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Mal for sensorveiledning

Emnekode	PSY2107/PSYK4417
Emnenavn	Social-community and cultural psychology
Emneansvarlig/oppgavegiver	Mons Bendixen
Kvalitetssikret av	Trond Nordfjærn
Semester, år	Fall, 2024
Vurderingsform, lengde	hjemme-eksamen, 7 days
Tillatte hjelpemidler	All

Emnets læringsutbyttebeskivelser angitt I kunnskaper, ferdigheter og generell kompetanse. (Henvisning med lenke til emnesiden på NTNUs nettsider er tilstrekkelig)	https://www.ntnu.edu/studies/courses/PSYK4417#tab=omEmnet
Pensum	**Mandatory readings:** Applied social psychology (book): Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (Eds.). (2017). *Applied social psychology: Understanding and managing social problems* (2 ed.). Cambridge, UK: Cambridge University Press. Community psychology (books): Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology*. Belmont, CA: Cengage Learning. Riemer, M., Reich, S. M., Evans, S. D., Nelson, G., & Prilleltensky, I. (Eds.). (2020). *Community psychology: In pursuit of liberation and wellbeing*. Bloomsbury Publishing. Selected papers: Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50, 179 – 211. Ajzen, I. (2012). The Theory of Planned Behavior. In Lange, Paul, A.M. Van, and Kruglanski, Arie W. Handbook of Theories of Social Psychology, Vol. 1 (pp. 438-459). London, GBR: SAGE. Berry, J.W., Shinney, J.S., Sam, D.L., & Vedder, P. (2006). Immigrant youth: Acculturation, identity and adaptation. Applied Psychology, 55, 303 – 332.

	Bierwiaczonek, K., & Kunst, J.R. (2021). Revisiting the integration hypothesis: Correlational and longitudinal meta-analyses demonstrate the limited role of acculturation for cross-cultural adaptation. Psychological Science, 32, 1476 – 1493. Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology, 41,* 327-350. doi: 10.1007/s10464-008-9165-0 Gelfand, M.J., Raver, J.R., Nishii, L et al., (2011). Differences between tight and loose cultures. A 33- nation study. Science, 27, 1100 – 1104. Gerber, J., & Wheeler, L. (2009). On being rejected: a meta-analysis of experimental research on rejection. Perspectives on Psychological Science, 4, 468-488. doi:10.1111/j.1745-6924.2009.01158.x Henrich, J., Heine, S.J., & Norenzayan, A. (2010). Most people are not WEIRD. Nature, 466, 29. Holt-Lunstad, J., Smith, T. B., Baker, M., Harris, T., & Stephenson, D. (2015). Loneliness and social isolation as risk factors for mortality: a meta-analytic review. *Perspectives on Psychological Science, 10(2)*, 227-237. doi:10.1177/1745691614568352 Holtgraves, T. M., & Kashima, Y. (2008). Language, Meaning, and Social Cognition. *Personality and Social Psychology Review*, *12*(1), 73–94. https://doi.org/10.1177/1088868307309605 Mihalic, S. F., & Irwin, K. (2003). Blueprints for Violence Prevention: From Research to Real-World Settings—Factors Influencing the Successful Replication of Model Programs. Youth Violence and Juvenile Justice, 1(4), 307-329. doi:10.1177/1541204003255841 Nelson, G., & Prilleltensky, I. (2010). Community Psychology: In Pursuit of Liberation and Well-being. Macmillan Education UK. Olweus, D., Limber, S. P., & Breivik, K. (2019). Addressing specific forms of bullying: A large-scale evaluation of the Olweus Bullying Prevention Program. International Journal of Bullying Prevention, 1(1), 70-84. doi:10.1007/s42380-019-00009-7 Peytcheva, E. (2020). The Effect of Language of Survey Administration on the Response Formation Process. In M.

