4), 229-235. DOI: 10.1080/080394801681019075 [7 sider]
- World Health Organization (WHO) (1996). *WHOQOL-BREF: introduction, administration, scoring and generic version of the assessment*. Available from: http://www.who.int/mental_health/media/en/76.pdf [18 sider]

World Health Organization. (WHO) (1998). Development of the World Health Organization WHOQOL-BREF Quality of Life Assessment. *Psychological Medicine*, 28(3), 551-558 [8 sider]

Workman, L. & Reader, W. (2008). *Evolutionary Psychology* (2th Ed.). Cambridge, UK: Cambridge University Press [328 sider]

Yderligere tekstforslag vil blive præsenteret i forbindelse med kurset.

De tekster, der er angivet under pensum til de enkelte forelæsninger skal læses, dvs. 231 sider. Derudover kan I selv vælge ud fra særinterese, hvilke supplerende tekster, I vil fordybe jer i, så I ender med en samlet pensumramme på 500 sider.

Modulbeskrivelse (en beskrivelse for hvert modul)

Valgfag: Kognitiv træning og rehabilitering <i>Kognitiv træning og rehabilitering</i> 5 ECTS
Placering 4./6. semester
Modulansvarlig Jonas Kristoffer Lindeløv
Type og sprog <i>Kursusmodul på dansk</i>
Mål Kursets vigtigste læringsmål er følgende: <ul style="list-style-type: none">• Teoretisk viden om kognitiv forbedring, hvilket er tæt knyttet til transfer af læring: hvad vil det sige, at forbedre en evne, en kognitiv funktion eller intelligens?• Kendskab til de mest anvendte interventionsmetoder, deres rationale og deres effekt. Evnen til at se interventionsmetoder i lyset af teorier om kognitiv forbedring.• Færdigheder til til kritisk at forholde sig til metode og fortolkning i effektforskning, fx med henblik på at vurdere klinisk relevans.
Fagindhold: Hvordan kan man forbedre menneskelig tænkning? Det er kursets centrale spørgsmål. Kurset vil koncentrere sig mere om forbedring af kognitive funktioner (fx hukommelseskapacitet eller opmærksomhed) end fx forbedring gennem viden (fx at cykle eller tale Spansk), selvom denne skelnen kan være kunstig. Kurset vil introducere forskningen inden for en lang række interventionsformer, der lover kognitiv forbedring: computertræning, meditation, motion, medicin, ernæring, mm. Kurset er overvejende forskningsbaseret, men vi skal også prøve disse metoder på os selv, for at forstå de interventionsmetoder, som kurset handler om. Kurset bygger bro mellem to ellers adskilte forskningsfelter: neurorehabilitering og kognitiv træning. I dit arbejdsliv er der en god sandsynlighed for, at du kommer til at stifte bekendtskab med disse som både neuropsykolog, pædagogisk psykolog og arbejdspsykolog. Hele kurset er rettet mod at forstå kognitiv neurorehabilitering og kognitiv træning i et samlet framework. Kursets flow er, at vi starter med at opstille et framework til at forstå kognitiv forbedring. Til anden forelæsningsgang går vi i dybden med computerbaseret kognitiv træning og rehabilitering, for at opøve evnen til kritisk at vurdere forskningen. Til tredje forelæsningsgang bruger vi dette på en stor palette af interventionsmetoder. Til fjerde forelæsningsgang ser vi tilbage og trækker de store linjer fra de tre første forelæsninger: hvad fortæller forskningen i kognitiv forbedring os om kognition, læring og sygdom?
Sammenhæng med øvrige moduler/semestre: Kurset vil i nogen grad bygge videre på kognitionspsykologi (3. semester) og biologisk psykologi (1. semester). Dækningen af hjerneskadeområdet kan hænge sammen med klinisk psykologi (?? semester) og professionsprogrammerne KHARE og NEURO. Som et værktøj til at evaluere forskellige interventionsformer, vil der blive repeteret og bygget videre på noget af statistik og metode (4. semester).
Omfang og forventet arbejdsindsats Det forventes at de studerende har læst target-artikler til hver gang og deltager aktivt i workshop/diskussion. Det øvrige pensum danner baggrund for en dybere forståelse af undervisningen og til evt. skriftlig hjemmeopgave. Der vil blive tilbudt hjemme-øvelser i kognitiv træning, men denne del er frivillig.

