

Generell informasjon om hvordan man skal sette karakter:

- I denne sensorveiledningen beskrives det et **ideelt svar**, samt et **minimumssvar**. Minimumssvaret er hva vi forventer av en besvarelse som skal bestå dette faget. Den ideelle besvarelsen er kun dette, et ideal, og man kan derfor ikke forvente at studenten har med alle poengene herfra. Dersom en student skriver en god oppgave som i tillegg beskriver mesteparten av poengene fra den ideelle besvarelsen, skal dette belønnes med toppkarakter.
- Det ideelle svaret beskriver en rekke relevante elementer, men det betyr ikke at andre ting også kan trekkes inn i en god oppgave, selv om dette ikke er beskrevet i sensorveiledningen. Sensorveiledningen er ikke en sjekklister, husk at dette er en essay-eksamen og ikke «multiple choice».
- Kandidaten skal belønnes for **essaystruktur** – tydelighet i struktur og innledning/avslutning.
- **Studentene skal besvare 2 oppgaver**. Det er derfor gjennomsnittet av disse to som utgjør den fullstendige karakteren. Husk at i tvilstilfeller skal et slikt gjennomsnitt alltid regnes til fordel for studenten.
- Dersom en av oppgavene vurderes til stryk, **fører dette til stryk på hele eksamen**.
- Det er nødvendig med kunnskap om pensum dersom man skal sette karakter på eksamensoppgavene. Konsulter pensumlitteraturen dersom du skulle være i tvil om noe.

Pensum for faget, er:

- Larsen, R.J., Buss, D.M., & Wismeijer, A., Song, J. (2017). Personality psychology. Domains of knowledge about human nature (3rd Edition). New York: McGraw-Hill.
  - o Kap 1-6, 8, 10, 13, 14, 16, 17, 19.
- **Artikler**
  - o Baumeister, R. F., & Vohs, K. D. (2018). Revisiting our reappraisal of the (surprisingly few) benefits of high self-esteem. Perspectives on Psychological Science, 13, 137-140. DOI: 10.1177/1745691617701185
  - o Bleidorn, W. (2015). What accounts for personality maturation in early adulthood? Current Directions in Psychological Science, 24, 245-252. DOI: 10.1177/0963721414568662
  - o Turkheimer, E. (2000). Three laws of behavior genetics and what they mean. Current Directions in Psychological Science, 9, 160-164. DOI: 10.1111/1467-8721.00084
  - o Tyrer, P., Reed, G. M., & Crawford, M. J. (2015). Classification, assessment, prevalence, and effect of personality disorder. Lancet, 385(9969), 717-726. DOI: 10.1016/S0140-6736(14)61995-4
  - o Reznick, D. (2001). Natural Selection: Introduction. In eLS, (Ed.). [https://doi-org.ezproxy.uio.no/10.1038/npg.els.0001750](https://doi.org.ezproxy.uio.no/10.1038/npg.els.0001750)

## INFORMASJON SOM ER GITT TIL STUDENTENE OM EKSAMEN:

Digital "åpen bok" eksamen

## Utlevering av oppgaven: 17. desember kl. 09:00

Varighet: 4 timer

Eksamenssystem: Inspera - se guider for digitale eksamener (lenker til et eksternt nettsted.)

Frist for å trekke seg fra eksamen:

Eksamensresultater: Du finner eksamensresultatene ved å logge på Studentweb

Mer om eksamensoppaven:

- Du blir bedt om å svare på 2 av 3 essayspørsmål.
- Du skal laste opp svaret ditt som en PDF-fil i Inspera innen fristen.
- Oppgavens struktur: Vi anbefaler deg å ta med en kort introduksjon for hvert essay. Dette kan inkludere din tolkning av spørsmålet og definisjoner av de viktigste begrepene. Hoveddelen av teksten skal gi informasjon om relevant teori og empiriske studier. Videre forventer vi kritisk diskusjon av de teoretiske og / eller empiriske emnene i essayet. Vi anbefaler å ta med en kort konklusjon som oppsummerer hovedpoengene i essayet. Du kan velge om du inkluderer underoverskrifter i essayet eller ikke.
- Det er ingen krav til antall sider eller ord.
- Kontakt SV-info hvis du har tekniske spørsmål angående hvordan eksamen vil bli organisert.