	Sha (Ed.), *The Essential Role of Language in Survey Research* (pp. 3–22). RTI Press. https://doi.org/10.3768/rtipress.bk.0023.2004.1 Ramos, M. R., Hewstone, M., Barreto, M., & Branscombe, N. R. (2016). The opportunities and challenges of diversity: Explaining its impact on individuals and groups. *European Journal of Social Psychology, 46(7)*, 793–806. https://doi.org/10.1002/ejsp.2261 Ruggieri, S., Bendixen, M., Gabriel, U., & Alsaker, F. (2013). Do victimization experiences accentuate reactions to ostracism? An experiment using cyberball. International Journal of Developmental Sciences, 7(1), 25-32. doi:10.3233/DEV-1312114. Stern, P. C., Abel, T., Guagnano, G. A., & Kalof, L. (1999). A value-belief-norm theory of support for social movements: The case of environmentalism. Research in Human Ecology, 6, 81– 97. Tam, K.-P., & Milfont, T. L. (2020). Towards cross-cultural environmental psychology: A state-of-the-art review and recommendations. Journal of Environmental Psychology, 71, Article 101474. https://doi.org/10.1016/j.jenvp.2020.101474 Wang, Q., Shao, Y., & Li, Y. J. (2010). 'My way or mom's way?' The bilingual and bicultural self in Hong Kong Chinese children and adolescents. Child Development, 81(2), 555–567. https://doi.org/10.1111/j.1467-8624.2009.01415.x Wesselmann, E. D., & Williams, K. D. (2017). Social life and social death: Inclusion, ostracism, and rejection in groups. Group Processes & Intergroup Relations, 20(5), 693-706. doi:10.1177/1368430217708861 Williams K. D. (2007). Ostracism. *Annual review of psychology, 58*, 425–452.
Eventuelle formelle krav til besvarelsen	**APA-style. References provided continuously within the text do NOT count towards the word limit for short- and essay-answer assignments.** **A reference list is not required for short-answer questions. A full reference list must be developed for the essay assignment (Part B).**

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Hvordan de ulike oppgavene i eksamenssettet er vektlagt	Part A. Short Answer (30%) Part B. Essay (70%)

Oppgavetekst:

English.

Part A

Short answer. Max 350 words per question. All three questions must be answered.

1. You would like to encourage employees working in an office building to recycle their waste. Explain how 1) social norms 2) emotional appeals and 3) nudging can be used to improve recycling performance.

2. Describe and explain differences between errors and violations in driving behaviour.

3. How are Sami discriminated in today's Norway? What are the potential psychological effects of this discrimination?

Part B

Essay. Max 3500 words

A primary school in Trondheim is planning an intervention targeting bullying. They want to develop and implement an intervention from scratch rather than to apply existing programs. Compare and discuss approaches from social- and community psychology that may be relevant for the development and implementation of such a program.

Norwegian Bokmål.

Del A

Kortsvarsoppgaver. Maks 350 ord per spørsmål. Alle tre spørsmålene må besvares.

1. Du ønsker å oppmuntre ansatte i en kontorbygning til å resirkulere avfall. Forklar hvordan (1) sosiale normer (2) emosjonell appellering (Eng. emotional appeals) og (3) dulting (Eng. Nudging) kan brukes for å få folk til å resirkulere.

2. Beskriv og forklar forskjellen mellom feil (eng. errors) og regelbrudd (eng. violations) knyttet til kjøreatferd.

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3. Hvordan blir samene diskriminert i dagens Norge? Hva er de mulige psykologiske effektene av denne diskrimineringen?

Del B

Essay. Maks 3500 ord

En barneskole i Trondheim planlegger en intervensjon mot mobbing. De ønsker å utvikle og implementere en intervensjon fra grunnen av fremfor å benytte eksisterende programmer. Sammenlign og diskuter tilnærminger fra sosial- og samfunnspsykologi som kan være relevante for utviklingen og implementeringen av et slikt program.

Sensurveiledning:

Guidelines for question 1:

Short answer. Max 350 words per question. All three questions must be answered.

The key point we want to see is that students provide reasons for their suggested strategies grounded in social psychology principles, clearly explaining *why* these approaches—such as social norms, emotional appeals, and nudging—are effective in encouraging recycling behavior.

1. Students can explain that both **descriptive norms** (what most people are doing) and **injunctive norms** (what is socially approved) can promote recycling. For descriptive norms, they could mention signs that say "90% of our employees recycle their waste,"; they could use transparent bins to show correct sorting of previous colleagues or a progress bar near the bins, which updates to show how much waste has been correctly sorted and recycled over time. This display might say something like, *"This week, 85% of waste has been sorted correctly!"* or *"Together, we've recycled 300 kg this month!"* This creates a sense of shared achievement and reminds employees of the collective effort. For injunctive norms, they could suggest pictures of watching eyes near the bins making the expectation to recycle salient or messages that reinforce the expectation to recycle encouraging more people to participate. (*"Thank you for recycling and helping keep our office environmentally friendly!"* or *"Our community values correct recycling. Please join us in taking care of our planet!")*
2. Students could describe the use of visualizations of environmental consequences to create an **emotional response**. For instance, showing an image of a turtle tangled in plastic waste could elicit concern or fear. To balance this, they could add messages that emphasize action advice to

boost people's self-efficacy. Alternatively, encouraging the feeling of hope can motivate action, for example via a company-internal creative day where all employees collaboratively develop a new recycling system.