5 ECTS svarer til 135 timers arbejdsindsats, og disse forventes fordelt på følgende måde:

Aktivitet	Timer
4 forelæsninger à 4 timer	16
0 seminar gange	0
Læsning og forberedelse	119
Eksamen	1 time pr. studerende der ikke består ved aktiv deltagelse.

NB: lektioner tælles som timer.

Antal forelæsninger: 4 x 4 timer

Antal forelæsningshold: 1

Antal seminar timer: 0

Antal seminarhold: 0

Deltagere

Deltagerforudsætninger

Gennemførelse af 1. og 3. semester (se "Fagindhold" ovenfor).

Modulaktiviteter (kursusgange med videre)

Se kursusplan nedenfor.

Eksamen

Modulet afsluttes med en intern skriftlig prøve.

Prøven har form af en hjemmeopgave med en af den studerende valgt og af den kursusansvarlige underviser godkendt problemstilling i relation til pensum.

Pensumramme: 500 standardsider litteratur.

Der er tale om en individuel opgave på 5-7 sider.

Afløsning: Prøven kan afløses ved tilfredsstillende aktiv deltagelse i kurset, hvilket indebærer 75 % tilstedeværelse samt indløsning af samtlige opgaver, som stilles i løbet af kurset.

Bedømmelsesform: Ved bedømmelsen gives bestået/ikke bestået. Besvarelsen bedømmes af eksaminator.

Prøven skal demonstrere, at modulets mål er indfrie.

Se desuden "vigtige datoer" og "Formalia vedr. prøver".

Studerende, der er dumpet, er berettiget til individuelt feedback fra eksaminator. De studerende kan rette henvendelse til studiesekretær Annette Christensen, annette@hum.aau.dk.

Kursusgang	Varighed	Tema/Emne	Forelæser	Litteratur
1	4x45 min.	Kognitiv forbedring	Jonas Kristoffer Lindeløv	<i>Target article:</i> Perkins & Salomon (1989) <i>Relevant pensum:</i> Singley, WHO, Chen, Serino, Thorndike

2	4x45 min.	Computerbaseret træning af arbejdshukommelse	Jonas Kristoffer Lindeløv	<i>Target article:</i> Jaeggi (2010) (du kan springe studie 1 over) og Redick <i>Direkte relevant pensum:</i> Melby-Lervåg, Chein, Jaeggi (2008), Karbach, Klingberg (2002; 2010), Li, Morrison & Chein (2010), Nickerson, Redick, Shipstead (2012)
3	4x45 min	Interventionsmetoder til kognitiv forbedring	Jonas Kristoffer Lindeløv	<i>Target article:</i> Dresler (2012) og Togliola (2012) <i>Relevant pensum:</i> Cicerone, Fregni, Kirsch, Sedlmeier, Smith, Chiesa
4	4x45 min.	Hvad forskning i kognitiv forbedring viser om kognition, læring og sygdom.	Jonas Kristoffer Lindeløv	<i>Target article:</i> Taatgen <i>Relevant pensum:</i> Zatorre, Johnston, Lövdén

1. gang: Hvad er kognitiv forbedring?