Formelle aspekter ved eksamen og bruk av referanser:

- Det er ingen formelle krav for utformingen av eksamen, som forside, spesifikk skriftstørrelse eller referanseliste.
- Du trenger ikke å inkludere referanser i teksten og heller ikke bruke en bestemt referansestil. Vis til læreplanen og annet materiale du har brukt når du besvarer eksamenen (skriv for eksempel på slutten av hvert essay hvilke bokkapitler og artikler - og i tilfelle andre flere kilder — du har brukt til å svare på essayet).

NB: Vær oppmerksom på at det er nødvendig å angi helt tydelig når du siterer deler av læreplanen eller andre kilder direkte (ved å bruke sitater og henviser til kilden med sidetall, f.eks. Huppert, 2014, s. 5). Ikke siter lange stykker med tekst.

- Læreplanen til kurset skal legges til grunn for besvarelsen. Annet materiale kan inkluderes, men dette tillegges ikke avgjørende vekt i vurderingen.
- Eksamen må være ditt eget selvstendige arbeid og resultatet av din egen læring og innsats. Det er ikke tillatt å samarbeide med andre studenter fra kurset eller motta annen form for hjelp mens du skriver eksamenen.
- Å kopiere tekst (eller bruke endringer i eksisterende tekster) fra læreplanen eller andre kilder uten å gi referanse, betraktes som plagiering og kan betraktes som juks / forsøk på juks. Vi vil rutinemessig sjekke for plagiering, og eksamenene til alle studenter blir automatisk sammenlignet for å se etter likheter.

Karakter:

- Eksamen er rangert A til F.

- Evalueringen er basert på fire hovedpoeng, som legger grunnlaget for alle evalueringer ved Psykologisk institutt:

\* Mengden kunnskap (teoretisk / empirisk)

\* Demonstrasjon av innsikt (oversikt / forståelse)

\* Struktur og bruk av begreper

\* Uavhengighet og originalitet

### Oppgave 1:

Discuss self-actualization need and why positive regard is important for promoting self-actualization in Carl Roger's theory. According to Rogers, what is the source of anxiety? Describe the three core conditions in Rogers's therapy to help people become fully-functioning.

Diskuter behov for selvaktualisering og hvorfor "positive regard" er viktig for å fremme selvaktualisering i Carl Rogers teori. I følge Rogers, hva er kilden til angst? Beskriv de tre kjernebetingelsene i Rogers terapi som er ment å hjelpe mennesker til å bli fullt fungerende.

#### **Ideal answer:**

Full definition of self-actualization that includes the following aspects:

- Exploitation of its full potential
- Based on the need for growth (not based on lack)
- Properties of "Self-actualizers" according to Maslow's case studies (see page 259 in the textbook).
- At the top of the needs hierarchy
- «The fully functioning person»
- Relationship with «flow»

Furthermore, Carl Rogers' theory of the need for positive regard (or love) and how this is related to self-actualization must be explained. Important concepts that must be explained are conditional and unconditional (positive) esteem and self-esteem. It is positive if the concepts and their connection with self-actualization are explained by means of an example, often in connection with experiences growing up.

Students must also discuss how Carl Rogers' theory explains anxiety (when self-image is threatened) and the use of defense mechanisms (distortion of reality).

A critical discussion of Carl Rogers' theory is important. Such a discussion may include some of the following elements:

- Putting Carl Rogers' theory in the larger context of humanistic psychology
- Critically discuss whether humanistic research is too little based on empirical research
- Discuss whether Carl Rogers' theories have influenced psychological thinking, including the design of psychotherapy
- Discuss whether self-actualization is a concept that is to a large extent characterized by Western, individualistic thinking.