3. Students might describe how **nudging** can make recycling more intuitive and appealing. They could suggest practical examples like placing bins in accessible spots, using color-coded bins for different types of waste, or using distinct bin shapes to make separation easier. This approach "nudges" people toward recycling without forcing them, making the process both straightforward and inviting.
4. Students can also suggest **combinations** of strategies e.g. nudges and emotional appeals (*"This waste goes straight to landfill. Consider recycling to reduce environmental impact.")*

Guidelines for question 2:

Errors and violations are two of the important components in aberrant driving behaviour. Errors refer to unintentional mistakes, e.g. due to human limitations in cognitive processing, inattention, and limitations in driving skills. Violations have a more deliberate nature, and refers to acts such as violating speed limits, red light running, and drink-driving. Demonstrating capability of differentiating the two by proper definitions and examples is the minimum requirement for the response. Driving violations usually has a stronger motivational component compared to the error component in aberrant driving behaviour. Students can point to that the errors and violations distinction has strong empirical support, for instance through factor analyses by the DBQ instrument across a large number of countries varying substantially in (traffic) culture. A strong response may show capability to differentiate types of errors (e.g. slips, lapses, mistakes) and point to cross-country differences particularly in driving violations. A strong response may also identify demographics characteristics that are associated with errors and violations, such as gender and age, where young males typically manifest more violations than older people and females in general. The relative role of the two components in accident involvement can also be highlighted.

Guidelines for question 3:

The student should be able to describe and give examples of institutionalized, system-based discrimination and "invisible" racism or discrimination which Sami face in everyday life and give some statistical evidence. Then the student should give examples of effects of discrimination in terms of mental health and describe the mechanisms. A good answer does not need to include everything below, but some examples for each aspect.

In terms of system-based discrimination, students should note that Norway has one of the world's **best laws protecting indigenous people**. Despite this relatively good legal standing, **discrimination is very common**. A study shows that 33% of residents in Northern Norway have observed hate speech against the Sami in the past year. The 2021 Mihá study highlights that three out of four young Sami have experienced

discrimination, and Sami individuals are twice as likely as ethnic Norwegians to face bullying, especially outside Sami-speaking regions. There is lots of hate speech online.

System-based (institutionalized) discrimination includes **Norwegianization** in **schools** (school's failure to facilitate language training and the transmission of traditions) and in **child protection** in which cultural aspects are not taken into account. In **healthcare**, Sami patients often experience culturally unsafe treatment, lacking in language accommodation and cultural sensitivity. This leads many Sami to mistrust the healthcare system, reducing access to essential services.

Moreover, **"invisible" racism** perpetuates a feeling of **gaslighting**, where Sami individuals' experiences are minimized, making them feel isolated and misunderstood. Some examples of invisible everyday discrimination are: 1) **stereotyping** and prejudice (stereotyped as "exotic" or "different," leading to curiosity that borders on uncomfortable or invasive questioning and accused of being "overly sensitive" or "easily offended" if they address discrimination), 2) **hate speech** and **bullying** (ethnic slurs or derogatory jokes), 3) **questioning of authenticity** (questioning if they are "real" Sami), 4) **exoticization** (treated as "curiosities" or "museum pieces," unwanted physical or verbal attention about their traditional dress, jewelry, or language), 4) **unwanted inquiries and stereotypes**, 5) **social isolation and invisibilization**, 6) **pressure to assimilate** (pressure to "fit in" with mainstream Norwegian feel judged or criticized for speaking their language or following cultural traditions in public spaces), 7) **online harassment**, and 8) **disregard for Sami identity** as "less Norwegian".

Discrimination against the Sami has **serious mental health consequences**, leading to heightened risks of depression, anxiety, and suicidal ideation. This chronic exposure to prejudice creates a **"minority stress"** effect, worsening mental health over time. Sami individuals often struggle with their identity, feeling pressure to "prove" their heritage, which fosters confusion and self-doubt, especially among those living outside traditional Sami areas.

This discrimination also leads to **alienation** and social isolation, as many Sami feel invisible or disconnected from the larger society. This isolation is compounded by reduced trust in others, making them more reluctant to seek support or engage fully in their communities. Continuous prejudice also impacts self-esteem, leading to **internalized shame**, which can cause some Sami to distance themselves from their cultural heritage.

As a result, many develop **hypervigilance** and a deep sense of **mistrust** in social and institutional settings, which further isolates them. Experiences of discrimination are directly linked to an increased risk of suicide, particularly among younger Sami, as they face feelings of hopelessness with few visible pathways to change.

This discrimination **weakens cultural pride**, as constant exposure to prejudice can make younger Sami less inclined to maintain their traditions. Over time, the cumulative impact of both historical and contemporary discrimination creates intergenerational trauma, impacting identity, cultural transmission, and self-worth across multiple generations. These challenges highlight the urgent need for culturally sensitive support

and wider societal understanding to enhance the mental well-being of the Sami community.

Guidelines for question 4 (Essay):

Part B Essay. Max 3500 words

A primary school in Trondheim is planning an intervention targeting bullying. They want to develop and implement an intervention from scratch rather than to apply existing programs. Compare and discuss approaches from social- and community psychology that may be relevant for the development and implementation of such a program.