Denne gang tegner det store billede over emnet "kognitiv forbedring". Det handler om:

- Transfer af evner – definition og problematikker i forhold til at demonstrere transfer empirisk.
- Kognitiv funktion – definition og hvad vi mener med "forbedring" af kognitiv funktion. Denne del af forelæsningsen trækker mest på filosofiske perspektiver, bl.a. epistemologi i forhold til mentale fænomener samt den klassiske strid om flerfoldig realisering vs. identitetsteori.
- Funktion og forbedring - patologiske perspektiv fra ICD (International Classification of Diseases), det funktionelle perspektiv fra ICF (International Classification of Functioning) og det kognitive perspektiv fra kognitionsforskningen. De tilhørende interventionsformer

2. gang: Computerbaseret træning af arbejdshukommelse

1. gang gav en forståelsesramme for at tænke på kognitiv forbedring. Denne gang anvender vi det på empirisk forskning. Fokus i denne forelæsnings drejer sig om nogle af de mest lovende forskningsresultater indenfor området. Interventionen er her computerbaseret træning af arbejdshukommelse. Indhold:

1. Muskel-metaforen: bliver arbejdshukommelsen bedre af at blive brugt meget?
2. Oversigt over effektstudier på området. Specielt med fokus på Jaeggi's dual n-back opgave og Klingbers CogMed software. Workshop: vi træner på forskellige computerprogrammer. Derefter diskuteres relationen mellem computertræningen og arbejdshukommelse.
3. Hvordan vurderer man, om der er en effekt? En kritik af nulhypotese signifikanstestning og en introduktion til effektstørrelser (Cohen's d og Hedge's g). Workshop: vi læser statistik-afsnit fra forskellige studier.

I forhold til pensum til denne gang: Please notice that there's a group of articles that were published together as a discussion on the effect of the CogMed software by Klingberg in collaboration with Pearson Publications. It starts off with a critical target article by Shipstead (2012a). This is followed by responses by Jaeggi (2012), Klingberg (2012), Morrison & Chein (2012), Hulme (2012), Gathercole (2012) and Shah (2012). Shipstead (2012b) follow up on all responses and rounds off the discussion.

3. gang: Interventionsmetoder

2. gang så vi på en specifik interventionsmetode (computerbaseret træning). Denne gang giver et overblik over forskningsresultater i hele paletten af interventionsmetoder i forhold til kognitiv forbedring:

1. Farmakologiske studier.
2. Psykoterapeutiske metoder: kognitiv adfærdsterapi, coaching og hypnose.
3. Praksis-drevne metoder: mindfulness og fysisk træning

Som workshop vil vi prøve flere af disse metoder i praksis. Vi diskuterer dem i forhold til forståelsesrammen fra 1. undervisningsgang.

4. gang: Hvad fortæller forskning i kognitiv forbedring os om kognition?

Vi vender tingene lidt på hovedet. Vi har tidligere undersøgt kognitiv forbedring i lyset af kognitionspsykologien. Denne gang vil vi undersøge, hvad forskning i kognitiv forbedring lærer os om menneskelig kognition og hjernen. Temaet er her, om læring er specifik eller generel og ligeledes om tænkning er specifik eller generel.

Pensum

Se læringsmål, kommentarer og læseguides til mange af disse artikler sidst i kursusbeskrivelsen.

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- Jaeggi, S. M., Studer-Luethi, B., Buschkuhl, M., Su, Y. F., Jonides, J., & Perrig, W. J. (2010). The relationship between n-back performance and matrix reasoning—implications for training and transfer. *Intelligence*, 38, 625–635. <https://doi.org/10.1016/j.intell.2010.09.001>
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- Zatorre et al. - 2012 - Plasticity in gray and white neuroimaging changes.pdf. (n.d.). Retrieved from <http://www.nature.com/zorac.aub.aau.dk/neuro/journal/v15/n4/pdf/nn.3045.pdf>
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Noter til pensum

De mest centrale tekster på pensum er: Perkins, Melby-Lervåg, Lindeløv (in review), Sedlmeier, Smith, Toglia og WHO.

Chen: They use a complex span task which requires active recall. This is in contrast to the N-back task (see Jaeggi et al., 2008; 2010; Redick et al.) which requires passive recognition.