Furthermore, it must be explained the three conditions for client-centered therapy: 1) genuine acceptance, 2) unconditional positive regard; and 3) empathic understanding.

**Minimum answer:** The candidate must be able to give a basic account of the concepts of self-actualization and the need for positive regard and how one can imagine that the need for positive regard is central in promoting self-actualization.

Furthermore, the candidate must be able to describe at least one relevant finding from research with some accuracy.

NOTE: When it comes to empirical data, students should be rewarded for accuracy in the empirical representations, but this is a large subject with a lot of syllabus material, so we should not expect too many names and years - overview and understanding is the most important here

## Oppgave 2:

Define social identity and its development over time. Discuss identity crisis at different developmental periods, different types of identity crisis and its solution.

Definer sosial identitet og dens utvikling over tid. Drøft identitetskrise ved ulike utviklingsperioder, ulike typer identitetskriser og løsningene på dem.

**Ideal answer:** In the answer, social identity must be defined, and it must be included the three aspects that make up one's identity and how it develops over time (see pages 377-378 in the textbook):

- Social identity is the social component of the self, it is the self that is shown to other people. It contains elements that are socially observable.
- Social identity has three important features: 1) continuity (it contains aspects that remain stable across life such as language, ethnicity, gender), 2) contrast (it differentiates us from others) and 3) coherence (perceiving the self as similar in various life domains such as work, education, family life).
- Identity develops over time through relations with others. Ways to find social identity is via experimentation or taking already defined roles, especially during adolescence.
- The student can highlight the disadvantages of adopting defined roles (without questioning them). Examples throughout the discussion would be valuable.

Furthermore, the student defines identity crisis according to Erikson and can provide examples of events that can challenge one's social identity at different developmental periods of life. Then the student discusses different types of identity crises according to Baumeister and its resolution. See pages 379-381 in the textbook. Elements that can be highlighted in the discussion are

- According to Erikson (1968), identity crisis can be defined as feelings of anxiety one's experience when defining or redefining one's own social roles
- Examples of identity crisis, how identity can be challenged, during adolescence (e.g., reject family of origin values) or adulthood (e.g., change in status from married to divorced and newly single)
- According to Baumeister (1997, 2000) there are two types of identity crisis: 1) identity deficit: arises when a person has not formed adequate identity; Problems making important decisions; often when old values or goals are rejected; can lead to feelings of emptiness and uncertainty; easily influenced; and 2) identity conflict: two or more aspects of identity do not fit together; often occurs when a person is forced to make an important and difficult life decision; desire to reach two goals that are in opposition to each other (e.g., family-work); role conflicts.
- Resolution of identity crisis: 1) create a value base, decide which values are most important and 2) turn the values into desires, goals and behaviors. Provide example such as work and family.

**Minimum answer:** The student must explain social identity and the different routes to achieve an identity. The student must define identity crisis, types, and its resolution. Furthermore, the candidate must be able to describe at least one relevant finding from research with some accuracy.

NOTE: When it comes to empirical data, students should be rewarded for accuracy in the empirical representations, but this is a large subject with a lot of syllabus material, so we should not expect too many names and years - overview and understanding is the most important here.

### Oppgave 3

Explain what mean stability and rank-order stability are: include some examples based on five factor model of personality in adults. Summarize what is personality changes across cohorts and include some examples. Make a short comment about how we practically can apply knowledge about personality change in the field of psychology.

Forklar hva gjennomsnittlig stabilitet (mean stability) og rangordensstabilitet er: ta med noen eksempler basert på femfaktormodellen av personlighet hos voksne. Oppsummer hva som er personlighetsendringer på tvers av kohorter og ta med noen eksempler. Kom med en kort kommentar om hvordan vi praktisk kan anvende kunnskap om personlighetsendring innen psykologi.