Guidelines for grading

There are several well-known, evidence-based intervention programs available. In Norway, The Olweus Bullying Prevention Program (OBPP) has proven to reduce existent bullying significantly and to prevent new cases of bullying in Norway and abroad. It is extensively used in the USA. Also, the Zero program, developed by Roland in Stavanger has proved effective. Other relevant programs are the KiVa from Finland, positive school climate programs, and social and emotional learning programs.

The candidate is expected to consider some of these programs and describe them in short and then argue throughout for why NOT to apply them at the particular primary school in Trondheim. This may include limitations of existing programs, obstacles linked to making staff adhere and commit to an existing program, need for a context-specific culture approach (to the extent that this Trondheim school may have specific challenges with regard to student composition and needs), and the importance of a tailored intervention.

Aspect to consider when developing a bullying intervention program

The candidate is expected to provide some background on bullying in primary schools. E.g., what are the different types of bullying (physical, verbal, relational) and what we know about its prevalence. Further, the impact bullying has on children's well-being and academic performance may be mentioned as a motivating factor for preventive effort.

Relevant theoretical framework to consider:

A. Social Psychology Approaches may include:

1. **Social Learning Theory** - How behaviors are learned through observation - Application: Role of peer modeling in bullying behavior (e.g., peers who intervene and mark their strong position against bullying behavior).

2. **Empathy training** – Provide opportunities for students to empathize with victims in general and bully victims in particular. This may be supported by role-playing using scripts.

3. **Cognitive Dissonance Theory** - Understanding how conflicting beliefs can motivate change - Application: Encouraging students to reflect on their behaviors and beliefs

about bullying, particularly when their attitudes are negative to bullying, but their behavior passively support bully behavior by NOT intervening (not trying to stop it, not calling for help, not providing information to the teacher).

4. **Attribution Theory** - How individuals interpret the causes of behavior - Application: Teaching students to understand the perspectives of both victims and perpetrators. Many students may attribute their peers' behavior as caused by internal personal characteristics and motives, overlooking situational forces.

B. Community Psychology Approaches may include:

1. **Ecological Model** - Understanding the multiple levels of influence on behavior (individual, relationship, community, societal) - Application: Addressing bullying at various levels (e.g., classroom, school, home).

2. **Empowerment Theory** - Fostering a sense of agency among students and staff - Application: Involving students in the development and implementation of the program

3. **Social Capital Theory** - Importance of relationships and networks in fostering a supportive environment - Application: Building connections among students, teachers, and parents to create a cohesive community.

4. **Sense of community** - The importance of connecting the school and the anti-bullying program to the local community (volunteer organizations, clubs, sports teams, etc.) to strengthen feelings of belongingness and unity against social problems such as bullying behavior.

Program Development

A. Needs Assessment

1. Should the school perform surveys and focus groups with students, teachers, and parents?

2. What is the need for identifying specific bullying behaviors and contexts within the school where bullying is particularly likely to occur (wardrobes, toilettes, and other unsupervised areas, possibly also the way to and from school).

B. Consider the need for setting goals and objectives for reducing and preventing bullying behavior in a short-term and long-term perspective as well as objectives related to improving school climate and student well-being.

Intervention Strategies may include the following

A. Creating awareness of the problem and training of teachers. This may include workshops for students on empathy, conflict resolution, and bystander intervention, as well as training for teachers on recognizing and addressing (e.g., how to intervene effectively in an acute situation) bullying inside and outside the classroom.

B. Peer Support Programs may include establishing buddy systems or peer mediation groups, as well as encouraging student-led initiatives to promote inclusivity

C. Parental Involvement may incorporate meetings/workshops for parents on recognizing signs of bullying and supporting their children, along with creating a communication channel between parents and the school on bullying issues.

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Implementation Plan

A plan for implementing need to have a timeline for rollout, phased implementation over the school year, and regular check-ins and adjustments based on feedback from teachers, parents and students. In addition, how much resources needed needs to be identified (budget considerations for materials, training, and events as well as Identifying community partners for support

Evaluation of program implementation success and effectiveness in reducing bullying behavior

Any intervention program needs to be able to measure success. This can be undertaken by pre- and post-intervention surveys to assess changes in bullying behavior and school climate. In addition, qualitative feedback from students, teachers, and parents may be collected systematically. Importantly, the school may want to measure implementation success in addition to outcome success. Further, continuous improvement of the program through regular review meetings to discuss outcomes and make necessary adjustments, and a long-term follow-up to ensure sustainability of the program.

A note

All the above work is part of the existent established prevention programs. For this reason, the candidate need to argue well for a position that the teachers at the particular school want to develop their own program rather than applying one of the evidence based programs around.

Karakterskala som er benyttet

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