Chen: This is a very simplistic model for rehabilitation strategies for patients with brain injuries involving disruption of the prefrontal cortex, either directly or indirectly by lesions to the connections to/from PFC. It is only meant as a first iteration in your understanding and should not be taken too literally.

Chiesa: Relate this paper to the meta-analysis by **Sedlmeier** on the same literature. The conclusions are somewhat different. I'd use meta-analyses as a superior source of knowledge to reviews in cases like this, where the literature is truly quantitative. Still, **Chiesa** et al. Is a welcome overview and discussion of the literature up until 2010.

Cicerone (2011): this is probably the most comprehensive synthesis of evidence on brain injury rehabilitation, taking in almost everything up until 2008. This paper has quite direct implications for which rehabilitation methods are used in the US. Compare it with **Rohling** who do a meta-analysis on an earlier version of the Cicerone guidelines, showing quite small effects. I would usually prefer a meta-analysis to a review, but Cicerone discusses some potential sources of error in Rohling.

Dresler: Dresler et al. provide a very broad overview of the field of cognitive enhancement. It's a very brief introduction to various intervention methods, although (necessarily) quite superficial. Methods include pharmaceuticals, nutrition, exercise, sleep, mnemonics, meditation, computer training and brain stimulation. A weakness of this article is that it sticks to the significance-dichotomy of "effect vs. no effect". Also, there's no synthesis towards the end to compares methods. It's not clear which one's you'd prefer.

Jaeggi (2008; 2010): The famous Jaeggi article is Jaeggi (2008). However, it has later been deemed close to scientific misconduct so we'll take the 2010 article instead which replicates the results from the 2008 publication and expands a bit. The results are very interesting because, using a dual n-back task, Jaeggi and colleagues seem to have found an active ingredient for improving intelligence through training on working memory. These are landmark results, and they have been widely cited in science as well as in public media. However, it fails to replicate so it's likely a fluke (see **Redick** and **Melby-Lervåg**; perhaps also **Shipstead, 2012a**).

Johnston: An intermediate level neurobiological account of learning in rehabilitation. See also **Zatorre** and **Lövden**.

All Klingberg papers: Klingberg has been very vocal in his support for computer-based cognitive training. Unfortunately, his credibility is ameliorated by the fact that he helped found CogMed which earns loads of money (and likely pay him) from people seeking to improve cognition – in particular parents to children with learning disabilities, ADHD, etc. and to brain injury rehabilitation professionals. Keep this in mind when you read the Klingberg papers, but still, read them with genuine interest.

Klingberg (2012): In this particular reply to the target article showing poor transfer from CogMed training, notice how Klingberg seeks to set up a straw man (“can working memory be improved?” instead of “can CogMed improve working memory”) and knock THAT down without really touching the target article’s central claims.

Lindeløv (2016): uses N-back on brain-injured and healthy subjects with an active control group. It is primarily included in the curriculum to build a bridge between patient studies and studies on healthy subjects. This is mostly treated in the discussion. This paper can be seen as an extension of **Jaeggi** and **Redick** to a brain-injured population.

Lindeløv (in review): This is a very central text in the curriculum. The four empirical criteria for transfer applies to every field and to healthy subjects alike. The rationale behind the criteria is the primary learning goal of this paper; the application of these criteria to the brain injury literature is more of an illustration, but the finding that there is zero effect has clinical applications, of course.

Lövden: This paper is on the curriculum because it defines a concise high-level language for how psychology may interface with neurobiological accounts of learning. However, it is quite hand-wavy and lacks substance on the biological side. **Johnston** and **Zatorre** provide this. I would not be surprised if **Lövden** proves to be complete nonsense once the science has matured, but for now, it provides a useful conceptual framework to move our understanding forwards.

Melby-Lervåg: Probably the most comprehensive meta-analysis on computerized cognitive training. A very central text in this curriculum.