#### **Ideal answer:**

##### ***Does personality change?***

Introduce why is important to assess the change of personality. The introduction is quite open in the content. However, the student should comment that personality change is a hot topic in personality psychology research, and that it is important because personality change has implications in how people behave across life and in other context of applied psychology (i.e., clinical context).

##### ***Explain what mean stability and rank-order stability are: include some examples based on five factor model of personality in adults***

###### Define mean level stability.

Mean level stability refers to the constancy of the level of personality over time. Students should comment the study of Specht et al. (2011) that is included in the book. Openness showed a curvilinear decline with an increase in ages with a stability in mid ages (35-60 years old). Conscientiousness before 30 is low in mean level stability but increases after 30 years old. Agreeableness remains quite stable but increase in the older ages (after 60 years old). Extraversion decreased but minimal over time. Neuroticism (emotional stability) is quite stable but reduce slightly after 50 years.

The student might comment other studies that might present slightly other results (i.e., Terracciano et al., 2005). However, they should exemplify the complexity of the use of the big-five-personality traits.

###### Define rank order stability (ROS).

ROS is the maintenance of a relative individual position within a group in terms of trait levels over time. For example, if you assess extraversion in a group of adolescents at 15 years old and 15 year later, extraversion is rank order stable if adolescents who score high when the have 15 maintain their higher position inside the group when they are 30 years old.

Student should include studies form age 18-84. Overall, all the five factors (neuroticism, extraversion, openness, agreeableness, and conscientiousness) show moderate to higher levels of stability (correlation between intervals higher that 0.65). An important study is the Specht et al. 2011. Results indicated that extraversion, emotional stability, openness, and agreeableness showed an increasing stability with a peak around 40-60 years of age. Then, they reduce their stability among older age groups (negative quadratic curve). Conscientiousness followed a different pattern, where older individual showed more stability that younger individuals (positive linear stability).

Students might include other studies that are very important (i.e., Vaidya et al. 2002 or DelVecchio et al. 2000).

ROS is highly replicable across different populations and investigators. In addition, they should include hat

In the definition of mean level stability and ROS the student should comment that changes depends on the personality traits being studied. However, personality is relatively stable in the adulthood.

***Summarize what is personality changes across cohorts and include some examples.***

This question should comment that the change in personality not only is caused by age but also by a cohort effect, in other words, the social times in which an individual lives.

The studies of Jean Twenge are the most important in this section (2000, 2001a, 2001b). She focused on the role of gender, in particular the women's status and roles.

Students should comment different status that women have experienced in recent history in western countries. However, the most important thing is that women traits scores in assertiveness rose and fell dramatically depending on the cohort in which the woman was raised. For example, women rose between 1930-1945. Between 1951-67 women experienced a fall, followed by an increased from 1968 to 1993.

In dominance trait, woman increased the levels between 1968-1993: however, men were stable. Another important results from Twenge (2008) are that narcissism scores experienced an increase between 1982-2006. Although there is still a debate, this is an example why youth are more narcissistic than elders.

**Finally, include a short comment about your thoughts about an application where we can use of personality change in the field of psychology**

The student should wrap up the essay with a reflection on the topic. In particular, a correct answer will include some comments about a practical application of personality change to any field of psychology. Some examples might be clinical psychology (important to know when and what aspect of personality change to tailor psychological interventions based on personality traits). In addition, understanding how personality develops across adolescence and young adulthood might help to better define prevention efforts for some maladaptive personality traits. In addition, social decision depending on age or gender might be based on individual change of personality (i.e., selection of a partner). Those are some examples, but student might provide other that can be included as valid too.

**Minimum answer:**

Definition and examples of mean and ROS.

Comment the relevance of personality changes across cohorts in assertiveness, dominance and narcissism.

Include at least one application for personality change in psychology.