Morrison: This is a quite useful overview of the literature, but it also slightly misleading. It translates significant effects on one outcome measure into “effectiveness” with respect to the full cognitive function that this outcome measure targets. This is not without problems; **see Lindeløv (in review) meta-analysis**. So I would compare this with **Melby-Lervåg** meta-analysis.

Nickerson: Arguably the geekiest text on the curriculum. It’s about how bad p-values are. The relevance for you is quite straight-forward: almost all of the literature on the curriculum here is based on p-values. When you, as a professional psychologist, are to give recommendations or to rehabilitate brain injured patients, you should be mindful of this.

Redick (2012): This is probably the methodologically highest quality study on the cognitive transfer effects of the dual n-back task. Active control and thought-through test battery. It is a direct attack on **Jaeggi** (2008; 2010) and takes us back to the old **Thorndike** conclusion, that training is always specific. See **Lindeløv (2016)** who applies n-back to brain injured patients.

Rohling: see comment on **Cicerone**.

Shipstead (2012a): Show that CogMed is relatively ineffective. This is a big deal since CogMed is one of the largest commercial players in this arena. This is the same research group that published **Redick (2012)**.

Singley: read only chapter 1! Together with **Perkins**, this makes up a very nice introduction the study of the transfer of learning.

Thorndike (1901a): This is probably the most classical and defining article on cognitive enhancement. The important thing is to get the general idea of the experimental design – you need not understand all the

numbers, which are presented in a quite confusing way. Thorndike & Woodsworth examine how far people can generalize from learning on one stimulus set to other stimulus sets with only slightly different properties than the trained stimulus set. From a range of very simple experiments, Thorndike strongly advocates for very specific learning and cognition as very skill-bound instead of general (see also **Perkins**). The method of these experiments are quite convincing but notice that the results are only based on 3-6 subjects! It is however strengthened by the fact that subsequent studies have arrived at a conclusion along the same lines, although no one (to my knowledge) has replicated the original Thorndike experiments. Notice that it is the first in a series of three articles.

Toglia: This is a cheat-sheet of intervention methods for cognitive neurorehabilitation. Superficial indeed, but quite practical to the beginner. There is no weighting of effect sizes.

WHO: This framework of "function," "activity," and "participation (DK: funktion, aktivitet og deltagelse) is widely used in rehabilitation practice. It represents a move away from a clinical practice that was overly concerned with "function" only. The framework is increasingly being adopted in the academic literature as well.

Zatorre: A basic introduction to the neurobiology of learning. You may also read appropriate chapters in your textbook from the Biological Psychology course on the 1st semester. It is too specific to have any direct consequences for how you would do cognitive training or rehabilitation, but it gives a foundation. See **Johnston** for a more intermediate-level treatment of the subject and **Lövdén** for a high-level framework.

Valgfag: Discursive Psychology

Version 1.3 as of October 24, 2016

Modulbeskrivelse

Modultitel Discursive Psychology 5 ECTS
Placering Valgfag er placeret på såvel 4. som 6. semester psykologi.
Modulansvarlig Carolin Demuth
Type og sprog § 28 Modulet "Valgfag" i studieordning for bacheloruddannelsen i psykologi, september 2016. Undervisningen foregår på engelsk. Skriftlige opgaver kan skrives på enten engelsk eller dansk.
Aim The students should be able to demonstrate: Knowledge about and understanding of: <ul style="list-style-type: none">• basic theoretical underpinnings of Discursive Psychology and how it differs/overlaps with other branches of psychology/social science• how to practically apply discursive psychology to empirically study relevant topics in psychology Skills in <ul style="list-style-type: none">• applying a discursive psychology approach to concrete research questions as well as to their own bachelor project Competences in <ul style="list-style-type: none">• Critically reflecting epistemological assumptions and methodological approaches in various fields of psychology
Content Over the past twenty five years discursive psychology has become an influential field in its home discipline of psychology, as well as in many other academic disciplines, with national and international impact. Discursive psychology is the study of how psychological phenomena such as knowledge, memory, motivation, attitudes and feelings are constructed and managed in talk and texts, and the consequences for people's' relationships with one another. It has originally emerged within the field of Social Psychology and offers alternative ways of understanding topics treated in various fields of Psychology. Having its roots in Social constructionism, Wittgensteinian Philosophy, as well as Ethnomethodology, it views language – or rather discursive practices - as social action and as crucial to understanding human psychological functioning. It can hence be considered a Metaperspective on Psychology and as a specific approach within the broader field of Cultural Psychology. This course aims to introduce students to both the theoretical underpinnings of as well as the empirical approaches used within discursive psychology. We will discuss how this approach can be applied to concrete

research questions in the field of Social, Personality, Cognitive, and Developmental Psychology. Moreover, students will be capable, after covering the lectures and readings, to critically evaluate theoretical approaches and empirical studies in the general field of psychology/social science. It hence is meant to support and inspire students in their BA projects but will also be profitable for students of other semesters.

Omfang og forventet arbejdsindsats

8 forelæsninger à 2 timer, dvs. 16 timer i alt.

Det forventes, at de studerende deltager aktivt i øvelser undervejs.

Deltagere

Valgfag er målrettet 4. og 6. semester på psykologiuddannelsen.

Ved forhåndsgodkendelse fra de pågældendes studienævn er kurset også åbent for andre.

Eksamen (see also § 28 Modulet "Valgfag" in the Studieordning for BA students in Psychology)

Option a) Written exam

Home assignment, a compulsory 72-hour assignment in which the students, based on a set assignment formulation must answer one or more questions in the discipline, or it can be made / prepared from the start of the course. This is stated in the instruction. Curriculum Framework: ca. 500 pages.

Option b)

Satisfactory active participation in the course, which implies 75% attendance and submission of all assignments set during the course.

- Active participation includes participation in small group discussions and discussions in plenum
- Assignments during the course are: each student is expected to prepare a summary of 2 texts of his/her own choice from the pensum list as well as questions for small group discussions for each of the 2 texts

Students who have failed are eligible for individual feedback from the examiner. Students can contact the study secretary Annette Christensen, annette@hum.aau.dk.

Course overview

Session	Duration	Topic	Teacher
1	2x45 min.	Introduction: Discursive Psychology – What is it?	Carolin Demuth
2	2x45 min	Discursive Psychology and Social Psychology	Carolin Demuth
3	2x45 min	Discursive Psychology and Cognitive Psychology	Carolin Demuth
4	2x45 min.	Discursive Psychology and Personality Psychology	Carolin Demuth

5	2x45 min	Discursive Psychology and Developmental Psychology	Carolin Demuth
6	2x45 min	Discursive Psychology and Neuroscience	Carolin Demuth
7	2x45 min	A Wittgensteinian approach to Psychology: On language games and knowing "how to go on"	Carolin Demuth
8	2x45 min	Narrative and Identity	Carolin Demuth

Session 1

2 timer v/Carolin Demuth

This session will give an introduction to the historical background and the theoretical and methodological underpinnings of Discursive Psychology.

Readings

- Edwards, D. (2005). Discursive Psychology. In: K.L. Fitch & R.E. Sanders (Eds.), *Handbook of Language and Social Interaction* (pp. 257-273). Erlbaum Press. [18 sider] [Scanned paper copy on moodle](#)
- Potter, J. (2012) Rereading Discourse and Social Psychology: Transforming social psychology? *British Journal of Social Psychology*. 2012; 51(3):436-55. [20 sider] [Online access via AUB](#)

Session 2

2 timer v/Carolin Demuth

In this session we will take a discursive psychology perspective on social psychology.

Readings

- Harré, R.; Moghaddam, F.M. & Sammut, G. (2012). Social Psychology. In: R. Harré & F. M Moghaddam (Eds): *Psychology for the Third Millennium. Integrating Cultural and Neuroscience Perspectives*, pp. 139-165, London: Sage [27 sider] [Online access via AUB](#)
- Potter, J. (1998). Discursive Social Psychology: From attitudes to evaluations. *European Review of Social Psychology*, 9: 233-66 [34 sider] [Online access via AUB](#)
- Wiggins, S. (2016). From Loughborough with love: How discursive psychology rocked the heart of social psychology's love affair with attitudes. In C. Tileaga & E. Stokoe (Eds), *Discursive Psychology. Classic and contemporary issues*. Pp. 101-113, New York: Routledge [13 sider] [Online access via AUB](#)

Session 3

2 timer v/Carolin Demuth

In this session we will take a discursive psychology perspective on cognitive psychology and memory.

Readings

Brockmeier, Jens (2010). After the Archive: Remapping Memory. *Culture & Psychology*, 16 (1) 5-35 [32 sider] [Online access via AUB](#)

Potter, J. (2000) 'Post-cognitive psychology', *Theory & Psychology*, 10: 31–7. [7 sider] [Online access via AUB](#)

Te Molder, H.. (2016). What happened to post-cognitive psychology? In C. Tileaga & E. Stokoe (Eds), *Discursive Psychology. Classic and contemporary issues*. Pp. 87-100, New York: Routledge [14 sider] [Online access via AUB](#)

Session 4

2 timer v/Carolyn Demuth

In this session we will take a discursive psychology perspective on personality psychology.

Readings

Harré, R.(2012a). Personality. In: R. Harré & F. M Moghaddam (Eds): *Psychology for the Third Millennium. Integrating Cultural and Neuroscience Perspectives*, pp. 217-236, London: Sage [20 sider] [Online access via AUB](#)

Harré, R.(2015). The person as the nexus of patterns of discursive practices. *Culture & Psychology*, 2015, Vol.21(4), pp.492-504 [13 sider] [Online access via AUB](#)

Session 5

2 timer v/Carolyn Demuth

In this session we will take a discursive psychology perspective on developmental psychology.

Readings

Forrester, Michael A. (1999). Reflections and Projections of the Developing Self. *Theory & Psychology*. Vol. 9(1): 29–46 [18 sider] [Online access via AUB](#)

Forrester, Michael A. (2001). The embedding of the self in early interaction. *Infant & Child Development*., 10 (4). pp. 189-202. [15 sider] [Online access via AUB](#)

Session 6

2 timer v/Carolyn Demuth

In this session we will take a discursive psychology perspective on neuroscience.

Readings

Harré, R. (2012b). Methods of Research: Neuroscience and Genetic/Evolutionary Psychology. In: R. Harré & F. M Moghaddam (Eds): *Psychology for the Third Millennium. Integrating Cultural and Neuroscience Perspectives*, pp. 37-56, London: Sage [20 sider] [Online access via AUB](#)

Harré, R. (2012c). The Brain can be thought of as a tool. *Integrative Psychological and Behavioral Science*, Vol.46(3), pp.387-394 [8 sider] [Online access via AUB](#)

Session 7

2 timer v/Carolyn Demuth

In this session we will discuss Wittgenstein's approach to psychology.

Readings

- Potter, J. (2001). Wittgenstein and Austin. In: M. Wetherell; S. Taylor; & S. J. Yates (Eds). *Discourse Theory and Practice. A Reader*. London: Sage in Association with The Open University Press, pp.39-46 [8 sider] [Paper copy at AUB](#)
- Shotter, J. (2010). Inside our lives together: a Neo-Wittgensteinian constructionism. In: S.R. Kirschner & J. Martin. *The Socio-Cultural Turn in Psychology. The Contextual Emergence of Mind and Self*. New York: Columbia University Press, pp. 45-67 [23 sider] [\(at the moment not available through AUB\)](#)

Session 8

2 timer v/Carolyn Demuth

In this session we will take a discursive psychology perspective on narrative identity.

Readings

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